

HUMANITY
ADVANCED

English Language Education (ELE) Evaluation Findings

Public Schools of Brookline
School Committee

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CASTAÑEDA 3-PRONG TEST

- ❖ *Based upon the Castañeda v. Pickard case – Bilingual Education*
- ❖ **1978:** *United States District Court (Southern District of Texas) and Raymondville Independent School District: Ruling in favor of the district*
- ❖ **1981:** *United States Court of Appeals for the Fifth Circuit: Ruling in favor of the Castañeda children*

CASTAÑEDA 3-PRONG TEST

- **PRONG 1:** *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*
- **PRONG 2:** *The program and practices used by the district are reasonably calculated to implement effectively the educational theory adopted by the district.*
- **PRONG 3:** *The program succeeds when producing results indicate that students' language barriers are being overcome within a reasonable period of time.*

ENGLISH LANGUAGE EDUCATION (ELE) PROGRAM REVIEW

- ❖ *20 meetings and focus groups: to gather input from multiple stakeholders that included a total of 114 (unduplicated) participants. The following describes the focus groups by stakeholder group:*
 - ***EL Families:** 7 Focus Groups, total of 30 participants, representing families who are speakers of Chinese, Japanese, Korean, Spanish, and English.*
 - ***District Leadership:** 5 Focus Groups, total of 21 participants, representing Senior and District Leadership, and Curriculum Coordinators*
 - ***Building-based Leadership:** 3 Focus Groups, total of 43 participants, representing principals, vice-principals, and guidance counselors*
 - ***Faculty:** 5 Focus Groups, total of 20 participants, representing ESL and General Education faculty*
- ❖ *2 Site Visit days – visits to all schools*
- ❖ *Meetings with EL department leadership – review of SOPs*
- ❖ *Data Analysis of EL demographics, Accountability and other indicators*

CONTEXT OF INTERPRETATION

THE STUDENTS AND THEIR FAMILIES

	2019		2020		2021	
	PSB	MA	PSB	MA	PSB	MA
% ELs	11	10.8	9.4	10.5	9	11
U.S. Born %	25.8		32.4		36.5	
Yr 1 ELs	53.7		34.1		61.4	
Long-Term ELs	0.2	14.9	0.5	15.5	1	18.3

- *PSB EL percentage trend is comparable to national trend*
- *MA is one of top 13 states with highest ELs (around 11%)*
- *TX and CA have highest percentages at 19.6% and 18.6% respectively*
- *Noteworthy for PSB is reversal of U.S. Born indicator*
- *Nationwide U.S. Born is 65-75%*

CONTEXT OF INTERPRETATION

THE STUDENTS AND THEIR FAMILIES

PSB 2021-22 Language Distribution				
SCHOOL	ELs	Lang. prevalence	N	%
Baker	111	Korean	46	41
Ruffin-Ridley	133	Hebrew	61	46
Driscoll	55			
Heath	32			
Lawrence	143	Japanese	92	64
Lincoln	71	Japanese	44	62
Pierce	91	Mandarin	33	36
Runkle	62	Spanish	28	45
Brookline HS	51	Mandarin	9	18

- **National trend:** Hispanics @76.8%; Asian is second largest group @10.2%.
In all but 5 states in the U.S., Hispanics are the prevalent group
- Nationwide 5 top languages: Spanish, Arabic, Chinese, Vietnamese & Haitian Creole
- Arabic is second most common in 16 states
- Chinese is among top 5 in 32 states and Korean is 10th nationwide

CONTEXT OF INTERPRETATION

MOBILITY INDICATORS

	2019		2020		2021	
	PSB	MA	PSB	MA	PSB	MA
Churn	36.6	23.3	31.5	20.7	36.6	16.3
Intake	24.1	14.8	18.6	13.6	24.1	8.8
Stability	75	85.8	78.7	86.7	75	90.3

- **Churn:** Percent of students TRANSFERRING IN OR OUT of district during the academic year
- **Intake:** Percent of students who enroll in district AFTER the beginning of the academic year
- **Stability:** Percent of students who remain in district throughout the academic year

CONTEXT OF INTERPRETATION

THE STUDENTS AND THEIR FAMILIES

- *Diverse international community*
- *Appreciate bilingualism and multilingualism as an asset*
- *Understand the importance of Oral Language!*
- *Very interested about the PSB ELE program and how it works*
- *Expect rigor and metrics of progress about English language progress*

CASTAÑEDA 3-PRONG TEST – RATING SYSTEM

INDICATOR RATINGS		
Not Met	Partially Established	Established
	Developing	

- *Subjective criteria*
- *Assessment combined evaluation of formal compliance requirements, qualitative data and district's accountability data*

CASTAÑEDA 3-PRONG TEST – PRONG 1

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

The district's ELE program is evidenced-based for both instruction of Second Language Acquisition (SLA) and Sheltered English Immersion (SEI)

INDICATORS	Ratings
Data Analysis	Established
SLA Instructional Component	Partially Established
SEI Instructional Component	Not Met
Self-Evaluation Capacity	Not Met to Established

CASTAÑEDA 3-PRONG TEST – PRONG 2

The program and practices used by the district are reasonably calculated to implement effectively the educational theory adopted by the district.

The extent to which there is allocation of human capital, resources and supports, to implement the ELE with fidelity.

INDICATORS	Ratings
Qualified instructional staff	Established
Qualified support staff	Partially Established / Developing
ESL Curricula	Partially Establish / Developing
Content Curricula	Not Met
Instructional equipment & materials	Established
Instructional Space	Predominantly Not Met
Access to district-wide programs	Predominantly Not Met
Cultural & Linguistic practices	Partially Established / Developing
Family Engagement	Partially Established / Developing

PRONG 2

ACCOUNTABILITY – ACCESS TO OPPORTUNITIES

	ELs & DISTRICT COMPARISON - AP TAKERS					
	2019		2020		2021	
AP Takers	PSB ELs	PSB Total	PSB ELs	PSB Total	PSB ELs	PSB Total
	8	532	0	450	2	435

WHY ???

CASTAÑEDA 3-PRONG TEST – PRONG 3

The program succeeds when producing results indicate that students' language barriers are being overcome within a reasonable period of time.

Extent to which multilingual learners are making progress in both SLA and academic achievement, and the district's capacity to evaluate such progress

INDICATORS	Ratings
Progress in SLA	Established
Attainment of English proficiency	Established
Meaningful Engagement in Gen Ed Curriculum (MCAs)	Established
Self-Evaluation Capacity	Not Met to Established

PRONG 3

DATA ANALYSIS – ACCESS ACCOUNTABILITY

	ACCESS DISTRIBUTION FY 19, 20 & 21					
	PROGRESS IN PROFICIENCY & ATTAINMENT					
	2019		2020		2021	
	PSB	MA	PSB	MA	PSB	MA
N Total	887		859		564	
N Progress	349		443		384	
Progress %	84%	50.30%	84%	49.90%	80%	39.30%
EPL =>4 %	49%	19.60%	44%	16.80%	54%	13.60%

- *PSB significantly outperforms ELs in the state in both progress and attainment of SLA*
- *Kindergarteners are shifting to higher proficiency levels as of FY 21*
- *By 4th grade, half or more of ELs are in levels 4,5 & 6*
- *Majority of ELs in HS are in levels 3-5. Consistent trend with important instructional and curricular implications.*

PRONG 3

DATA ANALYSIS – MCAS ELA ACCOUNTABILITY

	FY 2019				FY 2021			
	PSB		MA		PSB		MA	
5th GRADE ELA	EL	Not EL	EL	Not EL	EL	Not EL	EL	Not EL
Meet / Exceed	58	71	33	52	45	69	26	47
Exceed	13	15	3	7	8	16	3	8
Meet	45	26	30	45	37	53	23	39
Partial	40	25	48	39	43	26	48	41
Not Met	3	4	18	9	11	5	26	12

➤ *PSB ELs significantly outperforms ELs in the state in ELA MCAS*

	FY 2019				FY 2021			
	PSB		MA		PSB		MA	
10th GRADE ELA	EL	Not EL	EL	Not EL	EL	Not EL	EL	Not EL
Meet / Exceed	54	83	19	61	67	82	19	64
Exceed	11	29	2	13	17	34	1	19
Meet	46	54	17	48	50	48	18	45
Partial	36	14	48	31	21	16	40	27
Not Met	6	3	34	8	13	2	41	9

PRONG 3

DATA ANALYSIS – MCAS MATH ACCOUNTABILITY

	FY 2019				FY 2021			
	PSB		MA		PSB		MA	
5th GRADE MATH	EL	Not EL	EL	Not EL	EL	Not EL	EL	Not EL
Meet / Exceed	74	71	33	48	61	64	18	33
Exceed	18	18	3	6	12	14	2	4
Meet	56	53	30	43	49	50	16	29
Partial	24	22	49	42	30	30	47	47
Not Met	3	6	18	10	9	6	36	20

➤ *PSB ELs significantly outperforms ELs in the state in MATH MCAS*

	FY 2019				FY 2021			
	PSB		MA		PSB		MA	
10th GRADE MATH	EL	Not EL	EL	Not EL	EL	Not EL	EL	Not EL
Meet / Exceed	73	83	23	59	75	78	15	52
Exceed	26	33	3	13	21	30	2	11
Meet	47	50	20	45	54	48	13	41
Partial	24	14	49	33	17	19	45	36
Not Met	3	3	28	9	8	3	39	12

*****Even more!*****

PRONG 3

ACCOUNTABILITY - EL GRADUATION AND DROP-OUT RATES

	2019		2020		2021	
	PSB	MA	PSB	MA	PSB	MA
Graduation-4yr	88	64.6	89.7	68.3	100	71.8
Graduation-5yr	91.3	69.7	92	71.1	93.1	74.7
Dropout Rate	0	7.1	0	5.6	0	5.8

No surprise ... PSB outperform the state rates!

EL and Non-EL rates in PSB are comparable

PRONG 3

ACCOUNTABILITY – ACCESS TO OPPORTUNITIES

	ELs & DISTRICT COMPARISON - AP TAKERS					
	2019		2020		2021	
AP Takers	PSB ELs	PSB Total	PSB ELs	PSB Total	PSB ELs	PSB Total
	8	532	0	450	2	435

Again... WHY ???



PSB OPPORTUNITY!

Expansion of Pathways for Academic Excellence
For **ALL** Students!

THE LOOK ACT

The Language Opportunity for Our Kids Act

- ✓ *Bilingual Education & Dual Language Programs*
- ✓ *Seal of Biliteracy*
- ✓ *EL Parent Advisory Councils (ELPACs)*



More flexibility and options to
educate Multilingual Learners

November 22, 2017



Welcome to
Brookline
MASSACHUSETTS

PSB to become the hub where International
Communities join to form a
Shared Community

DISTRICTWIDE ADDITIONAL AREAS OF FOCUS

1. *Expansion of EL Leadership team to include ESL Curriculum coordinator and ESL coaches*
2. *Scheduling practices for ESL instruction and collaboration between SEI & ESL teachers*
3. *Restitution and expansion of Family Engagement supports*
4. *Capacity building in Cultural & Linguistic Responsive Practices and strengthening SEI instruction*



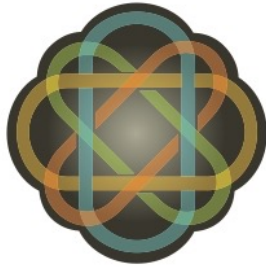
EL DEPARTMENT

RECOMMENDED AREAS OF FOCUS



- 1. ESL Curriculum Development*
- 2. Address needs of families to understand the district's ESL program and other Family Engagement needs*
- 3. Collaboration / alignment with SEI teachers*





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THANK YOU!

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