

ELL Task Force of the Boston School Committee  
Human Capital Subcommittee Meeting  
**March 26, 2018**  
Bolling Building, Room 212

Minutes

Subcommittee Members present: Suzanne Lee, John Mudd, Farah Assiraj, Emily Qazilbash, Chelsea Banks, Ceronne Daley, Ray Porch, Faye Karp, Kim Tsai  
Public: Maxie Cataldo (Simmons student)

**1. Establishing monitoring goals for the Human Capital Subcommittee**

Emily Qazilbash said that BPS had developed a draft of SMART Goals for the subcommittee but did not have any printed version to hand out to the group.

Suzanne Lee said that the subcommittee could not review SMART Goals without seeing them, and they should be distributed before the meeting where they will be discussed.

John Mudd asked to confirm that these subcommittee SMART Goals would be a supplement to the Opportunity and Achievement Gap Implementation Plan SMART Goals that the Office of Human Capital was already committed to carry out. Emily said yes

John then asked that OHC distribute materials from those completed OAG goals to the subcommittee so that we would be able to consider our own goals in the context of what has already been accomplished. He pointed to examples of goals in the OAG OHC Implementation Plan that would be most relevant to the current subcommittee's work:

- The refined list of the 20 designated "high priority" schools (by February 2018), and the description of the mandatory training on inclusive hiring and supports for these schools (by February/March 2018).
- How subcommittee members can see the "strategies and benchmarks for hiring and retention" that all district School Leaders, School Site Councils, and Central Office were to establish (by February 2018).
- Progress in achieving the goal to "stabilize funding to significantly expand and evaluate Pipeline Programs" (by FY 2018).
- Annual and monthly benchmarks to show measurable progress in hiring diversity set by OHC and other hiring divisions (by FY 2018 hiring season).

It would be important to distribute the draft SMART Goals that Emily has on her computer and the materials on these (and other) completed OAG Implementation Plan goals as soon as possible to the subcommittee as background for the next meeting.

Emily verbally outlined some of the components of her proposed SMART Goals: developing systems for updating language data; estimating the need for SPED-ELL teachers; and data on Partnership and Pathways programs.

## **2. Identifying level of need for ELL teachers in the district**

Chelsea reported that there had been success in uploading the district data into the PeopleSoft system and that OHC should be receiving information to update the report on language capacity in SEI classrooms distributed at the last meeting. There was no timeline on when this update would be available.

Chelsea then presented a report on SEI classroom vacancy data that had been requested by the subcommittee. In the March-October 2017 hiring season, there were a total of 110 vacancies in SEI classrooms out of a total of 1,188 vacancies for all teachers and guidance counselors in the district as a whole. Of these, 90 (or 82%) were filled by August 1. There was also data on vacancy and fill rates for various language groups. This is a start on the type of information that BPS and the subcommittee could take to institutions of higher education to encourage them to develop appropriate teacher preparation programs.

The subcommittee asked whether there is now a screen in the current hiring of SEI teachers to insure there is a match between teacher language and language of the classroom? BPS officials did not know whether the OHC and Equity office staff who must approve teacher hiring in schools currently include a review to ensure that there is such a language match. Teachers are required to have relevant endorsements and licenses, or be placed on waivers, but not necessarily to have a match with the language of the SEI classroom.

The subcommittee strongly urged the district to find out if there is such a current screen in hiring these SEI teachers and, if not, to put a such a screen in place before approving SEI teacher hires during this hiring season.

## **3. Issue of teacher pipelines**

Ceronne noted that she had presented data on the various pipeline programs at the end of the last meeting but without time for discussion. Members of the subcommittee noted that it would be important to have data on all the relevant teacher preparation programs currently being supported by BPS in order to know the total numbers, race, ELL, and SPED capacity that is resulting in teachers hired annually to meet the needs of the district. This would include:

- Pipeline programs
- Partnership programs
- Pathways programs
- Assistance to Waivers to pass the MTELEs

Ceronne thought such data is currently available and that she could produce it this week. She would send it out and people could comment on whether it meets the subcommittee's needs.

Suzanne remarked that she was concerned with the relatively small numbers being produced by the pipeline programs. John emphasized that we not only need data from all the programs on what has been accomplished but also on what lessons and plans the district has in meeting the unmet need for diversity, ELL teachers, and SPED-ELL teachers in the future.

Farah emphasized the importance of addressing the long-term cultivation of teachers through the para to teacher program and reaching into the high schools to attract students into the teaching profession. Suzanne raised the question of whether BPS was pursuing recruitment with all the universities in the area.

#### **4. Review of SPED-ELL Data on teacher need**

Priya presented the SPED-ELL teacher and para data and summary observations prepared by Ivonne Borrero on the basis of information from 65 of 133 schools in the district. It reported that as of March 21, 2018, there were 3,660 ELs with disabilities in the district, an increase of over 100 students since November. The summary also noted that in the 65 schools for which there is data, there were 16 bilingual Special Education teachers, 20 bilingual ESL teachers, and 37 bilingual content teachers. Another startling fact in the summary is that there are over 1,000 Spanish-speaking ELs with disabilities who have no access to a teacher or para that speaks Spanish. There was not time to review the data for each individual school that was included in the report. Ivonne said that it had taken her 3-4 days to compile the data manually.

There was a discussion about the importance of knowing the source of the data to determine its reliability. OELL said it would get Ivonne to describe her methodology, and OHC said it would review the data and methodology with her.

John asked whether OHC could do a similar manual analysis for ELL teachers and paras, since it had taken Ivonne only a few days to prepare her report. Chelsea responded that OHC had proposed doing a teacher survey in collaboration with the BTU to gather data. It would pursue this discussion with the BTU as Plan A and look at the manual analysis as Plan B. John asked that whatever the method, this staffing analysis should be completed by the last meeting of the subcommittee this school year, since the original request for this data had been made as long ago as November 2014.

There was a brief discussion of para assignment issues that are covered by the BTU contract. John asked for information on the extent of the issue so its impact on students could be evaluated and reviewed with the appropriate parties.