



Boston Public Schools

Office of English Learners Report

Presentation to the Boston School Committee English
Learner Task Force
September 23, 2021

Topics for Update:



Office of
English Learners
BOSTON PUBLIC SCHOOLS

- ★ 10 mins: Intros / leadership and staffing updates
- ★ 15 mins: Review of feedback about EL Roadmap
- ★ 20 mins: Discussion with Taskforce on direction of EL Roadmap
- ★ 5 mins: DOJ/DESE meeting update
- ★ 5 mins: English Learner Attendance Data
- ★ 5 mins: Q&A

Update on Assistant Superintendent of OEL

Hiring Committee's Charge: To provide equity centered interviews with selected ratings and input that yields the top candidate(s) for recommendation to Dr. Brenda Cassellius, Superintendent and Drew Echelson, Deputy Superintendent of Academics.

14 Hiring Committee Members: 3 OEL Taskforce members, 3 OEL Staff, 3 BTU educators/ reps, 2 school leaders, 1 transformational coach, 1 senior and bilingual student and 1 school superintendent.

4 semi-finalists screened for interviews:

- All semifinalists are bilingual in Spanish
- All semifinalists represent racial/ethnic identity of our students
- 3 out of 4 semifinalists are women
- 3 out of 4 semifinalists have BPS experience

Status Update: Finishing hiring committee interviews today. Recommended candidates will move to the final interview next week. We're hopeful for an announcements in a couple of weeks.

Stakeholder Feedback on the Roadmap Document



| EL Task Force | US Department of Justice/OCR | DESE | META |
|---|---|--|---|
| <p>Significant and important questions posed:</p> <ul style="list-style-type: none"> • What is the district’s stance on the important role of native language instruction for multilingual learners? • What is the evidence for the CLA model by ELD level? Where has it been used? • The plan is silent on the ~4000 ELs with disabilities. What is the proposed program plan for them? • What is the infrastructure to support this plan? • How will student assignment be impacted? | <p>Your document makes no reference to the Successor Agreement nor does it reference your plan to make improvements on the indicators we measure.</p> <p>What is your district capacity to actually deliver on this plan?</p> | <p>We believe this plan moves the district closer to the spirit of LOOK.</p> <p>However, DESE is not confident that you have the infrastructure to successfully implement and execute on this plan.</p> <p>MADESE asked significant questions and raised concerns about how this plan addresses the unique needs of ELs with disabilities.</p> | <p>We recognize that much of what is set out as a vision, particularly in terms of respecting and using native language, are things we are happy to endorse.</p> <p>How do educators employ linguistically sustaining practices if monolingual? How many native language teachers would need to be hired?</p> <p>How is CLA different than SEI? What is One-Way vs DBE?</p> <p>What are the supports for ELSWD?</p> |

Drew's Analysis

There are significant concerns across multiple stakeholders:

- Locally, this plan does not not currently satisfy our stakeholders who want to see a clearer and more explicit use of native language, especially as a vehicle to support content instruction. We do not fully leverage the spirit of the LOOK Act and we should do that.
- Multiple stakeholders are concerned about the district's infrastructure and capacity to execute.
- The current roadmap is silent on the unique and critical needs of ELs with disabilities.
- There is also local concern about the role of the consultant who supported the development of the Roadmap.
- Needles to thread: Lots of internal BPS support for the roadmap AND DOJ/OCR and LOOK Act.

SO WHAT ARE OUR OPTIONS?

Options

Option 1: Start over. Engage in a contract with known “community elders” who know the context and the interests and desires of the Task Force and our stakeholders who will work with us in collaboration to redefine roadmap.

Option 2: Take the Roadmap document and OEL and Task Force work in collaboration to “revise and resubmit.”

Option 3: Return to the consultant who supported the work, express our dissatisfaction and our expectation that they work directly with the Task Force and OEL to “revise and resubmit.”

Breakout Discussions

(Note catcher)

1. What is your reaction to the feedback from stakeholders?
2. Given your analysis of this feedback, what option, of those proposed, seems to make the most sense to you and your group?
3. What other options, if any, exist to support the district to make progress on a roadmap that meets the vision and spirit of the Task Force?

High Level Summary of Attendance Data for ELs

Current ELs have an Average Daily Attendance rate of (85%).

- This rate is 2 percentage points lower than Never ELs (87%).
- Current ELs in elementary (K0-6) have higher attendance rates (87%) than Current ELs in secondary (7-12) (81%).
- Former ELs have the highest attendance rates in the district (90%).

District Actions

BPS initiated a virtual/in-person home visit protocol beginning in late August:

- Schools are expected to outreach to students below 80% attendance in SY21-22 and below 90% in SY20-21.
- Schools then create an Attendance Success Plan to continue follow-up and support.

ELs will be part of the priority populations for schools to submit proposals for Attendance Mini-Grants through the BPS Department of Opportunity Youth beginning in October.

EL Attendance Data

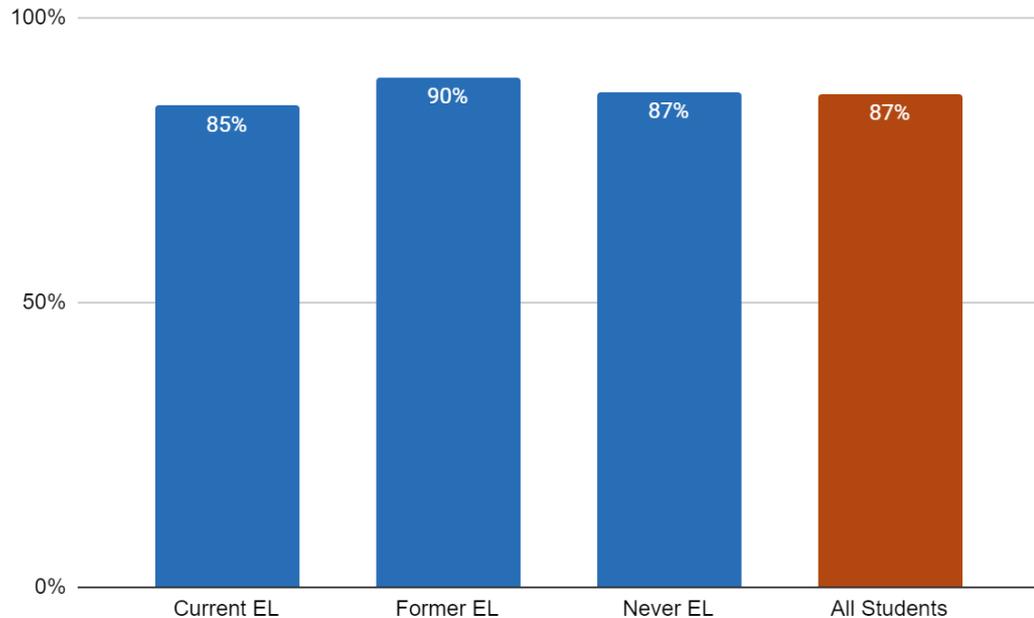
Attendance is recorded each day by teachers using Aspen, the Student Information System. Attendance is entered by the teacher.

BPS has an average daily attendance of 87%: on an average day, 87% of students were recorded as present by their teachers.

Data is included for the first two weeks of school: 9/9-9/20.

Attendance

Average Daily Attendance for the first two weeks (9/9/2021-9/20/21)



EL Attendance Data: K0-6 vs. Gr. 7-12

Data is included for the first two weeks of school: 9/9-9/20.

Attendance by Grade

Average Daily Attendance for the first two weeks (9/9/2021-9/20/21)

