

# LYNN PUBLIC SCHOOLS

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## Superintendent's Report April 7, 2022

At the March 31<sup>st</sup> School Committee meeting, we bore witness to a presentation on blended learning. While the approach is not new, it represents a shift in Lynn that is responsive to the times, deeply student-centered, and innovative. The guest speaker, a national champion for the model, celebrated the rapid growth and expertise in Lynn among Lynn Public Schools teachers. This is one among the few areas of recognition in the teaching and learning space. The other is the creative and cutting edge work happening in meeting English Learners' needs.

As you know, over the course of the past 10 years, the district has experienced a significant increase in the number of students who qualify as an English Learner. At present, 38% of the Lynn Public Schools student body qualifies as an English Learner. I have often declared a good school district as one whose core values are known and whose actions reflect those core values. Another key quality is the district's ability to change with the community it serves. This is happening in the realm of servicing English Learner's needs. In the graduation/push out presentation, we can claim steps in the right direction both with the increase and the number of English Learners graduating in four years and the decrease in the number of students in this subgroup being pushed out.

There are many factors that contributed to this desirable trend. There are particular shifts that are clearly paying dividends. Four years ago, we launched a major programmatic shift at the secondary level. This involved:

- Including thematic instruction
- The incorporation of ESL in students' schedule that meets DESE regulations,
- An intentional focus on scheduling qualified and experienced educators with our most underserved students
- A year-long "push-out prevention" committee to focus on areas within our control that can support keeping our ELs in school.

We still have much work to do, and we are not resting on these gains. The point here is to name the shifts we are making to accommodate who we serve and acknowledge the hard work and expertise behind these shifts.

It behooves me to mention that I am not the only one who sees extraordinary value in the work done to support English Learners. In recent weeks, Rania Caldwell, the Executive Director of English Learner Education, was selected to serve as one of the Northeast representatives for the national World- Class Instructional Design and Assessment, or WIDA, Local Education Agency Advisory Committee. There are two representatives for each region (Northeast, South, Midwest, and West) to serve for a two year term. Representatives will advise on the WIDA tools that will be used across the nation. In addition to this being a real testament to the expertise that we have right here in LPS, this is a unique opportunity to gain insight to tools that can be used to support LPS students.

Finally, I want to recognize the English Learner Education department for successfully attaining a state grant in the amount of \$299,000. Funds will support a *grow your own* model for dual language programming and enhance multilingual libraries in these classrooms. This grant award in total was the largest among all districts that received awards. The work continues!

Respectfully submitted,

Patrick Tutwiler, PhD  
Superintendent