

**ELL Task Force Follow-Up Items Tracking List  
2-14-19**

<b>Subcommittee</b>	<b>Topic</b>	<b>Follow-Up Item</b>	<b>Source</b>	<b>Actions Taken</b>
Data	Student assignment	Get information to Perille, Roberts, Grandson about the evaluation needed of ELL overlay in student assignment process. <sup>i</sup>	Full ELLTF 9-13-18	Miren, Janet, and Jen met in October. District scheduled meeting (Roberts assistant) but needed to reschedule. No new date set.
		Include Lisa Harvey in discussion about student assignment ELL overlay analysis. <sup>ii</sup>	Full ELLTF 10-9-18	
Data	ELL MCAS results	<p>Prepare and submit requests to Mary Dillman for. . .</p> <ul style="list-style-type: none"> <li>• 5-year trends in ELL performance on the MCAS.<sup>iii</sup></li> <li>• MCAS data disaggregated by long-term EL/other<sup>iv</sup></li> <li>• MCAS data disaggregated by school, by Advanced Work and Excellence for All, and by external partners.<sup>v</sup></li> </ul> <p>NOTE: ask Mary to put the EIs who are in dual language programs all together, not separate them – it will give a clearer picture of how the dual language programs are working relative to SEI programs.</p>	Full ELLTF 12-20-18	
Data		Farah is interested in being part of a revived Data Subcommittee.	Full ELLTF 12-20-18	Connected her with Janet & Miren to get started.
ELSWD	Parent engagement in subcmte work	Invite SPED PAC into the conversation about ELSWD students. <sup>vi</sup>	Full ELLTF 11-18-18	

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ELSWD	SLIFE	Issue of the low fill rates and slide in enrollment in SLIFE classes. <sup>vii</sup>	Full ELLTF 11-18-18	
ELSWD	SLIFE	Public comment issues: SLIFE students who are being pushed out or released before reaching 9 <sup>th</sup> grade level. <sup>viii</sup>	Full ELLTF 11-18-18	
ELSWD (also HC)	Staff language capacity	Public comment issues: SPED students who need native language support and don't get it. <sup>ix</sup>	Full ELLTF 11-18-18	
Engagement	Engagement data	Collect ELLTF member input on a matrix from the Office of Engagement listing data points and data sources for tracking family and community engagement. <sup>x</sup>	Full ELLTF 10-9-18	Jen shared several times with TF membership in October 2018. No feedback received.
Engagement	Engagement data	Focus parent engagement information gathering on dual language schools. <sup>xi</sup>	Full ELLTF 9-13-18	PQ Subcmte is acting on this suggestion.
Engagement (also HC)	Engagement; Staff language capacity	There is a need for stronger guardrails in the budget process to guide/understand/evaluate the importance principals place on bilingual educators and parent engagement—right now its negotiated between principals and Budget staff without many guidelines. <sup>xii</sup>	Full ELLTF 11-18-18	
HC	Staff language capacity	Get data from Principals, instead of being self-reported, on language capacity etc. <sup>xiii</sup>	Full ELLTF 11-18-18	
HC	Staff language capacity	Public comment issues: SEI students where the teacher does not speak the language of the students. <sup>xiv</sup>	Full ELLTF 11-18-18	

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HC (also ELSWD)	Staff language capacity	Public comment issues: SPED students who need native language support and don't get it. <sup>xv</sup>	Full ELLTF 11-18-18	
HC (also Engagement)	Staff language capacity; engagement	There is a need for stronger guardrails in the budget process to guide/understand/evaluate the importance principals place on bilingual educators and parent engagement—right now its negotiated between principals and Budget staff without many guidelines. <sup>xvi</sup>	Full ELLTF 11-18-18	
HC (also PQ)	Staff language capacity; LOOK Act	BPS should make it a requirement for teachers to speak/understand the language of their EL students. This should have been/should be part of program expansion under LOOK. <sup>xvii</sup>	Full ELLTF 11-18-18	
Multi Multi		Initiate conversation about how the ELLTF can advance the goal of a multilingual, multicultural BPS. <sup>xviii</sup>	Full ELLTF 9-13-18	Ad hoc discussion held 12-12-18
PQ	Educational Vision	Send Program Quality matrix to Perille and Grandson. <sup>xix</sup>	Full ELLTF 9-13-18	Shared by Jen via EM 9-18-18
PQ	LOOK Act	Ask OEL for models they are exploring under the LOOK Act. <sup>xx</sup>	Full ELLTF 9-13-18	
		Make time on a future agenda to talk more about OEL's vision for bilingual education programming. <sup>xxi</sup>	Full ELLTF 12-20-18	
		Circulate the Center for Applied Linguistics's standards for bilingual education. <sup>xxii</sup>	Full ELLTF 12-20-18	Circulated by email (Ana provided, Jen sent) 12-21-18

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		Invitation from Dr. Grandon to visit SEI and other classrooms for observation. <sup>xxiii</sup>	Full ELLTF 12-20-18	
		Determine how the ELLTF will participate in addressing the need for messaging about the importance and success of bilingual education. Consider possibility of moving this work to the multi-multi subcommittee if it gets formally established. <sup>xxiv</sup>	Full ELLTF 12-20-18	
		Priorities and concerns to carry forward as new bilingual programs are developed: <ul style="list-style-type: none"> <li>• Authentic materials</li> <li>• Authentic assessments</li> <li>• Culture, not just language</li> <li>• Being mindful of confusion for families</li> <li>• Particular concerns of Cape Verdeans, who don't have a strand</li> <li>• Rigorous materials into the upper grades</li> <li>• Racial equity in access to bilingual programs</li> <li>• Costs over time (beyond start-up costs), especially school costs</li> </ul>	Full ELLTF 12-20-18	
PQ (also HC)	LOOK Act; Staff language capacity	BPS should make it a requirement for teachers to speak/understand the language of their EL students. This should have been/should be part of program expansion under LOOK. <sup>xxv</sup>	Full ELLTF 11-18-18	
	Basic EL Program Data	Report on the percentage and number of ELs in programs v. general education. <sup>xxvi</sup>	Full ELLTF 11-18-18	

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	Budget–Title I	Title I funds for ELs to be considered at the next meeting. <sup>xxvii</sup>	Full ELLTF 11-18-18	
	Budget–Title I	Public comment issues: Issue of whether Title I funds were equitably spent to meet the needs of ELLs and responsiveness of district to this concern being raised. <sup>xxviii</sup>	Full ELLTF 11-18-18	
	Budget–WSF	Evaluation of Weighted Student Funding. It is based on sufficiency in funding program models not on the effectiveness of student learning. <sup>xxix</sup>	Full ELLTF 11-18-18	
	Budget–WSF	Question of weighting for Dual Language programs, especially start-up costs and whether English-speaking students in DL programs should receive a supplemental weight. <sup>xxx</sup>	Full ELLTF 11-18-18	
	Budget–WSF	There is a need for more nuanced weights for EL students in WSF formula, especially with the new opportunities under the LOOK legislation. BPS/Budget is open to ideas. <sup>xxxi</sup>	Full ELLTF 11-18-18	
	Budget–WSF	There is no weighted funding for ELSWD students, since there is no program model for these students, other than separate allocations for their EL and Special Education status. <sup>xxxii</sup>	Full ELLTF 11-18-18	
	DOJ	Is the data provided to DOJ available to the public? <sup>xxxiii</sup>	Full ELLTF 9-13-18	

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	DOJ	Request for a summary of the 4-6 things that DOJ was concerned about a year ago and how BPS has addressed them. <sup>xxxiv</sup>	Full ELLTF 11-18-18	
	Enrollment	Exit interviews of EL students' parents about why they are leaving BPS. <sup>xxxv</sup>	Full ELLTF 11-18-18	
	Enrollment and displacement	Track whether EL decline in East Boston (or South Boston or Columbia Point, etc.) reflects moves to other parts of the city or not. This is connected to the issue of gentrification and has important implications for BuildBPS. <sup>xxxvi</sup>	Full ELLTF 11-18-18	
	OI	The Opportunity Index needs to consider individual not household income; how long families have been in the US; unaccompanied minors. <sup>xxxvii</sup>	Full ELLTF 11-18-18	
	Superintendent search	Letter from the ELLTF to the superintendent search committee. <sup>xxxviii</sup>	Full ELLTF 10-9-18; 12-20-18	Submitted January 30, 2019