Boston Public Schools

OEL Director's Report: DOJ Update & EL Programs

May 20, 2019

Boston Public Schools
Office of English Learners

Presentation to EL Task Force

Priya Tahiliani, Assistant Superintendent

DOJ Reporting Update: Paragraph 54/55 EL Services

1) The District reports an **increase** in its ability to demonstrate compliance *in all but one area* of ESL as compared to last March, with 94% of students receiving the appropriate amount of ESL instruction.

2) The proportion of students with **full ESL services** (correct type, minutes, teacher, and grouping) **has increased to 76%, a record high for this reporting cycle.**

*As in previous cover letters, this analysis excludes the schools reported separately as well as students whose parental request to opt out of ESL services has been approved (n=14).

District Overview of ESL Compliance: March 2019*				
⎯⎯		*Elementary*	*Secondary*	*Total*
	Total ELs	7,372	5,941	13,313
% of ELs whose ESL Courses are All the Approved Type:	Total	6,956	5,094	12,050
	Percent	94%	86%	91%
% of ELs whose Teachers of ESL are All ESL Certified	Total	6,809	5,181	11,990
	Percent	92%	87%	90%
% of ELs who are Receiving the Appropriate Amount of ESL	Total	7,016	5,467	12,483
	Percent	95%	92%	94%
% of ELs who are Correctly Grouped for All ESL Courses	Total	6,507	4,545	11,052
	Percent	88%	77%	83%

DOJ Reporting Update: Paragraph 54/55 EL Services

1) The District has again **set another new high (88%)** in terms of demonstrating the number of EL students who are taught core content by teachers who are *all* **SEI qualified**.

2) This percentage increases to **99%** when considering students who have some but not all teachers who are SEI qualified.

Students Taught Core Content by SEI Qualified Teachers: March 2019*								
Elementary			Secondary			TOTAL		
Total ELs	*Total taught by SEI instructors who are all qualified*	%	Total ELs	*Total taught by SEI instructors who are all qualified*	%	**Total ELs**	*Total taught by SEI instructors who are all qualified**	**%**
7,380	*6,742*	91%	5,947	*4,925*	83%	**13,327**	*11,667*	**88%**

*As in previous cover letters, this analysis excludes the schools reported separately (see next slide). Unlike the ESL compliance analysis, this analysis *includes* the approved opt-outs.

Reported separately to DOJ/OCR due to alternate model/reporting structure:	
Alighieri	Mattahunt Early Elementary*
Horace Mann School for the Deaf & Hard of Hearing	McKinley Schools (Elem., Middle, Prep HS, South End Academy)
Boston Green Academy	Russell Elementary
Dever Elementary	UP Boston
S. Greenwood K-8*	UP Dorchester
Henderson K-12	UP Holland
Hernandez K-8	Boston Day & Evening Academy
Boston Collaborative	Carter School
Hurley K-8 School	Dudley Street Neighborhood
Muniz Academy	Greater Egleston
Umana Academy*	

EL Enrollment

Total ELs in K0-12:	**17,229**
Total ELs in K2-12:	**15,817**
ELs in schools in main Paragraph 54 report to DOJ/OCR:	13,327
ELs in schools reported separately to DOJ/OCR (Paragraph 54):	2,490

Existing EL Programs

SEI — *Language Specific*

SHELTERED ENGLISH IMMERSION
for ELD 1-3 students

SEI — *Multilingual*

SHELTERED ENGLISH IMMERSION
for ELD 1-3 students

DL

DUAL LANGUAGE TWO-WAY IMMERSION

HILT for SLIFE

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

ESL — *in General Education*

ENGLISH AS A SECOND LANGUAGE
for ELs in General Education and EL Students with Disabilities

Embed ELA

ESL EMBEDDED in ENGLISH LANGUAGE ARTS
for ELD 4-5 students

K-8/Middle Schools with SEI Programs: SY1819

SEI Spanish		SEI Haitian Creole	SEI Cape Verdean Creole	SEI Chinese	SEI Vietnamese	SEI Multilingual
Adams Blackstone Curley Dever Ellis Frederick Greenwood Guild Higginson Irving J.F.Kennedy	P.J.Kennedy McKay Umana McCormack O'Donnell McCormack Russell Sumner Timilty Tobin Young Achievers	Mattahunt Taylor	Orchard Gardens	Harvard-Kent Quincy	Mather	Beethoven-Ohrenberger Condon East Boston EEC Edison Edwards Ellison/Parks Frederick Haynes Hennigan Irving Jackson/Mann Mildred Ave Murphy Otis

High Schools with SEI Programs: SY1819

SEI Spanish	SEI Haitian Creole	SEI Cape Verdean Creole	SEI Chinese	SEI Vietnamese	SEI Multilingual
Brighton Charlestown East Boston English Fenway	CASH TechBoston	Burke Dearborn	Charlestown	Excel	BATA BCLA BINcA Brighton Quincy Upper Madison Park West Roxbury

Schools with Dual Language Programs: SY1819

DL | DUAL LANGUAGE TWO-WAY IMMERSION

	Dual Language Spanish	Dual Language Haitian Creole
K-8/ Middle	Hernandez Hurley S. Greenwood Umana	Mattahunt
High School	Muñiz	

Schools with SLIFE Programs: SY1819

	HILT for SLIFE Spanish	HILT for SLIFE Haitian Creole	HILT for SLIFE Cape Verdean Creole	HILT for SLIFE Multilingual
K-8/ Middle	Blackstone Curley Frederick Hennigan Umana McCormack Mildred Ave	Taylor	Orchard Gardens	Edison Frederick Hennigan
High School	BINcA Charlestown East Boston HS	BINcA TechBoston	Dearborn BINcA	BINcA Madison Park

LOOK Act SY1920 Programming Changes

——

Phase 1: Plan

Dual Language:
- Chinese - Quincy Upper Heritage, in process
- Vietnamese-TBD
- Cape Verdean Creole-TBD
- ASL- Horace Mann, in process

Phase 2: Pilot

Development Bilingual Education:
- Harvard Kent -Chinese
- Quincy Lower School -Chinese
- Patrick J. Kennedy School -Spanish

Phase 3: Grow

Dual Language
- Haitian Creole
- Spanish

SLIFE
- Cape Verdean Creole

Phase 4: Sustain

Program Oversight
- Professional learning opportunities for teachers
- Monitoring quality of service delivery for students

EL Program	School	SY19-20 Changes	Rationale
Chinese SEI	Harvard Kent	Close Grade 5	Decrease in student projections. *School will pilot alternative model.*
Chinese SEI	Quincy Elementary	Close Grade 5	Decrease in student projections. *School will pilot alternative model.*
Spanish SEI	PJ Kennedy	Close Grade 5	Decrease in student projections. *School will pilot alternative model.*
Spanish SEI	Young Achievers K-8	Close Grade 5	Identified space constraints.
Haitian Creole SEI	Mattahunt Elementary	Close Grade 1	Replaced by dual language which is rolling up to Grade 1.
Haitian Creole SEI	Mattahunt Elementary	Open Grade 3	Continuing to grow strand as school rolls up.
Spanish SEI	Hennigan K-8	Open Grade 7	Continuing to grow strand.
Spanish SEI	Dever Elementary	Open Grade 5	Increase in demand.

EL Program	School	SY19-20 Changes	Rationale
Multilingual SEI	Josiah Quincy Upper	Open Grade 7	Continuing to grow strand.
Multilingual SEI	New Mission High	Open Grade 9	New program as result of WREC closure.
Spanish Dual Language	Mario Umana K8	Open Grade 5	Continuing to grow strand.
Spanish Dual Language	Greenwood Sarah K-8	Open Grade 7	Continuing to grow strand.
Haitian Creole Dual Language	Mattahunt Elementary	Open Grade 1	Continuing to grow strand.

Programmatic Change SY1920: Developmental Bilingual Education

An enrichment program that educates English learners in both English and L1(Students' native language)

- Students are all English Learners of the same language group

- ELD 1 through ELD 5 and Former English Learners

DEVELOPMENTAL BILINGUAL: Main goal is to develop bilingualism and biliteracy by speaking, reading, and writing fluently in English and the student's first language

———

Native Language Teacher = instruction in L1 gradually starts at 90% in K2, decreases until reaching 50% by third grade

- Students acquire literacy skills in their native language and transfer them to English
- Students learn content in their native language and improve their sense of culture

ESL Teacher = Increases from 10% in K, until reaching 50% of instructional time by third grade

- Students acquire English through ESL and content areas

Program Changes for SY1920: Developmental Bilingual Education

		Program Modification	Native Language and Grade Level	Pilot Goals and Implementation
1	Patrick J. Kennedy Elementary School	Developmental Bilingual Program Pilot	Spanish in 5th grade	• Coaching session/cycle to build capacity in teachers and instructional leadership team • Build interest/support of opening up a K1 classroom to build a strand. • Cannot begin implementation of a full DBE program outside of K1. Native language capacity will not be built.
2	Harvard Kent K-8 School	Developmental Bilingual Program Pilot	Chinese in 5th grade	• One full day support biweekly • 3 Cs & I observation tool training for teachers and administrators
3	Quincy Lower School	Developmental Bilingual Program Pilot	Chinese in 5th grade	• Needs assessment for native language capacity of students • Training and professional development on best practices for language acquisition

DUAL LANGUAGE ASL

Two languages of instruction

Horace Mann School for the Deaf and Hard of Hearing: In Process

———

Program model:

- American Sign Language (ASL)
- English
  - Reading and Writing for All
  - Speaking/Listening as appropriate based on student profile

Challenges:

- Day funded school
- Ensuring that shift in instructional model does not impact school's budget

HERITAGE LANGUAGE

Secondary level, available in multiple languages, goal of 2 courses in the native language

Quincy Upper School: Heritage Language Mandarin: In Process

——

Program model:

- Content classes in English
- Native Language Teacher Elective:
  - Language literacy and/or Cultural elective

Challenges:

- Aligning scheduling with current IB program
- Additional staff capacity required

Framework for Assessing EL Program Quality: Casteñeda vs. Pickard

- Federally mandated framework to ensure that EL programs and services are equitable and quality educational programs.

- Framework used by DESE to conduct 5 year audits for all EL programs across MA.

Castañeda's Three-Prong Test:

I. The educational theory underlying the language assistance program is recognized as sound by some experts in the field or is considered a legitimate experimental strategy. **[RESEARCH BASED]**

II. The program and practices used by the district are reasonably calculated to implement effectively the educational theory adopted by the district. **[RESOURCES]**

III. The program succeeds when producing results indicating that students' language barriers are actually being overcome within a reasonable period of time. **[MEASURED SUCCESS]**

Source: DESE EL Coordinated Program Review

Current Process for OEL to Assess Program Quality

Monitor scheduling of all students. Add staff and resources based on needs. Identify service shortfalls.

Support schools in rectifying remaining service shortfalls. Begin school visits to monitor level of services.

Lead district process for ELD updates. Monitor assignment for next year programming.

Conduct site visits for schools that continue to not meet service delivery expectations.

Participate in and monitor projections, budget and staffing meetings for future year EL programming.

September - October

November- December

May-June

March- April

January- February

- Within this frame OEL reviews the following data:
  ○ Staffing Qualifications
  ○ Level of services for all ELs
  ○ ACCESS data on students' progression for language development
  ○ District data on ELD progression for students
  ○ Auditing student records for
    a. Progress reports & monitoring
    b. ELSWD supports
    c. Student report cards

- OEL provides additional supports/oversight to programs through:
  ○ Participation in Academic Instructional Focus reviews
  ○ Leading site visits for EL classroom instructional observations across schools flagged for not meeting student needs (3Cs and I protocol)
  ○ Hosting feedback loop with school leader and AS to review findings and identify remedies and next steps for areas of improvement
  ○ Ensuring programs are adequately funded and staffed for future year through the Budget/Collab process
  ○ Reviewing adherence of programs to best practices- *Example- Dual Language Guiding Principles*

Bright Spots

School	Mattahunt/Toussaint L'Ouverture Academy
I. Program Model	**Dual Language-** Haitian Creole. Teachers and para were instrumental in developing classroom materials and supports and remain enthused to promote the success of the program.
II. Resources	Intentionality of school to ensure that staffing and resources are aligned for quality program development. Great collaboration between school, community and central office for program implementation.
III. Evaluation/ Data	K2 Students reading in 2 languages with collected data that shows performing above grade level peers.
School	BINCA
I. Program Model	**SLIFE and SEI Multilingual**
II. Resources	School created a formal intake process that aligns guidance counselor reviews of student transcripts to ensure students are on track and accessing appropriate courses for graduations. School's resources are aligned towards making sure students understand expectations for college/career readiness.
III. Evaluation/ Data	Students continue to perform at or above district average for language acquisition.

3 Cs & I
Observation Protocol to measure high quality instruction for ELs in SEI, General Ed, and SLIFE

———

Bright Spots:
- Academic Vocabulary
- Connections to everyday life
- Students had access to graphic organizers
- Students were pushed to use evidence based argumentation

Challenges:
- More evidence of scaffolding
- Content/language objectives
- Anchor charts

Content, Connections, Comprehensibility, & Interactions
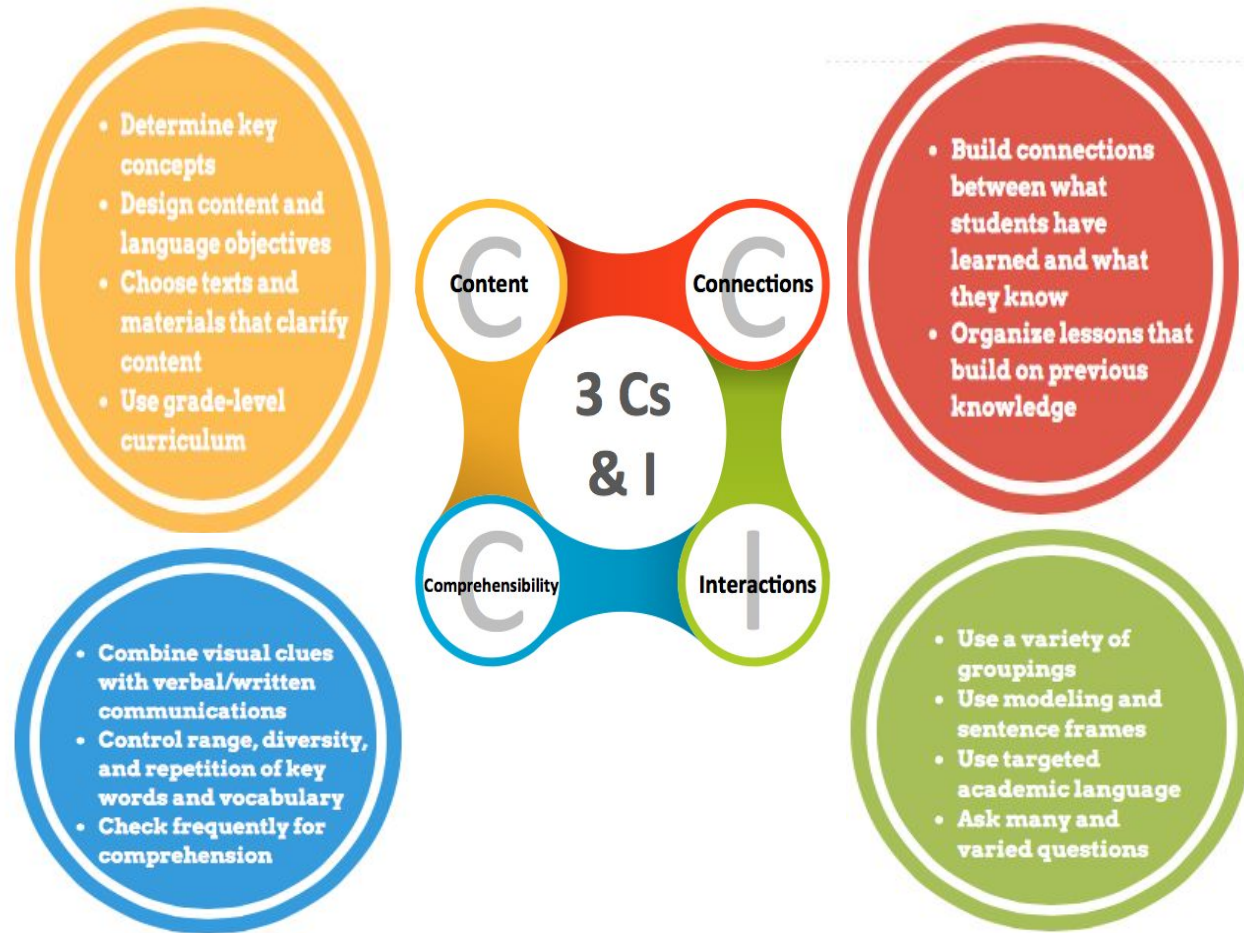
3 Cs & I School Visit: SEI Spanish (elementary)

Highlights:
- Focus on Language Development strategies and best practices for ELs evident in SEI/ESL classrooms
- Observation of teacher's moves, students' activities, and task aligned with WIDA and content standards
- Data driven plan to identify strengths and areas to improve instruction of ELs

Challenges:
- It takes a collaborative effort to implement the recommendations
- Should be aligned with IFR and school initiatives in order to improve instruction

	A	B	C	D	Not O
1		Yes	No	% yes	
2	**Content**	41	22	65.1%	
3	**Learning Objectives and Classroom Environment**	**16**	**12**	**57.1%**	
4	Are language and content objectives clearly displayed, measurable, and in alignment with content and standards-based skills?	5	2	71.4%	
5	Are content and language objectives lesson specific, at grade level, and understood by students at their proficiency level?	4	3	57.1%	
6	Are expectations for content and standards-based language constructs and discourse evident in every task?	4	3	57.1%	
7	Is the classroom--including content and language objectives--conducive to a variety of learners?	3	4	42.9%	
8	**Instructional Materials and Support**	**6**	**1**	**85.7%**	
11	Are instructional materials and supports differentiated using the principles of UDL?	6	1	85.7%	
12	**Lesson Facilitation**	**19**	**9**	**67.9%**	
13	Is topic/target vocabulary being used accurately in context?	6	1	85.7%	
14	Are content-task-specific statements and remarks generated by students appropriate in construction and purpose?	5	2	71.4%	
15	Is there evidence of RETELL specific strategies among the SEI endorsed content teachers teaching content to ELs?	3	4	42.9%	

Content

Grade Level
7 responses

Legend: K2, 1st, 2nd, 3rd, 4th, 5th, SLIFE 3-5, Other

5th 2 (28.6%); 28.6%; 28.6%; 14.3%; 14.3%; 14.3%
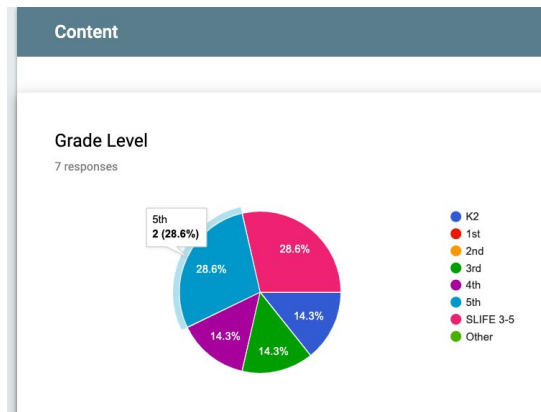
Overall Rating for Content
7 responses

Bar chart: 1: 0 (0%); 2: 2 (28.6%); 3: 0 (0%); 4: 0 (0%); 5: 5 (71.4%); 6: 0 (0%); 7: 0 (0%)
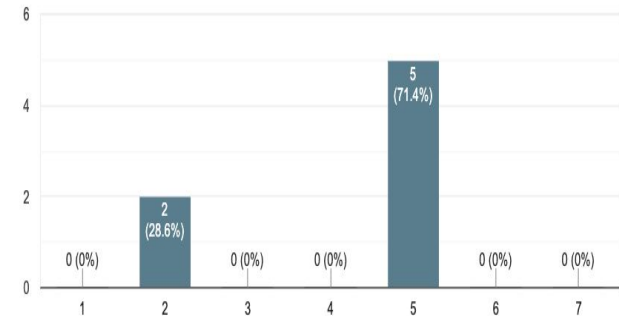
3 Cs & I:
SEI Multilingual (elementary)

―――

Highlights:
- Using multiple comprehensible input strategies to presenting content information in a meaningful way for ELs.
- Provide opportunities to engage in academic discourse prior to writing tasks.

Challenges:
- 50% (1 out of 2) classrooms have content and language objectives clearly displayed and used.

Content

	Y/N/NE	Notes
Are language and content objectives clearly displayed and used, measurable (Bloom's taxonomy), and in alignment with content and standards-based skills?	Y ☐ / N ☐ / NE ☑	50% (1 out of 2) classrooms have content and language objective posted. (e.g. Grade 1 SEI: I can use academic words "habitat, features, covering, movement". I can identify main features of sea turtles. I can write (draw) 3-6 facts about sea turtles.
Are content and language objectives lesson specific, at grade level, and understood by students at their proficiency level?	Y ☐ / N ☐ / NE ☑	
Are expectations for content and standards-based language constructs and discourse evident in every task?	Y ☑ / N ☐ / NE ☐	Written content and language objectives are not observed in K2 SEI classroom.
Is the instructional environment – including content and language objectives – conducive to a variety of learners?	Y ☐ / N ☐ / NE ☑	However, the instructional practice demonstrates grade level expectations. (e.g. Students are learning about community in the unit in Focus or K2 curriculum) Students are learning about community helpers via an interactive read-aloud. After the read-aloud, students are tasked to verbally identify what additional buildings are needed in their community and why on top of what the community already has.

Instructional Materials and Support

	Y/N/NE	Notes
Are there opportunities for students to practice and demonstrate understanding of the topic in all 4 domains of listening, reading, speaking, and writing?	Y ☐ / N ☐ / NE ☑	100% (2 out of 2) classrooms demonstrate evidence of students practicing content understanding in 2 language domains: listening and speaking within an approximately 10-12 minutes observation for each classroom.
Are appropriate supplemental materials and scaffolds designated for each task?	Y ☑ / N ☐ / NE ☐	Evidence of selection of meaningful instructional materials: K2: interactive read-aloud book demonstrate linguistic patterns: The ___ (community helper)___ (their roles), community map provides a clearly
Are instructional materials and supports differentiated using the principles of UDL?	Y ☑ / N ☐ / NE ☐	

Learners

	Y/N/NE	Notes
Are students engaged in as much productive language (speaking and writing) as they are in receptive language development (reading and listening)?	Y ☑ / N ☐ / NE ☐	100% (2 out of 2) classrooms demonstrate evidence of students practicing content understanding in 2 language domains: listening and speaking within an approximately 10-12 minutes observation for each classroom.
Are students able to communicate in different formats, e.g.: supporting visuals/technology, pacing, public speaking, etc.	Y ☐ / N ☐ / NE ☑	

Differentiated Learning

	Y/N/NE	Notes
Is there evidence of differentiated tasks, individualized scaffolds, and opportunities for expansion of understanding for various ELD levels and disability profiles?	Y ☐ / N ☐ / NE ☑	One of the learning objectives intergrade differentiated task for students in different ELD level (e.g. for the students who are learning how to write can express their learning in drawing. Evidence: I can write (draw) 3-6 facts about sea turtles.

Collaborative Learning

	Y/N/NE	Notes
Are instructional activities interactive among students, with quality texts, across modalities, and appropriately facilitated by the teacher?	Y ☑ / N ☐ / NE ☐	During the 10-12 observation for each classroom, the observable academic tasks was students turn and talk addressing teachers' question. There are additional academic tasks required writing, but during the observation time, the observer did not observe the writing task. Academic tasks are supported with scaffold: In the Grade 1 classroom, students are tasked to identify features of sea turtle. The teacher uses a visual support (graphic organizer) with sentence starter to support students in identifying facts from the book about sea turtles. In K2 SEI classroom, the teacher is doing an interactive read-aloud and has a pointer followed by the texts while she reads.

Lesson Facilitation

	Y/N/NE	Notes
Is topic/target vocabulary being used accurately in context?	Y ☑ / N ☐ / NE ☐	Targeted vocabulary is intentionally introduced/ reviewed by teachers: K2: Install, Interior, elevator Grade 1: habitat features, reptile
Does the lesson provide opportunities to develop access and agency for learning to all students?	Y ☑ / N ☐ / NE ☐	
Is there evidence of RETELL specific strategies among the SEI endorsed content teachers teaching content to ELs?	Y ☐ / N ☐ / NE ☑	
Is there evidence of differentiated instruction for cognitively demanding tasks using the principles of UDL?	Y ☐ / N ☐ / NE ☑	

Connections

Background

	Y/N/NE	Notes
Is content prepared, with awareness of background knowledge, possible cultural, linguistic, and personal connections to the experiences of students?	Y ☑ / N ☐ / NE ☐	(e.g. Use Spanish cognate to reinforce vocabulary: Habitat)

Higher Order Thinking

	Y/N/NE	Notes
Are activities inclusive of cognitively demanding reasoning and thinking skills?	Y ☑ / N ☐ / NE ☐	(e.g. what additional buildings do we need in our community? Why do you think Sea turtle have to migrate?")

Interactions

Independent Learning

	Y/N/NE	Notes
Are students engaged in as much productive language (speaking and writing) as they are in receptive language development (reading and listening)?	Y ☑ / N ☐ / NE ☐	100% (2 out of 2) classrooms demonstrate evidence of students practicing content understanding in 2 language domains: listening and speaking within an approximately 10-12 minutes observation for each classroom.
Are students able to communicate in different formats, e.g.: supporting visuals/technology, pacing, public speaking, etc.	Y ☐ / N ☐ / NE ☐	

	Y/N/NE	Notes
Are there anchor charts highlighting target /tiered vocabulary and frames for the language of Recall, Explaining, Arguing, and Discussion?	Y ☐ / N ☐ / NE ☑	e.g. -100% (2 out of 2 classrooms): Center chart labeled with students' name. -100% (2 out of 2 classrooms): Anchor charts were posted.
Are meaningful and progressing student-generated work products displayed in the classroom?	Y ☑ / N ☐ / NE ☐	
Are stations and centers clearly labeled, developed with established routines, and appropriately stocked with resources, materials, and technology?	Y ☑ / N ☐ / NE ☐	

Teacher Input to Students

	Y/N/NE	Notes
Is speech appropriate for students' proficiency levels (e.g., slower rate, enunciation, and simple sentences structure for beginner)?	Y ☑ / N ☐ / NE ☐	Teachers allow opportunities to engage students in academic discourse prior to the their writing tasks.
Is there a clear explanation of academic tasks?	Y ☑ / N ☐ / NE ☐	Use of sea turtle realia to support students in identifying turtle features. Teacher support students in developing learning concept by relating to students' personal/ family experiences. (e.g. Teacher: Why do you want a barber shop in our community? Student: my dad is a hair dresser!)
Are there variety of techniques to provide comprehensible input used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)?	Y ☐ / N ☐ / NE ☐	
Are their scaffolding techniques consistently used, assisting and supporting student understand (e.g., think-alouds)	Y ☑ / N ☐ / NE ☐	

Assessment

	Y/N/NE	Notes
Does the lesson provide opportunities for students to work independently resulting in measurable outcomes?	Y ☐ / N ☐ / NE ☑	Performance task: targeting speaking and writing. Speaking tasks: 1) What additional buildings would you add to our community? 2) Why did the sea turtle migrate? Writing tasks: (only observed teachers giving the tasks, not students working on the tasks due to time constraint)
Is there evidence of students receiving feedback on their writing?	Y ☐ / N ☐ / NE ☑	
Are all performance tasks curriculum-embedded?	Y ☑ / N ☐ / NE ☐	
Is there evidence of reteaching of concepts?	Y ☑ / N ☐ / NE ☐	

3 Cs & I:
SEI Spanish
(secondary)

———

Highlights:
- 6 visits across SY1819
- Co-observations with principal and OEL Instructional liaison to calibrate and build capacity for observational feedback
- 3 PD sessions with teachers around EL best practices

Challenges:
- Teachers' self-assessment showed area of growth is "Comprehensibility" component of 3Cs and I
- Clear understanding of purpose of content and language objectives

- Combine visual clues with verbal/written communications
- Control range, diversity, and repetition of key words and vocabulary
- Check frequently for comprehension

3 Cs & I:
SEI Multilingual
(secondary)

———

Highlights:
- Differentiated tasks, individualized scaffolds, and opportunities for expansion of understanding
- Cognitively demanding reasoning and thinking skills required of all ELs
- Higher order thinking skills present with open-ended questions observed resulting in a high level of engagement
- Observed that RETELL strategy (7 -steps) integrated within ESL classroom

Challenges:
- Language and Content objectives link to learning standards

- Determine key concepts
- Design content and language objectives
- Choose texts and materials that clarify content
- Use grade-level curriculum

Ways EL Task Force Can Support with EL Program Quality/Development

→ Program Quality subgroup to meet and attend school visits with OEL

→ Support through the community for more native language opportunities

→ State Advocacy:
- Funding for LOOK Act
- PD on Bilingual Education strategies
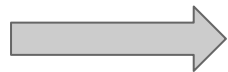
→ Explore having a DELAC member to become a representative on EL TF

Bright Spot:

EL Parent Outreach Efforts
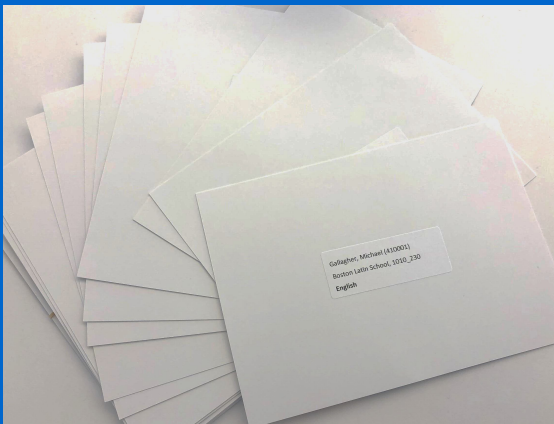
Distributing Personalized Postcard Invitations for ELs

———

- EL Parent Team has been individually delivering postcards to BPS schools
- Postcards are sorted by homeroom and school
- Each postcard has a label for each individual EL student, which includes their language and name