

**BOSTON PUBLIC SCHOOLS**



**OFFICE OF ENGLISH LEARNERS**

**Submission of Paragraphs 54 and 55 Per Successor Agreement  
October 15, 2021**

**Executive Summary**

In accordance with the Successor Settlement Agreement of April 19, 2012, between the United States of America and the Boston Public Schools (heretofore 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 Second Language (ESL) and Sheltered English Immersion (SEI) core content instruction.

**Context for Findings and Action Plan**

The findings offer opportunities for a root cause analysis as various factors may have contributed to lower % of reporting in comparison to previous years. Additionally, an action plan is developed to ensure the district moves towards compliance in the areas of instructional minutes and grouping as reported while addressing schools without sufficient data input to ensure that we are in compliance for December reporting.

<b>Contributing Factors</b>	<b>Action Plan</b>
% of Els receiving appropriate ESL instruction has moved from 90% in October 2020, to 72% in October 2021.	
<p><b>Contributing factors</b> Due to Covid disruptions, approximately 49% of English learners who did not participate in ACCESS 2021 and BPS has required that these students complete a WIDA screener assessment administered by an ESL licensed teacher at school in September 2021.</p> <p>Schools have focused on administering the WIDA Screener and concurrently have to enter the data needed for this report and may not have sufficient capacity to carry out both at the same</p>	<p><b>Action plan</b> The district has provided support for schools who have not completed WIDA screeners for students who did not participate in ACCESS 2021.</p> <p>Schools will work with their staff and within their capacity to update the data of students’ ELD levels in accordance with the WIDA screener.</p> <p>Schools will enter the instructional minutes</p>

\*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=23) and provisional English learners (n=169).

<p>time, especially with COVID staff absences/shortages.</p>	<p>and grouping for the December reporting with more accuracy aligned to students' updated ELD levels.</p>
<p>% with appropriate ESL minutes have moved from 87% in October 2020 to 76% in October 2021.</p>	
<p><b>Contributing factors</b>          There is a strong connection between instructional type and ESL minutes and given that confirmed ELD levels are still in process at the time of this report for students who didn't take ACCESS (almost 6,000 students), schools have done their best to schedule according to students' needs and therefore the ELD level may not match for compliance.</p>	<p><b>Action plan</b>          The school level deadline is to complete WIDA screener assessments by the 30th day of school. Currently, many schools are still screening all students. We will ask School Superintendents to meet with school leaders to review compliance numbers and assess what resources schools need to complete the testing. Once completed and scored, the finalized ELD levels will be updated into Aspen.           Schools may need to adjust student and school schedules accordingly given any potential movement of ELD levels for their students.</p>
<p>% of ELs appropriately grouped for ESL have moved from 83% in October 2020 to 56% in October 2021.</p>	
<p><b>Contributing factors</b>          Prior to the start of SY21-22, the district directed schools to follow the guidance of P.39 section D, which states that second year ELD 3 students should not be grouped with ELD 1 and 2.           We understood from the outset that this programmatic shift was feasible in many schools but that it may create operational challenges in some instances.           Of the students not in compliance with grouping, ELD 3 students represented 37% of the total number.</p>	<p><b>Action plan</b>          Given this new programmatic shift, the district has actively worked with schools through the SEAT Process (Strategic Enrollment Action Team) to account for and allocate staffing resources where needed.</p>
<p>% of ELs whose ESL teachers are certified has moved from 78.7% in October 2020 to 80%.</p>	
<p><b>Contributing factors</b>          Schools have been working diligently to retain and recruit high quality and licensed staff despite</p>	<p><b>Action plan</b>          BPS Office of Human Capital will continue to build retention plans and development</p>

<p>the nationwide labor shortages occurring in the education field. Although we have 27 ESL Standalone unfilled positions, schools have focused staff and timing more efficiently than in prior years.</p>	<p>pathways for current staff. Inclusive are the RETELL courses offered through the OEL team to both teachers and administrators.</p> <p>We aim to expand recruitment pathways in the coming year.</p>
<p>% of ELs with correct ESL type, minutes, grouping and teacher has moved from 65% to 41%.</p>	
<p><b>Contributing factors</b>          The combination of factors listed above have all contributed to the challenges of reaching full compliance for all students.</p>	<p><b>Action plan</b>          The focus on addressing each category of compliance will improve the collective compliance across the four categories.</p> <p>Due to district data platform transitions, OEL has worked intensively this fall to rebuild an automated data report. Schools have not had the ability to view school level resorts to live-time audit as they have had in previous years, which may result in lower compliance at the time of this submission. Further investment into this new automated report system will result in more widely available knowledge sharing and targeted support.</p>
<p>% of ELs whose core content teachers are all SEI qualified has moved from 78% to 88% (pg. 9).</p>	
<p><b>Contributing factors</b>          The focus on ensuring SEI endorsement compliance throughout the annual budgeting and staffing process has yielded improvements in communications across BPS departments and at the school level.</p>	<p><b>Action plan</b>          Maintaining this level of compliance for SEI endorsed staff will require further development and revisiting of our improving processes, specifically though the budgeting and staffing season.</p>

## Summary of Findings

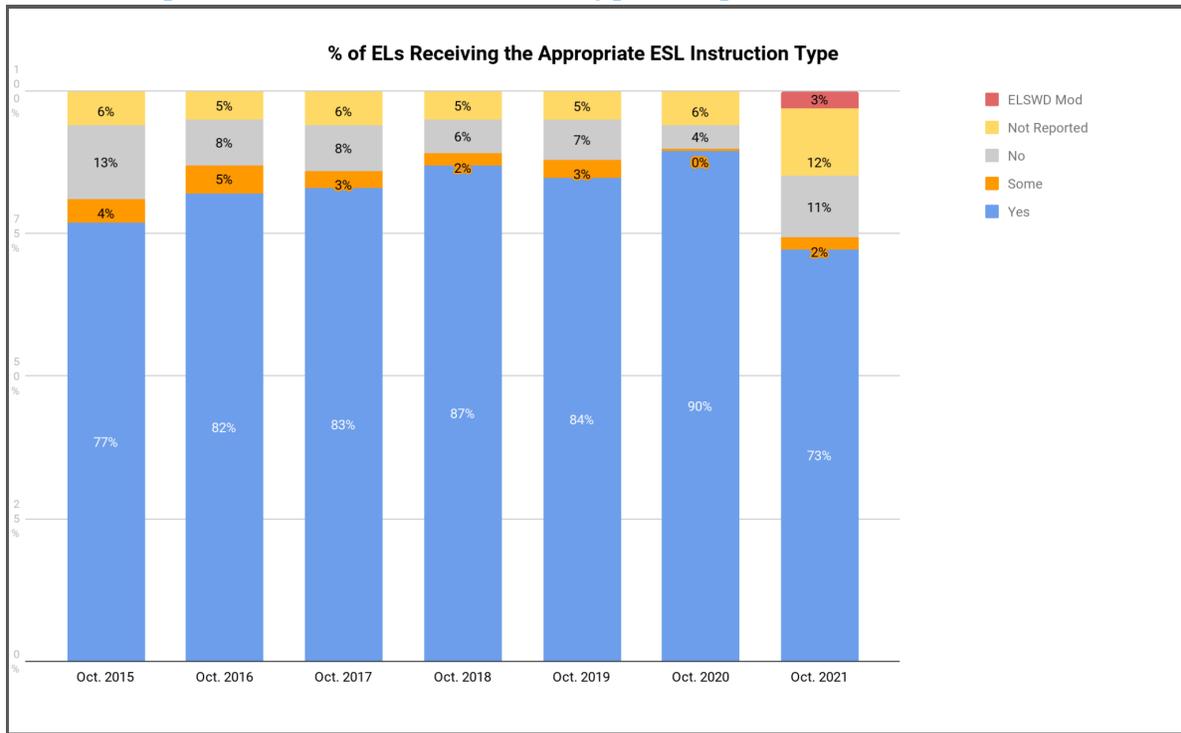
The tables and charts presented herein provide a summary of findings from the October 2021 submission compared to the October report submissions from the last six years.

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:

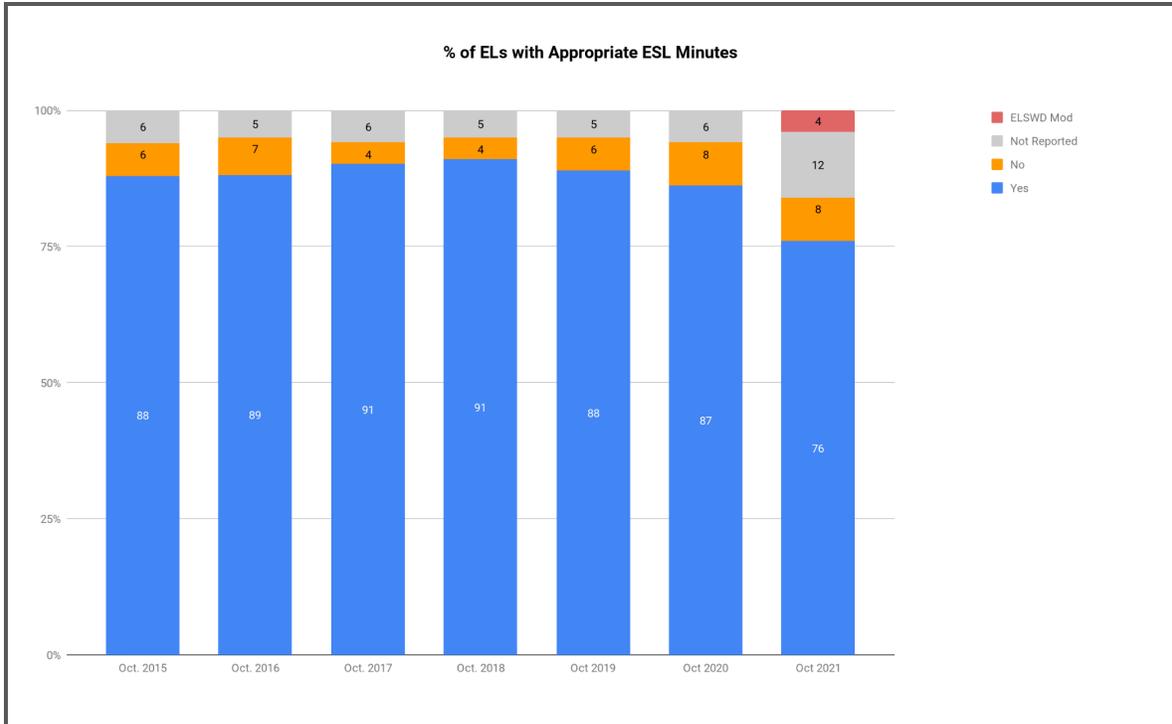
Table 1: District Overview of ESL Compliance: October 2021\*

		<i>Elementary</i>	<i>Secondary</i>	<b><i>Total</i></b>
<b>Total ELs</b>		<b>3,541</b>	<b>7,046</b>	<b>10,587</b>
<b>% of ELs whose ESL Courses are All the Approved Type:</b>	Total	2,849	4,839	7,688
	Percent	80%	69%	73%
<b>% of ELs whose Teachers of ESL are All ESL Certified</b>	Total	2,926	5,518	8,444
	Percent	83%	78%	80%
<b>% of ELs Receiving the Appropriate Amount of ESL minutes</b>	Total	2,831	5,204	8,035
	Percent	80%	74%	76%
<b>% of ELs who are Correctly Grouped for All ESL Courses</b>	Total	1,961	3,951	5,912
	Percent	55%	56%	56%

**Chart 1: Comparison of ESL Instructional Type Compliance: Oct 2015 to Oct 2021<sup>1</sup>**

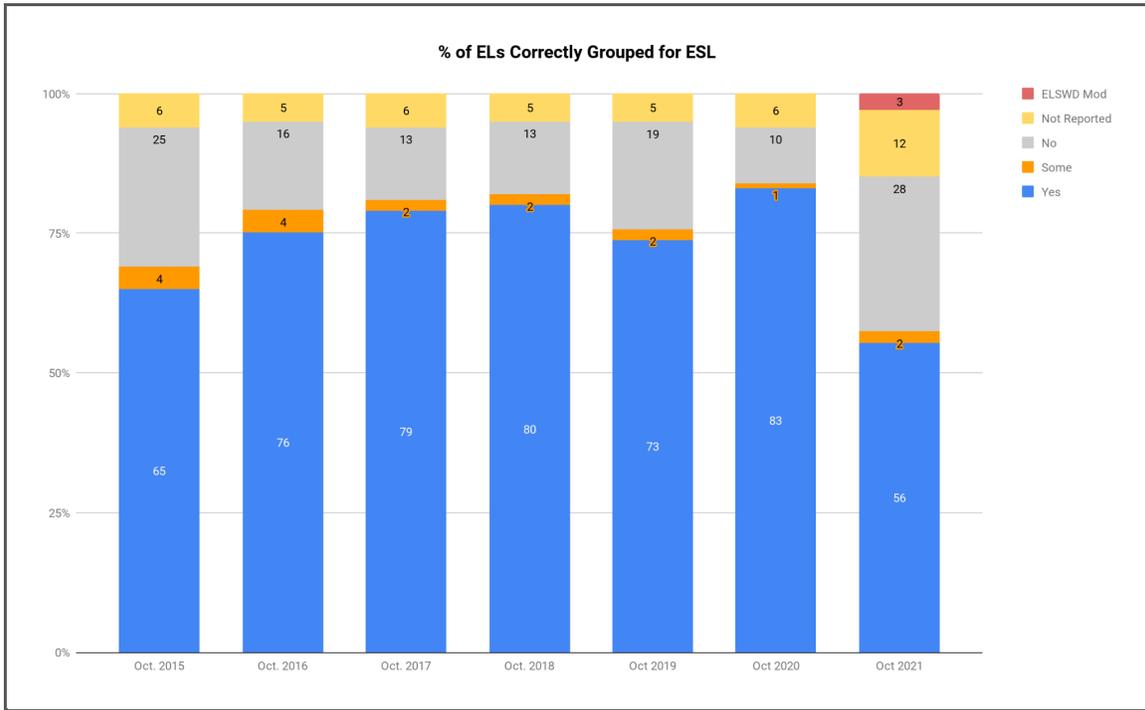


**Chart 2: Comparison of ESL Weekly Minutes Compliance: Oct 2015 to Oct 2021**



<sup>1</sup> Percentages in this and the following ESL charts represent the proportion of LEP students. Data does not include students from schools that are separately reported.

**Chart 3: Comparison of ESL Grouping Compliance: October 2015 to October 2021**



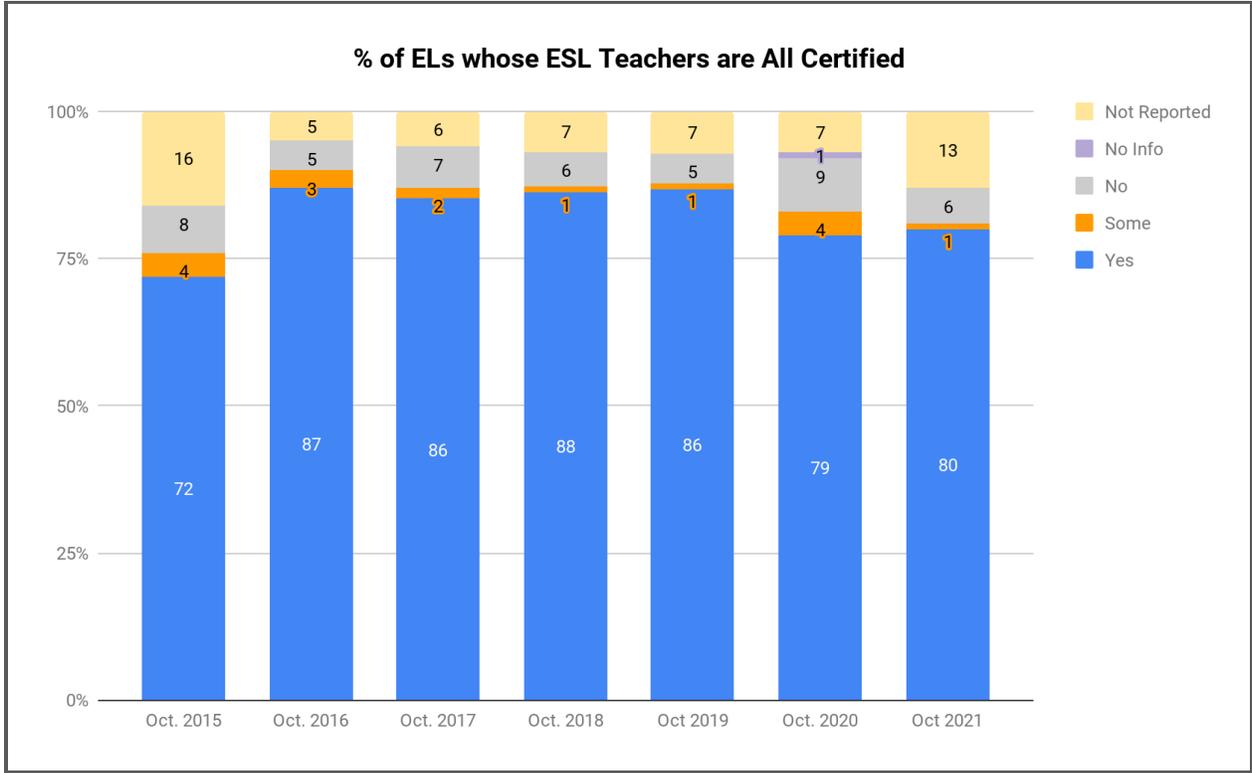
**ELD 3 Service updates:**

In the summer of 2021, BPS set out to move closer in line with the specifics of the DOJ agreement paragraph 39(d), which reads as follows

*D. Subject to the requirement that no level 3 students be grouped with students at ELD level 1 and 2 in ESL for longer than one academic year;*

Given the time of the year and that school budgets and staffing decisions were already set for SY21-22, we set out to understand where it was feasible for us to begin moving ELD 3 students into general education settings while understanding where exactly we would have to focus for the future school year. Analyzing the grouping data for students not in compliance reveals that ELD 3 students represent 37% of the out-of-compliance group. Moving into the budget season for SY22-23, we are working on accounting for this and fully expect to accommodate students appropriately.

**Chart 4: Comparison of ESL Teacher Certification: October 2015 to October 2021**

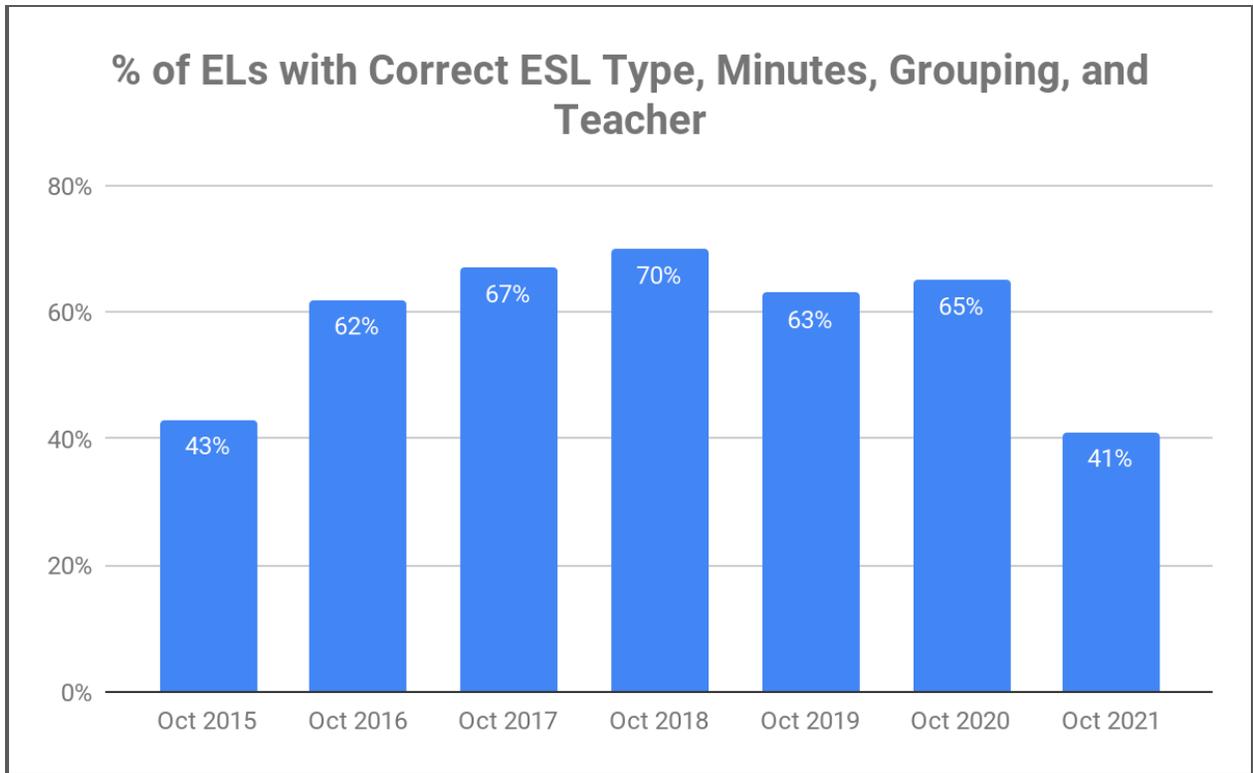


In terms of identifying how many students are receiving the various levels of ESL services, the following table presents this analysis:

Table 2: Linking Together the Level of ESL Services: October 2021*									
	Elementary			Secondary			TOTAL		
	Total LEPs	Total Receiving ESL Services	Percent	Total LEPs	Total Receiving ESL Services	Percent	Total LEPs	Total Receiving ESL Services	Percent
<b>Correct ESL Instructional Type and Teacher</b>	3,541	2,779	78%	7,046	4,417	63%	<b>10,587</b>	<b>7,196</b>	<b>68%</b>
<b>Correct Type, Minutes, and Teacher</b>	3,541	2,615	74%	7,046	3,863	55%	<b>10,587</b>	<b>6,478</b>	<b>61%</b>
<b>Correct Type, Minutes, Teacher, and Grouping</b>	3,541	1,717	48%	7,046	2,574	37%	<b>10,587</b>	<b>4,291</b>	<b>41%</b>

\*As in previous cover letters submitted, this analysis excludes the schools reported separately. Totals for ESL compliance also exclude approved opt-outs (n=23 for October 2021) and provisional EL students (n=169).

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



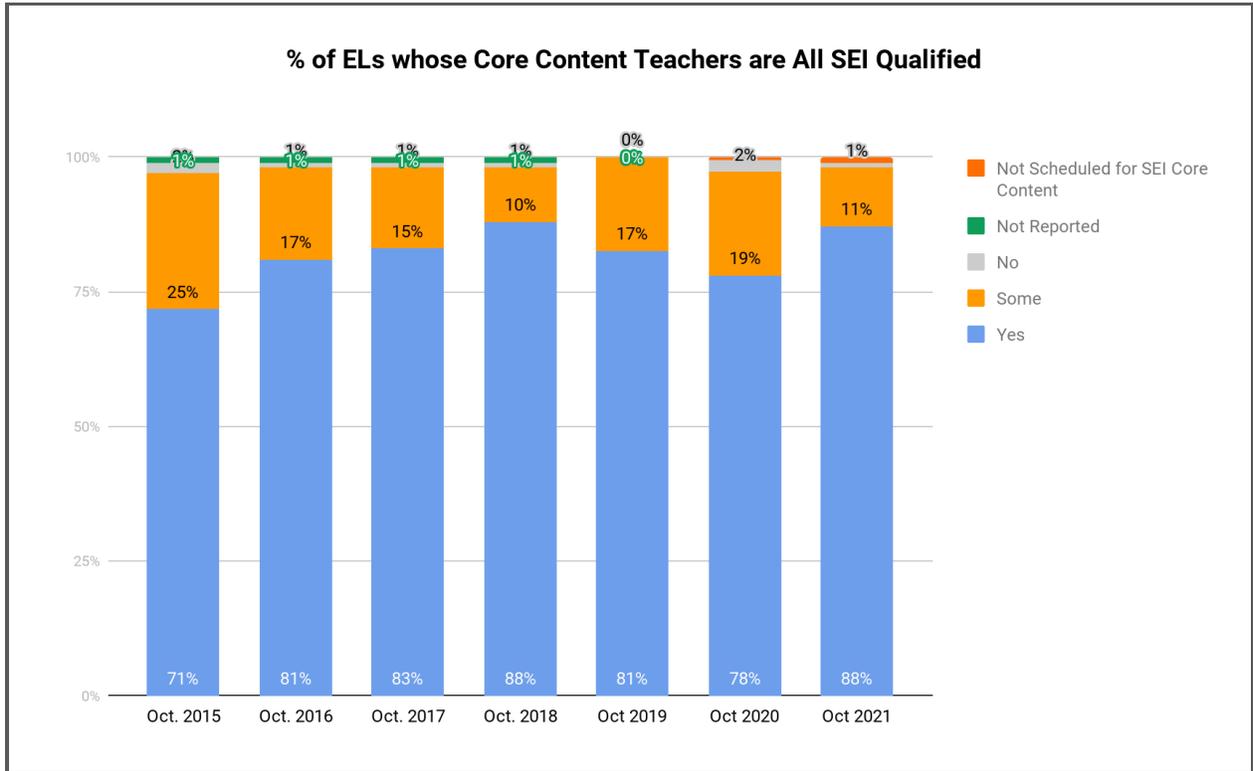
As of October 2021, 41% of students receive full ESL services (correct type, correct minutes, correct grouping, and all certified teachers). This number is in some ways a conservative portrayal of the level of services as it does not include students who are but a minute shy of their appropriate minutes, whose grouping may be out of compliance as a result of just one student in the course etc.

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

Table 3: Students Taught Core Content by SEI Qualified Teachers: October 2021*								
Elementary			Secondary			TOTAL		
Total LEPs	Total taught by SEI instructors who are all qualified*	Percent	Total LEPs	Total taught by SEI instructors who are all qualified*	Percent	Total LEPs	Total taught by SEI instructors who are all qualified*	Percent
3,606	3,388	94%	7,186	6,076	85%	10,792	9,464	88%

\*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: October 2015 to October 2021**



As of October 2021, 88% of students, including opt-outs and provisional English learners, are scheduled for core content with all SEI qualified teachers. When including students who have some, but not all, qualified teachers for SEI core content courses, this number approaches 99% of all EL students.