



# ELL Task Force Recommendations: SY14-15 Update

*Office of English Language Learning  
Presented to School Committee  
December 10, 2014*

# Presentation Outline

- 1. Update on Recommendation 1.A:** Expand Dual Language Programs
- 2. Update on Recommendation 2:** Improve ELL Student Assessment and Assignment
- 3. Update on Recommendation 5:** Support ELL Students with Special Needs

## A Framework to Ensure High Quality ELL Education for Every Student, Every Day



- Our **collaboration with the ELL Task Force** centers on ensuring we have the **right programmatic infrastructure** in place to serve the needs of our ELLs for **every student, every day**.
  - **Bi-monthly meetings**
  - **On-going communication**
  - **New for SY14-15:** Establishment of cross-functional subcommittees on three priority areas:
    - Dual Language
    - Student Assignment
    - ELL Students with Disabilities

# ELL Task Force Recommendation

## 1A:

The District should expand its program offerings to include the addition of **one new Dual Language** and other alternative language programs (e.g. TBE, Heritage Language, etc.) **in each of the zones** per year for the following 3 years.

## Dual Language: SY14-15 Overview

- Umana K-8 Academy opened its dual language program with three K2 strands
- BPS continues to strengthen capacity of our dual language programs
  - **Annual BPS ESL & Dual Language Institute** included a new dedicated strand for dual language schools to learn and showcase practices
  - Dr. Sugarman/CAL remain available for technical assistance
  - BPS OELL continues to provide **individualized support available** as requested by schools
  - BPS OELL offered **funding** to each dual language school to support **curriculum and staff planning**
- BPS OELL is piloting an initiative to provide **culturally and linguistically appropriate social workers** to support the socio-emotional needs of students in three dual language schools

**SY14-15  
Schools with  
Dual  
Language  
Programs**

**ELL Overlay  
Cluster for  
K-8 Student  
Assignment**

**Umana K-8  
(K2)**

Cluster A

**Hurley K-8  
(K1-8)**

Cluster C

**S. Greenwood  
K-8  
(K1-2)**

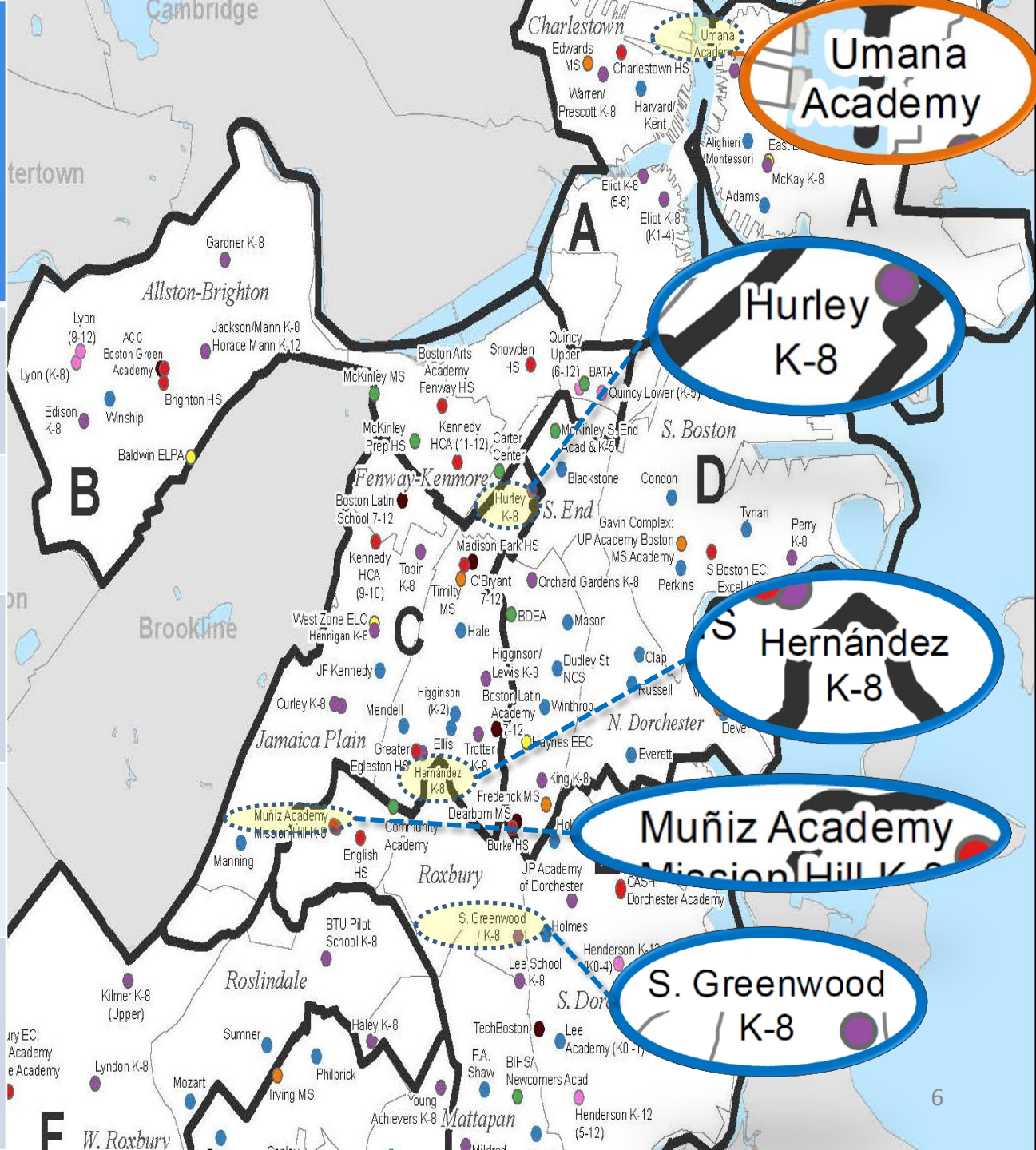
Cluster E

**Hernandez  
K-8  
(K1-8)**

Citywide

**Muniz HS  
(9-11)**

Citywide





## Revised Strategy for Dual Language Program Expansion

- Our priority is to ensure our current dual language programs, including the new Umana program, are well-implemented and well-supported *before considering expansion*.
  - BPS OELL is currently **working with the ELL Task Force and Dual Language schools to determine infrastructure needs** to better support dual language in BPS.
  
- Therefore, we propose:
  - Allow for **2-year planning process**, aligned to district's new comprehensive school planning process (Next Generation Schools), for opening new dual language programs.
  - Exploring how BPS Dual Language schools could benefit from the **flexibilities** over staffing that Innovation Schools are afforded.

## ELL Task Force Recommendation 2: Improve Student Assessment and Assignment

Improve assessment and assignment of ELL students with greater transparency and greater control for OELL; Create comprehensive parent engagement strategy to engage families before and during enrollment period.



## Expanded Multilingual Outreach to Families for School Registration

- In SY 13-14, BPS Communications launched a **multilingual outreach effort**, including billboards in neighborhoods with high ELL populations and messaging targeted at specific communities.
  - Multilingual PSAs on local cable in January to encourage registration
  - Home-Based Plan summary videos in English and Spanish
  - Multilingual flyers and publications with deadline and registration info
- **This year, we have expanded outreach in targeted communities** that showed the highest percentage of latecomers (e.g., East Boston, Mattapan, Roxbury, Grove Hall and Codman Square)
  - **Adding billboards** in English, Spanish and Haitian Creole
  - All **new “Canvassing Day”** this fall in which 60 staff members walked neighborhoods to hand out information and stress the importance of early registration and making informed school choices

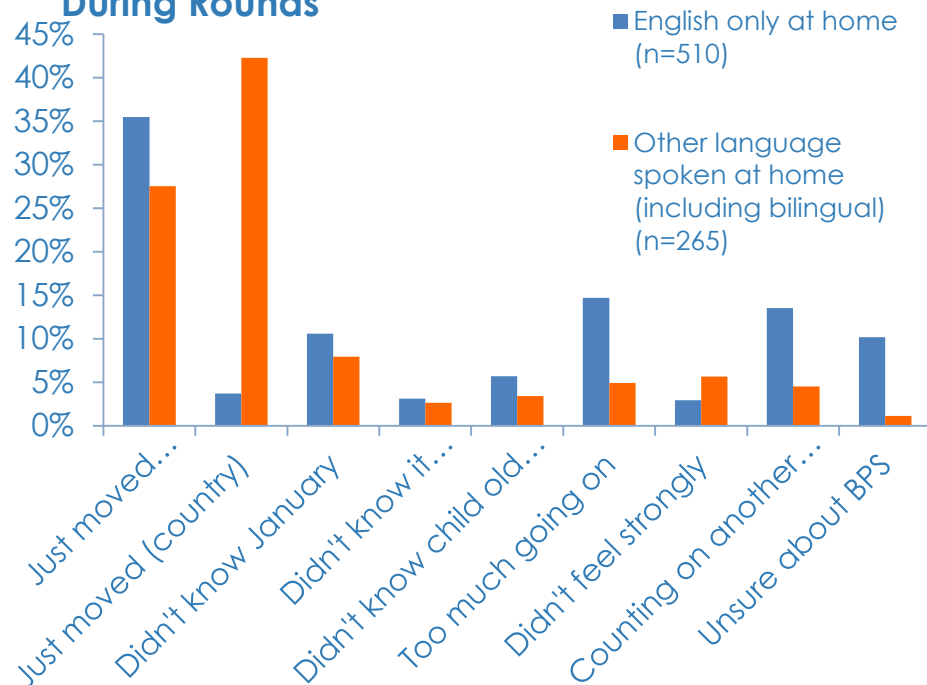


## Surveying Families who Do Not Participate in Initial Registration Rounds

- Welcome Services surveyed late comers in August to identify who they are, where they live and why they come late.
- Findings do *not* indicate that a disproportionate number of ELL students come late.** However, BPS has created targeted campaigns for several types of latecomers, including ELL families.

  - ~50% of late comers are not new to Boston and 64% are English speakers
  - Respondents self-reported they either: had other plans that fell through; were “too busy;” or weren’t sure BPS was an option for them.

**Reason Why Family Did Not Participate During Rounds**



*Respondents were allowed to select multiple options, and/or write in another response. Survey was administered to families across all grades.*

## Cross-functional Collaboration between Welcome Services and NACC: Improving the Identification and Assessment of English Language Learners

### DOJ Agreement & ELL Identification and Registration:

By September 1 of each school year the District shall ensure that all intake personnel at the WCs and NACC receive training on the following tasks:

1. Completing the intake/registration forms including HLS;
2. Ensuring the students' English Proficiency is properly assessed in all four language domains (listening, speaking, reading and writing)
3. Referring appropriate students to the BPS SPED department for potential evaluation
4. Informing parents/guardians of the District's ELL services and programs



**In addition to the annual training of staff, the WCs and NACC collaborate regularly** to gather and coordinate information and stay up-to-date on district initiatives and policies in order to best support ELL families:

- staff **meet at least monthly** this school year
- **communicate daily** regarding test scheduling and parent questions
- **participate in additional training and events** throughout the year



- **OELL and NACC continue to work regularly with Strategic Planning, Enrollment Planning and Support, and OIIT** to ensure sufficient program capacity and appropriate program placement.
  - Demand for SEI program seats is calculated as part of the overall enrollment projections generated by the Office of Enrollment Planning and Support, using current year enrollment data along with 4 yrs of historical trend data.
  - OELL and NACC work with schools and with OIIT to annually **update students' LEP status and ELD levels** in Aspen SIS and regularly monitor ELL enrollment by program seat/ELD and HILT for SIFE level.
- **English Language Learners (ELLs) Overlay:** ELLs at ELD levels 1-3 have access to all schools in their home-based list *plus* any cluster schools that offer SEI language specific or multilingual programming.
- **OELL and NACC continue to meet regularly with Strategic Planning** to assess ELL programming capacity needs and to consider any potential modifications to the ELL Cluster Overlay boundaries in alignment to demographic shifts.

## SY15-16 Enhancements

- Harvard Kent **Chinese SEI program** will be a regional option for students living in clusters B and D
  - Expands access to Chinese ELL programming for students living in Allston-Brighton, Chinatown, South End, and South Boston
- BPS will finalize the placement of a **Cape Verdean SEI program** in Cluster E to provide access to families in South Dorchester and Mattapan
- Enhancing **survey tool** to determine why families select specific schools and programs during the registration process

# ELL Task Force

## Recommendation 5: Support ELL Students with Special Needs

Improve the process of assessment of special education needs for English learners

## Cross-Functional Collaboration between ELL and SPED

- Re-established **cross-functional subcommittee between the OELL and SPED Departments** to engage in systemic and intentional cross-functional work to support ELLSWDs by:
  - Strengthening the ways BPS identifies, supports and instructs ELLSWD
  - Coordinating data reporting
  - Delivering systematic PD (LATF and COSESS, Universal Design for Learning for teachers and WIDA/RETELL/QTEL/SIOP for teachers)
- In June 2014, **joint training on the intersection of ELL and SPED** was held for COSESS and LAT-Fs, with assistance from the New England Equity Assistance Center
- In July 2014, for the first time in BPS, a **District Liaison for English Language Learner Students with Disabilities position** was staffed.

## District Liaison for ELL Students with Disabilities: SY14-15 Priorities

- Focused on series of **high quality professional development for COSESS and LAT-Fs, and teachers of ELLSWD**, as well as any PD schools request to assist with appropriate strategies for the education of ELLSWDs
- Finalizing key **guidance documents** that align targeted interventions to the needs of ELLSWDs
  - Addition of insert on ELLSWD in the existing **SPED manual**, with PD on the insert to be provided in January 2015.
  - A **Student Support Team guidance document**
  - An **instructional monitoring tool** for ELLSWD at the McKinley
- Additional collaborations include:
  - Newly formed **ELLSWD subcommittee of the ELL Task Force** to further support the needs of ELLSWD and their teachers in BPS
  - **DESE and other ELLSWD professionals statewide on policies and guidance**, including course on special education assessment for ELLSWD for BPS at Lesley University



## A Framework to Ensure High Quality ELL Education for Every Student, Every Day

Programmatic  
Infrastructure

Programmatic  
Implementation

Program Quality  
& Review

- **OELL and Academics continue to work together to ensure that SEI and ESL services follow the student.**
  - Last week, **cross-functional central office staff** met with **every BPS school** and Network Superintendent to **review** current data and progress in providing **all ELLs with services under the DOJ Successor Agreement**.
- This school year, the District will be engaging in a **comprehensive review of program quality** to ensure our programmatic infrastructure and implementation has led to quality instruction so we can close the achievement gap for ELLs.