Agenda

1. Problem we are trying to resolve
1. Impact of English Only laws
1. EL outcomes & programs
1. Possible paths for building bilingual capacity
The objective of this presentation is to:

- define the problem we are trying to resolve accurately and clearly
- assess current bilingual capacity in the district
- identify possible paths for rebuilding bilingual capacity necessary to implement the LOOK Act and BPS Strategic Plan in a coherent and systematic way.

Much work remains.
Given the impact of 15 years under English Only laws, implementation of the LOOK ACT and the BPS Strategic Plan: Commitment 1 (1.4, 1.6), Commitment 3, Commitment 5, require rebuilding bilingual capacity to support bilingualism and biliteracy and provide opportunities for two way immersion and other dual language programs in the District.
## English Only (2002-2017)

<table>
<thead>
<tr>
<th>Impact</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs</td>
<td>• Policy on the use of native language</td>
</tr>
<tr>
<td></td>
<td>• SEI Language Specific</td>
</tr>
<tr>
<td></td>
<td>• SEI Multilingual</td>
</tr>
<tr>
<td></td>
<td>• Two-way bilingual programs</td>
</tr>
<tr>
<td>Staffing</td>
<td>• Category training-SEI Endorsement, ESL License</td>
</tr>
<tr>
<td></td>
<td>• Bilingual capacity no longer required by DESE</td>
</tr>
<tr>
<td>Instruction</td>
<td>• English curriculum and materials.</td>
</tr>
<tr>
<td></td>
<td>• Removal of curriculum and materials in the students’ native languages.</td>
</tr>
</tbody>
</table>
Legal Mandates

Deliver:

Teachers who are licensed:
- BPS has increased the number of teachers who hold the ESL license and the SEI Endorsement

Monitoring of Service Delivery:
- ESL services are tracked for all students
- Better able to identify and respond when students lack services.

Do not deliver:
- Academic outcomes as measured by ACCESS and MCAS

The DOJ Successor Agreement (2012) and META Consent Decree has caused the operational systems of BPS to align to implement SEI/ESL:
- Access to services for ELs by tracking individual students
- Equity in distribution of resources such as staffing and materials
- Communication to parents using home language
- Leave in place SEI Language Specific programs.
A measure for March 2017 is not included due to data issues with ESL certifications for that reporting cycle. Data excludes schools with alternative models/reporting structures that are reported separately to US DOJ/OCR.
DESE sets separate progress benchmarks for non-HS (Gr. 1-8) and HS (Gr. 9-12) state accountability.

For non-HS grades:
- **53%** of ELs in 2019 demonstrated sufficient progress toward attaining progress.
- BPS did **not** meet DESE’s progress target.

For HS grades:
- **29%** of ELs in 2019 demonstrated sufficient progress toward attaining progress.
- BPS **met** DESE’s progress target.
In Grades 3-8, FELs outperform Never ELs on MCAS ELA and Math by a wide margin.

In Grade 10, FELs in the 4-year monitoring period have more similar MCAS performance as Never ELs. FELs who are beyond the monitoring period outperform Never ELs by a wide margin.

Data includes in-district Horace Mann charter schools and excludes MCAS Alt test takers.
BPS offers 6 instructional models where English Learners can receive content instruction and ESL.

- **SEI Language Specific**: Sheltered English Immersion
- **SEI Multilingual**: Sheltered English Immersion
- **DL**: Dual Language Two-Way Immersion
- **HILT for SLIFE**: High Intensity Literacy Training for Students with Limited or Interrupted Formal Education
- **ESL in General Education**: English as a Second Language for ELs in General Education and EL Students with Disabilities
- **ELA**: ESL Embedded in English Language Arts
# Distribution of English Learners by Program

<table>
<thead>
<tr>
<th></th>
<th>% of ELD 1-3</th>
<th>% of ELD 4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEI (Language Specific)</td>
<td>15.6%</td>
<td>.2%</td>
</tr>
<tr>
<td>ShELTERED ENGLISH IMMERSION</td>
<td>10.3%</td>
<td>.2%</td>
</tr>
<tr>
<td>ShELTERED ENGLISH IMMERSION</td>
<td>3.2%</td>
<td>2.3%</td>
</tr>
<tr>
<td>DUAL LANGUAGE TWO-WAY IMMERSION</td>
<td>1.7%</td>
<td>0%</td>
</tr>
<tr>
<td>HIGH INTENSITY LITERACY TRAINING for STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION</td>
<td>22.2%</td>
<td>0%</td>
</tr>
<tr>
<td>ENGLISH AS A SECOND LANGUAGE for ELLs in General Education and ELL Students with Disabilities</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>ESL in General Education</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>ESL in ENGLISH LANGUAGE ARTS</td>
<td>44.3%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Aspen all student download April 8, 2020
<table>
<thead>
<tr>
<th>% of ELD 1-3</th>
<th>Distribution of ELD 1-3 within programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.0%</td>
<td>21.1%</td>
</tr>
<tr>
<td>6.7%</td>
<td>3.7%</td>
</tr>
<tr>
<td>36.5%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of ELD 4-5</th>
<th>Distribution of ELD 4-5 within programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5%</td>
<td>0.4%</td>
</tr>
<tr>
<td>5.9%</td>
<td>0%</td>
</tr>
<tr>
<td>0%</td>
<td>93.2%</td>
</tr>
</tbody>
</table>

Source: Aspen all student download April 8, 2020
Assignment Rate For Eligible Students:
Rate at which eligible students attend language specific SEI programming.

Students who qualify for language specific SEI programs are assigned based on:

- Qualifications for a student:
  - ELD 1-3 at time of assignment
  - Eligible seat available for the student by grade and assignment policy:
    - Home Based for K-8
    - City wide for High School
  - Seat capacity fluctuates over time
  - A parent’s ranking of a school based on other factors may also impact final assignment

Data Source:
- End of year data from Aspen for SY1718, SY1819 and Aspen download as of April 2020.
## Language Capacity of Teachers in SEI Programs

<table>
<thead>
<tr>
<th>SEI</th>
<th>Total Teachers</th>
<th>Language Capacity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEI Cape Verdean</td>
<td>24</td>
<td>5</td>
<td>20.8%</td>
</tr>
<tr>
<td>SEI Chinese</td>
<td>20</td>
<td>10</td>
<td>50.0%</td>
</tr>
<tr>
<td>SEI Haitian</td>
<td>19</td>
<td>3</td>
<td>15.8%</td>
</tr>
<tr>
<td>SEI Multilingual</td>
<td>114</td>
<td>37</td>
<td>32.5%</td>
</tr>
<tr>
<td>SEI Spanish</td>
<td>115</td>
<td>29</td>
<td>25.2%</td>
</tr>
<tr>
<td>SEI Vietnamese</td>
<td>10</td>
<td>4</td>
<td>40.0%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>302</strong></td>
<td><strong>88</strong></td>
<td><strong>29.1%</strong></td>
</tr>
</tbody>
</table>

- Overall 29% of teachers who are identified as teachers within a current K-12 program are reported as speaking the language of the program.

- SEI Chinese and Vietnamese programs currently have the highest rate of teachers who are connected to the language of the program.
  - These programs have low turnover in staff and hire from within the community.

- In language specific SEI programs:
  - Higher percentage of teachers who are provisional versus permanent may indicate a high turnover rate.
  - Schools do not prioritize language capacity as a requirement for hiring to maintain bilingual capacity.

Data as of February 2020 and includes Licensure (TBE, World Language) and self-reported language capacity.
## Language Capacity of BPS teachers

Language capacity was determined in partnership with OHC through:

- Self reported language via TalentEd
- Possession of a Transitional Bilingual or a Foreign language licenses.

Of a total of 4,690 staff members coded as teachers **74.6 %** have not indicated being fluent in another language.

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None Reported</td>
<td>3503</td>
<td>74.7%</td>
</tr>
<tr>
<td>Spanish</td>
<td>558</td>
<td>11.9%</td>
</tr>
<tr>
<td>French</td>
<td>117</td>
<td>2.5%</td>
</tr>
<tr>
<td>Chinese</td>
<td>80</td>
<td>1.7%</td>
</tr>
<tr>
<td>Creole Haitian</td>
<td>72</td>
<td>1.5%</td>
</tr>
<tr>
<td>Creole Cape Verdean</td>
<td>53</td>
<td>1.1%</td>
</tr>
<tr>
<td>Italian</td>
<td>39</td>
<td>0.8%</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>36</td>
<td>0.8%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>34</td>
<td>0.7%</td>
</tr>
<tr>
<td>German</td>
<td>21</td>
<td>0.5%</td>
</tr>
<tr>
<td>Arabic</td>
<td>19</td>
<td>0.4%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>16</td>
<td>0.3%</td>
</tr>
<tr>
<td>Korean</td>
<td>13</td>
<td>0.3%</td>
</tr>
<tr>
<td>Greek</td>
<td>11</td>
<td>0.2%</td>
</tr>
<tr>
<td>Russian</td>
<td>11</td>
<td>0.2%</td>
</tr>
<tr>
<td>Japanese</td>
<td>10</td>
<td>0.2%</td>
</tr>
</tbody>
</table>
The goal of the LOOK Act is to encourage the development of English Learner (EL) programs that support bilingualism and biliteracy. It does this by:

1. **Giving districts flexibility to choose EL programming that best fits the needs of their population**
   - Removes “one size fits all” default model of SEI program
   - Provides opportunities for two way immersion and dual language programs
   - Incorporates community input from mandatory EL Parent Advisory Councils

2. **Ensuring that EL programs are accountable for data driven, high quality instruction**
   - Sets up rigorous expectations for teacher qualifications; holds districts accountable for properly certified educators
   - Folds EL program evaluation into DESE’s existing 6-year Coordinated Program Review

3. **Elevating statewide standards of EL education and biliteracy**
   - Creates the State Seal of Biliteracy, which recognize students with proficiency in English and 1 or more other languages
   - Adds Pre-K students to the list of those who may be categorized as English learners.
Commitment 1: Eliminate Opportunity and Achievement Gaps
Priority: 1.4 Implement specific supports for English learners by implementing the LOOK Act to expand programs that promote bi/multilingualism including bilingual education, dual language, and cultural heritage programs.
1.6 Develop and monitor progress toward achieving explicit goals for schools and central office around implementing strategies to eliminating opportunity and achievement gaps - especially for English learners and students with disabilities - and central office will be responsible and accountable for monitoring progress and providing support - employing school and district Equity Rountables as a structure for shared accountability and problem-solving.

Commitment 3: Amplify all voices
3.3 Welcome and value all families and students in our schools, including them as partners in school improvement and student learning.

Commitment 5: Cultivate Trust
5.1 Hire, support, and retain a workforce at every level that reflects our students’ diverse cultures and languages; and address the structural barriers which impact staff and educators of color.
5.3 Support and hold school leaders accountable for creating inclusive, culturally and linguistically sustaining, high-performing school communities, and leveraging teacher leadership.

Alignment with BPS Strategic Plan—LOOK ACT
Parent Request for New Programs

**Vietnamese Community**
- Requested a dual language program for K2-6 to serve as a pathway connected to the K1 UPK classroom at VietAid’s AuCo preschool
- Meeting regularly as a community committee to advocate and engage with each other and with BPS

**Haitian Community**
- Started in SY17-18 with one K1 classroom
- Expanding one grade per year for a K1-6
- Currently: K1, K2, Gr. 1
- Monthly community meetings
- Monthly school based check-ins for instructional support

**Cape Verdean Community**
- Requested a dual language program and Cape Verdean “strand” for a K1-12 pathway, also would like a HUB model to support the community with resources
Possible paths for building bilingual capacity

1. Audit EL programming and **seat capacity** using the BPS Equity framework

1. Rebuild bilingual capacity in **SEI Language Specific Programs, Special Education, Two Way Programs**
   a. Teaching & paraprofessional staff
   b. Curriculum & materials
   c. PD & teacher support
   d. Assessments

1. **Build bilingual capacity** in high performing schools

1. **Expedite review of parent requests** for dual language programs
   a. Articulate a transparent review process for parents and community stakeholders, with decisions to approve/modify/reject communicated within 3 months
   b. Begin implementation plan 1 year after request is approved
   c. Leverage existing language specific sites by rebuilding bilingual capacity

1. Using the **HUB model and Quincy K-8 model**, develop **Language & Culture Centers** offering linguistically and culturally appropriate “health services, counseling, after-school programs, nutrition classes, parent and family engagement programs, career and college access services, mentoring and arts programs.”  

   Bay State Banner January 3 2019
Possible Next Steps

1. Adequately fund planning stage to bring community leaders, experts, BPS principals/teachers to prepare a five year implementation plan that builds the bilingual capacity necessary to implement the LOOK Act

1. Deliver implementation plan August 2020

1. Begin implementation in SY21-22

1. Conduct periodic internal and external reviews of the LOOK ACT implementation plan
Appendix
Programs ELs BPS

**Dual Language** 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.

**Language Specific Sheltered English Immersion (SEI)** In this program model, students are all ELs who speak the same native language, taught by qualified teacher(s), and have 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, with native language clarification provided when needed. The student also receives ESL instruction, which is designed to teach English to EL students.

**Multilingual Sheltered English Immersion (SEI)** In this program model, students are all ELs from various linguistic backgrounds apart from our language specific programming, taught by qualified teacher(s), and have 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 ESL instruction, which is designed to teach English to EL students.

**High Intensity Literacy Training (HILT) for Students with Limited or Interrupted Formal Education (SLIFE)** In this program model, students are all newcomer ELs who are ages 9 or older, have ELD levels 1 or 2, are at least two years behind their grade level peers in native language literacy, and have limited or interrupted formal schooling. Students in High Intensity Literacy Training (HILT) for Students with Limited or Interrupted Formal Education (SLIFE) in language specific programs will receive instruction in the student’s native language while students in the HILT for SLIFE Multilingual program are from various linguistic backgrounds.

Uriarte, Miren; Berardino, Michael; Chen, Jie; Diez, Virginia; Karp, Faye; Rustan, Sarah; Tung, Rosann; Gagnon, Laurie; Stazesky, Pamela; de los Reyes, Eileen; Bolomey, Antonieta; and Gaston Institute, University of Massachusetts Boston, "Identifying Success in Schools and Programs for English Language Learners in Boston Public Schools" (2012). Office of Community Partnerships Posters. 42. https://scholarworks.umb.edu/ocp_posters/42

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English Language Learners Sub-Committee, Massachusetts Board of Elementary and Secondary Education, "Halting the Race to the Bottom: Urgent Interventions for the Improvement of the Education of English Language Learners in Massachusetts and Selected Districts" (2009). Gastón Institute Publications. 107. https://scholarworks.umb.edu/gaston_pubs/107
Research English Language Learners in the BPS

Kala, Mandira; Kiang, Peter Nien-chu; Lavan, Nicole; and Karp, Faye, "English Learners in Boston Public Schools: Enrollment and Educational Outcomes of Native Speakers of Vietnamese" (2009). Gastón Institute Publications. 141. https://scholarworks.umb.edu/gaston_pubs/141

Lo, Lusa; Lavan, Nicole; Karp, Faye; and Tung, Rosann, "English Learners in Boston Public Schools: Enrollment and Educational Outcomes of Native Speakers of Chinese Dialects" (2009). Gastón Institute Publications. 142. https://scholarworks.umb.edu/gaston_pubs/142

Uriarte, Miren; Lavan, Nicole; Agusti, Nicole; Kala, Mandira; Karp, Faye; Kiang, Peter Nien-chu; Lo, Lusa; Tung, Rosann; and Villari, Cassandra, "English Learners in Boston Public Schools: Enrollment, Engagement and Academic Outcomes of Native Speakers of Cape Verdean Creole, Chinese Dialects, Haitian Creole, Spanish, and Vietnamese" (2009). Gastón Institute Publications. 130. https://scholarworks.umb.edu/gaston_pubs/130

Uriarte, Miren; Lavan, Nicole; Agusti, Nicole; and Karp, Faye, "English Learners in Boston Public Schools: Enrollment and Educational Outcomes of Native Spanish Speakers" (2009). Gastón Institute Publications. 113. https://scholarworks.umb.edu/gaston_pubs/113

Uriarte, Miren; Lavan, Nicole; Agusti, Nicole; and Karp, Faye, "English Learners in Boston Public Schools: Enrollment and Educational Outcomes of Native Speakers of Cape Verdean Creole" (2009). Gastón Institute Publications. 116. https://scholarworks.umb.edu/gaston_pubs/116

de los Reyes, Eileen; Nieto, David; and Diez, Virginia, "If Our Students Fail, We Fail, If They Succeed We Succeed: Case Studies Of Boston Schools Where Latino Students Succeed" (2008). Gastón Institute Publications. 136. https://scholarworks.umb.edu/gaston_pubs/136
Bilingual Endorsement ACTFL Testing

Office of English Learners is providing test sessions during the final months of SY19-20 for BPS educators interested in the bilingual education endorsement. One “free” session per teacher.

UPCOMING PARTNERSHIP WITH BOSTON COLLEGE B OEL

EARN YOUR BILINGUAL ENDORSEMENT BY SUMMER 2021!

**Course Facts:**
1. Courses taught by Boston College Professors
2. Free to all BPS educators who complete the BSE program. Additional costs for those who wish to obtain the BSE endorsement.
3. Online classes with some face-to-face component when possible

**Program Requirements:**
- Complete the following courses
- A minimum of 15 credits
- A minimum of 3 credits in each of the following areas:
  - Language acquisition
  - Bilingual education
  - Multicultural education

**Program Support:**
- Financial support through the Boston College Bilingual Endorsement Program
- Course content is aligned with the Massachusetts Department of Education standards
- Additional support through local university partners
- Collaborative learning opportunities

**Questions?**
email: oel@bostonpublicschools.org

Step by Step Process for Obtaining the Bilingual Education Endorsement

This document summarizes the current Massachusetts Department of Elementary and Secondary Education (MDE) requirements to describe the process by which educators can obtain the Bilingual Education Endorsement. The following steps outline the process for obtaining this endorsement:

1. **Program Requirements**
   - Core academic teacher providing instruction in a language other than English
   - Teacher providing instruction in English
   - Teacher completing a bilingual education certificate
   - Teacher completing a bilingual education endorsement

2. **Program Support**
   - Financial support through local university partners
   - Collaborative learning opportunities

In general, the three main components that are required to obtain the Bilingual Education Endorsement are:

- Demonstrating proficiency in the foreign language of the endorsement area
- Demonstrating knowledge and skills in the foreign language
- Providing instruction in the foreign language

For more information, visit the MDE website at bilingualeducation.bostonpublicschools.org

Questions? email: oel@bostonpublicschools.org