Office of English Language Learners
Update on LOOK Bill

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English Learners in the Boston Public Schools

44% of all BPS students are either English Learners or Former English Learners

BPS English Learners are speakers of over 70 different languages.

Data includes BPS K0-12 students as of February 7, 2018 Aspen SIS enrollment records (includes in-district Horace Mann charters; excludes student outplacements). Former ELs include students in the 4-year monitoring period and beyond.
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-58fff95cdda0](http://www.bostonredevelopmentauthority.org/getattachment/f6692a39-c76d-480f-aedc-58fff95cdda0)
**Structural Framework for OELL Programs**

**EL Instructional Programs**
Ensure instructionally sound programs, including supplemental services, aligned to ELD Principles, CCSS and WIDA.

**EL Professional Learning**
Build capacity of teachers, Language Acquisition Team Facilitators, school leaders, and central office staff tailored to meet the needs of ELs, Long-Term ELs, SLIFE, ELSWD, and DL learners.

**Equity & Accountability**
Support schools with and ensure that district policies meet the civil rights of ELs in accordance with local, state, and federal requirements.

**EL Parent Engagement**
Create collaborative processes between EL parents, community partners and schools to promote the success of EL children and families through the creation of a District Advisory Committee.

**Newcomers Assessment**
Provide language proficiency assessments to identify English Learners and whether they need native language supports.

**Translation & Interpretation**
Ensure communications are translated and interpreted to ensure all parents have meaningful access to their student’s education and district policies.

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.
1.2. Expand, redesign, and enrich ELL program and services.

Boston Public Schools seeks to improve its ability to support English Language Learners in acquiring English and succeeding academically while also maintaining the asset of their native language. By building the capacity of the Office of English Language Learners (OELL) and releasing a suite of resources and tools to support students, teachers, school staff and families, we will increase the number of opportunities for ELLs to access inclusive and authentic learning opportunities that ensure that they progress at least one English Language Development (ELD) level per year.
Benefits of Language Supports

Numerous research studies and meta-analyses have demonstrated the benefits that native language supports and dual language programs provide to English Learners students in comparison to monolingual English instruction.

- “In addition, working in a group with same-language peers allows for discussion in the native language, which can assist with **deeper processing of information** and may allow for better clarification of confusing issues (Klingner et al., 2012 Klingner J. K., Boardman A. G., Eppolito A. M.).”

- By learning academic **content in their primary language** while developing English proficiency, students will be able to understand content-area instruction and **ultimately transfer skills and knowledge from their primary language to English.** (Cummins, J. (2000) *Language, Power and Pedagogy: Bilingual Children in the Crossfire.*)
LOOK Bill: Objectives, Components, and Effects

The goal of the LOOK Bill is to encourage the development of English Learner (EL) programs that support bilingualism and biliteracy. It does this by:

**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

**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

**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.
Reimagining EL Programs

**Program Structure**
- Intensive program for newcomers
- Expand seal of biliteracy
- TBE 2.0
- Dual Language

**Staffing**
- Bilingual
- Bicultural
- Co-teachers

**Materials**
- Bring in materials from own culture
- CLSP
- Bilingual

**Technology**
- Multimedia
- Multimodal
- Technology platforms
Partnering with Stakeholders

This pivotal work cannot be done in isolation and requires input and feedback from various stakeholders.

- Students and Families
- Teachers
- Schools
- External Partners
Creating a Strategic Plan

1. Brainstorming and gathering information
2. Outreach with students and families
3. Firming vision with dual language principals
4. Collecting feedback from LAT-Fs
5. Discussing with EL Task Force subcommittee

EL Program Strategic Plan to be shared with Stakeholders
Implementation Process

Engaging stakeholders is crucial in ensuring the success of any new EL programs and the process to engage all relevant stakeholders will take time.

As we partner with stakeholders, we will concurrently implement the following for SY18-19:

- Integration of **native language** supports
- Expansion up of Spanish/HC **dual language** programs
- Launching **new dual language programs** for next year being created right now