

ELL Task Force of the Boston School Committee
Human Capital Subcommittee Meeting
May 21, 2018
Bolling Building, Room 212

Minutes

Subcommittee Members present: Suzanne Lee, John Mudd, Chelsea Banks, Ceronne Daly, Faye Karp, Kim Tsai, Mary Driscoll, Amanda Preston-Sicari, Priya Tahiliani, Emily Qazilbash

1. Unanimous vote to accept the minutes from the previous meeting on 3/26/18.

2. BPS Staff Language Data Interim Report

- a. Chelsea shared the report that demonstrates the successful upload of TalentEd data into PeopleSoft. She also expressed the caveats of this data. 49% of classes had data to pull from. 70% of those classes had a match.
- b. John mentioned that saying this translates to 34% of language specific classes having a match and for 66% there is no evidence that there is a match between the language capability of the teacher and the language of the students.
- c. Chelsea mentioned this could also be framed more positively by saying that we only have evidence that 16% *do not* have a match.
- d. Suzanne wants to know specifically about ELSWD classes.
 - i. This particular data set does include SEI Inclusion, but not the rest.
- e. Chelsea brought up the MEES as being indicative of the limitations of this data since it doesn't show that they have an HC match.
- f. Suzanne asked that this information of the language matches can be included in the Budget Collaborative Process and Probable Org.
- g. Chelsea said that they are still working with PeopleSoft around turning on the language capacity function. However, there are privacy issues with reporting this information based on how its connected to other portions.
- h. John brought up Maria's suggestion that we use the LinkedIn tool for assessing language and asked how that could be utilized within the hiring process.
 - i. Suzanne even mentioned that there could be a call for transfers that encourages teachers to move to positions that take advantage of their language capacity.
- i. Ceronne wondered whether or not we could hit refresh on the collection of employee data every year. They may be encouraged to update this information if principals become more interested. It would be helpful to have the BTU as a partner in this effort.
- j. Chelsea mentioned that 38.5% of hiring pool are bilingual; 44% of actual hires are bilingual which shows that BPS is encouraging that.
- k. There was discussion around the job descriptions for language specific SEI and whether or not they include language preferred or recommended. OHC replied that

we are in arbitration to see if it is possible to add language preferences in existing JDs or if they can only add that if it is a new position.

3. Establishing monitoring goals for the Human Capital Subcommittee

- a. John asked about the SMART Goals. Ceronne asked for clarification around whether these were the OAG Smart Goals. John clarified that these are separate and that we were told that we would get them next time. Emily entered and asked for more information around the SMART Goals.

4. OAG Implementation Plan was shared

- a. John asked if there was a strategic plan already created for each school since the OAG plan had indicated that it would be by February 2018.
- b. Mary mentioned that the plan was to give principals their staffing information on their diversity numbers this year so that they could hire accordingly. It was supposed to be in this year's QSIP, but it is not. Next year they will get these numbers by October, because this year it was too late for hiring.
- c. Emily clarified that the benchmarks went out but that the strategies were not complete.
- d. John stated that the point is to start this conversation this year with SSC, School Leaders, etc. to get them acclimated to these ideas.
- e. Emily talked about the work they did with the 20 high priority schools. Suzanne asked if they are going to extend this work to more schools, but Emily explained that they are continually working on retention also with these schools and the previous schools so they won't be expanding to more schools next year. She said it was important to consider lessons from the 20 schools that could be applied to all schools.
- f. Suzanne stated that they would like to see the professional learning, guidance, etc. to see if there are areas where language capacity could be mentioned and it is not. Even further, it is important to know what resources they have in order to hire diverse teachers.

5. School Committee Presentation

- a. Suzanne reminded that a summary of this work will be presented at School Committee. However, the ELTF has put off the presentation until September so there is more time to get this information together and to acclimate Priya to the new position.

6. Contact for ELL Special Education Subcommittee

- a. John asked Emily who the point person would be in OHC to work with the ELSWD subcommittee in developing guidelines for the hiring of EL, SPED, and ELSWD teachers? Emily stated that it would be James Bacon.

7. Pipeline Programs

- a. Ceronne let us know that the data for the Pathways programs will be available when Nick Balasalle returns.
- b. John wants to understand how many of those coming from the Pipeline, Partnership, and Pathways programs are prepared and hired as teachers for EL and ELSWD students.
- c. Ceronne talked about how they are being strategic to ensure that the pipelines have immediate contact with principals.
- d. Amanda said that 69.2% of the hires from ACCT are bilingual. Amanda pointed to the place in the [slide deck](#) that refers to this.