Office of Human Capital
Handouts for English Language Learners Task Force

February 14, 2019

- "SEI Classroom Vacancy Data," Boston Public Schools Office of Human Capital. January 30, 2018

- "BPS Staff Language Data Interim Report II," Boston Public Schools Office of Human Capital and Office of English Language Learners. May 15, 2018

- "BPS Staff Language Data Report III," Boston Public Schools Office of Human Capital and Office of English Language Learners. October 29, 2018

- SY 2018-19 ELL Task Force Human Capital Subcommittee Priorities. November 15, 2018

SEI Classroom Vacancy Data

To: English Language Learners (ELL) Task Force Human Capital Subcommittee
From: Boston Public Schools Office of Human Capital
**Date:** January 30, 2018

Summary of Data:

This data seeks to identify a measure of the "level of need" for language capacity at Boston Public Schools by identifying the total number of vacancies filled in SEI classrooms and the total number of those vacancies that were still not filled August 1st of the hiring season. The purpose of this data is to work to support the efforts of the Human Capital Subcommittee of the OELL Task Force to work with institutes of higher education to better align their training and graduates to the needs of Boston Public Schools.

To do so, two sets of data are presented. First, the overall quantity of vacancies and those still not filled in August is presented. Second, the "average days to fill" metric is presented as one of the data points available for measures of ability to fill vacancies.

Overall Vacancies and Outstanding August Vacancies:

Utilizing the SEI classroom data provided in the previous OELL-OHC task force meeting, the Office of Human Capital successfully merged data sources to determine how many of the 2017-18 school-year SEI classrooms included a vacancy that was filled during the prior hiring season (from March to October of 2017). This data produced **110 total vacancies in SEI classrooms**, out of a total of 1,188 vacancies for teachers and guidance counselors in the same hiring period, or **10% of total vacancies**. Of the 110 vacancies, **82% (90 vacancies) were filled by August 1st**. This compares to an overall vacancy fill rate of 85% of vacancies filled by August 1st in the district overall.
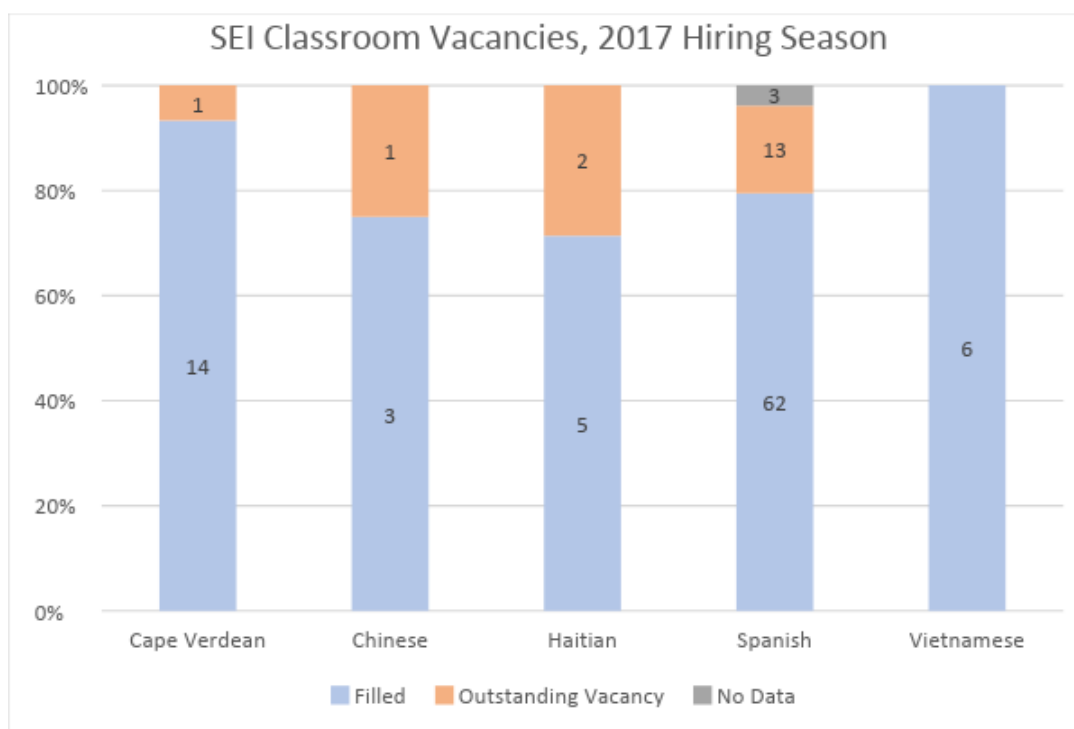
	Total Vacancies	Filled by August 1st	% Filled
Cape Verdean	15	14	93%
Chinese	4	3	75%
Haitian	7	5	71%
Spanish	78	62	79%
Vietnamese	6	6	100%
Total	110	90	82%

"Time to Fill" Data:

While not specifically requested by the ELL-OHC Task Force, the Office of Human Capital wanted to provide a second measure that is available. This measure requires interpretation and does not provide conclusions about "level of need." However, it is available through our tracking data and the Office of Human Capital seeks to share as much information as is available to support this work.

The measure is "days to fill," or the number of days between the date a position is posted and the date it is filled, the step completed when a hire is confirmed for the position. The measure can be read, in this case, with multiple interpretations that can contradict each other:

- Shorter "days to fill" potential interpretations:
  - There are sufficient candidates for a position and hiring committees are able to identify a candidate to complete a hire.
  - There is significant urgency by hiring committees to fill positions as there are limited candidates, resulting in a prioritization of these hiring processes.
  - There is a clear pool of candidates from which hiring committees can select, so the work is done efficiently.

- Longer "days to fill" potential interpretations:
  - There are not sufficient candidates for a position and hiring committees are not able to identify candidates.
  - There is a large but unclear pool of candidates from which hiring committees can select, leading to less urgency or less clarity for completing hiring processes.

As a result, the Office of Human Capital does not recommend drawing conclusions from this data. Rather, they are data points to add information to the overall picture the ELL-Human Capital task force is collaboratively working to build.

	Vacancies Measured	Days to Fill
Cape Verdean	14	54
Chinese	4	44
Haitian	7	90
Spanish	74	68
Vietnamese	6	93
Total SEI Vacancies	105	69
District Average	Overall	57

BPS Staff Language Data Interim Report II

To: English Language Learners (ELL) Task Force Human Capital Subcommittee
From: Boston Public Schools Office of Human Capital and Office of English Language Learners
Date: May 15, 2018

Summary:

This represents the second data report on the data the Office of Human Capital and Office of English Language Learners have completed. This represents the updated analysis given the successful component interface upload of TalentEd data into PeopleSoft, doubling the language data on current employees tracked within our employee information system. This work seeks to enable the ELL Task Force Human Capital Subcommittee to work with the Office of Human Capital and Office of English Language Learners to continue to improve the data infrastructure, quality of records, and ability to analyze the ways BPS can meet the needs of all students.

As a reminder, the first report shared information about Department of Education Language Certifications. This report focuses just on SEI classroom matching.

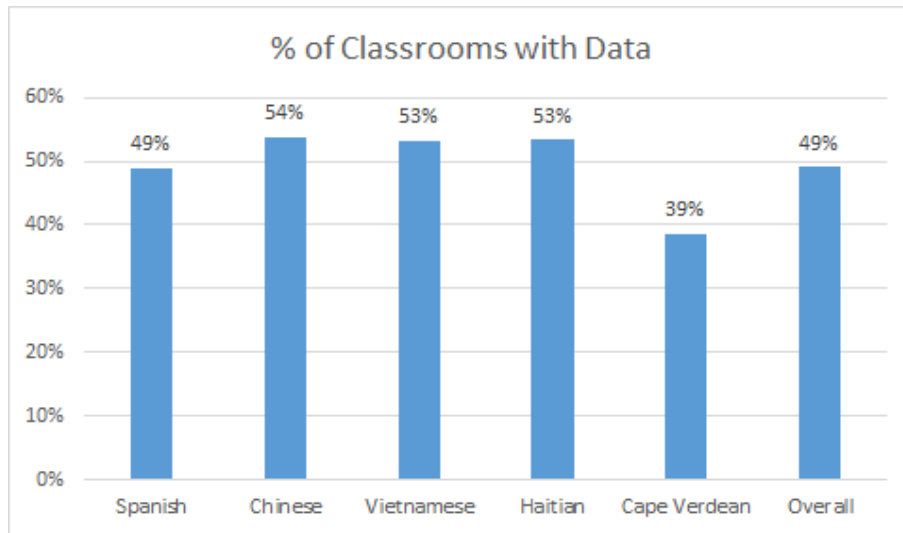**Language Capacity of SEI Program Classrooms:**

This analysis seeks to use the data previously stored in PeopleSoft **and** the newly updated TalentEd data merged into PeopleSoft to match educators in SEI classrooms to the SEI language. The classrooms were counted by identifying each distinct core content classroom that students in SEI programs have. We know, especially at the secondary level, that students have more than one teacher for their core content instruction. Therefore, this data investigates whether there is a "match" between the SEI language and the teacher language in each instance of a core classroom. One SEI Spanish student may therefore have multiple classrooms identified in this process.

In addition, this analysis examined all possible educators assigned to the classroom, including lead teachers, co-teachers, inclusion teachers, and paraprofessionals.
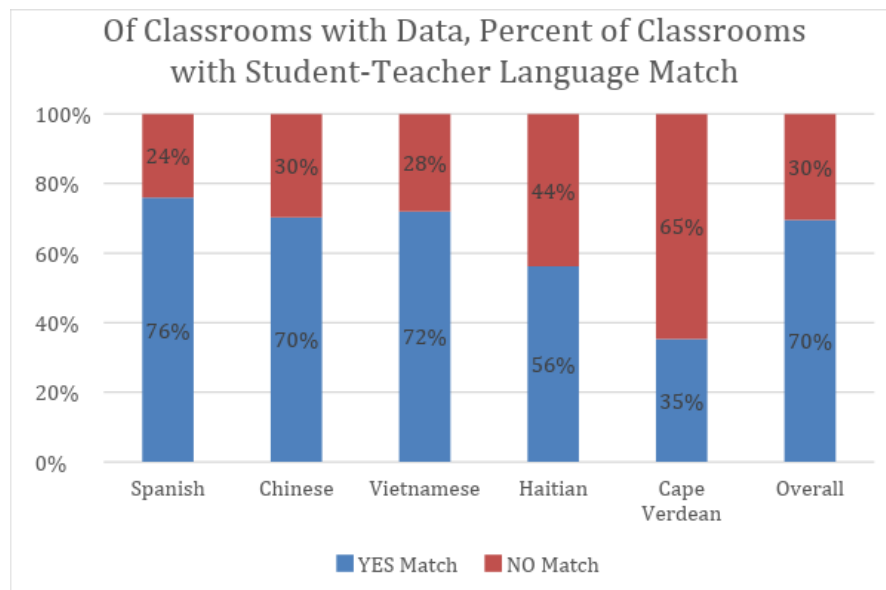
It is important to note there are multiple caveats to the use of this data:

- The language fluency data is self-reported.

- While this data represents a significant improvement in the number of educators with records in comparison to the first report, it is still incomplete. This data includes both PeopleSoft and TalentEd, and represents the total of self-reported language data that we have in our employee information systems.

- This data integration improved our self-reported language from ~23% of classrooms to 49% of classrooms, significantly improving our ability to understand language capacity of current staff.
- These numbers are approximately the same as the proportion of reporting identified through the manual collection reported by John regarding the join language learner and special education classrooms.

- For the purposes of the Chinese SEI classrooms, the data looks for Fluency in Chinese - Mandarin, Chinese - Cantonese, Chinese - Other.

- The analysis was run by examining each employee matched to an SEI classroom. The following qualifiers were produced: Y - meaning they speak the required language for the strand they teach, N - meaning that we have data for the individual, but they do not report language fluency for the strand they teach, or n/a - meaning that we have no language data for the individual.

% of Classrooms with Data

	Spanish	Chinese	Vietnamese	Haitian	Cape Verdean	Overall
%	49%	54%	53%	53%	39%	49%

Of Classrooms with data:

Of Classrooms with Data, Percent of Classrooms with Student-Teacher Language Match

	Spanish	Chinese	Vietnamese	Haitian	Cape Verdean	Overall
NO Match	24%	30%	28%	44%	65%	30%
YES Match	76%	70%	72%	56%	35%	70%

■ YES Match ■ NO Match

This table shows the same data in numeric form:

	Spanish	Chinese	Vietnamese	Haitian	Cape Verdean	Overall
Total Classrooms	784	188	47	120	132	1271
% of Classrooms with Data	49%	54%	53%	53%	39%	49%
If data - YES Match	76%	70%	72%	56%	35%	70%
If data - NO Match	24%	30%	28%	44%	65%	30%

In addition, this data does not capture SLIFE and Dual Language classrooms. We only have those classrooms for Spanish, Haitian, and Cape Verdean. In language areas where we have very limited supply of educators with those language abilities, they may be assigned to the SLIFE and Dual Language classrooms and not SEI classrooms.

Next Steps:

- In order to analyze multilingual classrooms, we need to determine what would be considered a "match." Faye will walk through an example in order to highlight the need for consensus.

- We continue to explore new ways to identify the language proficiency of the 51% of classrooms for which we do not have data.

BPS Staff Language Data Report III

To: English Language Learners (ELL) Task Force Human Capital Subcommittee
From: Boston Public Schools Office of Human Capital and Office of English Language Learners
Date: October 29, 2018

Summary:
This represents the fourth data report on the data the Office of Human Capital and Office of English Language Learners have completed. This represents the updated analysis of language capacity for teachers in SEI classrooms. The update includes response to two requests made by the task force:
1. This data is broken down to the school level. For every core classroom area in each school where SEI instruction is taking place, the match of the self-reported language capacity of the adults in that classroom to the language needs of students is determined.
2. The data from last year was recalculated to match this school-level breakdown and then compared to the fall 2018-19 updated data.

This work seeks to enable the ELL Task Force Human Capital Subcommittee to work with the Office of Human Capital and Office of English Language Learners to continue to improve the data infrastructure, quality of records, and ability to analyze the ways BPS can meet the needs of all students.

Language Capacity of SEI Program Classrooms:
This analysis uses student-level assignment data and the data stored in PeopleSoft to compare languages in SEI classrooms. The classrooms were counted by identifying each distinct core content classroom that students in SEI programs have. We know, especially at the secondary level, that students have more than one teacher for their core content instruction. Therefore, this data investigates whether there is a "match" between the SEI language and the teacher language in each instance of a core classroom. *One SEI Spanish student may therefore have multiple classrooms identified in this process.* In addition, this analysis examined all possible educators assigned to the classroom, including lead teachers, co-teachers, inclusion teachers, and paraprofessionals.

It is important to note there are multiple caveats to the use of this data:
1. The language fluency data is self-reported.
2. While this data represents a significant improvement in the number of educators with records in comparison to the first report, it is still incomplete. This data includes both PeopleSoft and TalentEd, and represents the total of self-reported language data that we have in our employee information systems
   o Note: We have not completed an integration of the TalentEd data to capture the summer 2018 hiring season. Therefore, there is a slight increase in "no data" reports for this year.
3. For the purposes of the Chinese SEI classrooms, the data looks for Fluency in Chinese - Mandarin, Chinese - Cantonese, Chinese - Other.
4. The analysis was run by examining each employee matched to an SEI classroom. The following qualifiers were produced: Y - meaning they speak the required language for the strand they teach, N - meaning that we have data for the individual, but they do not report language fluency for the strand they teach, or n/a - meaning that we have no language data for the individual.
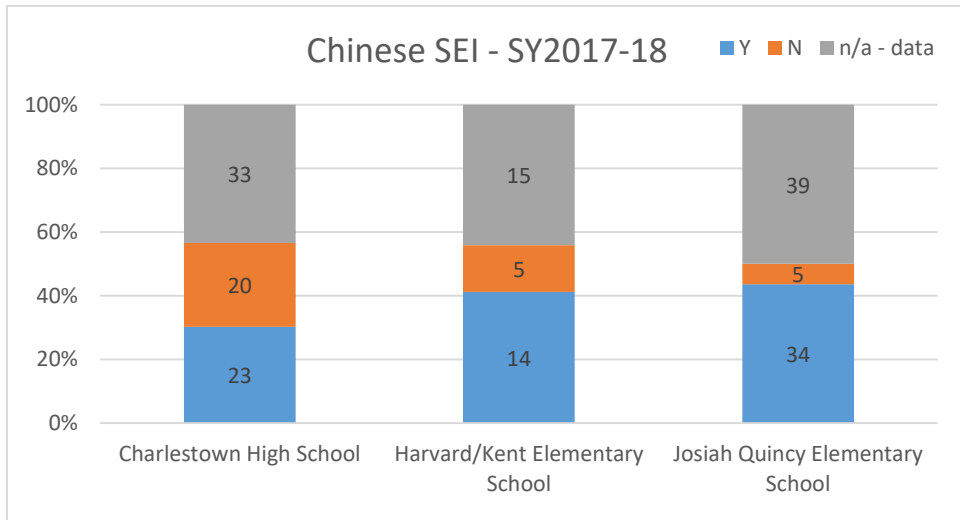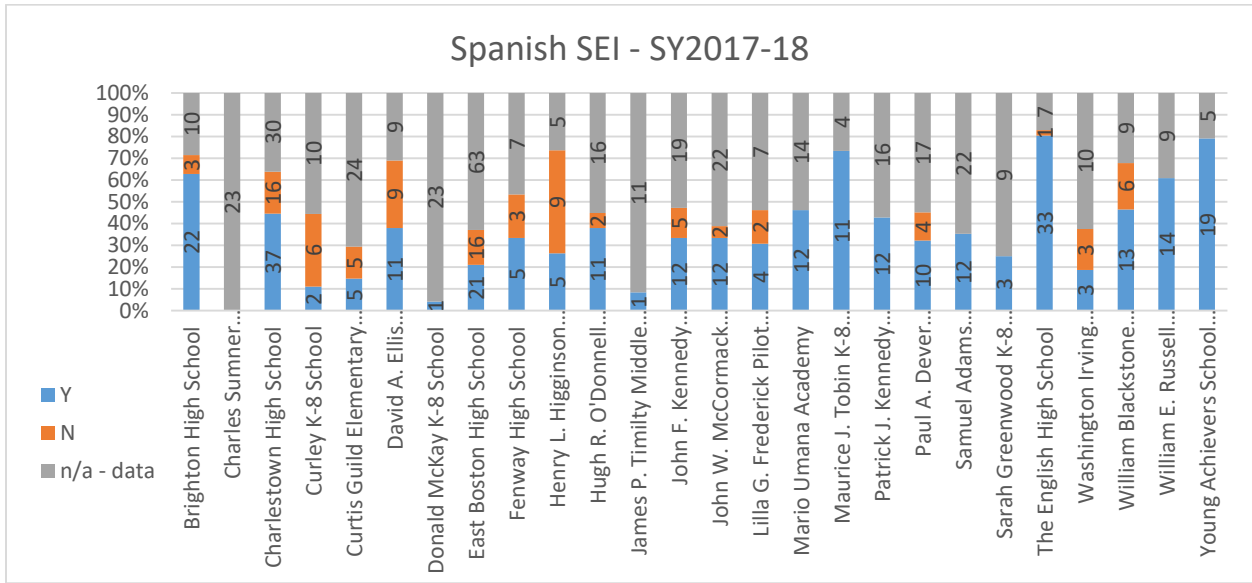
Considerations for this year's data:
* As we work to meet student needs, the number of students and classrooms for each SEI language does fluctuate significantly during the year. In some cases, this year's data shows far fewer classrooms for SEI students. In other cases, it shows more. This is largely due to efficiencies in scheduling at the beginning of the year when the master schedule is closest to the planned enrollment of a school. Shifts take place throughout the year as schools adjust their schedules and, in some cases, new strands are opened to serve growing student needs.
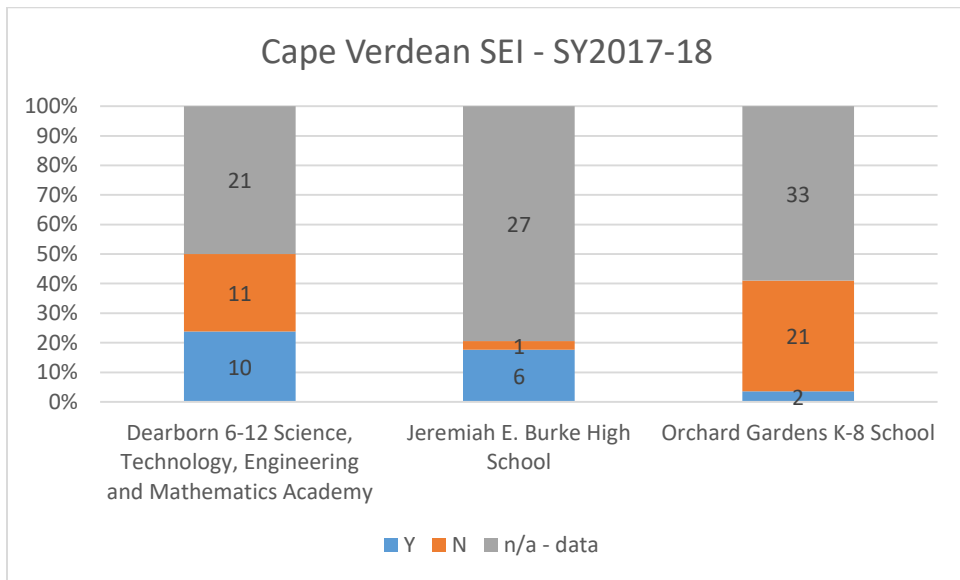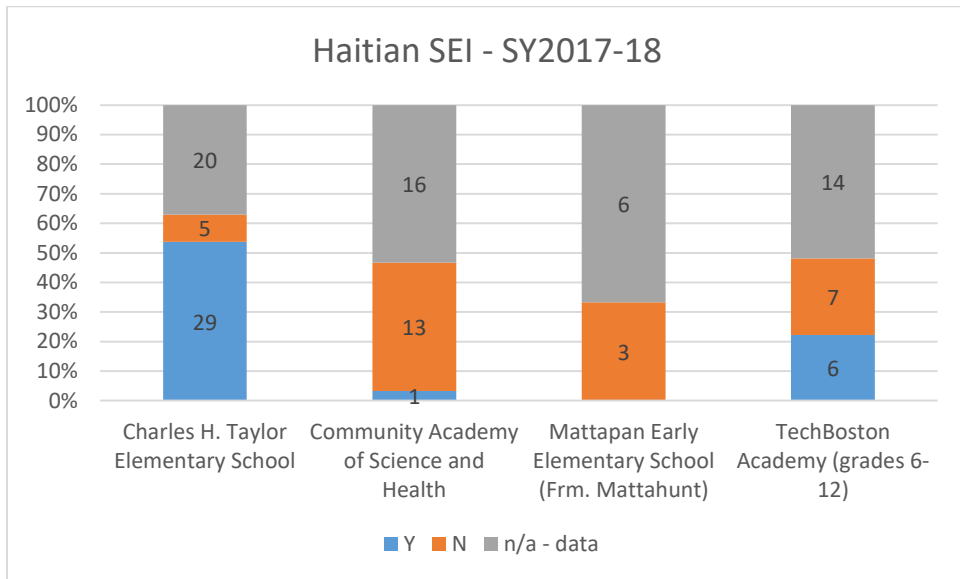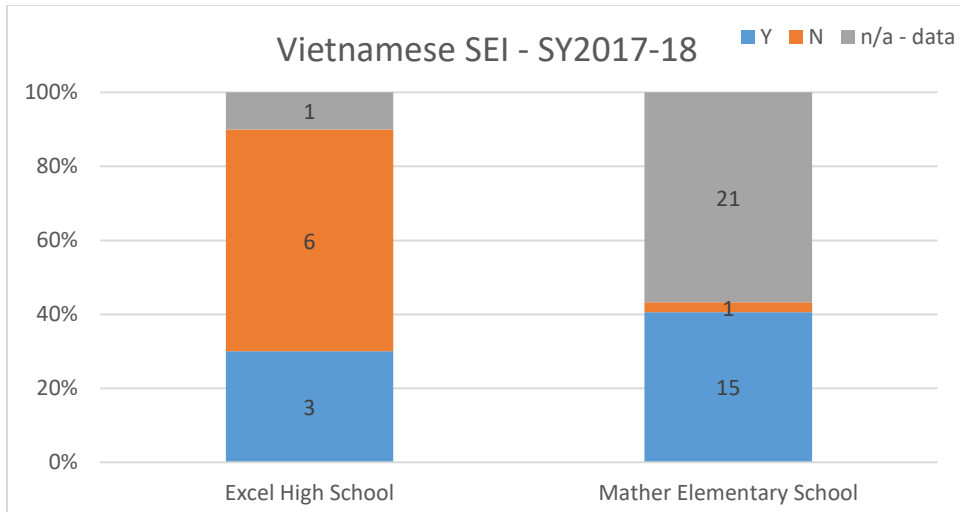
- This data does not yet capture bilingual and SLIFE classrooms. This component of the data request is in progress. We are still working collaboratively to determine how to conduct the analysis for multilingual classrooms.

Three Data Set Comparisons:

1. The first analysis shows school-level data for each SEI classroom language. The first set of charts are for SY2017-18. The same charts are then repeated for SY2018-19.
2. The second analysis shows aggregate data by the language of the SEI classroom for each year.
3. The third analysis shows a comparison of aggregate classrooms by language for SY2017-18 compared to SY2018-19, including an overall comparison.

1. **Number of Teachers Reporting Language Match by Classroom by School for each SEI Language**

Spanish SEI - SY2017-18

Chinese SEI - SY2017-18

Vietnamese SEI - SY2017-18

Legend: Y, N, n/a - data

School	Y	N	n/a - data
Excel High School	3	6	1
Mather Elementary School	15	1	21

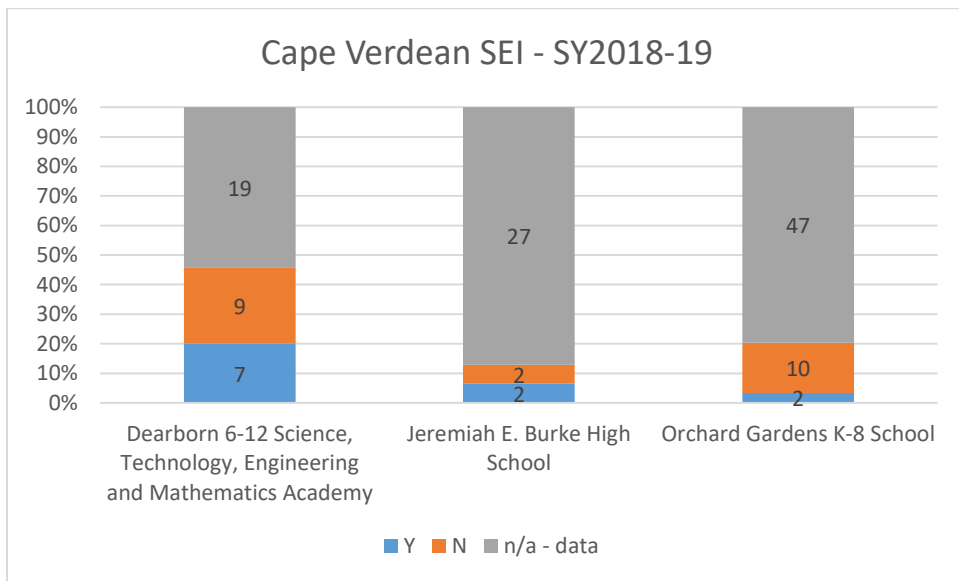## Haitian SEI - SY2017-18

Legend: Y, N, n/a - data

School	Y	N	n/a - data
Charles H. Taylor Elementary School	29	5	20
Community Academy of Science and Health	1	13	16
Mattapan Early Elementary School (Frm. Mattahunt)		3	6
TechBoston Academy (grades 6-12)	6	7	14

Cape Verdean SEI - SY2017-18

Legend: Y, N, n/a - data

School	Y	N	n/a - data
Dearborn 6-12 Science, Technology, Engineering and Mathematics Academy	10	11	21
Jeremiah E. Burke High School	6	1	27
Orchard Gardens K-8 School	2	21	33

1. Part II - SY2018-19

Spanish SEI - SY2018-19

Chinese SEI - SY2018-19

Vietnamese SEI - SY2018-19

Legend: Y, N, n/a - data

School	Y	N	n/a - data
Excel High School		5	3
Mather Elementary School	15		15

Haitian Creole SEI - SY2018-19

Legend: Y, N, n/a - data

School	Y	N	n/a - data
Charles H. Taylor Elementary School	19	9	36
Community Academy of Science and Health		9	21
Mattahunt Elementary School	4	3	6
TechBoston Academy (grades 6-12)	4	6	17

Cape Verdean SEI - SY2018-19

Legend: Y, N, n/a - data

School	Y	N	n/a - data
Dearborn 6-12 Science, Technology, Engineering and Mathematics Academy	7	9	19
Jeremiah E. Burke High School	2	2	27
Orchard Gardens K-8 School	2	10	47

2. All SEI classrooms by Language for each year

SY2017-18 All SEI Classrooms

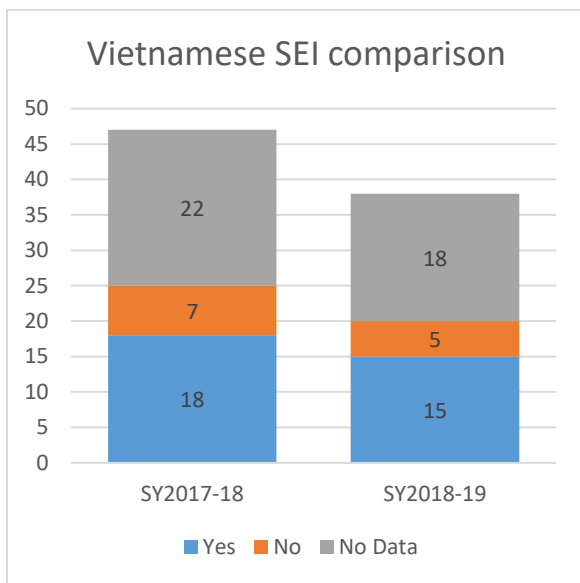| Language	Y	N	No Data
Spanish	291	92	401
Chinese	71	30	87
Vietnamese	18	7	22
Haitian	36	28	56
Cape Verdean	18	33	81
Overall	434	190	647

Legend: ■ Y ■ N ■ No Data

SY2018-19 All SEI Classrooms

Language	Y	N	No Data
Spanish	285	105	465
Chinese	74	29	95
Vietnamese	15	5	18
Haitian	27	27	80
Cape Verdean	11	21	93
Overall	412	187	751

Legend: ■ Y ■ N ■ No Data
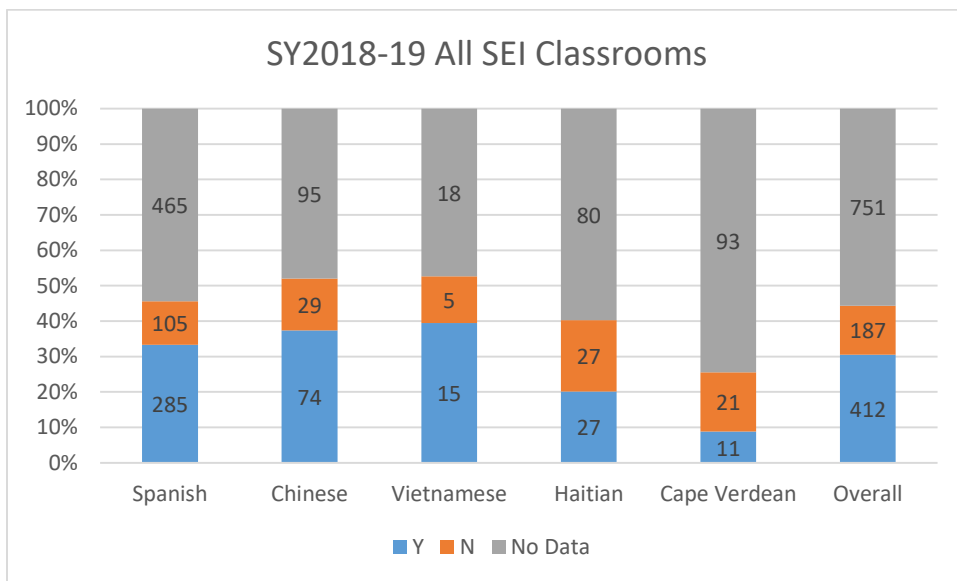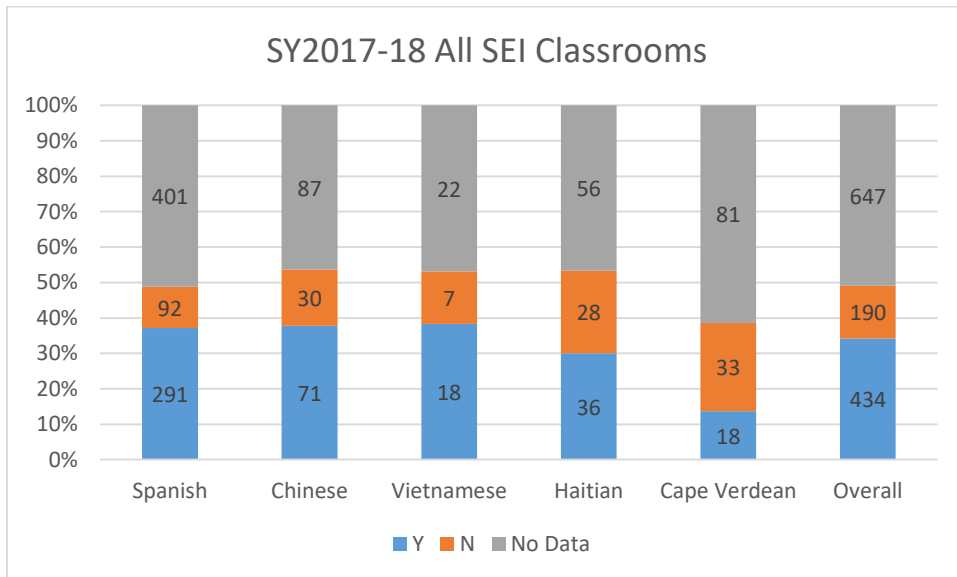
3. Year-to-year comparison of aggregate classrooms by language

Spanish SEI comparison

	SY2017-18	SY2018-19
No Data	401	465
No	92	105
Yes	291	285

Yes ■ No ■ No Data

Chinese SEI comparison

	SY2017-18	SY2018-19
No Data	87	95
No	30	29
Yes	71	74

Yes ■ No ■ No Data

Vietnamese SEI comparison

	SY2017-18	SY2018-19
No Data	22	18
No	7	5
Yes	18	15

Yes ■ No ■ No Data

Haitian Creole SEI comparison

	SY2017-18	SY2018-19
No Data	56	80
No	28	27
Yes	36	27

Yes ■ No ■ No Data
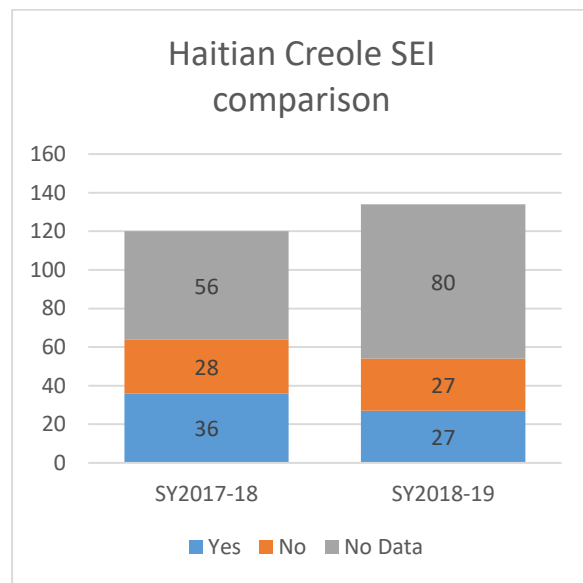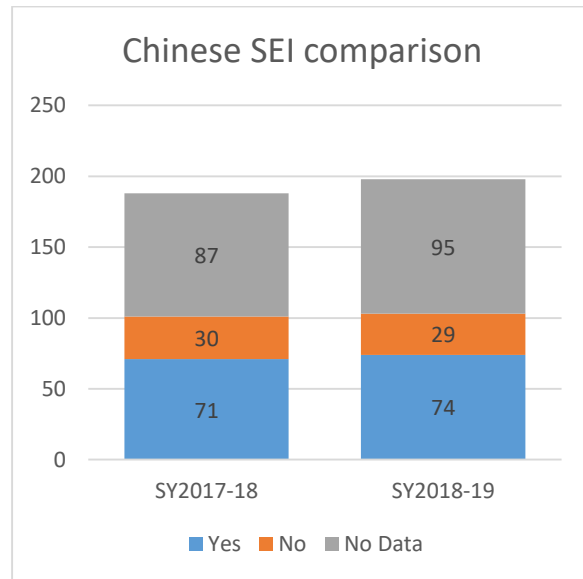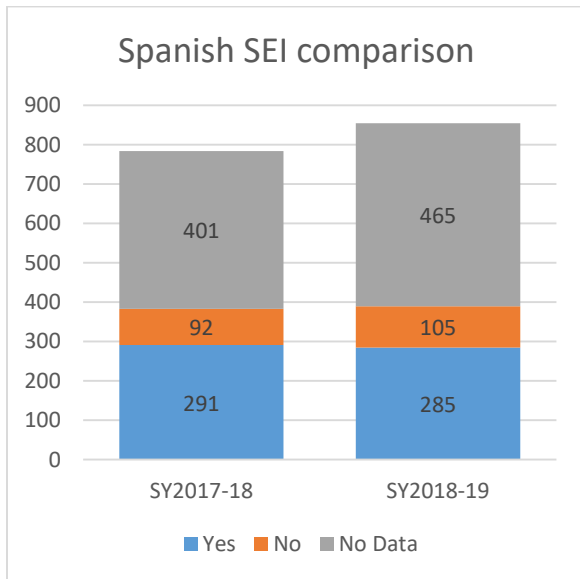
Cape Verdean SEI comparison

	SY2017-18	SY2018-19
No Data	81	93
No	33	21
Yes	18	11

Legend: Yes, No, No Data
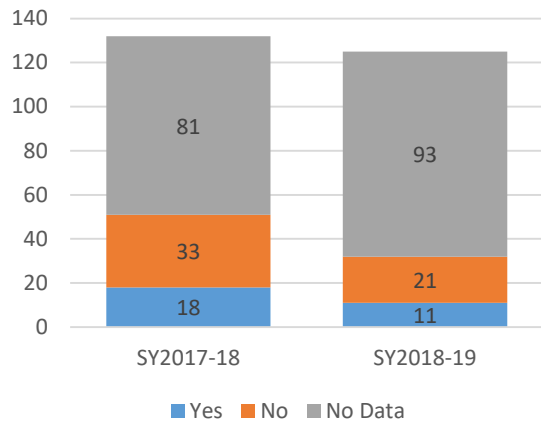
All Languages SEI Comparison

	SY2017-18	SY2018-19
No Data	647	751
No	190	187
Yes	434	412

Legend: Yes, No, No Data

SY 2018-19 ELL Task Force Human Capital Subcommittee Priorities
Updated November 15, 2018

Priorities	Owner(s)	Due Date/ Timeline	NOTES
Complete baseline data for EL-bilingual teachers match with EL Program classes and ELSWD students through updating automated systems and backup manual analysis.	Jon Barrows, Chelsea Banks (OHC) Faye Karp (OELL)	December 31, 2018 *(in time to be used to inform a SL's probable Org and Budget Collaborative process)*	• *The collection of this data enables School Leaders(SLs) to complete necessary analysis of support for ELs and ELSWD students* • *Status: January 22nd - OHC had a conversation with Jessica Tang to figure out how to collect more information.* • *Next step: January 22nd - Invite Jessica Tang/BTU team to discuss this issue*
Estimate needs for EL and ELSWD teachers and support staff. (2-3)		December 31, 2018 *(in time to be used to inform a SL's probable Org and Budget Collaborative process)*	• <u>*School Level Assessment*</u> *needed by December 31st in time to be used to inform a SL's probable Org and Budget Collaborative process)* • <u>*District Level Assessment*</u> *needed by the conclusion of probable Org and Budget Collaborative process so that recruitment could use this newly updated data to inform their recruitment goals.*
Validate language proficiency of existing and new teachers. (2)	OELL	For existing teachers - SY19-20 For new teachers - March to June 2018?	• *Already outlined in OHC ELL Task Force Priority Smart* <u>*Goals*</u> • *Priority #1 - Provide bilingual language proficiency assessments for BPS staff.*
Develop and implement a plan to issue Budget Guidance and use Budget Collaborative and Probable Org meetings to focus on staffing for EL and ELSWD students to determine current staffing and estimated needs. (2, 3, 5)	OHC, Budget, OELL, EL Taskforce HC Subcommittee	November 27, 2018 - preliminary meeting *(Need to get a date from budget regarding the issuance of the Budget Guidance document)*	• *The goal is to use the November 27th meeting to make sure the Budget Guidance document provides SLs with clear expectations regarding the use of data to inform their staffing for EL and ELSWD students*

Priorities	Owner(s)	Due Date/ Timeline	NOTES
Develop and implement a plan to recruit EL-bilingual and ELSWD staff. (4)	RCD	December 15, 2018	• *Amanda Preston-Sicari - Director of Recruitment will share OHC Recruitment Plan and Highlight sections that reflect recruitment of EL-bilingual and ELSWD staff* • *Recruitment Events - 2019* • *Strategy for ELL Task Force*
Prepare and implement a plan to develop El-bilingual and ELSWD staff through Pipeline, Partner, and Pathways programs. (4)	RCD, OELL, Nick Balasalle	December 15, 2018 *BPSTF will be launching and plan will be shared Feb. 1, 2019	• *The EL Task Force HC Subcommittee will need to receive guidance from OELL regarding the definition of "bilingual".* • *RCD Team will provide a plan for Pipeline and Partner Programs* • *Nick Balasalle will provide a plan for Pathways Programs*
Develop central and school-based Professional Development programs to increase the capabilities of staff to support EL and ELSWD students. (?)	BPS Team responsible for Professional Learning And OELL	To be determined in collaboration with the department responsible for delivering Professional Learning	• *The EL Task Force HC Subcommittee will need to solicit this information from the department responsible for delivering Professional Learning.* • *The EL Task Force HC Subcommittee would like to know who is responsible for providing central office and school-based PD*
Provide training/professional development (PD) of School Leaders(SLs) and Personnel Subcommittees on hiring EL and ELSWD teachers and staff. (5)	Engagement and OHC - Megan Reed AND BPS ASs working in collaboration with OELL and OSE	To be determined in collaboration with the department responsible for training/PD of SLs and Personnel Subcommittees Plan shared by January 15, 2019	• *Professional training/professional development of School Leaders is managed by Megan Reed, Director of Leadership Development - OHC AND Academic Superintendents(ASs)* • *Personnel Subcommittees are trained by the Office of Engagement.*

SY 2018-19 ELL Task Force Human Capital Subcommittee Priorities
Updated November 15, 2018

Priorities	Owner(s)	Due Date/ Timeline	NOTES
Add hiring (and parent engagement) to the core criteria for School Leader evaluations. (?)	ASs	Formative Assessments are due February 15, 2019 Summative Assessments are due _____	• *Core Criteria for School Leader evaluations are identified by their Academic Superintendents (ASs)* • *The EL Task Force HC Subcommittee would like to know whether parent engagement is a core criterion for SL evaluations*
Identify and encourage resolution of contract related issues on teacher assignment and job descriptions. (?)	BPS Negotiation team - Emily (OHC)	Verified by November 27, 2018	• *The EL Task Force HC Subcommittee would like an update on any revisions in the new contract negotiations that could impact the hiring of EL and ELSWD teachers and staff* • *The EL Task Force HC Subcommittee would like to validate that both these issues have been raised in current negotiations.* • *It is our understanding that the ELTF not only wants to "validate" that these issues are being raised in negotiations but wants to provide support for their successful resolution.*
Develop Higher Education partnerships to increase the preparation of teachers and other staff to support EL and ELSWD students. (7)	RCD	School Year 2018-2019	• *OHC will take the lead in convening this work.* • *Link to SMART Goals* • *Convene a meeting of Schools of Education by June 2019* • *At least one MOU between BPS/Higher Education Institution by November 2019*