

Advisory Committee on English Learners - Minutes

November 15, 2023 - Room 202 Syphax Education Center

Present: Amy Graham (Chair), Jared Peet, Sam Klein – Office of English Learners (OEL)

Absent: Anne Zebra, Patty Gallardo. Luisa Concepcion (APS Teacher),

Opening: The meeting began promptly at 7 PM.

Agenda Items

1. **OEL Update:** Sam Klein provided an update from the Office of English Learners. He noted the following:

- Staffing projections are due twice each year once in fall and again in January. School Board work session on planning factors (maybe for this year) included the consultant's high level recommendation. The work will continue.
- OEL observes first year EL teachers as part of the evaluation process
- OEL continues to provide professional development (eg: Drew; LBES, etc)
- OEL hosted the Latino Youth Leadership Conference on November 17. Sheriff Jose Quiroz was the keynote speaker. He addressed over 200 students in grades 8 to 12 who had been selected to attend. The entire conference was conducted in Spanish.

2. **Approval of minutes:** The minutes of the October 25 meeting were unanimously approved.

3. **Increasing Access to Credit-Bearing Courses:** Amy Graham presented a summary of strategies for increasing access to credit-bearing courses and increasing graduation rates from the book *Preparing English Learners for College and Career* by Maria Santos et. al. (2018). This book describes six public high schools with much higher graduation rates for ELs than the district average. One is located in Boston and five are located in New York City. The table describes each school and identifies key strategies they use.

Some key conclusions from reviewing this table:

These schools are ***not*** typical high schools:

- They are small – ranging in size from 381 to 556.
- They have unusual demographics. One is almost all Asian, one is all Hispanic and one is all African American.
- In 3 of the schools, over half the students are English learners. In 5 of the schools, the majority of students are ELs or EPs (former ELs who attained proficiency)

They have common design elements (below) but implement these elements in very different ways. Two are bilingual, one uses “translanguaging,” one focuses on project-based learning. **There is no one-size fits all approach used by all six schools.**

- Unified language development framework that integrates content, language learning and analytical practices
- Ongoing and intentional assessment with follow-through
- Intensive social-emotional support

- Passionate strategic and mission-driven leadership
- Strategic staffing and teacher development
- Carefully orchestrated structures
- Strategic family and community partnerships

The schools are much more successful at graduating students than preparing them for college. (Any school that reports an EL graduation rate has students who receive diplomas without attaining proficiency in English.)

All of these schools go above and beyond as noted in the Special Features part of the table.

4. Recommendation of Math Subcommittee: No data has been provided yet to show the impact of math interventionists on English learners so the discussion of this topic was postponed.

Key Decisions and Action Items

- Amy Graham will continue to work with our OEL liaison and the Math Subcommittee to obtain data on gains made by English learners through the efforts of math interventionists.
- Amy Graham will submit the October minutes and revised mission statement for posting on the APS Web site.

Next Meeting: 13 December 2023, 7 PM, Room 202 Syphax Education Center

Six Public Secondary Schools with Outstanding Outcomes for English Learner
Source: Preparing English Learners for College and Career by Santos, M. et. Al 2018

	Boston International HS Academy and Newcomers Academy	High School for Dual Language and Asian Studies	It Takes a Village Academy
Enrollment	381	416	566
% EL	84	24*	20
% AA	43	3	90
% Hispanic	51	6	6
% SWD	4	2	13
% Asian		89	
4Yr CGR for ELs	100 (62)	96 (37)	89 (37)
College Readiness	NA	81 (35)	19 (35)
Special features	<ul style="list-style-type: none"> - Special programming for newly-arrived students prior to enrollment - Small classes in first language for SLIFE -Extended learning time after school and on weekends -Community school type supports for families 	<ul style="list-style-type: none"> *80 % former ELs -All students expected to be biliterate in English and Chinese - All students take a college writing class -2.5 counselors and 1:4 college advising 	<ul style="list-style-type: none"> -All teachers undergo QTEL training (Quality Teaching for English Learners) -Almost all students are immigrants -Advisory has 10:1 student / teacher
	Manhattan. Bridges HS	Marble Hill HS	New World HS
Enrollment	529	449	408
% EL	53	30	63*
% AA	0	24	9
% Hispanic	100	61	66
% SWD		9	
% Asian	0	9	14
4Yr CGR for ELs	85 (37)	75 (37)	77 (37)
College Readiness	42 (35)	62 (35)	45 (35)
Special features	<ul style="list-style-type: none"> -Students expected to be fully bilingual and biliterate in English and Spanish -Individualized education program with frequent adjustments for each student -Attendance coordinator checks on students with 3 absences 	<ul style="list-style-type: none"> -Sets a goal of 30% EL and 50% EP -Uses project based learning with 2x yearly portfolio presentations -Most teachers are ESL Certified -Mentoring program for SLIFE with 1:4 -Summer Bridge program focused on basic read/writing 	<ul style="list-style-type: none"> -Uses home language in earlier grades -Uses looping to most students have the same content teachers for 4 years * 27% former ELs -Intensive support in 9th/10th grade to prepare for later advanced courses