



# Office of English Language Learners

*Frances Esparza, Ed.D.  
Assistant Superintendent*

Presentation to School Committee  
June 8, 2016

# Office of English Language Learners Vision

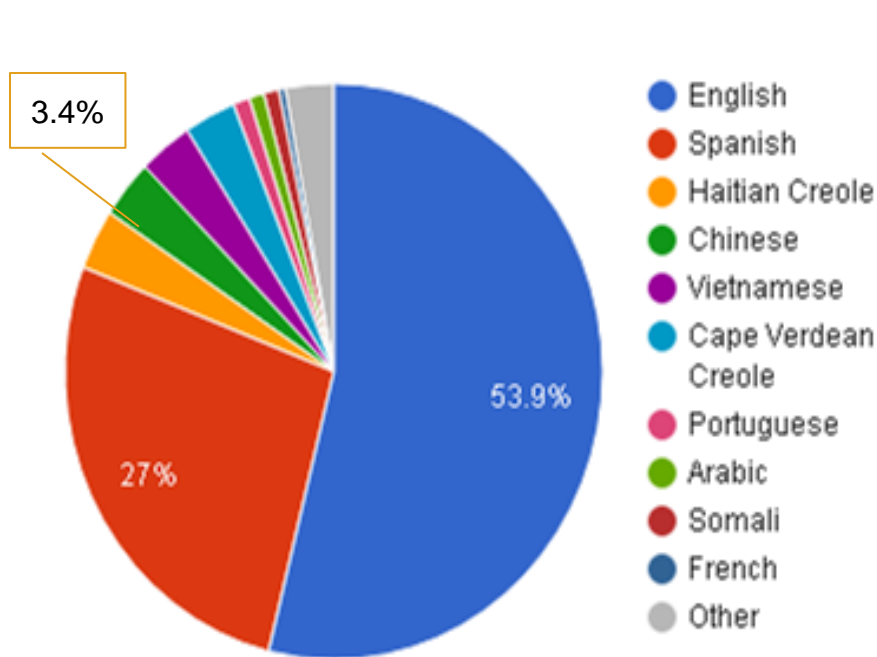
Our vision is to provide a culturally and linguistically responsive education with the supports needed to ensure equitable access to opportunities that promote **language acquisition, bilingualism, biliteracy and lifelong learning.**



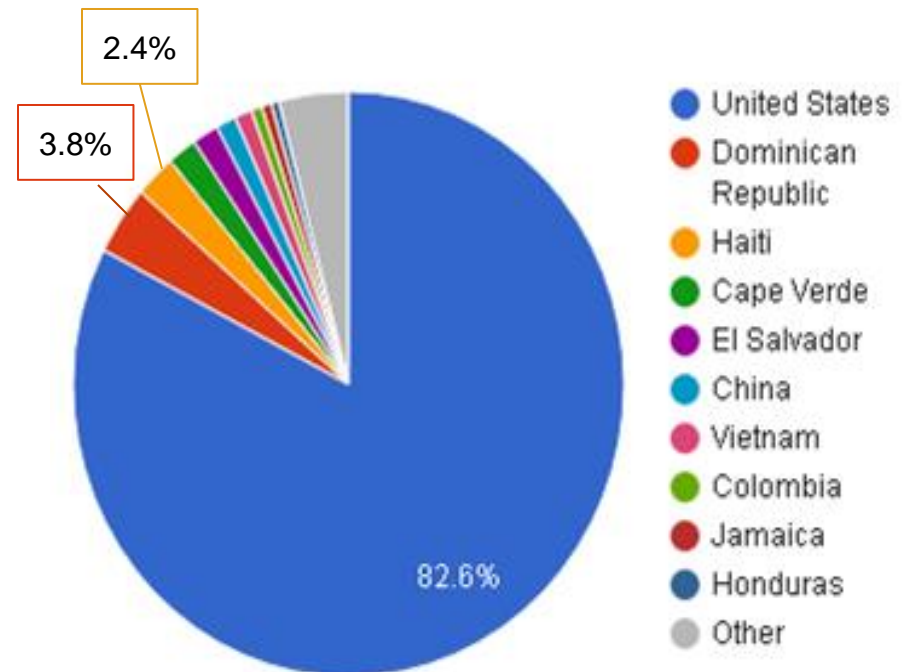
Photo courtesy of Hennigan K-8

# The Cultural & Linguistic Diversity of Boston Public Schools

**Top 10 First Languages Spoken by BPS Students**



**Top 10 Countries of Origin of BPS Students**



Source: Aspen SIS, as of 5/23/2016. Includes students enrolled in Horace Mann Charter Schools; does not include 473 students in out-of-district Special Education placements. Chinese includes speakers of Cantonese, Mandarin, and Toishanese. United States includes Puerto Rico and U.S. territories.

# Forecast of ELs in BPS

If current trends continue, the **foreign-born population of the City of Boston** will continue to **increase**:

- **More than 1 in 4 (27.7%)** of Boston's residents are **foreign-born**.
- Boston's foreign-born population **increased** by 18% from 2000 (151,836) to 2013 (178,805), and this growth accounts for much of Boston's overall population growth.
- Boston's proportion of foreign-born residents ranks highly compared to other major U.S. cities (comparable to Houston and San Diego).
- In 2013, **36% of Boston's residents speak a language other than English** at home (13% in 1980).



Source: Data and map from Boston Redevelopment Authority,  
<http://www.bostonredevelopmentauthority.org/getattachment/f6692a39-c76d-480f-aedc-58ff95cdda0>

# Office of English Language Learners Priorities

EL Instruction & Curriculum	Professional Learning	Supplemental Services	EL Parent Engagement	Equity & Accountability	Newcomers Assessment	Translations & Interpretation
Support to schools to ensure their ELLs meet the school's identified goal and instructional focus as well as Common Core State Standards (CCSS) and World Class Instructional Design & Assessment (WIDA) English Language Development standards.	Professional learning to build the capacity of teachers, Language Acquisition Team Facilitators, school leaders and central office staff.	Provide before-after- Saturday and summer supplemental programs for Title III EL students, including compensatory students, SLIFE, ELLSWD, and other EL students in need of additional language acquisition and academic support.	Engage EL parents and community members as partners to promote the success and achievement of their children through the creation of a Districtwide EL Advisory Committee. and other vehicles.	Support schools to ensure ELs receive their requisite services, aligned with District procedures and processes, to meet state, local, and federal regulations and legal requirements.	Newcomers Assessment & Counseling Center provides English language proficiency assessment to all newcomer students who may potentially need EL services. Native language assessment are also administered to students meeting the testing criteria.	Ensure that communications are translated and interpreted in order to ensure all parents have meaningful access to their student's education.



# Brochures for EL Programs and Resources

## BEYOND HIGH SCHOOL

The purpose of this booklet is to provide an overview of the rights of and services for undocumented students within the Boston Public Schools.

**Parents:** As a parent or guardian, know that your child has a right to a public education and that you should not feel intimidated from registering your child for any educational service offered in BPS.

**Students:** Education is a doorway to opportunities. In BPS, we are committed to respecting your rights to an equitable educational experience and to ensure that you have access to services that support you.

There is no federal law that prohibits the admission of undocumented immigrants to U.S. colleges, public or private. Upon graduation, Massachusetts provides opportunities for undocumented students.

This resource document includes information about legal rights and legal developments. Such materials are for informational purposes only and may not reflect the most current legal developments. These informational materials are not intended, and should not be taken, as legal advice on any particular set of facts or circumstances. You should contact an attorney for advice on specific legal issues or concerns.

**THE BOSTON PUBLIC SCHOOLS**, in accordance with its non-discrimination policies, does not discriminate in its programs, facilities, or employment or educational opportunities on the basis of race, color, sex, national origin, ancestry, disability, sexual orientation, gender identity, or marital status.

**WE DREAM TOGETHER: OPPORTUNITIES FOR UNDOCUMENTED STUDENTS**

Our vision is to provide a culturally and linguistically responsive education that allows students to ensure academic success, to participate in extracurricular activities, and to achieve their dreams.

## FORMER ELS

BPS has programs for English Learners (ELs) and Former English Learners (FELs) to ensure they are successful in our schools.

**Boston Public Schools**  
Office of English Language Learners  
Newcomers Assessment and Counseling Center

**Dr. Esparza**  
Assistant Superintendent

BPS provides several different instructional program options tailored to meet the diverse needs of English Learners (ELs) and the educational preferences of their families. The ultimate goals for each program are for ELs to meet performance criteria determined by the Commonwealth of Massachusetts, in order to attain academic proficiency in English and access grade-level core content instruction (for example, English, mathematics, social studies, and science).

English Learners (ELs) can be transitioned to Former English Learners (FELs) based on academic performance and assessment results (WIDA ACCESS and MCAS).

## INSTRUCTIONAL PROGRAMS FOR ENGLISH LEARNERS

Our vision is to provide a culturally and linguistically responsive education with the supports needed to ensure equitable access to opportunities that promote language acquisition, bilingualism, biliteracy, and lifelong learning.

## YOUR RIGHT TO SCHOOL

**BOSTON PUBLIC SCHOOLS**  
Bosonpublicschools.org, 617-635-9000

## YOUR IMMIGRATION RIGHTS

**Know Your Rights in Massachusetts:** Undocumented students and parents in Massachusetts have the opportunity to access many resources for support. Being informed of your immigration status is the first step to being able to know how to move forward.

**Deferred Action for Childhood Arrivals (DACA)** is a two-year, renewable program that grants eligible undocumented youth a temporary work permit, social security number, and protection from deportation. In Massachusetts, those who have completed the process can also apply for a driver's license.

**DACA Eligibility Requirements:**

- Entered the United States before their 16th birthday.
- Currently residing in the United States since June 15, 2007.
- Currently in high school, have graduated from high school, obtained a GED, or have been honorably discharged from the U.S. Armed Forces.
- Have not been convicted of a felony, a significant misdemeanor offense, or otherwise pose a threat to national security or public safety.
- Under the age of 31 on June 15, 2022, and under the age of 35 on June 15, 2023.

**Next Steps:** 1. Know your rights. 2. Research your options. 3. Reach out to legal aid.

## LEGAL, MEDICAL, SOCIAL AID

**Action for Boston Community Development (ABCDC):** 178 Tremont St., Boston, MA 02111 | 617-345-8000

**Catholic Charities Refugee and Immigrant Services:** 100 Franklin St., Boston, MA 02111 | 617-552-7641

**Immigration and Refugee Services:** 100 Franklin St., Boston, MA 02111 | 617-552-7641

**Health Insurance:** Massachusetts has implemented a process to provide limited coverage to individuals who are ineligible for Temporary Coverage (TC) because they have indicated on their ACA application that they do not have a legal immigration status. For more information contact Massachusetts Healthcare Connector at 1-800-340-2222.

**Casa Mayor:** Casa Mayor, counseling services are provided to individuals and support groups in various forms of domestic violence as well as other specialized counseling services in the community.

## COMMUNITY BASED ORGANIZATIONS

**Student Immigrant Movement:** 100 Franklin St., Boston, MA 02111 | 617-552-7641

**Agency ALPAC:** 62 Huntington St., Boston, MA 02109 | 617-544-4400 ext. 10

**African American Economic Development of New England (AAEDNE):** 400 State St., Boston, MA 02109 | 617-426-3131

**Boston Christian Neighborhood Center (BCNC):** 280 Broadway St., Boston, MA 02108 | 617-556-8550

**East Boston Economic Community Council (EBECC):** 100 Franklin St., Boston, MA 02111 | 617-552-7641

**The Mayor's Office of New Bostonians:** 100 Franklin St., Boston, MA 02111 | 617-552-7641

## BOSTON PUBLIC SCHOOLS (BPS)

## SPECIAL EDUCATION NEEDS

## COMMUNITY BASED ORGANIZATIONS (CBOs)

## HEALTHCARE

## HOUSING

## IMMIGRATION

## PARENT ADVOCACY NETWORKS

## PUBLIC ASSISTANCE

Information: [schools.org/ell](http://schools.org/ell)

On Street: 02119-9435

Office of English Learners & Newcomers Assessment and Counseling Center

## SEI Language Specific

**Sheltered English Immersion (SEI) Language Specific, available in Cape Verdean Creole, Chinese, Haitian Creole, Spanish, and Vietnamese**

In this program model, students are all English Learners (ELs) who speak the same native language, taught by qualified teacher(s), and have English Language Development (ELD) Levels 1 to 3. Sheltered instruction is intended to make instruction in grade-level academic content areas more accessible to EL students.

The language of instruction is English. The student also receives English as a Second Language (ESL) instruction, which is designed to teach English to EL students.

## SEI Multilingual

**Sheltered English Immersion (SEI) Multilingual**

In this program model, students are all English Learners (ELs) from various linguistic backgrounds apart from our language specific programming, taught by qualified teacher(s), and have English Language Development (ELD) Levels 1 to 3. Sheltered instruction is intended to make instruction in academic content areas more accessible to EL students.

The language of instruction is English. The student also receives English as a Second Language (ESL) instruction, which is designed to teach English to EL students.

## DL DUAL LANGUAGE TWO-WAY BILINGUAL EDUCATION

**Sarah Greenwood K-8, Rafael Hernandez K-8, Joseph Hurley K-8, Margarita Muñiz Academy, Mario Umaña Academy**

Presently available in Spanish: In this program model, about half of students in the classroom are speakers of the program's partner language (e.g. Spanish) and the other half are English speakers, taught by qualified teacher(s). Instruction is provided in both languages with the goal that students will become bilingual or biliterate. The program entry grade levels are K1 to 2 and 4 to 11. Students between grade levels 2 and 8 must be assessed by the school in the partner language to enter the program. English learner (EL) students also receive English Language Development (ELD) instruction, which is designed to teach English to EL students.

## SL Native Literacy Intensive Program

Available for Haitian students. Learners have 90 days (EL) level years before native language instruction is provided. Students receive instruction in their native language and English. Students receive instruction in their native language and English. Students receive instruction in their native language and English.

## Office of English Language Learners

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Dr. Esparza, Assistant Superintendent • 617-635-9435 • [bosonpublicschools.org/ell](mailto:bosonpublicschools.org/ell)

## Resource Navigator for English Language Learner Parents & Guardians

Boston Public Schools  
Office of English Language Learners

This Resource Navigator is a tool for English Language Learner (ELL) parents and guardians. It provides information on the various programs and services available to ELL students in Boston Public Schools. The navigator is organized into sections that cover the following topics:

- ELL Programs and Services
- ELL Assessment and Testing
- ELL Instructional Programs
- ELL Support Services
- ELL Parent and Guardian Involvement
- ELL Student Rights and Responsibilities
- ELL School and District Contacts

The navigator is available in both English and Spanish. It is a valuable resource for ELL parents and guardians to learn more about the programs and services available to their children in Boston Public Schools.

# Initial Assessment and Counseling Process

- **Interview** families and collect information about students' academic background
- **Assess** K-12 in English and determine initial ELD Level
- **Administer** native language assessment to grades 3-12 who are 9 years old or older and are new to the United States education system
- **Use** test results to counsel families and recommend program placements and services
- **Inform** Enrollment Planning and Support (EPS) of program recommendations

**Total Parents and Students  
Visited NACC  
July 1, 2015 - June 30, 2016**

**7,938**

**Total Students Assessed  
July 1, 2015 - June 30, 2016**

**3,969**

**Total Students Identified ELL  
July 1, 2015 - June 30, 2016**

**3,227**

## Support for EL Programs and Placement

- Increased program opportunities for ELs:
  - SEI K1 Chinese program at the Quincy
  - Expanding Spanish Dual Language grades at the Umana (K1) and S. Greenwood (Grade 4)
  - Opening of SLIFE program at the Edison to meet the needs of a growing diverse population in that community
- Dedicated a position within OELL to monitor program implementation quality at schools. This position collaborates with the Office of Enrollment, Budget, Engagement and Human Capital to review EL program placement and staffing.
  - Attending daily standing enrollment meetings
  - Participating in weekly Enrollment Action Team meetings

### **Total Strands of EL Programmings offered across BPS schools**

SLIFE	Dual Language	SEI Language Specific	SEI Multilingual
17	5	42	24



## EL Services as Reported to External Partners

We are pleased to report that our ability to demonstrate compliance to the US Department of Justice and US Department of Education has increased in all areas of ESL, as well as SEI instruction from qualified teachers, to reflect the following:

Table 1: District Overview of ESL Compliance: March 2016\*


		<i>Elementary</i>	<i>Secondary</i>	<i>Total</i>
<b>Total LEPs</b>		<b>7,375</b>	<b>6,046</b>	<b>13,421</b>
<b>LEPs whose ESL Courses are All the Approved Type:</b>	<b>#</b>	6,912	5,090	12,002
	<b>%</b>	94%	84%	<b>89%</b>
<b>LEPs whose Teachers of ESL are All ESL Certified</b>	<b>#</b>	7,063	5,476	12,539
	<b>%</b>	96%	91%	<b>93%</b>
<b>LEPs who are Receiving the Appropriate Amount of ESL</b>	<b>#</b>	7,001	5,484	12,485
	<b>%</b>	95%	91%	<b>93%</b>
<b>LEPs who are Correctly Grouped for All ESL Courses</b>	<b>#</b>	6,556	3,973	10,529
	<b>%</b>	89%	66%	<b>78%</b>

When you start to link the various components of ESL together, we have **increased services to 69% of students receiving *full* ESL services, compared to 29% of students in April 2015.**

\*As in the previous cover letters submitted for SY15-16, this analysis excludes the schools reported separately. Totals also exclude students who are approved opt-outs (n=6).

## Increased Compliance Levels

OELL has submitted 55 reports to US DOJ/OCR so far this school year.



Annual Deadlines	¶	Overview of Paragraph	Submitted
AUG	August 1	31 OELL shall track and monitor school level reports for FLEPs	10/22/2014
	August 1	104 Reporting newly hired teacher information.	10/15/14 & 1/15/2015
	August 1	69 SPED and ELL staff at the school level will hold at least one joint planning meeting annually to discuss ELL services and processes	10/2/2014
	August 1	71 Comprehensive Special Education Resource Manual complies with the SA	9/29/2014
	August 1	94 District shall conduct at least one on site visit to each school whose revised school plan was not approved.	1/16/2015
	August 1	96 District shall conduct a long term study as to the effectiveness of the program.	Not due
	October 1	54 Electronic list of ELLs	10/16/2014

In an effort to increase compliance and transparency:

- Consistent conference calls are held
- Extemporaneous request for information is promptly provided
- Support for schools receiving monitoring visits

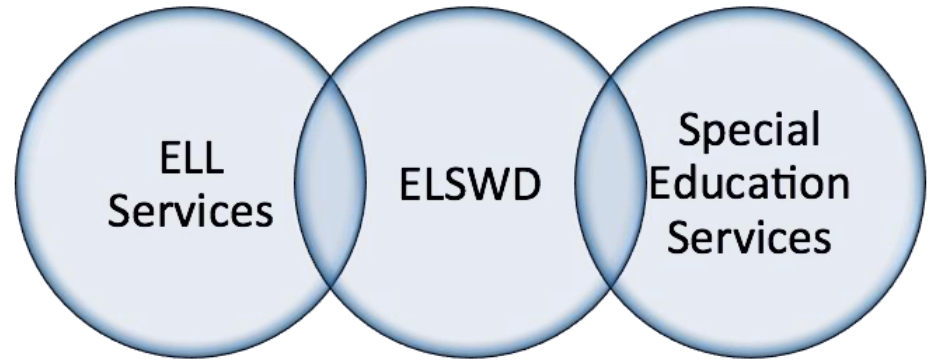
# Rigorous EL Instruction & Curriculum



- **Curriculum & Standards:** Incorporating direct English language development instruction with **standards-aligned thematic units**.
- **Instructional Approach:** Expanding our **3L's (Learning, Language, and Literacy for ELs)** instructional pedagogy to ensure that ***all* ELs can access and fully engage with more rigorous grade-level content**.
- **Course Selection:** Cross-functional collaboration to support alignment of **EL course selection** to **MassCore** and BPS **graduation** requirements; establish **dual enrollment** partnerships with area colleges.
- **Professional Learning:** A wide array of professional learning opportunities.
- **Culturally & Linguistically Responsive:** Affirming and supporting ELL students' **cultural & linguistic assets** is at the core of this work.

## Supports for ELSWD

- Collaboration with the ELSWD ELL Task Force Subcommittee
- Training provided for COSESS and LAT-Fs on the intersection between EL and SPED services.
- Joint meetings between EL and SPED school staff in best practices for serving ELSWD
- ELSWD Data Checklist completed for each ELSWD takes into account language considerations
- In the IEP, there is an additional language box that requires an explanation on the type of specialized EL instruction the student receives



**No ELL shall be denied ELL services solely due to the nature or severity of the student's disability, and no ELL shall be denied SPED services due to his or her ELL status.**

### Next Steps:

- Work with DESE to create an alternative set of criteria in order to reclassify an ELSWD with significant cognitive disabilities in order to exit from EL services
- Explore Sheltered English Immersion classrooms that are fully inclusive



# Deepening Student & Parent Engagement



## BPS District ELL Advisory Committee

Are you an ELL parent or guardian? Subscribe now!

Text  
**BPSDELLAC**  
to **22828** to get started.

Message and data rates may apply.



**MARATHON TO COLLEGE: APPLICATION WORKSHOP**

**2nd Floor**  
12pm to 2pm  
Register Your Spot:  
[bpsmarathon.org](http://bpsmarathon.org)

**6th Floor**  
1pm to 6pm  
For More Info:  
[bit.ly/bpsdream16](http://bit.ly/bpsdream16)

**WE DREAM TOGETHER: EXPO & DACA CONSULTATIONS**

*BPS HIGH SCHOOL SENIORS*  
*BPS IMMIGRANT STUDENTS AND FAMILIES*

**DATE**  
Thursday,  
April 21, 2016

**LOCATION**  
Bruce C. Bolling  
Municipal Building  
2300 Washington St.  
Roxbury, MA 02119

Presented by the  
Office of High School  
Support and the  
Office of English  
Language Learners

- Revitalizing EL Student Advisory Council
- Immigrant Youth Fair
- District English Language Learners Advisory Committee Meetings (6 per yr)
- Expanding DELLAC Conferences
- DELLAC Parent Leadership Training
- Implementing school based parent EL Advisory Committees as part of School Parent Council
- OELL Technology Goes Home
- BPS Newcomer Back-to-School Kick-Off Convention
- Cultural Proficiency Trainings at Schools
- Family and School Learning Communities



# Expanding Translation & Interpretation

## Where Have We Been?

- Translations of District-Wide Documents
- Translation of documents for English learners with disabilities

## Where Are We Now?

- Launching the Translation and Interpretation Unit
- Hired Director and leveraged existing Staff
- Robocalls in the major languages
- Piloting contracts with outside vendors for language services

## Where Are We Going?

- Remote video interpretations pilot at the start of next school year
- Hiring additional translations technicians
- Implementing online platform to receive translation and interpretation requests for servicing all stakeholders



**Sant Dakèy BPS**

**Nan Lekòl K-8 "Mildred Avenue"**

Fanmi kapab vizite Satelit Sant Dakèy tounèf nou an pou fe:

- Enskripsyon pou Lekòl
- Chanje Adrès yo
- Avèti BPS si yo chanje Adrès Lèt Elektwonik yo oubyen Nimewo Telefòn yo
- Konplete Demann pou Transpò
- Aprann sou chwa Lekòl Segondè yo
- ...ak plis toujou!

Pou plis enfòmasyon, kontakte: 617-635-9010  
[www.bostonpublicschools.org/register](http://www.bostonpublicschools.org/register)

**Ouvèti 21 Out 2014**

**Jedi ak Vandredi**  
**8:30 AM - 5:00 PM**

Akèl nan Sant Dakèy la nan pòt dityè lokal la, sa ki pi pre garaj la. Suv sity pou Sant Dakèy la!

**BPS Welcome Center**  
 Registration & Information Services

# Expanding Dual Language Programs

## Where Have We Been?

- Dual Language Programs in 5 BPS schools:
  - Hernandez K1-8 (since 1986)
  - Hurley K1-8 (since 1997)
  - Sarah Greenwood K1-3 (since 2011)
  - Muniz 9-12 (since 2012)
  - Maria Umana Academy K2-1 (since 2014)
- Dual Language Institute for Teachers



## Where Are We Now?

- Developing 3-Year Strategic Plan to Support Current and Future Dual Language Program Schools
- Providing Spanish Language Readers and Classroom Library Books
- Community-Based and International Partnerships
- Principal and teacher visits to BPS and out-of-state dual language programs
- Parent meetings to explain the Benefits of Biliteracy

## Where Are We Going?

- Opening Haitian Creole/French, Cape Verdean Creole/Portuguese, Mandarin, Vietnamese, Italian and Spanish Immersion Programs
- Seal of Biliteracy Implementation in all Dual Language Program Schools and High Schools
- Dual Language Licensure Opportunities for Teachers

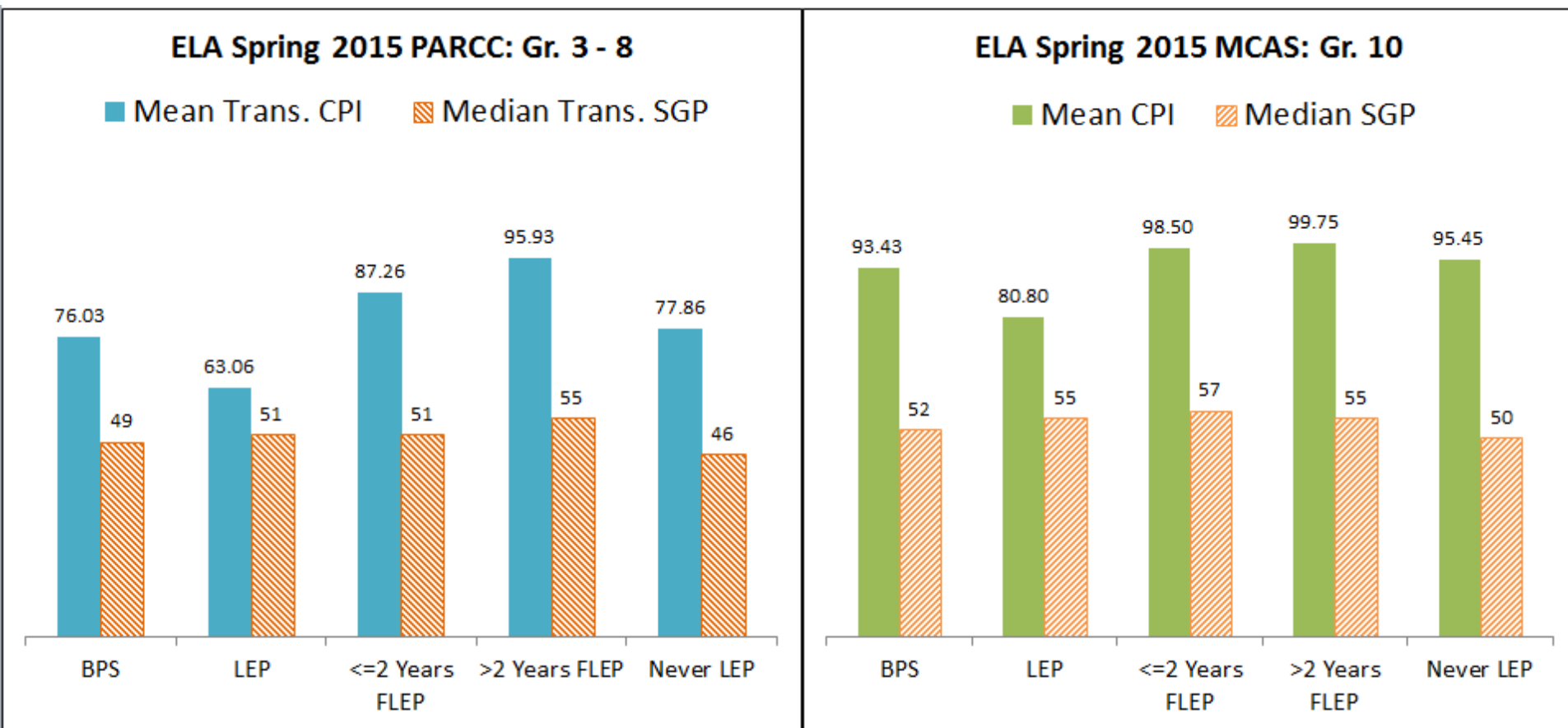
## Supporting Schools with Cultural Competency

- Provided cultural competency training by Reverend Tan, member of the ELL Task Force, that focused on strategies to successfully reach and teach culturally diverse students
- Cultural competency is also integrated in each of OELL's trainings for teachers/administrators, particularly a key component of the 18 hour blended WIDA Training and in our Professional Learning Communities
- A cultural competency workshop was provided for close to 100 teachers and staff at the Jackson Mann, focusing on Arabic culture and Muslim religious practices, one of the growing student populations served at the school



A US News & World Report article quoted a language expert who stated those entering the workforce in 2014 with second language fluency can expect an additional 10-15% pay increase.

# Spring 2015 PARCC & MCAS ELA Achievement by EL Status



**DRAFT** data courtesy of BPS Office of Data & Accountability. Source: 2015 PARCC Report Boston Public School District\_00350000.xlsx file downloaded from DESE on 11/12/2015. Student Information files from SIS BPS downloaded in March-May 2015. Data excludes in-district Horace Mann Charter Schools. EL/LEP status reflects student's status at the time of assessment.

## Our BPS Valedictorians

- ★ 18 out of 37 (49%) BPS 2016 Valedictorians are Immigrants.
- ★ 16 out of 37 (43%) BPS 2016 Valedictorians are ELs or Former ELs.



Alberto Pina  
@APBoston



Following

Way to go Tara! You make the BINcA community proud. We're happy for you. #ELL #cultureofwe #immigrantsBuiltUSA



**BINcA** @BINcA\_BPS

BINcA valedictorian wins The John McDonough Scholarship 4 Excellence myfoxboston.com/news/bps-valed... @BostonSchools #bpspln



***“We need to have a deep respect for students’ identity and language. We also need to ensure that students receive explicit instruction on academic English.”***

**–Superintendent Chang**

Retrieved from  
<http://www.bostonmagazine.com/news/article/2015/08/25/power-lunch-tommy-chang-boston-public-schools/>.

List of valedictorians as provided by BPS principals; includes in-district Horace Mann charter high schools and alternative high schools. LEP status as of June 1, 2016 Aspen SIS. Immigrant defined as student’s country of birth being outside the US, also as of June 1, 2016 Aspen SIS.