



BOSTON Office of English
Public Schools Language Learners (OELL)

OELL DOJ Report Updates for ELL Task Force December 7, 2016



DOJ/OCR Letter for SY 16/17

The Federal government provided input on BPS compliance efforts:

- "The current administration is taking our Agreement seriously, and that BPS is turning the corner on compliance."
- Principals were hiring applicants with SEI endorsement and ESL licensure.
- Students were receiving appropriate amounts of ESL instruction, and were assigned to an SEI- endorsed teacher for core content instruction.
- BPS is generating positive momentum in terms of its compliance with the Agreement and services to its ELL students.



By Electronic Mail

Alissa Ocasio, General Counsel Boston Public Schools aocasio@bostonpublicschools.org

> Re: Successor ELL Agreement Monitoring OCR Compliance Review No. 01-10-5001; DJ 169-36-66

Dear Ms. Ocasio:

As we mark the one-year anniversary of the current administration of Boston Public Schools
("BPS"), we are writing to touch base on several issues related to BPS's compliance with the Successor
Settlement Agreement of April 19, 2012 (the "Agreement") governing BPS's English Language Learner
(ELL) programs and services. Some of these issues we addressed at our initial meeting with
Superintendent Dr. Chang in August 2015 and during our frequent conversations with you and Assistant
Superintendent Dr. Frances Esparza and correspondence during the 2015-16 school year. We also wish
to review the both the progress and ongoing concerns raised by our nine school visits this spring' and
highlight some priorities for the year ahead. We look forward to discussing these on our call this
Thursday, July 28 at 10 am.

Over the last year, through improved reporting, our on-site observations, and our interactions with BPS staff, it has become clear that the current administration and by extension the schools are taking our Agreement seriously, and that BPS is turning the corner on compliance. The schools we visited this spring had the majority of their faculty SEI-endorsed or ESI-licensed. On hiring, principals were targeting applicants with either the endorsement or licensure and in some cases SEI endorsement and ESI. licensure were required. Some schools were even going above and beyond to ensure a high level of service for their large ELL populations. For example, BINcA is requiring all social studies teachers be ESI certified and Charlestown has requested that its entire English department become ESI, certified. Schools are also taking advantage of the opportunities presented by the ESI. Pathways program and the 3Ls program. As for ELL services at the student level, we found that many, if not most, students were receiving appropriate amounts of ESI. instruction, and were assigned to an SEI-endorsed teacher for core content instruction.

¹ Dever Elementary, Madison Park Vocational High School (HS), Jackson/Mann K-8, Charlestown HS, McKay K-8, Carter Center, Boston International HS/Newcomers Academy ("BINcA"), McKinley Elementary, and McKinley South End



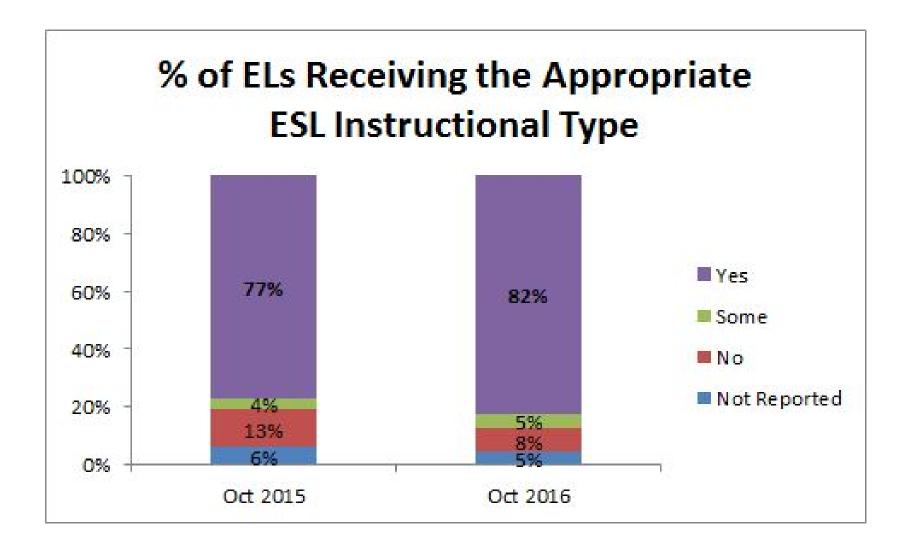
October 2016 DOJ Reports Submitted

Paragraph	Overview
100	Class grouping for ELs 1-3 receiving ESL
102	Reporting requirements for advanced learning opportunities.
30 CR 99	Training of staff at FRC and NACC and student registration
32(b) CR 103	Documentation if an ELL seeks and is denied enrollment in a school
34, 35 CR 98	Opt-Out information to be submitted
50 CR 99	ESL Curriculum Frameworks
61 CR 99	Annual training at Principal Institute
69 CR 99	Provide training on ELLSWD with NEEAC
79 + 80	Reporting for compensatory services
88 CR 102	Copy of translated information regarding access to advanced programs
89 CR 102	Consider additional criteria for selection of AWC
90 CR 102	Materials for higher learning opportunities
92 CR 102	District shall assess the demographics of the student population in AWC, AVID and AP program.
75 CR 101	Update on McKinley instructional monitoring tool

Paragraph	Overview
54	Compliance status of ESL and SEI services for ELLs (student by student)
55	Tally of paragraph 54 (by school and ELD level)
52	Supplemental SEI training for SEI teachers
53	OELL/HR Category Training Report
59	Teacher licensure and training information
64	Develop a plan for tracking performance of SIFE students and PD program for HILT teachers
72	Maintain a list of names for qualified bilingual SPED evaluators
82	Notice regarding available ELL services
83	District shall phase in its comprehensive district level and school level translation and interpretation plan over a 3 year period
87	Policy to obtain interpretation and translation services
97	Provide list of all category training sessions (SEI endorsement)

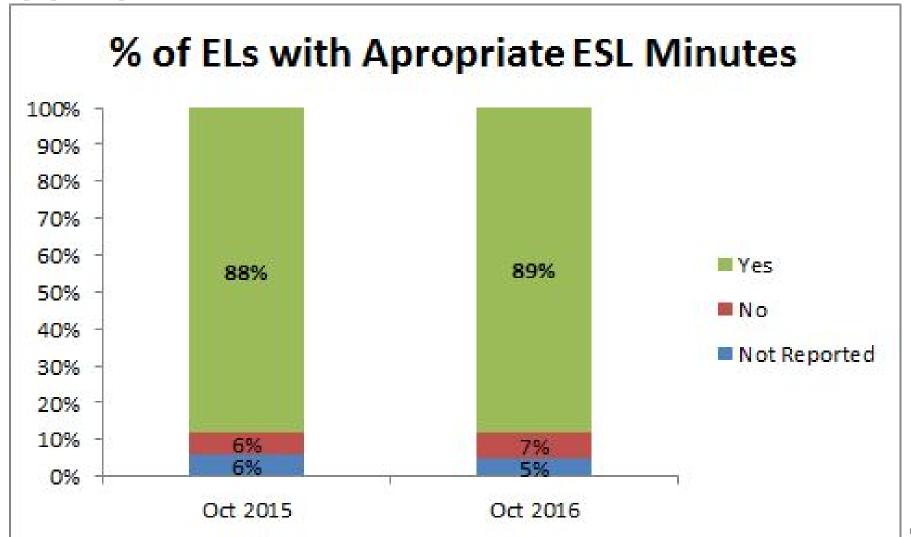


October 2016 Paragraph 54: Instruction Type



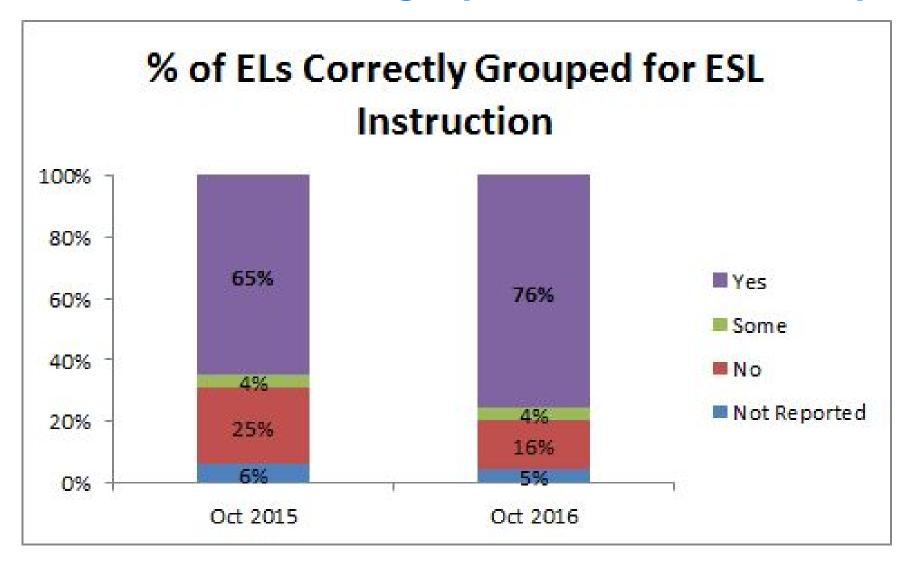


October 2016 Paragraph 54: Appropriate ESL Minutes



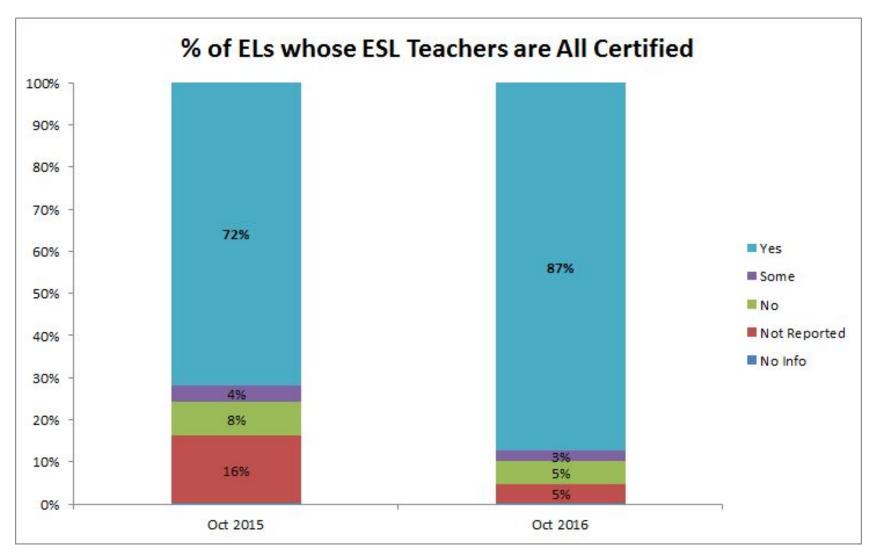


October 2016 Paragraph 54: Correct Grouping





October 2016 Paragraph 54: ESL Certified Teachers





Linking ESL Services Together

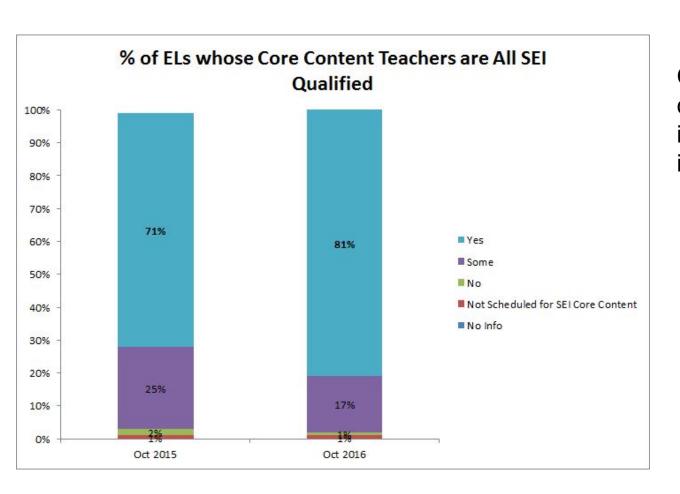
Linking Together the Level of ESL Services: October 2016				
	TOTAL			
	Total LEPs	Total Receiving ESL Services	Percent	
Correct ESL Instructional Type and Teacher	13,092	10,016	77%	
Correct Type, Minutes, and Teacher	13,092	9,520	73%	
Correct Type, Minutes, Teacher and Grouping	13,092	8,136	62%	

If we start to link the services together - by asking how many students have the right ESL method, the right ESL minutes, the right grouping, all with an ESL certified teacher?

There are **62%** of students receiving "perfect" ESL services **compared to 43% j**ust one year ago!



October 2016 Paragraph 54: Core Content with Qualified Teachers



Cost free RETELL courses will be provided in the Spring beginning in February:

- 1 Administrator course for 30 participants
- 2 Full courses for teachers for 60 participants



Paragraph 59: Data on EL Staff Licensure

As BPS enters the 2016--2017 academic year, the number of qualified ESL staff servicing students increased by 13.4% from the last March reporting. BPS continues to increase the total pool of ESL licensed school based staff as we work with schools to appropriately leverage staff.

	October 2015	March 2016	October 2016	Change
Overall total number of BPS school based who have an ESL license	1889	1823	1887	+64 (4%)
Total Scheduled to teach ESL	1084	1229	1341	+145 (13.4%)
Licensed	836	1103	1114	+11 (1%)
Unlicensed	248	126	227	+101 (80%)

Of the 227 teachers identified, 84 are coded as Special Education staff, primarily teaching the subseparate population of students. 104 of the 227 are identified as permanent teachers and 98 as provisional teachers. OELL will continue to partner with the Office of Human Capital and Special Education to register these teachers for the district's ESL Pathway program and work with schools to leverage current licensed staff to meet the needs of ELs.



Paragraph 59: Data on EL Staff Licensure

As BPS enters the 2016--2017 academic year, the number of qualified ESL staff servicing students increased by 13.4% from the March 2016 to October 2016 reporting timeframe. BPS continues to increase the total pool of ESL licensed school based staff as we work with schools to appropriately leverage staff.

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Licensed Teachers	836	1103	1114	+11 (1%)
Unlicensed Teachers	248	126	227	+101 (80%)

Of the 227 unlicensed teachers identified, 84 are coded as Special Education staff, primarily teaching the sub-separate student population. 104 of the 227 are identified as permanent teachers and 98 as provisional teachers. OELL will continue to partner with the Office of Human Capital and Special Education to ensure that unlicensed teachers register for the district's ESL Pathway program. Furthermore, OELL will support schools with maximizing currently licensed staff to meet the needs of their ELs.



Paragraph 92

The findings from the report demonstrated that the percentage of ELs enrolled in AP courses increased for all groups from SY 14/15 to SY 15/16.

- Never LEPs went from 6% to 7%.
- LEPs went from 1% to in 2%
- FLEPs went from 14% to 16%

LEP Status	% Enrolled in AWC Program	% Enrolled in AVID Course(s)		% in Any Advance Learning Program or Course
Never LEP n=30,380	2%	1%	7%	10%
LEP n=15,369	0.4%	0.4%	2%	2%
FLEP n=7,217	3%	1%	16%	20%



Paragraph 72

The District is charged with maintaining and providing a list of names and contact information for qualified professional bilingual special education evaluators in each of the District's major languages and other languages to the extent available.

The report for Paragraph 72 consists of the following information:

List of bilingual staff for related services with the following information: o Bilingual speech/language pathologists

- o Bilingual occupational therapists
- o Bilingual physical therapists
- o Bilingual pupil adjustment counselors o Bilingual school psychologists
- o Bilingual Vision

Certificate / License	Description				
DESE – SLH	Department of Elementary and Secondary Education -Educator's License - Speech - Language Hearing				
CMPL- SLP	Commonwealth of Massachusetts Professional License – Speech - Language Pathology				
ASHA - CCC	American Speech Language Hearing Association Certificate of Clinical Competence				
ESL	English as a Second Language				
MTEL	Massachusetts Tests for Educator Licensure				
Reading	Reading - All Levels				
TBE	Transitional Bilingual Education				
CMPL - OT	Commonwealth of Massachusetts Professional License - Occupational Therapy				
CMPL - PT	Commonwealth of Massachusetts Professional License - Physical Therapy				
DESE - TVI	Department of Elementary and Secondary Education Educator's License - Teacher of Visually Impaired				

Staff Name	Email Address		Language	Highest Degree	Certificate/License
Tasha Baizerman	tbeizermen@bostonpublicschools.org	Blingual Pupil Adjustment Counselor	Spanish	LICSW	DESE-Papil Adjustment Counselor
Melissa Rodrigues	mrodrigues3@bostonsubifcschools.org	Blingual Pupil Adjustment Counselor	Cape Verdea Cresie	a- ucsw	DESE-Pupil Adjustment Counselor
Staff Name	Email Address		Language	Highest	Certificate/License
	2 277			Degree	Continuate, occurse
llana Achildiyev	lachiidiyev@bostongublicschools.org	Blingual School Psychologist	Russian	CAGS	DESE-School Psychologist
llana Achildiyev Gloria Austrich	lachTdyev@bastonaublicschools.org	School	Russian Spanish		DESE-School
		School Psychologist Bilingual School Psychologist Bilingual School Psychologist		CAGS	DESE-School Psychologist DESE-School
Gloria Austrich	gaustrich@bostonpublicschools.org	School Psychologist Blingual School Psychologist Blingual School	Spanish Haitian-	CAGS CAGS	DESE-School Psychologist DESE-School Psychologist DESE-School
Gloria Austrich Abede Alexandre	gaust*ch@bostonpublicschools.org	School Psychologist Bilingual School Psychologist Bilingual School Psychologist Bilingual School School	Spanish Haltian- Creole	CAGS CAGS CAGS/EdD	DESE-School Psychologist DESE-School Psychologist DESE-School Psychologist DESE-School
Gieria Austrich Abede Alexandre Anna Banerjea	gaustich@bestenpublisschoofs.org jealerandre@bestenpublisschoofs.org abanerjes@bestenpublisschoofs.org	School Psychologist Blingwal School	Spanish Haltian- Creole Spanish	CAGS CAGS CAGS/EdD CAGS	DESE-School Psychologist DESE-School Psychologist DESE-School Psychologist DESE-School Psychologist DESE-School
Gioria Austrich Abede Alexandre Anna Banerjea Ana Bonin	gaustind@bestempublicschoots.org jealese.ndre@bostempublicschoots.org abanteljea@bostempublicschoots.org abanteljea@bostempublicschoots.org	School Psychologist Bilingual	Spanish Haltian-Creole Spanish Portuguese	CAGS CAGS CAGS/EdD CAGS CAGS	DESE-School Psychologist DESE-School Psychologist DESE-School Psychologist DESE-School Psychologist DESE-School Psychologist DESE-School

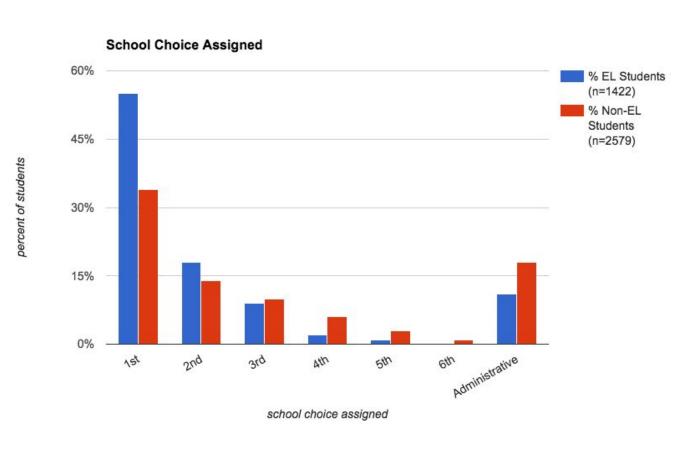
Rilingual Punil Adjustment Counselors - October 2016

Staff Name	Email Address	Area	Language	Highest Degree	Certificate/L
Patricia Brunner	phrumer@bastonpub pschools.org	Speech/ Language	Spenish	M.S.	DESE SUH CM ASHA-CCC
Wanda Carrasquillo	wcarrasqu'il o@bostonpublicschools.org	Speech/ Language	Spanish	M.S	DESE-SLH, C SLP
Maribel DeBarros	mantos@bestonpublicschools.org	Speech/ Language	Spenish	M.S.	DESE SUIL C
Jessica Goldstick	jgo datick@bostonaub (cschools.org	Speech/ Language	Spenish	M.S.	DESE SLH, CA SLP ASHA- Upon comple clinical fellow 2016
Jenny Gonzalez	jgonzalez@bastonpublicschopis.org	Speech/ Language	Spanish	M.S.	DESE SUH, CI SLP ASHA- Upon comple clinical fellow 2017
Tracy Guan	tguan@bostongubileschools.org	Speech/ Language	Cantonese	M.S.	DESE SUH- CMPL-SLP, A CCC
Soultana Gulbinas	sgulbinas@bastorpublicschools.org	Speech/ Language	Greek	M.S.	DESE SUH- CMPL-SLP, A CCC
David Hernandez	Ohernandez 2 Ø boston publik schools, org	Speech/ Language	Spanish	M.S	DESE SUH- CMPL-SLP, AS CCC, ES
Migdalia Hernandez-Green	mhernandeagreen@bostonpublicschools.org	Speech/ Language	Spenish	M.S.	DESE SUH, CI SLP, ASHA-
King Yan Kwok	kkwek@aostanpublicschools.org	Speech/ Longuage	Mandarin, Cantonese	M.S.	DESE SUH, At in proces
Maureen Larkin	mlarkin@bostonpublicschools.org	Speech/ Language	Spenish	M.S.	DESE SUH, CI



Paragraph 32(b)

The District is obligated to record instances in which ELLs are denied enrollment into a school. To meet this requirement, we provide the school assignment choices for ELLs.



ELs are assigned to their first and second school choices at a higher rate than non--ELs, 55% compared to 34%, and 18% compared to 14% respectively. Furthermore, the rate of Administrative Assignment for ELs is substantially lower than non--ELs, 11% compared to 18%.