

## June 21<sup>st</sup> ELL TF Meeting Minutes

Priya, Genivieve McDonough

Suzanne, John, Miren, Janet, Ellen Kelleher

Ivonne Borrero

Roberto Correro

Farah ASsiraj

### **Introductions**

Attendees introduced themselves Jen Douglas, the potential Coordinator of the ELLTF introduced.

This is a moment of transition, Michael Berardino is leaving the Task Force and Jen is coming on. Jen is really good with data, a PhD from UMass Boston. Jen is a parent of a BPS student and an activist in JP and knows a lot of community organizations. Has worked with Miren and James Jennings on a number of projects. This is a position of relationships.

This is also a potential time for transition with the task Force, specifically with the subcommittees. The issue is that we are not overstressing OEL with requests and attendance. This conversation will occur in the summer.

### **School Committee**

Parthenon report on “Off Track” youth. This the seen report from Parthenon, the first was a baseline report where they documents high dropout rates for ELLs. This second report done 10 years later shows that there has been very little change in the outcomes. For Miren, the most salient point is that the students that are ELSWDs have the highest proportion that are off-track (almost 48%). And ELLs from ELD 1-3 have lower proportions of off-track youth than ELD 4-5

Priya – one area of focus are the SLIFE students who have higher portion of off-track. This year, OEL did an exercise with SLIFE students and looked at actual report cards to see where they could provide direct support. This was done with META lawyers. Very illustrative and led to Tier I Support. Personalized learning and performance tasks – blended approaches. We talked about differentiated education with gen ed, but want to apply this to SLIFE. Transition paths to jobs and further education. What does an individualized plan actually look like for ELs?

Miren – It is interesting because ELD 4-5 had the higher Off Track Youth. REQUEST – DEEPER DIVE INTO ELD 4-5.

Fay: We have looked into Long Terms ELs before and we have seen in other districts that ELD 1-3 have higher dropout rates. Potentially leads to disengagement.

John: Is there a sense of why this is?

Faye: We are looking into more intensive training with LATFs around ELD Level assignment.

Janet: Is there any issue around students coming into the district as ELD 4-5 (administratively assigned to the district).

Suzanne: Deeper dive into the Long Term ELs and by language group. We need detail

Miren: Looking into the Early Warning Indicators System. Are there any EWIs for ELs that we should be looking for? IS there something that we can get into the domain so that we can be tracking this?

Priya: Some of this will be discussed today – the indicator of one ELD per year is somewhat problematic.

John: The schools with the highest % of off-track youth are the ones with the highest proportions of ELs and SWDs, but this is contradictory to the discussion of grouping.

Discussion of recruitment of new members will be postponed

Priya: This is a comprehensive presentation meant to satdna lone as well Started the year with Priya as the interim, and the goal was to maintain the work and keep it at a steady pace, continuing the work of Dr. Esparza. This year they did p=maintain but they also progressed. Want to highlight the successes. This presentation is to provide an overview of the vision, but think it is important to show the successes

Priya had 15 years as a BPS teacher, finishing second year outside of the classroom. It is important to know how the policies trickle down and affect classroom instruction

At the beginning of the year – discussed 3 C's and I and the UDL. OEL followed through with this implementation 9and went above and beyond). Provided PD for LATFs and others to make sure 3 C's and I were implemented.

Implemented pilot for English 3D for Long term ELs. Part of this is making sure that they are actually making an impact. Evaluating the impact of the program on MCAS and ACCESS scores (implemented at Brighton HS, Umana, and the Trotter). Looking to see if it was implemented

Disciplinary discussion – UC Davis – national PD grant, reflecting on the process and data. Built around the idea that the students are utilizing oral language, but making sure they are academic language.

Continued with Essentials Courses. Now on the second round which will be launched at TSI this year. Every teacher will have the 1-hour refresh with L4L.

Continued with SLIFE workgroups – learned a lot from this process.

Completely revamped LATF meetings (held with access meetings, with ELD leveling) – created differentiated so the LATFs can choose the things they need based on their

expertise/experience. Made sure LATFS were actually leading the meeting, through stipends for LATFs. (Suzanne – do you have a list of schools that are doing well and those that are struggling – what is actual impact). Not only did they stipend LATFs to work with the teams, but they also set aside money to have LATFs lead PD at the school sites. LATFs already have the base knowledge of educating ELs, so this approach is to leverage this knowledge to spread the PD learning at their schools. It also has the impact of empowering LATFs and positioning them as instructional leaders and operational leaders (ACCESS scores, ELD Leveling). August Leadership Institutes launched the stipend program, to make sure all principals were aware.

LATF Differentiated Opportunities – most effective when bring in other offices. Allowed LATFs to develop their PLCs. For example, SLIFE PLCs – teachers helped with the guidance for how to exit students from SLIFE program. They will evaluate the effectiveness of these changes.

Spanish Dual Language – looked to align assessments across the dual language schools. Did this for the formative assessments. And they will be doing this for the INNEL? Assessment for next year.

Slide 17 EL PD

ELSWDs – Some of the work done this year in collaboration with the ELSWD Subcommittee. Did a lot of great work .

- EasyIEP has a language grid
- COSE meeting has dual language components. COSES are at every school (they are full time clerk, which is what they are striving for with LATFs)
- Nearpod – trained 100 teachers and services providers. Blended online learning. Implemented this year. Looking to see where it was most effective. 39 BPS schools used this. 3912 student interventions this year. Teachers who got the trainings got iPads to implement this in the classroom. (Title III funding source). Suzanne: Was there an analysis if the teachers had language capacity – is there a way to understand the match (or mismatch).
- Analysis of 26 IEPs showed that language needs were not include in the IEPs.

Instructional Vision: shared with Program Quality and they are incorporating their feedback.

ESL Curriculum: Many schools shared that they were not aware of what the appropriate ESL curriculum approach was. Provided 2 options for every school. OEL is also using DESE models and building out these templates for the remainder of units. They are working with other districts to understand what they are doing.

John – ESL Curriculum the same as curriculum content? Are these things different.

Priya – Use ELA as an example. If they are in a classroom with a ESL endorsed teachers, they are using embedded ESL services within the expeditionary (?) curriculum to access the ELA curriculum. Working with teachers to make sure embedded services are enough. And there is a continuum of services to make sure there isn't a gap when students starting on from 3 to 4.

This is the second year of the LATF roll out. Understand what the curriculum was for ESL curriculum (they found that each school was basically doing their own approach). Decide to go to the MCUs, to offer differentiating instruction for ELD 1, 2,3, etc. Did this for each grade span as well. Schools were using different approaches, trying to develop best practices across these LATFs. (Farah – developing ESL curriculum to align with ELA curriculum).

Best Practices – Utilizing native language resources (TBE 2.0, heritage language programs).  
Recommending Co-Teaching Model – Native language and ESL teacher in the classroom. Before they make any changes they have to present to Executive Cabinet.

Dual Language application process – instead of using a top-down approach to developing dual language programs, they want this to emerge from the school itself. They want schools to understand the benefits of the dual language schools; they want schools to do the heavy lifting on this in term of language capacity and program needs. OEL has gone around to schools to show the types of programs available and the advantages of each program. There has parents coming forward and making suggestions. Schools can come forward and let them know what they want. The Winship has come forward, their school leader is on board, and they will likely have a program for SY19-20. OEL provided the expertise, but the impetus should come from the schools.

John – Based on the research we think TBE and Dual Language is better. Is there a OEL target for the spread of expansion? And what do you do if they don't meet the targets?

Priya – There are internal targets, but they are not sharing the numbers until they are approved. For instance they have expanded the heritage language at the Quincy Upper but they

Next Year focus – Spanish SLIFE support expansion. Focus on transitions for SLIFE students.

Translation and Interpretation – secured 1.2 million extra for services – moved towards diversified model (agencies and freelancers who are vetted), to keep costs as efficient as possible

NACC – bringing on 4 more testers, will be open on Saturdays now, and Wednesday expanded hours until 7pm. Starting in July. These hours are mirroring the hours of the Welcome Center (might be expanding next year).

Single visit assignment – leaving with school assignment at one visit – make sure the students are tested and given appropriate recommendations for assignment. Point of Emphasis.

Parent Engagement – the OEL is going through transitions. But OEL parent engagement liaisons are expanding and given a raise.

Equity and Accountability – Met all targets. One priority is Title I (META work), where META found that OEL could be used more efficiently. For next year, use the funds and guide principals to use the funds more efficiently. Title I Budget Specialists will be hired to ensure they are using funds appropriately.

ACCESS Scores – Analysis showed that ACCESS scores are not matching their ELD Leveling.

Questions:

Suzanne: So much of this work is dependent on how you can implement this plan, depends on the school leader. This is why she always asks about what schools are doing well and which ones aren't. Restructuring of clustering of schools – new Instructional Superintendent will change how they discuss topics.

What are the top 3 challenges to implementing:

Priya: School leader buy-in, communicating with instructional superintendents more. Trying to get school leader buy-in by rewarding schools that show the most compliance for ELs (reward positive change). Reorganization will certainly affect the teacher buy in. Schools are being grouped by level of needs/area of practice. The restructuring will not affect OEL as much as other departments. OEL will just shift their instructional team to the new schools (while other departments have staff working on both compliance and instruction). Instructional support will not change.

Suzanne: Aligning results of ACCESS to ELD Level. Already hearing from principals that there are changes to the ELL student projections. Need to be careful with these data and keep an eye that students are being reclassified too quickly. Priya – are asking for further documentation. There were 3000 students that were not at the correct ELD level based on ACCESS score.

Janet: We heard great vision which undergirds the projects, and a number of great things they are working on, but we did not hear about large projects that they are really working on. Specifically, thinking about the LOOK Bill – what is the rationale for moving from SEI to other programs? We are moving pretty quickly and we still do not have any evidence that SEI is working or not working. What is the guidance around the “something else”? Programmatic vision and a higher level story. E.g. Differentiated supports for Long Term ELs, SLIFEs. Focus on the systems for ELs (NACC, student assignment)

Miren: There is real shift towards instruction and move away from compliance (which is a little concerning). Sometimes the discussion of instruction is too much in the weeds. Want to hear about programmatic approach as well. SEI effectiveness is not a yes/no. It might be better for younger kids, but be worse for older kids. Dismantling SEI might not be the best approach (especially for younger kids). More nuanced discussion around programs. Also encourage OEL to have schools be more creative. This was the purpose of the LOOK Bill. But we also need to have guard rails in place. For example, some people that say they can speak Cape Verdean Creole actually cannot. How do we keep these programs true to design? The Heritage Language program is a great move, helps families maintain the language. What do we do with low incidence languages? Would it be effective to group all Arabic speaking students? What do we do with the students outside of the top 5 languages. Bottom up approach with guard rails. Also need to keep a close eye on Cape Verdean speaking students. They are most dispersed group – and this impacts the program development. The HBAP report will be released in July and we need to look closely through the data to see if we can get answers to any of these questions.

Priya: Earlier this year, OEL did an analysis of the language and the programs serving the students from each language group. Through the process they did uncover many problems.

[REQUEST FOR PRESENTATION ON DEMOGRAPHIC REPORT TO ELLTF].

Miren: Easy IEPs – ELD Levels (Yes); Language supports (Not yet). OHC says they cannot do much until there is clear language supports need in the IEP. The IEP creates the demand for teachers. The data that will flow from IEP. We have heard that there is reluctance to put in language supports into IEP because of budget constraints.

Priya: This is a cop out. Yes, if they IEP lists the language support requirements they are legally required to have teacher hired.

Ellen Kelleher: There is discussion of language acquisition and language of instruction in the IEPs but that is not done. There used to be sub separate classrooms in native language.

Farah:

- One of the key pieces – in the testing of students, they are not assessed in their native language. With the IEPs, they found that none of ones reviewed had language supports listed. But what about looking at IEPs that did list language supports required to see if they actually received the services. (Example of students in SLIFE program that did not receive supports). Ivonne Borrero requested specific names to help review the IEPs).
- ACCESS – lost of issues with ACCESS soring this year. This year she had a newcomer, but she was assessed as a Level 6 on the ACCESS test, but there was no way she was ready to be reclassified. Need/want more guidance on what to do with ACCESS scoring.
- Increase of rigor on instruction and alignment with standards. How do we correlate to Common Core standards and make sure all ELs are learning grade level. Be mindful even with the DESE models that there were hiccups with the development. Great that there is a plan, but there are additional and unexpected concerns. Follow this from idea to implementation.
- Co-teaching – biggest failure with inclusion classrooms has been around lack of co-teaching. Number one issue among teachers has been co-teaching (and most often there is no co-teacher!!) so be cautious and realistic about the funding and program.
- Mattahunt - lack of resources has been concerning and prevents them from having long-term vision. What is the evaluation of the effectiveness of the programs. Also in SLIFE what is the evaluation of the effectiveness and staffing needs in the current programs.

John:

- Happy to hear about support around ELSWDs: But John thought we had agreement that the IEPS would have sections for language support needs. We have a real problem with dispersion. ELSWD subcommittee plan to look at Pilot program to look at schools with high concentration to understand what can actually work. We still do not have joint assessment of need between departments.
- More elaborate expansion of program models being offered. What is the costs for the models? What does this look like in a Balkanized decentralized system look like?
- Equity in Title I funding – schools get money in proportion to the EL student population. But the Title I funds get pulled off to central office.
- Achievement Gap: Does OEL have targets for an achievement gap?

Paulo: Major concern in the Cape Verdean community – how can we continue this conversation. Major concern at the Burke HS; trying to push kids out this year while they are

not ready to complete. They had a listening session with parents last week. If this comes up at the next meeting, want to know how to handle this. [FIND OUT WHAT IS HAPPENING AT BURKE -GET THIS INFO TO MIREN/PAULO].

Dearborn needs outreach for the community to understand what is happening for next year. [PRIYA WILL LOOK ITO THIS]

Miren: Parent Engagement beyond DELLAC – (Priya: funded through Title III allows for the funding to be directly targeted for parents of EL parents).

Put on your radar the discussion of the Opportunity Index – (there will be revisions)

Presentation to School Committee

-The work of the ELLTF

-Priorities for the next school year

-Confirm new members

Place this on September 26<sup>th</sup> School Committee meeting.

### **DOJ Compliance**

Michael will transfer Data and Compliance requirements to Janet and Jen Douglas.

Relationship with DOJ: Relationship is good especially as the complacent levels have risen. OEL is working on a few areas where they would like to renegotiate: Professional Learning (they have not received feedback in 6 years). Allowing OEL to refocus that time on other areas. This is in the works.

Compliance levels have risen but they also think that school leaders have gotten more savvy with reporting. OEL is looking to work with Instructional Superintendent to support the compliance measures to make sure they are accurate. Make sure they are doing what they are saying they are doing.

This year they have automated Paragraph 54 report. School leaders can get that live information and understand where the shortfalls are for specific students. Live data.

One area of focus for DOJ is access to high level course work and to access to all schools. This is a huge barrier and DOJ wants them to focus on this. Make sure students can perform in their native language for admissions.

134 Staffing that are unlicensed but there are other licensed staff that

Michael: How do you use the DOJ reports

Priya: OEL use the DOJ reports for: follow up with schools about scheduling, RETELL, and other topics

Janet: Remaining concerns around administrative assignment.

## Recruitment

- Farah is changing positions
- Julia \_\_\_\_\_ - Director of CPLan
- Director working HS youth VietAid
- Peter Roby - aide
- Marie St. Fleur

John suggested an edit to the minutes – including that in the November presentations about the OI to the School Committee they listed ELLs, but by April it was no longer listed.

[CHANGE Paulo's work to CEO, Cape Verdean Association of Boston]