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

- English: 53.9%
- Spanish: 27%
- Haitian Creole: 3.4%
- Chinese: 3.8%
- Portuguese: 2.4%
- Arabic: 1.4%
- Somali: 1.4%
- French: 1.4%
- Other: 5.3%

Top 10 Countries of Origin of BPS Students

- United States: 82.6%
- Dominican Republic: 3.8%
- Haiti: 3.4%
- Cape Verde: 2.4%
- China: 2.4%
- Vietnam: 1.4%
- Colombia: 1.4%
- Jamaica: 1.4%
- Honduras: 1.4%
- Other: 5.3%

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-58fff95cdda0](http://www.bostonredevelopmentauthority.org/getattachment/f6692a39-c76d-480f-aedc-58fff95cdda0)
# Office of English Language Learners Priorities

<table>
<thead>
<tr>
<th>EL Instruction &amp; Curriculum</th>
<th>Professional Learning</th>
<th>Supplemental Services</th>
<th>EL Parent Engagement</th>
<th>Equity &amp; Accountability</th>
<th>Newcomers Assessment</th>
<th>Translations &amp; Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 &amp; Assessment (WIDA) English Language Development standards.</td>
<td>Professional learning to build the capacity of teachers, Language Acquisition Team Facilitators, school leaders and central office staff.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>Newcomers Assessment &amp; 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.</td>
<td>Ensure that communications are translated and interpreted in order to ensure all parents have meaningful access to their student’s education.</td>
</tr>
</tbody>
</table>
Brochures for EL Programs and Resources

BOSTON PUBLIC SCHOOLS

The Boston Public Schools are committed to providing an education for all students regardless of their native language. We offer various programs and resources to support English Language Learners (ELLs) and their families.

**Sheltered English Immersion (SEI)**

- Language Specific (LS): Available in Cape Verdean Creole, Spanish, and Vietnamese.
- Multilingual (ML): English language immersion, taught by qualified teachers.

**Sheltered English Immersion (SEI)**

- Multilingual: English language immersion, taught by qualified teachers.

**Dual Language (DL)**

- Language Specific (LS): English language immersion, taught by qualified teachers.
- Multilingual (ML): English language immersion, taught by qualified teachers.

**Bilingual Education (BL)**

- Language Specific (LS): English language immersion, taught by qualified teachers.
- Multilingual (ML): English language immersion, taught by qualified teachers.

**Career and Technical Education (CTE)**

- Available in various fields.

**BOSTON PUBLIC SCHOOLS (BPS)**

- Special Education Needs
- Community-Based Organizations (CBOs)
- Healthcare
- Housing
- Immigration
- Parent Advocacy Networks
- Public Assistance

**INSTRUCTIONAL PROGRAMS FOR ENGLISH LEARNERS**

Our goal is to provide a culturally and linguistically responsive education with the support needed to ensure equitable access to opportunities that promote equity, excellence, social justice, and lifelong learning.

**Boston Public Schools Office of English Language Learners**

- Office of English Language Learners
- Parent and Guardian Resources
- Teacher and Staff Resources
- Family Engagement Resources

**Office of English Language Learner Parents & Guardians**

- Parent Information Night
- Family Engagement Workshops
- Parent Support Groups

**Resource Navigator for English Language Learners**

- Provides access to various resources and supports for ELL students and their families.

**Office of English Language Learner Parents & Guardians**

- Resources for Parents and Guardians
- Information on various programs and services available for ELL students.

**Boston Public Schools**

- Boston Public Schools
- Office of English Language Learners
- Parent and Guardian Resources
- Teacher and Staff Resources
- Family Engagement Resources
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

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**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**

<table>
<thead>
<tr>
<th>SLIFE</th>
<th>Dual Language</th>
<th>SEI Language Specific</th>
<th>SEI Multilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>5</td>
<td>42</td>
<td>24</td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>Table 1: District Overview of ESL Compliance: March 2016*</th>
<th>Elementary</th>
<th>Secondary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total LEPs</td>
<td>7,375</td>
<td>6,046</td>
<td>13,421</td>
</tr>
<tr>
<td>LEPs whose ESL Courses are All the Approved Type:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>6,912</td>
<td>5,090</td>
<td>12,002</td>
</tr>
<tr>
<td>%</td>
<td>94%</td>
<td>84%</td>
<td>89%</td>
</tr>
<tr>
<td>LEPs whose Teachers of ESL are All ESL Certified</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>7,063</td>
<td>5,476</td>
<td>12,539</td>
</tr>
<tr>
<td>%</td>
<td>96%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>LEPs who are Receiving the Appropriate Amount of ESL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>7,001</td>
<td>5,484</td>
<td>12,485</td>
</tr>
<tr>
<td>%</td>
<td>95%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>LEPs who are Correctly Grouped for All ESL Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>6,556</td>
<td>3,973</td>
<td>10,529</td>
</tr>
<tr>
<td>%</td>
<td>89%</td>
<td>66%</td>
<td>78%</td>
</tr>
</tbody>
</table>

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.

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

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

- 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
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

ELA Spring 2015 PARCC: Gr. 3 - 8

<table>
<thead>
<tr>
<th>Status</th>
<th>Mean Trans. CPI</th>
<th>Median Trans. SGP</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPS</td>
<td>76.03</td>
<td>49</td>
</tr>
<tr>
<td>LEP</td>
<td>63.06</td>
<td>51</td>
</tr>
<tr>
<td>&lt;=2 Years FLEP</td>
<td>87.26</td>
<td>51</td>
</tr>
<tr>
<td>&gt;2 Years FLEP</td>
<td>95.93</td>
<td>55</td>
</tr>
<tr>
<td>Never LEP</td>
<td>77.86</td>
<td>46</td>
</tr>
</tbody>
</table>

ELA Spring 2015 MCAS: Gr. 10

<table>
<thead>
<tr>
<th>Status</th>
<th>Mean CPI</th>
<th>Median SGP</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPS</td>
<td>93.43</td>
<td>52</td>
</tr>
<tr>
<td>LEP</td>
<td>80.80</td>
<td>55</td>
</tr>
<tr>
<td>&lt;=2 Years FLEP</td>
<td>98.50</td>
<td>57</td>
</tr>
<tr>
<td>&gt;2 Years FLEP</td>
<td>99.75</td>
<td>55</td>
</tr>
<tr>
<td>Never LEP</td>
<td>95.45</td>
<td>50</td>
</tr>
</tbody>
</table>

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.

“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


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.