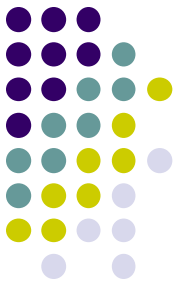


Update
from the
Boston School Committee
English Language
Learners Task Force

December 10, 2014

Background



The Boston School Committee ELL Task Force was created in October, 2009 for the following purpose:

- **To provide guidance to the School Committee, the Superintendent, and BPS on the vision and development of a plan of action that responds to the new demographics of the BPS for students whose home language is not English;**
- **To identify mechanisms to address the needs of our increasing multicultural and multilingual district and its students;**
- **ELL Task Force presented recommendations to the School Committee in March, 2011. The School Committee endorsed the recommendations in June 2011 and approved the reconstitution of the ELL Task Force into a monitoring body that would meet regularly to review progress made towards implementing the recommendations.**

ELL TASK FORCE MEMBERS SY 2014-15

Claudio Martinez, Boston School Committee, Task Force Co-Chair

Abdul Hussein, ACEDONE, Task Force Co-Chair

Janet Anderson, EdVestors

Paulo De Barros, Catholic Charities Teen Center at St. Peter's,
CVC-UNIDO

Achly Esparra, Student, Greater Egleston HS

Geralde Gabeau, YOFES

Bob Hildreth, Families United in Educational Leadership (FUEL)

Kim Janey, Massachusetts Advocates for Children

Rev. Cheng Imm Tan

Diana Lam

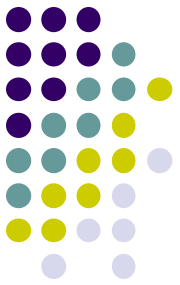
Suzanne Lee

John Mudd

Theresa Perry, Simmons College

Wilmer Quiñones, Sociedad Latina

Dr. Maria Serpa, Lesley University

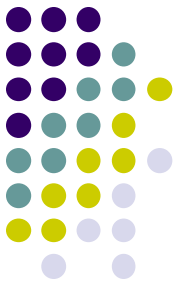


Key Themes



- **BPS Improvements for ELL's will Benefit all Students**
- **Multilingualism/multiculturalism align with the BPS ELL policy and goals of Acceleration Agenda.**
- **To promote holistic education, global competitiveness and civic participation, BPS students should speak at least two languages (native tongue and one other) fluently.**
- **All policies should promote instructional quality, rigor, and a language-rich environment.**
- **Cultural proficiency is important for all BPS students, key BPS leadership, administrative, and instructional staff.**
- **BPS has made progress, but for sustained advances the work needs ongoing support and critical funding.**

Recommendations

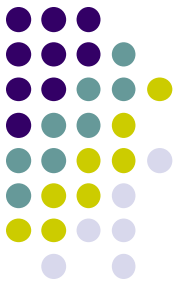


In March, 2011, the following ELL Task Force recommendations were presented to the School Committee, and endorsed in June, 2011.

Seven priority goals:

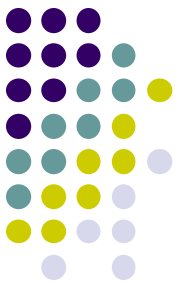
- **Recognize and Promote BPS as a Multilingual, Multicultural District**
- **Improve Student Assessment and Assignment**
- **Expand Program Quality and Quantity**
- **Improve Family/Community Engagement**
- **Support ELL Students with Special Needs**
- **Improve Data Systems and Use of Technology**
- **Ensure Accountability and Monitoring**

Priority Areas for this Progress Report



- Support for Existing Dual Language Programs and Expansion across District
- Impact of Student Assignment Policy on ELL Students
- Improve programming and supports for ELL Students with Disabilities

1) Support for Existing Dual Language Programs and Expansion across District



BPS is a multicultural school district. 44% of BPS students speak a language other than English as their first language. ELL students speak 84 different languages as their home language. BPS students' families are from 142 different countries. 60% of ELL students were born in the United States.

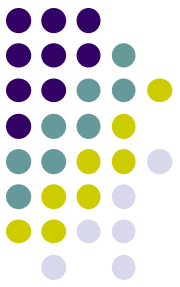
Progress

- New dual language program started at Mario Umana Academy in East Boston and successful Margarita Muñiz High School
- Dual Language strand in BPS Summer ESL Institute

Issues

- Need for district action plan to expand the number of seats in Dual Language programs, where ELL students excel. Dual language program in each Cluster.
- Promote success of existing Dual Language schools, including:
 - Adjust student weighted formula for Dual Language ELL students
 - Need for BPS action plan with concrete goals for recruitment and retention of qualified bilingual and bicultural staff
 - Increase BPS central office support for Dual Language schools

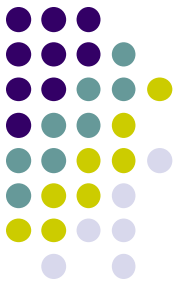
1) Support for Existing Dual Language Programs and Expansion across District (cont.)



Next Steps

- ELL Task Force working group to engage OELL and school leaders of existing Dual Language schools to identify best practices and challenges.
- Advocate for changes in student weighted formula for Dual Language ELL students.
- Continue to advocate for expansion of Dual Language programs across the district.

2) Impact of Student Assignment Policy on ELL Students



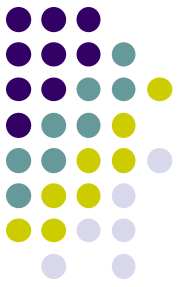
Progress

- Significant majority (78%) of K2 ELL students participate in Round 1 of school assignment process.
- Merging Clusters F and G of ELL Overlay into one cluster.
- Improvements at FRC and NACC- better customer service, more welcoming environment, better-trained staff.

Issues

- Lack of SEI language-specific program seats in some neighborhoods which forces some students to go to school outside their neighborhood.
- Gap in available K2 SEI program seats, which ranges from 8% - 57% depending on language group. Total K2 gap is 11% (105 seats).
- Some ELL families (7%) only choosing general education programs even when there were SEI programs available.

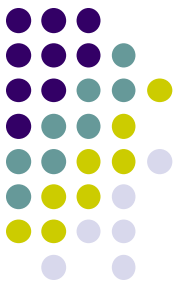
2) Impact of Student Assignment Policy on ELL Students



Next Steps

- Expand access to Chinese ELL programming for students living in Allston-Brighton, Chinatown, South End, and South Boston.
- Placement of Cape Verdean SEI program in Cluster E to provide access to families living in South Dorchester and Mattapan.
- Work with Welcome Services to understand process, messaging and training at welcome centers and obtain more complete information to determine why families are selecting certain schools and programs.
- Request Strategic Planning analysis of enrollment patterns in all grades, by language group, to better understand issues beyond K2.

3) Improve programming and supports for ELL Students with Disabilities



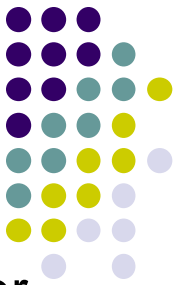
Progress

- Expanded professional development to LAT Facilitators and Special Education coordinators and administrators.
- Creation of OSESS/OELL Joint Workgroup.
- Improved data collection to identify and track ELL students with disabilities.

Issues

- Need for IEPs which provide for linguistically and culturally appropriate education in the least restrictive program environment specific to ELL-SWDs.
- Increased availability of dually-certified teachers to ensure that Special Education teachers who are hired hold both Special Education and ESL licensure.
- Build capacity to ensure Professional Development which increases teacher quality in ELL Special Education and Inclusion that addresses needs of ELL-SWDs from start.
- Need for written guidance procedures that clearly indicate what is different about implementation of Special Education services for ELL students.

Next Steps



- **Continuation of ELL Task Force through June 2015** to monitor progress and provide support towards implementation of recommendations.
 - Monitor the ongoing services and supports for all ELL students delivered at each school throughout the district.
- **Additional topics to include:**
 - Issues facing High School ELL students
 - BPS plan to accelerate language and learning content for ELLs
 - Status of efforts to recruit, hire and retain diverse pool of qualified teachers
 - Status of SIFE programs
- **Working Groups** continue to meet with key BPS staff on Student Assignment, ELL Students with Disabilities, and Dual Language expansion.
- **Report back to Boston School Committee** in June, 2015.