



Office of English  
Language Learners (OELL)

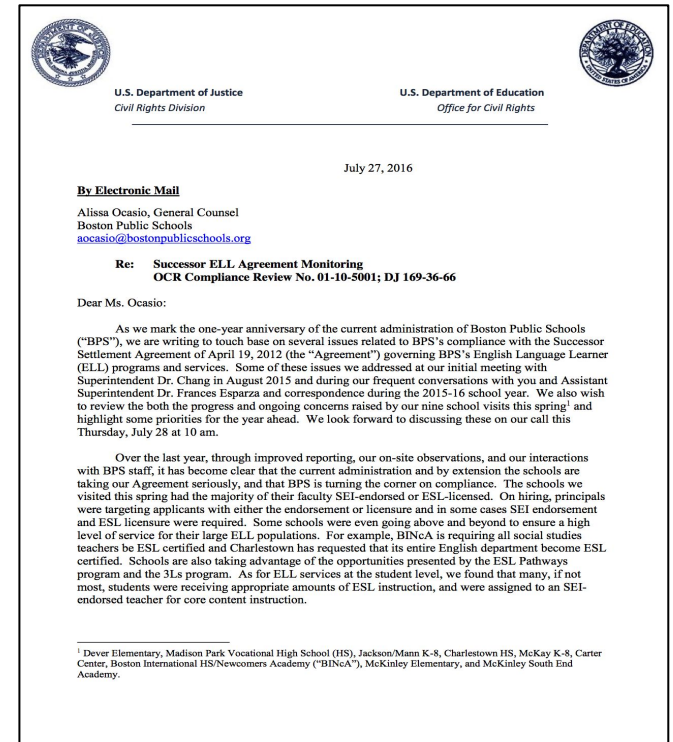
# OELL DOJ Report Updates for ELL Task Force December 7, 2016



# DOJ/OCR Letter for SY 16/17

The Federal government provided input on BPS compliance efforts:

- *“The current administration is taking our Agreement seriously, and that BPS is turning the corner on compliance.”*
- Principals were hiring applicants with SEI endorsement and ESL licensure.
- Students were receiving appropriate amounts of ESL instruction, and were assigned to an SEI- endorsed teacher for core content instruction.
- BPS is generating positive momentum in terms of its compliance with the Agreement and services to its ELL students.



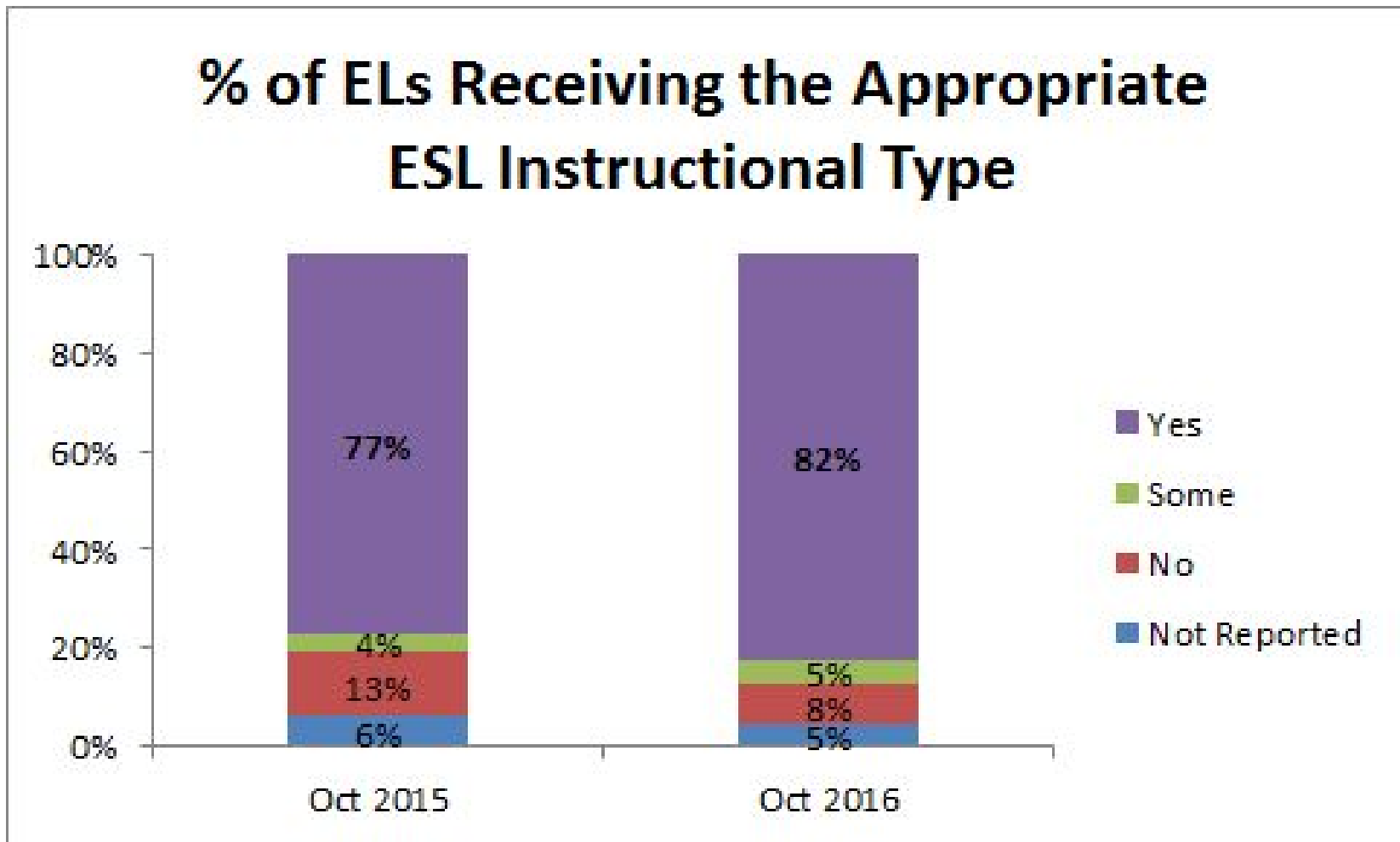


# October 2016 DOJ Reports Submitted

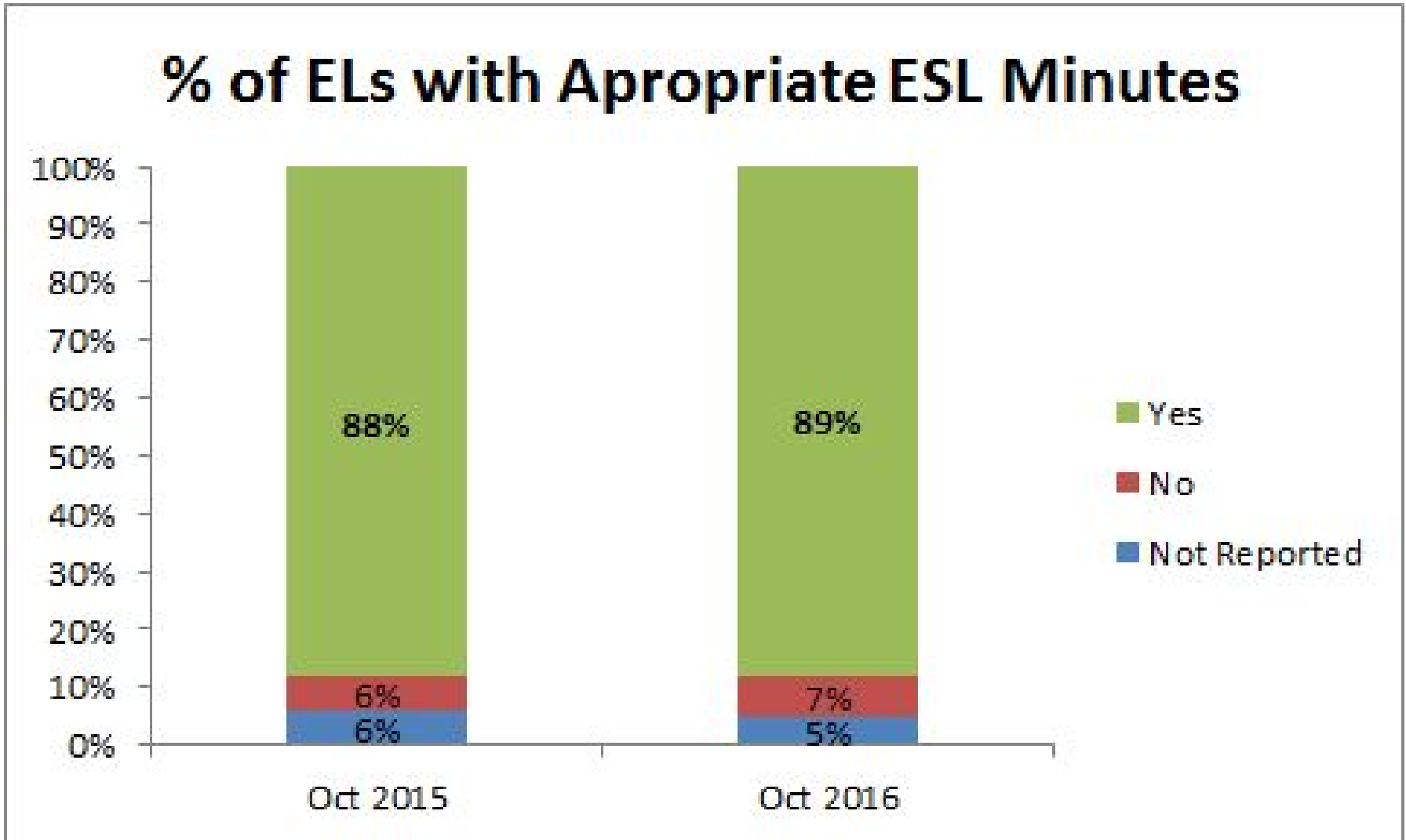
Paragraph	Overview
100	Class grouping for ELs 1-3 receiving ESL
102	Reporting requirements for advanced learning opportunities.
30 CR 99	Training of staff at FRC and NACC and student registration
32(b) CR 103	Documentation if an ELL seeks and is denied enrollment in a school
34, 35 CR 98	Opt-Out information to be submitted
50 CR 99	ESL Curriculum Frameworks
61 CR 99	Annual training at Principal Institute
69 CR 99	Provide training on ELLSWD with NEEAC
79 + 80	Reporting for compensatory services
88 CR 102	Copy of translated information regarding access to advanced programs
89 CR 102	Consider additional criteria for selection of AWC
90 CR 102	Materials for higher learning opportunities
92 CR 102	District shall assess the demographics of the student population in AWC, AVID and AP program.
75 CR 101	Update on McKinley instructional monitoring tool

Paragraph	Overview
54	Compliance status of ESL and SEI services for ELLs (student by student)
55	Tally of paragraph 54 (by school and ELD level)
52	Supplemental SEI training for SEI teachers
53	OELL/HR Category Training Report
59	Teacher licensure and training information
64	Develop a plan for tracking performance of SIFE students and PD program for HILT teachers
72	Maintain a list of names for qualified bilingual SPED evaluators
82	Notice regarding available ELL services
83	District shall phase in its comprehensive district level and school level translation and interpretation plan over a 3 year period
87	Policy to obtain interpretation and translation services
97	Provide list of all category training sessions (SEI endorsement)

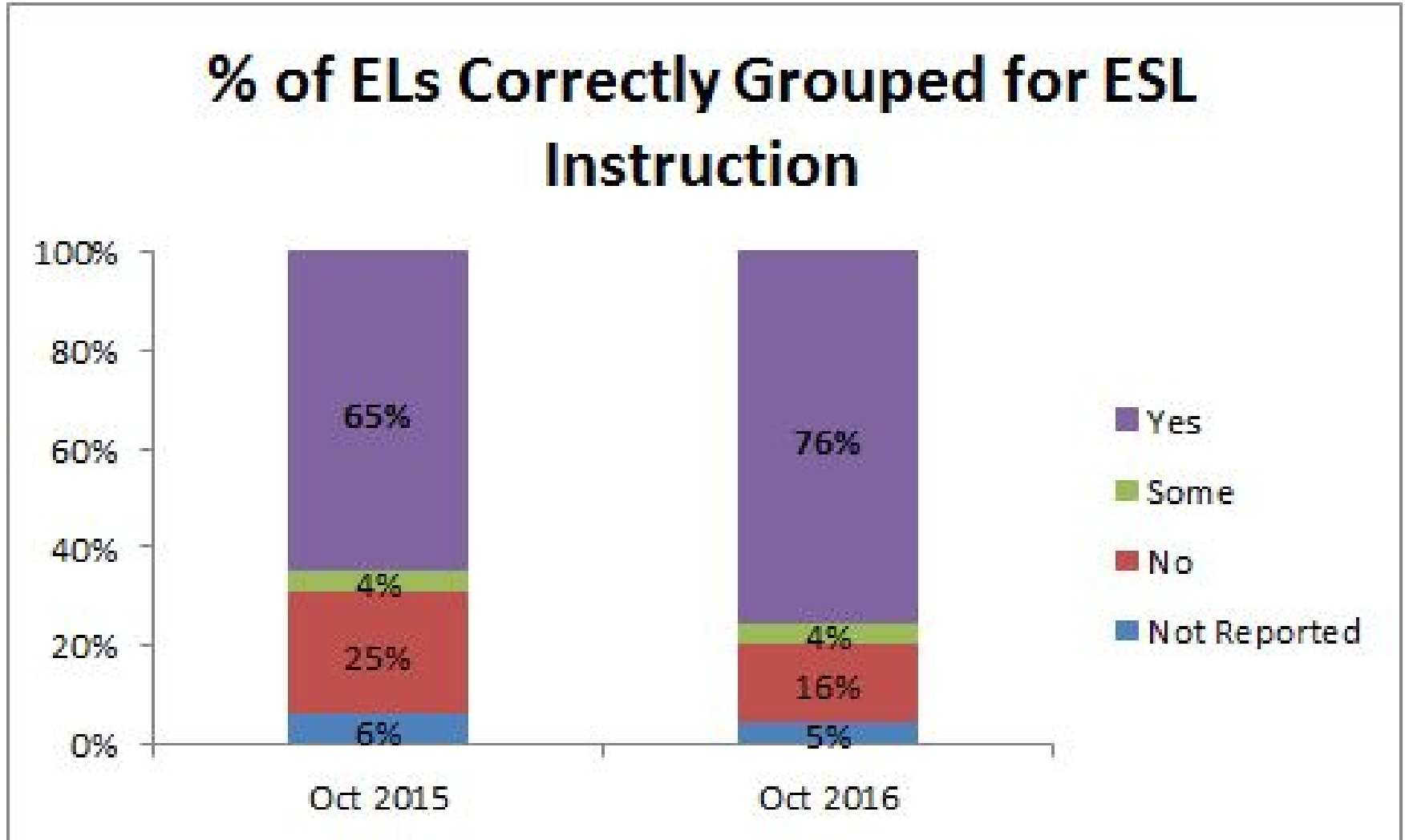
# October 2016 Paragraph 54: Instruction Type



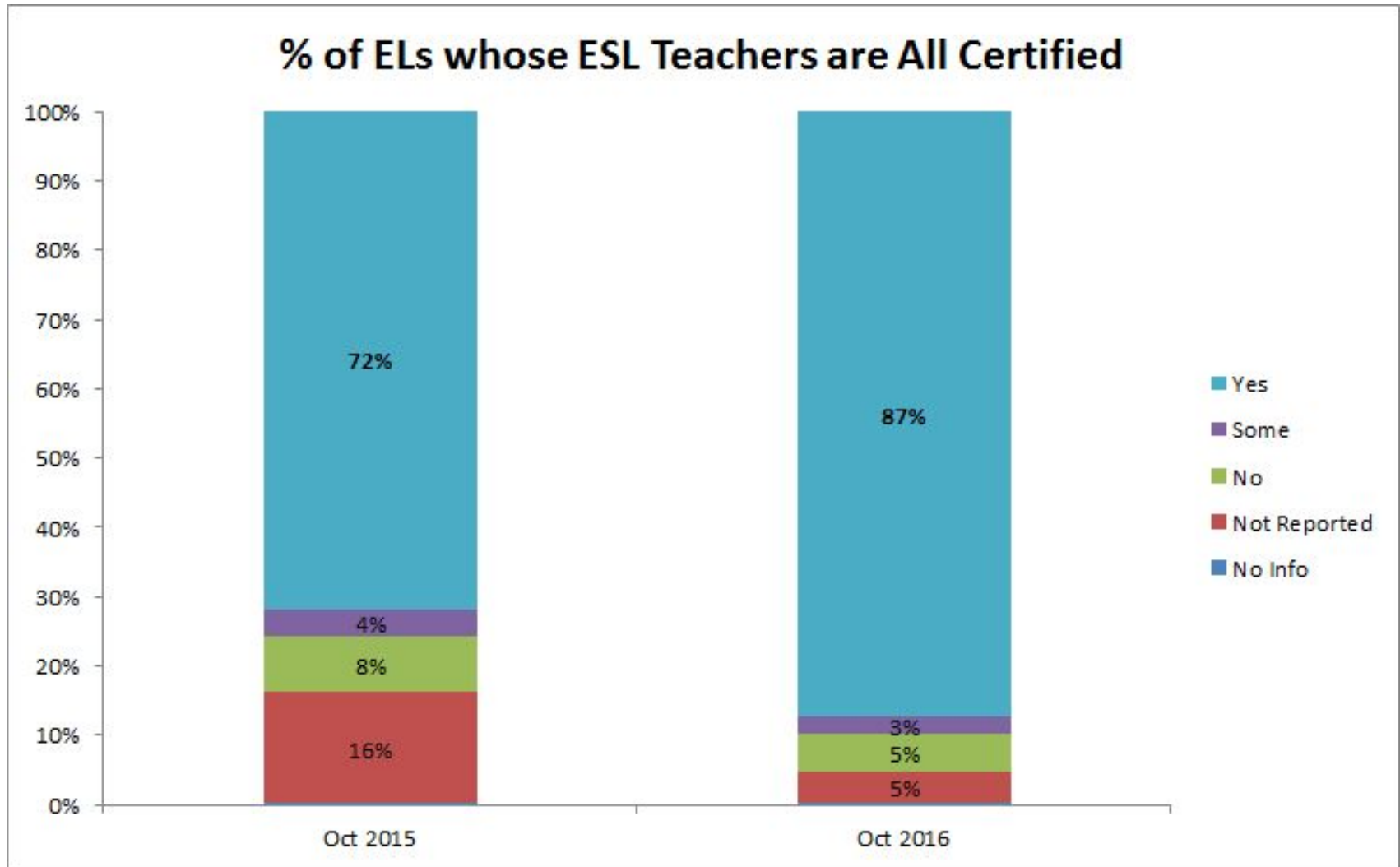
# October 2016 Paragraph 54: Appropriate ESL Minutes



# October 2016 Paragraph 54: Correct Grouping



# October 2016 Paragraph 54: ESL Certified Teachers





# Linking ESL Services Together

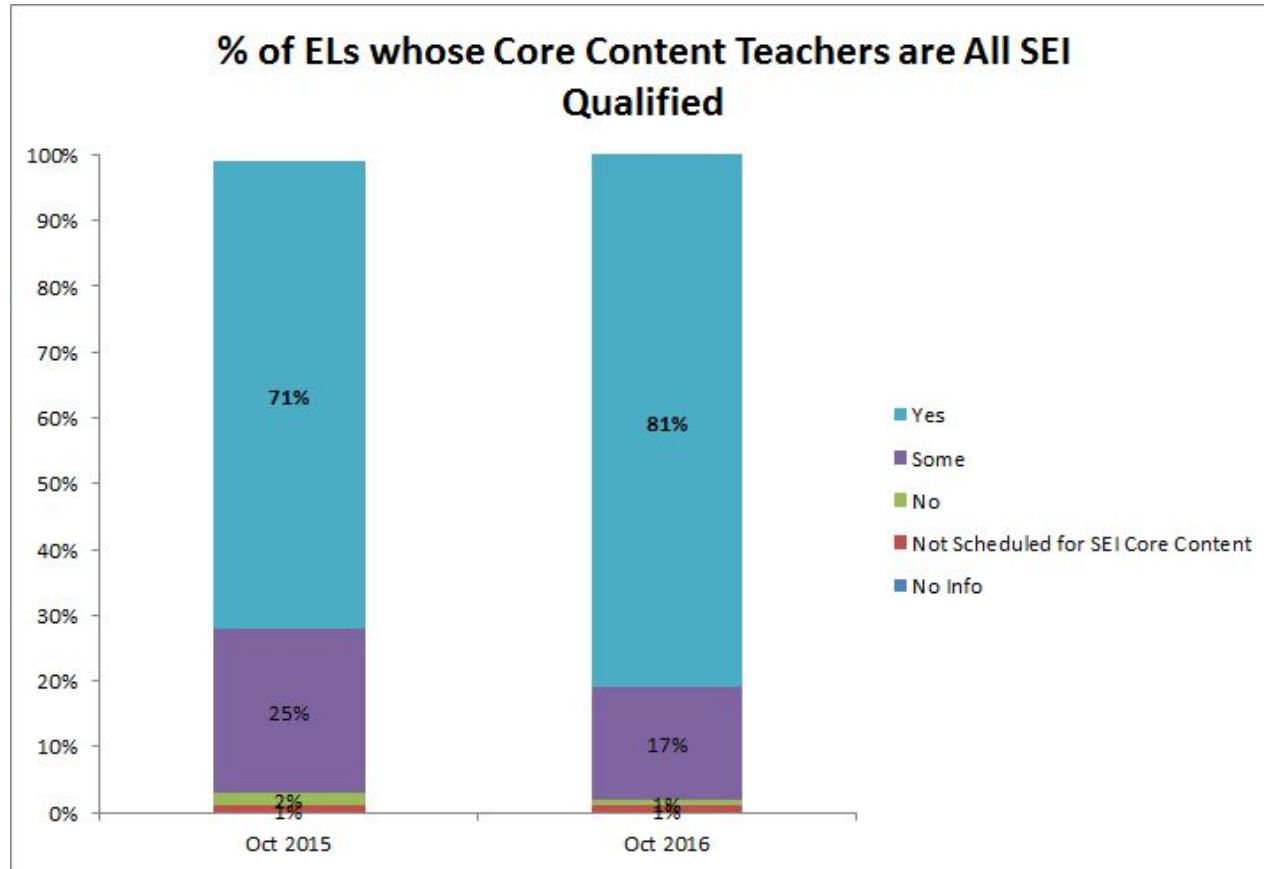
Linking Together the Level of ESL Services: October 2016			
	TOTAL		
	Total LEPs	<i>Total Receiving ESL Services</i>	Percent
Correct ESL Instructional Type and Teacher	13,092	10,016	77%
Correct Type, Minutes, and Teacher	13,092	9,520	73%
Correct Type, Minutes, Teacher and Grouping	13,092	8,136	62%

If we start to link the services together - by asking how many students have the **right ESL method**, the **right ESL minutes**, the **right grouping**, all with an **ESL certified teacher**?

There are **62%** of students receiving “perfect” ESL services **compared to 43%** just one year ago!



# October 2016 Paragraph 54: Core Content with Qualified Teachers



Cost free RETELL courses will be provided in the Spring beginning in February:

- 1 Administrator course for 30 participants
- 2 Full courses for teachers for 60 participants



# Paragraph 59: Data on EL Staff Licensure

As BPS enters the 2016--2017 academic year, the number of qualified ESL staff servicing students increased by 13.4% from the last March reporting. BPS continues to increase the total pool of ESL licensed school based staff as we work with schools to appropriately leverage staff.

	October 2015	March 2016	October 2016	Change
<b>Overall total number of BPS school based who have an ESL license</b>	1889	1823	1887	+64 (4%)
<b>Total Scheduled to teach ESL</b>	1084	1229	1341	+145 (13.4%)
<b><i>Licensed</i></b>	836	1103	1114	+11 (1%)
<b><i>Unlicensed</i></b>	248	126	227	+101 (80%)

Of the 227 teachers identified, 84 are coded as Special Education staff, primarily teaching the subseparate population of students. 104 of the 227 are identified as permanent teachers and 98 as provisional teachers. OELL will continue to partner with the Office of Human Capital and Special Education to register these teachers for the district's ESL Pathway program and work with schools to leverage current licensed staff to meet the needs of ELs.



## Paragraph 59: Data on EL Staff Licensure

As BPS enters the 2016--2017 academic year, the number of qualified ESL staff servicing students increased by 13.4% from the March 2016 to October 2016 reporting timeframe. BPS continues to increase the total pool of ESL licensed school based staff as we work with schools to appropriately leverage staff.

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<b><i>Licensed Teachers</i></b>	836	1103	1114	+11 (1%)
<b><i>Unlicensed Teachers</i></b>	248	126	227	+101 (80%)

Of the 227 unlicensed teachers identified, 84 are coded as Special Education staff, primarily teaching the sub-separate student population. 104 of the 227 are identified as permanent teachers and 98 as provisional teachers. OELL will continue to partner with the Office of Human Capital and Special Education to ensure that unlicensed teachers register for the district's ESL Pathway program. Furthermore, OELL will support schools with maximizing currently licensed staff to meet the needs of their ELs.

# Paragraph 92

The findings from the report demonstrated that the percentage of ELs enrolled in AP courses increased for all groups from SY 14/15 to SY 15/16.

- Never LEPs went from 6% to 7%
- LEPs went from 1% to in 2%
- FLEPs went from 14% to 16%

LEP Status	% Enrolled in AWC Program	% Enrolled in AVID Course(s)	% Enrolled in AP Course(s)	% in Any Advance Learning Program or Course
<b>Never LEP</b> n=30,380	2%	1%	7%	10%
<b>LEP</b> n=15,369	0.4%	0.4%	2%	2%
<b>FLEP</b> n=7,217	3%	1%	16%	20%



# Paragraph 72

The District is charged with maintaining and providing a list of names and contact information for qualified professional bilingual special education evaluators in each of the District's major languages and other languages to the extent available.

The report for Paragraph 72 consists of the following information:

- o Bilingual speech/language pathologists
- o Bilingual occupational therapists
- o Bilingual physical therapists
- o Bilingual pupil adjustment counselors
- o Bilingual school psychologists
- o Bilingual Vision

Certificate / License	Description
DESE – SLH	Department of Elementary and Secondary Education - Educator's License – Speech – Language Hearing
CMPL- SLP	Commonwealth of Massachusetts Professional License – Speech - Language Pathology
ASHA - CCC	American Speech Language Hearing Association Certificate of Clinical Competence
ESL	English as a Second Language
MTEL	Massachusetts Tests for Educator Licensure
Reading	Reading – All Levels
TBE	Transitional Bilingual Education
CMPL – OT	Commonwealth of Massachusetts Professional License – Occupational Therapy
CMPL – PT	Commonwealth of Massachusetts Professional License – Physical Therapy
DESE - TVI	Department of Elementary and Secondary Education Educator's License – Teacher of Visually Impaired

**Boston Public Schools**  
Bilingual Pupil Adjustment Counselors – October 2016  
All are assigned caseloads and testing for students in Boston Public Schools.

Staff Name	Email Address	Area	Language	Highest Degree	Certification/License
Tasha Bazerman	<a href="mailto:tbazerman@bostonpublicschools.org">tbazerman@bostonpublicschools.org</a>	Bilingual Pupil Adjustment Counselor	Spanish	LCSW	DESE-Pupil Adjustment Counselor
Melissa Rodriguez	<a href="mailto:mrodriguez3@bostonpublicschools.org">mrodriguez3@bostonpublicschools.org</a>	Bilingual Pupil Adjustment Counselor	Cape Verdean Creole	LCSW	DESE-Pupil Adjustment Counselor

**Boston Public Schools**  
Bilingual School Psychologists – October 2016  
All are assigned caseloads and testing for students in Boston Public Schools.

Staff Name	Email Address	Area	Language	Highest Degree	Certification/License
Irina Achiliev	<a href="mailto:irina.achiliev@bostonpublicschools.org">irina.achiliev@bostonpublicschools.org</a>	Bilingual School Psychologist	Russian	CAGS	DESE School Psychologist
Gloria Austria	<a href="mailto:gaustria@bostonpublicschools.org">gaustria@bostonpublicschools.org</a>	Bilingual School Psychologist	Spanish	CAGS	DESE School Psychologist
Abdel Alexandre	<a href="mailto:abdelalexandre@bostonpublicschools.org">abdelalexandre@bostonpublicschools.org</a>	Bilingual School Psychologist	Haitian-Creole	CAGS/ED	DESE School Psychologist
Ana Benitez	<a href="mailto:abenitez@bostonpublicschools.org">abenitez@bostonpublicschools.org</a>	Bilingual School Psychologist	Spanish	CAGS	DESE School Psychologist
Ana Benin	<a href="mailto:abenin@bostonpublicschools.org">abenin@bostonpublicschools.org</a>	Bilingual School Psychologist	Portuguese	CAGS	DESE School Psychologist
Vanessa Buckley	<a href="mailto:vbuckley@bostonpublicschools.org">vbuckley@bostonpublicschools.org</a>	Bilingual School Psychologist	Spanish	CAGS/ED	DESE School Psychologist
Ivi Carey	<a href="mailto:icarey@bostonpublicschools.org">icarey@bostonpublicschools.org</a>	Bilingual School Psychologist	Spanish	CAGS/ED	DESE School Psychologist
Vasilina Casaca	<a href="mailto:vcasaca@bostonpublicschools.org">vcasaca@bostonpublicschools.org</a>	Bilingual School Psychologist	Haitian-Creole	CAGS	DESE School Psychologist
Jessica Chen	<a href="mailto:jchen@bostonpublicschools.org">jchen@bostonpublicschools.org</a>	Bilingual School Psychologist	Mandarin	CAGS	DESE School Psychologist

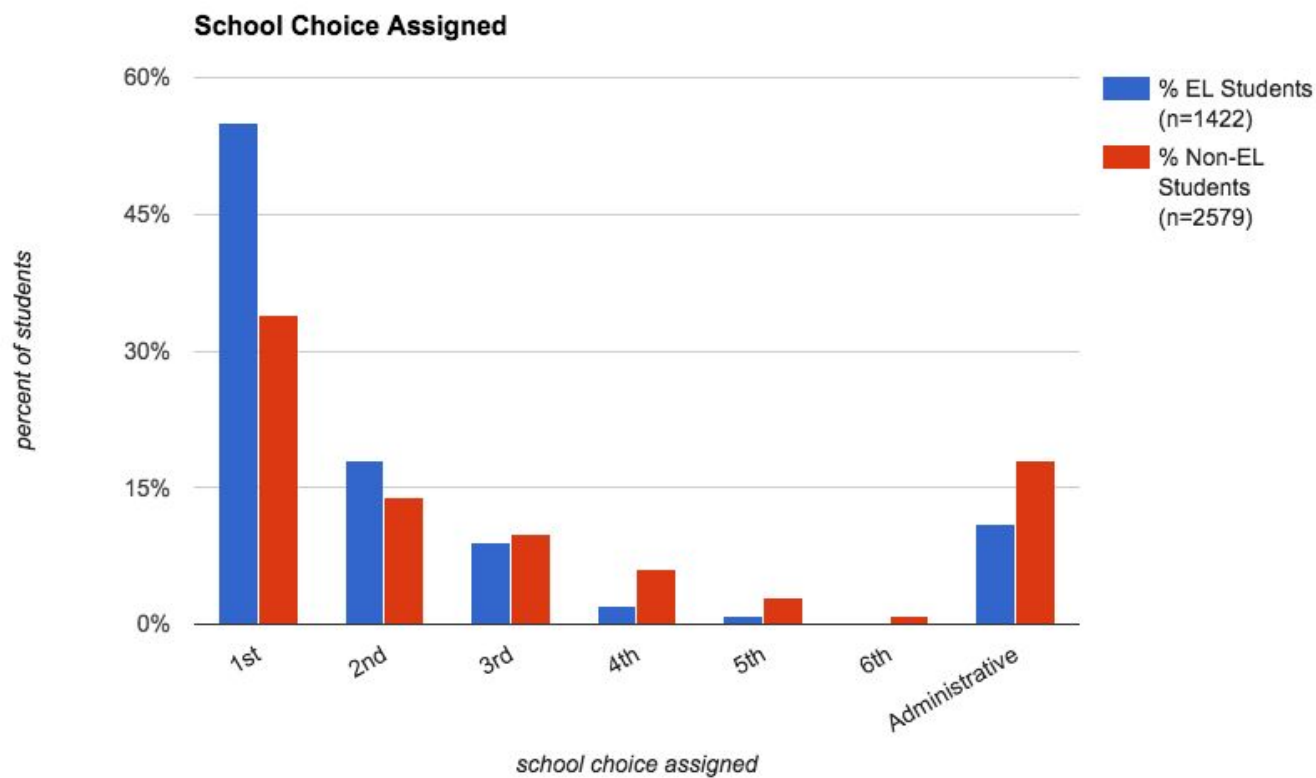
**Boston Public Schools**  
Bilingual Speech / Language Pathologists – October 2016  
All are assigned caseloads and testing for students in Boston Public Schools.

Staff Name	Email Address	Area	Language	Highest Degree	Certification/License
Patricia Bruner	<a href="mailto:pbruner@bostonpublicschools.org">pbruner@bostonpublicschools.org</a>	Speech/Language	Spanish	M.S.	DESE-SLP, CAPSLP, ASHA-CCC, ESL
Wanda Carrasquillo	<a href="mailto:wcarrasquillo@bostonpublicschools.org">wcarrasquillo@bostonpublicschools.org</a>	Speech/Language	Spanish	M.S.	DESE-SLP, CAPSLP
Maribel Delacruz	<a href="mailto:mardelacruz@bostonpublicschools.org">mardelacruz@bostonpublicschools.org</a>	Speech/Language	Spanish	M.S.	DESE-SLP, CAPSLP
Jessica Galisteo	<a href="mailto:jgalisteo@bostonpublicschools.org">jgalisteo@bostonpublicschools.org</a>	Speech/Language	Spanish	M.S.	DESE-SLP, CAPSLP, ASHA-CCC, Usein completion of clinical fellowship 2016 DESE-SLP, CAPSLP, ASHA-CCC, Usein completion of clinical fellowship in 2017
Jenny Gonzalez	<a href="mailto:jgonzalez@bostonpublicschools.org">jgonzalez@bostonpublicschools.org</a>	Speech/Language	Spanish	M.S.	DESE-SLP, CAPSLP, ASHA-CCC, Usein completion of clinical fellowship in 2017
Tracy Gan	<a href="mailto:tgay@bostonpublicschools.org">tgay@bostonpublicschools.org</a>	Speech/Language	Caribbean	M.S.	DESE-SLP, ASHA-CCC
Soufiana Gubins	<a href="mailto:sgubins@bostonpublicschools.org">sgubins@bostonpublicschools.org</a>	Speech/Language	Greek	M.S.	DESE-SLP, ASHA-CCC
David Hernandez	<a href="mailto:dhernandez@bostonpublicschools.org">dhernandez@bostonpublicschools.org</a>	Speech/Language	Spanish	M.S.	DESE-SLP, ASHA-CCC, CAPSLP, ASHA-CCC, ESL
Miguel Hernandez Green	<a href="mailto:mhgreen@bostonpublicschools.org">mhgreen@bostonpublicschools.org</a>	Speech/Language	Spanish	M.S.	DESE-SLP, CAPSLP, ASHA-CCC
King Yan Kwok	<a href="mailto:kkwok@bostonpublicschools.org">kkwok@bostonpublicschools.org</a>	Speech/Language	Caribbean	M.S.	DESE-SLP, ASHA-CCC, CAPSLP
Margaret Larkin	<a href="mailto:mlarkin@bostonpublicschools.org">mlarkin@bostonpublicschools.org</a>	Speech/Language	Spanish	M.S.	DESE-SLP, CAPSLP, ASHA-CCC



# Paragraph 32(b)

The District is obligated to record instances in which ELLs are denied enrollment into a school. To meet this requirement, we provide the school assignment choices for ELLs.



ELs are assigned to their first and second school choices at a **higher rate than non--ELs, 55% compared to 34%, and 18% compared to 14%** respectively. Furthermore, the **rate of Administrative Assignment for ELs is substantially lower than non--ELs, 11% compared to 18%.**