



Office of English Language Learners

LOOK Act Program Implementation Plan

DRAFT

Agenda

1. Problem we are trying to resolve
1. Impact of English Only laws
1. EL outcomes & programs
1. Possible paths for building bilingual capacity

The objective of this presentation is to:

- define the problem we are trying to resolve accurately and clearly
- assess current bilingual capacity in the district
- identify possible paths for rebuilding bilingual capacity necessary to implement the LOOK Act and BPS Strategic Plan in a coherent and systematic way.

Much work remains.

Problem we are trying to resolve

Given the impact of 15 years under English Only laws, implementation of the LOOK ACT and the BPS Strategic Plan: Commitment 1 (1.4, 1.6), Commitment 3, Commitment 5, require rebuilding bilingual capacity to support bilingualism and biliteracy and provide opportunities for two way immersion and other dual language programs in the District.

English Only (2002-2017)

Impact	Action
Programs	<ul style="list-style-type: none">● Policy on the use of native language● SEI Language Specific● SEI Multilingual● Two-way bilingual programs
Staffing	<ul style="list-style-type: none">● Category training-SEI Endorsement, ESL License● Bilingual capacity no longer required by DESE
Instruction	<ul style="list-style-type: none">● English curriculum and materials.● Removal of curriculum and materials in the students' native languages.

6 Legal Mandates

Deliver:

Teachers who are licensed:

- BPS has increased the number of teachers who hold the ESL license and the SEI Endorsement

Monitoring of Service Delivery:

- ESL services are tracked for all students
- Better able to identify and respond when students lack services.

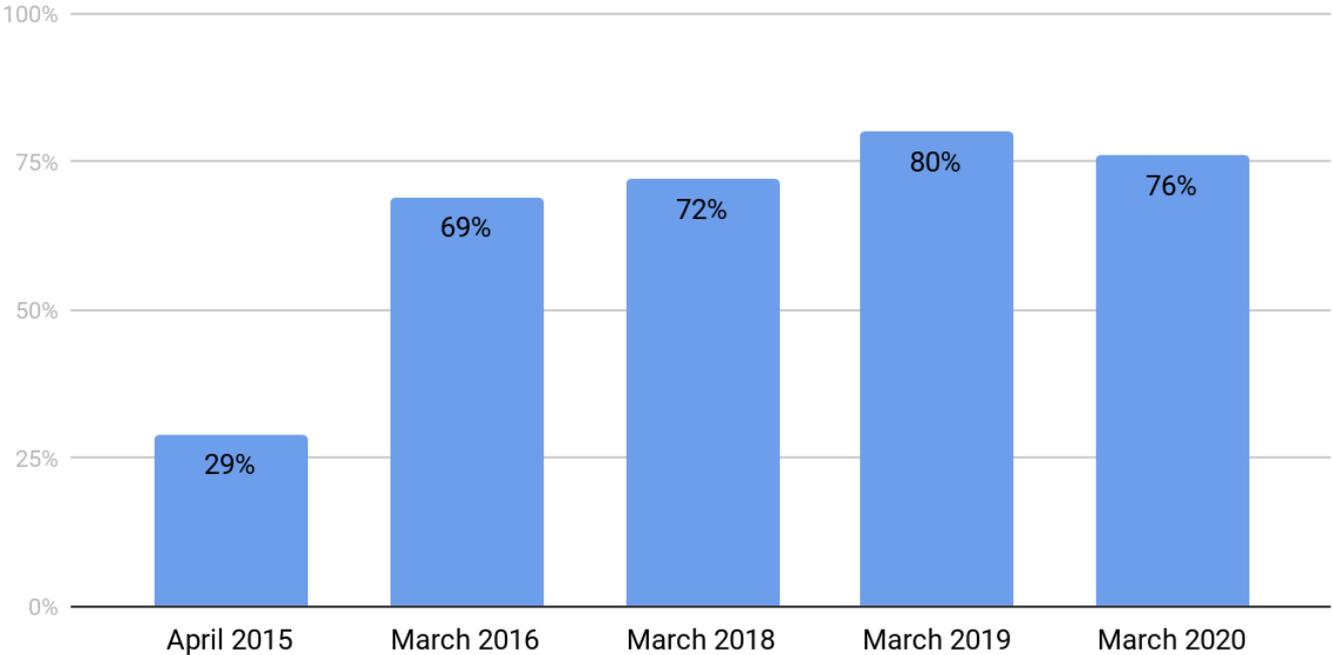
Do not deliver:

- Academic outcomes as measured by ACCESS and MCAS

The DOJ Successor Agreement (2012) and META Consent Decree has caused the operational systems of BPS to align to implement SEI/ESL:

- Access to services for ELs by tracking individual students
- Equity in distribution of resources such as staffing and materials
- Communication to parents using home language
- Leave in place SEI Language Specific programs.

% of ELs with Correct ESL Minutes, Instruction Type, Grouping, and Teacher



*A measure for March 2017 is not included due to data issues with ESL certifications for that reporting cycle. Data excludes schools with alternative models/reporting structures that are reported separately to US DOJ/OCR.

ACCESS OUTCOMES

DESE sets separate progress benchmarks for non-HS (Gr. 1-8) and HS (Gr. 9-12) state accountability.

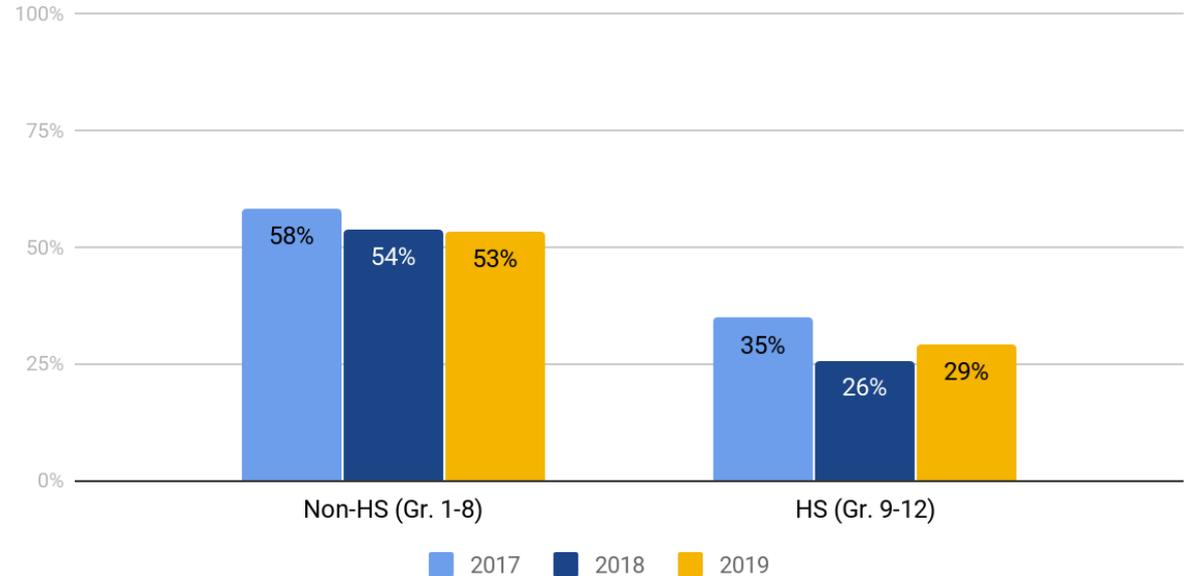
For non-HS grades:

- **53%** of ELs in 2019 demonstrated sufficient progress toward attaining progress.
- BPS did **not** meet DESE's progress target.

For HS grades:

- **29%** of ELs in 2019 demonstrated sufficient progress toward attaining progress.
- BPS **met** DESE's progress target.

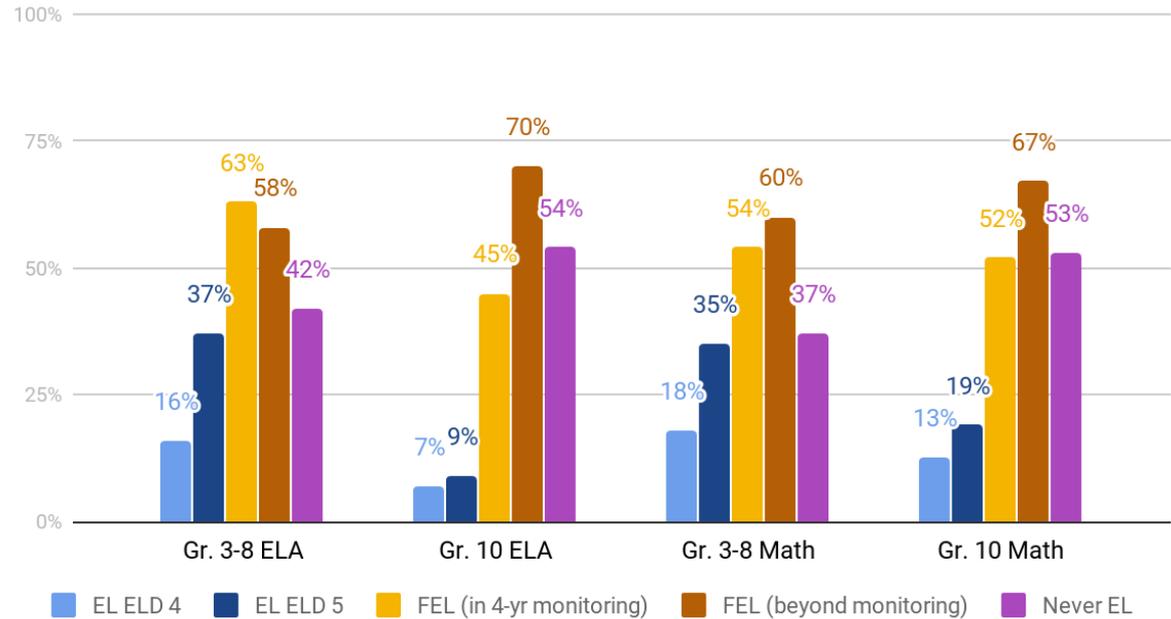
% ELs Meeting English Language Progress Benchmarks on 2019 ACCESS



In Grades 3-8, FELs outperform Never ELs on MCAS ELA and Math by a wide margin.

In Grade 10, FELs in the 4-year monitoring period have more similar MCAS performance as Never ELs. FELs who are beyond the monitoring period outperform Never ELs by a wide margin.

% Meeting + Exceeding Expectations on 2019 MCAS



Data includes in-district Horace Mann charter schools and excludes MCAS Alt test takers.

Programs for English Learners in BPS

BPS offers 6 instructional models where English Learners can receive content instruction and ESL.



SHELTERED
ENGLISH
IMMERSION



SHELTERED
ENGLISH
IMMERSION



DUAL LANGUAGE
TWO-WAY
IMMERSION



HIGH INTENSITY LITERACY TRAINING for
STUDENTS WITH
LIMITED OR INTERRUPTED
FORMAL EDUCATION



ENGLISH AS A
SECOND
LANGUAGE

*for ELs in General Education
and EL Students with Disabilities*



ESL EMBEDDED in
ENGLISH
LANGUAGE
ARTS

Distribution of English Learners by Program



SHELTERED
ENGLISH
IMMERSION



SHELTERED
ENGLISH
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DUAL LANGUAGE
TWO-WAY
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HILT for
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ENGLISH AS A
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ESL EMBEDDED in
ENGLISH
LANGUAGE
ARTS

% of ELD 1-3

15.6%

10.3%

3.2%

1.7%

22.2%

0%

% of ELD 4-5

.2%

.2%

2.3%

0%

0%

44.3%

Source: Aspen all student download April 8, 2020

Distribution of English Learners by Program (another view)



SHELTERED
ENGLISH
IMMERSION



SHELTERED
ENGLISH
IMMERSION



DUAL LANGUAGE
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ESL EMBEDDED in
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% of ELD 1-3

Distribution of

ELD 1-3 within

programs

32.0%

21.1%

6.7%

3.7%

36.5%

0%

% of ELD 4-5

Distribution of

ELD 4-5 within

programs

0.5%

0.4%

5.9%

0%

0%

93.2%

Source: Aspen all student download April 8, 2020

Assignment Rate For Eligible Students:

Rate at which eligible students attend language specific SEI programming.

Program	SY1718	SY1819	SY1920
SEI-Chinese	352 71%	270 74%	277 70%
SEI-Spanish	2,165 42%	1,650 35%	2,118 36%
SEI-Vietnamese	159 42%	123 37%	132 35%
SEI-Cape Verdean	330 43%	279 41%	366 47%
SEI-Haitian	245 34%	192 29%	239 29%
SEI Multilingual	458 42%	341 29%	571 35%

Students who qualify for language specific SEI programs are assigned based on:

- Qualifications for a student:
 - ELD 1-3 at time of assignment
 - Eligible seat available for the student by grade and assignment policy:
 - Home Based for K-8
 - City wide for High School
 - Seat capacity fluctuates over time
 - A parent's ranking of a school based on other factors may also impact final assignment

Data Source:

- *End of year data from Aspen for SY1718, SY1819 and Aspen download as of April 2020.*

Language Capacity of Teachers in SEI Programs

SEI	Total Teachers	Language Capacity	%
SEI Cape Verdean	24	5	20.8%
SEI Chinese	20	10	50.0%
SEI Haitian	19	3	15.8%
SEI Multilingual	114	37	32.5%
SEI Spanish	115	29	25.2%
SEI Vietnamese	10	4	40.0%
Grand Total	302	88	29.1%

- Overall 29% of teachers who are identified as teachers within a current K-12 program are reported as speaking the language of the program
- SEI Chinese and Vietnamese programs currently have the highest rate of teachers who are connected to the language of the program.
 - These programs have low turnover in staff and hire from within the community.
- In language specific SEI programs:
 - Higher percentage of teachers who are provisional versus permanent may indicate a high turnover rate.
 - Schools do not prioritize language capacity as a requirement for hiring to maintain bilingual capacity.

Data as of February 2020 and includes Licensure (TBE, World Language) and self-reported language capacity.

Language Capacity of BPS teachers

LANGUAGE	TOTAL	%
None Reported	3503	74.7%
Spanish	558	11.9%
French	117	2.5%
Chinese	80	1.7%
Creole Haitian	72	1.5%
Creole Cape Verdean	53	1.1%
Italian	39	0.8%
American Sign Language	36	0.8%
Portuguese	34	0.7%
German	21	0.5%
Arabic	19	0.4%
Vietnamese	16	0.3%
Korean	13	0.3%
Greek	11	0.2%
Russian	11	0.2%
Japanese	10	0.2%

Language capacity was determined in partnership with OHC through:

- Self reported language via TalentEd
- Possession of a Transitional Bilingual or a Foreign language licenses.

Of a total of **4,690** staff members coded as teachers **74.6 %** have not indicated being fluent in another language.

LOOK ACT: Components and Objectives

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

1. 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

2. 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

3. 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.

Alignment with BPS Strategic Plan—LOOK ACT

Commitment 1: Eliminate Opportunity and Achievement Gaps

Priority: 1.4 Implement specific supports for English learners by implementing the LOOK Act to expand programs that promote bi/multilingualism including bilingual education, dual language, and cultural heritage programs.

1.6 Develop and monitor progress toward achieving explicit goals for schools and central office around implementing strategies to eliminating opportunity and achievement gaps - especially for English learners and students with disabilities - and central office will be responsible and accountable for monitoring progress and providing support - employing school and district Equity Rountables as a structure for shared accountability and problem-solving.

Commitment 3: Amplify all voices

3.3 Welcome and value all families and students in our schools, including them as partners in school improvement and student learning.

Commitment 5: Cultivate Trust

5.1 Hire, support, and retain a workforce at every level that reflects our students' diverse cultures and languages; and address the structural barriers which impact staff and educators of color.

5.3 Support and hold school leaders accountable for creating inclusive, culturally and linguistically sustaining, high-performing school communities, and leveraging teacher leadership.

Parent Request for New Programs

Haitian Community

- Started in SY17-18 with one K1 classroom
- Expanding one grade per year for a K1-6
- Currently: K1, K2, Gr. 1
- Monthly community meetings
- Monthly school based check-ins for instructional support

Vietnamese Community

- Requested a dual language program for K2-6 to serve as a pathway connected to the K1 UPK classroom at VietAid's AuCo preschool
- Meeting regularly as a community committee to advocate and engage with each other and with BPS

Cape Verdean Community

- Requested a dual language program and Cape Verdean "strand" for a K1-12 pathway, also would like a HUB model to support the community with resources

Possible paths for building bilingual capacity

1. Audit EL programming and **seat capacity** using the BPS Equity framework
1. Rebuild bilingual capacity in **SEI Language Specific Programs, Special Education, Two Way Programs**
 - a. Teaching & paraprofessional staff
 - b. Curriculum & materials
 - c. PD & teacher support
 - d. Assessments
1. **Build bilingual capacity** in high performing schools
 1. **Expedite review of parent requests** for dual language programs
 - a. Articulate a transparent review process for parents and community stakeholders, with decisions to approve/modify/reject communicated within 3 months
 - b. Begin implementation plan 1 year after request is approved
 - c. Leverage existing language specific sites by rebuilding bilingual capacity
 1. Using the **HUB model and Quincy K-8 model**, develop *Language & Culture Centers* offering linguistically and culturally appropriate “health services, counseling, after-school programs, nutrition classes, parent and family engagement programs, career and college access services, mentoring and arts programs.” Bay State Banner January 3 2019

Possible Next Steps

1. Adequately fund planning stage to bring community leaders, experts, BPS principals/teachers to prepare a five year implementation plan that builds the bilingual capacity necessary to implement the LOOK Act
1. Deliver implementation plan August 2020
1. Begin implementation in SY21-22
1. Conduct periodic internal and external reviews of the LOOK ACT implementation plan

Appendix

Programs ELs BPS

Dual Language In this program model, about half of students in the classroom are speakers of the program's partner language (e.g. Spanish) and the other half are English speakers, taught by qualified teacher(s). Instruction is provided in both languages with the goal that students will become bilingual or biliterate.

Language Specific Sheltered English Immersion (SEI) In this program model, students are all ELs who speak the same native language, taught by qualified teacher(s), and have ELD Levels 1 to 3. Sheltered instruction is intended to make instruction in grade-level academic content areas more accessible to EL students. The language of instruction is English, with native language clarification provided when needed. The student also receives ESL instruction, which is designed to teach English to EL students.

Multilingual Sheltered English Immersion (SEI) In this program model, students are all ELs from various linguistic backgrounds apart from our language specific programming, taught by qualified teacher(s), and have ELD Levels 1 to 3. Sheltered instruction is intended to make instruction in academic content areas more accessible to EL students. The language of instruction is English. The student also receives ESL instruction, which is designed to teach English to EL students.

High Intensity Literacy Training (HILT) for Students with Limited or Interrupted Formal Education (SLIFE) In this program model, students are all newcomer ELs who are ages 9 or older, have ELD levels 1 or 2, are at least two years behind their grade level peers in native language literacy, and have limited or interrupted formal schooling. Students in High Intensity Literacy Training (HILT) for Students with Limited or Interrupted Formal Education (SLIFE) in language specific programs will receive instruction in the student's native language while students in the HILT for SLIFE Multilingual program are from various linguistic backgrounds.

Research on English Language Learners in the BPS

Diez, Virginia and Karp, Faye, "Two-Way Bilingual Education in Boston Public Schools: Required Features, Guidelines and Recommendations" (2013). Gastón Institute Publications. 180.

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Uriarte, Miren; Berardino, Michael; Chen, Jie; Diez, Virginia; Karp, Faye; Rustan, Sarah; Tung, Rosann; Gagnon, Laurie; Stazesky, Pamela; de los Reyes, Eileen; Bolomey, Antonieta; and Gaston Institute, University of Massachusetts Boston, "Identifying Success in Schools and Programs for English Language Learners in Boston Public Schools" (2012). Office of Community Partnerships Posters. 42.

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Uriarte, Miren; Karp, Faye; Gagnon, Laurie; Tung, Rosann; Rustan, Sarah; Chen, Jie; Berardino, Michael; Stazesky, Pamela; de los Reyes, Eileen; and Bolomey, Antonieta, "Improving Educational Outcomes of English Language Learners in Schools and Programs in Boston Public Schools" (2011). Gastón Institute Publications. 154.

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Karp, Faye and Uriarte, Miren, "Educational Outcomes of English Language Learners in Massachusetts: A Focus on Latino/a Students" (2010). Gastón Institute Publications. 159.

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English Language Learners Sub-Committee, Massachusetts Board of Elementary and Secondary Education, "Halting the Race to the Bottom: Urgent Interventions for the Improvement of the Education of English Language Learners in Massachusetts and Selected Districts" (2009). Gastón Institute Publications. 107.

https://scholarworks.umb.edu/gaston_pubs/107

Research English Language Learners in the BPS

Kala, Mandira; Kiang, Peter Nien-chu; Lavan, Nicole; and Karp, Faye, "English Learners in Boston Public Schools: Enrollment and Educational Outcomes of Native Speakers of Vietnamese" (2009). Gastón Institute Publications. 141. https://scholarworks.umb.edu/gaston_pubs/141

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Uriarte, Miren; Lavan, Nicole; Agusti, Nicole; and Karp, Faye, "English Learners in Boston Public Schools: Enrollment and Educational Outcomes of Native Spanish Speakers" (2009). Gastón Institute Publications. 113. https://scholarworks.umb.edu/gaston_pubs/113

Uriarte, Miren; Lavan, Nicole; Agusti, Nicole; and Karp, Faye, "English Learners in Boston Public Schools: Enrollment and Educational Outcomes of Native Speakers of Cape Verdean Creole" (2009). Gastón Institute Publications. 116. https://scholarworks.umb.edu/gaston_pubs/116

de los Reyes, Eileen; Nieto, David; and Diez, Virginia, "If Our Students Fail, We Fail, If They Succeed We Succeed: Case Studies Of Boston Schools Where Latino Students Succeed" (2008). Gastón Institute Publications. 136. https://scholarworks.umb.edu/gaston_pubs/136



Bilingual Endorsement ACTFL Testing

Office of English Learners is providing test sessions during the final months of SY19-20 for BPS educators interested in the bilingual education endorsement. One *free* session per teacher.



SATURDAY, MARCH 7, 11AM-1PM
WEDNESDAY, MARCH 11, 5-7PM
TUESDAY, MARCH 17, 3-5PM
THURSDAY, APRIL 2, 3-5PM

Register [here](#). Sessions are at Bolling Building.
Questions? oeinstructionteam@bostonpublicschools.org

UPCOMING PARTNERSHIP WITH BOSTON COLLEGE & OEL

EARN YOUR BILINGUAL ENDORSEMENT BY SUMMER 2021!

Quick Facts:

1. Courses taught by Boston College Professors
2. Free to eligible BPS educators who join cohort (\$3200 value)
3. Online classes with some face-to-face sessions when possible

Participants: BPS educators (teachers, specialists, administrators) who provide, support, or supervise instruction in a language other than English in bilingual program are eligible for this program. Additionally, BPS educators who teach, provide, support, or supervise instruction in a language other than English in bilingual program in the future are invited to apply.

Program Requirements: Participants who complete the following 4-course sequence and have at least 75 hours teaching in a bilingual education program will be eligible for the DESE Bilingual endorsement. Please note, demonstrated proficiency in the partner language (e.g., Spanish) is also a requirement to earn the DESE Bilingual endorsement. [Click here](#) you can access the following [FAQs](#).

Program Supports: You will not be alone! 50 BPS educators will progress through these courses together as a cohort. Participants will be encouraged to discuss readings, complete assignments, and consider instructional applications in small groups of 4-6 people. Program faculty will provide additional support through face-to-face sessions and will be accessible as needed. District and school administrators will also participate to learn together. Finally, school administrators will make every effort to support practicum opportunities for participants not currently teaching in bilingual programs.

ALDs: You will earn academic ladder credits upon completion of the entire 4-course sequence.

How to Apply: Complete the [registration form](#) by May 15th.

More information: Visit [Boston College's Bilingual Education Certificate Program page](#)

Questions? oeinstructionteam@bostonpublicschools.org



BPS Office of English Learners

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Step by Step Process for Obtaining the Bilingual Education Endorsement

This document summarizes a recent Massachusetts Department of Elementary and Secondary Education (DESE) [policy update](#) on the four different pathways for educators to obtain the new Bilingual Education Endorsement.

As a result of the LOOK Act, any "core academic teacher responsible for the instructional component provided in a language other than English must hold the Bilingual Education Endorsement" if such a teacher is assigned to provide instruction to an English learner in a bilingual education setting, as follows:

Endorsement Required of Educators Employed in a Bilingual Setting

Position	Endorsement Required
<ul style="list-style-type: none"> Core academic teacher providing instruction in a language other than English 	Bilingual Education Endorsement*
<ul style="list-style-type: none"> Teacher providing instruction in English 	
<ul style="list-style-type: none"> Principal/resident principal who supervises/evaluates a core academic teacher assigned to provide instruction to an English learner 	Bilingual Education Endorsement* (or) Shelter English Immersion Endorsement
<ul style="list-style-type: none"> Supervisor/director who supervises/evaluates a core academic teacher assigned to provide instruction to an English learner 	

In general, the three main components that are required in order to obtain the Bilingual Education Endorsement are:

1. demonstrating proficiency in the foreign language of the endorsement you are applying for;
2. demonstrating bilingual education subject matter knowledge and skills; and,
3. field-based experience.

DESE offers four different pathways toward the Bilingual Education Endorsement:

[Pathway 1: "Grandfather Clause" \(in effect only until June 30, 2020\)](#)

[Pathway 2: Course of Study](#)

[Pathway 3: Out-of-State Bilingual Education Credentials](#)

[Pathway 4: Bilingual Education MTEL \(coming soon from DESE\)](#)