



BPS Office of
**English
Learners**

OEL Update for EL Task Force: DOJ and Budget

Priya Tahiliani, Assistant Superintendent
EL Task Force - February 14, 2019



Overview of DOJ Reports Submitted January 2019

Para	Description
56	District shall notify schools of shortfalls in ELL services via the EL School Plan
31	OELL shall track and monitor school level reports for FLEPs
60	Participant training information
63	Nurse placement for schools that serve more than 125 SIFE students
68	Each school shall develop, maintain and share with OELL and SPED a list of staff members available to participate in IEP meetings for English Learners with Disabilities
84	Translated district wide documents
87	Information on how to obtain translation and interpretation services
34, 35 CR 98	Opt-Out information to be submitted

English Learner School Plan (Paragraph 56): Notification to School Leaders of Shortfalls

A		B
EL SCHOOL PLAN SY 18-19		#N/A
<p><i>To submit your EL School Plan by 11/28/18 to the Office of English Learners, please click on the "Submit Your EL School Plan" menu dropdown bar at the top of the browser window, click "Submit," and then follow the pop-up instructions. Thank you!</i></p>		
I. STAFF QUALIFICATIONS FOR ENGLISH LEARNERS		
<p>A. Core Content Teachers: I certify that I understand English Learners, inclusive of any EL Students With Disabilities (ELSWD) and Students with Limited or Interrupted Formal Education (SLIFE), are entitled to receive core content instruction by a teacher who has obtained an SEI endorsement, pursuant to Paragraphs 45, 52 and 65.</p>		<p>(Please double-click to choose response.)</p>
<p>The following core content teachers do not have the SEI endorsement and are currently scheduled to teach ELs:</p>		
<p>no shortfalls identified as of 11/10/18</p>		
<p>To remedy these shortfalls:</p>		<p>Please select all that apply:</p>
Teacher(s) will register for a RETELL course, SEI MTEL, or alternative pathway to SEI endorsement.	▼	
Teacher(s) is currently registered for a RETELL course, SEI MTEL, or alternative pathway to SEI endorsement.	▼	
Teacher(s) has passed RETELL/SEI MTEL but awaits DESE approval.	▼	
Adjust instructional groupings to ensure ELs are placed with an SEI Endorsed teacher for core content.	▼	
Other (explain in gray box below):	▼	

+ ☰ 1. Instructions ▼ 2. EL School Plan SY1819 (due 11/28) ▼ 3. EL Shortfalls November 2018 ▼ Staff Li

The purpose of the EL School Plan is for school leaders to:

1. **Affirm understanding of EL service requirements**
 - a. Staff qualifications
 - b. ESL services
 - c. Core content services
 - d. Compensatory services
 - e. Student Monitoring
 - f. ELD Folders

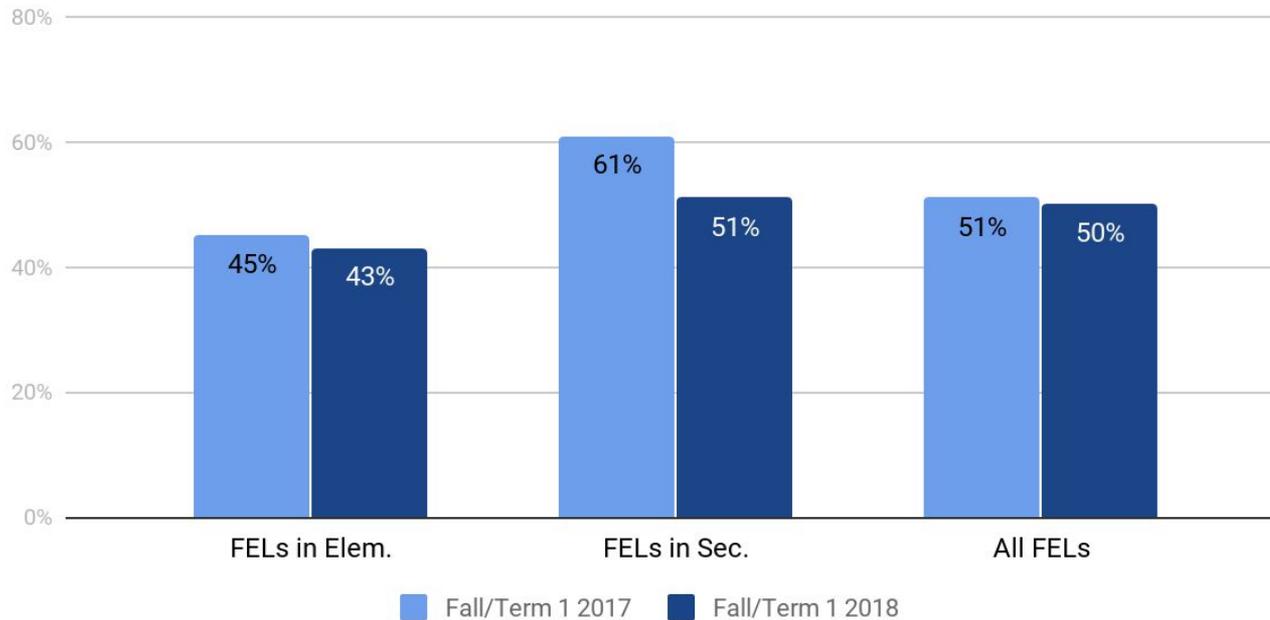
2. **Identify appropriate steps to remedy identified EL service shortfalls:**
 - a. ESL instruction type
 - b. ESL minutes
 - c. ESL grouping
 - d. ESL teacher qualifications
 - e. Core Content teacher qualifications

Improvements:

- Availability of Data Warehouse report
- Streamlined reporting for schools

Former English Learner Student Progress Monitoring (Paragraph 31)

% of FELs in the 4-year monitoring period not making adequate progress

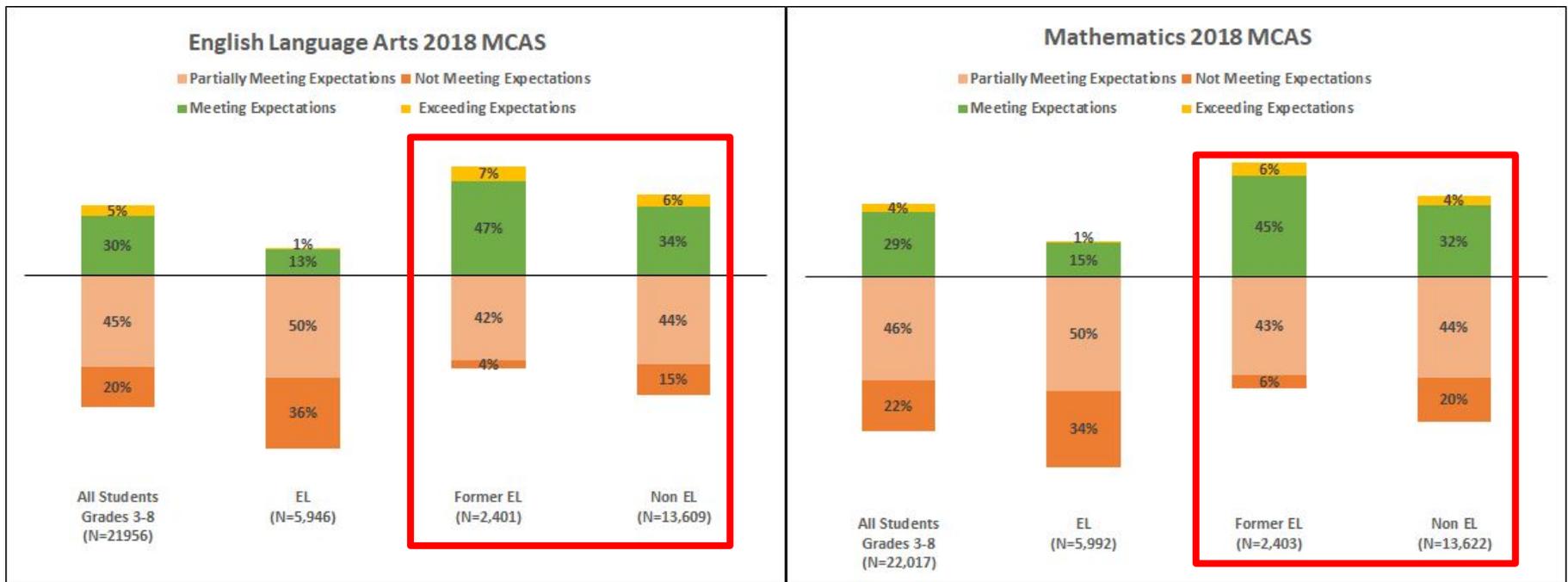


Criteria used:

- ❑ Course grade of C/D/F or 1/2 on ELA, Math, Science and/or Social Studies
- ❑ Not Meeting Expectations or W/F on MCAS ELA and/or Math
- ❑ Scored below median Never EL score on BPS formative assessments in ELA and/or Math
- ❑ Redesignated as EL

2018 MCAS Performance (Grades 3-8)

Although FEL progress remains an opportunity for growth, it is important to note that **FELs continue to outperform Never ELs on MCAS.**



This analysis contains the Horace Mann Charter Schools.
 MCAS-Alt results not included in analysis.

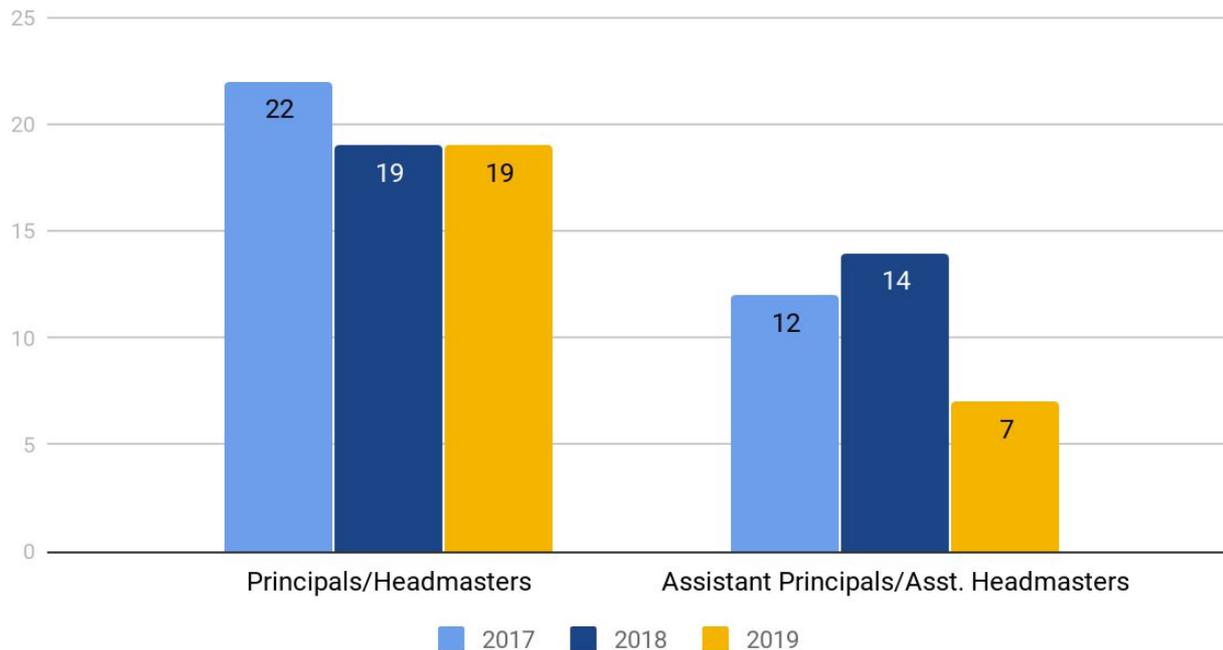
* LEP status as it was when a student was assessed.

** The "Former EL" subgroup includes all active BPS students who were reclassified within the past four years (June 2014 onward).

SEI Endorsement Status of Administrators (Paragraph 60)

The District shall ensure that all employees who evaluate teachers of ESL and SEI core content classes are adequately trained regarding cultural awareness and best practices in ESL instruction and sheltering techniques to deliver content to ELs.

of Administrators Lacking the SEI Endorsement



Jan. 2019 Status

Principals/Headmasters (n=19):

- Passed RETELL (n=8)
- Passed ESL MTEL (n=1)
- New principal (n=4)
- Status unknown (n=6)

Asst. Principals/Asst. Headmasters (n=7):

- Passed RETELL (n=1)
- ESL Licensed (n=1)
- New asst. principal (n=2)
- Status unknown (n=3)

Nurses in Schools with SLIFE (Paragraph 63)

Paragraph 63 requires the district to provide a nurse in schools that provide a HILT for SLIFE program, where there are at least 125 SLIFE or at least 700 total students.

Schools	Student Enrollment	SLIFE Enrollment	SLIFE Program(s)	Nurse FTE
Curley K-8	966	7	Spanish	2.0
East Boston High	1218	22	Spanish	1.0
Orchard Gardens K-8	930	16	Cape Verdean	2.0
TechBoston Academy	922	22	Haitian	1.0
Umana Academy	957	27	Spanish	1.5
Charlestown High School	869	6	Spanish	1.0
Blackstone Innovation School	575	9	Spanish	1.5
Frederick Pilot Middle	471	29	Spanish, Multilingual	1.0
Edison K-8	615	6	Multilingual	1.5
Newcomers Academy	84	46	Spanish, Multilingual, Cape Verdean, Haitian	0.5
Taylor Elementary	533	19	Haitian	1.0
Hennigan K-8	600	19	Spanish, Multilingual	1.5
Madison Park High School	891	11	Multilingual	1.0
McCormack Middle School	360	12	Spanish	1.0
Dearborn 6-12 STEM Academy	412	10	Cape Verdean	0.5
Mildred Ave K-8	645	9	Spanish	1.0

List of Qualified Staff Knowledgeable about ELSWD Needs (Paragraph 68)

Criteria	Method of Identification
<p>a. Staff with ESL license or SEI endorsement</p>	<p>We look to see whether the staff member has an ESL license or SEI endorsement.</p>
<p>b. School staff who are knowledgeable about EL needs and services</p>	<p>An English Learner Students with Disabilities Student Data checklist is completed for each English Learner Student with Disabilities and placed in that student’s Special Education file. The checklist is designed to support discussion at meetings for eligibility of special education services and IEP meetings.</p>
<p>c. Staff who are trained on the intersection of EL and Special Education</p>	<p>School staff who have attended:</p> <ul style="list-style-type: none"> ● LATF training ● COSE training ● Joint LATF/COSE training ● English Learner Summer Symposium ● NEEAC training ● Webinar on the intersection of # C’s & I and UDL
<p>d. Staff who are available to participate in special education team meetings</p>	<p>Teachers, District SPED staff, LATFs and COSE who have obtained an ESL license or SEI endorsement</p>

Translation & Interpretation (T&I) Services (Paragraph 84)



Translated Document Library

The District is charged with compiling a repository of translated documents and templates that is available for all BPS staff to access

BPS Staff can access District and school-level documents in the following ways

- T&I Veoci Request System provides access to copies of translated documents and templates. In some instances the documents in question are available in the 9 major languages of the District.
- Staff members can log into the District’s student information system (Aspen SIS) to access the BPS Translated Documents Repository.
- The Office of English Learner Translation & Interpretation website also provides BPS staff access to school and district translated documents/templates: <http://bostonpublicschools.org/translation-interpretation>.

I Speak Spanish.
Please call an interpreter.
Thank you.

BPS Office of English Learners Translation & Interpretation Unit

Hablo español.
Por favor llame a un intérprete. Gracias.

BPS Office of English Learners Translation & Interpretation Unit

PARA OS PAIS
Se você não fala inglês, por favor, peça um intérprete. Obrigado.

PREOCUPAÇÕES
Se você não fala inglês, por favor, peça um intérprete. Obrigado.

SERVIÇOS DE TRADUÇÃO E INTERPRETAÇÃO

CONTACTO
Office of English Learners
Translation & Interpretation Unit
1000 Washington Street
Boston, MA 02119
Telephone: 617-624-9420
Email: Translation@bostonpublicschools.org
Site: bostonpublicschools.org/translation-interpretation

BOSTON PUBLIC SCHOOLS
Boston, MA 02130
617-624-9420

Mid-Term Progress Report

Grade	Math	Reading	Writing	Science	History	Art	Music	Physical Education	Health	Language Arts
1st	A	B	C	D	E	F	G	H	I	J
2nd	A	B	C	D	E	F	G	H	I	J
3rd	A	B	C	D	E	F	G	H	I	J
4th	A	B	C	D	E	F	G	H	I	J
5th	A	B	C	D	E	F	G	H	I	J
6th	A	B	C	D	E	F	G	H	I	J
7th	A	B	C	D	E	F	G	H	I	J
8th	A	B	C	D	E	F	G	H	I	J
9th	A	B	C	D	E	F	G	H	I	J
10th	A	B	C	D	E	F	G	H	I	J
11th	A	B	C	D	E	F	G	H	I	J
12th	A	B	C	D	E	F	G	H	I	J

Approved by: [Signature] Date: [Date]

PARENT RIGHTS Translation & Interpretation Services

We can help you in your language. Please let us know if you need an interpreter or document translated into your language at no cost to you.

Podemos ayudarle en su propio idioma. Por favor, díganos si necesita un intérprete o la traducción de algún documento en su idioma, sin ningún costo para usted.

我們可以在您的語言幫助您。 如果您需要口譯服務，或需要一份文件被翻譯成您的語言，請讓我們知道。 這是完全免費。

Nous pouvons aider vous dans votre langue. Veuillez nous le faire savoir si vous avez besoin d'un interprète ou d'un document traduit dans votre langue sans.

Podemos ayudarte en tu propio idioma. Por favor, danos nos saber se necesitas un intérprete o de algún documento traducido para ti sin costo.

Nu poți ajuta bu în bu propriu limbaj. Por favor, dăb-nu sabi si bu meară di un interpreti 6 di algun documentu traduscu pu bu limbaj, sin nimbu costu po bu.

Chúng tôi có thể nói chuyện với quý vị qua ngôn ngữ của quý vị nếu quý vị cần chúng tôi hỗ trợ. Xin cho chúng tôi biết nếu quý vị cần thông dịch, văn hoặc dịch nhận giấy tờ theo ngôn ngữ của quý vị. Tất cả dịch vụ đều được miễn phí.

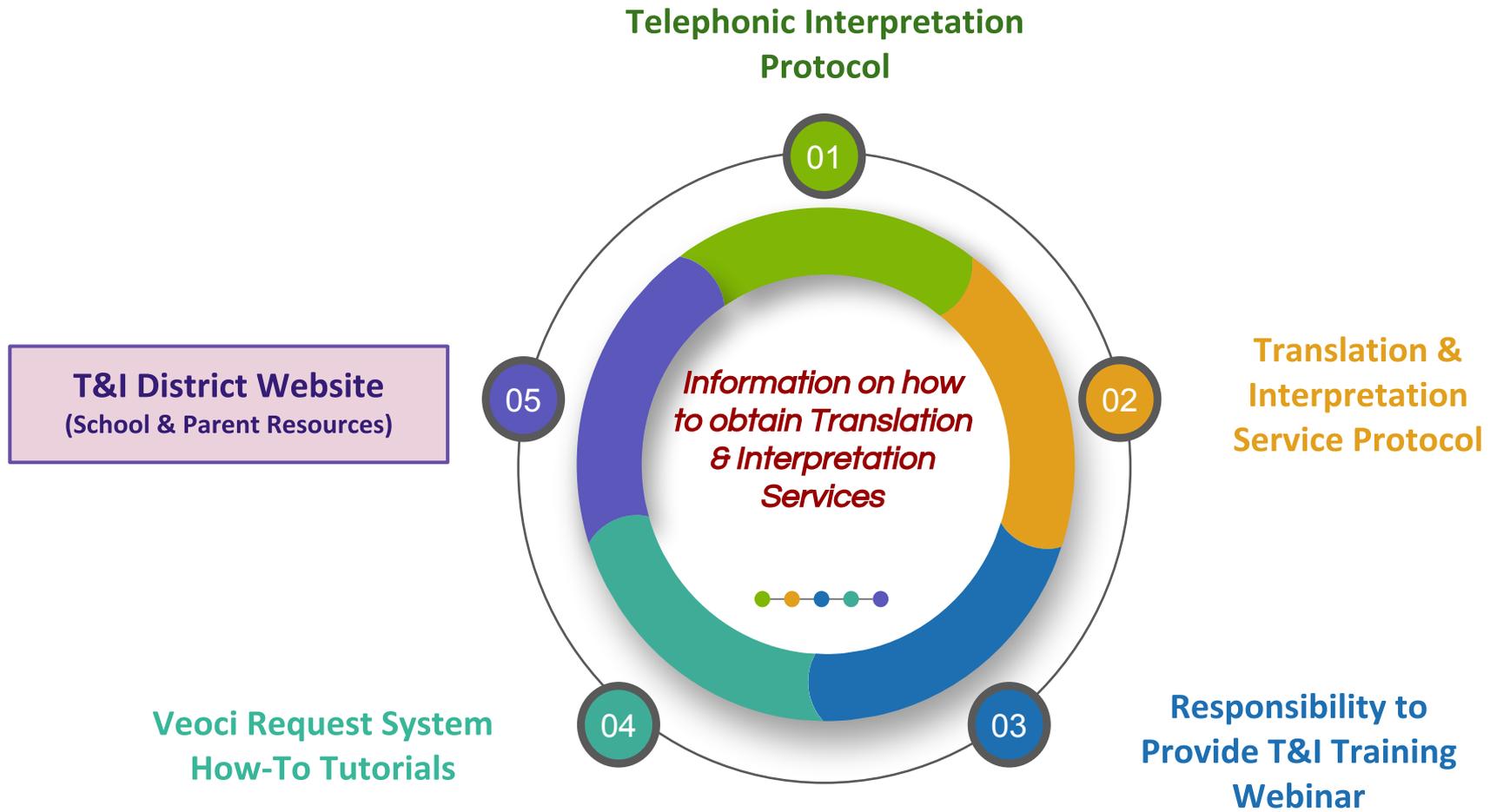
يمكننا مساعدتك بلغتك الخاصة إذا كنت بحاجة إلى مترجم فوري أو الحصول على وثائق مترجمة إلى لغتك دون أي تكلفة عليك.

Wzrost mogą pomóc w naszym języku. Prosimy Was o powiadomienie, jeśli potrzebujecie tłumacza lub dokument przetłumaczony na Wasz język bez żadnych kosztów dla Was.

BPS Office of English Learners
1000 Washington Street, Boston, MA 02119
Telephone: 617-624-9420
Email: Translation@bostonpublicschools.org
bostonpublicschools.org/translation-interpretation

Pritya Tahlan
Assistant Superintendent

Translation & Interpretation Services (Paragraph 87)



Paragraph 98: Students Opting Out of Services

School	Grade	Reason for Opting Out
Beethoven	2nd	English is well spoken
Beethoven	K1	Primary language is English
Otis	3rd	Wants child to be in general education
Edison	3rd	Want ESL but not SEI program
McCormack	7th	Wants English only class
McCormack	8th	First language is English
West Roxbury	11	Not good test taker but ready for general ed
Edison	3rd	English is first language at home
Ohrenberger	4th	Primary language is English
Shaw	K2	Primary language is English
Blackstone	3rd	Native English speaker
Blackstone	3rd	Native English speaker
USA	10th	Primary language is English
USA	12th	Feels ESL needs are already met through ESL licensed teacher
Excel	12th	Opt out of ESL
Orchard Gardens	2nd	Only speaks English
Quincy Elementary	1st	General education is better setting

Budgeting for English Learners

There are strengths in the current system and there are also opportunities for continued improvement:

01 – Funding Homeroom Teacher

The current SEI funding model works best if the SEI homeroom teacher is also ESL certified. If that is not the case, schools must find other funding within their budget in order to provide full ESL services.



02 – Funding ESL Teacher

The "breakeven" point is approximately 18 or 19 students in an SEI classroom of 20 students. This means that the school is able to fund the teacher if there are at least 18 students projected, but if the homeroom teacher is not ESL certified, then the school must find funding within their budget to cover the cost of ESL teachers.



03 – Funding ESL Services

It is certainly beneficial that we provide additional weights for our ELs. A future opportunity might be to consider funding English Learners differently based on their ELD level, providing varied weights that align directly to their level of service or requisite minutes.



Additional Budgeting Considerations for ELs



Home Based EL Assignment:

- Review impact of home based on EL programs.

WSF Working Group: Partnering with the Finance team to establish a WSF working group in an effort to problem solve around the following:

- Explore supports for low incidence schools.
- Account for creation of new dual language programs as per the LOOK Act.
- Explore additional supports for former SLIFE students
- Assess resource allocation for English learner students with disabilities.