Boston Public Schools

Office of English Learners Assistant Superintendent Report

Presentation to the Boston School Committee

English Learner Task Force

February 25, 2021

Topics for Update:

★ **LOOK Act Update**

★ OEL FY22 Budget

★ SLIFE Update

★ English Learner Attendance

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Major Work that has moved forward

1. **WestEd has been retained as the lead writer for the _Roadmap for Quality Education for Multilingual Learning._**
- Hired new LOOK Act data analyst position to assess EL program quality.
- Assessing the operational and instructional health of program so that recommended changes can bolster SY21/22 work.

2. **Approved work in partnership with OHC, (Al Taylor) and Recruitment, Cultivation and Diversity Team (Ceronne Daly) for this year to:**
- Formally identify language proficiency of current staff beyond self reporting measure.
- Add options for BPS applicants to identify language proficiency.
- Create dashboard to track educator language capacity in real-time across the district.

3. Re-Opening Guidance and Supports for ELs
- Flexible groupings for ELD 3s to receive ESL services embedded within their ELA general ed classrooms, if needed due to COVID.
- Proportionate ESL minutes per DESE's change in instruction time respective of elementary and secondary grade levels.

4. English Language Proficiency Assessments
- BPS will provide parents of students in the remote learning model with the option of in-person testing for ACCESS.
- NACC has re-opened for in-person assessments of incoming students.

5. OEL Instruction Team has built knowledge of QTEL Framework and the new WIDA 2020 ELD standards with the goal for planning coordinated approach to professional learning for all educators of English Learners.

Updates on LOOK Act Implementation

Workgroups

- **Pipeline Development** *(Recruitment, Cultivation & Diversity):*
  - Submitted grant in partnership with RCD to fund cohort of 15 teachers for Spring 2021
- **Stakeholder Engagement**
  - Merging OEL and LOOK ACT sites to support streamline community engagement work.
  - Created Haitian and Vietnamese LOOK Act pages to track community and school journey to open programs.
  - Preparing Cabo Verdean and Spanish pages
  - Cabo Verdean Dual Language Committee meeting on March 4, 2021.
- **Program Design/Site Selection:** Preparing to re-engage schools in Spring for CV DL site selection.

Parent Engagement Updates

- **Next DELAC Meeting:** March 18, 2021 - Zoom Link
  - BSAC will be presenting
- **Heritage Month Activities:** Cabo Verdean musical celebration in partnership with Cesaria (2/23)
- **ELAC:** Vietnamese, Haitian and Arabic parent groups coming together for shared learning
- **Celebrating Black History Month**: Celebrating Black History Across the Globe and the Diaspora

"Every child, in every classroom, in every school of the Boston Public Schools system has the same opportunity to achieve the greatness within them as anybody else."

Our [Project Charter](#) Objectives:

To define the scope of work needed to create the strategic and operational work plans that will be implemented to effectuate the BPS Strategic Plan 1.4 *Implement specific supports for English learners by implementing the LOOK Act*

- **Goals**
- **Deliverables**
- **Risks**
- **Stakeholder Groups**
- **Resources for SY2021**
- **RASCI Framework**
- **Requests**

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OEL FY22 Budget

The FY22 central office budget will be presented to School Committee on March 9.

OEL's FY21 Budget (Feb. 2021 snapshot):

- **General Funds: $6,763,720**
  - Translation & Interpretation: $3,700,848
  - Dual Language Investment: $232,888
  - All other OEL: $2,829,974
- **External Funds***
  - FY21 Title I: $3,000
  - FY20 Title I (unspent school monies): $1,084,919
  - Title III: $2,087,113**
  - CARES Act: $159,909

*Pending grant approval for FY21 DESE Fund Code 187 Bilingual Education.
**Does not include TIII Carryover funds.

Reimagining the work ahead

We need to remove the structures that limit our ability to realize our vision for students

Facilities and learning environments: We need to accelerate conversations about our District footprint and grade configurations in light of additional enrollment declines.

Inclusive Strategies: How do we meet the needs of all children in BPS where they are

- Recovery plans for students to address student needs
- Make inclusive opportunities the default for all students
- Innovate new English Learner and English Learners with disabilities programs

School-based investments to reimagine schools, practices, and structures and regional investments to foster collaboration and innovation among schools:

- Early childhood program expansion and program improvements
- Transform the middle grades and increase access to rigor
- Improve access to high quality curricular and vocational options in high schools.

RETURN | **RECOVER** | REIMAGINE

RECOVER

Investment	FY22 Budget	ESSER Part 2
Supports for schools	$18,503,635	$0
Social Workers	$10,053,777	$0
Multilingual Family Liaisons	$6,832,158	$0
Expand Hub Schools initiative	$0	$1,138,632
Interventions for Students with Disabilities	$0	$5,000,000
Tutoring, vacation, and summer programming	$0	$4,500,000
Interventions for English Learners	$0	$2,250,000
Expand literacy curriculum	$0	$1,000,000
Total	$35,389,570	$13,888,632

OEL FY22 General Funds Budget Investment & Maintenance Requests

| BPS Strategic Plan Alignment	Description	New Funds for FY22:	
		Requested: $2,824,326	Approved:
1.4: EL support and LOOK Act	**Maintenance: LOOK Act/Dual Language** Continue to transadapt curriculum, materials, assessments and provide PD and coaching	$530,000	$0
1.4: EL support and LOOK Act	**Investment: LOOK Act/Dual Language** 8 FTE DL School-Based Strand Specialists, 0.5 FTE RCD, DL Summer Program	$1,117,426	$0
1.4: EL support and LOOK Act	**ESL Curriculum & PD**	$400,000	$0
1.1: policies, plans, and budgets align to OAG policy	**COVID/Remote EL Screener, Equipment, PD**	$380,000	$0
3.2: engage parent voice in district-level decision making	**Investment: Interpretation Improvements** 1 FTE Interpretation Coordinator, Simultaneous Interpretation for School Committee	$264,400	Under review
3.3: partner with families in school improvement and student learning	**Maintenance: TalkingPoints two-way translated text messaging**	$132,500	Under review

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★ English Learner Attendance

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SLIFE Updates

Path Toward Success

📌 Continue creating access points to grade level standards through EL strategies for students with limited or interrupted education (SLIFE).

📌 Increase certified teacher Native Language capacity through BEE cohorts with Boston College.

COVID-19 Impact

📌 On March 17, 2020 NACC began provisionally assigning SLIFE students remotely. The remote screener was created in partnership with CGCS.

📌 As of January 2021, NACC resumed regular testing prioritizing Preliminary SLIFE students.

Program Updates

📌 There are 278 students enrolled in SLIFE Programs in BPS

*Data as of 2.16.21

📌 The Hennigan is converting the current Elementary BIM program to a middle school BIS.

The Taylor is converting one of the Elementary BIH Programs to a BIM.

SLIFE Programs

- **Spanish** BIS
- **Haitian Creole** BIH
- **Cabo-Verdean** BIK
- **Multilingual** BIM

Elementary Gr. 3-5

Curley, Blackstone, Umana, Mildred, *Hennigan

Taylor

Orchard Gardens

Edison *Taylor

Middle Gr.6-8

McCormack, Umana Frederick, Hennigan

TechBoston

Dearborn STEM

Frederick

High School Gr. 9-12

East Boston, Charlestown,BINCA

TechBoston BINCA

BINCA

BINCA Madison Park

*Programs open in SY2122

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High Level Summary Data for ELs

88%: ELs have the **highest rate of receiving a BPS chromebook**.

85%: ELs have the **lowest online activity** rate.
- ○ 56% of parents of ELs felt it was easy for their child to use remote learning tech tools.
- ○ 75% of ELs reported being able to access online schoolwork frequently/almost always.

88%: ELs have the **lowest attendance** rate.
- ○ ELs in K0-8 have higher attendance rates (91%) than ELs in Gr. 9-12 (79%).
- ○ Compared to their non-EL peers, high school ELs have much lower attendance.

31%: ELs have the **highest rate of chronic absenteeism**.
- ○ This is highest for ELD 1 students (39%).

25%: ELs have the **highest rate of receiving an intervention** (SST, Attendance, Behavior).

41%: ELs have the **highest rate of course failures in Q2**.
- ○ This is highest for ELD 3 students (48%).

Actions Taken

1. **Collaborated with Department of Opportunity Youth to release specific guidance to schools on EL attendance monitoring and attendance success planning using the Panorama Student Success Platform.**
   - Supervisors of Attendance will support schools with technical assistance to create the custom reports necessary to monitor EL attendance and develop success plans.
   - Communication and collaboration of this focused effort will also include family liaisons and school social workers.

2. **Summer program planning underway with Division of Academics to expand ESL credit recovery.**

3. **Collaborating with Transportation on possible solutions.**

4. **Parents Helping Parents:**
   - In process of hiring/onboarding 8 new BPS EL parent positions.
   - OEL met with Special Education to share structure and process. Able to hire a bilingual parent to also pilot with special education supports. More to come!

★ *Thank you for your advocacy!*

Appendix

- [Response to questions received from EL Task Force](#)
- [How to access the BPS Dashboard](#)
- [Additional data slides on English Learner student attendance](#)

Update on DOJ Reporting

No reports were due since the January 2021 EL Task Force meetings.

EL Task Force Questions: Accounting for ELSWD during Budget Collab/Probable Org

What information do we have from the Probable Org meetings about how schools are currently using the double allocation they now receive for ELSWD students for instruction and support services?

The allocation for ELSWD comes from

1. SN (special needs) code- this covers the cost of the special education services.
2. ELD level- which brings in additional funding based on the ELD level of the student.
3. Schools that have sub-separate programs with English Learner needs will require more funding for ESL teachers to service their ELSWD as these students cannot be serviced within their general ESL classrooms.

This year, our recommendation for ESL staffing for sub-separate ELSWD was fully covered in the recovery budget.

And what information have we learned about the staffing and funding needs of schools to provide instruction and support for these students?

1. Schools either account for the ESL staff for ELSWD by budgeting and staffing for more than their minimum required ESL FTE in order to service their sub-separate ELSWD population, or they leverage their current ESL certified staff to schedule the required minutes for their ELSWD.
2. Schools with inclusion programs have worked diligently to have triple-certified staff across the school, so that they can maintain flexibility to schedule and service students. There are some great best practices that are being reviewed to replicate.

EL Task Force Questions: Accounting for ELSWD during Budget Collab/Probable Org (cont.)

What is the Budget Guidance on EL students and ELSWD students that was sent to school leaders as they prepared their school budgets?

- OEL provides guidance to school leaders in 4 main categories:
  - **ESL Minimum FTE (Full Time Equivalent) required**
    - OEL reviews EL student projections to identify DOJ-approved groupings for ESL.
    - Using projections and ELD groupings, OEL projects the minimum amount of ESL FTEs needed to service their ELs for ESL
  - **ESL FTE for ELs in Substantially Separate classrooms**
    - OEL calculates ELSWD projections in substantially separate classrooms
    - OEL reviews all ELSWD modifications to calculate the new FTE Teachers required to service ELSWD
    - OEL makes this recommendation to School Leaders
      - School Leaders review their schedules with OEL to see if their current ESL or ELSWD FTE Teachers can be leveraged to service ELSWD
      - IF they don't have enough coverage during review, then they will have to buy additional ESL staff
  - **SLIFE ESL and Native Literacy teachers**
    - SLIFE classrooms consist of a 2 teacher model
  - **SEI Content Teachers**
    - Each SEI classroom in grades 6-12 will require the school to fund a corresponding core content teacher to teach that SEI classroom

BPS has released a [public dashboard](#).

Members of the public can now review attendance data for English Learners.

Learning Model: HIPP, SST, and Non-HIPP Students

Comparison of current ELs, Former ELs, and Never ELs in their HIPP status.

HIPP = High In-Person Priority. This represents all students identified for this cohort regardless of their choice to be in-person or remote.

SST = Student Support Team recommended for future HIPP status

Non-HIPP = all other students.

Data as of 2/16.

HIPP Status

■ Non-HIPP ■ SST ■ HIPP

	Current EL	Former EL	Never EL
Non-HIPP	8051	6830	22460
SST	542	168	948
HIPP	6476	529	5176
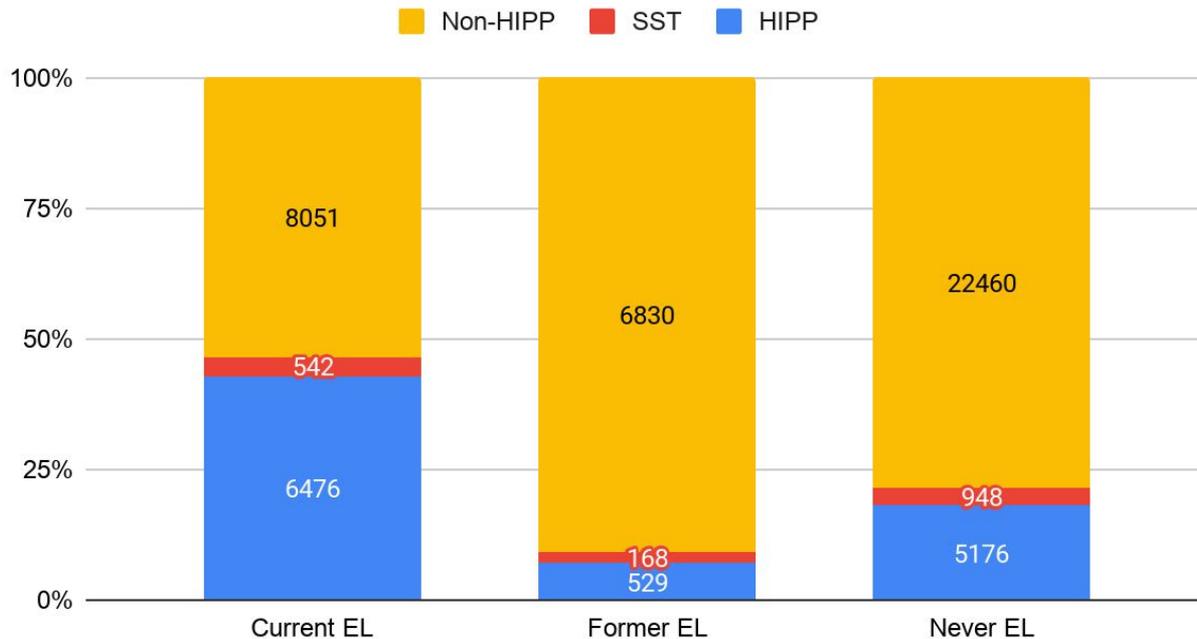
EL Student Participation in Remote Learning:
Chromebooks

BPS began distributing Chromebooks in March 2020 and is committed to ensuring all students who need a device receive one. The data on this page reflects Chromebooks distributed to date, and does not account for students who may already have their own device or who have not requested a Chromebook from BPS.

Data reflects 9/21-2/16

*The 3 UP Academy schools use a different data system, so are not included in the data on this page

Chromebook Distribution

Legend: No BPS Chromebook | Opt Out | BPS Chromebook

Category	No BPS Chromebook	Opt Out	BPS Chromebook
Current EL	383	1327	12795
Former EL	116	2381	4832
Never EL	609	5504	21483
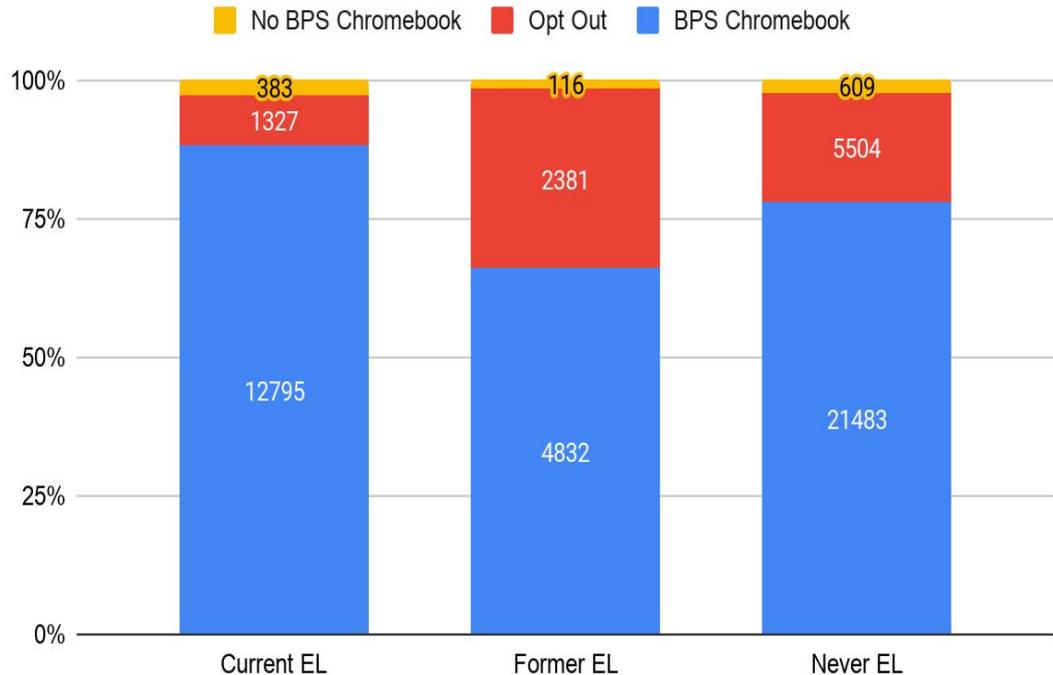
EL Student Participation in Remote Learning:
Attendance

Attendance is recorded each day by teachers using Aspen, the Student Information System. Students are considered present based on logging into one of the BPS learning platforms or though participating in class activities as assigned.

BPS has an average daily attendance of 90%: on an average day, 90% of students were recorded as present by their teachers.

Data reflects 9/21-2/16.

Average Attendance

Legend: Absent (yellow), Present: In-person (red), Present: Remote (blue)

Group	Absent	Attendance
Current EL	11.8%	88.2%
Former EL	8.6%	91.4%
Never EL	10.3%	89.7%
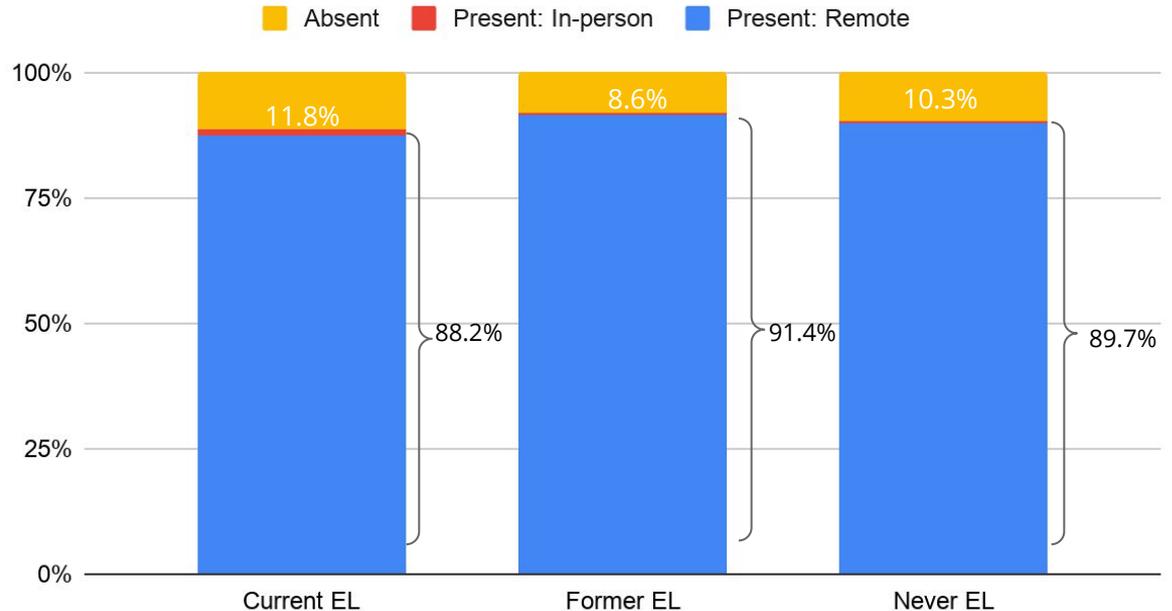
EL Student Participation in Remote Learning:

Online activity & attendance

Online activity reports capture students who used their BPS email address to log into one of the district's selected platforms, including all Google services (Gmail, Google Classroom, Google Meet, Google Drive), Clever, and other learning applications. It does not account for offline activities or other online activities not connected to a BPS email.

Data reflects 9/21-2/22.

Online Activity Rate and Attendance Rate (daily average)
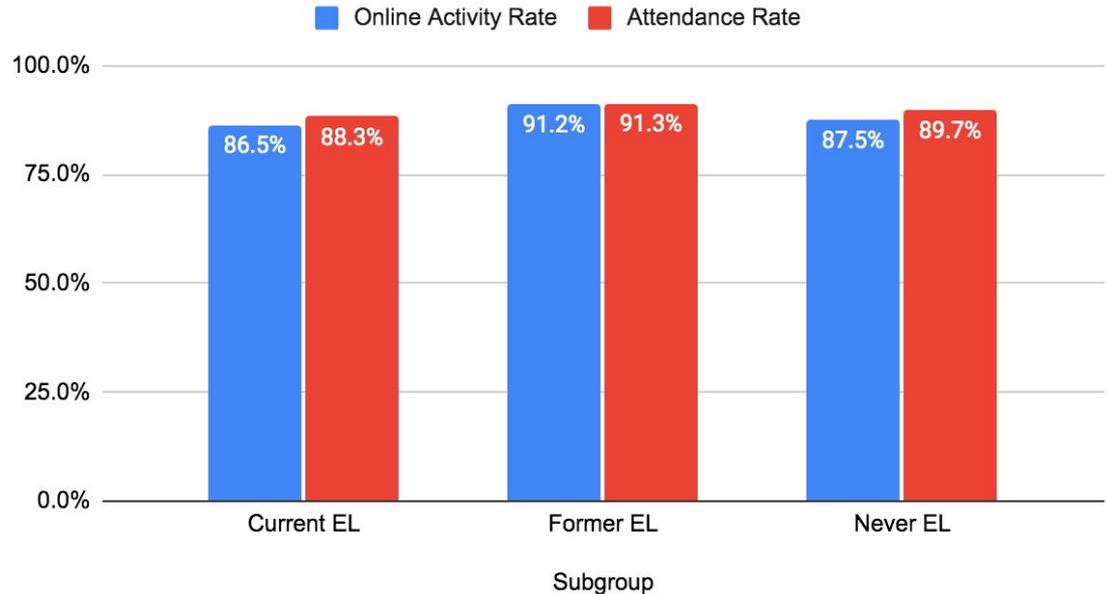
■ Online Activity Rate   ■ Attendance Rate

Subgroup	Online Activity Rate	Attendance Rate
Current EL	86.5%	88.3%
Former EL	91.2%	91.3%
Never EL	87.5%	89.7%

EL Attendance Data: K0-8 vs. Gr. 9-12

Attendance rates includes presence for in-person and remote learners.

Data reflects 9/21-2/16.

Average Attendance by grade level

■ K0-8 Attendance ■ Gr. 9-12 Attendance

	Current EL	Former EL	Never EL
K0-8 Attendance	91.6%	95.4%	92.6%
Gr. 9-12 Attendance	79.5%	88.0%	84.0%
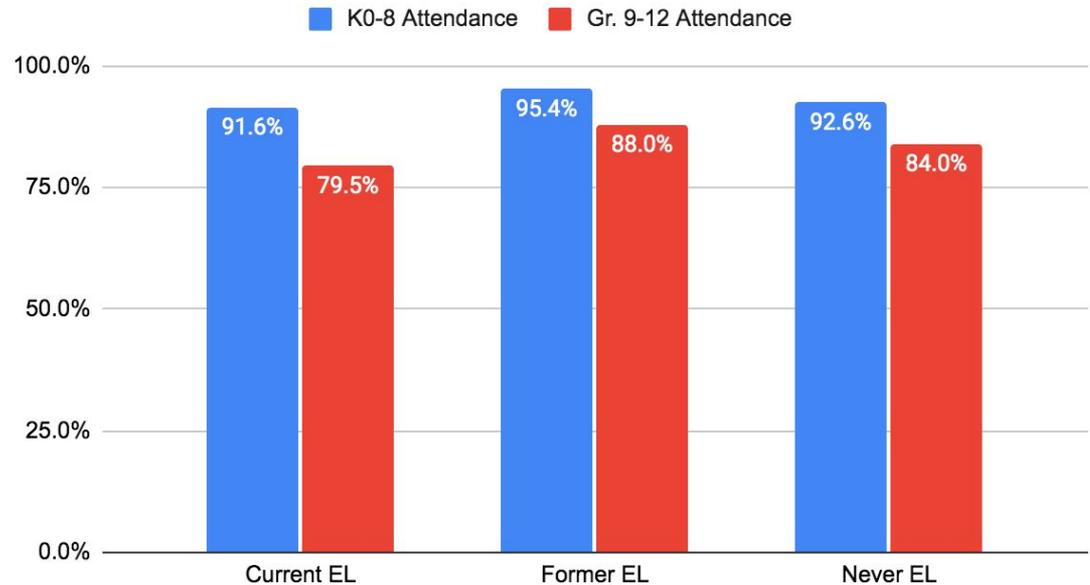
ELSWD Attendance Data: K0-8 vs. Gr. 9-12

Attendance rates includes presence for in-person and remote learners.

Data reflects 9/21-2/16.

Average Attendance by grade level for SWD

■ K0-8 Attendance　■ Gr. 9-12 Attendance

|	Current EL SWD	Former EL SWD	Never EL SWD
K0-8 Attendance	88.7%	93.4%	88.4%
Gr. 9-12 Attendance	78.2%	78.1%	77.6%
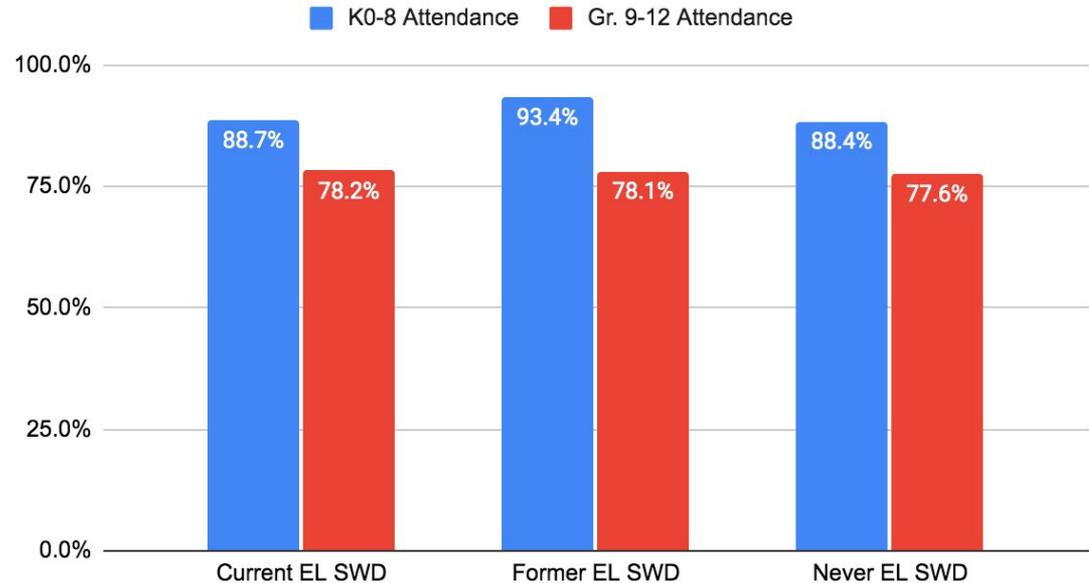
Chronic Absences & Interventions

Data as of 2/22/21	Chronically Absent	Receiving any Intervention	Receiving an Attendance Intervention
Never EL (n=28,585)	26%	20%	11%
FEL (n=7,526)	22%	19%	9%
ELs (n=15,068)	**30%**	**25%**	**14%**
ELD 1 (n=1,657)	39%	30%	20%
ELD 2 (n=2,873)	33%	30%	19%
ELD 3 (n=3,989)	30%	27%	15%
ELD 4 (n=4,572)	25%	23%	11%
ELD 5 (n=592)	29%	19%	13%
ELSWD (n=3,706)	37%	27%	16%

BPS Student Survey Dec. 2020: If you have missed online classes recently, why did you miss class? (can pick more than one) - English Learners

Reason	Count of Responses
My internet wasn't working	1892
Other	1267
I was sick	786
I was helping my family with something	688
A family member was sick	304
I didn't feel like attending	284
I did not have a computer to use	238
I'm not attending classes online	80

Count of Responses
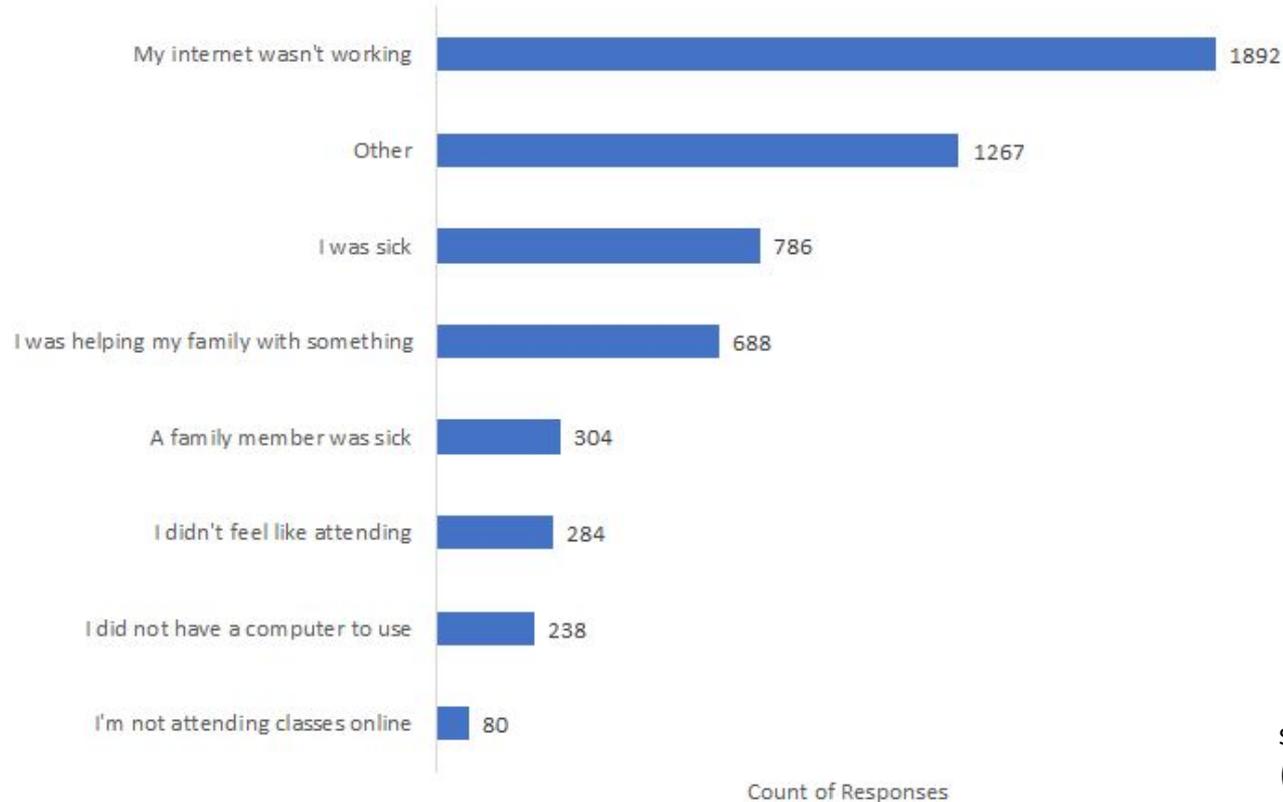
survey response rate = 40% (n=9,044) of ELs

Learning Model Selection - Remote, Hybrid, Default Hybrid

Comparison of current ELs, Former ELs, and Never ELs in their choice of learning models for Remote, Hybrid, or Default-Hybrid.

Data reflects 9/21-2/16.

Learning Model Selection

Remote · **Hybrid** · **Default -Hybrid**

Category	Remote	Hybrid	Default-Hybrid
Current EL	6550	6631	1886
Former EL	4001	2523	1003
Never EL	12219	13453	2896
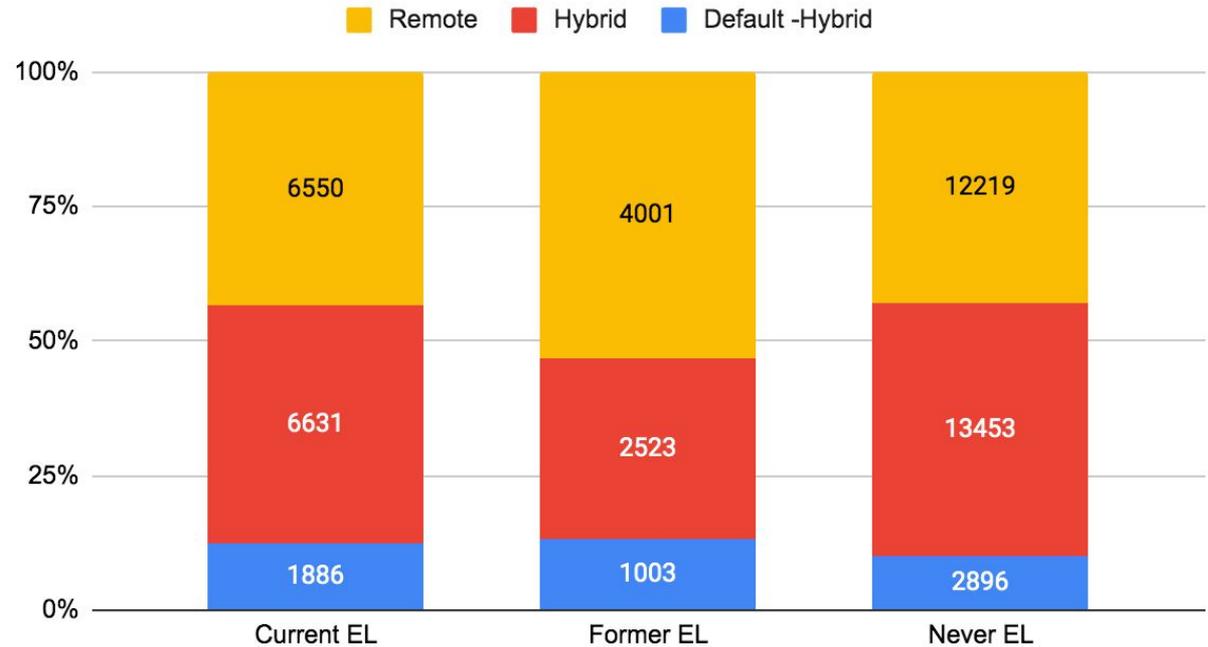
Term 1 Course Failure Rates (Quarter 1 and Trimester 1)

English Learner Status	SY2019-2020			SY2020-2021			Percent Increase of Failure Rate
	Students Failing 1+ Course	Student Enrollment Total	Failure Rate	Students Failing 1+ Course	Student Enrollment Total	Failure Rate	
Former EL (F)	905	5724	15.8%	1243	5319	23.4%	7.6%
Current EL (L)	1822	5255	34.7%	2055	5222	39.4%	4.7%
Never EL (N)	3155	13164	24.0%	3847	13457	28.6%	4.6%

ELD Level	SY2019-2020			SY2020-2021			Percent Increase of Failure Rate
	Students Failing 1+ Course	Student Enrollment Total	Failure Rate	Students Failing 1+ Course	Student Enrollment Total	Failure Rate	
ELD 1	141	390	36.2%	156	468	33.3%	-2.8%
ELD 2	479	1285	37.3%	463	1201	38.6%	1.3%
ELD 3	722	1984	36.4%	705	1562	45.1%	8.7%
ELD 4	448	1506	29.7%	660	1768	37.3%	7.6%
ELD 5	32	87	36.8%	70	220	31.8%	-5.0%

▪ Data include only core courses: ELA/ESL, math, science and social studies.
▪ This report is accurate as of 2/22/2020.

Quarter 2 Course Failure Rates (Excludes Trimester 2)

English Learner Status	SY2019-2020			SY2020-2021			Percent Increase of Failure Rate
	Students Failing 1+ Course	Student Enrollment Total	Failure Rate	Students Failing 1+ Course	Student Enrollment Total	Failure Rate	
Former EL (F)	940	4479	21.0%	999	3951	25.3%	4.3%
Current EL (L)	1652	3972	41.6%	1566	3809	41.1%	-0.5%
Never EL (N)	3036	10381	29.2%	3238	10365	31.2%	2.0%

ELD Level	SY2019-2020			SY2020-2021			Percent Increase of Failure Rate
	Students Failing 1+ Course	Student Enrollment Total	Failure Rate	Students Failing 1+ Course	Student Enrollment Total	Failure Rate	
ELD 1	109	301	36.2%	106	359	29.5%	-6.7%
ELD 2	486	1103	44.1%	374	988	37.9%	-6.2%
ELD 3	653	1496	43.6%	564	1169	48.2%	4.6%
ELD 4	375	1016	36.9%	460	1137	40.5%	3.5%
ELD 5	28	55	50.9%	60	150	40.0%	-10.9%

▪ Data include only core courses: ELA/ESL, math, science and social studies.
▪ This report is accurate as of 2/22/2020.

School-Based Family Liaisons (FL)

Summary of Role
- Report to their school leader and OFSCA provides them CLSP PD.
- FL have been trained to support all students, and families.
    - Trained by T&I on interpretation and translation services.
    - Specific training on using LionBridge and TalkingPoints.
    - OEL will be partnering with OSFCA to provide additional related PD.

Impact on attendance
- 49 schools currently have a FL. Next year every school has been funded to have a FL.
- Current attendance data is insufficient to be able to correlate impact of FL on EL student attendance.

For more information, contact the [BPS Office of Family, Student, and Community Advancement](#).