

ELL TASK FORCE

2016-2017 PRIORITIES IN RELATIONSHIP TO TASK FORCE GOALS

Presented to School Committee on June 8 2016 & Updated at October 2016 Task Force Meeting

GOALS	TASK FORCE PRIORITIES 16-17
<p><i>MISSION AND VISION</i></p> <p>1. Recognize and Promote BPS as a Multilingual and Multicultural District. <i>BPS should value the multilingual, multicultural culture of District by reinforcing goal of bilingualism for all students in district and directing resources necessary to make it happen</i></p>	<ul style="list-style-type: none"> • Assess progress • Work with district leaders to explicitly include the goal of multilingualism and multiculturalism into the district’s mission statement and other key documents including the Strategic Implementation Plan. • Work with district leaders to create a Seal of Biliteracy on high school diplomas for graduating students who have demonstrated bilingualism. • Monitor what steps have been taken towards this goal including the number of new language programs and native language literacy programs in schools.
<p><i>SYSTEMS AND STRUCTURES</i></p> <p>2. Improve Data Systems and Use of Technology</p>	<ul style="list-style-type: none"> • Monitor the improvement of capacity to produce accurate information about placement and services for ELL students that meets the requirements of USDOJ/USDOE reporting and identifies the accurate number of ELLs in the district and the distribution of ELLs in different types of schools. • Jointly develop and consistently review a set of indicators of appropriate program placement and achievement of ELLs. • Identify a calendar of data requests and reports for the academic year to obtain data in a timely way on the follow topics: <ul style="list-style-type: none"> ○ Assignment, including families opting out across all grade levels, of students in programs and enrollment patterns by school of ELL students. ○ Budget (weighted student formula and OELL budget allocation). ○ Personnel hiring and retention of culturally diverse and adequately certified teachers compared to the need/demand for these teachers to serve diverse ELL student needs. ○ Student achievement for all BPS schools (including in-district charters), by grade level, type of school, etc.
<p><i>WORK AREAS FOR 2016-17</i></p> <p>3. Improve Student Assessment and Assignment by</p> <ul style="list-style-type: none"> • Improving assessment and assignment of ELL students with greater transparency 	<ul style="list-style-type: none"> • Using up-to-date population data, collaborate with BPS staff in determining if the current distribution of programs responds to the distribution of linguistic minority groups in Boston’s neighborhoods. • Assess (or contribute to the general assessment of) the equity impact of new assignment plan on placement, programs and outcomes of ELLs. Request a report about the enrollment change as a result of new student assignment system (Year 3).

	<ul style="list-style-type: none"> • Evaluate outcomes for ELLs in real time pilot enrollment programs. • Collect data on the assignment patterns across the different rounds of enrollment. • Continue to monitor the progress of the Universal Enrollment proposal and the implications for ELLs.
<p>4. Expand Program Quantity and Quality by</p> <ul style="list-style-type: none"> • <i>Making quality education the goal of education of ELL. No practice is acceptable if it does not result in quality education.</i> • <i>Making the education of ELL and World Languages learners part of the district's Strategic Implementation Plan.</i> • <i>Not sacrificing the goal of program quality when implementing the agreement with the U.S. Department of Justice.</i> • <i>Making teaching of Academic English the key to achieving higher academic outcomes for all students, especially ELL students.</i> 	<ul style="list-style-type: none"> • Determine the status of evaluation of outcomes of ELL students required by Agreement with USDOJ/USDOE, including the evaluation of outcomes for different program types, assessing both pace of English acquisition and content acquisition. Copy of all reports to USDOJ/USDOE be shared with Task Force. • Assess the quality and impact of the various models of English language learning, including SEI language specific, SEI multilingual, and dual language programs. • Work with BPS in the development of an action plan to recruit, hire, develop and retain a diverse pool of teachers and school staff, especially bilingual, bicultural staff and those with expertise in working with ELLs, including alternate certification programs. Monitor the implementation of the action plan. • Assess and monitor the training and certification of teachers in all classes with ELL students to ensure compliance with DOJ requirements and the assignment of appropriate staff including paras in ELL and SPED/ELL classes, and teachers in SPED/ELL classes and dual language classes. • Act as a thought partner by bringing to bear the expertise of the members of the ELL Task Force on plans for ELL initiatives, developing first a protocol for this process.
<p>5. Support ELL Students with Disabilities</p>	<p>Support the work of the Deputy Superintendent of Academics, the Office of English Language Learners (OELL), and Special Education in developing policies and monitoring:</p> <ul style="list-style-type: none"> • The implementation of practices that lead to the proper assessment and identification of ELLs with special needs to avoid either over or under representation. • The use &-development of IEPs which provide linguistically and culturally appropriate education in the least restrictive program environment (which includes the integration of both special and language learning education). • The creation and implementation of a district plan for recruiting, hiring, and developing dually-certified teachers to insure that ELL-SWDs have a teacher or para that speaks the students' native language in order to facilitate linguistic accessibility.

	<ul style="list-style-type: none"> • The availability of professional development that is culturally appropriate and linguistically responsive to insure implementation of FAPE in LRE for ELL-SWDs. • Inclusion programs and practices that address the needs of ELL-SWDs from the start • Development of written language procedures that clearly indicate what is different about the implementation of SPED services for ELL-SWDs (Guidance Document).
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<p>6. Improve Family and Community Engagement</p>	<p>Collaborate with BPS staff in the creation of a comprehensive parent engagement strategy directed to the parents of ELLs.</p> <ul style="list-style-type: none"> • Work with the Office of Engagement and OELL to develop a common understanding of ELL parent engagement and a parent engagement rubric that can be implemented. • Work with BPS to ensure district-wide commitment to better train, support, resource, and hold school leaders and educators accountable for parent engagement for all students, including ELLs. • Work with BPS to ensure/monitor the building of culturally and linguistically welcoming school environments and culturally relevant curriculum that affirms our diverse student body and families. Commitment to better train, resource and hold school leaders and educators accountable to this recommendation. • Monitor the development of language capacity at the district and school levels, both oral and written, to communicate with parents in schools. • Work with BPS to ensure adequate information and outreach to familiarize new immigrant parents with the school registration process (including the registration timing and schedule) and to help parents understand how to pick schools that best meet their child's needs. • Monitor the effectiveness of parent organizations such as DELLAC in including the voices of parents of ELLs in developing district policies. • Ensure that parents of ELLs are provided opportunities to give feedback on crucial district policies such as the long-term Capital and Facilities Plan and the Strategic Implementation Plan.
<p>7. Monitor the Development of the District's Budget as it Pertains to ELLs</p>	<p>Throughout the budget process, monitor:</p> <ul style="list-style-type: none"> • Changes to the Weighted Student Formula • The allotment of funding for ELL Instructional Programs including adequate resources for dual-language schools and programs • Adequate resources to recruit and hire linguistically representative staff

8. Ensure Accountability and Monitoring by <i>Having BPS leadership commit to accountability and transparency in implementing recommendations.</i>	Continue a strong, collaborative relationship with BPS staff
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ELL Task Force Subcommittee Membership

Data	Student Assignment	Program Quality	Parent Engagement	SPED-ELL	Finance
Michael Berardino	Janet Anderson (Lead)	Suzanne Lee (Lead)	Cheng Imm Tan (Lead)	Maria Serpa (Co-Lead)	Miren Uriarte
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