An Evaluation of the 2014 Gateway Cities English Language Learner Enrichment Academies

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Abstract

The purpose of the Gateway Cities English Language Learner Enrichment Academies was to support English language fluency and comprehension of middle and high school ELLs through summer programming. Twenty Gateway Cities in the Commonwealth of Massachusetts implemented four-week summer academies serving a total of 1679 middle and high school English language learners in 2014. This mixed-methods evaluation documents the program design, conditions, and outcomes of these academies. In this report, we share how the participants of these programs were the most vulnerable ELLs in terms of English proficiency and ELA and Math content knowledge when compared to their peers in their home districts and the state. However, we found that all academies posted gains in their students' English proficiency as measured by their own pre- and post-tests. These assessment analyses, integrated with our qualitative findings from six academies about *how* the summer academies created successful learning environments for ELLs, lead to recommendations for how the state could potentially serve additional ELLs even more effectively through future summer academies.

Acknowledgments

We give our sincere gratitude to the educators in the 20 Massachusetts Gateway City districts that graciously provided data from their Summer 2014 programs that helped us in the writing of this report. We also give a special thank you to the six academies that opened the doors and spoke to our researchers during site visits. We learned a lot about the richness of your communities during this short time. Finally, we are grateful to Lynne Sacks for providing background information and support throughout the evaluation, to Jaein J. Lee for her research support, and to Sherita Allen and the AISR Communications department for their editing support.

About the Annenberg Institute for School Reform

The Annenberg Institute for School Reform (AISR) is a national policy-research and reform-support organization, affiliated with Brown University, that focuses on improving conditions and outcomes for all students in urban public schools, especially those attended by traditionally underserved children. AISR's vision is the transformation of traditional school systems into "smart education systems" that develop and integrate high-quality learning opportunities in all areas of students' lives – at school, at home, and in the community. AISR conducts evaluation; works with a variety of partners committed to educational improvement to build capacity in school districts and communities; and shares its work through print and Web publications.

Rather than providing a specific reform design or model to be implemented, AISR's approach is to offer an array of tools and strategies to help districts and communities strengthen their local capacity to provide and sustain high-quality education for all students.

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Introduction

Gateway Cities Education Agenda

In 2014, 20 Gateway City[1] school districts across the state of Massachusetts were awarded competitive grants to support intensive summer English language learning for middle and high school students as part of the Commonwealth of Massachusetts' Gateway Cities Education Agenda,[2] which also included other school-year academic program grants. Gateway Cities were once thriving industrial cities, but due to economic declines face the need for more resources and capacity. This lack of resources has an impact on the educational and career opportunities available to students in these cities. According to the state, this agenda "aims to eliminate gaps that disproportionately affect students living in poverty, students of color, students with disabilities, and students who are English language learners in our Gateway Cities."[3]

The 2013-2014 school year marked the second year of funding for the "English Language Learner Enrichment Academies," which began in the prior school year when 12 Gateway City school districts received this $3 million funding. These 12 districts were once again funded with continuation grants, and eight new Gateway districts received funding to implement these summer programs—funding for the grant program was $3 million once again. This program was implemented and managed by the Massachusetts Executive Office of Education (EOE). The 20 districts that received funding in SY14 and that we evaluate in this report were the following:

1. Brockton
2. Chelsea
3. Everett
4. Fall River
5. Fitchburg
6. Haverhill
7. Holyoke
8. Lawrence
9. Lowell
10. Lynn
11. Malden
12. Methuen
13. New Bedford
14. Pittsfield
15. Quincy
16. Revere
17. Salem
18. Taunton
19. Westfield
20. Worcester

The goal of this grant program as stated by the EOE was to facilitate measurable increases in students' English language fluency and comprehension. The program also sought to support improvements in academic course performance and on standardized assessments, and to increase

[1] The 26 Gateway Cities in the Commonwealth, as defined by the legislature, are: Attleboro, Barnstable, Brockton, Chelsea, Chicopee, Everett, Fall River, Fitchburg, Haverhill, Holyoke, Lawrence, Leominster, Lowell, Lynn, Malden, Methuen, New Bedford, Peabody, Pittsfield, Quincy, Revere, Salem, Springfield, Taunton, Westfield, and Worcester (see http://www.massinc.org/Programs/Gateway-Cities/About-the-Gateway-Cities.aspx).

[2] The Gateway Cities Education Agenda was first proposed by Governor Patrick in November 2011 (see http://www.mass.gov/governor/pressoffice/pressreleases/2014/0214-governor-gateway-cities-funding.html).

[3] http://www.mass.gov/edu/gateway-cities-education-agenda.html

retention and graduation rates for this group of students. The districts that were awarded this grant were given latitude to create their own curriculum, choose formative and summative assessments, and encouraged to collaborate with non-profit organizations and/or institutions of higher education. One of the only requirements was that each program have an academic and an enrichment component. Originally, $2.5 million was allotted for the 2014-2015 school year, and districts once again applied for this competitive grant in the fall of 2014. However, this funding has since been cut as part of efforts to close a $768 millon state budget deficit. Therefore, the academies will not be funded in the summer of 2015.

Gateway City Student Demographics

In order to understand the need that the Commonwealth identified for this type of state program, it is helpful to look at the student demographics of the 20 Gateway Cities that were selected for this grant. The Gateway Cities have a significantly higher proportion of non-native English speakers in their school districts than the average for Massachusetts. In SY13, 36.5% of the Gateway City students were non-native English speakers, and 14.4% were English Language Learners, close to double the state averages for non-native English speakers (17.8%) and ELLs (7.9%). The Gateway Cities also served higher rates of non-White students; on average, 35.8% of students in Gateway Cities were Hispanic, 10.5% were African American, and 7.7% were Asian, while the state averages for those populations were 17.0%, 8.7%, and 6.1%, respectively (see Table 1). Students in the Gateway Cities represented a lower average socio-economic status than the Massachusetts average; almost double the proportion of Gateway students qualified for free or reduced lunch (69.6%) than the state average (38.3%).

Table 1. Massachusetts and Gateway City Grantee SY13 Student Demographics (Percentage)

	African American %	Asian %	Hispanic %	White %	Non-native English %	FRL %	Special Ed %	ELL %
State	8.7	6.1	17.0	64.9	17.8	38.3	17.0	7.9
20 Gateway Cities								
Mean	10.5	7.7	35.8	42.7	36.5	69.6	18.1	15.2
Min	1.7	1.0	3.1	5.7	6.2	38.3	12.7	2.8
Max	54.9	35.1	90.6	90.4	80.1	92.4	25.1	31.7

Key: FRL=Free and Reduced Lunch
Source: "School/District Profiles." Massachusetts Department of Elementary and Secondary Education, 2014. Web.

Regarding student outcomes, the Gateway Cities fare more poorly than the state average on a variety of indicators. First, Gateway City students on average perform worse on the Massachusetts Comprehensive Assessment System (MCAS) in both English language arts (ELA) and math than other students in the state. In SY13, the Gateway Cities' average MCAS Composite Performance Index (CPI) in ELA was 79.5 for all students and 54.0 for ELLs, compared to state averages of 86.8 and 58.6, respectively. For math, the CPI was 72.3 for all students and 52.9 for ELLs, and the state averages were 80.0 and 56.6, respectively (see Table 2). The Gateway Cities' average MCAS Composite Performance Indexes (CPI) for all students in both ELA and math were more than five percentage points lower than the state averages (79.5 in ELA and 72.3 in math, compared to 86.8 and 80.0, respectively). The difference between the Gateway Cities' CPIs for ELL students and the Massachusetts averages was smaller though still significant: 54.0 in ELA and 52.9 in math, compared to 58.6 and 56.6, respectively. The

Gateway Cities' overall graduation rate (72.8%) was more than 10 percentage points below the Massachusetts average (85.0%), though its ELL graduation rate (62.7%) was comparable to the state average for ELLs (63.5%). Lastly, Gateway City students have lower-than-average rates of attending college or university; 69.2% of all Gateway Cities students and 57.9% of ELL students attended college or university after graduating, compared to the state average of 75.6% and 61.1%, respectively.

Table 2. Massachusetts and Gateway City Grantees Student Outcomes

	Dropout (%)		Graduation (%)		Attending College/ University (%)		Attendance (%)	CPI-ELA Score*		CPI-Math Score*	
	Total	ELL	Total	ELL	Total	ELL		Total	ELL	Total	ELL
State	2.2%	15.7%	85.0%	63.5%	75.6%	61.1%	94.8%	86.8	58.6	80.0	56.6
20 Gateway Cities											
Mean	4.5%	16.0%	72.8%	62.7%	69.2%	57.9%	93.8%	79.5	54.0	72.3	52.9
Min	1.5%	3.1%	31.2%	22.0%	52.1%	25.0%	90.5%	71.7	35.6	66.5	36.8
Max	11.8%	46.0%	88.3%	86.5%	80.2%	83.8%	95.2%	86.8	64.6	80.4	74.0

* CPI score is out of 100. Source: "School/District Profiles." Massachusetts Department of Elementary and Secondary Education, 2014. Web.

Evaluation Overview

The Executive Office of Education (EOE) contracted with the Annenberg Institute for School Reform at Brown University (AISR) to conduct the external evaluation of the implementation of the ELL Enrichment Academies during Summer 2014. The goal of this evaluation was to collect and share information that might enhance implementation and maximize the impact of future academies, support a cross-site learning network, and finally, to report on the implementation and outcomes of the 20 academies.

In this evaluation report, we assess the impact of the Gateway Cities Summer Academies and enrichment programs on individual students, as well as the systemic effectiveness of each program and the initiative overall. The evaluation is both formative – providing useful information to EOE and grantees about conditions for implementation of Summer Academies – and summative, including impact evaluation at the student and program levels based on statistical analyses of quantitative, student-level data and qualitative data from program partners.

The evaluation questions are the following:

- **Implementation:** What program design and conditions need to be in place to ensure that the Summer Academies are implemented effectively? What conditions hinder implementation?
- **Impact on program partners (school, district, community):** How and to what extent do the Summer Academies impact teachers, students, families? How will lessons and strategies be shared with schools and districts?
- **Impact on students:** What is the impact of the Summer Academies on student outcomes? How and to what extent does impact on student outcomes differ across Summer Academy models?

In order to collect data on the first two questions, we conducted site visits at 6 of the 20 Summer Academy sites to collect qualitative data during July 2014. We also assisted the EOE in planning a post-Academy convening in October 2014, where all 20 sites engaged in cross-site conversations and shared best practices. Resources shared at this convening with the districts have been posted on the state's website.[4] For the third question about student level impact, we collected student pre– and post–Summer Academy English proficiency scores as well as attendance data from each grantee. From the Department of Elementary and Secondary Education (DESE), we accessed student level data that includes demographic information located in the Student Information Management System (SIMS), the Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners, and MCAS data for all students in the 20 districts that received this grant. By analyzing this data, we learned more about the outcomes of students who attended the academies in comparison to all other ELL students in their respective districts.

In section two, we discuss the framework and literature that guided our qualitative analysis of site visit data. Section three is a discussion of the mixed method approach of this evaluation. Section four gives an overview of the demographic statistics of the 20 academies, and section five includes a summative analysis of the 20 academies. Here, we discuss the outcomes based on pre- and post-tests, and share an overview of the SY14 MCAS and ACCESS scores for the summer participants. An addendum will follow this report in the winter of 2015, in which we will share gains made from SY14 to SY15 on both of these assessments, since SY15 MCAS and ACCESS data is not yet available. Sections six through eleven contain the six case studies of the ELL enrichment academies we visited during the summer of 2014. In each of the case studies, we share key themes and make recommendations for future academies. Finally, in the conclusion, we provide a roadmap for future academies, share "best of" examples from the case studies, and provide feedback for the Commonwealth of Massachusetts for future programs that aim to address the needs of English language learners in the state.

[4] See http://www.mass.gov/edu/gateway-cities-education-agenda.html

Theoretical Framework & Literature Review

An Equity-Focused Theoretical Framework for ELLs

> We define inclusive education as providing each student the right to an authentic sense of belonging to a school classroom community where difference is expected and valued. Rethinking school structures (i.e., student placement, teacher placement, and coteaching) along with bolstering instructional techniques (i.e., ESL methods, community building, differentiation) make this possible (Theoharis & O'Toole, 2011, p. 649).

This statement by Theoharis and O'Toole describes what we observed in several of the ELL academies this summer. Due to the structure of the grant program, districts provided more than 1,500 students with a safe space where their unique experiences as newcomers and/or immigrants were valued. The grant allowed program designers to "rethink school structures" and "instructional techniques" during the summer. These elements are key in school models that are not only inclusive, but that also wish to foreground equity in education.

This evaluation followed the mission and core principles of the Annenberg Institute for School Reform (AISR). In particular, the evaluators examined the ELL Enrichment Academies grant program from an equity and social justice perspective. AISR describes its core principle of equity as the following:

> A focus on equity can mean distributing resources unequally, because those with the fewest resources often have the greatest need. It also means paying attention to race, ethnicity, and socioeconomic class in opportunities as well as results. Individual backgrounds, as well as past and current patterns of expectation and discrimination, affect how both children and adults learn and how they get along with one another.[5]

This focus on equity is aligned with the goal of this grant program with a focus on addressing the needs of ELLs. Theoharis and O'Toole contend that social justice in education cannot be achieved if this perspective is not considered. They call this inclusive education and state that "inclusive service delivery for English as a second language (ESL) involves valuing students learning English and positioning them and their families, languages, and cultures as central, integral aspects of the school community" (pp. 648-649). Additionally, we approached this work with an asset-based view of bicultural English language learner children (Tung, 2013). Effective education for students of color requires culturally responsive pedagogy, which recognizes and builds on the knowledge and experiences students bring to school (Padron, Waxman, & Rivera, 2002; Tharp, 2000). Seeing their lived experiences and communities reflected positively in the curriculum strengthens student engagement and increases the relevance of academic learning for students (Cammarota & Romero, 2014). This frame that considers equity, social justice, cultural

[5] http://annenberginstitute.org/mission-and-core-principles

responsiveness, and an asset-based view of students allows one to see ELLs not as lacking language skills, but as having something to offer our schools and communities. Considering the goals of this grant, which include increasing the capacity of the Gateway communities, this view emphasizes the potential contributions of ELLs in these cities in years to come.

With this equity and asset-based frame at the forefront, we set out to examine how and whether the Academy sites achieved equity for ELLs by examining the curriculum and instruction, extended learning time practices, school climate, and student and teacher relationships. An ELL Best Practices Framework (Tung et al., 2011) outlines many of the elements that guided our evaluation during the visits we conducted to six academies during the summer of 2014. The framework includes several categories of indicators that relate to school-year practice and ELLs, and we focused on those that could be transferred to summer ELL instruction. For example, we included indicators in the following categories: 1) effectiveness of curriculum; 2) family and community involvement; 3) expectations and understanding of ELLs; and 4) culture and climate. We expand on some these indicators in the literature review below. Although each academy was unique, and we included additional theories and supporting literature within each of the six case studies, the equity framework and the ELL best practices framework guided the design of this evaluation.

Literature Review

English language learner education

The evidence base for second-language learning has been reviewed most recently by the National Literacy Panel and the Center for Research on Education, Diversity, and Excellence (August & Shanahan, 2006; Genesee, Lindholm-Leary, Saunders, & Christian, 2005). The research evidence is strong on the importance of grouping students by English proficiency levels, teacher qualifications, and the time students should spend in English as a second language (August & Pease-Alvarez, 1996; Gersten et al., 2007). The most effective curriculum for ELLs is the same curriculum that all students receive, adapted to ELL students' range of knowledge, skills, and needs (August & Pease-Alvarez, 1996; Hakuta & Haertel, 2007). Proven instructional strategies include giving ELL students time to work with more fluent peers; practice decoding and comprehension; more instructional conversations; and more activity-based, collaborative learning to increase opportunities to learn English spelling (August & Pease-Alvarez, 1996; Gersten et al., 2007). These instructional approaches enhance self-confidence and communication skills and provide richer language experiences than whole-group instruction (August & Shanahan, 2006; Gersten et al., 2007; Waxman, Padron, & Garcia, 2007). First-language learning can help students with vocabulary, literacy, and comprehension (August, Goldenberg, Saunders, & Dressler, 2010).

The literature on cultural competence among school staff supports the incorporation of students' culture and background in curriculum and instruction (August & Pease-Alvarez, 1996; August & Shanahan, 2006; Waxman et al., 2007). Bilingual teachers design better lessons because of their experiences learning a second language (Téllez & Waxman, 2005). Teachers from the same culture as the ELLs can more readily design culturally responsive curriculum and choose reading material, activities, and content that connect to students' lived experiences, and as a result, make

school more engaging to ELLs (August & Shanahan, 2006; Téllez & Waxman, 2005). Research evidence for community partnerships is less strong (August & Pease-Alvarez, 1996). But there is some evidence of schools partnering with culturally responsive community-based organizations (CBOs) to support ELLs in counseling, college guidance, or academics (Waxman et al., 2007).

Expanded learning time

Reports on evidence-based best practices in extended learning time and out-of-school programming exist across several subgroups of students and programs (American Youth Policy Forum, 2006; Bodilly & Beckett, 2005; Del Razo, Saunders, Renée, López, & Ullucci, 2014; Duffett, Johnson, & Farkas, 2004; A. J. R. Metz, 2007; R. A. Metz, Goldsmith, & Arbreton, 2008; Miller & Endo, 2005; Rangel & Berliner, 2007; Rowan, 2009; Sheldon & Hopkins, 2008; Silva, 2007; Wallace Foundation, 2008). Researchers provide evidence about the importance of summer learning for all students, but most importantly for students from low–socioeconomic status (SES) families (Alexander, Entwisle, & Olson, 2007; Snellman, Silva, & Putnam, 2015). Yet despite the positive impact that summer learning has on low-SES students, a Harvard report shows that high-SES students are more likely to participate in summer programs than low-SES students (Wimer et al., 2006). Further, the report found that "across most types of programs and activities, Latino youth are consistently underrepresented, and White youth are consistently overrepresented, with Black youth somewhere in between" (Wimer et al., 2006, p. 2). Hence, the EOE's requirement to target recruitment of minority youth, with a specific focus on Latino students, especially ELLs, was a strategy supported by evidence.

Very little research has been published on what works in summer programming for ELLs. Three summer programs that focused specifically on ELL students provide support for the importance of summer programs for ELL students (Hur & Suh, 2010; Miles & Sweetland, 2001; Sutherland & Neill, 2012). By supporting parents to read with their children, an ELL program with primarily Latino students in New York encouraged parents to be "reading models" for their students while creating a communal learning environment (Miles & Sweetland, 2001). An intensive summer program for ELLs with primarily Korean-American students emphasized the importance of 1) incorporating a specifically designed standardized test for ELLs; 2) creating a comfortable learning environment where their first language is used; and 3) developing curriculum content where cultural responsiveness is valued and incorporated (Hur & Suh, 2010). An ELL program in Alabama also emphasized the importance of parent involvement and free accessibility along with focusing on enrichment activities and not just on "skill and drill" techniques (Sutherland & Neill, 2012). As evident, although studies specific to expanded learning time and ELLs is available, it is also scarce (Maxwell-Jolly, 2011); therefore this project represents a unique opportunity for the state to expand the growing knowledge in this area.

Evaluation Design and Methods

In this section we describe the evaluation design and methods used to address the three evaluation questions having to do with program implementation, student-level impact, and program-level impact.

- **Implementation:** What program design and conditions need to be in place to ensure that the Summer Academies are implemented effectively? What conditions hinder implementation?
- **Impact on program partners (school, district, community):** How and to what extent do the Summer Academies impact teachers, students, families? How will lessons and strategies be shared with schools and districts?
- **Impact on students:** What is the impact of the Summer Academies on student outcomes? How and to what extent does impact on student outcomes differ across Summer Academy models?

In this evaluation, we took a mixed-method approach. In this chapter, we explain the methods used, the sources of information, data organization, data analysis, and limitations of each qualitative and quantitative method. We begin by first discussing the qualitative methods used to answer evaluation questions one and three, followed by the quantitative methods used to answer question two.

Qualitative Analysis: Program Implementation and Impact

Two of our evaluation questions having to do with implementation and program-level impact were addressed using overlapping sources of information. Table 3 shows the questions and outlines the sources of information used to answer these questions.

Table 3. Qualitative Research Questions and Sources of Information

Source of information (collected by):	N	Question 1: Implementation	Question 3: Impact on program partners (school, district, community)
SY13 Interim Report (EOE)	8	✓	
SY14 Grant Applications (EOE)	20	✓	
SY14 Evaluation Survey (AISR)	20	✓	
SY14 Site Visits (AISR)	6	✓	✓
SY14 Final Reports (EOE)	17	✓	✓
Fall 14 Convening Discussions (AISR)	3	✓	✓

Background Research

Although this evaluation only studied the second year of implementation of the summer program, we sought to understand the conditions that were in place for each of the 20 grantees to implement their academy successfully regardless of whether this was their first or second year receiving the grant. First, we conducted background research on the grantees by doing a

document analysis of SY14 grant applications and SY13 interim reports. The overarching categories we reviewed in the grant applications were: 1) participant information; 2) partnerships; 3) program design; 4) information about faculty and staff; and 5) assessments conducted. We asked similar questions of the SY13 interim reports to see how programs changed from one year to the next. Additionally, we disseminated an *online survey* to collect updated, standard information about each of the academies. In April 2014, in collaboration with EOE, we determined which quantitative data we would collect about all 20 sites.

Selecting academies for site visits

We chose six sites based on the data collected in the background research phase and on a prior evaluation of three sites done in summer 2013 by Lynne Sacks, who was then a Harvard doctoral candidate. Our group conducted site visits at these three locations and three additional sites (Lynn, New Bedford, Worcester), chosen based on being new grantees and having distinct program features. In selecting the six sites, we also looked for diversity in program size, student language, student grades, geography, and partnerships. We aimed to have a mixture of new and previously implemented programs. The six sites studied in depth were: Brockton, Holyoke, Lowell, Lynn, New Bedford, and Worcester.

Creating protocols for qualitative data collection

Once sites were selected, the evaluation team created a list of data we wanted to collect in order to address the evaluation questions. Guided primarily by our theoretical framework and literature review, we drafted observation protocols for classrooms and informal spaces (Maxwell-Jolly, 2011) and focus group and interview protocols for designers and implementers (Tung, et al, 2011; Augustine, et al, 2013). The observation protocols involved running records, space descriptions, and a rubric for quick tallying of observations. We designed our site visits to last two full days during the middle to end of the program, so that programs had time to establish themselves. The following are some of the key points covered in the data collection instruments for the site visits:

- **For students**: sense of community, school climate, student voice/ownership, adult/student interactions, students learning material that will prepare them for college/career
- **Instruction and curriculum for ELLs:** language goals, content/skills goals, specific vocabulary development, teacher uses supports to make meaning clear, differentiated for language levels, engaging and intellectually rigorous, scaffolding present
- **Out-of-school time components for ELLs** (adapted from Maxwell-Jolly, 2011): best use of time, students are asked to produce language frequently, social interaction, student engagement, activities are challenging without causing anxiety for ELLs
- **Climate and teacher/student relationships:** comfort speaking English, on-task, high expectations for students, teachers have caring relationships with students
- **Communication:** Ample opportunities to speak, appropriate level for students, wait time
- **Equity and cultural responsiveness:** building on student's backgrounds; diversity in materials, visuals, literature, and content; culturally relevant; bilingualism is considered additive; students have opportunities to explore cultural heritages

By necessity, because of the short duration of site visits, we were selective and intentional in our data collection protocols. Site visit parameters were shared with all six sites to calibrate expectations and solicit assistance with scheduling the focus groups and observations. Our goal was to collect similar types and amounts of data at each of the six sites.

Conducting site visits

Four AISR researchers were paired up into teams, each visiting three academies. Once at the site, each team member collected similar types of data. That is, both team members observed academic classrooms and facilitated focus groups or interviews. This allowed the researchers to analyze the data for commonalities after the site visit. We approached each of the sites as collaborators who were interested in providing feedback to improve future academies, and not as the traditional external evaluators that schools have often experienced.

For the one-hour focus groups and interviews, we aimed to have a maximum of five people per group and to speak with every adult with a role in the Academy. Focus groups and interviews were mostly conducted in English, with the exception of Spanish parent focus groups in New Bedford, Holyoke, and Worcester. Although parents spoke other languages besides English and Spanish, due to capacity, we could only provide focus groups in these two languages.[6] All focus groups and interviews were audio-recorded and transcribed, maintaining interviewee confidentiality. The table below summarizes the data we collected at each of the sites.[7]

Table 4. Site Visit Sources of Information.

	Brockton	Holyoke	Lowell	Lynn	New Bedford	Worcester
	Focus Groups and Interviews					
Academic Teacher	4	1	1	1	2	1
Enrichment Teacher	NA	NA	1	NA	NA	1
Other Staff	NA	3	NA	NA	1	1
Parents	1	1	2	NA	1	2
Community Partner	NA	1	NA	3	1	1
Coordinator	2	1	1	2	1	2
District Leader	1	NA	1	NA	1	2
	Observations					
Academic Class	5	5	4	5	8	2
Enrichment Class	NA	2	3	1	NA	3
Snapshot	NA	2	NA	4	2	NA
Total N=90	**13**	**16**	**13**	**16**	**17**	**15**

[6] At Brockton, parent focus groups were simultaneously translated from Nepalese and Burmese to English.

[7] There is some overlap with the sources. For example, a coordinator and district leader interview could occur at the same time.

Post-academy data collection

In September 2014, in collaboration with the EOE, we developed guidelines for data collection across all 20 sites. Of the 20 sites, 17 submitted a final report containing this data. We also planned a post-academy convening where sites could come together to share best practices and challenges. We structured the conversations around a self-assessment framework guided by the protocols we created for the site visits.

Data analysis

We coded all of the transcripts and observation notes using Dedoose qualitative software. We created "deductive codes" (Erickson, 2004) based on our theoretical framework, literature review, and the criteria we outlined in our protocols. As we coded documents using these deductive codes, we created "inductive codes" (LeCompte & Shensul, 1999) based on emergent themes and data results. We also coded each academy's final reports. The major code categories were the following:

- Family/parents
- Staff
- Partnerships
- Students
- Culture climate
- Program/curriculum
- District
- Implementation
- Classroom curriculum and instruction

All four evaluators coded one transcript with the deductive codes and added any new codes that surfaced. We checked for consistency and reliability, and then made methodological decisions about how to proceed with coding so we all followed a similar scheme. Researchers were each assigned one or two sites and each coded the data for that particular site. Once all documents were coded, the researchers met as a team to discuss emerging findings and themes before writing the report. This allowed for the co-researcher to confirm the themes and for the other team members to ask questions. The result was three to five major themes for each of the sites.

Limitations

One of the limitations with the approach we took in conducting six site visits is that we did not have the opportunity to visit the 14 remaining sites. Each site was distinct, and in the future it would be beneficial, with more capacity, to visit each of the sites in the summer and collect similar data. Additionally, two days to visit a month-long program also has limitations, and with more capacity, the evaluation would benefit from longer site visits. During the site visits, other limitations were: not being able to talk to more parents due to language limitations and not conducting focus groups with students. Lastly, the final reports were all self-reported data, which varied greatly. The criteria provided by the EOE were helpful to get more information from each site, but even then sites provided different amounts of information. These reports help to give a fuller picture of each academy, especially since we were not able to visit all 20 of them, but they should not take the place of a full evaluation of the program.

Quantitative Analysis: Student-Level Impact

The second major piece of this evaluation is a quantitative analysis to address our second major evaluation question about student-level impact. We collected the data for this question in two ways: 1) we collected student-level data from grantees through a data capture Excel template; and 2) we requested SY2014 and SY2015 MCAS, ACCESS, and SIMS data from the Department of Elementary and Secondary Education (DESE). The data capture template was completed by all 20 grantees in September 2014, after the completion of their academies. This template asked sites to provide student enrollment information, faculty and staff information, daily student attendance information, and pre- and post-test data for each of the students tested.

Pre- and post-test analysis

We used a pre- and post-test design to analyze the results of the 20 sites' language tests. Rather than administer a standard pre- and post-test, given the different grade levels served and curricula used, sites selected the type and number of tests that they used. For example, sites could design their own or select existing tests that closely aligned with their curriculum, and many offered both English language and content-specific tests, such as biology or math. We analyzed English language tests exclusively because of this evaluation's focus on English language acquisition.

There was large variation in the type and number of English language tests that academies administered. Some sites used the same standard assessments, such as the WIDA Measure of Developing English Language (MODEL) and WIDA-ACCESS Placement Test (W-APT), while others developed their own. Additionally, each academy administered between one and five different tests, covering reading, writing, speaking, and listening. As a result, the sites together used 20 different tests, shown in the table below.

Table 5. Tests Administered by Grantee Sites

	Test	Site (Grade Levels)
WIDA	WIDA Writing: linguistic, vocabulary, language control	Fitchburg (5-10) Malden (6-8) Meuthen (7-12)
	WIDA MODEL Writing	Chelsea (6-10) Lynn (6-8) Taunton (5-11) Holyoke (8-10) Westfield (6-12) Lawrence (9-12)
	WIDA MODEL Reading	Chelsea (6-10) Lynn (6-8) Taunton(5-11)
	WIDA MODEL Literacy	Chelsea (6-10) Lynn (6-8)
	WIDA MODEL Speaking	Salem (8-11) Methuen (7-12)
	WIDA MODEL Reading +Writing	Revere (6-12)
	WIDA MODEL Composite	Pittsfield (5-11)

	Test	Site (Grade Levels)
W-APT	W-APT Writing	Worcester (7-8)
	W-APT Speaking	Worcester (7-8) Westfield (6-12)
	W-APT Reading	Worcester (7-8) Brockton (6-11)
	W-APT Listening	Worcester (7-8) Westfield (6-12) Brockton (6-11)
	W-APT Literacy	New Bedford (5-10)
Other	Just Words Reading	Worcester (7-8)
	Scholastic Reading Inventory	Salem (8-11)
	Word Generation	Lawrence (5-8)
	ELA Gates Writing	Haverhill (5-11)
	Achieve 3000	Everett (6-12)
	District-developed Listening, Speaking, Writing	Fall River (6-8)
	District-developed Reading	Lowell (5-11)
	District-developed Writing	Holyoke (8-10)

For each site, we examined every assessment in every grade level separately using SPSS statistical software.[8] We compared the mean scores of each assessment given at the beginning and end of the program using a paired t-test design.[9] The paired t-test enabled us to determine whether a change in scores from the beginning to end of the program was statistically significant.

Due to the great variation in assessments used, we analyzed each site individually, and grouped them into three categories based on the size of the gains that the students made: "high gains," "medium gains," and "small gains." Given the literature on summer learning loss, we note that no academies posted losses. We defined "high gains" as sites in which the percent change was greater than 30%, "medium gains" as sites in which the percent change ranged from 10% to 30%, and "small gains" as sites in which the percent change was less than or equal to 10%.

DESE data analytical approach

The SY2014 DESE data was securely transferred to AISR in the spring of 2015, and the SY2015 DESE data will become available in the fall of 2015. The current database contains SY2014 ACCESS, MCAS, SIMS, and SSDR for all students in the 20 districts. Given the short duration of the Summer Academies, the varying intents and program designs, the different ELL student populations each program serves, and the lack of a standardized pre- and post-assessment, our student impact analysis will rely on descriptive statistics. For each grantee, we analyze and report

[8] To protect the anonymity of the test takers, we eliminated grade levels in which N<10. Salem and Westfield were excluded from our analysis because N was less than 10 for every grade level. Everett, Taunton, and Quincy were also excluded because their score reports did not meet our qualifications for analysis: Quincy did not administer a pre test and Everett and Taunton's scores were not interpretable (Taunton's had pluses and minuses and Everett had an Acheive3000 score report), and they did not respond with clarification.

[9] Students' scores were eliminated if they were not present for both the pre- and post-test.

enrollment (by grade level, native language, socio-economic status, race, ACCESS level, etc.) and Summer Academy attendance.

In an addendum to this report by winter 2016, we will examine the change in outcomes from SY2014 to SY2015, including attendance, suspensions, MCAS, and ACCESS. For each district, we will compare changes in outcomes between ELL Summer Academy attendees and other ELLs in the district, as well as with all students in the district.

Limitations

In any multi-level, multi-site complex initiative, there will be challenges to designing the ideal evaluation. This evaluation team has decades of experience evaluating similar or related initiatives. Thus, we acknowledge some challenges and limitations to our evaluation design:

- The initiative is currently funded only for evaluating the second of two years of implementation. Usually, three to four consecutive years of data are needed to confirm trends in outcomes as real and sustainable.
- The evaluation period does not allow for examination of long-term outcomes or impacts, such as transition through English language development levels or to regular education.
- There are no comparison programs or cities.
- The evaluation is limited by the lack of availability of student level variables such as generation number, age at immigration, amount of schooling in home country, family education level, labor force status of parents, or residential concentration of student's home.
- Because grantee's student assignment method to the ELL Summer Academies was not randomized, ELL Summer Academy participants and other ELL students in the district are not equivalent at baseline. Thus, using other ELL students as comparison for outcomes is flawed.
- Gateway City secondary level ELL populations are small, so a statistical analysis on these groups might exaggerate differences between them.

Overview of the Summer Academies

In the introduction of this report we shared demographic information about the students in the 20 Gateway Cities that were selected for this grant. In this section, first we give an overview of the ELL Enrichment Academy students in these 20 districts, and second, we share an overview of the program design of the 20 academies.

Summer ELL Academy Student Demographics

Eligible ELLs served

The ELL Enrichment Academies program was designed to serve the needs of middle and high school English language learners in the chosen Gateway City districts. The proportion of ELLs in grades served per district is shown, sorted from highest to lowest percentage of eligible ELLs served:

Table 6. Percentage ELLs in District Served

Site	Grades Served	Academy Enrollment	District ELL Enrollment (grades served)	% of District ELL Enrollment (grades served)
Pittsfield	6-12	70	82	85.4%
Quincy	5-8	105	167	62.9%
Methuen	7-12	64	111	57.7%
Salem	9-11	40	76	52.6%
Revere	6-12	113	243	46.5%
Fall River	6-8	84	192	43.8%
Westfield	6-12	31	98	31.6%
Haverhill	6-12	55	193	28.5%
Taunton	5-11	17	63	27.0%
Fitchburg	5-12	72	269	26.8%
New Bedford	6-12+	84	353	23.8%
Everett	6-12	75	337	22.3%
Holyoke	9-12	67	319	21.0%
Lawrence	5-12	253	1525	16.6%
Malden	6-9	41	296	13.9%
Chelsea	7-10	40	290	13.8%
Brockton	6-12	189	1553	12.2%
Lynn	6-8	34	290	11.7%
Lowell	5-12	217	2006	10.8%
Worcester	7-8	49	865	5.7%
Mean		81	444	29.9%

Source: Only data for grades served by each district analyzed. District ELL Enrollment based on Department of Elementary and Secondary Education (DESE) SY2014, October 1 Data. New Bedford also served students who had dropped out. Note, some sites served incoming 5th graders.

On average, grantee districts served about 30% of the eligible ELLs in their districts. Pittsfield served the most eligible ELLs in their district, with about 85% of students served. Quincy followed with about 63% of eligible ELLs served, then Methuen with about 58% of eligible students served. Four districts served more than half of their eligible ELLs. In terms of districts that served small proportions of eligible students, Lowell served about 11% of eligible ELLs and Worcester served about 6% of their eligible students. Although the goal of the program is to serve a representative amount of students, one should also consider the size of each program and their program capacity. As evident by the table above, there was a range in size of each academy, and although Pittsfield served a majority of their ELL population, their academy was not one of the largest. However, Lowell enrolled 217 students, was the second largest ELL academy over the summer, and yet was only able to serve 11% of its eligible population.

Of the students served in the academies, 42% (n=709) of the 1679 total participants were classified as having attended schools in the United States for less than 12 months in the SIMS database (see Appendix A1). When disaggregating this number by district, almost all of the districts served a large percentage of students who were in their first year of schooling in the United States (see Appendix A2). This point speaks to the importance of having more opportunities for students who are newcomers to become acquainted not only with the language, but also with the schools they would be attending the following school year.

Participant first (native) language

The 20 ELL academies on average served students from 7 different linguistic backgrounds, and one program served students from over 16. In total, 40 languages were represented in the ELL academies. Only one program, Holyoke, served students who all spoke the same language (Spanish). All programs served Spanish-speaking students.[10] Table 7 summarizes the languages spoken for all 20 districts. We only specify languages where more than 10 students spoke a particular language, all other languages are found in the "other" category:

Table 7. Participant First (Native) Language

First (Native) Language	Frequency	Percent
1. Spanish	949	56.5%
2. Cape Verdean	110	6.6%
3. Other	106	6.6%
4. Haitian Creole	94	5.6%
5. Portuguese	93	5.5%
6. Khmer/Khmai	52	3.1%
7. Arabic	44	2.6%
8. Nepali	38	2.3%
9. Mandarin	37	2.2%
10. Canton	30	1.8%
11. Vietnamese	22	1.3%

[10] See Appendix A3 for a list of languages by districts.

First (Native) Language	Frequency	Percent
12. French	21	1.3%
13. English	21	1.3%
14. Chinese Languages (not Cantonese or Mandarin)	15	0.9%
15. Burmese	13	0.8%
Total	1645	98.0%
Language Unknown	34	2.0%
Total	1679	100.0%

Note: Sorted from highest to lowest. Results less than 10 have been suppressed into "other" category.

Spanish was the most spoken first language, with almost 57% of students in the academies speaking this language. The other top languages spoken were Cape Verdean, Haitian Creole, and Portuguese. Although the "Other" category is the third one in the table, less than ten students spoke each of the languages within this category.

Race/ethnicity

Along with first language spoken, there was also diversity in the racial and ethnic make-up of participants. Table 8 shows the racial/ethnic categories for 1,645 of the participants:[11]

Table 8. Participant Race/Ethnicity

DESE Race/Ethnicity Categories	Frequency	Percent of Total
Black	304	19%
Asian	252	16%
White	123	8%
Hispanic *(sub-groups combined-see below)*	946	58%
Total N	1645	100%
Hispanic Sub-groups	**Frequency**	**Percent of Total**
Hispanic/White	839	52%
Hispanic/ Black	67	4%
Hispanic/American Indian or Alaska Native	22	1%
Hispanic/White/Black	18	1%
Total Hispanic	946	58%

Note: SIMS SY2014 Race/Ethnicity Data. Sorted by highest to lowest. Categories with results <10 were excluded.

The racial/ethnic group with the most students was Hispanic at 58%. The other large categories were Black (19%) and Asian (16%). In terms of disaggregated racial/ethnicity data by district,

[11] For more information about race/ethnicity categories used by the Commonwealth, see: http://www.doe.mass.edu/infoservices/data/guides/race_faq.html

we do not include each of the categories above because most categories numbered less than 10 students when disaggregated by district. Instead, in Table 9 we share the racial categories that were most represented in each of the districts:

Table 9. Race/Ethnicity by District, by Percent Hispanic

	Hispanic		Black or African American		Asian		White		Total Enrolled
District	N	%	N	%	N	%	N	%	N
Holyoke	66	100%							66
Lawrence	233	92%							253
Fitchburg	59	83%			11	15%			71
Revere	93	82%							113
Haverhill	44	80%							55
Chelsea	30	77%							39
Methuen	49	77%							64
Pittsfield	50	74%							68
Fall River	41	55%					15	20%	75
New Bedford	43	55%	14	18%					78
Everett	38	52%	18	25%					73
Worcester	21	49%							43
Lowell	65	31%	21	10%	84	213	37	17%	213
Malden	12	31%			17	44%			39
Brockton			170	96%					177
Lynn									32
Quincy					88	85%			104
Salem									33
Taunton			11	73%					15
Westfield					25	74%			34
Total	816		234		225		52		1645

Note: Hispanic category includes Hispanic/White and Hispanic/Black. Sorted by percent Hispanic from greatest to least.

Lowell had the most racial/ethnic diversity with Hispanic/White, Black, Asian, and White students represented. Many of the districts were majority Hispanic. However, Brockton served 96% Black students, Quincy served 85% Asian students, and Westfield enrolled 74% Asian students.

Program Design

Every program focused on English language development, though many had a supplementary focus on different content areas, including science (seven programs), math (three), and social studies (two). Almost every academy included field trips, ranging from museums to community organizations like local libraries and fire departments. Two programs organized day trips to Boston and New York City. Five academies incorporated tours of nearby colleges and universities. Almost all programs combined academics with enrichment activities, which ranged from fine arts to technology to physical education, including sports, dance, yoga, zumba, and fitness testing. Eighteen of the summer academies connected their academic or enrichment activities to the local community, either through making the community the program's theme, partnering with community organizations, or planning field trips to sites in the community. The academies varied greatly in program size and design. Table 10 includes some of the programmatic data for all sites, along with means, medians, minimums, and maximums.

Table 10. Program Design

	Number of grades served	Student: teacher ratio	Days/ week	Total days	Total hours	Academy Enrollment	Attendance Rate	Total Per Pupil	Daily Per Pupil
Mean	5.4	7.7:1	4.5	20	116.9	81	82.0%	$2,376	$118
Median	6	7.5:1	4	20	120	70	85.2%	$2,329	$114
Min	2	2.8:1	4	16	56	17	55.8%	$285	$12.96
Max	8	14.4:1	5	25	160	253	98.0%	$5,882	$294

Source: Data presented here was collected through a Data Capture Template by each site. See Appendices A4 and A5 for data about each site.
*Per-Pupil expenditure will be added when final data is received from the EOE.

The median program enrollment was 70 students, though programs served as many as 253 students and as few as 17 students. The academies served an average of 5.4 grade levels, ranging from 2 to 8 grades. The summer academies had a wide range of student-teacher ratios. The median student-teacher ratio was 7.5:1, and they ranged from 2.8:1 to 14.4:1. Aside from teachers, academies employed a diverse array of staff, including program coordinators, enrichment specialists, parent liaisons, and paraprofessionals.

Grantees were required to run their academies for four weeks, and on average they met for 4.5 days a week. The mean duration of the academies was 20 days, with several academies meeting for a full week longer at 25 days and some meeting for a week less at 16 days. (See Appendix A4 for the full list.) Additionally, the total hours varied greatly, with the academy with the most programmatic hours at 160 (Holyoke) and the least at 56 hours (New Bedford). On average, academies had 117 programmatic hours.

The Gateway Cities grant funding was used to cover expenses for staffing such as administrators, instructional/professional staff and support staff. It could also be used for contractual services such as consultants, specialists, speakers and cost of field trips and other enrichment activities as well as for supplies, transportation and meals. Of the 20 sites, 15 provided daily transportation for students to and from their programs and all provided at least one daily meal. Figure 1 below

shows the total per pupil funding calculated by dividing an academy's total funding by the number of students it enrolled. (See Appendix A5 for total funding and student numbers).

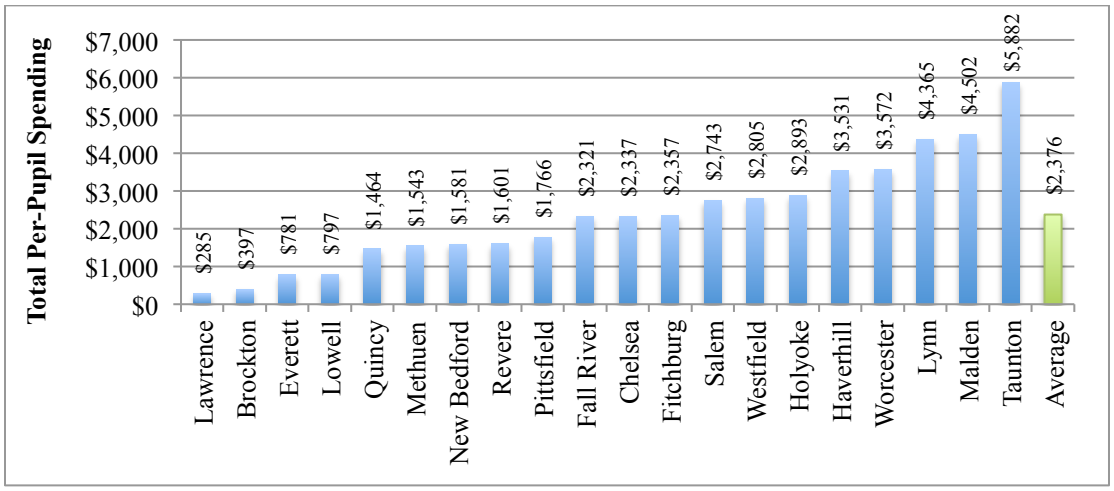


Figure 1. Total per-pupil spending for the duration of programs by district.

The range of funding for academies was from $285 per pupil to $5,882 per pupil. For example, Lawrence had the smallest per pupil spending with $285 spent per student for the duration of their 22-day program. With 253 students, the largest of all programs, this total came to $72,113. Taunton had the smallest program with 17 participants and their total expenditures came to $100,000 with a total per pupil amount of $5,882 for the 20-day program. On average, the total per pupil amount was $2,276 for academies.

Given the finding that the range of funding was so great, and that over a fourth of the academies spent at much higher rates than the average, we wondered how these spending rates compared with the school year per pupil costs in these districts. We examined the 2013-2014 school year per pupil expenditures by district for each of the 20 grantees and compare this number to academy per pupil expenditures. The graph below represents academy per pupil expenditures divided by the school-year per pupil amounts.

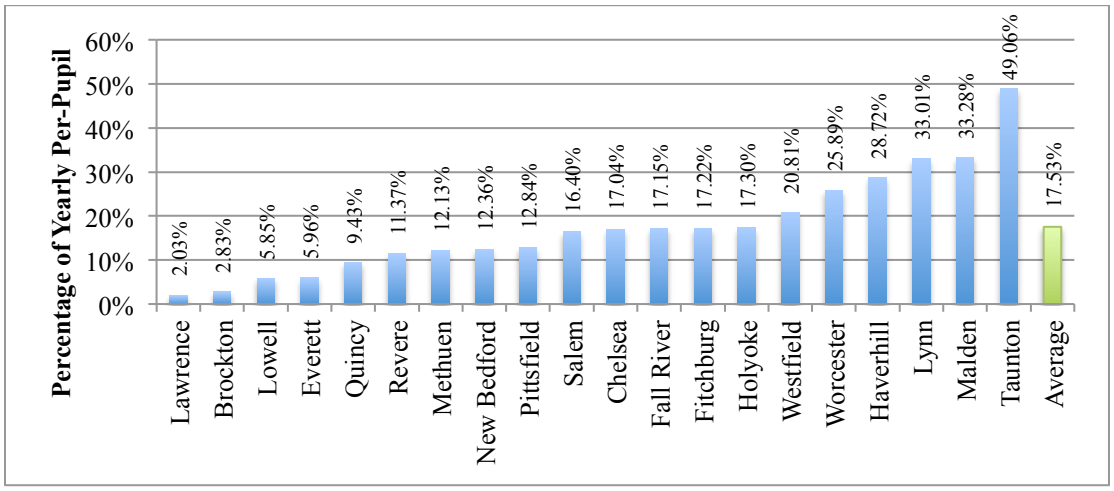


Figure 2. Percentage of 2013-2014 Per-Pupil spent. Source for Yearly Per-Pupil for districts: http://www.doe.mass.edu/finance/statistics/ppx14.html

Considering the average per pupil funding for each district for an entire school year, grant funding for some of the districts was very high. As a comparison, if funding were proportional to the school-year per pupil amount, it would be around 11% (20 program days divided by 180 school days). As the graph above indicates, on average, districts spent an amount equal to 17.5% of their yearly per-pupil expenditures during these summer programs. Five of the sites spent less than 10% of the yearly per-pupil amount. Yet, six of the sites spent between 20%-49%. As a comparison, if funding were proportional to the school-year per-pupil amount, it would be closer to 11% (20 program days divided by 180 school days). We find that the actual amounts funded (amounts much less than the awarded amounts for some of the districts) were too high.

Analysis of English Acquisition and Content Knowledge

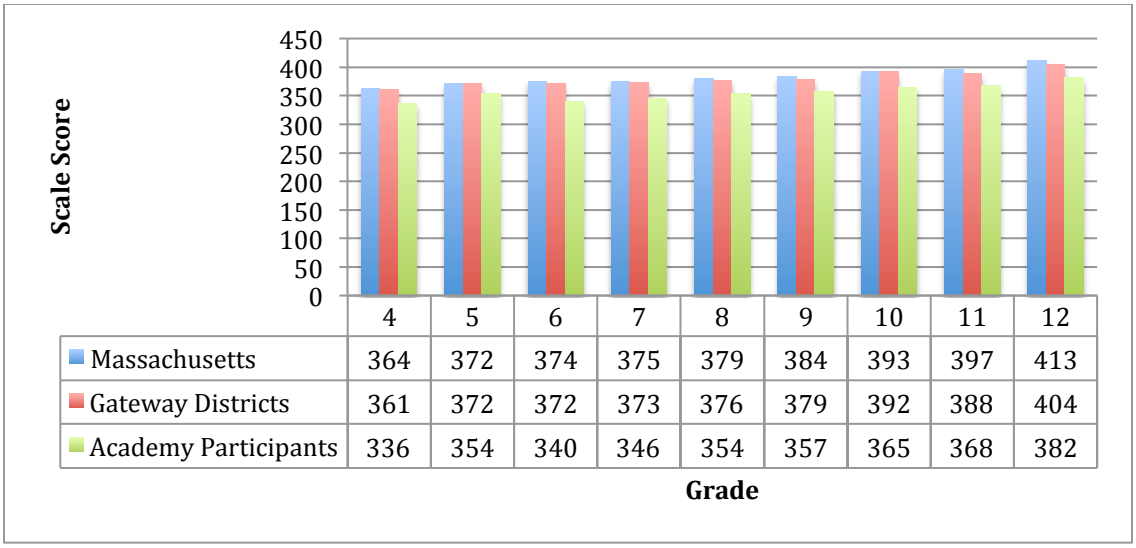
In order to illustrate the English proficiency and content acquisition of ELL students in the academies as compared with their ELL counterparts, we provide an overview of the 2014 MCAS and ACCESS results for ELL academy participants, Gateway Cities ELLs, and ELLs in the state. Schools in each of the districts administered these tests in the spring of 2014. In the fall of 2015, we will provide an addendum to this analysis that includes information about ELL student growth in MCAS and ACCESS assessments for the academy participants. We also share the results of the summer 2014 pre- and post-analysis for the ELL academies.

ACCESS for ELLs Data

The results in this section summarize our analysis of the WIDA-aligned ACCESS assessment for ELLs during the SY2014. We share scaled scores (combining listening, speaking, reading, and writing) and proficiency levels for academy participants, Gateway City districts, and the state by grade. Overall scaled scores are used to determine proficiency levels.[12]

ACCESS overall scaled scores

We calculated scale scores for academy participants in grades 4-12. Figure 1 shows the average scale scores for these students, for all students in their districts, and for the state.



	4	5	6	7	8	9	10	11	12
Massachusetts	364	372	374	375	379	384	393	397	413
Gateway Districts	361	372	372	373	376	379	392	388	404
Academy Participants	336	354	340	346	354	357	365	368	382

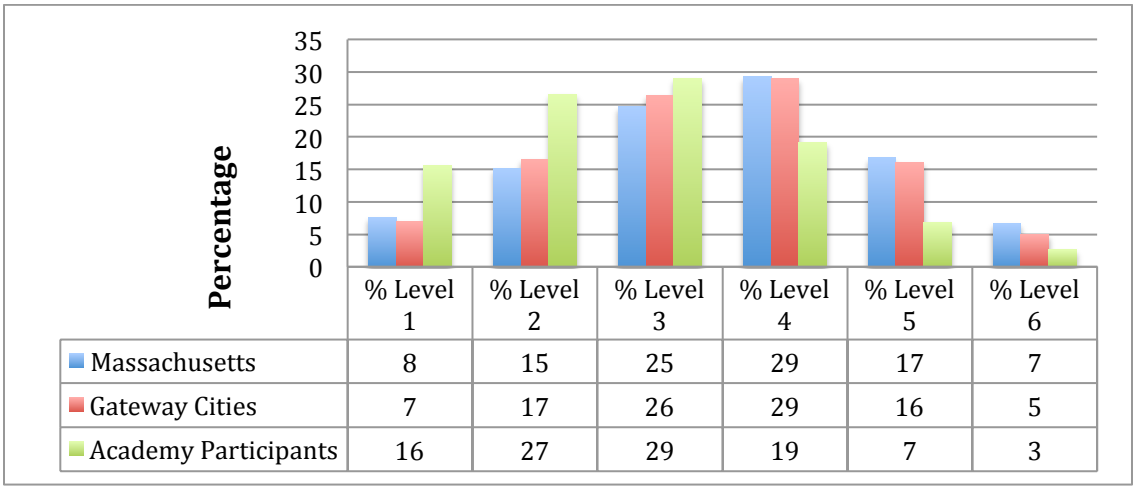
Figure 3. ACCESS Average Scale Scores by State, Gateway Cities (n=20), and ELL Academy Participants, by Grades 4-12.

Academy participants in every grade had lower overall scale scores in the ACCESS than all ELL students in their own districts and in Massachusetts in those same grades. This finding highlights the importance of programs to lessen the gaps exemplified here.

[12] Average overall scaled score = 15% listening, 15% speaking, 35% reading, and 35% writing.

ACCESS proficiency levels

Figure 2 shows the average percentage of students in each of the proficiency levels for academy participants, ELLs in the Gateway Cities, and ELLs in Massachusetts (See Appendix B1 for proficiency levels disaggregated by grade).



	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 6
Massachusetts	8	15	25	29	17	7
Gateway Cities	7	17	26	29	16	5
Academy Participants	16	27	29	19	7	3

Figure 4. ACCESS Proficiency Levels, Grades 4-12

Greater proportions of academy participants were at Levels 1, 2, and 3 than the Gateway City and Massachusetts ELL students as a whole, which corresponds with the fact that the districts targeted low- to mid-level ELLs for enrollment in the summer academies. Overall, the academies also served lower proportions of students at Levels 4, 5, and 6 when compared to the percentage of the students at these levels in their districts and in the state.

2014 MCAS Data Analysis

We conducted an analysis of the 2014 MCAS results for academy participants, Gateway Cities, and the state using data provided by grantee districts and data that is publically accessible.[13] We found that a greater proportion of the academy participants were classified as being in the United States for less than a year.

Table 11. First Year Limited English Proficiency (LEP) Students

	Exam	#LEP 1st Year	%LEP 1st Year	Total Students
Gateway Districts	ELA	1611	11%	14076
Academy Participants	ELA	395	30%	1323
Gateway Districts	MATH	1386	9.8%	14076
Academy Participants	MATH	349	26%	1320

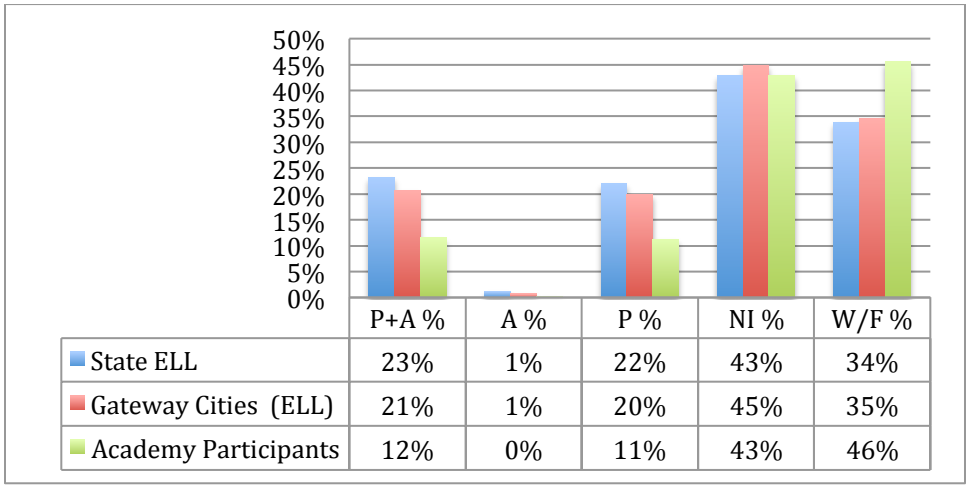
As the table above shows, of the 1,323 academy participants in the 2014 MCAS ELA database, 30% (N=395) were first-year LEP students. In the MCAS Math database, 26% (349) of the 1,320

[13] State and Gateway City district data source: http://profiles.doe.mass.edu/state_report/mcas.aspx

academy participants were first-year LEP students. These students are not required to take the MCAS, and so we report MCAS outcomes for a subset of total academy participants.

2014 MCAS ELA

Here, we share the average achievement levels for MCAS ELA first, then for MCAS Math in the following section. The aggregated results below include only those ELL academy students whose unique identifier had a valid score, and scores for academies where the N>10 for each grade. MCAS results for students are divided into five achievement level groupings: Proficient or Higher (Proficient + Advanced), Advanced, Proficient, Needs Improvement, and Warning or Failing.[14] Figure 3 shows the average percentages in each of the MCAS ELA achievement levels for all ELLs in the Commonwealth of Massachusetts, for the 20 Gateway Cities ELLs, and for the 2014 academy participants in grades 4–8 and 10.[15]



	P+A %	A %	P %	NI %	W/F %
State ELL	23%	1%	22%	43%	34%
Gateway Cities (ELL)	21%	1%	20%	45%	35%
Academy Participants	12%	0%	11%	43%	46%

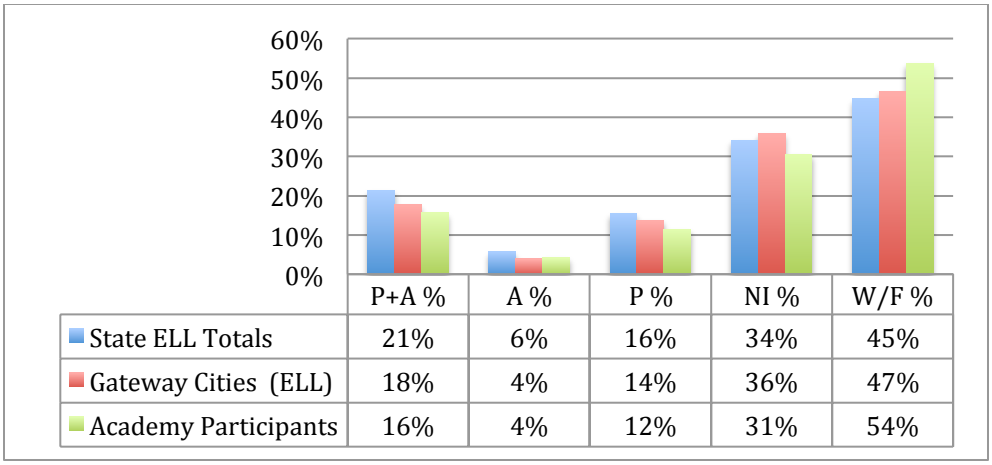
Figure 5. MCAS ELA Achievement Levels Chart.
P+A = Proficient or higher, A = Advanced, P = Proficient, NI = Needs Improvement, W/F = Warning or Failing

Academy participants posted lower percentages of students in the "proficient or higher" level, with 12% in this category versus 21% for Gateway District ELLs and 23% for all ELLs in the state. In the "warning or failing" achievement level, the academy participants posted much higher proportions at 46%, compared to the Gateway Cities ELLs and state ELLs at 35% and 34% respectively.

2014 MCAS math

The graph below (Figure 4) shows the average percentages in each of the MCAS Math achievement levels for all ELLs in the Commonwealth of Massachusetts, compared to the 20 Gateway Cities ELLs and the 2014 academy participants in grades 4–8 and 10.[16]

[14] Students at this proficiency level in grades 3-8 are classified as "Warning" and grade 10 as "Failing."
[15] See Appendix B2 for ELA achievement levels disaggregated by grade.
[16] See Appendix B3 for Math achievement levels disaggregated by grade.



	P+A %	A %	P %	NI %	W/F %
State ELL Totals	21%	6%	16%	34%	45%
Gateway Cities (ELL)	18%	4%	14%	36%	47%
Academy Participants	16%	4%	12%	31%	54%

Figure 6. MCAS Math Achievement Levels Chart. P+A = Proficient or higher, A = Advanced, P = Proficient, NI = Needs Improvement, W/F = Warning or Failing

The aggregate data above show that academy participants were similar in terms of the "proficient or higher" level (16%) to their district average 18% in this level. The "warning or failing" level included 54% of academy participants, 7% points higher than Gateway Cities ELLs and 9% points higher than State ELLs.

ELL Academies Pre- and Post-Test Analysis

The Gateway Cities ELL Enrichment Academies each chose their own pre- and post-assessments for English language acquisition. All showed growth in their pre- and post-assessments during their four to five weeks of implementation in the summer of 2014. Overall, this growth ranged from a 1% change to a 74% change. The table below summarizes the percent change of the mean difference in scores for all sites' pre- and post-tests combined.[17]

Table 12. Pre- and Post-Test Summary Table

Group	District	Total N	Grades Included	% Change	Pre-/Post-Test Type
High Gains	Methuen	64	7–12	74%	WIDA Linguistic, Vocabulary, Language Control, & Speaking
	Haverhill	55	6–12	73%	ELA Gates Writing
	Fall River	84	6–8	37%	District Developed Listening, Writing, &Speaking
	Holyoke	67	9–12	33%	WIDA Writing + District Developed Writing
Medium Gains	Malden	41	6–9	26%	WIDA Linguistic, Vocabulary, & Language Control
	Lowell	217	5–12	22%	District Developed Reading &Writing
	Revere	113	6–12	21%	WIDA Reading & Writing
	Brockton	189	6–12	15%	W-APT Listening &Reading
	Fitchburg	72	5–12	14%	WIDA Linguistic, Vocabulary, & Language Control
	Lawrence	253	5–12	13%	WIDA MODEL Writing
	Lynn	34	6–8	13%	WIDA MODEL Writing, Reading, & Literacy
	Worcester	49	7–8	10%	W-APT Listening, Speaking, Reading, &Writing

[17] See Appendix B4 for more details about each site's results.

Group	District	Total N	Grades Included	% Change	Pre-/Post-Test Type
Small Gains	Pittsfield	70	6–12	7%	WIDA Composite
	New Bedford	84	6–12	3%	W-APT Literacy
	Chelsea	40	7–10	1%	WIDA MODEL Writing, Reading, & Literacy
	Salem	40	9–11	S	WIDA MODEL Speaking
	Westfield	31	6–12	S	WIDA MODEL Writing
	Everett	75	6–12	NA	Scholastic Reading Inventory
	Quincy	105	5–8	NA	2014 ACCESS and WIDA MODEL Speaking & Writing
	Taunton	17	5–11	NA	WIDA Model Writing
	Total N	**1700**			

Note: High Gains = percent change greater than or equal to 30%, Medium Gains = percent change between 10 and 30%, Small Gains = percent change less than 10%. S=Suppressed due to N<10 and NA are those tests where we did not have enough data to analyze the results.

Of the 15 academies included in this analysis, the four that showed high gains enrolled less than 85 students, a number slightly higher than the enrollment average of 81 students. Of the 15 academies, 8 showed medium gains, with the size of these academies ranging from 34 to 253 students. The four academies with the highest enrollment (N>105) showed medium gains. Three of the sites ranging from 40 to 70 students showed the smallest gains.

Another factor we considered when examining outcomes, was the per-pupil amount for each academy student and whether this correlated with gains based on the pre- and post-test we shared previously and also based on average daily attendance rates we shared in the last chapter. These results are in the table below. There were limitations to this analysis in that there were outliers and that the sample size was small since we used pre-/post-test averages of the sites (N=14) and average attendance rates for each site (N=20).

Table 13. Per Pupil Expenditures Correlated with Gains and Attendance

		Total Per-Pupil	Avg. Daily Attendance	Gains (Pre/Post)
Total Per-Pupil	Pearson Correlation (r)	1	.387	.202
	Sig. (2-tailed)		.092	.489
	N	20	20	14
Avg. Daily Attendance	Pearson Correlation (r)	.387	1	.334
	Sig. (2-tailed)	.092		.243
	N	20	20	14
Gains (Pre/Post)	Pearson Correlation (r)	.202	.334	1
	Sig. (2-tailed)	.489	.243	
	N	14	14	14

**. Correlation is significant at the 0.01 level (2-tailed). Pearson correlation key: If r = +.70 or higher Very strong positive relationship, +.40 to +.69 Strong positive relationship, +.30 to +.39 Moderate positive relationship, +.20 to +.29 weak positive relationship

Correlations between total per-pupil expenditures and attendance, and for per-pupil expenditures and gains were all positive, but not strong. For per-pupil spending, correlation with attendance was .387 and for gains it was .202. None of these correlations were significant at the .05 level. Given this information, we believe that going to a reasonable per pupil amount of 15% of district's yearly per-pupil amount that we discussed in the previous chapter should still lead to gains.

Overall, we found that the English proficiency levels of incoming Academy participants when compared to their ELL counterparts in their districts and in Massachusetts were low. We found that MCAS outcomes in ELA and Math were low for academy participants as well. However, the ELL students who participated in the summer academies made gains greater than 5% based on their pre- and post-tests. Overall, based on analysis of pre- and post-assessments, the students who participated in the academies did not experience summer learning loss in ELA.

In the next six chapters, we focus on program design and implementation by sharing the six case studies based on the site visits we conducted to Brockton, Holyoke, Lowell, Lynn, New Bedford and Worcester in July 2014. In the conclusion, we expand on four common themes we identified from the six site visits. These are 1) intentionality around curriculum design and high expectations for ELLs; 2) culturally responsive academic and/or enrichment curriculum; 3) strong community partnerships; and 4) responsive and supportive environment.

Brockton Evaluation Report

Site Description

Summer 2014 was the second year of implementation for the Brockton Public Schools (BPS)[18] summer English Language Learner Enrichment Academy.[19] Their program, the Science, English and Technology for Transition (SEATT) program, was composed of a middle school and high school section and was held at Brockton High School. The middle school SEATT served 115 sixth through eighth graders and high school SEATT served 74 ninth through eleventh graders for a total of 189 students. This number was equal to 15.5% of their middle school ELL population and 9.1% of their high school ELL population in the district.[20] The daily attendance rate for the Academy was 83% for middle school and 88% for high school students. About half of the students spoke Cape Verdean Creole and the remainder spoke a range of languages including Portuguese, Haitian Creole, French, Spanish, Swahili, and Vietnamese. The Academy had 26 instructional staff members, including 16 district ESL and content teachers; each classroom was staffed with a content teacher, an ESL teacher, and a paraprofessional. At least one staff member in each classroom spoke another language in addition to English. Additional staff included middle school and high school supervisors, two enrichment supervisors, two computer lab managers, and four community facilitators who acted as bilingual parent liaisons. (See Table 13 for more details about the program.)

Table 14. Program Information

	Total
Student enrollment	189
Percentage of district ELLs	12.3%
Daily attendance rate	85.5%
Staff	
Science content teachers	8
ESL teachers	8
Paraprofessionals	10
Community facilitators	4
Computer lab manager	2
Enrichment coordinator	2
Supervisor	2

[18] The Brockton Public Schools (BPS) is in Brockton, a town of 93,800 about 25 miles south of Boston. In SY2013, the district served 17,011 students, 36.1% of whom were non-native English speakers and 20.0% were English Language Learners (ELL), more than double the Massachusetts average of 7.9%. The student population was 54.9% African American, 23.5% White, 14.4% Hispanic, and 2.4% multi-racial, Asian, or Native American.

[19] This is the second evaluation of the program. They also were part of an evaluation for a dissertation research study by Lynne Sacks from Harvard University in summer 2013.

[20] Department of Elementary and Secondary Education (DESE) SY2014, October 1 Data.

SEATT ran five days a week for four hours a day (9am to 1pm) for four weeks, for a total of 80 hours of programming. Bus transportation was provided to and from the program and for field trips, and lunch was provided as well. Both the middle school and high school components focused on language development and on science and English Language Arts (ELA) content. The science curriculum was aligned with the Massachusetts Framework for Biology, Life Science and Chemistry, and the ELA curriculum was aligned with the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technology. SEATT focused specifically on science topics covered in the MCAS. Middle school students learned about life sciences, including cells, ecosystem, nutrition, and the digestive system, while high school students studied chemistry and biology. SEATT also focused on technology, and each afternoon, the students applied the science curriculum in a computer lab where Google drive was used to complete online assignments.

On Wednesdays, SEATT students went on all-day field trips. Middle school students visited the Franklin Park Zoo, the Boston Aquarium, and the Boston Museum of Science. High school students also visited the Boston Museum of Science, and they also toured the campuses and various science labs of the University of Massachusetts at Dartmouth, Bridgewater State University, Stonehill College, and Massasoit Community College.

Assessments

The program administered both summative and formative assessments. The students were given the WIDA-ACCESS Placement Test (W-APT) in listening and reading as a pre- and post-test to measure growth during the program. The pre-test was administered in the first week of the program and the post-test in the last week. The two tables below show the results from the pre- and post-tests for each grade, separated for middle and high school. In total, 114 of the 189 enrolled students took both the pre-test and the post-test.

Table 15. Middle School (Grades 6–8) WIDA-ACCESS Placement Test (W-APT) Listening and Reading Pre- and Post-tests

	6th			7th			8th		
	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
Listening mean	6.8	7.7	.9	5.7	7.0	1.3	7.3	7.5	0.2
Listening range	0-17	0-14		0-15	1-16		2-15	1-16	
Listening SD	4.7	4.4		4.2	4.0		4.5	4.8	
Reading mean	3.6	4.2	0.6	3.7	3.9	0.2	3.6	5.3	1.7~
Reading range	0-10	0-10		0-14	0-12		1-14	0-15	
Reading SD	0.5	0.5		4.0	3.7		0.9	1.0	
Total mean	10.4	11.9	1.5	9.4	11.0	1.6*	10.9	12.8	1.9~
Total range	1-24	0-23		0-25	1-28		3-28	2-29	
Total SD	6.4	6.5		6.6	6.4		7.5	8.3	
	N=24			N=26			N=20		

*p<0.05 Statistically significant at the p<0.05 level, ~p<0.10 Statistically significant at the p<0.10 level

Table 14 above shows the scores for middle school grades. Overall, gains were made in both tests for grades 6–8. For sixth and seventh grade, higher gains were made in listening with

increases of .9 and 1.3 test points respectively. Sixth graders increased their reading scores by 0.5 points and seventh graders by 0.2 points. Eighth graders made higher gains in reading than the other middle school grades with an increase of 1.7 points, which was statistically significant. They had smaller gains in listening, with an increase of 0.3 points.

Table 16. High School (Grades 9–11) WIDA-ACCESS Placement Test (W-APT) Listening and Reading Pre- and Post-tests

	9th			10th			11th		
	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
Listening mean	5.2	5.1	0.1	5.0	7.4	2.4*	5.6	5.6	0
Listening range	0-14	0-15		0-13	2-12		1-12	0-12	
Listening SD	3.5	3.6		4.6	3.6		4.1	3.0	
Reading mean	3.5	4.0	0.5	6.4	6.7	0.3	6.8	8.6	1.8~
Reading range	0-12	0-15		1-13	3-14		1-13	3-13	
Reading SD	3.3	3.4		4.0	3.7		3.6	2.5	
Total mean	8.7	9.1	0.4	11.4	14.1	2.7~	12.4	14.1	1.7
Total range	1-26	1-27		1-23	6-24		4-23	8-19	
Total SD	5.9	5.5		6.2	6.3		6.5	3.9	
	N=23			N=10			N=11		

*p<0.05 Statistically significant at the p<0.05 level, ~p<0.10 Statistically significant at the p<0.10 level

Table 15 shows the high school outcomes in listening and reading, where results ranged from making no gains to significant gains. For ninth grade, the gains in listening were small at .1 points, but higher in reading with an increase of .5 points. Overall, ninth grade saw an increase of 0.4 points for both tests. For tenth grade, scores improved significantly in listening with an increase of 2.4 points—the highest of all grades in listening. Tenth grade students made smaller gains in reading with a 0.3-point increase. Lastly, for eleventh graders, there was no difference in pre- and post-test scores for listening, but these students improved in their reading scores significantly with a 1.7-point increase. Overall, the gains were higher for tenth and eleventh grade than for ninth grade.

Data Collection and Site Visit Overview

Two AISR researchers conducted site visits at the Brockton SEATT program on July 24th and July 25th, near the end of the month-long program. Our visit consisted of: four focus groups with all teachers, two with middle school and two with high school teachers; two interviews with the middle school and high school supervisors; one interview with district leaders; one focus group with two parents; and five class observations. In the remainder of this report, we address key themes that our researchers identified in this program, outlining program strengths and challenges, as well as our recommendations.

Key Themes

Our researchers identified three key themes during the site visit: 1) that the SEATT program employed an innovative staffing model, allowing for strong collaboration amongst coordinators and district administrators; 2) the program designer's implementation of a district-designed curriculum focused on science, ELA and technology; and 3) along with this curriculum, also present was a culturally responsive team teaching model.

Innovative staffing model

Capacity and collaboration of coordinators and district administrators

The SEATT program middle and high school coordinators took ownership of not only the day-to-day programming, but also of the curriculum design. Both coordinators were teachers, and one of them was also a teacher instructor. The middle school coordinator shared the following in regards to his experience designing curriculum: "I started developing in the Curriculum and Instruction Department a course that really focuses on finding the best strategies for teaching science to ELL students." He leveraged both his and the high school coordinator's expertise to design a curriculum that was rigorous and that aimed to build the students' science content knowledge along with English language acquisition. Since this was their second year of implementation, the coordinators made changes that led to a more cohesive program. For example, both the middle and high school academies were housed in the high school this year, whereas last year the high school academy was off-site. This move allowed for greater collaboration among the middle and high school coordinators on a daily basis.

Along with the capacity and experience of both coordinators, the district administrators provided strong support and collaboration. When we spoke with the district director of development and grants, she shared the following regarding collaboration not only in the four weeks of the program, but also during the school year as the district team planned the program:

> It's a very collaborative venture. We met with [high school coordinator] and [middle school coordinator] throughout the whole year. Each month we had a segment of time that we would book out that we would just talk about program practices for the next year, planning, recruitment, things that we wanted to do differently, what worked well, what we want to modify maybe. And we very much work well together as a team basically, because you have to. That's the only way.

There was a sense that everyone involved in the project had an important role to fill as part of the planning team for the Academy to be a success. The middle school coordinator said that much of the successful collaboration was due in part to the district director being willing to listen when they encountered challenges. He gave the following example:

> The most frustrating thing is—for instance; we had a situation where the technology piece last year was not working. Even though maybe going with that

> was easier for the district, for budget and all of that stuff, . . . [district administrators] really listened to us and said, "do your things, we'll support you."...They know how important [it is] to really take our vision and help us implement it. And it's a team. We meet. We debrief. We fix what didn't work. We try to learn and see how we can do it differently this year.

This experience described by the middle school coordinator demonstrates how there were parts of the SEATT program that were truly teacher-led (Stacy, 2013) with the support of the district administrators. Additionally, the coordinators felt like they were being listened to and supported when they encountered challenges in planning the program. Throughout the planning, communication also stood out as a factor that made the collaboration successful. Again, since this was the second year of implementation, the program planners were able to think about the previous year and what they could improve on, and also think about the following year were the funding to continue. The district administrator shared that this level of collaboration was important so that the coordinators could focus on their main responsibility, which was to educate the students:

> Level support has to be there for sites. If that's not present, then they're not going to be able to do their job, which is to educate our students, and that's what we're all here for…It's our responsibility to work collaboratively with site-based folks and make sure that that collaboration stays strong and effective…

This type of collaboration showed that the goals of the grant were transparent to all involved in the program and that the district understood their role in supporting the coordinators to implement the SEATT curriculum successfully.

The teachers noted the strength in the collaboration between both coordinators and how they developed a rigorous and innovative curriculum. In particular, the high school teachers commented that they felt ownership over the curriculum even though the coordinator designed it. For example, lesson plans were given to teachers by the coordinators, but they could tailor them to the needs of the students in their classroom. Teachers also shared that they were satisfied with the professional development leading up to the program and during the program. One middle school teacher who returned to the SEATT program for the second time, shared the following where they were able to support a struggling science teacher during the school year due to the professional experience they gained in the summer academy:

> In one of my buildings last year we had a struggling science teacher that had some of my ELL students, and I would go in and try to support him and help with lesson plans and work with him in his class to move things forward. But I was able to call on the BrainPOP,[21] which is something I never knew [before].

The comment above is an example of how the capacity of the coordinators allowed not only for a strong curriculum to be designed, but also for a rich professional development experience for teachers during the summer.

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[21] See http://educators.brainpop.com/about/. BrainPOP was a teaching tool used by the academy.

Family engagement through bilingual parent liaisons

One of SEATT's unique design components was the presence of bilingual parent liaisons, two for the middle school and two for the high school program, who were funded by the grant. Both coordinators attributed the summer's high attendance rate to the efforts of the liaisons to make phone calls to parents. The district director of grants shared the following about the parent liaisons:

> They have a relationship already with these families, the families that they work with. That speaks volumes to a family when they get that phone call from a person that they have known all year long, or maybe a couple of years at this point; and they've developed a friendship, they've developed a trust.

The program leaders leveraged that trust to ensure that students attended the program at high rates.

District-designed curriculum

An innovative science, ELA, and technology curriculum

Through this grant program, grantees did not subscribe to a particular curriculum and instead were encouraged to design a curriculum based on their student population. Brockton coordinators planned a cross-disciplinary curriculum that combined science with English language development and also exposed the students to technology. These aspects of the curriculum were standards-based (August & Pease-Alvarez, 1996) and connected to the Massachusetts Curriculum Frameworks of the Common Core Standards. In their final report, Brockton coordinators described the curriculum in detail. One aspect of the curriculum is that it was done through backwards design by using the Understanding by Design (UbD) framework.[22] The middle school coordinator elaborated on the creation of the SEATT curriculum:

> One of the ways we did it in a more purposeful way was to create not only the content language objectives, but in the UbD unit, we also create these transfer objectives, the big things that we want them to definitely carry over with them to next year, these language forms. For instance, how do you describe? What are the language forms involved in describing? So, we . . . infuse the curriculum with these things that we know are going to be carried over.

Not only was the curriculum aligned with the school-year standards, but the coordinators also considered the "transfer objectives" as key to the students' experience. For example, in a high school biology class, the teacher discussed how to explain genetic traits in different ways. She asked the students to come up with different descriptions in English and when some of them struggled, she translated the word "mice" to "raton pequin" to help the students understand this word. In the high school chemistry class, students focused on how to describe different physical properties of items in beakers. The content teacher and the paraprofessional leveraged student's

[22] See http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf.

prior knowledge (August & Pease-Alvarez, 1996; Waxman et al., 2007) to explain the concept of chemical reactions:

> Example 1: Chemistry teacher asked the students, "Do you know what a nail is?" She said, "What is a nail in Cape Verdean?" Then some students translated it to Cape Verdean and French. The teacher explained how iron rusts. She said, "an iron nail rusts, that is a chemical property."
>
> Example 2: A student asked, "what is 'glows'?" and the chemistry teacher answered, "Like shine." She said, "The watch dial glows in the dark." Some of the students still did not understand, and then the paraprofessional gave them the example of glow sticks that you get at a party, and the students seemed to understand. Then one student actually named the chemical that allows for that reaction. The chemistry teacher said that this is an example of a "chemical property," so after describing concepts and explaining them, she named the scientific term for the students in English.

In these examples, the students learned ways to communicate scientific concepts by first referring to their understanding of it in their own language and then discussing with the teacher the concepts particular to the biology and chemistry lesson. Additionally, by using the items in beakers as visual aids, students gain a better understanding of the scientific concept (August et al., 2010). The teacher was also able to make the concepts relevant to students' lives and help prepare the students for some of the language concepts they would encounter the next year in high school.

Although the teachers spoke favorably about the curriculum, some of them also commented on the challenge of having only 14 teaching days to cover two in-depth units. The coordinators shared that they had already shortened the units from last year when they realized they were trying to cover too much material in a short amount of time. However, they still believed program designers may have included too much content.

Exposure to the sciences through enrichment

In the SEATT program, the enrichment curriculum was implemented through field trip days and visits from science-based community programs. One of these visits included a fish dissection in line with the week's science content. Based on the evaluation conducted last year on the SEATT program, this year the program coordinators added an extra day every week for field trips. So every week had four days of instruction, as opposed to three last year, and one day for field trips. The program coordinators thought that the enrichment was important to connect with the science-based curriculum so that students could gain exposure to this content in a different way. The following is a comment from one of the coordinators:

> Right now, [in] the research I'm doing, it shows you that yes, science has this internal component, the content, the heavy content and all of that, but it does have a social and cultural component that happens outside of science itself. And . . . as you start learning about science, you need these other social components to actually continue to engage you and motivate you to do science. And if you talk to any scientists, they basically start their science and the love of science in a zoo, . . . and they start volunteering at a museum and things like that.

He went on to talk about how the program provided many students the opportunity to visit the science museum or the aquarium for the first time. Additionally, the high school students also visited colleges and universities, and during these visits, they visited science labs. The high school teachers affirmed the cultural component of learning science as well. One of them shared how to measure the success of the program:

> I think to me, it's . . . the exposure that's a success to me, the fact that those kids have been exposed to science. Some of them, they've been to a science lab for the first time in their lives and see what it looks like and what's happening there.

Due to the funding from the grant, the summer enrichment activities provided an opportunity students would not get to engage in during the school year. The teachers and coordinators understood that in well-resourced communities, middle and high school students going to the zoo and science museum might not be as impactful. But for their students, many of whom were newcomers, it provided students with a way to learn about science and even to see themselves as scientists.

A model for extended learning time

In our discussion with the coordinators and director of development and grants, we learned that they saw the SEATT program as potentially a model of extended learning time for the district. Although it was a four-week summer program, the model could be applied after-school or as an extension of the school year. The middle school coordinator shared how:

> This is the perfect model, basically, for extending school day or school year. . . . You just have a few hours to actually create meaningful programs like this that can actually extend the school day where the kids come in—they actually do come. If it was just [a] regular school day, maybe they would feel burned out. But it's something slightly different.

The coordinator's point speaks to the idea that extended learning is not just about adding time to the school day, but instead to add more meaningful, engaging time to the school day or year (Del Razo et al., 2014). His comments also highlight the opportunities that grants like this one provided for districts to try models they would otherwise not have time nor funds to try.

Culturally responsive teaching model

Team teaching model

Complementing this innovative science and enrichment curriculum was also a teaching model that included a science content teacher, an ESL teacher and a paraprofessional in each classroom, and blended content-specific instruction with instruction in English language. At least one of these three adults in each classroom spoke the native language of some of the students; many of them shared the ethnic background of the students, which facilitates teacher-student understanding and relationship-building (August & Pease-Alvarez, 1996; Téllez & Waxman,

2005). One of the high school teachers had the following to say in regards to the strength of this teaching model:

> It's great when you combine two teachers, like the content and the language, because they can work together. So, we have the content teacher giving them the content and the English teacher is there . . . whenever they need help with the language, because sometimes you'll see a student, they don't understand something and we label them as special needs, but they are not. Some of them academically are great, but they just don't have the language to explain what they know.

This teacher brings up a well-researched concern about English language learners being misidentified as having special needs (Klingner, Hoover, & Baca, 2008) and noted that the teaching model at the SEATT Academy helped to identify some students' difficulty as a language issue that could be addressed with the adequate resources. She also spoke from an asset-based perspective—ELLs were seen not as lacking language skills, but as having something to offer schools and communities—and understood that the students are "great" academically.

The three teachers worked as a team and helped communicate the lessons to students across content and language. Two middle school teachers summarized this point:

> ESL teacher: Just the co-teaching, being able to work with the content teacher. [My co-teacher and I] haven't . . . been able to separate. I mean, there is no point where you're not teaching science. There is no point where you're not teaching English. But certain lessons might have a different focus where I'm taking over or planning a part of a lesson. I have to lean on her for a lot of the science knowledge; and then when she's doing something she's leaning on me for a lot of the English knowledge.
>
> Science teacher: I think that it makes me more competent in making the cross-curricular connections when I have a better idea of what those [ESL] teachers are doing or how they might be doing it.

This "cross-curricular connection" helped make the team teaching model a successful endeavor (Davison, 2006). Overall, the teachers communicated to us that there was a positive professional culture at SEATT and a strong sense of collaboration, which may be attributed to the team teaching models. One caveat is that although middle school teachers appreciated co-teaching, they suggested building in more time to co-plan with their partners each day.

There was a sense of continuity in the SEATT program among teachers, many of whom were in their second year. Many of the teachers in Brockton shared how they implemented some of the practices learned in the first year of SEATT into their school year practice during 2013-2014. Thus, the first year of the Academy served to generate new knowledge that could be applied during the school year. Another strength was that many of the teachers were paired with their classroom partners from the SEATT program. One of the coordinators shared that this pairing

was intentional and that he hoped that the team would continue collaborating during the school year.

Understanding immigrant students

We previously mentioned that some of the teachers reflected the ethnic background of the students and spoke the same language as their students. These teachers were able to connect with their students in culturally responsive ways (August & Pease-Alvarez, 1996; Téllez & Waxman, 2005; Tung et al., 2011). Because some of the teachers were immigrants themselves, they were able to relate to their students in terms of what it is like to come to this country—they understood the distinct difficulties, beyond language, that young people may face in a new country. In one focus group, the high school teachers mentioned that many of their students have to work to pay back their debt from coming to this country, and how they as teachers tried to teach them that going to school will benefit them in the long run. During our observation of the high school biology class, after a teacher noticed that a student was tired, he asked the student if he worked at night. This example shows that instead of disciplining the student for perhaps not paying attention, the teacher understood the reality that many of the high school students had work commitments. Teachers also understood the importance of making school culturally responsive. One high school teacher shared:

> To me it's very essential that teachers tend to integrate cultural elements, meaning where the kids are coming from, what they relate to as their own personal culture, integrate that into the instructions that are being provided in the classroom. In other words, it's culturally sensitive instruction. Because when a student is sitting in a classroom coming from a different country, if you're teaching them but they cannot relate to the elements of your instruction because it's not part of the world that they've known so far, it's very challenging for them.

In a science curriculum, the lessons can be culturally responsive for the students. In the middle school focus group, one teacher shared the following example of a culturally responsive science lesson for students who have not had many years of formal schooling:

> A lot of them [students] have a lot of practical life experience and things that they have been doing that a lot of kids born here haven't been doing:working and things. I know with our kids, [during] one of our first [enrichment visits], we had people come into the school and they dissected fish with a group from the aquarium. And it was really funny, because at first they were all kind of queasy and nervous. We have a para that works with us also, who is Cape Verdean, and she also works with a lot of kids during the school year; and she just said, "You all eat fish. You all have caught fish. You all come from fishing villages, like, knock it off." And then they're like, "Oh, okay, right." And they did, they knew a lot about it. . . . You have to figure out a way to access all of the knowledge they do already have and make a connection to what we're doing now. Because they have a lot to bring to the table, but it's just different from what we're used to seeing.

The students' culture and life experiences were valued throughout SEATT experiences. The teacher was Cape Verdean and understood the life experiences of the students in her classroom. Not only did she realize that the students were familiar with fish, but she and the teacher sharing the story valued the students' past experiences in their home countries as a source of their knowledge, regardless of their amount of formal education. Teachers saw the Summer Academy as a place where they could improve the students' language skills by building on what they already know. One high school teacher said:

> Another thing is to give them the language they need to express the content they know. Sometimes they need the language. They know the content. They cannot express the content because they don't have the language. So, you can combine both language and content, have them working together, then they can be able to express themselves and then you know who is in front of you. It takes time.

This teacher touches on the strengths of the team teaching model that incorporated science content with English language, but also of the approach many of the teachers took towards the students in the program. They started from the premise that students have science knowledge and just need the language to express it.

Conclusion and Recommendations

The Brockton SEATT program was a robust example of how the summer months can promote English language acquisition for English language learners, further develop science content knowledge, and try innovative teaching models. To summarize: 1) the district employed a unique staffing model through the work of the coordinators and by hiring bilingual parent liaisons; 2) they designed and implemented a blended science and English language curriculum; and 3) this curriculum was largely based on the team-teaching model where at least one teacher in each classroom spoke the native language of some students.

The following are recommendations for the Brockton SEATT Academy for future implementations:

SEATT as a model for Extended Learning Time.

During our discussions, the coordinators and district representative discussed how this program was an example of extended learning time and perhaps could inform school-year practice. We recommend that some of the SEATT strategies be applied to working with English language learners during the year. However, given the difficulties with pacing and content coverage, the SEATT program should continue to experiment with the length of each curriculum unit and how many curriculum units can be covered in a summer program.

Continue developing culturally responsive science curriculum.

Not only did the curriculum combine science content with English language development, but it was also culturally responsive. Many of the teachers reflected the population of the students, and they were able to focus in on the experiential knowledge that students brought with them to

develop their academic science knowledge further. We recommend exploring this area of culturally responsive science curriculum and instruction further and adding lessons that formally address the knowledge students bring with them into the curriculum. Teachers could document the lessons where they applied their cultural knowledge to their teaching.

Share and further develop team teaching model.

The team teaching model serves as a model for other districts. The fact that many of the same teachers returned for a second year and that many reflected the ethnicities of the students were additional strengths. We recommend that the district share best practices and/or provide training on how other districts can design a similar model.

Although teachers were largely pleased with the curriculum and appreciated the support from coordinators, based on the feedback from middle school teachers, we would recommend that staff design middle school curriculum to be more relevant to the school-year curriculum. For example, teachers shared that focusing on subjects like human biology within a health curriculum would be more relevant to the middle school students because this is what they would be working on in the following school year. The middle school teachers also shared that they would like the middle school lessons to be designed by or with middle school teachers—both program coordinators were high school teachers. This change would enable teachers to provide even more input into curriculum.

In order to strengthen the team teaching model, teachers also requested more common planning time with each other. One teacher suggested having the professional development built into the school year, for a few hours over a few days instead of packed into one day before the program.

Holyoke Evaluation Report

Site Description

The Holyoke Public Schools (HPS)[23] 2014 ELL "Summer of Power" Enrichment Academy (SOP) was a high school program that offered students literacy tutorials, enrichment activities, and paid work experience. In the program's second year, it served 66 incoming ninth through twelfth graders, fewer than the 93 enrolled in 2013. All students were native Spanish speakers. A total of ten staff—one program head, one ELL head, six teachers, and two paraprofessionals—led the program. All six teachers were certified in ELL, Spanish language, or both, and all taught in one of the two district high schools—Holyoke High School, where SOP was held, and Dean Technical High School. Five out of six had taught in SOP in 2013. (See Table 16 for more details about the program.)

Table 17. Program Information

	Total
Student enrollment	66
Percentage of district ELLs	21%
Daily attendance rate	87.3%
Staff	
Program Lead	1
ELL Lead	1
Academic Teachers	6
Paraprofessionals	2

SOP operated daily from 8:00 a.m. to 4:00 p.m. for five weeks, for a total of 200 hours of programming. The Academy provided free breakfast, lunch, and transportation to Holyoke High School, as well as bus transportation to student's work sites and home. In the mornings, students had an hour and a half academic tutorial led by a district teacher. The summer's topic was persuasive writing on current events, and teachers led students in reading, writing, listening, and speaking activities that developed their persuasive communication skills and content knowledge of current events. Each tutorial had college mentors, trained by a local community partner called Reader to Reader, who worked with small groups of students throughout the summer. After the academic tutorials, students spent two hours in one of five enrichment workshops they had

[23] The Holyoke Public Schools (HPS) is located in Holyoke, a city of close to 40,000 in southwestern Massachusetts.[23] In SY2013, the district served 5,573 students. Almost half (49.2%) of the students were native speakers of a language other than English and 29.2% were English Language Learners (ELL), 78.7% of students were Latino, 16.8% were White, 2.8% were African American, and 1.7% were multi-racial, Asian, or Native American.

selected at the start of the program, facilitated by different community organizations. These included Digital Storytelling, Environmental Advocacy through PhotoVoice, Robotics, Project Coach, and Acting Shakespeare. The students had a break for lunch and then traveled to their worksites, where groups of one to four students interned at local businesses such as restaurants, the YMCA, and daycare centers, earning minimum wage for their work. On Fridays, the students had fieldtrips in which they visited local college campuses and participated in enrichment activities.

A number of community partners provided enrichment workshops and job placement for SOP students. They include:

- **CareerPoint**, a comprehensive career and workforce development center serving Hampden County. CareerPoint provides hiring and training services to local businesses and has extensive career development and employment programs for veterans, the long-term unemployed, former gang members, and youth.
- **Enchanted Circle Theater**, a Holyoke non-profit educational theater company that provides artists-in-residence for local schools, professional development for teachers, and a number of community theater and literacy programs. Enchanted Circle Theater led the Acting Shakespeare workshop.
- **Project Coach**, a Springfield-based leadership development and sports program that trains high school students as coaches who provide after-school sports and fitness programs for elementary school students. Project Coach led a workshop in which SOP students learned coaching and leadership skills and worked with Boys and Girls Club summer campers.
- **Reader to Reader**, a national non-profit which brings books to libraries and schools in low-income areas and provides literacy programs and mentorship for high school students, pregnant and parenting teens, and others. Reader to Reader trained college student mentors to support small groups of SOP students during tutorials.
- **Western Massachusetts Writing Project** (WMWP), a site of the National Writing Project based at UMass Amherst, which provides professional development for educators and a range of community and school writing programs. WMWP led the Environmental Advocacy through PhotoVoice workshop.
- **WGBY**, the local public television station, which provides extensive Spanish-language programming and digital storytelling workshops for local communities. WGBY led the Digital Storytelling workshop.

Assessments

Summer of Power administered a teacher-developed persuasive writing prompt and the WIDA writing test on the first and last day of the program to measure growth. We include the results for ninth and tenth grade, which were the grades with more than 10 students. Grades 8, 11 and 12 all had less than 10 students. Table 17 below summarizes these outcomes.

Table 18. Grades 8–10 Persuasive Writing and WIDA Writing Pre- and Post-tests

	9th			10th		
	Pre	Post	Diff.	Pre	Post	Diff.
Persuasive Writing mean	12.6	16.3	3.7***	11.1	15.9	4.9***
Persuasive Writing range	8-17	11-23		7-18	10-23	
Persuasive Writing SD	2.9	3.2		2.8	3.4	
WIDA Writing mean	8.1	11.0	2.9***	8.3	10.0	1.8***
WIDA Writing range	6-14	7-15		5-12	7-15	
WIDA Writing SD	2.1	2.8		1.9	2.3	
	N=17			N=16		

***p<0.001 Statistically significant at the p<0.01level

In both exams, gains were observed for students in grades 9 and 10 at a significant level. For 9th grade, the Persuasive Writing mean increased by 3.7 exam points and the WIDA Writing mean increased by 2.9 points. For 10th grade, gains in the teacher-designed Persuasive Writing mean were higher than 9th grade with a 4.9 increase from the pre-test and a lower, yet still significant increase was observed for the WIDA Writing mean at a 1.8 point increase from the pre-test.

Data Collection and Site Visit Overview

Two AISR researchers and an intern conducted a site visit to SOP on July 21st and 22nd during the middle of the five-week program. We observed three sections of tutorial; the Project Coach, WGBY Digital Storytelling, and Robotics workshops; and breakfast in the Holyoke High School auditorium. We met with representatives from CareerPoint and a group of students leading a canned food drive as their job placement, and observed several job placement sites. Throughout the two days, we conducted focus groups and interviews with the following people, with a total number of participants indicated where the number was greater than one:

- Academy Coordinators (n=2)
- Curriculum Specialist
- Academic Teachers (n=5)
- Community Partners (n=5)
- Paraprofessionals (n=2)
- Reader to Reader Mentors (n= ~15)
- Parent Focus Group, Spanish (n=2)

In the remainder of this chapter, we address key themes that we observed during our visit to the Holyoke Summer of Power Academy, and describe challenges and recommendations.

Key Themes

Our researchers identified three key themes during the site visit: 1) that there was an emphasis on oral language development integrated with reading and writing; 2) asset-based, culturally responsive instruction and program culture; and 3) collaboration with strong partners to extend learning.

An emphasis on oral language development integrated with reading and writing

Strong language development instruction for English Language Learners should attend to the four modalities – reading, writing, speaking, and listening – but emphasize oral language production and proficiency (August & Shanahan, 2006; Goldenberg, 2008; W. Saunders, Goldenberg, & Marcelletti, 2013). As ELLs improve their oral language proficiency, they are more likely to use English and to form relationships with native English-speaking peers, providing more opportunities to practice English (Strong, 1982). Stronger oral proficiency is also associated with the use of more complex meta-cognitive strategies for monitoring language use (Chesterfield & Barrows Chesterfield, 1985). Oral proficiency, especially proficient use of oral academic language, is tightly connected with English reading and writing skills, especially among older students (W. Saunders et al., 2013).

The Holyoke SOP was carefully structured to maximize opportunities for students to practice oral language. Throughout the tutorials and workshops and in most job placements, students had multiple opportunities for conversation with peers, college-age near-peers, teachers, and other adults. One of the coordinators reflected that a challenge during the 2013 Academy was eliciting student participation. She noted, "We didn't have any issues at all, any behavioral issues, last year. Other than – well, it wasn't a behavioral issue – trying to get children to talk. So we've worked a lot on that, on how to stimulate conversation, and then moving on from there to that academic conversation."

The coordinators, teachers, community partners, and mentors all addressed the importance of increasing students' confidence in speaking English and of oral language as a bridge to academic reading and writing. The main academic goal of the tutorials was developing students' persuasive writing, in order to prepare them for the demands of the school year. Much of the instruction happened through small group conversation and classroom debates designed to support academic language acquisition and build students' confidence with content and language as they practiced writing. The Curriculum Specialist noted,

> The academic goals, from what I've been told, are very focused on increasing academic language, both spoken and written. That's what we've been working on. That's brought about a lot through the debate, the controversial issues. And then after doing those conversations, those challenging conversations, moving into more writing.

In the tutorials that we observed, students spent the bulk of the hour and a half engaged in conversation with their Reader to Reader mentor (trained college students) and their peers, reviewing journal entries, reading and discussing articles, or working together on assignments related to persuasive writing skills. During whole-class instruction, the teachers often asked students to discuss questions in their small groups before volunteering an answer to the class. Reader to Reader mentors reflected on the importance of creating a safe climate in which students were supported to take risks with English:

> I would say respect [is something ELLs need]. That their thoughts and their feelings and their opinions are just as valid as ours, or the characters in the books, or the decisions that they're debating—because I think if they're interested in it and they know that you are interested in what they're thinking, then they'll be more willing to share their ideas and they won't be embarrassed of their ideas or think maybe, "Oh, I don't have the words for this idea in this language yet so I can't express it." As long as they know that you respect what they have to say, then I think they'll be more willing to share it.

Students transitioned between speaking, listening, reading and writing in most of the workshops, with ample opportunity for conversations in small groups. In the WGBY Digital Storytelling workshop, students wrote and edited their scripts and recorded themselves reading the scripts; in Shakespeare, they read *Romeo and Juliet*, rewrote it in contemporary language, and produced their rewritten play; in Project Coach, students learned coaching and leadership skills and language, then practiced by coaching younger Boys and Girls Club members in sports and dance. The job placements provided variable practice with oral language, depending on the tasks students were assigned and their interactions with English speakers.

Carefully designed and guided interactive activities that support authentic academic English use

That ELLs should spend time interacting with more proficient and native English speakers makes intuitive sense. But Saunders et al.'s review of research on effective ELL instruction (2013) finds that without careful planning and implementation, cooperative learning activities often fail to yield results, because more proficient peers abbreviate conversation in order to quickly complete assigned tasks. The presence of Reader to Reader mentors in SOP was a major strength of the program's design that ensured small-group activities remained focused and productive, and that the bulk of communication occurred in English.

For the most part, the Reader to Reader mentors had completed some coursework in education or ESL. Several were bilingual and/or were former ELLs. The mentors participated in SOP professional development with the tutorial teachers and community partners. Each tutorial teacher had daily time for joint planning with the mentors assigned to his or her classroom. The mentors we observed were skilled in eliciting student participation, explaining concepts in a

variety of ways, giving informal "on-the-fly" definitions of new words, and providing targeted assistance as students worked together on assigned tasks.

The mentors noted that their status as near-peers made it easy for them to relate to SOP students and helped students feel comfortable speaking in the small-group setting. One explained that mentors responded to the same journal prompts as the students, "so they see we're on their level and we're here to help them . . . if they mess up with spelling or grammar, we help them fix it up in kind of a fun way." Another said,

> I think that having the peers in the classroom is definitely a huge benefit, because we're so close in age to them that it's just so relatable. Because we were talking about MCAS today. I took MCAS maybe four or five years ago . . . And when there's something that they wouldn't want to ask the lead teacher about, or just simple things like that, we're always just there for them in those small groups.

The Project Coach workshop used a similar structure, where college-age coaches introduced concepts and worked with small groups of SOP students to complete interactive activities focused on leadership and coaching skills. During our observation, the students practiced skills giving constructive, detailed feedback to younger children, in preparation for their work with Boys and Girls Club campers later in the day. Each group of students received a written scenario of "bad coaching," discussed the scenario and acted it out for the class, then acted out an alternative example of constructive feedback. The college-age coaches encouraged students at different levels of English proficiency to participate in discussions and provided examples, visuals and translations to reinforce meaning.

Instructional activities that prioritize meaningful communication while explicitly teaching academic language

English language development instruction should include explicit instruction in the syntax, grammar, and conventions of English. Effective instruction integrates direct instruction with authentic interactive tasks that require students to communicate meaningfully (W. Saunders et al., 2013). SOP coordinators and other staff focused on creating opportunities for meaningful communication throughout the day. One noted that ELLs need "lots of opportunities to see English, lots of opportunities to speak authentically, with high interest."

The academic tutorials were designed to provide in-depth instruction and many supports for academic language. In addition to vocabulary, teachers and mentors provided sentence frames for use in debate and persuasive writing, such as "you make a good point, but have you considered . . ." and "I believe students in the US would benefit/not benefit from two-way bilingual education because . . ." We observed classroom charts filled with vocabulary words with student-generated definitions, sentence frames, and comparisons of present- and past-tense

verbs. Teachers and mentors encouraged students to focus on communicating their ideas and not worry about grammatical correctness when responding to journal prompts or completing writing assignments, or when participating in discussions. They then used students' own writing to provide individualized feedback on grammar, spelling, and syntax.

The enrichment workshops provided rich opportunities for using English authentically. In the Shakespeare tutorial, students attended carefully to language in order to comprehend the text of *Romeo and Juliet*, reformulate the plot in contemporary language, and then learn and deliver lines in their production. The digital storytelling students told their own stories in multimedia, and PhotoVoice students used writing and photography to research and document issues impacting their communities. The Project Coach lead teacher explained the opportunities for practicing specific vocabulary and language in a less-academic setting:

> The focus is heavily on the speaking and listening skills for ELL students. And we kind of provide a very different space than school to work on those. So by putting them in these leadership roles where they're responsible for coaching and teaching younger ones how to play a sport, it's just a completely different environment than school. So our lessons are things on how to use your coach voice, but built into that is also the vocabulary and the language that goes with being a coach.

Asset-based, culturally responsive instruction and program culture

Bilingualism as additive

Bilingualism is correlated not only with higher proficiency in English, but also with higher academic achievement generally (Genesee, Lindholm-Leary, Saunders, & Christian, 2005). English language learners transfer comprehension, decoding, and meta-cognitive skills across languages, and using a student's first language to help them learn a second language is an effective strategy (August & Shanahan, 2006). In all of our interviews and focus groups, SOP staff and community partners were explicit in their embrace of bilingualism as additive and their recognition of the assets that ELLs bring with them. One mentor said, "I talk to my kids about how they have a real advantage in the world. Like if they master both English and the language that they grew up with, being multilingual is important to acquire a new job."

SOP staff contrasted the culture of the Summer Academy, which celebrated bilingualism, with that of the school year:

> With the regular student body, we know that here in Holyoke High, I don't know about Dean, but Holyoke High, when we're all here together, it's almost a bad thing to be bilingual. Bilingualism is looked at here at Holyoke High as a bad thing. And they feel very uncomfortable to speak their second language. And they feel like they're being

> made fun of . . . and I always try to explain to them that, no, they have a step up on everyone else in this building that only speaks one language. And I really try to make them see that.

Consistent with the value they placed on students' first language, we observed SOP staff and mentors chatting with students in Spanish during breakfast, transitions, and as they arrived at class. Students often translated and clarified instructions for each other in Spanish, and staff and mentors accepted answers in Spanish during small group activities. Staff and mentors who were able used Spanish for clarification and to define vocabulary. Staff estimated that students' language use in their tutorials and enrichment workshops ranged from 25% Spanish and 75% English to half Spanish and half English, depending on the English proficiency of the students and the topic at hand. Staff and mentors who were learning Spanish were intentional about modeling risk-taking and treating students as resources for helping them improve their skills. One community partner explained,

> Even though I speak Spanish, . . . English is my first language. So sometimes I get a little self-conscious about the things that I want to say. And so it's kind of like how they are; they know English, too, but they're a little self-conscious sometimes. So it's like we learn from each other.

During the school year, one young Latina teacher led an informal weekly "Group of Power" meeting for 2013 Summer Academy participants who wanted to maintain the relationships and safe space that SOP had provided.

Program staff and community partners who reflect students' backgrounds

Research indicates that a more diverse teaching staff in which students frequently interact with teachers who share their cultural and ethnic background can increase engagement and achievement (Tung et al., 2011; Villegas, Strom, & Lucas, 2012). Seeing adults from their own communities in professional positions and positions of authority might reduce alienation from school for English language learners and increase aspirations (Carnegie Forum on Education and the Economy, 1986). No researchers assert that teachers who do not share students' background cannot be effective, but teachers from similar backgrounds are more likely to have experiences with cultural practices familiar to their students and relate to the language learning struggles, ethnocentrism and racism ELL students and students of color likely experience in society (Miller & Endo, 2005; Moll, 2004; Villegas et al., 2012).

While nearly 80% of Holyoke Public School students are Latino/a, only one quarter of district teachers identify as Latino/a. SOP coordinators intentionally filled the Summer Academy with as many adults who shared students' backgrounds as possible. The office administrators and two paraprofessionals were bilingual young Latino/a adults, a number of the Reader to Reader and

Project Coach mentors were young adults of color, and the WGBY digital storytelling workshop staff were bilingual young Latino/a adults. An SOP coordinator explained the hiring philosophy:

> And that's another part of this program that is so important . . . to us and to the kids, is to see us make those connections in the community. Trying to hire staff that is Puerto Rican, our paraprofessionals, our clerks, so the students can see, "Oh, here's someone in a job not too far from where I'm at." And then our relationship with [the CareerPoint liaison], in that she cares about the kids and knows the kids, and she knows—the kids know that we know her, and that there's a connection.

SOP employed two paraprofessionals, both young Latino/a adults who grew up in Holyoke, in the same neighborhoods as many SOP students. One paraprofessional worked with the Shakespeare tutorial and workshop, providing language and other support to students as needed. The other provided extra support to a few students who had behavioral issues. Both paraprofessionals spoke at length about the importance of acting as role models for SOP students and relating to their lived experiences. One reflected,

> When they're able to speak to us about situations and we're able to respond in a way that seems familiar, they're like, "Oh, this guy really does understand me because he went through this. This guy really does understand me because he doesn't know his father either." So it's like, whoa, that's hitting close to home. "Let me talk to this guy a little bit more."

The other paraprofessional noted,

> I've seen most of [the SOP students] grow up, because I had kids that I was peer leader for when I was a teenager in the program. And most of my cousins are in the program. And so, they would be like, "Yeah, she lived in the Flats. That's where she grew up. She's been all over this." And they look at me like, "Okay, what are you doing?" I'd say, "I'm in college. I'm good." And they're like, "Wow, okay." And it's like you're giving them a sight of what they can be.

We observed instances of SOP staff using their shared background with students to help students explore their cultural and linguistic heritage and connect their knowledge of Spanish to classroom lessons. One Latina tutorial teacher, for example, picked up on a student's reference to a Spanish slang word to compare the word's current use to its meaning when she was young and reflect on the word's historical evolution.

Culturally responsive and empowering instruction

Effective education for students of color requires culturally responsive pedagogy, which recognizes and builds on the knowledge and experiences students bring to school (Padron et al., 2002; Tharp, 2000). Seeing their lived experiences and communities reflected positively in the curriculum strengthens student engagement and increases the relevance of academic learning for students (Cammarota & Romero, 2014). SOP emphasized cultural competency and responsiveness in its instructional design and professional development, in addition to its hiring philosophy. The curriculum specialist described a workshop on cultural competency that all staff, community partners and mentors participated in before the start of the program:

> We did a couple hours on cultural competency and what it means to work with people from different cultures and what cultural competency is, and that it's something that's really a continuum for all of us, in that we're learning more about cultures, learning more about how to teach about diversity at a little bit of a deeper level than just "heroes and holidays." . . . And really getting to know students and . . . plumbing the funds of knowledge that are out there in the community.

Several of the enrichment workshops focused on empowering students to see themselves as leaders or as experts on their own lives and communities. Project Coach, for example, emphasized leadership development by preparing students to coach and be role models for younger children. The workshop drew on students' knowledge of basketball, soccer, and dance to help them learn speaking confidence, new vocabulary and language skills, and leadership skills. The WGBY digital storytelling workshop taught students digital media skills in the service of crafting and sharing stories and photo collages about their identities. The PhotoVoice workshop, in which students used photography and writing to research and document community issues, highlighted students' own status as experts on their neighborhoods:

> The research that we're doing together . . . requires working on the speaking and listening competence, and there's a lot of writing. But I think another really important aspect of it is . . . [The] empowerment piece, of being positioned as an expert in the community and as someone who has something to teach other people in the community, also does a lot, . . . like the fact that you speak two languages actually puts you in a position to talk to people that some researchers come in and wouldn't be able to communicate that. And the fact that you know about what it's like to live in the neighborhoods you live in.

The tutorials used debate of current events to interest students in persuasive writing and speaking. Most of the issues that we observed the tutorials tackling—bilingual education, single-sex education, immigration reform, unaccompanied minors arriving in New England cities, Puerto Rican statehood, and gay marriage, for example—had relevance to students' lives and encouraged them to draw on their experiences and knowledge to develop persuasive arguments.

At the same time, several staff members noted that the 2013 SOP had used literature by and about Latino/as, which they thought the students found more compelling and interesting, particularly since MCAS preparation had been crowding out opportunities to celebrate students' cultures during the regular school year curriculum. One tutorial teacher reflected,

> Last year, in the Summer of Power, . . . we read books, and the books were centered about Latino culture or the Latino struggle, something in that context. For example, the class that I was doing talked about the Young Lords. And I know that [the SOP coordinator] gave me that book on purpose because my father and my uncle were Young Lords, so they were able to come in and talk to the students about that. But this year, they really wanted for us to focus more on academic language, academic vocab, to get them better prepared for MCAS. . . . We're trying to make it fun for them through debate. But we've stepped away from teaching them through their culture and just going into debate.

While the tutorials focused on topics that were relevant to students' lives, several staff members felt it was a missed opportunity to expose students to Latino/a literature.

Collaboration with strong partners to extend learning

High-capacity partners that expand learning opportunities for students

One of the major strengths of the Holyoke SOP was the integration of strong community partners to create an engaging, well-rounded summer experience for students.
Enchanted Circle Theater and Reader to Reader have long relationships with Holyoke Public Schools and run school-year programs; the Western Massachusetts Writing Project conducts extensive professional development for Holyoke teachers. WGBY had conducted community-based storytelling in Springfield and Holyoke for several years, and was recruited to design a similar workshop for SOP students. Project Coach works extensively with Springfield Public Schools but had not worked in Holyoke before the 2013 SOP Academy. All of the community partners have an explicit focus on ELLs outside of their SOP work and bring extensive experience working with Holyoke communities to the summer program.

Community partners were at the table from the beginning of the planning for the 2013 SOP. Holyoke administrators invited a large group of community organizations to help them brainstorm what sorts of experiences would be most impactful for ELL students. The community partners were involved from the beginning in drafting the proposal and developing the structure and goals of the Academy. They were also involved in developing and delivering professional development that all teachers, partners, and other staff participated in together. The partners noted that for the 2014 SOP, while the commitment to collaboration remained strong, the short lead-time for the Gateway Cities ELL Academy proposals meant that there was less time for careful planning and professional development this year. All the community partners appreciated that the tutorial teachers were always available and happy to consult with them.

Community partners were concerned about the sustainability of their partnership with Holyoke, and the impact of unstable funding on students and communities. One noted,

> Districts like Holyoke and Lawrence, the districts that we saw at the kick-off meeting, they don't have the money necessarily to continue to fund this without some sort of creative process. . . . All of the opportunity that we see, and that we see every day in this program, we see it making a difference. And I'd just hate to see that go away.

Another partner worried about damaging the trust that students and families placed in community programs:

> They need the long-term. The kids need to trust that [a program] is going to be there; otherwise they're not going to trust it, they're not going to tell their siblings about it, and they're not going to tell their friends about it, and they're not going to care about it. And it's here and gone. And these are amazing programs.

Several partners suggested that finding ways to extend the summer program partnerships into the school year might allow community partners to capitalize on the relationships built with students over the summer and become a "constant, continual part of their high school life" rather than "a blip on their screens as many things are." School-year partnerships would also facilitate deeper collaboration with Holyoke classroom teachers.

Building career readiness and community connections

The idea to include summer employment as a core part of the Summer Academy came out of early brainstorming conversations with community partners. One coordinator recalled,

> That was something that in the initial stages of the grant we met with some different community partners, not necessarily the ones who were involved. But like college people and CareerPoint came, just kind of talking, brainstorming about what a program that would address the needs of the kids, and it would definitely involve workplace readiness skills and experience and working. Like [the other coordinator] has said so many times, for our students to get that entry level job is very challenging. And so, this gives it to them. So they can walk away from here with a job experience and a résumé to give to someone.

SOP staff and partners recognized that summer employment was important to high school ELLs in Holyoke, and that many of them depended on summer earnings. The need to work often presents a barrier to participation in extended learning time opportunities for low-income high school students; the opportunity to be placed in a paying job with transportation to and from their

job site was a major incentive for students while also helping them develop important skills, make community connections, and practice language skills.

CareerPoint worked with SOP to complete background checks on students and place them in jobs with local businesses and non-profits including restaurants, daycare centers, and the YMCA. The job placements were not without challenges. While efforts were made to match students with jobs based on their interests, the short lead time for the grant and the need to provide transportation to and from each students' job site constrained placement possibilities and left CareerPoint scrambling to find spots for everyone. The paraprofessionals heard several students' frustrations with the difficulties of being matched with a job.

SOP students completed a "signaling success" training focused on professionalism, dependability, and communication. Site supervisors from the CareerPoint youth service staff made regular visits to student placements. A few students who were too young to work for pay put together a canned food drive under the supervision of CareerPoint staff. They called food banks to learn about needs, called businesses to ask if they could leave collection boxes, spoke to farmers' market customers about their drive, and appeared on local radio to advertise the job. They wrote flyers explaining what kinds of food were in high demand and conducted thorough inventories of donations. One ELL student reflected that before SOP, "I was very, very shy. I couldn't speak. I couldn't speak loud. This program lets me speak for myself, to let my shyness go. This helps me with my communication."

The job placements seemed to be the aspect of SOP that appealed most to parents. During the parent focus group, both mothers noted that their students were exhausted at the end of the day, but that they were proud to be working and learning important skills. One mother said, "I want my kids to learn responsibility, punctuality. I think this is an important goal for the program, for it to create the responsibility to arrive on time. Because having a job, time administers your life and your access to money. . . . Responsibility is a powerful word."

Besides career readiness skills, SOP staff saw job placements as a strategy for strengthening students' connections to community members and institutions. One coordinator recounted going to order food for the end-of-year celebration from a local restaurant, and the excitement of the students who were working in the restaurant. The coordinators noted that one employer had already asked if his summer student could stay on during the school year and had offered to help her obtain a driver's license.

Conclusion and Recommendations

Summer of Power was clearly a powerful experience for students, teachers, and community partners. Students experienced rigorous persuasive writing and speaking instruction, thereby

gaining important skills for success during the school year, and were able to practice authentic oral language skills across a wide variety of contexts. SOP was carefully designed to provide extensive individual attention to students, relationships with near-peers and adults of color who live in the same communities of students, and valuable work experience. Students showed significant improvement in writing over the course of the Academy. Staff and partners were excited about the transformations they saw in students over the course of the summer, including this example from the theater enrichment experience:

> And during that play, students that would probably never speak, you can hear their voice from the whole auditorium because they really came out of their shells. They were really able to find themselves and be able to pretty much break that shell of being so timid and stuff like that. And all because of one program. All because of one opportunity that they had.

As further evidence of the program's success, they noted that new students applied for the 2014 Academy based on word-of-mouth from peers. SOP students valued the relationships with teachers and other students they'd built over the summer. One teacher said, "I'll tell you, during the whole school year all the kids kept asking us if we were going to have Summer of Power again. The whole school year. "Are we going to do this again next year?"

In order to maximize the impact of SOP, we offer a few recommendations:

Continue to explore ways to integrate students' own cultures and backgrounds into the Summer Academy.

Many of the enrichment workshops drew extensively on students' backgrounds and experiences, and the tutorial teachers selected high-interest topics for debate and writing. At the same time, several of the teachers and paraprofessionals lamented the decision to not include literature from Latino/a authors in the Summer Academy. Particularly given the reduction of attention to students' cultures during the school year, summer academies seem like an important opportunity to help ELLs connect academic learning to their own experiences.

Continue to strengthen the job placement program.

SOP staff noted that the short timeline for the EOE Gateway Cities grant made job placements difficult and meant that most students couldn't be matched to their interests. Teachers suggested cultivating relationships with doctors, veterinarians, lawyers, and other local business people with whom students might intern during the school year or work over the summer.

Extend community partnerships into the school year.

All of the community partners agreed that the summer program provided a natural "pipeline" of students to participate in longer-term enrichment experiences. They felt that school-year

programming would foster more sustainable collaborations with Holyoke Public Schools and stronger working relationships with Holyoke teachers. School-year work with community partners would give ELL students in Holyoke access to culturally responsive, empowering settings during the school year, and might help counter the stigma and isolation that teachers described.

Lowell Evaluation Report

Site Description

In the summer of 2014, Lowell Public Schools (LPS)[24] held the Lowell Gateway English Language Learners Summer Enrichment Academy (SEA), a four-week program for middle and high school students. Housed at a district middle school, the Academy consisted of two programs targeting two specific populations: 1) newcomers and students with limited or interrupted formal education (SLIFE); and 2) provisionally retained students. This was the second year of implementation, as the district also received this grant in SY2013. The Newcomer/SLIFE program was designed for students in grades 5–12, while the program for provisionally retained students served grades 5–8. As table 17 below shows, the program coordinators recruited and enrolled 217students, 87% of which attended the Academy regularly. In terms of ethnicity, students were classified as Cambodian, Puerto Rican, Burmese, Indian, Eritrean, Nepali, Iraqi, Somali, and Congolese. There were 39 staff members staffing the two programs of the Academy, including 21 math, ELA, science, physical education, and art teachers; 6 paraprofessionals; and 6 classroom tutors. The Academy had one academic coordinator who designed the curriculum. More information regarding the Academy make-up is found in Table 17 below.

Table 19. Program Information

	Total
Student enrollment	271
Percentage of district ELLs	10.8%
Daily attendance rate	96.8%
Staff	
Academic Coordinator	1
Academic Teachers	21
Paraprofessionals	6
Classroom Tutors	6
Enrichment Teachers	5
Community Science Teachers	3
Volunteer	1

A long-standing partnership exists between the coordinator of the Academy and the International Institute of New England. The Institute has a mission to help refugees and immigrants be active participants in the social, political, and economic richness of American life. The institute hosted an information session for refugee parents prior to the Academy to share with them the information necessary to enroll their children in the program. This organization also provided tutors who not only helped students and teachers in the classroom but also served as parent

[24] The Lowell Public Schools (LPS) is located in Lowell, the fourth largest city in Massachusetts, about 30 miles north of Boston. In SY2013, the district served 14,031 students, 39.6% of whom were non-native English speakers and 29.4% were English Language Learners (ELL), more than triple the Massachusetts average of 7.9%. The student population was 31.0% White, 29.9% Asian, 29.4% Latino, and 6.6% African American.

liaisons to help communicate with parents who speak another language other than English. The Academy met four days a week, six hours a day over the course of four weeks, for a total of 88 hours.

The program for newcomer and SLIFE students included one and a half hours of academics and three and a half hours of enrichment each day. Students were divided into three groups with a science and math academic focus. Each group completed projects and presentations in the areas that we discuss further below. Throughout the mornings, students rotated through literature-based English classes, science, and social studies. The program for the retained students had a reverse schedule focusing on three and half hours of academics and one and half hours of enrichment every day. The academics for the retained student program emphasized ELA and math. Enrichment activities for both programs included drama, dance, taekwondo, and science with the Tsongas Industrial History Center. Students had the option of choosing different activities. However, the daily structure of the program overall caused some confusion. Since students chose different activities to attend daily it became difficult to know where students belonged and when.

Assessments

In terms of measuring student academic outcomes for the span of the four weeks, the program administered the WIDA Assessment Test in Reading and Writing as a pre-test and post-test. The Academy administrators provided outcome measures for 141 of their participants. Scores for tenth and eleventh grade students were also provided by the Academy, but we did not include them because there were less than 10 students in each of these grades, a number too small to report on. These exams were administered on the first and last days of the Academy. Table 19 summarizes the outcome of the WIDA exams for fifth through ninth grade.

Table 20. Grades 5-9 WIDA Reading and Writing Pre- and Post-Test Composite Scores

	5th			6th			7th			8th			9th		
	Pre	**Post**	**Diff.**	**Pre**	**Post**	**Diff.**	**Pre**	**Post**	**Diff.**	**Pre**	**Post**	**Diff.**	**Pre**	**Post**	**Diff.**
Mean	2.3	3.3	1.0***	2.8	3.3	0.5***	3.1	3.9	0.8***	2.5	2.8	0.3**	2.4	2.7	0.3*
Range	1-4	1-5		1-5	1-4	1-4	1-5	2-6		1-4	2-4		1-4	1-4	
SD	0.7	1.2		1.0	1.3		1.0	1.1		0.8	0.5		0.9	0.8	
	N=33			N=32			N=43			N=19			N=14		

***p<0.001 Statistically significant at the p<0.01 level, **p<0.01 Statistically significant at the p<0.01 level, *p<0.05 Statistically significant at the p<0.05 level

As Table 19 shows, increases were seen in all grade assessments. The fifth graders made the most gains followed by the seventh graders. As far as more formative assessments, the students also presented projects that they worked on during the four weeks at the Celebration of Learning event at the end of the Academy, which gave students an actual product as an outcome of what they learned.

Data Collection and Site Visit Overview

Two AISR researchers conducted site visits to the Lowell Newcomer/SLIFE program on July 15th and 16th, the midpoint of the program. On the first day of the visit, they observed two academic and two enrichment classes, and conducted focus groups with program staff and parents. During the second day, the researchers observed four academic classes and two enrichment classes. Additionally, they conducted a second focus group with program coordinators, three academic teachers, two enrichment teachers and two groups of parents. In the next section, we share the major themes we identified as a result of these visits.

Key Themes

Our researchers identified two key themes during the site visit: 1) that the program had an academic curriculum designed with ELL students in mind, where the focus was on English language acquisition and the curriculum was implemented in a relevant, engaging and rigorous way; and 2) that it was a culturally responsive program, where cultural awareness and bilingualism were seen as assets, there was attention paid to the socio-emotional needs of the students and evidence of a caring and collaborative culture throughout the program.

Academic curriculum designed with ELL students in mind

Focus on English language acquisition for ELLs

The coordinators of the English Language Education Program, Special Programs, and the Gateway ELL Summer Enrichment Academy designed the curriculum collaboratively with the main goal of accelerating English language acquisition of ELLs in their district. Additionally, the goals included aligning the curriculum to the WIDA English language development standards and offering literature-based English, science, and social studies classes, which the students rotated through in the morning. The curriculum was project-based, and every grade level completed a project by the end of the summer. The fifth and sixth graders' curriculum focused on biomes, ecosystems, prey/predator relationships, and habitats. Their projects included dissecting owl pellets and creating science projects to be displayed at a science fair. The seventh and eighth grade students focused on anatomy, physiology, and measurements. Throughout the summer they worked on creating hanging organ systems and building life-sized skeletons based on their own measurements. Lastly, the high school students studied anatomy, physiology, and geometry. By the end of the summer they had created wall-sized tessellations and 3-D geometric shapes. In addition, the high school students worked with the fifth and sixth graders and helped explained the concepts of angles, shapes, and symmetry.

The student projects were relevant to the district science, math and social studies curriculum. In addition to meeting with an ELL reading teacher to plan the curriculum, the Gateway ELL Summer Enrichment Academy coordinator also met with the assistant superintendent of curriculum, instruction and assessment and the District ELA 5–12 coordinator. The assistant superintendent provided support in integrating the district's curriculum standards in math, ELA, and ELL to the Summer Academy curriculum. This integration of district curriculum standards

ensured that teachers were building upon and expanding school year instruction. The content knowledge, in addition to the language skills acquired, was transferrable from the summer to the school year for students. Both the intentionality around meeting the needs of ELLs and the alignment with school year content are strengths of the program (August et al., 2010).

By focusing on vocabulary, reading, writing, and literacy development within academic subjects such as science, math and social studies, the program not only encouraged students to learn English but also learn academic content that could help avoid the summer learning loss (Alexander et al., 2007) that often happens and help them be better prepared for the academic year.

There was also an integration of the academic and enrichment curricula, which provided an opportunity to help students practice their language skills. A teacher expressed that students, "get to connect with their instructors and interact and use language through interaction. And I think the fitness program does provide that, because they always are talking to each other. It's not an environment where they are sitting there and listening to the instructor." This integration was intentionally designed to ensure that students were learning and gaining academic skills throughout the day in both enrichment and academic settings. Again, the coordinator shared that in the Zumba class, "they practiced with the stopwatches for the heart rate activity . . . because they're going to make graphs. But everything is connected, everything is purposeful." The integration of health as enrichment and academic was present throughout the program.

The curriculum designers did not solely focus on having students memorize words or learn grammar. Having the experience of working with ELLs in the district during the school year made the designers of the program aware of the salient needs of the ELL students in the Lowell Public Schools. John Dewey (1938) wrote that we learn best through experience. In the academic and enrichment curriculum, we saw that students were being challenged to develop their language skills through learning about their bodies, math concepts, and the environment they inhabit, as well as through dance, drama, and taekwondo.

Curriculum was relevant, engaging and intellectually rigorous

In each class we visited, teachers listed vocabulary words for that day's unit on the board, defined them during class, and used them in meaningful ways in the context of a project-based activity (August & Shanahan, 2006; Gersten et al., 2007). In one science class, the vocabulary focus and multi-modal approach was evident:

> The teacher explained to students what arteries and veins in the heart look like when they build plaque by using text and pictures. The teacher explained to the students that they would use straws and Vaseline to simulate plaque building in the veins. Once each student had the opportunity to put Vaseline in a straw they were asked to try to run water through the straw. At the end of the experiment students were asked to describe what they saw in their own words. The teacher closed the lesson by asking students the meaning of the words used in the lesson and also checked for understanding.

Through the use of this approach, students were engaged and on-task in this literacy and health activity (August et al., 2010; Goldenberg, 2008). When the teacher in the example above asked students to describe what they observed during the experiment, students were eager to participate regardless of their English level, showing that they felt safe to express themselves in this classroom environment. Some students described their observations correctly in two to three sentences while others used one to two words, like "stuck."

In another science class, students were challenged to use their math skills while they found their bones and measured them. They were also asked to use their language skills as they practiced pronouncing the bones that they measured. In the high school geometry class, again students were observed hard at work creating posters to present at the end of the program. Teachers encouraged student engagement. For example, during the owl and food web introduction, a student from one of the groups shyly said that he saw an owl before. The teacher flipped the chart that had the different types of owls and asked which one was the one that he saw. The boy was very quiet before, but started talking more—he seemed to respond to his teacher's acknowledgement of this experience he shared. Students were not only engaged in their individual work, but also worked in small groups. These projects were not only engaging, but were also intellectually rigorous, requiring students to use multiple skills such as reading and researching.

In almost every academic and enrichment class, the researchers observed teachers using a similar teaching model. The teacher would go over the lesson, vocabulary, reading, or activity and then ask students to work on their own. The teacher then would ask the students to use the vocabulary, explain their findings from the activity, or read to the class. For example, in a science class, students listened to the teacher explain different anatomy words, spoke to each other in groups in English, then wrote the different words during the quiz and numbers when measuring. In another science class, the teacher introduced a new project, then students worked on projects in their stations, each of which had books and information cards that students were encouraged to read and use as resources for the questions they needed to answer. Each group worked on a presentation board answering questions provided by the teacher through drawings and writing. In each of these science classes, students were engaged in the activities, not only developing their scientific skills but also practicing their language acquisition (Goldenberg, 2008).

This teaching model was also observed in the enrichment drama class, where the teacher presented a *Cinderella* script, read it aloud, asked the students to read it silently, and then read it in front of the class. Performing a play gave students the opportunity to practice speaking the language, with the teacher providing immediate feedback. For example, when the students read aloud, the teacher stopped and explained things or helped students who needed the extra guidance to pronounce the words. By using this strategy, the teachers presented students with academic content, then gave them the opportunity to analyze it, make their own meaning, and share back with the class. During the share back, the teacher had the opportunity to correct or challenge students further. This particular strategy also helped ensure that students were not just listening and memorizing or mindlessly working on an activity but were intellectually engaged with the material presented. Students also had the opportunity to work in pairs or small groups, giving them the opportunity to further develop their English proficiency. In one grouping from

the observation, more fluent students were paired with less fluent students who spoke the same language. This structure of grouping has been noted to be helpful for ELL students (August & Shanahan, 2006; Gersten et al., 2007; Tung et al., 2011). Aside from developing English language skills, this model also encouraged a culture of collaboration among students.

Culturally responsive program

Cultural awareness and bilingualism as an asset

Many examples of the awareness and responsiveness to the diversity of the student body during academic and enrichment classes were observed and discussed during focus groups (August & Pease-Alvarez, 1996). For example, the coordinator expressed that "We do our best to learn about their [students'] background and try to be sensitive to their culture and their prior experiences, and that's why we work very closely with the International Institute." This statement demonstrated how much the program coordinators value their students backgrounds, but also how they partnered with community organizations that could serve the needs of the population.

One example of the awareness and responsiveness to the cultural traditions and norms comes from the Zumba class, attended by students from 20 countries. The Zumba class was offered only to girls because some students were not allowed to dance in front of boys based on their cultural practices. In the class, there was an atmosphere of care and openness built by the instructors that allowed the girls to feel comfortable bringing music from home and designing their own dance. The dances included the various cultures represented in the class. One of the girls also removed her headscarf, revealing her hair, which the program coordinator commented she had not done before. The program coordinator walked over to compliment her long hair and give her a hug, showing encouragement and support (Waxman et al., 2007).

In most classes observed, students' native language was viewed as an asset. For example, in the drama class during a warm up exercise, students participated regardless of their language level. The students were given many opportunities to speak and at one point, one researcher observed a student translating to another in Spanish so that they could participate. The teacher also used a couple of Spanish words to instruct students on how to participate, validating students' native language while encouraging them to use English. Teachers viewed students using their native language in the classroom as an advantage. Thus the classroom was set up to allow for students to work as collaborators in the classroom. The teacher elaborated with the following:

> It's also the advantage of having collaborative structure in the classroom, because kids who know less can get help from those who know more, and they're working together anyways so they help each other. So, it's ideal when we don't have that much time to get to know the kids. Then it just naturally happens that they help each other and the anxiety is lower.

In not only allowing but also encouraging students to use their native language in the classroom, teachers sent the message to students that their native language is valued and could be used as a tool to learn English (August & Pease-Alvarez, 1996; August & Shanahan, 2006; Waxman et al.,

2007). The use of their native language also created a less stressful environment where students had several resources for language acquisition and the liberty to pick and choose which ones best suited their needs.

Responsive to socio-emotional needs of students

The program's awareness of community needs was exemplified by the following statement made by the coordinator of the program: "Just the profound needs of these groups, they're not just language needs, the whole acculturation piece. I mean when we're talking about trauma and post-traumatic stress and culture shock, all of these things come into play, yet every day you have to teach them, they have to learn. . . ." Given this understanding and awareness of the various emotional and social needs of students, the program designers were able to respond successfully to traumatic events in the community during the Academy.

One example of the type of trauma endured by students occurred a few days before the site visit on July 10th, when a fire broke out in an apartment building in Lowell, leaving seven people dead and many more homeless. According to the coordinator, this fire took place close to the school building and affected students of the district. In response, the coordinator used funding to hire social workers during the Summer Academy to address the needs of the students because many of them knew those impacted by the fire. When the fire occurred, the coordinator arranged for a trauma team to come into the school to offer students support. She described the program's response:

> Yesterday we had counseling centers set up here, because kids didn't have school on Friday and the fire was Thursday morning, Wednesday night. So we made sure there were counselors here, there is I think three counselors here, talked to the kids if they had issues, they knew the families.

It has been well documented that students who experience trauma have a harder time concentrating in the classroom making it difficult for them to learn. Issues of trauma need to be addressed in order for students to be ready for learning (Duncan-Andrade, 2015).

The coordinator's knowledge of the community and its needs influenced her decision to hire the social workers and to bring in the trauma team after the fire. It was a service and a support that students would not be receiving anywhere else and it was acknowledged that their success in the Academy was dependent on both their emotional wellbeing as well as their physical attendance.

Caring and collaborative culture

During the site visit, researchers noticed multiple examples of a caring and collaborative relationship among students, teachers, and coordinator. These caring relationships helped keep students engaged and on-task while also helping them feel safe to take risks. In the same Zumba class referred to above, adults interacted with students in a very loving and caring way and were impressed by the way the girls danced. At one point the coordinator even joined them in the dancing. In a Zumba teacher's own words,

> It's a lot of fun having conversations and trying to learn about their culture, and learning new, having them teach me something new, which is a lot of fun to me. Building that relationship and rapport makes it so much more fun to teach, especially since I don't know what their past learning experiences are, so then I can just bring them up to speed on what needs to be learned.

Teachers had an asset-based view of students. They did not view students as empty vessels that need to be filled, but as full subjects with something to offer (Freire, 1970). Teachers felt that they, too, can learn from the students, allowing them to build trusting relationships and establish good rapport. Students had a good rapport with their academic subject teachers. In the science class, middle school students were eager to answer questions posed by the teacher in English regardless of their English level. Students felt safe and cared for, allowing them to feel comfortable to participate. In a high school geometry class, the teacher often used positive language to tell the students how proud and impressed she was with them. The integration of the academic and enrichment programs helped facilitate these relationships. Since academic teachers were also involved in the enrichment classes (for example, the science and social studies teacher assisted the Zumba instructor), they had more opportunities to get to know students and learn about their cultures.

Students showed care and appreciation for each other as well. In the taekwondo class, students cheered and applauded after each demonstration. Students also helped each other out when someone did not understand instructions. Those who understood English better would translate for students who struggled. The students gave their full attention to their classmates, paying close attention to every demonstration. In the science class, two girls were observed talking in their native language, and when one of them couldn't understand the English, the other one translated for her. A teacher shared with us that sometimes she assigned students with similar backgrounds in small groups together so they could get peer support when they did not understand what she said. In the high school geometry class, one group had Brazilian students and the other had Iraqi students, each with at least one student who could serve as translator.

Teachers not only had caring relationships with students but with each other as well. Having teachers who were representative of the student body was not only helpful for the students but also for other teachers, fostering collaboration. A teacher shared the advantage of teaching alongside a teacher sharing the background of some of her students:

> It's also a diverse group of teachers, so it's helpful to have somebody who is from Iraq so that they can clarify what they do when they're fasting, for example, and if they're fasting, how to approach those kinds of issues. So it's nice to have a perspective from different cultures.

Teachers shared that collaboration was a regular practice during the program between all staff. During the teacher focus group, a teacher described the extent of this culture of collaboration:

> I mean a lot of us are on friendly terms with one another and we exchange ideas or talk to each other . . . . I get to sit down and talk to even the tutors and they ask me questions, or I'll ask them questions about a particular kid, because they work

> at the high school with that child and it's like, "Okay, can you tell me a little bit more about his background? I want to know why he is struggling with this." And they will tell me something about him that I didn't know and that put things into perspective for me. So there is a lot of collaboration here.

Teacher collaboration has an impact on instruction, especially during a short program such as this one (Fuller, Waite, Lee Chao, & Benedicto, 2014). Teachers did not have a long time to get to know students, so they could rely on the teachers who had worked with students before to understand how to most effectively help the students in their classroom. Teacher collaboration went beyond just sharing student information to sharing ideas with one another and using each other as resources. Teachers commented that they would have liked to have structured time for this collaboration to take place both before and during the program. Although they found some time to collaborate, they felt that it would have been helpful and more efficient if a time to plan together had been built into their daily schedules.

Conclusion and Recommendations

The Lowell Gateway ELL Summer Enrichment Academy offered a comprehensive curriculum of academics and enrichment for the students. First, the academic curriculum was designed with ELLs in mind and therefore focused on language acquisition and content knowledge, producing a program that was relevant, engaging, and intellectually rigorous. Second, the program was culturally responsive, responsive to socio-emotional needs of students, and caring and collaborative.

The following are recommendations for the Lowell Gateway ELL Summer Enrichment Academy:

Integrated academic and enrichment curriculum is a model for other districts.

The integrated academic and enrichment project-based curriculum designed by Lowell Public School administrators is a great model for other districts. We recommend that these administrators share best practices and/or provide training on how other districts can design such a relevant and academically rigorous program.

This district and others should consider transferring its model to after-school programming or a class during the year, so that the Academy students and other ELLs can continue to be engaged as a community.

Sharing best practices for addressing socio-emotional needs of ELLs.

Many English language learners are new to the country, dealing with socio-emotional or physical trauma as well as post-traumatic stress disorders (PTSD). This aspect of the Lowell model should also be shared among Gateway Cities as a strategy for providing support to newcomer and/or immigrant youth.

Further develop teacher professional development and academy schedule.

The Academy would benefit from a more robust orientation for teachers where they have the opportunity to plan ahead and create weekly modules prior to the beginning of the program. It is also recommended that the coordinators communicate with teachers prior to this orientation to ensure that teachers feel well informed about the Academy, program dates, and their roles. Lastly, during the four weeks of the Academy, common time should be scheduled for teachers to collaborate and prepare for the following day.

Students chose enrichment activities on a weekly basis. Not having a concrete schedule ahead of time made it confusing for students to know where they were supposed to be and when. It also created difficulty in creating a routine, since the schedule changed every week. Given that the program was only four weeks, this lack of structure took away valuable time. The program would be improved by providing schedules for students ahead of time and giving students the flexibility to change activities on an individual basis if there is a conflict.

Lynn Evaluation Report

Site Description

The Lynn Summer English Language Academy (LYSELA)[25] was a four-week program for middle-school students, which ran from July 7 to August 1, 2014. The program included three weeks of language and vocational skills development at the Lynn Vocational Technical Institute and a five-day residential program at Endicott College. Twenty-five incoming sixth, seventh, and eighth grade English language learners completed LYSELA. The students represented a diverse range of languages: two-thirds of students were from Spanish-speaking homes, and others spoke Arabic, French, Swahili, Dinka, Khmer, and Somali. Thirteen staff ran the program, including a program coordinator and an assistant coordinator, six classroom teachers, two student teachers, a gym teacher, a nurse, and a program director from Endicott College. (See Table 20 for more details about the program.)

Table 21. Program Information

	Total
Student enrollment	25
Percentage of district ELLs	11.7%
Daily attendance rate	85.9%
Staff	
Program Coordinator	1
Assistant Coordinator	1
Academic Teachers	6
Student Teachers	2
Gym Teacher	1
Nurse	1
Endicott College Program Director	1

LYSELA contracted with Middlebury Interactive Languages to provide the curriculum for the English Language Arts (ELA) and content units, professional development, assessment, and program evaluation. The program operated seven hours a day for 22 days (including a weekend at Endicott), in total offering 154 hours of programming. The daily schedule opened and closed with all-student assemblies where students shared what they were learning and reflected on their day. After the morning assembly, students had two hours of ELA, followed by lunch, gym, an hour and a half of vocational shops, and an hour of additional content or further ELL instruction. The vocational activities, led by the Lynn Vocational Technical Institute, included automotive, cosmetology, computers, and TV and media electives.

[25] The Lynn Public School District (LPS) is located just north of Boston. The city of Lynn is home to 90,000 people with the school district serving 14,378 students (SY2013). The student population is 54.5% Latino, 20.9% White, 11.0% African American, 9.5% Asian, and a combined 4.1% multi-racial and Native American..

The curriculum rotated on a weekly basis to include three units: 1) wetlands 2) "shoes of the future"; and 3) baseball. Each unit was designed by Middlebury to focus on place-based themes. It is important to note that the only curriculum the students encountered in their ELL or content classes was that which was provided by Middlebury. Thus, students engaged in one topic per week (see above) for every class they went to (other than vocational shops and physical education). On Fridays, students went on field trips to a local organic garden, Lowell Mills, Lynn Woods, Fenway Park and the Boston Duck Boat history and culture tour.

In addition to Middlebury Interactive Languages, LYSELA worked with two higher education partners: Gordon College and Endicott College. Gordon College provided two student teachers for the program as well as their supervision. During the third week of the program, students resided at Endicott College and took part in a theater presentation and in engineering, environmental science, and art classes with Endicott faculty.

Assessments

Overall academic outcomes based on WIDA pre- and post-tests administered by LYSELA can be found in Table 20. Data for sixth and eighth grades, in which group sizes were less than 10, are not shown to protect student confidentiality.

Table 22. Grade 7 WIDA Pre- and Post-tests

	7th Grade		
	Pre	**Post**	**Diff.**
Writing mean	3.23	5.02	1.8***
Writing range	2.7-3.6	2.7-6	
Writing SD	0.46	1.17	
Reading mean	4.92	4.08	-0.83~
Reading range	1.9-6	2.2-6	
Reading SD	1.54	1.33	
Literacy mean	4.01	4.68	.65**
Literacy range	2.8-5.6	2.8-6	
Literacy SD	0.93	0.99	
			N=12

***p<0.001 Statistically significant at the p<0.001 level, **p<0.01 Statistically significant at the p<0.01 level, *p<0.05 Statistically significant at the p<0.05 level, ~p<0.10 Statistically significant at the p<0.10 level

Of the twelve students who completed the program in seventh grade, we see positive growth in writing, and negative results in reading. The writing score shows significant growth, however the total data pool is small.

Data Collection and Site Visit Overview

Over the course of our two-day visit, our evaluation team met with a variety of stakeholders and observed a wide array of educational contexts. We observed all of the classroom teachers and the physical education teacher, as well as opening and closing meetings. We attended the vocational shops in the afternoon and stopped in to lunch. Interviews were also key to our data collection,

and we had opportunities to speak with representatives from Middlebury Interactive Languages, Endicott College, and Gordon College, as well as with the site coordinators, program administrators, and the deputy superintendent of LPS. Additionally, we conducted a focus group with the entire ELA faculty.

Together with information collected from the site's original application and its final reports, we looked for themes that best capture the teaching and learning in evidence at the summer ELL Academy. These themes, which we discuss in the next section, include both strengths and challenges and are constructed to highlight consistent, meaningful and replicable components of individual programs.

Key Themes

Our researchers identified six key themes during the site visit: 1) that the academy provided a safe and academic program for students during the summer; 2) it allowed students to explore college and career opportunities; 3) there were caring, supportive relationships between teachers and students; 4) the need for curriculum designed for English language development; 5) the need for more culturally responsive and culturally mindful learning experiences; and 6) the power of engaging, ELL specific pedagogy.

Providing safe, academic programs

Before getting into the details of the curriculum, teaching and pedagogy at LYSELA, it is important to acknowledge that LYSELA provides a community service to Lynn. As an illustration, we were struck by a particular interaction between one of our team and a student:

> This girl comes over to ask me who I am and introduces herself – she's Yvette (pseudonym), 15, from the Dominican Republic. She's been in the US for 20 months and didn't speak any English before she arrived. It's her second summer in the program and she feels very lucky that she got to come back.

Programs like LYSELA provide struggling communities with a safe place for students over the summer, with adult supervision, meals, and educational programs. One teacher echoed this observation, noting the importance of just going to the gym: "And even the gym, some of them can't go out in their own neighborhoods, because it is not safe enough. Just to get in a gym and run around and go in the park and run around, without worrying about somebody coming after them."

It is also important to factor in the role of "summer slide" and how much language development students could potentially lose by not participating in these kinds of programs. At its most basic, LYSELA provides opportunities to hear and speak English for four additional weeks. Students engage in informal use of English with their peers. They practice English with adults. A teacher mentioned this value of engaging in English with peers and adults: "And one great thing about the Summer Academy is they don't go back to their countries and revert back to the old language and then come back and not know English again. Just the continuity of English is a huge thing because they forget. They tell me they forget. 'Oh, my goodness, I forget how to speak English.'

They tell me that every year." A second (bilingual) teacher chimed in: "I forget how to speak English. [Laughter] I mean I go back and forth all the time. So it's hard. That's what I said yesterday. I can get it. It's hard. You want to go back to what you feel comfortable with." Evidence from the WIDA model results show some academic benefits (although they are uneven). Data collected from Middlebury report that 21 of 25 students report being satisfied with the program. Thus, programs like LYSELA can help stem summer learning loss and keep students moving towards the goal of being emergent bilinguals in safe, supervised environments.

Exploring college and career opportunities

One of the conceptual strengths of Lynn's program was its desire to include both access to college experiences and to vocational training. Regarding the vocational shops, administrators discussed how they wanted to provide other opportunities for students in case college was not in their futures. The teachers largely report that they thought this model was "a great combination" and a "good balance."

Students resided at Endicott College for one of the four weeks they attended the program. Additionally, every student cycled through vocational classes in computers, cosmetology, automotive, and TV and media, Administrators reported that this focus on college and career was designed to provide students with access to a college campus, acknowledging the obstacles families might have in doing this themselves. For example, one administrator explained that her goal was to "give the kids an experience of seeing a college campus and planting a seed that going to college is not that far down the line for them." A community partner explained that the college component was important because "most of these children would be first generation college students. And how exciting that we gave [a college experience] to them early on. And so it sets those gears in motion for studying harder when you get to high school, thinking about college and knowing that there are great things out there and lots of possibilities." Together, the teachers and administrators talked about how the Endicott experience allowed for students to see beyond their communities. One community partner explained:

> They go 12 miles north of Lynn and are removed from the city of Lynn, on a college campus, and they see what it's like. I think that's a great hope that we turn these kids onto, "Gee, I think I might want to go to college. And I can do it," because it's geared towards them and they're successful. They come out of there saying, "Oh, my gosh, I didn't know I could do X," or "I learned Y."

This structure of including college and career readiness within extended learning time opportunities is based in good practice for students in low-income schools (Del Razo et al., 2014). Recent research points out the considerable benefits of extended learning opportunities—like summer programs—particularly those which include college and career readiness (Kaplan & Chan, 2011). Additionally, research on college and career readiness for marginalized youth also points to the usefulness of vocational exposure (M. Saunders, Hamilton, Fanelli, Moya, & Cain, 2013) for students at risk of not graduating. Thus, by intent, the mix of academic work and inclusion of career and college themes is an important one.

Considering the ELL focus of the Academy, our observations noted that the language development focus of LYSELA did not consistently translate to the college and vocational

programs. We did not see an intentional, consistent focus on modifying these experiences to be most beneficial to ELLs. For example, in one vocational class, almost no language was used for the duration of the class. Students were given directions on how to complete a project in English initially, and then they worked largely in silence for the duration of the session. A second shop was similar; students were engaged in the task at hand, however there were few opportunities to foster language development. The Endicott portion of the program also seemed to be more focused on providing exposure to college for low-income students, rather than English language development in the college setting for level 1–3 learners. Students had opportunities to explore several engineering and science-focused classes, and experience living on a college campus.

Caring, supportive relationships between teachers and students

One of the most frequent comment in interviews with LYSELA staff was "teacher interactions." In many of the classroom observations and in the interviews, there was evidence of teachers having positive, friendly interactions with students, including joking between students and teachers in ELA classes. In one observation, a student goofed around with a teacher about not wanting his future wife to wear high heels because she would be taller than him! This more personal context had clearly positive outcomes according to teachers. One teacher mentioned that students "seem to be engaged more and not afraid to give answers and participate." Another teacher explained, "They want to be here." Overall, there was a sense that teachers thought students were largely glad to be in the program and that they appreciated the opportunities. Teachers also seemed to truly like their students. During a focus group, the teachers shared a particularly moving experience with students regarding a play the students created:

> Teacher: The drama teachers asked them their stories. How did you get to this country? You know, they talked a lot about the separation from their families, maybe some for 10 years. This is a 14 year-old, 10 years without their mother because they had to live with their grandparents.
> T: … I would say, at least half had a sad story.
> T: Oh, yeah.
> T: And they were crying. We were crying.
> T: It was very emotional. And it was a good opportunity to use English to express themselves.
> T: We wouldn't have known those things about them. We learned a lot about them that we would have never known and that could, maybe, [have] contributed to some problems in class that they had.

Small class sizes throughout the program facilitated this relationship building. The largest academic class we observed included seven students, mixed by age and English language development levels. Teachers in our focus group commented that the small class size was just what their students needed. They mentioned that newcomers and students with significantly interrupted educations need individualized attention. The ability to teach in a small group setting had many benefits. Students received attention they could not always get in larger classes. Teachers and students built relationships, and teachers saw students in a new way in this setting. One teacher commented that she had a certain student in her class during the school year. However, at the summer program, "I saw and I got more of a connection with her and just saw what she was capable of, especially when she was teaching other kids in a small setting—

and just saw a lot of growth. And then she continued to grow even more. And she is a particularly brilliant girl." Based on what we know about sociocultural learning, and the role of scaffolding in social context, these small setting opportunities are crucial (Gibbons, 2015). Teachers are more able to understand students as individuals and see children in new ways.

The need for curriculum designed for English language development

LYSELA provided support for students who represent many different cultures, languages, and immigration stories, including youth who are refugees and those who were newly arrived. These students historically score lower on standardized tests. Moreover, 100% of district ELLs are eligible for free-and reduced lunch, conveying the low-income status of these students. Thus, finding a curriculum that capitalized on the strengths and needs of this group of students was unquestionably a challenge.

Lynn Public Schools chose Middlebury Interactive Languages to work with on the design of the curriculum. While Middlebury has a long history of working with English-speaking students learning foreign languages, this was the first time Middlebury created a curriculum specifically for middle school learners of English. Throughout our observations and conversations, it became clear that the curriculum did not suit beginning English language learners. When asked about the partnership with Middlebury, one administrator explained, "I think Middlebury is learning a lot." While teachers and administrators expressed that the three Middlebury units were of good-to-excellent quality as individual units, they were not modified to meet the needs of these particular students. For example, one administrator observed, "One of the student teachers differentiated the instruction as far as what Middlebury gave for the reading. The other one did not. The difference in the understanding was incredible." This sentiment was echoed by teachers as well. Both teachers and administrators stated that the curriculum was more appropriate for English dominant students, in much higher grades. One teacher explained, "Maybe juniors. I'm thinking [about] that wetlands reading. Maybe some of the others, some of the poems are low level, but some of the readings and some of the activities—if you had to accomplish all of it, I think you would have to be high school." Both teachers and administrators shared that there seemed to be a misunderstanding by Middlebury about the students served by the program. While teachers widely believed that the units were useful as resources and provided new approaches to activities they had not considered, a common pattern in our data overall was that the curriculum was not designed or modified to be mindful of the particular ELLs that LYSELA served.

Our observations illustrate the lack of alignment between the curriculum and student needs. All ELA teachers taught the exact same lesson on one of the days our evaluation team observed, despite the diversity of English learning needs among the students. All students learned about the creation of shoes. Students read a passage that was provided for them, and then watched videos about shoes. While the videos provided a visual scaffold, several of the selections we watched over the course of two days either had no narration, or had only written captions with no narration. Thus, students were not hearing the vocabulary they were intended to learn. Similarly, all students were given the same text to read as part of the curriculum, despite students being in different grades and at multiple language levels. Teachers mentioned that the Middlebury texts were often very difficult to unpack—one teacher described them as "brutal"—and at times did not support the academic goal of the lesson (in particular for a lesson on reading

comprehension). The inappropriate reading levels and lack of differentiation within and across classes are places for potential growth in LYSELA.

On a related note, teachers expressed concerns that the scope and difficulty of what was to be achieved was far beyond what they could practically do. For example, the first day of the wetlands unit included fourteen "can-do statements" that students used to assess themselves, spanning from "explain how wetlands prevent flooding" to "following the steps of an experiment." The readings for this first day included a set of four documents from the EPA at an adult's reading level. One teacher explained: "It is certainly useful as an educator just to use for yourself to get ideas on how to word things and lessons to teach. But as I was saying earlier, could we ever do it? What the actual can-dos are, can we achieve those every day? No way." A teachers shared, "There is too much of this built on presumed skills that aren't there yet."

As mentioned earlier, the Middlebury units focused on shoes, the wetlands, and baseball, none of which are part of the academic-year curriculum. Teachers requested that the curriculum be more particularly tied to the school-year needs. According to one teacher, "It would be nice if it was more connected to what they were doing in school." A second teacher echoed this concern: "I would have liked to see the content more connected to like what we actually do in social studies. . . . And I wish it was more connected, even to the science curriculum."

While students need opportunities to explore enrichment topics, the topic of the lessons we observed – shoes – focused on content and vocabulary that are largely non-generalizable. For example, students learned the words "plimsoll" and "lasting" (stretching shoes), learned the multiple steps to assembling shoes, planned to create papier-mache shoes, reported on different types of shoes in history, and watched videos on assembling shoes for high-end markets. While these units are based on solid instructional design, these ELL students had more basic and immediate needs.

A final point concerned the place-based philosophy that Middlebury espouses. In reviewing the curriculum, the place-based focus seemed a bit tenuous, despite Lynn's historical role as a shoe manufacturing town. There is little evidence of this connection in the actual curriculum (although they did visit a local mill). As one teacher noted: "There are wetlands around here and the kids learned a lot about respecting their environment. They didn't really connect to it. If we did the ocean, somebody came up with ocean, they know the ocean. They came from countries with ocean. They go to the ocean, . . . they go to Endicott and sit on an ocean." The baseball unit also includes a trip to Fenway, but the unit itself was about baseball overall. At its heart, place-based education is about connecting youth with their communities in ways that develop social agency and knowledge and skills to restore communities (Gruenewald & Smith, 2008). While generally the units were "place-based," specificity to Lynn was less developed.

Culturally responsive and culturally mindful learning experiences

Culturally responsive teaching is predicated on the belief that children live culturally specific lives, and affirming the worth and value of those experiences is critical (Villegas & Lucas, 2002). The teachers at LYSELA were supportive and additive in their orientation to youth, culture, and language. They seemed impressed with the tenacity of these students and the efforts of their families. Considering the variety of student backgrounds at LYSELA, it was exciting to

see teachers connecting with their cultures as part of their instruction. One teacher included a video on the World Cup and soccer cleats during the unit on shoes (to capitalize on her boys' love of soccer). Another teacher discussed fixing shoes in Puerto Rico. A teacher talked about the word "tradition" and extended the conversation to include traditions both in El Salvador and within Muslim communities. She also replaced a reading for the shoes unit to include one that was more culturally focused, landing on a piece about shoe traditions around the world.

However, we did not see much in the way of culturally responsive curriculum purposefully built in to the Middlebury curriculum. The baseball unit did include players from around the world and a one-page article on Jackie Robinson. The shoe unit included a reading on Chinese foot binding (although this has little to do with the manufacture of shoes). Considering the population served, there were few opportunities to build in conversation about students' race, culture, language, or their lived experiences. Part of WIDA's frameworks (2013) calls for "age-appropriate academic language in sociocultural contexts." They suggest tying students' identities and experiences to what they will learn. Additionally, the Massachusetts Curriculum Framework for ELA and Literacy argues that "an effective English language arts and literacy curriculum draws on literature in order to develop students' understanding of their literary heritage." The materials provided did not include multiple perspectives or languages.

Several cultural concerns also arose regarding students staying overnight at Endicott college. Despite the evaluation team being on campus just two days, we were told on five different occasions about cultural issues pertaining to this event. An administrator explained that she had parents who were concerned about letting their students sleep elsewhere overnight, and mentioned a particular issue that arose for the parents of a Muslim girl and a Somali child. A second administrator mentioned an "African" family being hesitant about sending their children to Endicott. A community partner brought up issues from last year's LYSELA program regarding homesickness. Additionally, while sitting in on a class visit, we heard students talking about how they did not want to attend the field trip; they did not want to be away from home. There are a variety of religious, cultural, and psychological reasons why families may not permit this type of experience. Further explorations of this conflict could yield important understandings in designing future overnight plans.

The power of engaging, ELL specific pedagogy

Instruction that is engaging and differentiated to students' needs yields positive results. Throughout our observations, we observed teachers who included instructional techniques that bolstered students' skills in reading, writing, speaking, and listening:

> Teacher: So [reading] "before a shoemaker or a cobbler…" what do you see after cobbler? (Students gesture for parentheses.)
> T: Parentheses. What does that mean?
> Student: What it means?
> T: Yes. When you see parentheses, it's going to tell you the definition. The person who wrote this was guessing this was a new word.
> Student defines cobbler: Someone who can fix shoes that's old.
> T: The man's not old, the shoes he repairs are. So when you see those parentheses, that's a clue that can help you.

The teacher demonstrated a concrete technique as to how to gain meaning from new vocabulary words. We saw some teachers engaged in teaching specific reading comprehension techniques and others teaching how to make sense of compound words. Specific to ELL instruction, teachers utilized some techniques to modify instruction for ELLs, particularly the use of visuals. For example, in one classroom, the following forms of modifications and scaffolds were used:

> There are charts with vocabulary words hung around the room, to which the teacher occasionally refers. The students had seen the same videos as other class (on shoemaking) before my observation. Teacher keeps a small white board at her desk and draws pictures to help explain words.

At times, we also saw instruction that could be modified to be even more beneficial to ELLs. For example, we saw many iterations of "round robin reading." Several scholars have argued that this method of instruction is not optimal because it enhances students' anxiety and lowers their time on task (Kuhn, 2014; Opitz & Rasinski, 2008). Additionally, we saw students looking up vocabulary in dictionaries as a first step in gaining understanding. Again, there is also concern in the field that this is not the best approach in building student understanding (see Echevarria, Vogt, & Short, 2008).

Reading, writing, listening, and speaking all comprise critical components of the literacy puzzle. Embedding these critical components in each aspect of the curriculum is important for English language development. There was relatively less reading and writing, with relatively more speaking and listening in LYSELA. In the sessions we observed, we did not see students reading books or engaged in any sustained writing. Overall, students spoke less than teachers in the classroom. Instruction we observed was more teacher directed and structured around whole-group instruction. Again, particular to ELLs, WIDA essential actions suggest planning "ample opportunities for language practice and use." All four domains are vitally important. Striking the right balance is important for ELLs' development.

Conclusion and Recommendations

LYSELA provides a valuable service to the community by allowing students to develop English with caring adults. Throughout the program, important relationships were built through small class size and by teachers who were invested in the students they served. While attention to college and career opportunities is valuable to students in urban schools, modifications to be responsive to the needs of ELLs are warranted. Related to this, intentional curriculum for ELLs is paramount to a maximally effective program. Differentiating the curriculum to be mindful of the life experiences, language proficiency levels, and particular needs of students attending schools in Lynn is necessary, both regarding curriculum and pedagogy. Continuing to build on culturally responsive and culturally mindful experiences could further strengthen the program.

When reflecting on our interactions with students, faculty, community partners, and administrators, some final lessons emerge. In the spirit of collaboration and further development, we offer the following recommendations for both LYSELA and other potential sites:

Continue to build the ELL intentionality of the program.

Considering the particularly unique and diverse group of students Lynn serves, creating curriculum that focuses on their individual needs is key. This can be addressed both through curriculum and through the college and career opportunities. For the academic curriculum, thinking about units that would complement and pre-teach concepts students will subsequently learn in Lynn Public Schools might be useful. Conversely, teaching content that more squarely validates their own cultural experiences (histories and literacy of their home countries, history of immigration in the US, themes on assimilation and struggles to maintain bi-cultural identity) would also benefit students. Connecting the curriculum to place-based themes that are more relevant and accessible to students—say "ocean" vs. "wetlands"—could also be useful. There seems to be a missed opportunity here to connect youth to their community in a way that supports ELL development and helps them to better connect with the history and cultures of Lynn.

Regarding college and vocational options, think about modifications to best serve ELLs.

Considering the reading, writing, speaking and listening goals of the Gateway program overall, a more focused approach to bringing these goals to non-core academic opportunities would be beneficial. These include basic additions such as explicitly teaching vocabulary, providing written instructions, or modifying lectures or instruction with realia or other forms of visual and teaching aids. Additionally, it would be exciting to see vocational options that connect to 21st century skills (STEM, coding, etc). While visiting a college campus is a useful experience, it is an opportunity that could be developed further. How can the residential program be more targeted for these specific youth and their particular academic needs? How could the vocational opportunities be both about exposure to potential careers and an opportunity to practice formal and informal English? Moreover, how can the curriculum at Endicott dovetail better with the other three weeks of the program or with the school year?

Continue to be mindful of cultural relevance and potential cultural conflict.

Considering the issue that occurred regarding Endicott and the college visit, we wonder if this repeated finding is an issue of cultural conflict. Given the backgrounds of some families, there might be significant cultural barriers to allowing young adolescents to leave their homes for an entire week. It might be helpful to find community liaisons who could help the program understand potential cultural barriers. For example, it might be worthwhile to speak with Guatemalan or Somali parents to see what they think about the appropriateness of the trip, and if modifications should be made. Additionally, continuing to explicitly build in cultural responsiveness through texts would be a natural addition.

Provide teachers with a wide-array of instructional methods particular to ELLs.

Considering the importance of oral fluency in the MA Frameworks ("An effective English language arts and literacy curriculum develops students' oral language and literacy through appropriately challenging learning"), it could be useful to explore other ELL-specific methods of building oral fluency while promoting positive results.

It would also be useful to provide several methods of increasing vocabulary development beyond using a dictionary. Instead, having students engage in meaning-making together could be more fruitful: "Let's talk about this word 'design.' Do you have a design on your sweatshirt? I see a design on that book cover. What could design mean?"

Thinking about ways to increase peer-to-peer language, collaborative work, and other oral language activities is also beneficial for ELLs (Gibbons, 2015). Increasing the reading and writing expectations by scaffolding ELLs also would benefit students.

Further differentiate materials and readings for various levels of ELLs.

We are strongly cautious about this recommendation, as we have frequently observed programs that "water-down" instruction for ELLs. This is not our intent. While we want ELLs to have access to challenging, thought-provoking content, it is also critical that students can be successful in their work and find meaning in the materials. Per feedback from teachers, many of the lessons and readings from the academic units could use modifications to make them more appropriate. Teachers seemed very positive that Middlebury was open to making changes to the curriculum and that collaboration was largely encouraged. Modifications of both the content and pedagogy can only make LYSELA stronger.

New Bedford Evaluation Report

Site Description

The New Bedford Public Schools' first Alternative and Accelerated ELL Language Development Program served 83 middle and high school students for four weeks in July 2014. Approximately three-quarters of the students were native Spanish speakers; other students spoke Portuguese, Cape Verdean Creole, and Haitian Creole. In terms of ELD proficiency levels, 52 students entered the program with a level of 1; 22 at level 2; 14 at level 3; and 1 at level 4. A total of ten staff—two co-coordinators, one program assistant, seven teachers, and one paraprofessional—led the program. Most of the teachers were certified as ESL or Sheltered English Immersion content teachers. (See Table 22 for details about the program.)

Table 23. Program Information

	Total
Student enrollment	83
Percentage of district ELLs	23.8%
Daily attendance rate	59.7%
Staff	
Program Coordinators	2
Program Assistant	1
Academic Teachers	7
Paraprofessional	1

The New Bedford ELL Academy operated daily from 8:30 am to 12:00 pm Monday through Thursday for four weeks, for a total of 56 hours. The Academy provided free breakfast, lunch, and bus transportation to Roosevelt Middle School, where the program was held. The students were organized into a middle school "pod" and a high school "pod." Within each pod, students were grouped by ELD level into four teams of between 8 and 15 students. The teams moved together each day through four classrooms. For middle school students, classroom teachers focused on reading, writing, grammar, and music; high school students received instruction in reading, vocabulary, and Sheltered English Immersion science. Two staff members of NorthStar Learning Center, a community partner with extensive youth programming experience, led a fourth high school class focused on college and career readiness.

In addition, 24 students identified as being at very low English proficiency levels were pulled out for one period daily to use Imagine Learning literacy software, but did not miss the same class each day. Weekly field trips for high school students included a visit to a local wastewater treatment plant, a local police station, and UMass Dartmouth. Middle school students prepared an end-of-session music and poetry performance for parents. The Academy worked closely with a second community partner, the Immigrant Assistance Center, which provided a family engagement coordinator who worked on-site to encourage family involvement, provide translation services, and connect families with housing, food, and other services.

Assessments

The New Bedford Academy administered the W-APT literacy assessment at the beginning and conclusion of the four-week program. It is our policy not to report data that captures fewer than 10 students; while students in grades 5 through 10 took the assessment, only sixth grade included more than 10 students. These results are shared in Table 23 below.

Table 24. Grade 6 W-APT Literacy Pre- and Post-tests

	6th Grade		
	Pre	**Post**	**Diff.**
W-APT literacy mean	1.97	2.02	0.05
W-APT literacy range	1-3.1	1-2.5	
W-APT literacy SD	0.6	0.5	
			N=18

Mean scores for the 18 sixth graders who completed the pre- and post-test increased from 1.97 to 2.02, though the increase was not statistically significant.

Data Collection and Site Visit Overview

Two AISR researchers and an intern conducted a site visit to the New Bedford ELL Academy on July 23rd and 24th, during the third week of the four-week program. We observed breakfast, all eight classrooms, as well as students using Imagine Learning software. Throughout the two days, we conducted focus groups and interviews with the following people, with a total number of participants indicated where the number was greater than one:

- Academy co-coordinators (n=2)
- New Bedford Public Schools ELL and Family Welcome Center manager
- Middle school teachers (n=4)
- High school teachers and NorthStar staff (n=5)
- Paraprofessional
- Community partners (n=2)
- Parent Focus Group, Spanish (n=3)

In the remainder of this report, we address key themes that we observed during our visit to the New Bedford summer ELL Academy, and describe challenges and recommendations.

Key Themes

Our researchers identified five key themes during our site visit: 1) that the program provided safe, academic programs for ELLs; 2) that there was a caring, positive culture and climate; 3) a need for coherent and intentional curriculum design; 4) a need for engaging, rigorous, scaffolded instruction for ELL students; and 5) the importance of using time strategically.

Providing safe, academic programs targeted for ELLs

The New Bedford Academy was clearly a needed and important service for ELL students and their families. The Academy provided a safe, structured space with meals, transportation, academic programming, and peer and adult interaction. High-quality summer programs combat summer learning loss and are particularly important for high-needs students (Del Razo et al., 2014; McCombs, 2011). Teachers noted that without the Academy, many of the students would have spent the summer at home with little exposure to peers or opportunities to practice English and explore their community. One teacher noted,

> We're trying to broaden their horizons. Some of the kids, they come over [from their country of origin], all they know is an apartment house, the street where they live, the school bus, school, and they hang out around the block, and they don't know what else is out there. So, by going on these field trips, by being exposed to these things, hopefully, it will open up their minds and give them some type of hope that "Okay, this isn't it. Maybe there is something else out there that I can do."

While this teacher's description represents a deficit view and assumptions of how immigrant families spend their time, it does emphasize the academy's goal of exposing students to English dominant settings. Particularly for families that had recently arrived in the US or relocated to New Bedford, the Academy provided an introduction to the routines and expectations of local schools before the start of the school year. Teachers were glad to get to know newly arrived students in a smaller and more relaxed setting. One parent whose stepson had arrived from Central America late in the spring was relieved that the boy had a chance to get acclimated to the US school system, form relationships with teachers and students, and adjust to the diversity of New Bedford. He reflected,

> [My stepson] says it is going well and that he is learning a lot. He is trying to express himself more and we are happy to see the change in him – the change in attitude that has occurred, because it is not easy to come to a new country at an older age. English is especially difficult, and he is getting better at it.

Teachers and community partners also noted the importance of providing a program just for ELL students and tailored to their needs. One noted that he had worked with ELL students in multiple summer and enrichment programs but that the Academy was his first experience with a model and curriculum designed to meet the specific needs of ELLs. According to staff, students were more willing to take risks with English and ask questions in the Academy than during the regular school year. One teacher contrasted students' reluctance to participate in school-year activities with the sense of community they had developed over the summer:

> It seems to be a culture that's their own. In the regular school year I'm disappointed in the afterschool programs, cheerleading, etc. Nobody is a cheerleader here. I have a basketball team. No one is in the basketball team or

> soccer. [ELLs] don't seem to participate as much. So, I see here a thread of "Yeah, this is ours, this is our club, this is our school, and this is our people."

Having a dedicated program tailored around their needs, where ELL students could get to know one another and feel a sense of ownership, was important to creating the conditions for learning in the Academy.

Caring, positive culture and climate

The use of small-group instruction and the intimate setting of the Academy facilitated warm relationships between teachers and students and a supportive climate. Teachers pointed to individual attention as one of the most important needs of English language learners. In contrast with the large classes they lead during the regular school year, the small size of the "teams" that teachers saw each day allowed them to tailor instruction and work one-on-one with students who might need more attention. They saw students responding positively to the extra attention and smaller classes. One teacher noted,

> They're not afraid to speak out because of the smaller classes . . . Kids that shut down, you have to pull it out of them every day in school, and [here] they're raising their hand or just yelling out. But we'll take that. They like to participate with friends. They're learning things that they were shy to ask in the bigger class. We can actually be one-on-one even if it's a group of five or seven or eight, rather than one of thirty.

Staff and community partners also spoke of the importance of getting to know students on a personal level and respecting their individual strengths and needs. They spoke of recognizing the trauma that some students have faced and how that trauma impacts their education, as well as the importance of not letting limited English proficiency define students. One said, "I believe that they also need to know that you value where they come from. . . . You can prove to them or show to them explicitly, 'You may not know X but what you do know does have worth as well.'" Another reflected,

> I feel they genuinely want to be cared for and appreciated; and at every level when we can celebrate their biculturalism and their bilingual and multilingualism, rather than just focusing on "get this English as best you can, forget everything else." When it's an additive model, I genuinely feel that we not only are creating a space for them to learn . . . that we might be creating the one spot of the day where they feel safe, where they come out of their shell.

Several staff members connected this ethic of caring to their personal experiences as English language learners and their shared ethnic and linguistic background with students. One noted that his family had been graduating from New Bedford High School since his family immigrated from Cape Verde in the 1960s, and he felt both a personal and professional duty to make sure the school served immigrant students well. The community partners from NorthStar Learning Center who led the class on college and career readiness for high school students made a point of trying to learn Spanish during the Academy. Students were positioned as experts who could help them

with vocabulary, and the community partners modeled risk-taking and comfort with making mistakes.

Students were largely on-task during our classroom observations, seemed engaged in their work, and were comfortable participating in class discussions and activities. In many cases, we observed an easy rapport between staff and students. While overall attendance rates were low (around 60%), the coordinators and teachers noted that attendance had been improving week by week, rather than declining as would be typical for a summer program. Parents reported that their children were excited about the program and motivated to do well. One mother noted that her daughter "says she has been able to get more comfortable and talk more on Saturdays [and in the summer program]. She feels more confident then. There is more confidence when she is with this group of students." The positive and caring climate that staff strove to establish supported student's engagement in the summer program.

The need for coherent and intentional curriculum design

We found curricular coherence and intentionality to be a challenge throughout the New Bedford Academy. The Academy program as implemented differed somewhat from the proposal submitted to the EOE, in part because of staff turnover at the district level. The district's ELL manager decided to focus the spring and summer Academy programming more tightly on English language development rather than content instruction through Sheltered English Immersion strategies as proposed. The ELL manager identified English language development, specifically vocabulary and language mechanics, as a pressing need among New Bedford ELLs to enable them to better access content instruction and accelerate improvement on accountability measures. The summer Academy curriculum did include some content instruction, in science for high school students and in music for middle school students.

Dedicated time for well-planned English language development, with explicit instruction in vocabulary, syntax, conventions, and function, can accelerate English proficiency (W. Saunders et al., 2013) and is an appropriate focus for an ELL Academy. However, it was not clear to us that the curriculum planning included sufficient specificity about language learning goals and strategies to effectively target students' needs .The spring academy co-coordinators developed a curriculum map based on WIDA standards and can-do descriptors. Using the map, the teachers who participated in the Spring Academy (not all of whom had experience with ELL students) developed lesson plans and other materials that were gathered into a binder and shared with the Summer Academy teachers. The summer teachers were encouraged to use the binder as a guide and resource for planning their own lessons, which they submitted to the program co-coordinators weekly. (Teachers generally submitted one lesson plan per day, which they modified to the language proficiency levels of each team of students.) Aside from the two content teachers, each teacher focused on one aspect of language development—reading, grammar and syntax, vocabulary, or writing.

Teachers and community partners had a full hour of common planning time with the other teachers in their pod Monday through Wednesday after student dismissal. They used this common planning time to discuss student progress and discuss their planned lessons to ensure that they complemented each other. Still, from our observations, it was not always clear to us what specific objectives of lessons were, how different classes were connected for students, or

how the lessons we observed built on previous lessons or connected to the school-year curriculum. For example, the only materials provided to teachers were Oxford Picture Dictionaries, which can be a useful support but are not appropriate as central texts for instruction. The picture dictionaries cover basic vocabulary that arises in day-to-day living situations, not academic vocabulary at a middle- or high-school level.

The college and career readiness curriculum being used was not designed for English language learners, and it's not clear that the NorthStar staff were supported to incorporate evidence-based strategies for language development. During the lesson we observed, students were asked to complete a worksheet on learning styles that was not appropriate to their English proficiency level; there was little discussion about how different learning styles might matter for college or career readiness. While Imagine Learning software is designed to meet the needs of ELLs, among other groups, it was not clear to us that the activities were appropriate for older students or connected to skills students were learning in the Academy classes.

The need for engaging, rigorous, scaffolded instruction for ELL students

While English language learners obviously have particular needs, research demonstrates that ELLs benefit from the same types of rigorous, well-designed instruction that works best for all students. They need clear goals and objectives, opportunities to practice and apply new learning, individual feedback and frequent assessment (Goldenberg, 2008; Tung et al., 2011). Students should have ample opportunities to interact with adults and engage in collaborative activities with their peers, and instruction should be challenging, meaningful and motivating (Goldenberg, 2008; W. Saunders et al., 2013). To ensure that ELLs can access content and make sense of new vocabulary and language forms while engaging with challenging material, teachers should provide careful scaffolding. This scaffolding can include: reading materials carefully targeted to students' level of English proficiency; charts, diagrams, and other visual supports; sentence starters and stems; and strategic use of student's first language to support comprehension (W. Saunders et al., 2013; Tung et al., 2011).

We observed a few examples of these strategies in action in New Bedford. Several teachers took advantage of small classes to create rigorous, engaging activities that provided appropriate scaffolding for students. In one class, for example, middle school students watched a visually arresting video with short captions; recited and acted out mantras; were introduced to a short story using visual images; and engaged in a choral reading of the story, which included dialogue between two characters. These activities provided students with supports for comprehension—video with captions and visuals related to the story—and created a safe space for students to practice expressing themselves in English through recitation and choral reading. The teacher used students' first languages to clarify meaning of new vocabulary words and encouraged them to translate mantras into their own languages.

In another classroom, students reviewed slides showing photographic examples of herbivores, carnivores, and scavengers. They then broke into small groups to play a version of "Go Fish" in which they had to ask for specific types of consumers. Students had a script to use when making a request, supporting their use of correct syntax and grammar and focusing their attention on the target vocabulary. The game allowed them to apply their understanding of the new vocabulary by assessing whether each of the animal cards they held represented a carnivore, herbivore, or

scavenger. In a middle school classroom focused on memoir writing, students had developed poster-board illustrated timelines of their lives, as a prompt for writing. Several collaboratively developed charts of writing techniques, such as using dialogue and developing an exciting opening sentence, lined the walls. We observed another teacher sharing photographs of US scenery and asking students to suggest words to describe the photos. To prepare students to write paragraphs about the scenery depicted, she led the class in developing a model paragraph together. Teachers routinely used Spanish, Portuguese and Cape Verdean Creole to clarify meaning, and asked students to translate new vocabulary for their peers. Using students' first language is an important strategy for validating bilingualism and helping students see their first language as a tool for mastering English (August & Pease-Alvarez, 1996; August & Shanahan, 2006; Waxman et al., 2007).

In other instances, though, the instruction we observed did not seem to be based in high expectations or evidence-based strategies for English language development. We observed a class of high school students at ELD levels 2 and 3 reading a four-paragraph story about a road trip in the picture dictionaries, and then complete sequencing and fill-in-the-blank worksheets based on the story. Sequencing events is a skill developed in early elementary school, and the text was not challenging or engaging for students, nor obviously related to school-year content or vocabulary.

Vocabulary development seemed to be an emphasis of the Academy. Vocabulary is a crucial aspect of English language development; as the co-coordinators noted, students' command of academic vocabulary has major implications for how well they are able to access content instruction. However, it was not always clear to us that the vocabulary being taught was relevant to school-year content. For example, one team of high school students spent a week focused on beach-related words like "sandcastle" and "shovel." Effective vocabulary development for ELLs introduces students to new words in authentic contexts, such as high-quality literature or realia, and provides multiple opportunities for students to discuss new words and use them in new contexts (Sweeny & Mason, 2011). Asking students to develop their own definitions of words in "kid language" and think of personally relevant examples can accelerate mastery of new words (Echevarria et al., 2008; Sweeny & Mason, 2011). With some exceptions, it seemed that students copied definitions from the dictionary or from the chalkboard, and were asked to use vocabulary in worksheets if at all.

English language development should carefully address reading, writing, speaking, and listening, with an emphasis on oral language production (August & Pease-Alvarez, 1996; Goldenberg, 2008; W. Saunders et al., 2013). As students develop proficiency and confidence in spoken English, they are more likely to use English and to develop relationships with native English speakers (Strong, 1982). Students with higher oral English proficiency also tend to use more sophisticated language-learning strategies (Chesterfield & Barrows Chesterfield, 1985). As we noted above, staff in the Summer Academy had clearly created an environment in which students felt comfortable participating and taking risks in English. We observed classrooms in which students had many opportunities to speak, whether through choral reading, games, or whole-class discussion. In other classes, though, students spoke only when answering teacher-posed questions, generally giving short answers, and had little opportunity to interact with peers or engage in extended conversations. Both middle school and high school pods had opportunities to

write each day, but we observed few instances of students reading literature or authentic non-fiction texts.

The importance of using time strategically

Summer programs are an important strategy for maintaining and accelerating the achievement of ELLs. Summer learning loss occurs at a higher rate among low-income students who have less access to learning opportunities and resources during school vacations than their higher-income peers (Cooper, Nye, Charlton, Lindsay, & Greathouse, 1996; McCombs, 2011). Summer learning loss particularly impacts reading and vocabulary development (McCombs, 2011). As noted above, many ELL students in New Bedford had few opportunities outside of the Academy to speak or hear English and to participate in educational activities.

Accelerating learning during the summer depends on the careful and strategic use of time. Researchers recommend that summer programs include a minimum of 80 hours of instruction, with others recommending as many as 360 hours (McCombs, 2011). At 56 hours, the New Bedford Academy was the shortest of the EOE Gateway City ELL Academies, which averaged 116 hours of instruction. (For many New Bedford students, actual hours of instruction totaled less than 56, given the 40% daily absence rate.) Staff and families agreed that the short duration of the program was a hindrance to student learning. When asked what they would change about the program, adding instructional time was the most frequent suggestion. One teacher said,

> Instead of four weeks, maybe six weeks. Not to take their summer away, but Monday through Thursday is doable. For those four hours that they're here it seems like they're not being robbed of their summer, and within another week they're gone. And there are so many activities—the high school kids are going on field trips; the middle school kids are getting involved with the music aspect of it. There is so much more that we could offer, but there is limited time.

Staff noted that beyond the schedule of the Academy, a number of activities and administrative issues had cut into instructional time and interfered with the continuity of lessons from one day to the next. Pre- and post-testing took up several days. The weekly high school field trips and preparation for the middle school performance, while important enrichment for students, ate further into teachers' time with students. Teachers also noted that the pull-out model for students using the Imagine Learning software meant that struggling students were consistently missing lessons that the rest of the class completed. While the staff seemed to appreciate the four-period schedule, we noticed in our observations that it was sometimes a challenge to complete an activity during a 45-minute class period, especially with transitions, snacks, and students' needs for individualized attention.

Conclusion and Recommendations

The New Bedford Summer Academy clearly provided an important service for ELL students in the district. Academy staff and partners created a safe, nurturing space for students to form relationships, ask questions and take risks, and view their native languages as tools for learning English. Particularly for newcomer students and families new to the district, the Academy

provided a low-stakes, intimate setting in which to learn to navigate the system and get to know teachers. Teachers and partners appreciated the opportunity to work with small groups of students and individualize instruction.

We offer the following recommendations, drawn from our observations, interviews, focus groups, and document review, for future program improvement in New Bedford and other districts.

Increase learning time and use time strategically.

Teachers and parents agreed that the short duration of the summer academy limited its effectiveness. A longer daily program, Friday sessions, and/or extra weeks of instruction would provide extra learning opportunities for students and allow teachers and community partners to plan more engaging, in-depth units of study. A longer day would also allow the inclusion of enrichment programming, such as arts, sports, music, or cultural activities, that would provide students with additional opportunities for English language development and serve as an important incentive for participation and attendance (McCombs, 2011). Several of the Gateway City ELL academies we visited integrated daily enrichment activities with academic programming in ways that accelerated English acquisition while exposing students to new experiences and addressing a broad range of learning goals.

It was not clear to us that the New Bedford schedule made the best use of the time available. Keeping teachers and small groups of students together for a larger chunk of the day might increase opportunities for differentiation and individual attention, and improve instructional coherence. Block scheduling would also minimize the distractions that accompany frequent transitions.

Continue to develop the intentionality of the academy curriculum.

Accelerating English language development, particularly academic language, is an important focus for summer ELL academies. The impact of New Bedford's summer Academy programming could be strengthened through more intentional planning and curriculum design. While the WIDA standards provide an excellent framework for designing English language development curriculum, more specific goals connected to school-year expectations would ensure that students receive targeted instruction and that lessons build on each other from period to period and day to day. Thematic units or projects, connected to school year content or high-interest enrichment topics, would also provide teachers with a structure for planning lessons and selecting appropriate, authentic materials. Connecting English language development goals with high-interest content would also improve students' engagement and motivation. Teachers and students would benefit from a greater variety of materials targeted to students' English proficiency levels, grade levels, and interests.

We would also encourage a reconsideration of the enrichment supports provided to students—college and career readiness for the high school pod, and Imagine Learning software for students at the lowest levels of English proficiency. A college readiness curriculum designed or adapted to meet the specific needs of ELLs, immigrant students and/or students with interrupted formal education, or one that includes explicit strategies for building academic vocabulary and language

skills, would be more impactful. Research into software packages to support ELLs might yield other programs more appropriate for adolescent learners.

Strengthen the use of evidence-based instructional strategies.

We observed examples of strong instruction designed to meet the specific needs of ELL students during our time in New Bedford. However, there is room to improve the consistency of evidence-based practices for ELL instruction. Such practices include using authentic literature and other realia to introduce and reinforce new vocabulary, sentence stems and language frames for supporting correct use of new forms, and visual and other scaffolds to ensure that content is accessible. A stronger focus on oral language production, especially through conversation with teachers and peers, would be an important strategy for building students' confidence in speaking English and accelerating reading, writing, and listening skill development.

Worcester Evaluation Report

Site Description

During the summer of 2014, Worcester Public Schools (WPS)[26] held Worcester's English Language Learner Summer Academy, a 6-week program for seventh and eighth graders. Held at Worcester State University (WSU), the Summer Academy offered students a college setting to develop their language skills and social and cultural awareness. Although the design was to enroll 75 students, 51 attended consistently, and of those, 49 students completed all six weeks of the program. Coordinators noted that a short amount of time between the grant funds being dispersed and the start of the program meant they could not spend more time recruiting students. The Academy administrators provided outcome measures for 44 of their participants: 48% were seventh graders and 52% were eighth graders, 57% were females and 43% males. In terms of ethnicity, of these 44 students, they classified 55% as Hispanic, 20% as Black (non-Hispanic), 16% White, and 9% Asian. The total enrollment of 51 students represents about 6% of the district's seventh and eighth grade ELL enrollment.[27] The program's daily attendance rate was 87%. Program information is summarized in Table 24 below.

Table 25. Program Information

	Total
Student enrollment	51
Percentage of district ELLs	5.66%
Daily attendance rate	87%
Staff	
Program Coordinators	3
Academic Teachers	6
Enrichment Facilitators	6
Audiovisual Staff (Enrichment)	3
Nurse	1
Counselor	1

Transportation was provided for students to and from the summer academy, which ran daily for 6 hours, for a total of 138 hours of programming. In the morning, students received academic instruction that focused on vocabulary, word generation, and reading fluency. Instructors used a Wilson Reading System program titled "Just Words" to guide their reading fluency and phonics instruction. Lunch was provided for the students on WSU's campus at in a dining hall. After lunch, students participated in an enrichment curriculum, "My Voice, My Community, Our World," designed by a community partner at Quinsigamond Community College and

[26] The Worcester Public Schools (WPS) is in Worcester, Massachusetts, the second largest city in New England after Boston. In SY2013, the district served 24,562 students, 44.4% of whom were native speakers of a language other than English and 31.7% of whom were English Language Learners (ELL). The student population was 38.0% Hispanic, 35.8% White, 14.5% African American and 7.7% multi-racial, Asian, or Native American.

[27] Department of Elementary and Secondary Education (DESE) SY2014, October 1 Data.

implemented by members of partner organizations, the Latino Education Institute (LEI) and African Community Education (ACE) to increase social and cultural awareness. In each enrichment classroom, there were two adults, one main teacher who was called a facilitator and one assistant, each from either LEI or ACE. In total there were five enrichment classes structured this way and one class focused on the production of a community television show, which had four adults, and one main teacher. The biweekly themes involved students identifying important issues in their community and exploring real world tools to craft solutions. Acknowledging many of the students' identities as immigrants to this country, the curriculum also emphasized a sense of belonging to the Worcester community for these youth. Academy students also participated in weekly field trips on Fridays, including one out-of-state trip to Ellis Island in New York City at the end of the program.

Assessments

In terms of measuring student academic outcomes for the span of the six weeks, the program administered the WIDA Assessment Placement Test in Listening, Speaking, Reading and Writing as a pre- and post-test. They also administered the Test of Silent Words Reading Fluency (TOSFR) to measure fluency, where they found that students' fluency increased. These exams were administered on the first day of the academy and on the last day of the academy. The table below summarizes the outcome of the WIDA exams.

Table 26. Grades 7–8 WIDA Assessment Placement Test Pre- and post-test scores.

	7th Grade			8th Grade		
	Pre	**Post**	**Diff.**	**Pre**	**Post**	**Diff.**
Listening mean	1.4	1.9	0.5*	1.2	1.7	0.5*
Listening range	1-6	1-5		1-3	1-5	
Listening SD	1.2	1.5		0.5	1.2	
Speaking mean	3.2	3.6	0.4~	3.4	4.0	0.6*
Speaking range	1-6	1-6		1-6	1-6	
Speaking SD	1.5	1.7		1.5	1.9	
Reading mean	1.4	1.4	0	1.7	1.8	0.1
Reading range	1-5	1-3		1-6	1-5	
Reading SD	1.0	0.7		1.3	1.3	
Writing mean	2.7	2.7	0	2.7	2.4	-0.3~
Writing range	1-4	2-4		1-4	1-4	
Writing SD	0.8	0.6		0.9	0.9	
Total mean	8.7	9.6	0.9~	9.0	9.9	0.9*
Total range	5-14	5-16		4-16	4-15	
Total SD	2.6	2.8		3.0	3.4	
	N=20			N=21		

*p<0.05 Statistically significant at the p<0.05 level, ~p<0.10 Statistically significant at the p<0.10 level

As the table above shows, increases were seen in both seventh and eighth grade Listening and Speaking assessments. In the Reading and Writing assessments, scores decreased slightly or stayed almost the same. For example, there was a 0.1-point increase for eighth graders in

Reading and a 0-point increase in Writing for seventh graders. When looking at total scores, students did make gains.

Data Collection and Site Visit Overview

Two AISR researchers conducted site visits at the Worcester ELL Summer Academy towards the end of the six-week program on July 28th and 29th, 2014. On the first day of the site visit we observed two sections of the academic class in the morning, lunch in the WSU dining hall, followed by observations of three enrichment classes in the afternoon. Throughout the two days, we conducted focus groups and interviews with district staff (N=2), academy staff (N=5), academic and enrichment teachers (N=12) and parents (N=6). In the remainder of this report, we address key themes that our researchers identified in the Worcester ELL Summer Academy, outlining strengths and challenges, as well as our recommendations.

Key Themes

Our researchers identified three key themes during the site visit; 1) the strength of the community-created enrichment curriculum for ELLs that was culturally-responsive and connected to academics; 2) an academic curriculum focused on fluency aimed at a specific target group of students; and 3) a unique approach to family outreach and student supports.

A community-created enrichment curriculum for ELLs

Enrichment curriculum and goals designed with ELL needs in mind

In the Worcester ELL Summer Academy, students attended an enrichment class for two hours in the second part of the day. These classes were the result of collaboration between the district and three community groups: Quinsigamond Community College (QCC), Latino Education Institute (LEI) at WSU, and African Community Education (ACE). Although QCC helped design the curriculum, representatives from LEI and ACE implemented the program as enrichment coordinators. One of the co-designers of the curriculum from QCC, described the goals of the enrichment program:

> Our goal writing the whole curriculum was to cohesively tie week one to week three: the self, the community, and the students being part of the community. . . . So, each module was two weeks, and every two weeks they would complete that part of the whole, and at the very end the whole thing was through a capstone that would feature the highlights of the whole process.

The district and the other community organizations who implemented the model understood the needs of the student population, knowing that many of their students struggled to see themselves as part of the Worcester community, and so they created a process where the students could come to experience a sense of belonging (Flores, 2003; Flores & Benmayor, 1998) through the facilitation of community teachers from both LEI and ACE. Additionally, one of the enrichment coordinators shared these other goals for the enrichment curriculum:

> For the enrichment piece, our goals are really looking at improving cultural awareness, resiliency, leadership, all these soft skills that we feel are essential as you move on especially to high school, where there is a lot of peer pressure and that is a point of self-discovery, students are going through that throughout their middle school and high school years and even college. So our goals are really . . . to create more cultural and community awareness, to . . . give them opportunities to improve leadership skills and develop them, to improve resiliency and create social supports.

The development mentioned by the enrichment coordinator, although beneficial for many youth, could leave a profound impact on English language learners who are less likely to participate in leadership programming or be placed on the college track at their schools. This coordinator's words also exemplify the high expectations the leaders of this program had for their students—something the academic teachers echoed. They desired to equip students with "soft skills," which are necessary to become successful in the 21st century (Del Razo et al., 2014; Farrington et al., 2012; Heckman & Kautz, 2012).

Finally, not only did the enrichment curriculum include an emphasis on these skills to develop students socially, but there was also an emphasis on the academic skills they would gain during these daily two hours. One district administrator commented on the district's goals in creating an enrichment curriculum that exemplified a successful extended learning time model that kept students motivated and engaged, and that provided an academic component:

> If something is going to be out-of-school time it needs to be organized in a different way to support that motivation, that engagement, and to show applicability, to show functionality, to show the students something that is beyond what they would typically see in their classroom. . . . What could be happening during the enrichment component that we know would have an academic influence? And . . . as much as we can bring, we try to bridge between two components. And those experiences are wonderful. They have the capacity to do that.

The district worked with community partners to design educational experiences that met the goal of engaging summer curriculum. The enrichment class was not just a fun class, but also a place where students would develop themselves and continue to learn. For this to happen the enrichment providers needed to be equipped with the skills to teach such a class, and the district administrator felt that LEI and the other groups provided this. The district administrator's words regarding Extended Learning Time echo research that shows extended learning time must not just be more of the same (Del Razo et al., 2014).

Enrichment teachers viewing ELL as an asset

The enrichment class was not an add-on to the academic program, but instead it was a critical part of the whole curriculum. The enrichment teachers expressed satisfaction about the structure of the program and who it was designed to serve. For example, one teacher shared the following testimonial about how the diversity of the student population enhanced everyone's experience:

> I am working with these great people and we work with these kids from different nationalities, and for me that is one of the strengths for all the years I've been working with just Africans, but this year, this summer program I'm working with different nationalities, and I think it is opening me up to lots of different cultures that my best Spanish now has changed to "Cómo está?" [How are you?] so I am learning and they are learning from me. I think it's a wonderful program.

This teacher exemplified how the other enrichment teachers reflected on their experience working with each other and in the classroom. He valued the knowledge and experience that students brought with them. For some teachers, this ELL Academy was their first opportunity to work with students of a different background than their own. In the observation of this teacher's class, an evaluator noted how some students approached the teacher speaking in Spanish, knowing that he did not speak Spanish. He casually tried to respond in Spanish and then asked the students, "How would you say that in English?" This interaction showed that he valued their home language by trying to repeat their language, but then he presented the students with an opportunity to translate their question into English. This moment confirmed what the teacher shared with our evaluators about the knowledge his students bring. Although the goal of these academies is English language acquisition, research shows that students feel validated when their experienced are valued (August & Pease-Alvarez, 1996; August & Shanahan, 2006; Waxman et al., 2007).

This asset-minded perspective was also evident in how enrichment teachers noted the knowledge the students bring with them:

> I think one reason for which we are called facilitators, or from my own understanding, it's that unlike the teachers who take lead of the class, . . . give all the direction, . . . [and] give all the materials to them, . . . as facilitators we are there to guide the ideal process. So, let's say if you were talking about your community and then somebody says something about the world, you say, "How does this relate to the community?" So, we are there just guiding to make sure that those ideas are in the framework that we are working with . . . sometimes we learn and they learn from us. So it's like a big family that we facilitate.

Facilitators created a space where purposeful discussions were happening, where students had the opportunity to question, and where teachers could also learn from the students. This facilitator did not see himself as the leader of the classroom, but as someone there to keep the discussion going and to encourage critical thinking.

Enrichment connected to academics

On the day we visited one of the enrichment classes, the students began their session by sitting in a circle and recapping their activities from the previous weekend and the last week's field trip. Although seemingly casual with the feel of an ice-breaker, this activity fostered trust among the students, and gave them the opportunity to speak in front of their peers in English. While a shy student struggled to get her thoughts out in English, her peers encouraged her and told her she was doing great. When one student did not understand the prompt, a peer translated for the

student and explained the student's response to the teacher. The students exhibited positive peer interactions and created an inclusive environment where all could participate regardless of English fluency. One student talked about the food her mom cooked that weekend and said, "My food sounds weird." The teacher showed cultural responsiveness when she responded that it did not "sound weird," and others inquired to know more details regarding her typical home foods. Towards the end of this activity, the shy student spoke many more times—perhaps due to her boosted confidence and feeling of safety.

For their major activity on this day, students picked photos from newspapers and magazines to describe a problem in their community. They had to answer the following questions: What is the problem? Why is it happening? Who is responsible? Why is it important to you? Later, the students would use their responses from these questions to design their own community project addressing these concerns. Another reticent student, a recent arrival to the country who was normally hesitant to use English, explained in English why she chose the image of two divided mountains as a divided community. She explained that people sometimes do not get along, but that they should realize they are all part of the same community. Clearly, the student understood the goal of this particular activity, which provided an opportunity for her to practice her language skills.

One enrichment teacher shared the following story about how students were already showing increased English literacy in the four weeks of the program. It is worth recapping in its entirety:

> I have two students in my class who are in a similar situation. They have been here less than four months and they both speak Spanish, and when they first came into the class they were overwhelmed, you could tell. They were like, "We have no idea what is going on in this class right now. We don't speak this language." Now one of the boys in the class, he will write in his journal in English. When he gets stuck he will ask us how to say something. And he will also speak in English now too. He went from not wanting to speak at all to only speaking to the teachers, and now he will speak to his peers in English, so that he has really grown. And the girl, the other girl I'm talking about, she will write things in Spanish now and have us translate it to English for her so that she can practice writing in English. So they really, I feel like they are learning a lot and they are becoming a lot more comfortable with wanting to learn English. I feel like when they first came in they were like, "Oh it's a good idea to learn English," but they didn't think it was ever possible. Their journal entries were like, "I'm never going to learn English. I am so frustrated." And now they are like, they think they can do it, and they can. They are growing every single day.

This powerful narrative shows that teachers understood the needs of these students, who were not only English language learners but who had only been in the country for a few months. This was a critical time for these students, and the impact of a positive learning experience like this could make a difference for them once they begin the school year.

The enrichment curriculum extended beyond the classroom. Because of our short visit, we did not observe these activities, but several of the groups we interviewed commented on their

satisfaction around Community Engagement Day, a day when leaders in the community were brought in to share their experiences as immigrants. The students worked in groups to create and prioritize the panelist questions. Later, they acted as the moderators and posed the questions to the panelists themselves. One administrator shared that this event had a great impact on the students' self-esteem. For example, after hearing one of the speakers talk about students asking for his business cards and how one student became an intern in a city office, students in the Academy asked if they could do the same. The administrator said the following about the students: "They're brought into this country not because they want to be here, so for them to understand here is a man who is saying he went to college, he's done well, [and] he came from having no English." This administrator not only understood the difficulty of coming to this country as a young person, but she also understood how important it was to bring in role models who had the same experience of learning English as the students; she had high expectations for the students and wanted them to see that they could also go to college and have a career (August & Pease-Alvarez, 1996; Waxman et al., 2007).

"Esperanza's Exito": Critical conversations in a television class

The third enrichment class we observed during our visit was a television class led by Esperanza Donovan-Pendzic,[28] who has a community television show called "Esperanza y su Exito." During this class, students created their own show. This was the first time the district partnered with her show. While the students prepared to film the Academy, they learned interview skills, camera skills, and public-speaking skills. We observed a public-speaking lesson on the day of our visit, in which the students shared their life goals by writing them in a notebook and then reading them to the class. Before reading, Esperanza herself modeled what the exercise would be like and instructed them not to hide their faces when they came up by saying, "Your faces are valuable." We observed how some of the students struggled with self-confidence during this exercise. Esperanza encouraged them by saying things like, "You're amazing!" and using other positive language. In one instance, one of the students was shaking and about to cry from nervousness; Esperanza responded by standing next to her and putting an arm around her. She then told her they could read together. After Esperanza read the student's goal of becoming an actress, she said, "That's wonderful!"

Esperanza also exemplified an asset-minded approach while teaching this enrichment class. She was multi-lingual herself, speaking six languages. During one moment of the class after sharing their goals, Esperanza looked around and asked, "How many of you feel your accent will hold you back?" In this striking moment, six of the eight students in the class raised their hands. She then told them, "You cannot be afraid because of your accent. Think of being bilingual and multilingual as additive. English, Acholi, Swahili, it's amazing. I admire you." Esperanza then spoke to one of the students in Arabic, saying, "It's nice to have someone who also speaks Arabic." The students then asked her questions about how she learned these languages, and she shared that she did so from her mother, who also spoke six languages. Then she went on to explain the concept of language barriers by saying, "Language barrier—what does that mean? Barrier means what? Obstacles. What is the best way to connect? You communicate with some language." The students truly connected with Esperanza, they felt like they could reveal their insecurity around having accents, and then they heard from Esperanza how impressive they are

[28] Name shared because she is a public figure in the community.

to be bilingual and multilingual. Clearly, having educators and role models that have lived the experience of being English language learners in this country was a benefit to the students.

Academic curriculum focused on fluency

Targeted student recruitment

The Worcester ELL Academy dedicated half of its classroom time to building students' English language fluency and reading comprehension. The administrators shared with us that during the planning stage of the summer program, they wanted to recruit a group of secondary level ELL students that could benefit greatly from a program in English language acquisition. Demonstrating the need for the Summer Academy to address lower assessment scores for ELLs, they gave examples about the confusion ELL students encountered in standardized tests in which they did not know the meaning of a phrase like "pair of pants" (two of them?) or a "trunk" (which has multiple meanings). Administrators "believe that the issue about all urban districts struggling with literacy acquisition for their older ELLs is a very prescient issue, so we wanted to tackle that." After looking at student data, administrators chose middle school ELL students with English Language Development levels at the low to low-intermediate levels, because these were the students who took longer to move up in their language proficiency acquisition when compared to elementary and high school students in their district.

Wanting to address these challenges and seeing the need for ELL students to build on their vocabulary at a higher level, they chose a combination of "Just Words" and "Word Generation" curricula to address these needs. Just Words was externally purchased from a company called Wilson Language Training, and Word Generation was created by Professor Catherine Snow at Harvard University. All the materials for Word Generation are available online for free. The intentionality in the pre-planning stage to determine how the curriculum would be structured for a very specific group was a strength of the program. However, the district administrators we talked to also intend to broaden the type of students they recruit in the future because targeting such a specific group greatly minimized the pool of students from whom they could recruit.

Strengths and weaknesses of the Just Words fluency curriculum

The Just Words and Word Generation curricula were administered during the same class time of the ELL Academy from Monday to Thursday, but on the day we visited, the class time was largely devoted to Just Words. According to this curriculum's designers:

> Just Words provides a curriculum for the accelerated study of word structure through the six syllable types in English and the most common Latin roots. It is a highly explicit, multisensory decoding and spelling program for students in grades 4–12 and adults who do not require intensive intervention but do require explicit decoding and spelling instruction due to word-level deficits. (Wilson Language Training Corporation, 2014, p. 5)

In addition to decoding, the program also places an emphasis on phonics. Through our discussions with administrators and teachers of the summer program, the program was

something they were pleased with during the Summer Academy because it could address some of the common difficulties their students had with pronunciation and spelling. Teachers also expressed satisfaction around the training they received at Wilson prior to the start of the Summer Academy. Although the staff and faculty expressed overall satisfaction with the program, it remained unclear to us as to whether this curriculum was designed with English language learners in mind.

The curriculum incorporates the use of "nonsense words" so that students can learn to decode words and improve their English pronunciation—with less emphasis given to vocabulary development. Although nonsense words are commonly used in language development, they are most often used for young elementary students and native English speakers. In the case of the middle school students in the summer academy, we noticed that nonsense words caused confusion, and in some cases students had difficulty distinguishing real words from nonsense words. The following example demonstrates this:

> *Example:*
> Student 1: "Is that even a word?"
> Teacher: "It's a nonsense word." The teacher makes a comment that this exercise is "important for your spelling."
>
> Student 2: "Is that even a word?" (about a later word)
> Teacher: "It's a nonsense word."
> Student 2: "Miss, what does that word mean?"
> Teacher: "It doesn't, we're working on nonsense words for pronunciation."

Two different students in the same classroom asked about the meaning of the nonsense words in this example. These students seemed to want to figure out what the word meant and perhaps did not understand the goal of pronunciation exercises that incorporate nonsense words.

In this curriculum, students also practiced saying phrases and identifying the sounds in these phrases. We noted that the example phrases used by Just Words were phrases that students might not have to use on an everyday basis, so there was no real context for them. Some of the examples observed are the following:

> "The old stump"
> "Did you shift the vent for the draft?"
> "Scrod for brunch"
> "Twist of your belt"
> "Your craft will drift"

In both classrooms, when students were repeating these phrases and identifying the sounds, they seemed to have a lack of engagement and interest in the activity. In terms of the scrod example above, a student asked what "brunch" was. The teacher asked them what word sounded like it, and the student answered "crunch." Then the teacher explained that it was a meal between breakfast and lunch. The students did not know what scrod was and they were not familiar with the concept of brunch, so even though this is an actual phrase, it was not relevant to the students.

These two-hour lessons entailed a high level of repetition of sounds and lacked higher order learning.

Strengths and weaknesses of Word Generation curriculum

Word Generation incorporates reading, vocabulary and oral practice through activities such as student debates and discussions. Administrators of the program shared with us that the time spent on the Word Generation program was originally going to be split between the time spent on Just Words, but more time was spent on Just Words because of its structure, leaving little time for Word Generation. The administrators recognized this challenge, and mentioned to us that in the future they would make the time devoted to Word Generation a more structured part of the day's schedule. The Academy did not use the entire curriculum, only the close reading lessons. We did not get to observe this, but based on the district ELL coach's perspective, the lessons were culturally responsive. For example, in one lesson, the ELL students debated whether "American children should be required to speak two languages."

Although teachers seemed to appreciate the Word Generation curriculum, it seems the time for these lessons was too brief and that the selected lessons were not for ELL students. One teacher shared that the entire Word Generation curriculum would ideally take more time, and added, "I don't think that we're, I don't feel that I am using Word Generation maybe the way it is intended, but it's not an ELL program, so it has to be adapted a lot." There was consensus from the teachers that they would like to receive more training on teaching Word Generation, and the district ELL coach also mentioned that if there is more structured time for Word Generation next year, they could provide more support by coming to the classrooms to observe teachers at a set time.

Academic teacher perspective: Community and collaboration

Although we have noted that the curriculum had challenges, the teachers for the Summer Academy demonstrated excitement and appreciation for the program and the students they worked with. The teachers held an array of teaching certificates, experiences, and specialties, many of them working with newcomers and ELLs during the regular school year. They all agreed that this was the best summer program they had ever taught in and commented on how organized and well planned everything was. They understood that ELLs thrive under routines and in trusted environments, and they believed the Academy provided this.

Additionally, the teachers seemed to have positive relationships with each other and a strong sense of collaboration. For example, they often worked together through their lunchtime to share lesson-planning ideas. Along these lines, they did share with us that they would like to have more common lesson-planning time outside of lunch. The ELL coach also said they would like to have more time devoted to working with teachers during non-class time.

Just as the enrichment teachers did, the academic teachers also viewed their students from an asset-based perspective and recognized the impact the academy could have on their high school experiences. One teacher in particular believed that ELLs should have access to more opportunities like the Academy and extracurricular activities during the school year. One teacher made a comment about ELLs not being thought of for leadership positions such as student

council, and how programs like the summer academy are making a positive difference in this area. The teacher shared the following:

> I've brought it up at times in different high schools and said, "We've got to integrate [ELLs and non-ELLs]. We have leaders. Do they have to be perfect English speakers? Show me a perfect English speaker. I haven't had one yet in high school." But we sort of do not open up the avenue of leadership. It's not an open door. . . . When I see kids reaching out to these programs and they're getting involved and Worcester is offering the school, the college [for the ELL academy]. Coming on the college campus is huge.

This teacher recognizes that traditional extracurricular activities may leave ELL students out and notes how important it is that the academy was held on a college campus.

Family outreach and student supports

Family outreach events and orientation

One of the aspects of the Worcester Summer ELL Academy that stood out to us was its attention to family outreach. Understanding the need to gain the trust of immigrant and newcomer parents, the coordinators held family engagement events called "family academies" at four of the middle schools during the spring, during which the parents could get resources specifically for ELL students and also learn about and register for the program. According to administrators of the program, they wanted the family academies to be more than recruiting events, and something that could be a resource for the parents. The family events were coordinated with the help of staff at Quinsigamond Community College and the Latino Education Institute, who have organized events of this type in the past. The events included interpretation services in many languages, childcare and activities for kids, cultural music, and food. The two administrators mentioned that parents and families felt welcomed by the district after these events.

After these family academy events, the program administrators held a parent and student orientation where parents could complete all the forms for the program with help from staff. Transportation, food, and childcare were provided. Program administrators shared that sometimes it is hard to get all the required information and forms completed because families are scared to disclose information, are intimidated by the paperwork, or do not know enough English to complete the forms. They facilitated this process by having teachers and community partners help the families. In one example, one coordinator shared how nervous a family was because they did not have health insurance and the form asked about this, but the staff reassured the family and told them they just needed to have this information on file, making the family feel comfortable again.

In another example of making families feel welcome, the coordinator shared that a father arrived by himself to the event and had left his family was in the car. They then invited the whole family to join the event and by the end felt like they had gained the trust of the family. The coordinator also shared the following story from an encounter she had with a school counselor who was

impressed and somewhat surprised by how engaged the families and students were during the Summer Academy; the coordinator credited the family academies:

> One of the questions was from one of the counselors [who] came to visit us and had said, "None of these families allow their children to go on field trips." And I said, "No, they have all, they have gone on every field trip." And it was, "Well, how do you do that, because that doesn't happen?" And I said, "Maybe it was the receiving of the family and talking to the family and making them feel really welcome. They felt safe now."

By sharing this comment, the coordinator showed that this school counselor had an understanding that "those" families did not let their children go to field trips. The counselor perhaps did not understand the impact of reaching out to parents. The coordinator explained how the Academy gained the trust of the parents by explaining to them what the program entails and sharing how many adults would be present during field trips, so that the parents felt more comfortable.

Together, the family academy and the orientation seemed to be highly successful and aided in the recruitment of students. Ultimately, the program also gained the trust of the families, allowing them to have high participation in activities such as the field trips.

Student support: adjustment counselor and nurse

The costs of the Summer Academy were not entirely covered with the state grant. The administrators made the decision to use Title 3 Supplemental Funds to hire an adjustment counselor and nurse to work with the students on a daily basis. We observed students calling on both of these individuals. Parents of two unrelated students commented that having the counselor made a positive difference in the behavior of their children. To demonstrate the impact the Summer Academy was having on their children, they commented that their children who normally take ADHD medication had not taken it during the summer, but often needed it during the school year. When interviewing the counselor, she mentioned that they use Positive Behavior Intervention Strategies (PBIS) instead of negative discipline practices to work with the students who may need more attention. One example of PBIS that we noted was that if a student was being disruptive, the teacher told him or her to find the counselor and go for a walk. Teachers, staff, and coordinators seemed to be aligned in this method, and we observed during our visit that students also seemed to respond to it in a positive way. In another example of how important the role of the counselor was, an academic teacher shared the following:

> We have kids who have horrific backstories, some PTSD, and we see the students just dazing out, and she knows a lot of the backgrounds of a lot of these students and she is able to come in and get the students out for a minute, talk to them, refocus them, and they come back in.

This statement demonstrated that the teacher not only understood some of the challenges that newcomer or immigrant students face, but also the importance of the counselor. When behavioral difficulties arose, the counselor could quickly intervene and return the student to his or her learning environment. In a separate focus group, an enrichment teacher shared a similar

example where a student made some comments in his or her journal that worried the teacher, and that the counselor was able to talk to the student.

Additionally, with the school nurse available, parents could feel more comfortable knowing that someone could provide aid if their child needed it. During our observation we noticed how a teacher told a student to find the nurse because she had a headache and could not focus in class. The teacher later shared with us that during the school year all she could probably do is tell the student to get a drink of a water that would perhaps not improve the headache, but by having the nurse there, the teacher could provide more care and get the student back to the classroom ready to be engaged again.

These two support strategies of having an adjustment counselor and a nurse available were key in providing an environment where students could feel safe and ready to learn during the summer.

Conclusion and Recommendations

The Worcester Summer Academy offered a comprehensive curriculum combined with academics and enrichment for the students. To summarize the themes we have discussed:

- There was intentionality around the purpose of the enrichment curriculum with the goal of making students feel part of the Worcester community and they leveraged the strengths of community organizations to plan and implement this culturally responsive curriculum.

- Although there was targeted student recruitment, the academic curricula chosen were not directly matched to the needs of ELLs. However, the teachers selected to teach in the academy were asset-minded and understood the needs of ELLs.

- The Academy engaged families in remarkable ways through the family academies and orientation, and provided support to their students through the presence of a counselor and nurse.

The following are recommendations for the Worcester academy based on these themes:

The enrichment curriculum designed by Worcester community organizations is a great model for other districts.

We recommend that these organizations share best practices and/or provide training on how other districts can design such a culturally responsive and academically rigorous program. Another recommendation is for the districts to connect this curriculum to after-school programming or a class during the year, so that the Academy students and other ELLs can continue to be engaged and perhaps develop their community projects further.

The academic curricula, Just Words and Word Generation, were limited in their relevance for ELLs.

Just Words lacked a focus on higher order skills. In terms of nonsense words, it might have been more helpful to use actual words, even when practicing pronunciation (Klingner et al., 2008). This could give way to a discussion of the meaning of those words and help the students' vocabulary development. Because of the lack of empirical research for ELLs on this established curriculum[29] and based on our observations reflecting lack of context and student engagement, we recommend that in the future, an alternative to this curriculum more suitable English language acquisition and geared towards middle school ELLs is used or that the time spent on it per day is decreased so that a more engaging and academically rigorous activity can be accommodated in the schedule. Reflecting on the comments by teachers and administrators, more time could be devoted to the Word Generation curriculum. Although the lessons used were not specific to ELLs, they were culturally responsive and this would be a more academically rigorous curriculum that only employing Just Words. Interestingly, Word Generation has recently released a free curriculum geared towards middle school English Language Learners, so this may be a good option to research for future programs.

Family and students made a positive difference in the implementation of the program and the school climate in the academy.

Organizers were not only intentional around the design of the program, but also in gaining the trust of families through a series of convenings so that they could maximize the engagement of their students. This strategy proved effective given the high daily attendance rates of the program and participation during field trips. This is another area that we feel should be shared with a broader audience so that other districts can learn about successful family engagement strategies.

[29] Just Words published a program effectiveness report in 2014, and they make mention of one study in a school that had ELL students. Although Just Words reports that in this controlled study middle school ELL students who participated in this curriculum scored higher on a reading assessment than those who received regular curriculum after a year in the program, not much more information is given (Wilson Language Training Corporation, 2014). For example, the number of students tested is not given and the conditions of the instruction, such as class size for each group, are omitted. This seems to be the only research that notes how relevant this curriculum is to the needs of ELLs, so we recommend that more empirical studies are needed to determine if Just Words is an adequate curriculum for this level and grade of ELLs.

Conclusion

In this final section we first share the major themes we found across the six case studies. These themes highlight components that would make future ELL Summer Academies successful. Then we discuss grantee feedback for the EOE, compiled from the grantee districts during our site visits, in the final reports and during the post-academy convening in the fall. Lastly, we summarize lessons learned that could be applied to future grant programs that aim to address the needs of English language learners in the Commonwealth of Massachusetts.

Cross-Site Themes

The table below summarizes the themes we found across sites. Following this table, we share a summary of some of these themes.

Table 27. Cross-site Themes.

	Gains in Pre- and Post-Testing	Locally Designed High Expectation Curriculum	Culturally Responsive Curriculum	Diverse Faculty	Strong Community Partnerships	Responsive and Supportive Environment
Brockton	Medium	X	X	X		X
Holyoke	High	X	X	X	X	X
Lowell	Medium	X	X	X	X	X
Lynn	Medium			X		
New Bedford	Low	X				
Worcester	Medium	X	X		X	X

Intentionality around curriculum design and high expectations for ELLs

Theoharis & O'Toole (2011) underscore the advantages of having a locally designed curriculum for ELLs as "one place where high expectations for ELLs' achievement can be made concrete" (p. 652). One of the affordances of this grant is that districts were able to design their own curricula. Of the six sites we visited, five of them not only designed their own curricula, but they also based their curricula on the needs of their own specific student population. This exercise also meant that academies could pilot curriculum ideas within smaller classroom settings during the summer that might later be applied during the school-year and perhaps benefit even more students.

Culturally responsive academic and/or enrichment curriculum

Four of the academies we visited (Brockton, Holyoke, Lowell, and Worcester) used an academic or enrichment curriculum that was culturally responsive and that recognized and built on the knowledge and experiences students brought to the program. Additionally, in these academies, staff members expressed the importance of valuing their students' culture, language, and prior

experiences. Related to being culturally responsive, these four sites also used students' first language in their instruction to facilitate English language comprehension. Academies practiced cultural responsiveness through the teachers they hired as well. Four of the sites (Lowell, Lynn, Holyoke, and Brockton) had a diverse faculty who matched the ethnic backgrounds of the students. This cultural match allowed for greater understanding and relationship-building between teachers and students.

Strong community partnerships

In four of the sites (Holyoke, Lowell, and Worcester), we witnessed strong partnerships with community organizations to develop an engaging, well-rounded, and supportive summer academy. These relationships took place in the summer and many extended into the school year. Community organizations helped with development of curriculum (Worcester), served as enrichment curriculum partners for informal and formal learning (Holyoke and Worcester), and offered parent/family engagement and supports (Lowell and Worcester). These partnerships highlight that schools exist within larger communities, and in all of these instances, partnerships increased the resources available specifically for ELLs.

Responsive and supportive environment

During our visits, staff at four programs (Brockton, Lowell, Worcester, and Holyoke) spoke very honestly about the resilience of the population of students they served. They also aimed to understand and address the social, emotional, and economic hardships many newcomer and immigrant students endure. We witnessed caring teachers and staff who strove to provide a safe environment for ELLs. Some teachers commented that they formed relationships with students that carried into the school year. These ELL Summer Academies had support staff such as nurses, counselor, tutors, and parent liaisons. Students felt comfortable speaking up, asking questions, and taking risks. For recent arrivals, they also received a less-intimidating introduction to the US school system before beginning school in the fall.

Districts who are developing or continuing summer ELL academies, or for that matter developing their ELL school-year programming, should consider these cross-cutting best practices, which address not only newcomer and immigrant students' language needs, but also their socio-emotional needs.

Grantee District Recommendations

During various steps of the evaluation, many of the 20 grantees shared vignettes with us their gratitude for the Gateway Cities grant program about what they were able provide for the ELL students. Many of their comments overlapped with the themes we have just shared above. Districts also provided the following operational and design feedback:

Create an earlier application process

Eight of the sites provided similar feedback regarding the application and award timeline for the grant. They requested an earlier application process, so that by early spring, funded districts could begin the planning, staff hiring, and student recruitment process for the academies.

Clarify budget cycle and length

In terms of funding, two sites wished to have more clarification regarding the funding being split into two fiscal years and the requirement of two budgets and narratives. It would lessen the burden on districts to have one budget. One site also made the comment that it would be helpful to know ahead of time if this is a one-year or a multiple year grant. This knowledge influenced program planning and sustainability. Through a multi-year grant, programs could establish long-term outcome goals.

Provide regular opportunities for cross-site community-building and technical assistance

Many of the sites highlighted the importance of sharing lessons and strategies with the other districts. Academy leaders commented that the May 2014 spring convening was very helpful to grantees—it was an opportunity to learn and share the success of the previous summer enrichment programs for ELLs. During the October 2014 convening, we found that coordinators and district leaders were eager to talk to each other and share common challenges and best practices. Several districts mentioned that they would like to continue these cross-site conversations through conference calls, online communities, and in-person convenings that "provide opportunities to come together and share information that will continue to provide all programs with additional success and support." One suggestion was made to have an EOE liaison that could provide support for program design throughout the year.

Expand the program to serve elementary as well as secondary ELL students

Two of the sites commented that many of the ELLs in their districts are younger, so they would like to provide these opportunities for them as well. One site commented that, "many of these ELL students, like their older siblings in middle and high school, are Students with Limited and/or Interrupted Formal Education (SLIFE) and they have huge gaps in their academic knowledge and skills." Summer Enrichment Academies for a wider range of students could results in larger and more long-term academic outcomes.

Provide school-year opportunities for ELL programming

As mentioned before, the academic and enrichment curricula that were implemented in the summer could in some instances be replicated or extended into the school year. Some of the sites we talked to commented that they would like to continue working with the same students during the school year and also to continue to engage students in some of the same activities. One site questioned whether the EOE would be amenable to building a school-year component into the grant. This could lead to long-term relationships with students and perhaps great impact.

Designing Strong ELL Academies

In the fall of 2014, we provided the EOE with a list of recommendations for future academies based on preliminary findings. While the "loose-tight" nature of the grant program, which gave districts great leeway allowing them to innovate, resulted in exciting models and partnerships in many of the sites, these recommendations suggest a refinement of future requests for proposals:

Administer a common data capture form

We suggest that each site complete an application form provided by the EOE in addition to submitting narrative and budget workbook.

Provide sites with a minimum number of hours of programming, and collect information on the relative proportions of time spent on academic (>50%), enrichment, and recreational activities

On average, in 2014, sites provided students with a program that met six hours per day, yet some programs provided significantly shorter days. A reasonable amount of time for a four-week program would be 120 hours. In addition, we suggest that the EOE ask sites to specify the **relative proportions of time that will be spent on academic, enrichment, and recreational activities** and to define their categories of academic, enrichment, and recreational. In some instances, this academic instruction might occur in an enrichment class as well.

Require that academies serve a reasonable proportion of the district's ELLs

On average, sites served 30% of the ELLs from the same grades served in their districts. But this percentage ranged from 5% to 80%. We recommend asking sites to specify the **percentage of ELL district population** that would be served by grant and to provide justification for this number. However, for the districts with the larger number of ELLs in the state, consideration should be given to the capacity of the programs, since a smaller proportion may still mean a large summer academy.

Use a per-pupil funding formula rather than a lump-sum allocation for each academy

Financial and resource needs varied greatly due to the diversity in size of Gateway City districts. Therefore, large academies received about the same amount of funding as small academies. In order to make funding more equitable, we recommend either that applicants calculate and report their projected per pupil cost or that the EOE provide a maximum per pupil cost. Given the high per pupil costs we shared earlier in this report, we recommend a per pupil funding formula at a rate closer to 15% of that district's yearly per-pupil amounts. This per pupil rate would be slightly higher than school year funding and allow for districts to provide enrichment programs, such as field trips and bringing in experts, which are sometimes not possible during the school year. This amount would also allow districts to provide hands-on activities such as lab experiments; to purchase supplies; and to provide additional professional development for their teachers. For the smaller Gateway City programs in which economies of scale are not possible, we recommend partnering with nearby districts and combining programs/staff for more efficient use of funds.

Require applicants to describe curriculum and contract only with curriculum developers who have evidence of ELL expertise and success

In order to continue supporting innovative curriculum design, we recommend asking sites to describe their curriculum in detail. In terms of contracting curriculum developers/packages**,** we suggest that sites not contract with for-profit companies, but instead design their own curriculum specifically targeted towards ELLs or contract with non-profit curriculum developers with strong evidence of working successfully with ELLs.

Require that summer academies provide meals and transportation

The population of students served through this grant has some of the greatest needs due to immigration status, poverty, and other challenges. We recommend encouraging sites to provide both meals and transportation to and from academies to reduce the burden on families and also to increase attendance. In some instances, academies provided breakfast as well as lunch.

Encourage external community partnerships

While 12 sites had partnerships with higher education institutions, we recommend that summer academy sites partner with grassroots community organizations that serve the newcomer/immigrant community in their district and that they develop true partnerships with these organizations. Some of these organizations might be able to provide increased family engagement if they have staff members that speak the language of the families. We also recommend that sites partner with organizations that have a history of working with youth, as these groups often have relationships in the community and can provide enrichment experiences for the students.

Ensure that pre- and post-tests are valid and reliable, and that pre-tests occur at the end of the school year

Based on our discussions with sites as they planned the assessment component of their academies and later reported the results to us, the assessments were time-consuming and took away from planned programming. We recommend that pre-tests be administered to students at the end of the school year before the academy, and that post-tests be administered at the end of the summer academy. January ACCESS scores should not be used as a pre- or post-test.

Consider an implementation that allows for a more rigorous evaluation of student outcomes

The summer 2014 summer academies were evaluated based on comparison of pre- and post-test outcomes within each academy. A more rigorous evaluation would allow comparison of academy participant outcomes with matched control groups of ELLs who did not experience a summer ELL academy, but experienced some other type of summer program and took the same pre- and post-tests. The control group would be matched on all characteristics, including English proficiency level, language, income level, prior academic achievement, et cetera.

Closing

We have discussed the results based on our evaluation questions pertaining to the Gateway Cities ELL Enrichment Academies' program design and implementation, impact on program partners and most importantly, the impact on students. Overall, we found that academies served an ethnically and racially diverse group of students, many of whom (~30%) were newly arrived in the United States. Additionally, academy participants performed, on average, lower on state assessments than their district counterparts and in the Commonwealth of Massachusetts when compared to all ELLs in the state, which means that they had lower English and content proficiency. When analyzing the summer pre- and post-test English proficiency performance of academy participants, every grantee district's students, on average, experienced growth. These

outcomes demonstrated that students maintained and often increased their English proficiency in summer academies, suggesting that participation addresses the summer learning gap that students often experience.

In terms of program design, the programs were all unique in their academic and enrichment curricula. They varied widely by size, with sites ranging from 17 to 253 students. Programs also had the opportunity to administer their choice of pre- and post-tests, and we saw over 20 versions of pre- and post-tests administered. One of the affordances of this grant program is that it allowed districts to serve students in innovative ways. We found that the case study districts had common themes around high expectations, cultural responsiveness, caring cultures, and community partnerships. Other Gateway Cities, as well as other urban districts with influxes of newcomer and immigrant students, could apply the lessons learned from Massachusetts' implementation of the Gateway Cities Summer Academies.

Overall, the state's investment in the ELL summer academies led to innovation in ELL curriculum; new collaborations among teachers and community-based organizations; stronger relationships between ELL students and teachers that continued into the school year; and most importantly, gains in English proficiency, instead of the learning losses that many students experience in the summer. While the academies took place during the summer, when the school day has more flexibility for students and teachers, many of the lessons learned can inform school-year programming and practices.

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Appendices

Appendix A: Grantee Statistics

A1. ELL Academy participants with SIMS data

In total, we collected 1,679 SASIDs for ELL Academy participants, but 34 of these did not have valid matches in the SIMS data. Therefore, our enrollment figures are based upon those participants for whom we have SIMS data.

District	SIMS Data	Percent of All ELL Academy Participants
Lawrence	253	15.1
Lowell	218	13.0
Brockton	179	10.7
Revere	114	6.8
Quincy	105	6.3
New Bedford	84	5.0
Fall River	79	4.7
Everett	74	4.4
Fitchburg	72	4.3
Pittsfield	70	4.2
Holyoke	66	3.9
Methuen	64	3.8
Haverhill	55	3.3
Worcester	44	2.6
Chelsea	40	2.4
Malden	40	2.4
Westfield	38	2.3
Salem	35	2.1
Lynn	32	1.9
Taunton	17	1.0
Total	1679	100.0

Source: 2014 SIMS Database

A2. ELL students in first year of US Schooling

	ELL student in first year of US Schooling	
	N	**%**
Lawrence	149	59%
Brockton	89	50%
Lowell	74	35%
Revere	61	54%
New Bedford	57	73%
Fall River	53	71%
Everett	39	53%
Quincy	28	27%
Methuen	25	39%
Chelsea	23	59%
Malden	21	54%
Pittsfield	19	28%
Haverhill	19	35%
Salem	14	42%
Holyoke	12	18%
Lynn	S	S
Fitchburg	S	S
Taunton	S	S
Westfield	S	S
Worcester	S	S

Source: 2014 SIMS Data
S=Suppressed, N<10

A3. Languages Spoken (self-reported)

Site	Languages Spoken
Brockton	Portuguese, Haitian Creole, Cape Verdean, French, Spanish, Swahili, Vietnamese, Other
Chelsea	
Everett	Bengali, Creole, Arabic, Portuguese, Somali, Spanish, Vietnamese
Fall River	Bengali, Cape Verdean Creole, Portuguese, Creole, Crioula French, Khmer Portuguese Spanish, Urdee Urdu, Vietnamese
Fitchburg	Spanish, Yoruba, Portuguese, Hmong, Vietnamese, Lao, Nepali
Haverhill	Spanish (98.2%), Haitian Creole
Holyoke	Spanish
Lawrence	French Portuguese Spanish Arabic Haitian Creole
Lowell	Arabic, Burmese, English, French, Karen, Khmer, Lao, Nepali, Portuguese, Somali, Spanish, Swahili, Tigrinya, Twi, Vietnamese, Other
Lynn	Arabic, Dinka, French, Khmer/Khmai, Somali, Spanish, Swahili
Malden	Amharic, Arabic, Canton Chinese, Chinese, Haitian Crole, French, Hindi, Mandarin Chinese, Portuguese, Spanish, Vietnamese
Methuen	Spanish, Haitian Creole, Vietnamese
New Bedford	Spanish, Vietnamese, Portuguese, Cape Verde Creole
Pittsfield	Chinese, Nzema, Spanish, Portuguese, Twi, Vietnamese
Quincy	Chinese, Cantonese, Vietnamese, Arabic, FuzhouMan, Spanish, Albania, Portuguese
Revere	Spanish, Portuguese, Persian, Italian, Arabic, Creole, Amharic
Salem	Spanish, French, Creole, Moore
Taunton	Albanian, Cape Verdean, Haitian Creole, Hausa, Mandarin, Polish, Spanish
Westfield	Russian, Nepali, Arabic, Spanish, French
Worcester	Spanish, Arabic, French Patois, Italian, Nepali, Twi, Somali, Kinyarwandu, Portuguese, Other

A4. Program information by district

Site	Grades served	Student: Teacher ratio	Total hours	Academy Enrollment	District ELLs (grades served)	% District ELLs (grades served)	Attendance Rate
Brockton	6-12	12.1:1	80	189	1553	12.1%	86.1%
Chelsea	7-10	3.3:1	130	40	290	13.8%	87.0%
Everett	6-12	12.5:1	100	75	337	22.3%	76.9%
Fall River	6-8	6.5:1	120	84	192	43.8%	70.9%
Fitchburg	5-12	10.3:1	120	72	269	26.8%	63.8%
Haverhill	6-12	3.9:1	120	55	193	28.5%	96.4%
Holyoke	9-12	8.4:1	160	67	319	31.0%	87.3%
Lawrence	5-12	10.1:1	121	253	1525	16.6%	55.8%
Lowell	5-12	10.3:1	88	217	2006	10.8%	96.8%
Lynn	6-8	4.9:1	154	34	290	11.7%	85.9%
Malden	6-9	4.1:1	150	41	296	13.9%	96.1%
Methuen	7-12	9.1:1	130	64	111	57.7%	82.3%
New Bedford	6-12	10.5:1	56	84	353	23.8%	59.7%
Pittsfield	6-12	10:1	112	70	82	85.4%	83.0%
Quincy	5-8	6.6:1	96	105	167	62.9%	84.5%
Revere	6-12	6.6:1	150	113	243	46.5%	87.5%
Salem	9-11	5:1	80	40	76	52.6%	98.0%
Taunton	5-11	2.8:1	120	17	63	27.0%	87.6%
Westfield	6-12	4.4:1	150	31	98	31.6%	77.0%
Worcester	7-8	NA	138	49	865	5.7%	87.0%
Average			119	85	466	31.2%	82.2%
Median			120	69	280	26.9%	85.9%
Minimum			56	17	63	5.7%	55.8%
Maximum			160	253	2006	85.4%	98%

A5. Program funding by district

District	Total EOE Grant Funding	Students Enrolled	Academy Per-Pupil	Percentage of Yearly Per-Pupil	Total Days	Cost Per Pupil Per Day
Brockton	$75,000	189	$397	2.8%	20	$20
Chelsea	$93,482	40	$2,337	17.0%	20	$117
Everett	$58,591	75	$781	6.0%	20	$39
Fall River	$195,000	84	$2,321	17.2%	20	$116
Fitchburg	$169,699	72	$2,357	17.2%	16	$147
Haverhill	$194,230	55	$3,531	28.7%	20	$177
Holyoke	$193,849	67	$2,893	17.3%	20	$145
Lawrence	$72,113	253	$285	2.0%	22	$13
Lowell	$172,889	217	$797	5.9%	16	$50
Lynn	$148,404	34	$4,365	33.0%	22	$198
Malden	$184,585	41	$4,502	33.3%	25	$180
Methuen	$98,781	64	$1,543	12.1%	20	$77
New Bedford	$132,841	84	$1,581	12.4%	16	$99
Pittsfield	$123,650	70	$1,766	12.8%	16	$110
Quincy	$153,732	105	$1,464	9.4%	16	$92
Revere	$180,962	113	$1,601	11.4%	25	$64
Salem	$109,715	40	$2,743	16.4%	16	$171
Taunton	$100,000	17	$5,882	49.1%	20	$294
Westfield	$86,949	31	$2,805	20.8%	25	$112
Worcester	$175,005	49	$3,572	25.9%	23	$155
Average	$135,974	85	$2,376	17.5%	20	$119
Median	$140,623	69	$2,329	16.7%	20	$114
Minimum	$58,591	17	$285	2.0%	16	$13
Maximum	$195,000	253	$5,882	49.1%	25	$294

Appendix B: Quantitative Data Analysis

B1. Overall ACCESS proficiency levels by state, Gateway Cities, and ELL Academy participants (Grades 4–12)

	% Level 1			% Level 2			% Level 3			% Level 4			% Level 5			% Level 6		
	MA	GW	A	MA	GW	A	MA	GW	A	MA	GW	A	MA	GW	A	MA	GW	A
4	4	4	15	7	8	12	15	16	18	31	30	15	27	28	21	16	15	18
5	4	4	10	7	8	13	18	21	28	31	30	27	26	27	17	13	11	5
6	5	4	11	12	12	22	26	29	38	37	38	24	17	16	4	3	2	0
7	7	6	15	14	13	26	29	32	40	34	34	16	15	14	3	3	1	0
8	9	8	25	16	18	29	31	32	30	33	33	16	10	8	0	2	1	0
9	13	14	23	21	24	38	22	23	22	20	19	12	16	15	6	6	5	1
10	9	8	15	19	23	35	26	27	32	24	23	12	15	15	7	6	4	0
11	10	10	26	21	22	31	27	28	22	24	24	17	13	12	4	6	4	0
12	8	5	0	18	21	33	28	31	33	28	29	33	13	11	0	5	3	0
ALL	8	7	16	15	17	27	25	26	29	29	29	19	17	16	7	7	5	3

Key: MA=Massachusetts, GW=Gateway City Grantees, A=Academy Participants, S=suppressed if N<10

B2. 2014 MCAS ELA achievement levels

Grade	% Proficient or Higher			% Advanced			% Proficient			% Needs Improvement			% Warning/Failing		
	MA	GW	A	MA	GW	A	MA	GW	A	MA	GW	A	MA	GW	A
4	19	17	43	2	2	7	17	15	36	42	41	18	39	42	39
5	21	17	12	2	1	0	19	16	12	45	46	42	34	37	46
6	20	17	7	1	0	0	19	17	7	43	45	38	37	38	55
7	24	22	8	0	0	0	23	22	8	46	50	54	30	28	38
8	26	23	11	0	0	0	26	23	11	37	40	39	37	37	50
10	36	32	17	2	1	0	34	31	17	44	47	44	20	21	39
ALL	23	21	12	1	1	0	22	20	11	43	45	43	34	35	46

Key: MA=Massachusetts ELLs, GW=Gateway City ELLs (20 districts), A=Academy Participants

B3. 2014 MCAS math achievement levels

Grade	% Proficient or Higher			% Advanced			% Proficient			% Needs Improvement			% Warning/Failing		
	MA	GW	A	MA	GW	A	MA	GW	A	MA	GW	A	MA	GW	A
4	25	20	25	6	5	9	18	16	16	46	48	56	30	32	19
5	24	19	21	7	4	7	17	15	14	35	37	27	41	44	52
6	21	19	19	6	4	8	15	15	12	35	36	31	44	46	49
7	13	11	6	2	1	0	11	10	6	23	23	19	64	66	75
8	14	11	14	3	1	2	12	10	12	27	30	33	59	59	53
10	31	25	19	12	9	3	19	16	15	32	36	42	37	39	39
ALL	21	18	16	6	4	4	16	14	12	34	36	31	45	47	54

Key: MA=Massachusetts ELLs, GW=Gateway City ELLs (20 districts), A=Academy Participants

B4. Academies' pre- and post-test site summaries

High Gains [Percent Change ≥ 30%]

Haverhill [73%]: Haverhill administered one test, the ELA Gates Writing, where the maximum possible score was 30. For every grade where N>10, scores increased in both tests by a substantial and statistically significant degree. In 5th grade, the mean difference in scores was 8.43. In 6th grade, the mean difference in scores was 7.80. In 9th grade, the mean difference in scores was 7.30.

Methuen [73%]: Methuen administered four tests—WIDA Linguistic, Vocabulary, Language Control, and Speaking—and the maximum possible score for all tests combined was 24. For every grade where N>10, scores increased in both tests by a substantial and statistically significant degree. In 7th grade, the mean difference in scores for all tests combined was 3.21. In 8th grade, the mean difference in scores for all tests combined was 3.57.

Fall River [37%]: Fall River administered three tests—a district-developed Listening, Writing, and Speaking test—and the maximum possible score for all tests combined was 18. In 8th grade, the only grade where N>10, scores increased in all tests by a substantial and statistically significant degree. The mean difference in scores for all tests combined was 2.74.

Holyoke [33%]: Holyoke administered two tests—WIDA Writing and a district-developed writing test—and the maximum possible score for both tests combined was 43. For every grade where N>10, scores increased in both tests by a substantial and statistically significant degree. In 9th grade, the mean difference in scores for all tests combined is 6.59. In 10th grade, the mean difference in scores for all tests combined is 6.63.

Medium gains [30% > percent change ≥ 10%]

Malden [26%]: Malden administered three tests—WIDA Linguistic, Vocabulary, and Language Control—and the maximum possible score for all tests combined was 18. In 6th grade, the only grade where N>10, the mean scores in all three tests experienced statistically significant increases. The mean difference in scores for all tests combined was 1.88, which was also statistically significant.

Lowell [22%]: Lowell administered one district-developed reading and writing test in which the maximum possible score was 6. In every grade where N>10, score increases were statistically significant. In 5th grade, the mean difference was 0.97l. In 6th grade, the mean difference was 0.53. In 7th grade, the mean difference was 0.81. In 8th grade, the mean difference was 0.32. In 9th grade, the mean difference was 0.29.

Revere [21%]: Revere administered one test for grades 6-8—a WIDA Reading and Writing prompt—and one test for grades 9-12—a literacy test from Bunker Hill Community College (BHCC). Scores increased by a statistically significant amount on both tests for all grades where N>10 except for grade 6, which was positive but not statistically significant. In 6th grade, the mean difference was 4.29. In grade 8, the mean difference was 9.54. In grade 9, the mean difference was 11.9. In grade 10, the mean difference was 9.47. In grade 11, the mean difference was 8.91.

Brockton [15%]: Brockton administered two tests—W-APT Listening and Reading—and the maximum possible score for both tests combined was 30. In all grade levels, scores went up for every test. Only 7th, 8th, and 10th grade had statistically significant increases. In 7th grade, the mean difference in scores for all tests combined was 1.54. In 8th grade, the mean difference in scores for all tests combined was 1.95. In 10th grade, the mean difference in scores for all tests combined was 2.70.

Fitchburg [14%]: Fitchburg administered three tests—WIDA Linguistic, Vocabulary, and Language Control—and the maximum possible score for all tests combined was 18. Only in 5th and 8th grade were N>10. In both 5th and 8th grade, scores went up by a statistically significant amount for every test. In 5th grade, the mean difference in scores for all tests combined was 1.60. In 8th grade, the mean difference in scores for all tests combined was 1.30.

Lawrence [13%]: Lawrence administered one test, WIDA MODEL Writing, where the maximum possible score was 6. Scores increased in every grade and in 9th, 10th, and 11th grades, the increases were statistically significant. In 9th grade, the mean difference was 0.32. In 10th grade, the mean difference was 0.23. In 11th grade, the mean difference was 0.24. The 12th grade mean difference was positive but not statistically significant.

Lynn [13%]: Lynn administered three tests—WIDA MODEL Writing, Reading, and Literacy—and the maximum possible score for all tests combined was 18. In the 7th grade, the only grade where N>10, the mean score increased in the Writing and Literacy test and decreased by 0.83 in the Reading test, representing a statistically significant decline. The mean difference in scores for all tests combined was 1.62, which was statistically significant.

Small gains [10% ≥ percent change]

Worcester [10%]: Worcester administered four tests—W-APT Listening, Speaking, Reading, and Writing—and the maximum possible score for all tests combined was 24. In 7th grade, the mean scores for the Listening and Speaking test both increased by 0.5 and 0.4, respectively. For the Writing test, the mean scores remained the same and for the Reading test, the mean score decreased by 0.05. The mean difference in scores for all tests combined is 0.85, which was statistically significant. In 8th grade, the mean scores for the Listening, Speaking, and Reading test all increased, by 0.48, 0.57, and 0.10, respectively. The mean scores for the Writing test decreased by 0.26, representing a statistically significant decline. The mean difference in scores for all tests combined is 0.88, which is statistically significant.

Pittsfield [7%]: Pittsfield administered one test, WIDA Composite, where the maximum possible score was 46. In every grade where N>10, the mean score increased by a statistically significant degree. In 5th grade, the mean difference was 2.00. In 8th grade, the mean difference was 3.60. In 9th grade, the mean difference was 1.62. In 11th grade, the mean difference was 2.30.

New Bedford [3%]: New Bedford administered one test, W-APT literacy, where the maximum possible score was 6. In 6th grade, the only grade where N>10, the mean score increased by 0.05, though this increase was not statistically significant.

Chelsea [1%]: Chelsea administered three tests—WIDA MODEL Writing, Reading, and Literacy—and the maximum possible score for all tests combined was 18. In the 7th grade, the only grade where N>10, the mean score increased minimally in the Writing and Literacy test and decreased by 0.28 in the Reading test, representing a statistically significant decline. The mean difference in scores for all tests combined was 0.15, which was not statistically significant.