



OFFICE OF ENGLISH LEARNERS

Submission of Paragraphs 54 and 55 Per Successor Agreement December 3, 2021

Introduction

In accordance with the Successor Settlement Agreement of April 19, 2012 between the United States of America and the Boston Public Schools (hereafter referred to as “District”), the District is submitting the data reports per Paragraphs 54 and 55 that demonstrate the level of services provided for our English Learners (ELs) with regard to English as a Second Language (ESL) and Sheltered English Immersion (SEI) core content instruction.

Consistent with prior report submissions, the analysis presented herein excludes schools that are reported separately as part of Paragraph 54 due to alternative reporting structures or alternative programs/instructional models. The services for each student (n=2,665) in these schools are still reported in the accompanying data report but are not incorporated in the analysis.

Notably, the Massachusetts Department of Elementary and Secondary Education has informed the District that its position is that the Dever and the UP Schools are not subject to the terms of the Successor Settlement Agreement.

The main headlines of this reporting cycle are that:

- The District has made significant improvement in our reporting since October. Our hypothesis that data entry was the substantial root cause of non-compliance seems to have been born out.
- While we acknowledge that we have made these improvements, a long-standing pattern of discrepant compliance at the elementary level and the secondary level remains, which will be illustrated in the summary charts below.
- OEL continues to investigate the root cause of the compliance challenges in the secondary grades in collaboration with school leaders and their School Superintendents.
 - Based on the data, OEL has found that at the secondary level:
 - About 30% of the secondary students who were not receiving appropriate services had no data entry or incorrect data entry. OEL will continue to work collaboratively with LATFs, Schools Superintendents and Heads of School to resolve.
 - 15% of the students have an ESL service modification written by their IEP team that is pending review. OEL will work with the two new hires for the Supervisor of English Learners with Disabilities to review all ESL service modifications for these students.

- About 18% of students are receiving standalone ESL but in a course whose nomenclature does not align to the course catalog ESL eligibility field. OEL will work closely with each school to better understand their instructional model and address on a case-by-case basis.

Executive Summary

The Office of English Learners is pleased to highlight that in comparison to the October 2021 report, compliance has increased across all levels:

Compliance Category	October 2021	December 2021
<i>% of ELs whose ESL Courses have an Approved Instruction Type</i>	73%	86%
<i>% of ELs whose Teachers of ESL are All ESL Certified</i>	80%	91%
<i>% of ELs who are Receiving the Appropriate Amount of Weekly ESL Minutes</i>	76%	89%
<i>% of ELs who are Correctly Grouped for All ESL Courses</i>	56%	84%

Additionally, OEL is pleased to highlight that both ESL grouping compliance and ESL teacher certification are at an all-time high (84% and 91%, respectively) for the December reporting period.

Identifying Problems of Practice and Planning for the Future

<p>Problem of Practice #1: <i>The % of ELs receiving appropriate ESL instruction has decreased from 90% in Dec 2019, to 88% in December 2021.</i></p> <p style="text-align: center;">AND</p> <p>Problem of Practice #2: <i>The % of ELs with appropriate ESL minutes has decreased from 94% in December 2019 to 91% in December 2021.</i></p>	<p>Action Steps</p> <ul style="list-style-type: none"> • OEL has collected and will review EL School Plans in order to provide tailored support to schools depending on the specific issue(s); • OEL will remind school leaders during budget collab/probable org regarding their levels of compliance; • OEL will study/examine secondary school compliance data in order to determine steps to remediation; and • OEL will continue to work with schools to clean up data entry in Aspen SIS.
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<p>Problem of Practice #3: <i>The % of ELs with correct ESL type, minutes, grouping and teacher has moved from 73% in December 2019 to 72% in December 2021.</i></p>	<p>Action Steps</p> <ul style="list-style-type: none"> ● OEL will continue to build out an automated dashboard to provide schools a more live-time audit of their levels of compliance; ● OEL will examine the feasibility of obtaining a specific Data Management System/Platform that is more tailored for English Learners and their records; ● OEL will study/examine secondary school compliance data in order to determine steps to remediation; ● OEL will review EL School Plans in order to provide tailored support to schools depending on the specific issue(s); ● OEL will remind school leaders during budget collab/probable org regarding their levels of compliance; and ● OEL will continue to work with schools to clean up data entry in Aspen SIS.
<p>Problem of Practice #4: <i>Only 67% of second year ELD 3s were appropriately grouped for their ESL section</i></p>	<ul style="list-style-type: none"> ● OEL will work during Budget Collabs to ensure that second year ELD 3s receive standalone services by ensuring sufficient staff.

Data Summaries

The tables and charts presented herein provide a summary of key findings from the December 2021 submission as compared to previous December report submissions.

Summary of ESL Delivery at the District Level¹

The tables and charts presented herein provide a summary of findings from the December 2021 submission compared to the December report submissions from 2015-2019. A December 2020 report was not submitted due to COVID-19 conditions. As in previous cover letters submitted, this analysis excludes the set of schools reported separately in the Paragraph 54 data report (n=2,665 for December 2021). Totals for ESL compliance also exclude students who are approved opt-outs (n=35 for December 2021).

Findings from the four components of ESL (correct delivery type, minutes, grouping, and ESL certification) provide a District Overview (flat panel view) and are outlined as follows:

¹ It should be noted that a new category, “ELSWD Mod,” is represented in this school year’s October and December Paragraph 54 reports. As referenced in the Paragraph 54 addendum, these students have modified ESL instruction per Paragraph 67; these modifications are currently under review. Once the review is completed, the compliance designation will be updated for these students.

Table 1: District Overview of ESL Compliance: December 2021*

		<i>Elementary</i>	<i>Secondary</i>	<i>Total</i>
Total ELs		6287	4902	11189
% of ELs whose ESL Courses have an Approved Instruction Type	Total	5999	3670	9669
	Percent	95%	75%	86%
% of ELs whose Teachers of ESL are All ESL Certified	Total	6011	4198	10209
	Percent	96%	86%	91%
% of ELs who are Receiving the Appropriate Amount of Weekly ESL Minutes	Total	5924	4005	9929
	Percent	94%	82%	89%
% of ELs who are Correctly Grouped for All ESL Courses	Total	5890	3512	9402
	Percent	94%	72%	84%

Charts of Comparison of ESL Delivery across 2015-2021

Percentages in the following ESL charts represent the proportion of EL students. Approved-opt outs (n=35 for December 2021) are not included.

Chart 1: Comparison of ESL Instructional Type Compliance: December 2015 to December 2021

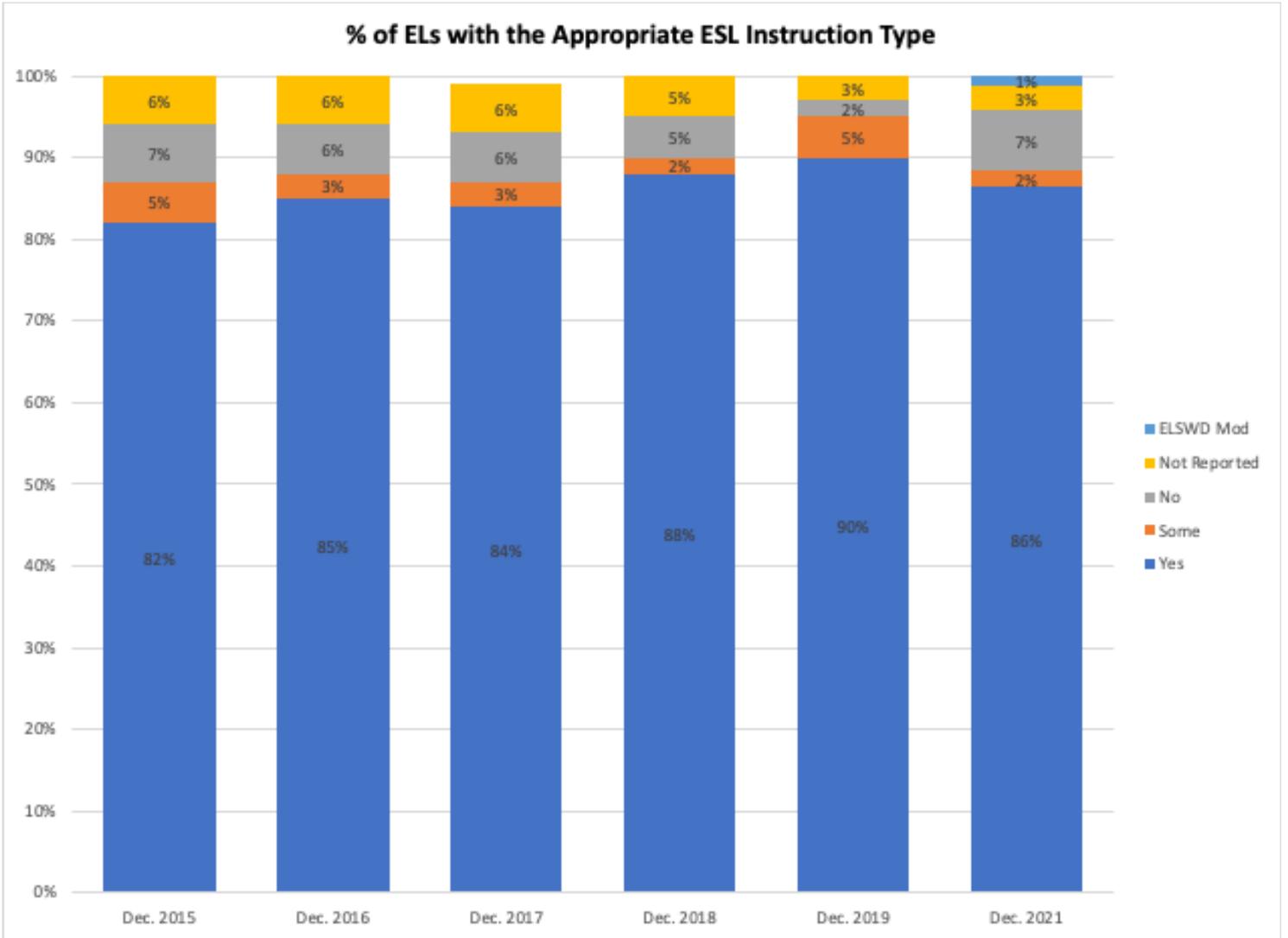


Chart 2: Comparison of ESL Weekly Minutes Compliance: December 2015 to December 2021

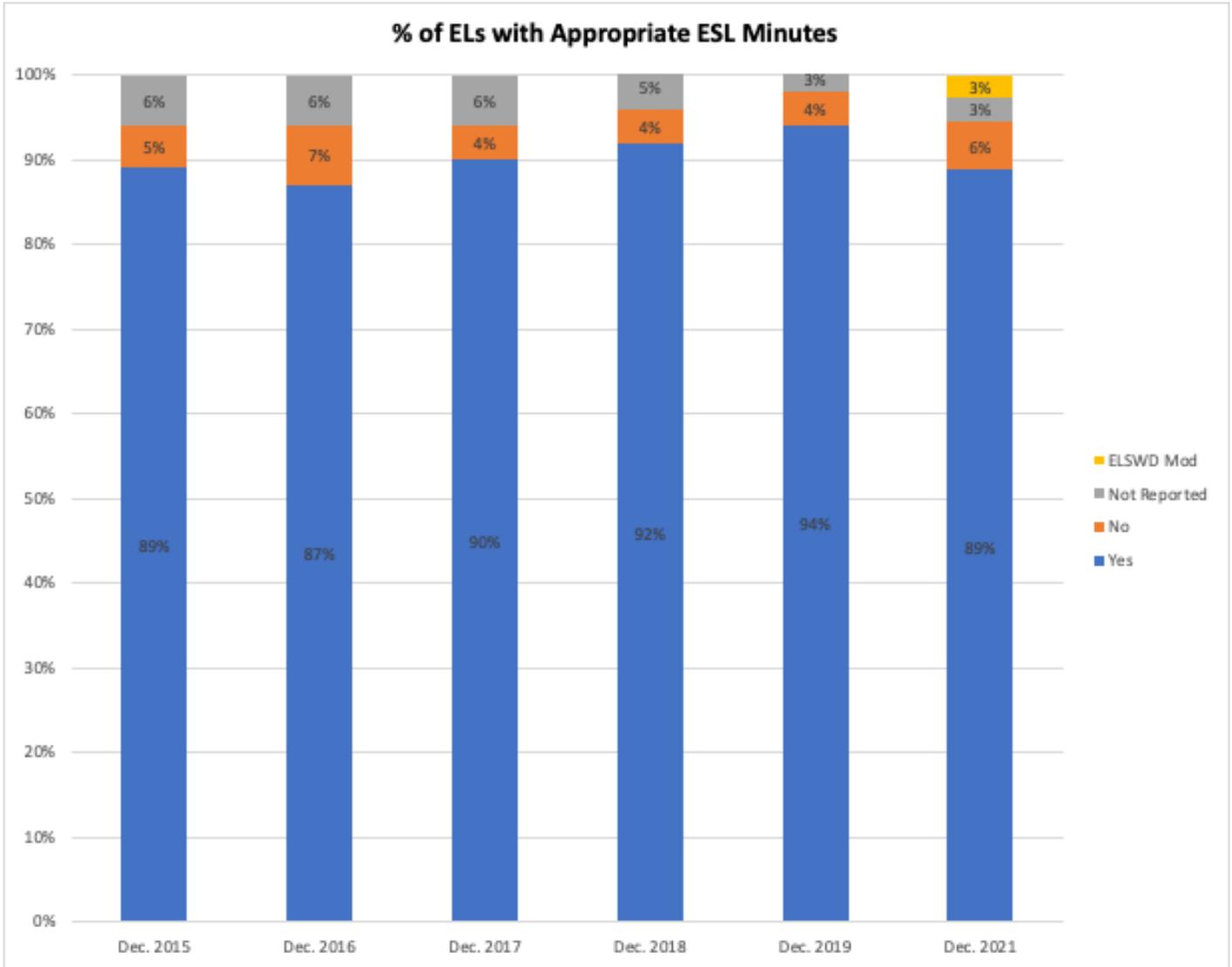
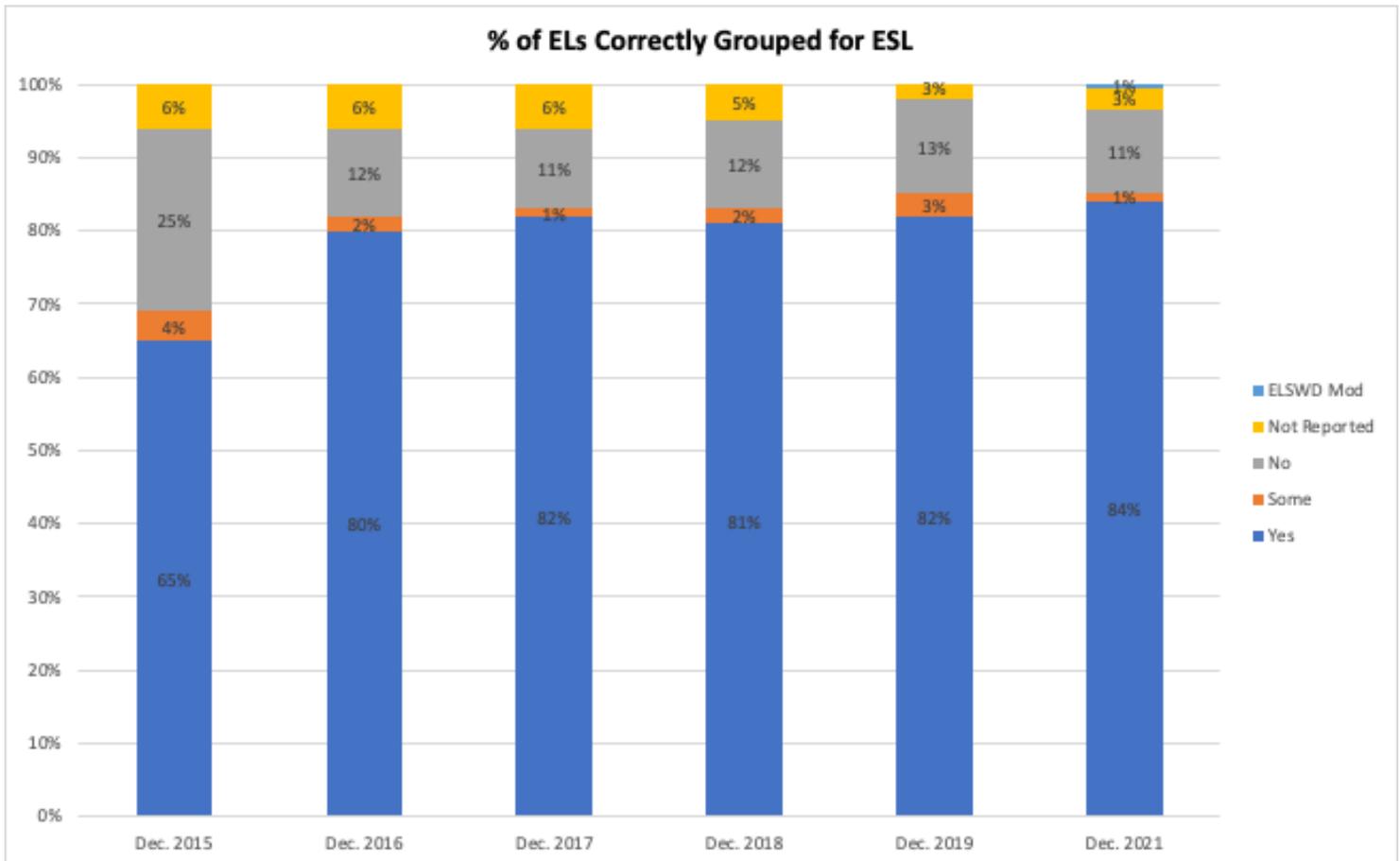


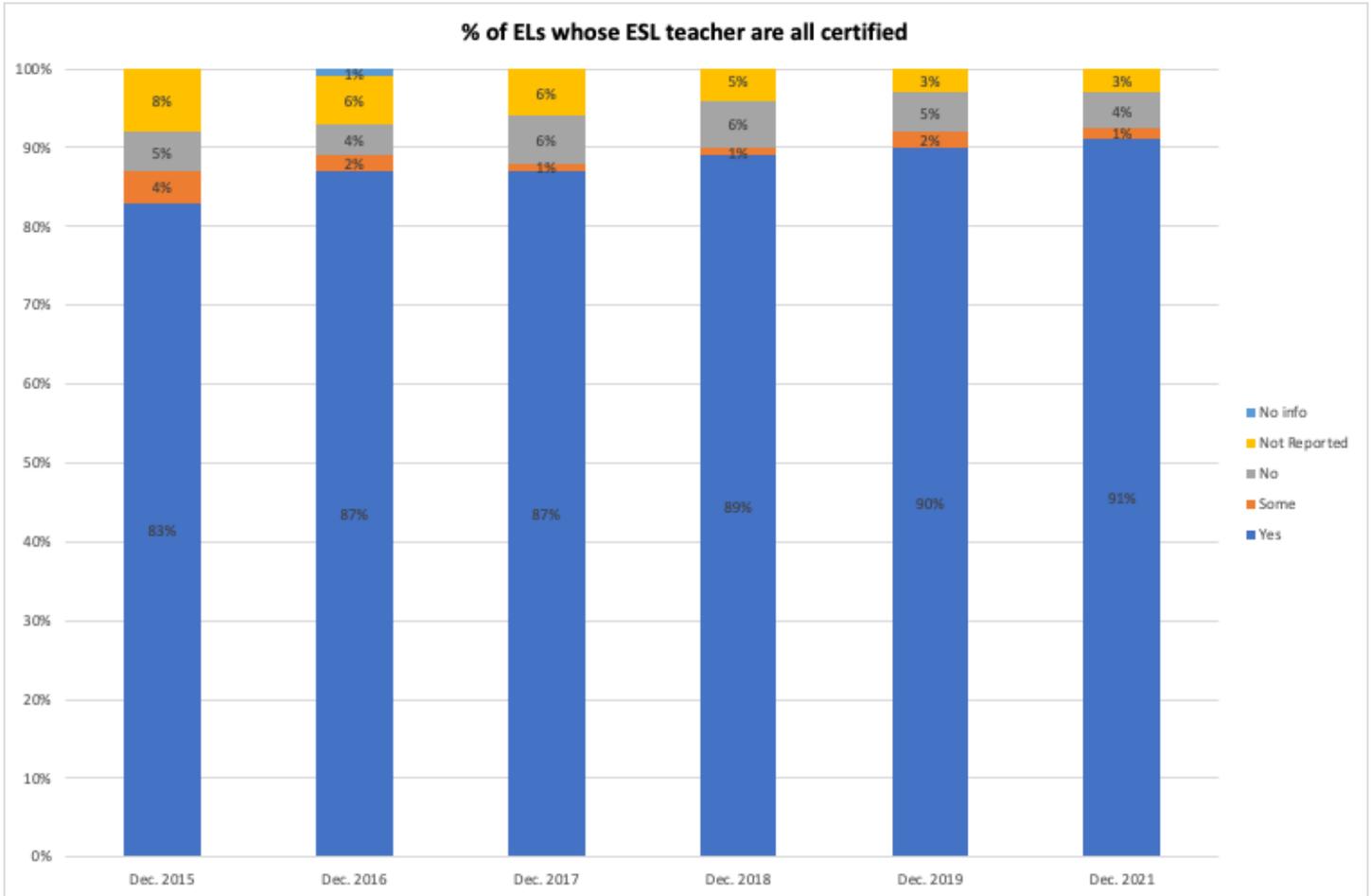
Chart 3: Comparison of ESL Grouping Compliance: December 2015 to December 2021



The US Department of Justice requested that Boston Public Schools identify the ESL services for the group of elementary SEI students who were in the 2nd year as ELD 3 students, regardless of these students' current program classroom placement for this school year. The report identifies that there are 386 such students. Of these 386 students, the December 2021 reflects that:

- 46 students are at separately reported schools;
- 340 students are at non-separately reported schools;
 - 3 of these students are opt-outs;
 - 99% of these students are receiving appropriate ESL minutes/week;
 - 85% of these students are receiving appropriate instruction type;
 - 95% of these students are receiving services from an ESL licensed teacher; and
 - 67% of these students are grouped correctly.

Chart 4: Comparison of ESL Teacher Certification: December 2015 to December 2021



In terms of identifying how many students are receiving the various levels of ESL services, the following table presents this analysis:

Table 2: Linking Together the Level of ESL Services: December 2021*									
	Elementary			Secondary			TOTAL		
	Total ELs	Total Receiving ESL Services	Percent	Total ELs	Total Receiving ESL Services	Percent	Total ELs	Total Receiving ESL Services	Percent

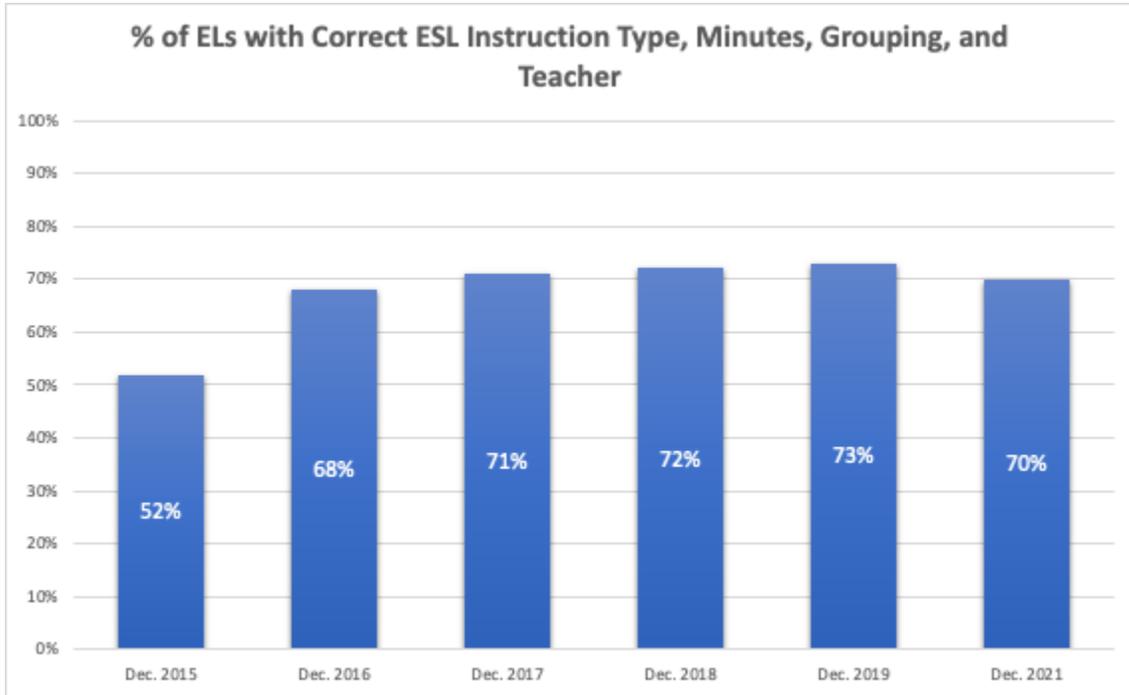
Correct ESL Instructional Type and Licensed Teacher	6287	5837	93%	4902	3351	68%	11189	9188	82%
Correct Type, Minutes, and Teacher	6287	5608	89%	4902	3035	62%	11189	8643	77%
Correct Type, Minutes, Teacher and Grouping	6287	5364	85%	4902	2444	50%	11189	7808	70%

*As in previous cover letters submitted, this analysis excludes the schools reported separately. Totals for ESL compliance also exclude students who are approved opt-outs (n=35 for December 2021).

Chart 5: Comparison of Linking Together of ESL Services: December 2015 to December 2021

As of December 2021, 72% of students are receiving full ESL services (correct type, correct minutes, correct grouping, and all certified teachers). This number is in some ways a conservative portrayal of the level of services as it does not include students who are but a minute shy of their appropriate minutes, whose grouping may be out of compliance as a result of just one student in the course.

As a point of comparison, the proportion of students receiving full ESL services reported in December 2019 is up slightly from 72% in December 2018 (and up from only 52% in December 2015).



Summary of Core Content Instruction

Lastly, the following is an analysis in terms of core content instruction for EL students:

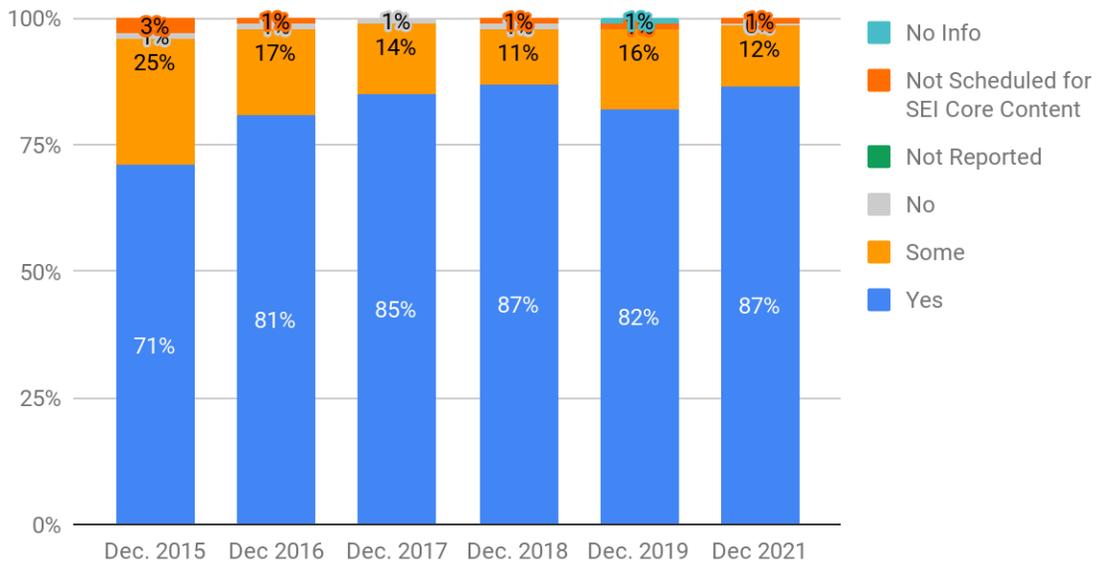
Table 3: Students Taught Core Content by SEI/BEE Qualified Teachers: December 2021*								
Elementary			Secondary			TOTAL		
Total LEPs	Total taught by core content instructors who are all SEI/BEE qualified*	Percent	Total LEPs	Total taught by core content instructors who are all SEI/BEE qualified*	Percent	Total LEPs	Total taught by core content instructors who are all SEI/BEE qualified*	Percent
6,328	5,797	92%	4,930	3,988	81%	11,258	9,785	87%

*As in the previous cover letters, this analysis excludes the schools reported separately. Unlike the ESL compliance analysis, this analysis **includes** the approved opt-outs.

Chart 6: Comparison of Students Taught Core Content by SEI Qualified Teachers: December 2015 to December 2021

As of December 2021, 87%² of students, including opt-outs and provisional English Learners, are scheduled for core content with all SEI/BEE endorsed teachers. When including students who have some, but not all, qualified teachers for core content courses, this number approaches 99% of all EL students.

% of ELs whose Core Content Teachers are All SEI/BEE Qualified



² Across all BPS schools, 85% of students are scheduled for core content with teachers who are all SEI/BEE qualified.