



Taking Affirmative & Determined Steps

**Office of English Language Learners
Presentation to School Committee
June 28, 2010**

Presentation will include:

- Highlights SY2009-2010
- Capacity Building Actions
- Focus on Instruction & Program Quality—SY2010-2011

Highlights

I. Identifying all LEP Students in the District

Who are the LEP Students as of June 2010?

- 22,009 BPS students (39%) speak a language other than English as their first language
- 15,987 are limited English proficient (LEP)
- Their families are from 103 countries
- 57% of LEP students born in the United States

Newly Identified LEP Students

- DESE and DOJ required that the BPS determine English language proficiency for those students who were incorrectly tested in the past 6 years.
- 4,269 students have been identified as LEP

Criteria for Identifying Students to be Tested

- Student entered the Boston Public Schools between January 2003 and December 2009
- Student is enrolled in grades K1 to Grade 12
- Student received a LAU score of 1.25 or higher on the Home Language Survey (and therefore regularly experiences a context in which a language other than English is spoken)
- Student did not have a Home Language Survey score
- Student had a designated LEP status of “Non-LEP”
- Student did not have a score of Proficient/Advanced on the ELA MCAS and Math MCAS

Where are our LEP Students?

- 135 schools have LEP students
- Sheltered English Instruction (SEI) 6,404
- Two-Way Bilingual 460
- Transitional Bilingual (TBE) 433
- General Education 4,589

LEP Students by Grade Level

LEVEL	TOTAL LEP	%
Pre-K	673	6%
Elementary	6,095	51%
Middle	2,278	19%
High	2,840	24%
Total	11,886	100%

Former Limited English Proficient (FLEP) Students

- 3,777 FLEP students in BPS
- About 850 ELL students get assigned FLEP status annually.
 - ★ To become FLEP, students must meet BPS and DESE standards for Academic English Proficiency
- FLEP students monitored for two years to ensure continued progress

English Proficiency Levels

English Proficiency Level	%	
Beginner	29%	53%
Early Intermediate	24%	
Intermediate	26%	
Transitioning	21%	

II. CAPACITY BUILDING ACTIONS

Numbers of Trained SEI Teachers

SEI Category	Total # Core Trained Teachers	Total # Non-Core Trained Staff	Total # Central Trained Staff	Total # Core and Non-Core Trained Teachers	Total # Core Teachers Needing Training
Category 1	1527	630	61	2218	1818
Category 2	1188	498	42	1728	2157
Category 3*	1926	*	*	*	*
Category 4	840	316	28	1184	2505

*These numbers will have to be calculated when determination is made as to who administers MELA-O in each school.

Increase Numbers of ESL Teachers

Centrally Assigned ESL teachers 2009-2010	Centrally Assigned ESL teachers 2010-2011
27	87 (27 existing + 60 new hires)

BPS Strategy to Provide Services for all LEP students

- Principals prepared the school plans for staffing and scheduling of Limited English Proficient Student Placement for SY2010-2011
- Provided tool to help principals leverage current qualified ESL and SEI teaching staff and access additional resources to provide services to all LEP students.
- Draft of School Plan completed in May and revised in August.

Criteria for Allocating Additional Resources

Our request to schools:

- Provide clear programming & scheduling of LEP students with maximum leveraging of current staff
- Demonstrate need for additional ESL staffing
- Provide a plan to meet needs for SEI training

What OELL will do:

- Determine overall cost effectiveness
- Conduct analysis of geographical needs
- In collaboration with Principals & Headmasters assign central ESL and SEI staff

Newcomer Assessment & Counseling Center

- Assessed 2,925 students entering the BPS
- Directed the assessment of 7,000 students who had entered the BPS between 2003-December 2009.

Newcomers Academy

- Began with 73 students in September ended the year with 242 students
- Use of cutting edge technology
- Creating a network of emotional and social support
- The measure of success of Newcomers Academy is how well students do academically and socially at the receiving schools

Compensation Plan

**Establishing Collaborations
with Community Based Organizations**



Compensation Plan Outcomes

- Initiate compensatory service delivery for LEP students not enrolled in language programming
- Invite families to participate in school-based ELE Programs for SY 2010-2011
- Continue to provide services to students during both in and outside of regular school hours



Compensation Plan

Offered to families of ELLs who do not presently receive language services as part of their educational programming (i.e. general education or special education).

Compensation Groups

Group	Group 1	Group 2	Group 3
Years in BPS	5 – 7 years	3 - 4 years	1 - 2 years
MEPA	1, 2, 3, and 4	1, 2, 3, and 4	1, 2, and 3
MCAS - ELA	Needs Improvement (NI) or Warning (W)	Needs Improvement (NI) or Warning (W)	Needs Improvement (NI) or Warning (W)



Compensation Plan

SUMMER PROGRAM



**COMPENSATION
PLAN**

VACATION
ACADEMIES



AFTERSCHOOL
PROGRAMMING



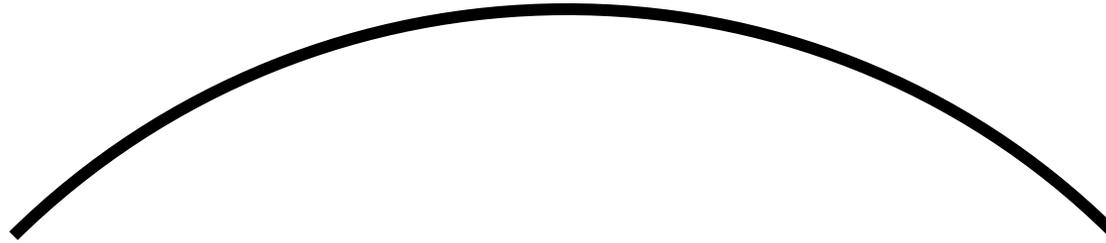
SATURDAY SCHOOL



Group 1 =	★
Group 2 =	●
Group 3 =	◆



English Language Learner Summer Enrichment Academies (ELLSEA) Summer 2010



ELLSEA 1

*Compensation
Group 1*

Gr. 3 - 12

2,000
students*

ELLSEA 2

*Formerly
BELLS*

Gr. 3 – 12

1,200
students*

SIFE

*SIFE
students*

Gr 6 – 12

120
students*

Students have been assigned to schools closest to their homes. Families have received assignment letters and ConnectEd calls.

*Student numbers displayed above are projections



English Language Learner Summer Enrichment Academies (ELLSEA)

Saturday School Pilot: BPS with Sociedad Latina

The Office of English Language Learners (OELL):

- will identify candidates for programming
- work with community partners to do outreach planning & communications to families
- provide program coordination & technical assistance
- provide teachers and curriculum materials

Community Partners:

- recruit candidates from data provided by OELL
- Prepare for and facilitate parent engagement sessions
- Coordinate enrichment activities

Focus on Instruction & Program Quality

Evaluation of Programs

- Quantitative and Qualitative analysis of Programming for LEP students
- BPS collaboration with the Mauricio Gaston Institute and the Center for Collaborative Education

Research Questions

1. What are the trends in enrollment for LEP students?
2. What proportion of LEP students at different language proficiency levels attain proficiency in MCAS ELA? (Trends)
3. How long do LEP students take to arrive at MEPA Level 5? (Trajectories)

Best Practice Schools

1. Identifying schools that have higher than average performance with LEP students in English Language and Content Acquisition
2. Identifying, describing and disseminating the practices that are leading to those successes

Policy Manual

- Shared Legal, Policy and Programmatic Guidelines and Forms
- Professional Development will be provided for School Leaders

Shifting the Paradigm

Moving from Compliance to Quality Instruction

A Definition of Education

...a deep education that connects you to profound issues in serious ways. It instructs us to turn our attention from the superficial to the substantial, from the frivolous to the serious. [Education] concerns the cultivation of self, the ways you engage your own history, your own memories, your own mortality, your own sense of what it means to be a critical, loving, aware human being.

Cornel West, p. 22

CULTURE, LANGUAGE & KNOWLEDGE

Culture embodies meaningful collective knowledge about how communities have struggled, made history, live their present and envision their future.

Language is one of the most powerful transmitters of culture...both conveying and reinforcing the rules for community as these relate to collective notions of identity and history.

Antonia Darder

CULTURE, LANGUAGE & KNOWLEDGE

“[l]anguage invokes in students particular emotions and feelings, distinct poetic sensibilities and political perceptions of society, as well as different understandings of what it means to be human”.

Antonia Darder

The Life We Envision for BPS Students

- Exhibits growth, self-discipline and reflection through innovative expression and artistry.
- Demonstrates resourcefulness and resilience in the face of setbacks and obstacles, relying on personal assets and support from others to achieve goals.
- Loves to learn, views the world as a classroom without walls, and thinks critically about the issues within it.
- Participates actively in a democratic society as a responsible, courageous citizen who challenges injustice.

Acceleration Agenda

The Instruction that is required

- Succeeds academically in college-level courses across content areas.
- Masters verbal and written expression in English, with emerging proficiency in a second language.
- Uses mathematical skill, scientific inquiry, and state-of-the-art technology to invent new solutions to persistent and yet undefined problems.

We make the road by walking...