

Findings from *The Mauricio Gastón Institute Report, April 2009*

Findings	To take into consideration during school visit
Identified LEP population declined 33.9% during AY2003-AY2006, while decline of NSOL not proportional (less than 10%) (pg. 9, 100)	Look at statistics for LEP population at school vs. NSOL population and change over time
Close to 15% decline in enrollment of LEP students in EL programs . Many students put in mainstream programs (pg. 100)	Percentage/number of LEP students in mainstream classes? How are these students performing? What scaffolding strategies are grade-level teachers using to accommodate needs of these students?
SEI program became “default” program ---most students put in this program so SEI program numbers increased. By AY2006, 95.4% of LEP enrollments were in SEI alone (pg. 51)	Does the school offer any alternative EL programs to SEI?
LEPs in EL programs participating in Special Education has increased at a greater rate than other populations—6.6% to 9.2% for full or partial inclusion SPED and from 4.8% to 10.9% in case of substantially separate SPED (pg. 55, 101)	Percentage/numbers of LEPs in EL programs in Special Education and how does this compare over time? Did SEI/EL teachers and Special Education specialists work together to determine designation and/or interventions?
Many LEPs under-identified because of testing errors made at Family Resource Center (pg. 42)	How does school work with Family Resource Center? Are those at FRC professionally trained in testing procedures? What about when students need to be re-tested or transitioned? Are students evaluated in native language at FRC?
No uniform mandate on how SEI is structured at schools. After Question 2, principals given the autonomy to transform programs as they saw fit, leading to great variability in type and quality of SEI programs across the district . Similar variability can be found in the level of compliance with basic framework (pg. 40)	What about newcomers? Is SEI clustered by proficiency level, language, grade?
Once students have “opted out” of EL services, they weren’t monitored, tested, or provided with language support services (pg. 40)	
Confusion of Waiver & “Opting Out” : FRC not clear in communicating to parents they could have children exempted from SEI, but could still receive other language support services. Many parents not aware schools where >20 students are of one language other than English in same grade with approved SEI waivers district must provide alternatives to SEI. Boston continued practice of	How is the issue of waivers handled at the school? When parents ask questions about this to the SEI teacher, principal, etc., what answers are they given? Who are they referred to? The FRC?

requiring parents to “opt out” of ALL services if they didn’t want child in assigned EL program (pg. 41, 54). As a result decline in amount & type of EL services.	
Professional Development still lacking for many SEI teachers and mainstream teachers teaching ELs (only 20% have received 75 hr. training the DESE and district consider being qualified to teach ELs) (pg. 43, 108)	What are schools doing internally for PD? What have different principals required? What are the statistics and sentiments of individual teachers on how prepared they are to teach student populations?
Annual drop-out rates have increased among students in EL programs. Under TBE, students in programs for EL had lower rates than those in General Ed.—this has been reversed under SEI. (pg. 120)	Statistics for individual school?

**Note: pg. 122-183 of report has findings based on Native Speakers of Other Languages (NSOL) by specific language groups---this can be particularly useful depending on the individual school population

Additional Findings of Interest:

- MCAS scores pre-Question 2 and interviews give reason for concern for LEP students’ academic performance (pg. 108)
- After implementation of SEI, improvements were seen in pass rates in both MCAS Math and ELA in the early grades, but the academic achievement experienced by most sub-groups in BPS bypassed LEPs in EL programs. In case of the older students, SEI has meant lower achievement and larger gaps in achievement with other groups. (pg. 108)
- For LEPs in General Education, they have seen the lowest drop in academic performance as measured by MCAS scores (pg. 108)
- Cape-Verdean Creole, Haitian, and Vietnamese NSOL have declining student populations in BPS (pg. 122, 144) while Chinese Dialect speakers were over-represented at the elementary school-level, but not the middle and high school levels (pg. 134). Spanish NSOL are the largest percentage of BPS NSOLs and are the largest cohort of LEPs and ELs (pg. 154).