Boston Public Schools

# Office of English Learners Assistant Superintendent Report

**Daphne Germain- Interim**

Presentation to the Boston School Committee

English Learner Task Force

May 13, 2021

# Topics for Update:

1. SY21 OEL Summary Report
2. Response to data requests from EL Task Force

NACC Team

# Newcomers Assessment & Counseling Center : Team Members

**Vera Johnson**
*NACC Director*
*Spanish*

**Tamara Chacon**
*Scheduler*
*Spanish*

**Djon Ramos**
*Research and Assessment Specialist*
*Cabo Verdean Creole/Portuguese*

**Winnie Moy**
*Research and Assessment Specialist*
*Chinese*

**Dr. Edner Cayemite**
*Research and Assessment Specialist*
*Haitian Creole/French*

**Nadine DeRosier**
*Research and Assessment Specialist*
*Haitian Creole/French*

**Gary Bechtold**
*Research and Assessment Specialist*
*Spanish*

**Maria Jose Perez del Pulgar**
*Research and Assessment Specialist*
*Spanish*

**Zaida Rivera-Harris**
*Research and Assessment Specialist*
*Spanish*

**Gladys Vargas**
*Research and Assessment Specialist*
*Spanish*

**Le Trinh**
*Research and Assessment Specialist*
*Vietnamese*

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# Newcomers Assessment & Counseling Center: Focus & Challenges

Focus:

- **Adapted the assessment and identification process for use in a remote setting**
- **Created a virtual tool to screen students who met the language testing criteria**
- Preserved group work protocols and norms even in a remote setting
- Used a problem-solving mindset to address issues and identify solutions as a team
- Prioritized and chunked challenges into manageable, daily action steps
- Maintained a persistent focus on final outcomes throughout the extended school closure period
- Stayed in communication with families and schools
- Designed a workspace and assessment schedule based on **COVID-19 health and safety protocols**
- **Shared health and safety protocols with families to allay their hesitancy to come in for in-person testing**
- Reopened NACC when it was safe to resume in-person testing

Challenges:

- **Shifting reopening dates**
- **Balancing Provisional ELs, New to Boston, and PreKindergarten assessment workstreams**
- **Limited time to assess NACC cases and support schools with their assessments**
- **Decreased testing capacity in accordance with social distancing guidelines**

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# Newcomers Assessment & Counseling Center: Outcomes

**NACC Outcomes for SY2021:**

- **Develop and Implement Provisional Screening Process:** Created a remote screener that could be administered by phone or computer that was recommended nationally
  - Launched a remote screener on May 1, 2020
  - Administered the provisional screener to approximately 1,138 students enrolled between May 1, 2020-January 14, 2021
  - Worked cross-functionally to ensure that Provisional ELs received an assignment and support during the COVID-19 extended school closure
- **Ensure In-Person Assessment meets Boston Public Health Commission COVID safety guidelines**
  - Create testing pods and assessment protocols
  - Resumed in-person testing in January 15, 2021
  - Assessed 425 provisional ELs in-person since January 2021
  - Provided in-person testing on Saturdays in March, April, and May to accommodate 200 families
  - Offered socially distant in-person testing at the following alternative test sites:  Dearborn STEM Academy and East Boston Welcome Center
  - Met registration deadlines by completing New to Boston cases in a timely manner
- Oversee K0 and K1 School-Based Assessments
  - Provided various training and technical sessions by Zoom to 252 school-based testers:
    - 18 WIDA Screener Online technical support sessions (Grades 1-12)
    - 20 Kindergarten WIDA-ACCESS Placement Test administration sessions (Grades K1-K2)
    - 10 Pre-IPT sessions (K0)
  - Supported schools with test administration and technical questions

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## Strategic Goal 5: Enhance data and assessment use

- **Create and implement new project plan to align assessments tools and procedures with t**he *BPS Roadmap for Quality Education for Multilingual Learning*
- **Integrate CLA and other new program models into NACC staff professional development and family program choice counseling.**
- **Manage 3 current assessment workstreams in accordance with COVID-19 health and safety guidelines:**
    - **Provisional ELs:**
        - **Complete in-person assessment P**rovisional ELs and stay **current with New to Boston (NTB) cases**
        - Recruit and train temporary testers to help assess and decrease the remaining number of Provisional ELs
        - **Monitor provisional ELs in remote learning model and update their English language development level when they return to in-person**
    - In-Person New to Boston:
        - Identify and open more alternative test sites to maximize in-person assessment during SY21-22
    - **School-Based K0 and K1 Assessment:**
        - **Integrate new or revised guidance from DOJ, DESE, META, and BPS**
        - **Schedule test administration training and technical sessions for SY21-22**

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E&A Team

# Equity & Accountability: Team Members

**Chi Nguyen**
*Director of EL Equity & Accountability*

**Ignacio Chaparro**
*E&A Program Manager*

**Ellen Kelleher**
*Supervisor, ELs with Disabilities*

**Peggy Chu**
*E&A Program Manager*

**Steven Ramirez**
*Technology Innovation Manager*

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# Equity & Accountability: Focus and Challenges for SY20-21

## Focus:

- Data driven analysis: DOJ Reports, Budget Collab/Probable Org
- COVID operational support for ELs
- Expertise in school related policies/memos, administration, leadership and operations
- Data clean-up to generate required reports
- ACCESS test administration
- Compliance:
  - ESL minutes, ESL Instruction Type, ESL Grouping, ESL certification, SEI/Bilingual endorsement
- LATF Meetings:
  - Support schools with operational duties

## Challenges:

- Need for better EL data dashboards/platforms in BPS: Elimination of Data Warehouse for daily monitoring of EL services resulted in less effective ongoing monitoring and support; ASPEN SIS does not automatically update from other systems, Panorama does not have EL monitoring functionality
  - Manual data mining from Excel and spreadsheets lead to less analysis and support and time on report generation
  - Need to request data from multiple BPS departments in order to complete DOJ reports
  - Budget constraints to roll out a platform like Ellevation as an EL data management platform
- High staff turnover in department meant this was a year for a lot of capacity building and onboarding for the team.

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# Equity & Accountability: Outcomes for SY20-21

Provisional ELs
- Provided guidance and collaborated across teams and with schools to reduce Prov ELs from 1477 to 766, and counting.

ACCESS Testing
- Provided guidance and collaborated across teams and with schools to assess students. **As of May 5, 2021, there are 10,495 students scheduled for ACCESS Testing.** *Completed* **(5,417), +** *In-Progress* **(225)**
  **+** *Not Started* **(6,132) = TOTAL: 11,775**
  - This difference (11,775 - 10,495 = **1,280**) means that 1,280 students may have completed at least 1 domain, but still need to complete up to 3 domains of testing.
- Established partnership with Northeastern University to analyze ACCESS data outcomes for EL student subgroups, returning EL academic achievement data analysis capacity to OEL.

LAT-F Support and DOJ Guidance
- Led 6 LATF PD meetings and supported with operational guidance to provide more flexibility for services to be provided in remote, hybrid and in-person settings.

## EL Services Compliance Summary:

| DOJ Reporting Cycle: | % of ELs with fully compliant ESL services: | | | | |
|---|---|---|---|---|---|
| | **ESL Mins** | **ESL Type** | **ESL Grouping** | **ESL Teacher** | **Content Teacher** |
| **March 2020** | 96% | 91% | 85% | 91% | 83% |
| **Oct. 2020** | 86% | 85% | 83% | 79% | 79% |
| **March 2021** | 95% | 89% | 87% | 84% | 83% |

RETELL Administration
- SY20-21 included 4 teacher courses, 2 admin courses, and 1 aspiring teacher course for the Pathways program
- Yielded in enrollment of 150 teachers and 28 administrators for a
  total of 178
  participants

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# Equity & Accountability: Overview Focus SY21-22

**Strategic Goal 5: Enhance data and assessment use**
**Strategic Goal 6: Allocate appropriate and equitable funding to effectuate OEL goals**

Build **data infrastructure**

- secure funding for OEL's data platform
- Secure funding for adding OEL/OIIT FTE for EL data management
- SY21-22 → SY24-25 build out processes, training of school staff and OEL internal staff, build out reports and dynamic visualizations, build out feedback loop for sharing data with the community and schools

**Establish and align district/school support process for Roadmap implementation**

- Establish new guidance for monitoring ELD supports aligned to the Roadmap
- Establish reporting structures to conduct needs assessment for 31 K-6 SEI program schools to determine support with the cohorting of schools for implementation work over the next 3-5 years.
- Collaborate with Welcome Services and Finance Departments on the changes to operational practice for EL registration, assignment, and program funding.

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# ELSWD - Ellen Kelleher

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### SY 2020 - 2021 Focus

❏ DOJ Compliance and Reporting (P. 66-75)
❏ Systems Enhancements - ELSWD Checklist and IEP dropdown
❏ Special Education ELSWD Case Management; (3784 ELSWD)
❏ Cross Departmental Projects Collaboration:
   OSE Inclusion Initiative; Quality Team;
❏ OEL Roadmap: E&A Team and B-SWD intersect
❏ Guidance Document Collaboration w/ Dr. Serpa, Dr. Borrero and ELSWD workgroups
❏ OEL E&A Team data review, progress monitoring, and 1200 quarterly EL modifications for ELSWD
❏ ELSWD TF Subcommittee member; pilot work
❏ Parent Engagement and Trainings; community meetings

### SY 2020 - 2021 Challenges

❏ COVID-19 overall impact supporting COSE, LAT-Fs, teachers and related service providers; Team meeting process interruptions, etc.
❏ Additional OSE responsibilities-compensatory service plans and ongoing DESE Tiered Focus Monitoring Review
❏ Departmental policies, systems and protocol changes to increase native language access for ELSWD
❏ BPS elimination of Data Warehouse for analysis and reporting
❏ Navigating new Panorama system and EdPaln functionalities for data monitoring, progress monitoring and IEP enhancements for ELSWD
❏ New programing development hurdles and stumbling blocks; looking at more inclusive settings for students with Emotional Disabilities, Specific Learning Disabilities and Multiple Disabilities

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✓*Goal met:* 100% (9/9) of ELSWD PD was delivered virtually: digital platforms, webinars and live zoom sessions.

✓*Goal met:* 100% of DOJ reports (P. 66-75) for ELSWD were completed and submitted on or before the deadline.

✓*Goal met:* ELSWD Checklist for IEP Eligibility is automatically collecting responses; 129 responses to date; data to be presented to ELSWD subcommittee June 7th.

✓*Goal met:*  IEP dropdown approved by OSE for addition to EdPlan; sent to PCG for EdPlan implementation.

# ELSWD - Ellen Kelleher

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## *SY 2021-2022 Overview Focus*

## Strategic Goal 2: Enhance ELE program offerings and invest in staffing

❏ Hire ELSWD Program/Project Manager
❏ Mediate OSE/OEL and B-SWD Workgroup meetings to review Roadmap interface and native language access options
❏ Provide research and data on how B-SWD model is working in other districts
❏ Increase inclusion and native language access opportunities to provide FAPE2 and LRE2 for our B-SWD
❏ Review DOJ Successor Agreement find efficiencies within requirements to meet B-SWD proposed model
❏ Continued progress monitoring for B-SWD
❏ Improve IEPs for B-SWD via EdPlan System Enhancements, COSE/LAT-F  Professional Development and direct school support

LOOK Act Team

# LOOK ACT TEAM

Formerly EL Parent Team

**Daphne Germain**
Director of EL Program Planning and Implementation
*Haitian Creole, French*

**Ahmed Noor**
Director of EL Community Outreach
*Somali*

**Rainelda Borrero**
EL Family Resource Specialist
*Spanish*

**Body Homicile**
EL Family Resource Specialist
*Haitian Creole, French*

**Maria Barbosa**
EL Family Resource Specialist
*Cabo Verdean, Portuguese*

**Nagla Abdalla**
EL Family Resource Specialist
*Arabic*

**Josefina Peralta**
EL Family Resource Specialist
*Spanish*

**Melody Soltani(Feng)**
EL Family Resource Specialist
*Cantonese, Mandarin, Toishanese*

**Phuongdai Nguyen**
EL Family Resource Specialist
*Vietnamese*

**Ibrahim Byiringiro**
LOOK Act Research and Data Analyst
*French*

# LOOK Act Team: Focus & Challenges

## Challenges

**01** — Trust Building from the Community

**02** — Lack of Cultural Celebration and Intercultural Learning

**03** — Parents Lack of Technical Skills

**04** — Communications

## Focus

Reimage Multilingual Learning Campaign — **01**

Heritage Month Celebration Activities — **02**

Multilingual Video Tutorials — **03**

Building strong and effective DELAC and ELAC groups — **04**

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| Language | # of ELAC meetings Since August 2020 | # of Parent Attendees | # Staff Attendees | # of workshops/information sessions |
|---|---|---|---|---|
| Arabic | 10 | 170 | 26 | 9 |
| Cabo Verdean | 8 | 55 | 11 | 5 |
| Chinese | 15 | 271 | 12 | 7 |
| Haitian | 9 | 130 | 41 | 5 |
| Spanish | 11 | 339 | 11 | 8 |
| Somali | 7 | 68 | 6 | 6 |
| Vietnamese | 14 | 208 | 26 | 9 |
| **All Languages** | **74** | **1241** | **133** | **49** |

# LOOK Act Team Outcomes for SY20-21

**9** Reimagine Multilingual Learning Community Meetings

**21** Cultural Heritages Celebration Activities

**Parent Education Workshops:**
Welcome Back to School Parent Sessions
Virtual Tech Goes Home
Native Language Literacy Program
Parent Essentials
ESOL Program

**Media Platforms:**
Social Media postings
LOOK Act Website Updates
YouTube Multilingual Playlists

# LOOK Act: Priorities for School Year 21-22

**Strategic Goal 2: Enhance ELE program offerings and invest in staffing**
**Strategic Goal 4: Create strong partnerships with families, caregivers, and immigrant groups**

1. Lay the groundwork for the team's LOOK Act **Roadmap implementation**
   a. Build more awareness and relationships with community stakeholders
   b. Identify supplemental resources needed to build up community awareness around the benefits of bilingualism.
2. Increase EL **parent voice in the district**
   a. Provide opportunities for EL parents to build capacity
   b. Advocate for EL parents' representation in all district initiatives.
3. Build parents', students' and educators' **cultural competence** in collaboration with CBOs, OEL teams and other departments.
4. Improve **information and data collection methods** to effectively communicate with parents and provide services
   a. Utilizing interns to work with parents
   b. Streamline internal process to increase parent and student accessibility to supplementary services

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Instruction Team

# Instruction: Team Members

**Genevieve McDonough**
*Director of EL Instruction*

**Eleni Saridis**
*EL Instructional Specialist*

**Claudia Willis**
*EL Instructional Specialist*

**Dunja Ždero**
*EL Instructional Specialist*

**Jaclyn Eichenberger**
*EL Instructional Specialist*

**Rachel Chen**
*EL Supplemental Program Specialist*

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# Instruction: Overview of School Year 20-21

**Dual Language**
- Launched Vietnamese DL program and Grade 2 of Haitian Creole DL program
- Coordinated the transadaptation of *Focus on K2* curriculum for Vietnamese DL program and *EL Curriculum* for Haitian Creole DL program
- Launched Cabo Verdean Heritage Language Course at Burke
- Supported curation of Spanish curriculum materials for Grades 6-8 at the Umana and Greenwood

**SLIFE**
- 33 SLIFE exits into programs with native language support
- 1 new SLIFE program at McCormack/ BCLA  and 2 converted SLIFE programs at the Taylor and Hennigan Schools

**Supplemental Services**
- Currently servicing 962 ELs at 32 schools for out-of-school time programming
- Projected to serve 2500 ELs through school-based and community-based summer programs
- Collaboration across BPS departments for strategic district summer planning

**Curricular & Technology Support**
- Partnered with BPS Technology to offer 30 hours of Nearpod training sessions; average student joins ~100,000 per month
- Organized quarterly trainings to enhance use of Imagine Learning and its recently developed features

**School Support**
- Professional Learning Opportunities for educators and school staff
- 75+ Classroom Observations and Debrief discussions
- Regular office hours for drop-in educator support

**Other Projects**
- Increased cohort size for OEL-sponsored Bilingual Endorsement Course of Study from 10 to 20 BPS educators
- *(In progress)* Expected to increase Seal of Biliteracy awards from last year

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# Instruction: Challenges

1. Shifts in priorities responding to the needs of teachers and schools due to COVID
   a. Supporting technology purchasing, training, and job embedded coaching

1. Shortage of native language materials and resources available for purchase in the US

2. Creating cohesion with a district approach with competing individual school initiatives

3. Long procurement cycle causing delays in ability to start new work and strained partnerships with vendors

4. Understaffed instructional team and finding qualified bilingual candidates for openings

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# Instruction: Priorities for School Year 21-22

**Strategic Goal 1: Improve the quality of instruction for English & Multilingual Learners**
**Strategic Goal 3: Provide ongoing professional learning for educators and leaders**

1. Audit instructional bilingual materials, resources and practices across the district to invest in targeted language resources across schools and create a district hub to share information.

2. Develop a comprehensive professional learning plan and supporting materials for the roll out of the Content and Language Approach model in collaboration with the Academic team.

3. Roll out WIDA 2020 Training

4. Gather and vet native language materials for bilingual/dual language program work
   a. Spanish
   b. Haitian Creole
   c. Cabo Verdean
   d. Vietnamese
   e. Chinese
   f. Arabic

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T&I Team

# Translation & Interpretation: Team Members

**Allen Dowling**
Director of Translation & Interpretation

**Alma Berggren**
General Education Coordinator

**Carmelo Sanchez**
Special Education & Student Services
Coordinator

**Dorana Crockett**
Translation & Interpretation Technician
(Spanish)

**Joyce Yeh**
Translation & Interpretation Technician
(Chinese)

**Tamar Monteiro**
Translation & Interpretation Technician
(Caboverdiano & Portuguese)

**Theophile Tanis**
Translation & Interpretation Technician (Haitian
Creole & French)

**Open-Post**
Translation & Interpretation Technician  (Spanish)

**Open-Post**
Translation & Interpretation Technician
(Vietnamese)

## T&I Team: Focus & Challenges
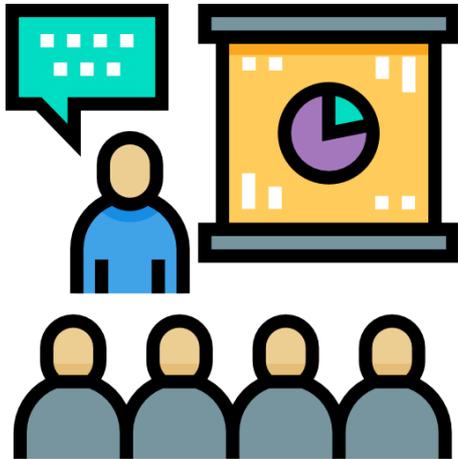
**1**

**Focus:**
Improve interpreter services to accommodate the District's shift to simultaneous interpretation and increase language accessibility at District level meetings (i.e., School Committee, Exam School).

**2**

**Focus:**
Manage the uptick in overall requests, especially the volume of urgent requests.

**3**

**Focus:**
Increase T&I service offerings, awareness and utilization of available services.

**4**

**Challenges:**
Procurement process (i.e., contract execution, payment for services), inadequate T&I mgmt system, staff capacity, school-based LAP's and Quality Assurance

# Translation & Interpretation Unit Outcomes

- Added a new language access service to the District - TalkingPoints

- LionBridge Utilization doubled over the prior fiscal year. Note current numbers are as of 5/7/21.

- 2203 additional T&I requests in FY 20/21 over the same period last fiscal year. Note period reflects (June - March)

**Translation & Interpretation Services:**

**LionBridge Telephonic (over-the-phone) Interpretations**

| Fiscal Year | Bookings | Duration in Minutes |
|---|---|---|
| FY 19/20 (7/1/19 - 6/30/20) | 4,094 | 44,606 |
| FY 20/21 (7/1/20 - **5/7/21**) | **8,368** | **92,998** |

**Translation & Interpretation Requests**

| Fiscal Year | Total T&I Requests |
|---|---|
| FY 18/19 (June - March) | 11,280 |
| FY 19/20 (June - March) | 13,449 |
| FY 20/21 (June - March) | **15,652** |

★ T&I continued increasing the District's ability to support the language needs of families by investing in **TalkingPoints,** which allows principals and teachers the ability to communicate with families in 100 languages via text/app-based messaging and announcements.

★ From September 2020 - April 2021, BPS teachers, administrators, and families have sent **2,810,397** messages!

★ **77%** of BPS families engage with TalkingPoints through SMS text, while **23%** use the TalkingPoints for Parents app (8% Android, 15% IOS)

★ School Admins between Sept 2020 - April 2021 have sent

  ○ **10,621** Individual Messages
  ○ **2834** Announcements reaching **27,308** families

★ Teachers between Sept 2020 - April 2021 have sent

  ○ **329,625** individual messages
  ○ **47,394** announcements reaching **41,3528** families

★ Families have sent **355,718.**
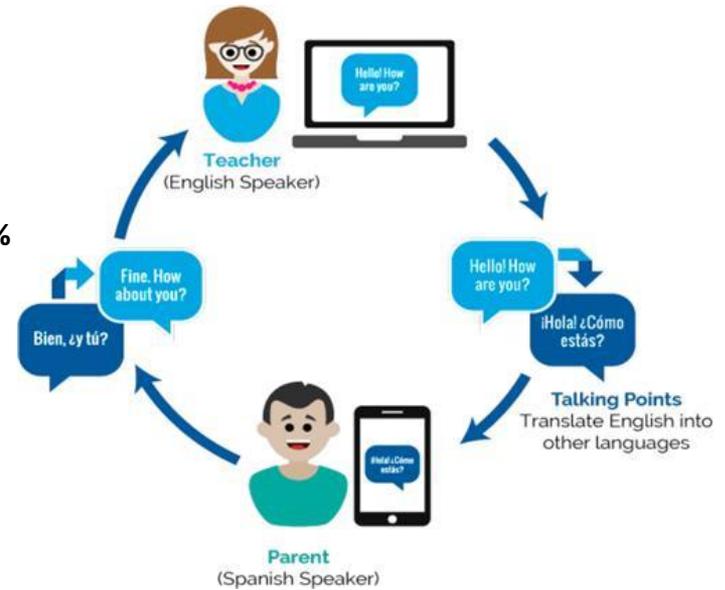
## Translation & Interpretation Unit Outcomes - Cont'd

**Expanded Language Access and Improved Quality: School Committee**

- Parent Public Comment sign-up and response email translated into the 9 major languages of the District.
- School Committee Meeting agendas, presentations, and equity impact statements are now translated into the 9 major languages and posted on the SC website.
- Translated Zoom Language access instructions into the 9 major languages of the District. Translated documents posted to the School Committee *website*.
- Secured a group of Chinese  freelance interpreters to support School Committee and other high-level family engagement meetings
- Secured contracts for the Chinese freelance interpreters to ensure no interruption in service.
- Vietnamese interpreters supporting School Committee meetings have been scheduled for all upcoming meetings.
- Additional interpretation vendors brought on to support the Districts shift to more simultaneous interpretations.

**Expanded Language Access and Improved Quality: District Level Family Engagement Meetings**

- Collaborated with District Engagement Department staff members to ensure interpretation preparatory measures were enhanced/understood
  - Meetings materials are being provided to interpreters in advance of meetings.
  - Interpreters requested to join meetings 15-30 mins prior to start  time ensuring links and technology are in order.
  - Meeting facilitation guidance reiterated to support effective interpreter utilization.

# Translation & Interpretation: Priorities for School Year 21-22

## Strategic Goal 4: Create strong partnerships with families, caregivers, and immigrant groups

1. **Re-initiate the ASPEN SIS Report Card, Progress Reports, and District Conduct Letter Project:** The project was put on hold due to the pandemic and other District priorities. Upon completion (currently in Phase 3), ASPEN SIS is being modified to allow for the automatic generation of report cards, progress reports, and conduct letters in the 9 major languages of the District.

1. **Plunet Translation Management System:** Implement and roll out the new T&I management request system.

1. **MCDHH & BPS T&I Unit MOA:** Finalize and implement the MOA, which will allow for a more efficient and quicker payment process for ASL services, mitigating any potential service delays.

1. **Quality Assurance:** Continue the implementation of improvement measures to support QA efforts.

1. **Staff Training:** Plunet, SDL Trados, and other professional learning opportunities to improve staff capacity to support the department's overall mission.

1. **T&I Services:** Continue the improvement effort related to translation and interpretations (i.e., shift to simultaneous, adding more freelance interpreters, District and vendor training, etc.) to support the growing language access needs of the District.

1. **Easy-IEP Edplan:** Revisit the Special Education Case Management program project/conversation. Potential to instantly provide automatic translation of Special Education documents directly from the platform. (Note: Pilot was done and several documents (i.e., Meeting Invitations) were indicated as okay to automatically translate via EdPlan.

Appendix: EL Task Force Requests for May 2021

# BPS has released a **public dashboard**.

## THE BOSTON PUBLIC SCHOOLS DASHBOARD

## Click here for the BPS DASHBOARD

### View information about Learning Model Selection, Student Attendance, Online Activity, Chromebook Distribution, and Staff Attendance.

Each page includes a description of the data that is included and provides context for the information. The data can be viewed for the whole district or by a school and reported by a student group, neighborhood, and other categories. We are sharing this information with the goal of increasing transparency and access to data for our families, staff, and the community.

The dashboard does not capture the richness of online instruction or other ways our teachers are engaging our students remotely or in-person. It captures a moment in time but cannot provide the full picture of student engagement and learning. BPS uses the data to identify trends and direct support and services in situations where attendance or engagement is low. In addition to this dashboard, each school has a more detailed dashboard that provides information on specific students which will not be shared publicly.

Website Accessibility          Site Map          Back to Top          Translate          Sign In

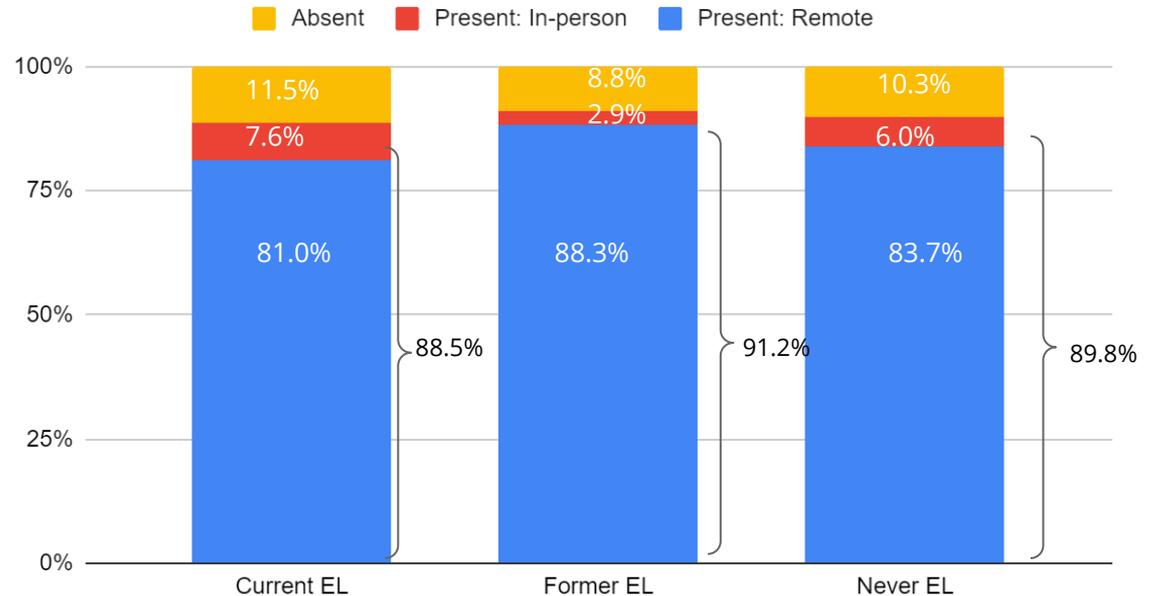# Members of the public can review attendance data for English Learners.

# EL Student Participation in Remote Learning

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 9/21-5/7.

Present: Remote, Present: In-person and Absent

Legend: Absent | Present: In-person | Present: Remote

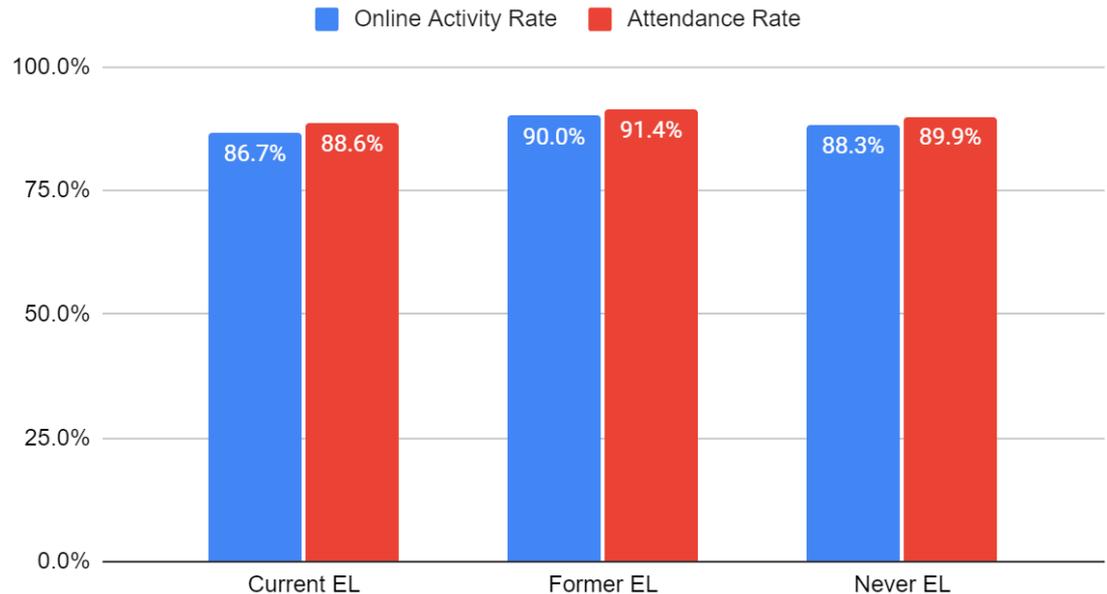| | Current EL | Former EL | Never EL |
|---|---|---|---|
| Absent | 11.5% | 8.8% | 10.3% |
| Present: In-person | 7.6% | 2.9% | 6.0% |
| Present: Remote | 81.0% | 88.3% | 83.7% |
| Total Present | 88.5% | 91.2% | 89.8% |

# EL Student Participation in Remote Learning

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 9/21-5/7.

### Online Activity Rate and Attendance Rate

Legend: ■ Online Activity Rate ■ Attendance Rate

| Group | Online Activity Rate | Attendance Rate |
|---|---|---|
| Current EL | 86.7% | 88.6% |
| Former EL | 90.0% | 91.4% |
| Never EL | 88.3% | 89.9% |

# Chronic Absenteeism: K0-8 vs. Gr. 9-12

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

The metric *Chronically Absent* is defined as the percent (%) of students who have missed 10% or more of school days this year.

Data reflects 9/21-5/7.

## % Chronically Absent by Gradespan

■ Gr. K0-8   ■ Gr. 9-12

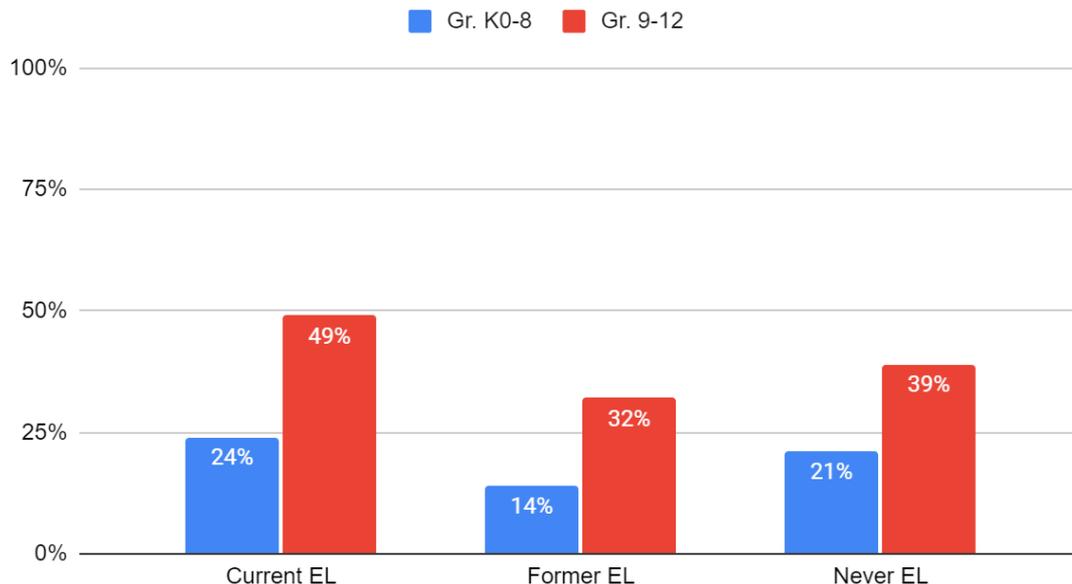| | Current EL | Former EL | Never EL |
|---|---|---|---|
| Gr. K0-8 | 24% | 14% | 21% |
| Gr. 9-12 | 49% | 32% | 39% |

# Chronic Absenteeism: ELs by ELD level

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

The metric *Chronically Absent* is defined as the percent (%) of students who have missed 10% or more of school days this year.

Data reflects 9/21-5/7.

## % Chronically Absent

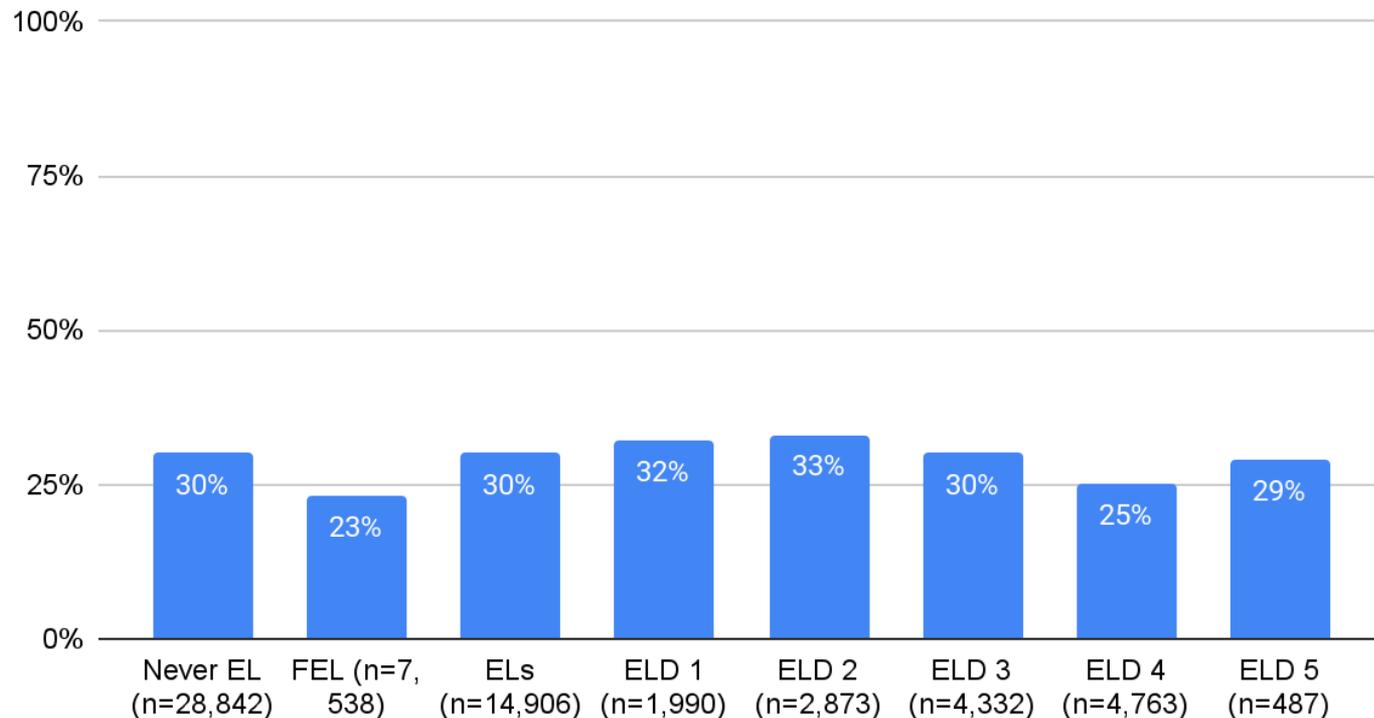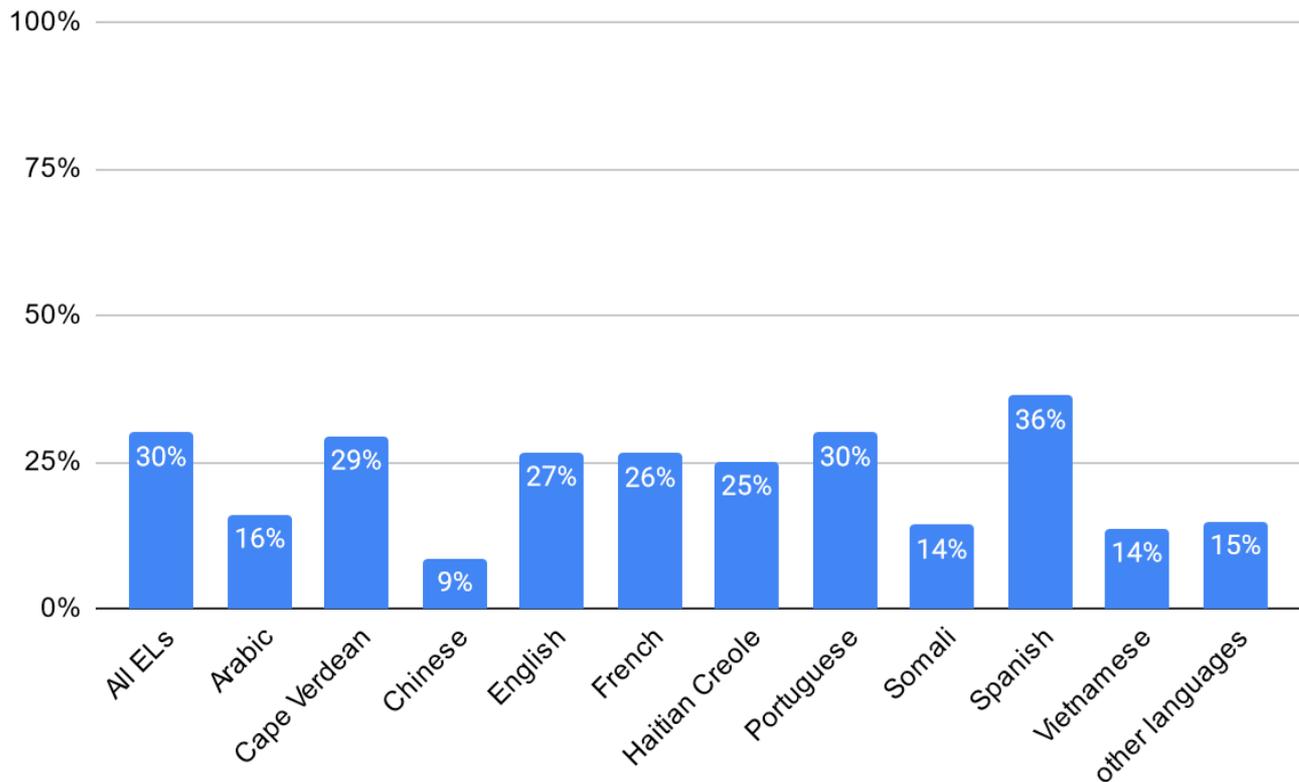| Category | % Chronically Absent |
|---|---|
| Never EL (n=28,842) | 30% |
| FEL (n=7,538) | 23% |
| ELs (n=14,906) | 30% |
| ELD 1 (n=1,990) | 32% |
| ELD 2 (n=2,873) | 33% |
| ELD 3 (n=4,332) | 30% |
| ELD 4 (n=4,763) | 25% |
| ELD 5 (n=487) | 29% |

## Chronic Absences & Interventions

| Data as of 5/7/21 | Chronically Absent | Receiving any Intervention | Receiving an Attendance Intervention |
|---|---|---|---|
| Never EL (n=28,842) | 30% | 30% | 16% |
| FEL (n=7,538) | 23% | 23% | 12% |
| **ELs (n=14,906)** | **30%** | **30%** | **16%** |
| ELD 1 (n=1,990) | 32% | 39% | 20% |
| ELD 2 (n=2,873) | 33% | 35% | 20% |
| ELD 3 (n=4,332) | 30% | 30% | 16% |
| ELD 4 (n=4,763) | 25% | 27% | 13% |
| ELD 5 (n=487) | 29% | 25% | 17% |
| ELSWD (n=3,786) | 37% | 31% | 18% |

# Chronic Absenteeism: ELs by First Language

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

The metric *Chronically Absent* is defined as the percent (%) of students who have missed 10% or more of school days this year.

Data reflects 9/21-5/7.



Chart data:
- All ELs: 30%
- Arabic: 16%
- Cape Verdean: 29%
- Chinese: 9%
- English: 27%
- French: 26%
- Haitian Creole: 25%
- Portuguese: 30%
- Somali: 14%
- Spanish: 36%
- Vietnamese: 14%
- other languages: 15%

# EL Engagement Best Practice Highlights

**2**

Manage Filters...

All Active Students
Primary Active Students
All Primary Students
All Secondary Students
All Students
Student Number = ?
Current Members
Former Students
Next Year Students
✓ 3 or more unexcused absences
5 or more unexcused absences
8 or more unexcused absences
Age = ? (as of ?)
Alert Type = ?
Athletics - Eligible
Course = ?
DNR Students to Review
ELD Students

https://sis.mybps.org/aspen/searchPrompt.do?maximized=false&fi...

🔒 sis.mybps.org/aspen/searchPrompt.do?maximized=false&filter... ⊖

**Search criteria**

| Date | 7/1/2020 | 📅 |
| Date | 5/11/2021 | 📅 |

Search based on

✓ All Active Students
Primary Active Students
All Primary Students
All Secondary Students
All Students
Current Members
Former Students
Next Year Students
Athletics - Eligible
DNR Students to Review
ELD Students
EL - FLEP Students
EL - All Students
EL Compensation Group List

🖫 Submit    ✖ C

K2    405
K1    405
03    405

**1**

Use of Aspen Filters to track students with 3+, 5+, 8+ absences where you can then select the dates and specify students

Weekly Behavior Support & Intervention Team meeting
- Attendees: Principal, School Nurse, School Psychologist, Family Liaison, Student Coordinator, Lead Teacher
- Dedicated attendance issues section of meeting
- Students are discussed including circumstances or reasons and next steps are noted for team members to follow up, including Panorama Intervention Plan

# DOJ Update: May 2021

- Representatives from the US Department of Justice and Office for Civil Rights will be conducting virtual school visits to 3 BPS high schools in May as part of their annual monitoring of the *Successor Agreement* with BPS.
  - Boston International
  - Madison Park
  - Obryant