



TO: Liam Skinner, Superintendent

FROM: Oneida Fox Roye, EdD, Assistant Superintendent 

DATE: January 10, 2025

RE: Multilingual English Learners (MLs) at Lowell Public Schools

The following is in response to the motion submitted by Eileen DelRossi on 11/6/24.
Request the superintendent to report on the amount of students who receive English Language Learning Services and how each school's ELL program is set up (inclusion, pull-out services) as well as what determines the setting and amount of time each student may receive ELL services within the district.

Overview:

The Lowell Public Schools is serving 4,429 English Language Learners (ELLs) across various grade levels and schools. These students are assessed and classified based on their performance on the ACCESS for ELLs (English Language Learners) test, categorizing them into different proficiency levels. The district follows guidelines set by the Massachusetts Department of Elementary and Secondary Education (DESE) to determine the type and amount of English Language Development (ELD) services required for each student.

DESE Guidelines for ELD Services:

According to DESE guidelines, the required amount of ELD services for MLs depends on their most recent ACCESS for ELLs test scores:

- **Level 1 or 2:** Requires 90 minutes of ELD per day.
- **Level 3 or 4:** Requires 45 minutes of ELD per day.

Additionally, different types of service delivery models are utilized, including:

- **Self-contained:** ELL students are taught in separate classrooms with a focus on language acquisition.
- **Embedded:** ELL services are integrated within the regular education classroom through the content teacher.
- **Push-in:** An ESL teacher or paraprofessional supports ELL students within the mainstream classroom.
- **Pull-out:** ELL students are pulled from the regular classroom to receive ELD services in a separate setting.
- **Co-teaching:** An ESL teacher and a content-area teacher work together to support ELL students within the mainstream classroom.

Each school applies these delivery methods based on the specific needs of their ML students.

School-Specific Breakdown:

1. Bailey Elementary School (Grades K-4)

- Total English Learners: 167
- Students in Levels 1-2.9: 94
- **Service Delivery:**
 - Pull-out and Push-in services for new arrivals: 90 minutes, 5 times per week.
 - Levels 1-2.9: 45 minutes, 5 times per week.
 - ESL (Level 3-4.2): Pull-out services, ranging from 30-45 minutes.
- Staffing: 5 ESL teachers.

2. Bartlett Elementary School (Grades K-8)

- Total English Learners: 165
- Students in Levels 1-2.9: 90
- **Service Delivery:**
 - New arrivals: 75 minutes, 5 times per week.
 - Levels 1-2.9:
 - Elementary (K-2): 25 minutes, 5 times per week.
 - Grades 3-4: 60 minutes, 4 days per week.
 - Grades 5-8: 50 minutes, 4 days per week.
 - Levels 3-4.2: Pull-out services, 25 minutes, 5 times daily.

3. Butler Middle School

- Total English Learners: 132
- Students in Levels 1-2.9: 73
- **Service Delivery:**
 - A combination of Push-in, Pull-out, and Self-contained services.
 - Math, Science, ELA, and Social Studies: 52 minutes, 5 times per week.
 - Math and ELA Intervention: 52 minutes, 5 times per week.
 - Co-teaching: ELL students are supported in mainstream classes by paraprofessionals and tutors.

4. Daley Middle School

- Total English Learners: 123
- Students in Levels 1-2.9: 41
- **Service Delivery:**
 - Newcomer Program: 5 hours per day, including enrichment activities.
 - Math, Science, and Social Studies: 60-90 minutes per subject.
 - Co-teaching: ELL students are supported in mainstream classes by paraprofessionals and tutors.

5. Greenhalge Elementary School

- Total English Learners: 213
- Students in Levels 1-2.9: 156
- **Service Delivery:**
 - A combination of Pull-out, Push-in, and Co-teaching.
 - ELD: 35-45 minutes, 5 times per week.

- Additional minutes during content instruction with grade-level ESL teachers, including support in reading, writing, math, and IRA (Integrated Reading and Writing).

6. Lincoln Elementary School

- Total English Learners: 190 (including 15 in Pre-K)
- Students in Levels 1-2.9: 175
- **Service Delivery:**
 - ELD: 30-60 minutes, 5 times per week.
 - SEI Instruction: All ESL students receive Structured English Immersion instruction.
 - Push-in support for ESL students, focusing on ELA and Math Intervention groups.

7. Lowell High School

- Total English Learners: 883 active English Learners, 456 in ESL.
- Students in Levels 1-2.9: 542
- **Service Delivery:**
 - A combination of Self-contained services, Co-teaching, and Push-in support.
 - Newcomers: Double-period English (100 minutes) + content subjects (200 minutes) = 300 minutes daily.
 - Mainstream subjects: Newcomers push into mainstream Physical Education, Health, and electives (when appropriate).
 - No paraprofessional or tutor support in mainstream electives.
- Staffing: 11 ESL teachers, 10 ESL content teachers, 1 tutor.

Further Considerations:

- **Resource Allocation:** The document highlights potential resource constraints, especially at Lowell High School, where newcomer students in mainstream classes lack additional support. Further investigation into resource allocation across schools and grade levels is recommended.
- **Program Effectiveness:** While the document focuses on compliance with service hours, it does not provide insights into program effectiveness. Evaluating the impact of different service delivery models on student language acquisition is crucial for ongoing program improvement.
- **Stakeholder Perspectives:** Gathering feedback from teachers, administrators, parents, and students regarding the strengths and weaknesses of current ELL programs can inform future decision-making.

Conclusion:

Lowell Public Schools provides a variety of instructional approaches to meet the diverse needs of Multilingual English Learners across the district. Pull-out, push-in, self-contained, and co-teaching models ensure that students receive tailored support based on their proficiency levels. The district follows DESE guidelines to ensure that students in Levels 1-2.9 receive at least 90 minutes of English Language Development (ELD) per day, while those in Levels 3-4 receive 45 minutes. Staffing is adequate, with ESL teachers, paraprofessionals, and tutors working together to support student success across all grade levels.