

Offered by City Councilor Julia Mejia, Arroyo, Fernandes Anderson, Louijeune, Baker, Bok, Breadon, Flaherty, Lara, Worrell, Murphy and Flynn



**CITY OF BOSTON  
IN CITY COUNCIL**

**ORDER FOR A HEARING ON GOVERNMENT TRANSPARENCY  
AND ACCOUNTABILITY TOWARDS SERVICE PROVISION  
SPENDING FOR ENGLISH LANGUAGE LEARNERS**

**WHEREAS,** One of the fundamental responsibilities of the Boston City Council to to ensure that there is accountability, transparency, and accessibility in all city business, including the appropriation of funds to Boston Public Schools; *and*

**WHEREAS,** In 2022 Boston Public Schools (BPS) enrolls over 17,000 English Learner students, representing 31% of the District’s total student population; *and*

**WHEREAS,** A December 2021 report submitted to the Department of Justice (DOJ) from Boston Public Schools found that of more than 11,000 English learners in BPS, 30 percent are not receiving enough of the right instruction, with a certified teacher surrounded by the right group of students; *and*

**WHEREAS,** In Boston, there are roughly 4,000 English Learners with disabilities who often have to choose between receiving support for their disability or their language needs; *and*

**WHEREAS,** The Boston School Committee and the Boston Public Schools state that access to native language is a priority, BPS has not yet developed strategic operational plans to implement access to native language as enabled by the LOOK Act either for English Learners or for English Learners with Disabilities; *and*

**WHEREAS,** According to a letter written by the BPS office of English Language Learners, addressed to the English Language Learners Task Force in 2021 there were only 2 full-time positions to support English Learners with disabilities and “were looking forward to filling both roles” to ensure that this group of students is receiving the services and targeted support to attend to both the needs of language acquisition and the disability; *and*

**WHEREAS,** According to a BPS report on 2021 MCAS results for English Learners (October 2021) presented to the ELL Task Force, the outcomes for these students raise huge concerns among parents, advocates, community and school leaders as 94% of English Learners fail the state English Language Arts MCAS exam in grades

3-8 and more than 96% of English Learners with Disabilities in those grades fail MCAS; the comparable figures for 10th grade are a 97% failure by English Learners and a nearly 98% failure rate for English Learners with Disabilities; *and*

***WHEREAS,***

According to that same letter written by the BPS office of English Language Learners, addressed to the English Language Learners Task Force in 2021, BPS has some of the lowest levels of data entry compliance in the past 6 years, and about 12% of ELs (~2,000) have no data entry in Aspen SIS, Boston Public Schools' main student information system used by teachers, parents, and students; *and*

***WHEREAS,***

While data is collected around educator diversity in terms of racial background, very little information is known or collected around language diversity amongst our educators; *and*

***WHEREAS,***

BPS received an investment of \$10 million in federal relief money over two years to expand programs that teach students in Spanish and other languages. The funding would pay for hiring and training teachers and developing curriculum; *and*

***WHEREAS,***

The Boston City Council has an obligation to ensure accountability, transparency, accessibility, and oversight over Boston Public Schools and city spending, especially in regards to large amounts of funding allocated towards solving a major issue in the schools; ***NOW THEREFORE BE IT***

***ORDERED:***

That the appropriate committee of the Boston City Council holds a hearing regarding government transparency and accessibility of service provision and return on investment of spending for English Language students and English Language Learners with disabilities in the City of Boston. Representatives from the Boston Public Schools, the Boston School Committee, the English Language Learners Task Force, in addition to advocates, individuals with lived experiences, and members of the public are encouraged to attend.

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