Boston Public Schools

Office of English Learners Assistant Superintendent Report

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Presentation to the EL Task Force

December 10, 2020

Department of Justice Reporting

Submitted paragraphs: 104, 30, 32b, 34, 35, 39, 69, 71, 50, 52, 54, 56, 61, 64, 72, 75, 79, 80, 82, 83, 87, 88, 89, 90, 92, 97, 100, 102

Highlights:

P34: **Opt Outs**:
- 28 students have opted out of EL services for SY20-21.

P54: **ESL Scheduling**
- As of October 2020, 65% of students are receiving full ESL services - 2% increase from last Oct.

P102B: **Higher Learning Opportunities**
- OEL expands access for our ELs to gain admission to and achieve success in Boston's exam schools - OEL established the Summer BPS Exam School Initiative Program, providing two classrooms at no cost to ELs to prepare for test prep, study skills, and content skill building.

P69: **ELSWD support and training**
- Collaborate with Office of Special Education to set up mandatory meeting time for COSE and LAT-F to be trained and complete P69 with a focus on instructional strategies.

OEL: SY20-21 Priorities - ELSWD December, 2020 Updates

Re-entry/ IEP service delivery for ELSWD and Special Ed. HIPP students

Boston Public Health Commission has officially approved BPS plan to reopen schools for our highest need students (HIPP) for families who selected hybrid learning

     Twenty-eight (28) schools;approximately 1700 students
     Proposed opening date: December 14, 2020
     HIPP are those labeled "high need" on the Special Ed. PL3 form
     SLIFE students are included as HIPP students in this phase of reopening
     Flexible staffing plans are in development

Training and supports specifically for ELSWD
     Joint COSE/LAT-F meeting held December 2, 2020
     Dr. Maria Serpa - Keynote "Equity within Diversity"
     ELSWD Training Modules - Joint COSE/LAT-F PD
     Instructional Strategies for Culturally and Linguistically Diverse ELSWD

School Re-opening & Equitable Recovery for ELs

Instructional Team Supports:
- 100+ 1-on-1 or small group office hours/coaching sessions covering topics such as:
  - Tech tools: SeeSaw, Google Classroom, Nearpod, Imagine Learning, Newsela
  - Remote Instructional strategies
  - Preparing to pivot to hybrid support as schools reopen
- Professional Learning session with our Tech vendors:
  - ***Imagine Learning*** - focus on data conversations and how to use data from program to support students
  - ***Newsela***
  - ***Nearpod -*** hosted 6 training over last 3 weeks, the last session was specifically for World Language and EL teachers with 30 participants
- **Out of School Time** Requests for Proposals released to schools this week
  - all remote
  - flexible design to meet the needs of English Learners at each school

Updates on LOOK Act Implementation

Workgroups

- **Pipeline Development** *(Recruitment, Cultivation & Diversity):* restarted meetings for December with a goal to have a workplan draft in January/February.
- **Stakeholder Engagement:** Convened in September to plan school engagement. Hosted a debrief in November on internal communication challenges with school engagement and are meeting to adapt strategies and to reconnect with schools and communities.
- **Vietnamese Workgroup**
  - K2 Classroom: weekly coaching sessions with OEL & students have been using translanguaging in remote classroom setting!
  - Mather: Engagement work continues to respond to staff questions and support them with the transition.
- **Cabo Verdean Workgroup** :
  - Burke: On track for January opening of heritage program.
  - Community Engagement meeting being planned for December.
  - Welcome to Paulo de Barros who has joined the workgroup to provide guidance and share expertise.

ELACs

- Next DELAC Meeting: Dec. 21, 2020
- Exam School Info Sessions are being completed this week
- SY21 School Choice Season is starting in January. LOOK Act/Parent Team is partnering with Welcome Services to reinforce message through additional sessions in native language to support families.

Seal of Biliteracy

- High School Head of Schools received letter about this year's process
- Schools are submitting the names of the Seal point person for their school
- Remote testing this year!
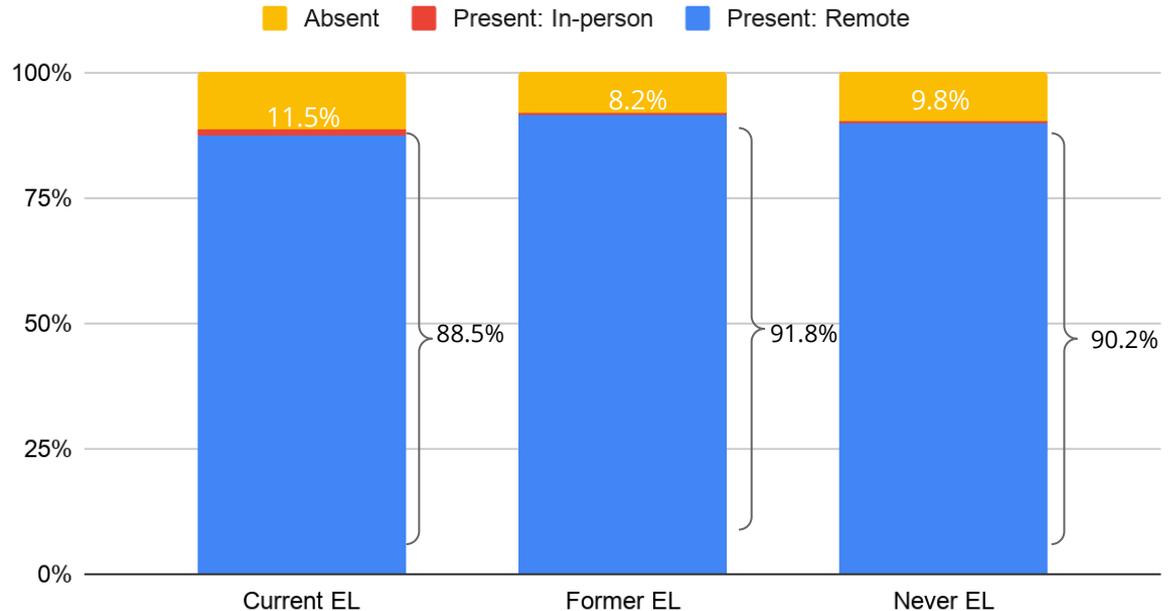- Goal : *All schools* with Gr. 12 students to participate

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 9/21-12/4.

Average Attendance

Legend: 🟨 Absent   🟥 Present: In-person   🟦 Present: Remote

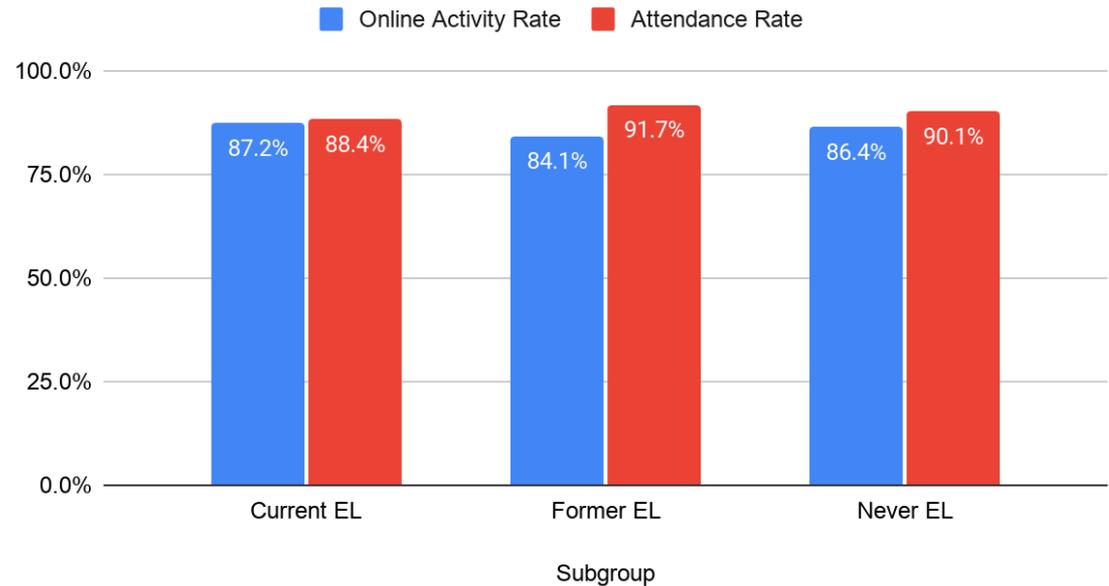|	Current EL	Former EL	Never EL
Absent	11.5%	8.2%	9.8%
Total Present	88.5%	91.8%	90.2%

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 9/21-12/4.

Online Activity Rate and Attendance Rate (daily average)

■ Online Activity Rate　■ Attendance Rate

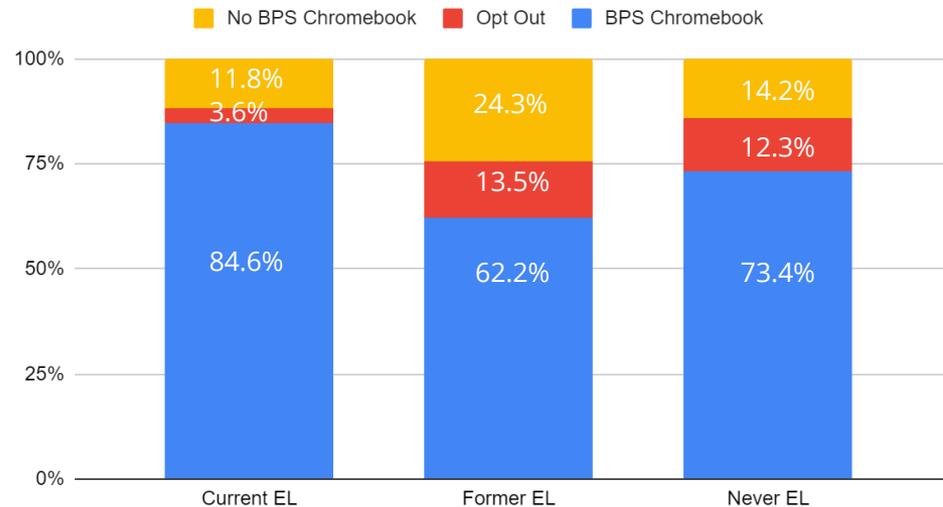| Subgroup	Online Activity Rate	Attendance Rate
Current EL	87.2%	88.4%
Former EL	84.1%	91.7%
Never EL	86.4%	90.1%

EL Student Participation in Remote Learning

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 9/21-12/4

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

BPS Chromebook, Opt Out and No BPS Chromebook

Legend: No BPS Chromebook | Opt Out | BPS Chromebook

	Current EL	Former EL	Never EL
No BPS Chromebook	11.8%	24.3%	14.2%
Opt Out	3.6%	13.5%	12.3%
BPS Chromebook	84.6%	62.2%	73.4%

Appendix

Strategic Plan Commitments and Priorities

COMMITMENT 1 Eliminate Oppr. & Achievement Gaps	COMMITMENT 2 Accelerate Learning	COMMITMENT 3 Amplify all Voices	COMMITMENT 4 Expand Opportunity	COMMITMENT 5 Cultivate Trust	COMMITMENT 6 Activate Partnerships
1.1: policies, plans, and budgets align to OAG policy	2.1: secondary school redesign	3.1: engage youth voice in decision-making	4.1: fund all schools to meet the unique needs of high-need students	5.1: hire, support and retain diverse staff and address barriers to retaining staff of color	6.1: high-quality out-of-school time programming for all students
1.2: workforce diversity	2.2: inclusive learning opportunities	3.2: engage parent voice in district-level decision making	4.2: improve funding formulas for equitable distribution of resources	5.2: restructure central office to ensure child and family friendly services	6.2: partner with organizations on youth and skill development
1.3: curriculum bias review					
1.4: EL support and LOOK Act	2.3: well-rounded liberal arts education (arts, science, literacy, world language, P.E., health Ed., civics, athletics, and technology)	3.3: partner with families in school improvement and student learning	4.3: organizational effectiveness an excellence and define foundational academic and support services	5.3: support and hold school leaders accountable inclusive, CLSP, high-performing schools and teacher leadership	6.3: partner with organizations for student support, college readiness, dual enrollment, and early college during the school day
1.5: CLSP and Ethnic Studies					
1.6: monitor progress & OAG policy implementation -schools and central	2.4: implement universal pre-kindergarten	3.4: increase feedback systems for families to central office	4.4: implement Build BPS to ensure equitable pathways and connectors between schools	5.4: BPS a place where educators and staff want to be employed	6.4: champion college and career awareness
1.7: code of conduct implementation disproportionality	2.5: rigorous and consistent elementary learning experiences	3.5: engage teachers, staff, families, and students in school site council	4.5: central office collaboration with partners	5.5: revamp central office operations: transportation, registration, nutrition services	6.5: engage key partners in decision-making to promote year round wrap around services
1.8: health and social contributors to opportunity gaps	2.6: reduce chronic absenteeism - joyful and engaging classrooms	3.6: publicly share implementation of district's engagement standards			
1.9: support in low performing schools	2.7: safe and supportive learning spaces				
1.10: special needs student support/ inclusion/ disproportionality	2.8: comprehensive district-wide professional development plan				

Commitment 1, Priority 4: supports for English Learners by implementing the LOOK Act to expand programs that promote bi/multilingualism including bilingual education, dual language, and cultural heritage programs.

Newcomers Assessment & Counseling

Quality Instructional Programs & Supports

English Learner Family & Community Engagement

Translation & Interpretation

Equity & Accountability (Compliance)

Office of English Learners: SY20-21 Priorities

School Reopening & Equitable Recovery for ELs

a. HIPP

b. Out-of-School Time

c. NACC

d. Service Monitoring

e. Language Access

f. Instructional tools/PD

LOOK Act Programming Expansion & Support

a. Vietnamese & Cabo Verdean DL program launch

b. Bilingual Education Endorsement

c. Seal of Biliteracy

ESL Curriculum & Instructional Strategies

a. Remote learning & digital curriculum

b. Training & supports to teachers and families

ELSWD

a. Re-entry and IEP service delivery for ELSWD and Special Education high needs students

b. Training and supports specifically for ELSWD

Students Provisionally Screened by Groups from May 2020- December 2020

New
To Boston

Hybrid Learning Model Students

**Remote Learning Model Students**

Exam Schools Students
SY 2020-2021

NACC Highlights During COVID - 19 Closure: Provisional Screener

Boston Public Schools

The Newcomers Assessment and Counseling Center (NACC) collaborated with the Council of Great City Schools to create a remote provisional screener for use during extended school closures due to COVID-19. We worked together to address the following challenges:

- Remote screening was a new process for the entire state so guidance was general. Some issues we had to troubleshoot on our own.
- NACC did not have a virtual process in place before the pandemic, so we had to create new structures, forms, and procedures online.
- Not all families had computers, laptops, tablets, or smartphone technology. Some families had old devices such as flip or disposable phones.

NACC developed a remote screener and processes four months before the WIDA Consortium released theirs in August 2020. Initially, the COVID-19 school closure disrupted NACC's ability to service families in-person. The development of a remote provisional screener mitigated the impact of the school closure and therefore became a key milestone. Since May 1, 2020, NACC has used the remote provisional screener to identify ELs, place them in the appropriate ELE programs, and maximize their opportunity to participate in virtual learning with their grade level peers.
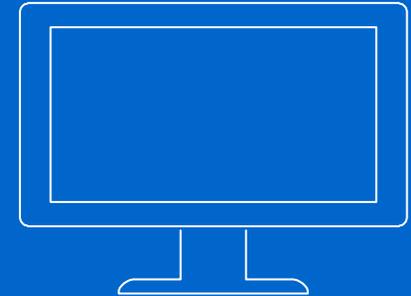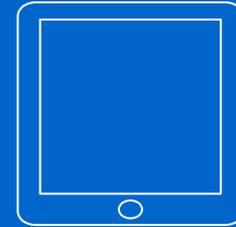
NACC Highlights During COVID- 19 Closure: Language Accessibility

Nearly one in every two Boston Public School students speaks a language other than English at home, and our students come from 139 different countries. To foster an inclusive, virtual environment and remove language barriers we undertook the following actions:

- Hired a bilingual scheduler to assist in scheduling virtual appointments, completing the technology survey, and responding to questions from families.
- Translated all online and website messages into the most frequently spoken languages in the district.
- Re-trained full time and temporary staff to use the LionBridge Telephonic Interpretation System in a remote setting.
- Assisted families in the language of their choice.
- Recruited and trained bilingual temporary testers to assist with the remote screening process.

NACC Highlights During COVID-19 Closure: Family Technology Survey
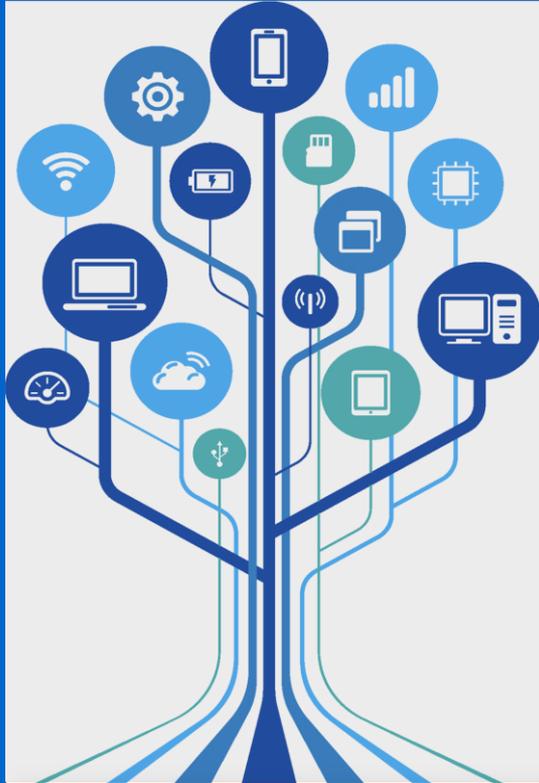
To effectively implement a virtual screening process, NACC needed to understand what type of technology perspective families and student had access to. Therefore, prior to and during the first few weeks of the provisional screener project, NACC staff surveyed an initial sample of families to determine what type of technology they had available. We used the data to decide the format of the provisional screener.

The 329 families that participated in the technology survey responded as follows:

- ❏ 87% had internet access at home
- ❏ 62% had a computer and Internet access
- ❏ 61% had a smartphone
- ❏ 91% had an email address
- ❏ 81% did not have a printer
- ❏ 41% of enrolling students used technology for homework
- ❏ This information assisted NACC in determining:
  - ❏ The provisional screener should be administered by phone or online and
  - ❏ The screening process should not require that the test family print any materials.

NACC Highlights During COVID-19 Closure: Screening Strategies

Kindergartners comprised 37% provisionally screened students. The remote screener is oral, so students would have to respond to questions from an unknown tester by phone or online. Therefore, the team identified strategies to address the unique challenges of remotely screening early childhood students. The list of screening strategies included:

- ❏ Host a friendly "meet and greet" virtually or by phone with families and students in advance of their appointments
- ❏ Engage kindergarteners in conversation about fun activities , favorite items, or pets so they are comfortable talking
- ❏ Use props and visual aides to spark conversation before screening kindergartners
- ❏ Ask students to draw a picture and talk about it first and then administer the remote screener
- ❏ Model oral responses