Boston Public Schools

Office of English Learners Assistant Superintendent Report

Presentation to the EL Task Force

January 21, 2021

Topics for Update:

- ★ BPS Dashboard & Attendance Data

- ★ Title I & Out of School Time Programming

- ★ DOJ Reports (submitted January 2021)

- ★ LOOK Act Program Planning

- ★ EL Service Requirements during COVID

- ★ WIDA ACCESS Test

- ★ ELSWD

Office of **English Learners**
BOSTON PUBLIC SCHOOLS

BPS has released a public dashboard.

REOPENING 2020

Important Information from the Boston Public Health Commission

Reopening 2020

BPS COVID-19 Case Report

Communications from Supt. Brenda Cassellius

BPS Dashboard

#BPSReady   +

Free Breakfast & Lunch

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.

Members of the public can now [review attendance](#) data for English Learners.

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 9/21-1/8

*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

	Current EL	Former EL	Never EL
No BPS Chromebook	3%	2%	2%
Opt Out	9%	32%	20%
BPS Chromebook	88%	66%	78%
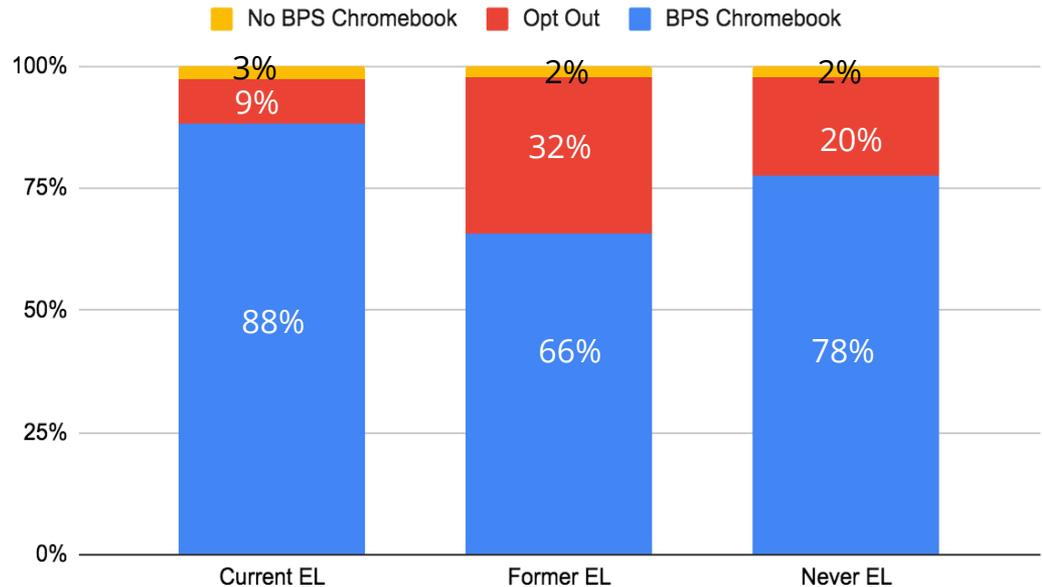
EL Student Participation in Remote Learning

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 9/21-1/8.

Average Attendance

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

	Current EL	Former EL	Never EL
Absent	11.8%	8.5%	10.2%
Present (total)	88.2%	91.5%	89.8%
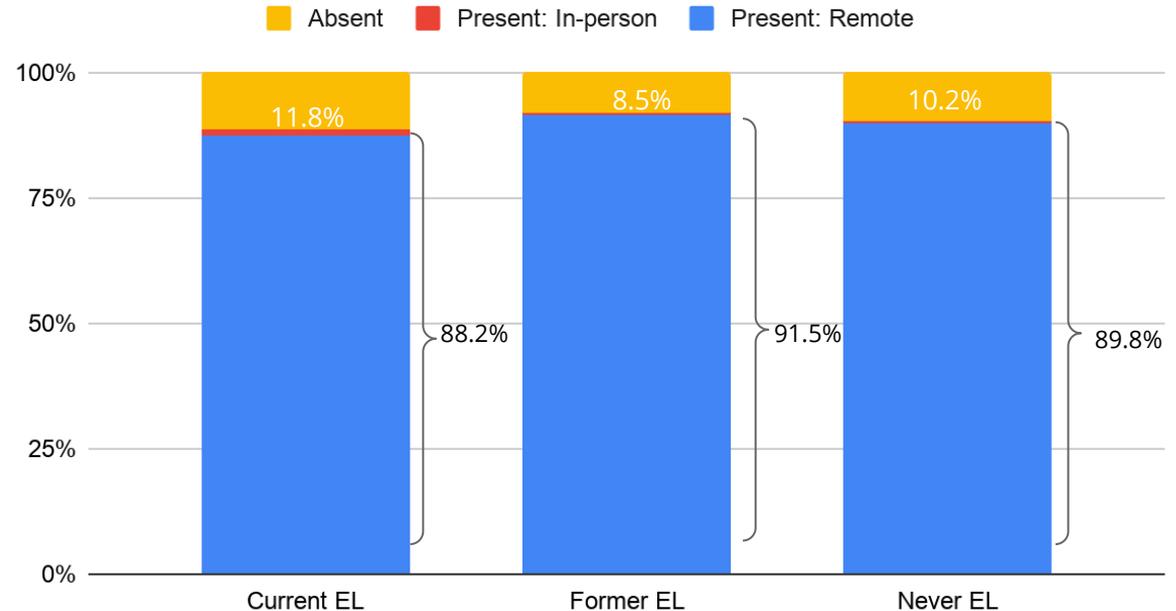
EL Student Participation in Remote Learning

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 9/21-1/8.

Online Activity Rate and Attendance Rate (daily average)

Subgroup	Online Activity Rate	Attendance Rate
Current EL	85%	88%
Former EL	89%	92%
Never EL	86%	90%
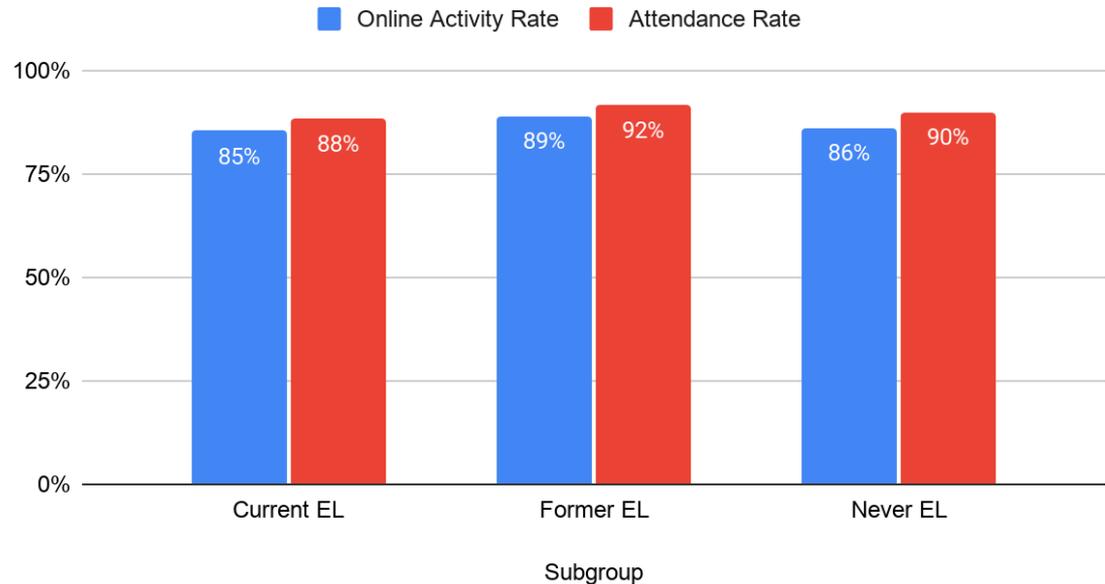
EL Attendance Data: K0-8 vs. Gr. 9-12

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

Data reflects 9/21-1/19.

Average Attendance by grade level
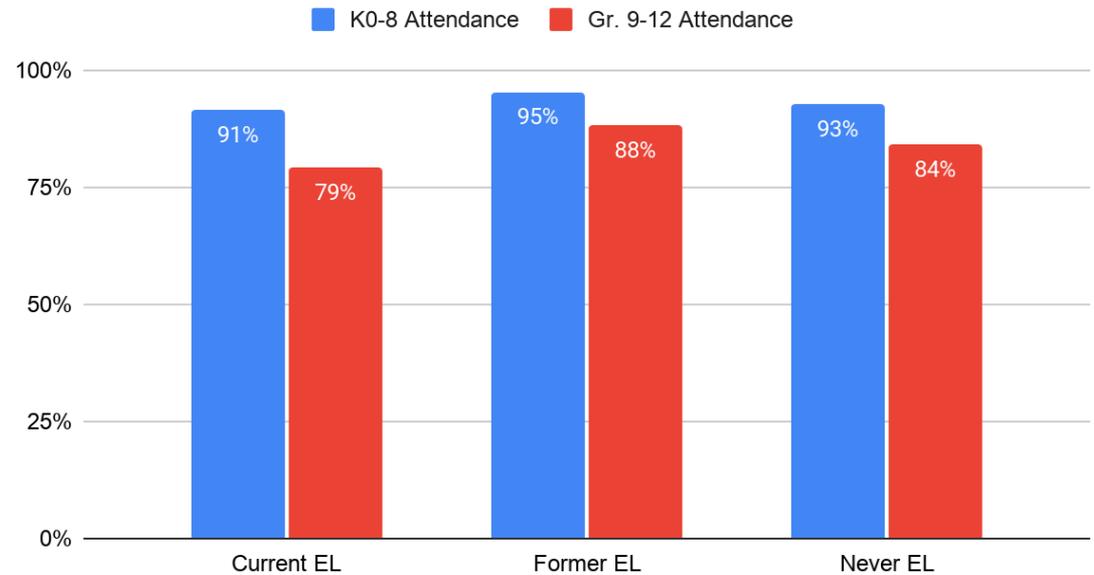
ELSWD Attendance Data: K0-8 vs. Gr. 9-12

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

Data reflects 9/21-1/19.

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	88.2%	93.5%	88.5%
Gr. 9-12 Attendance	77.9%	78.4%	77.4%
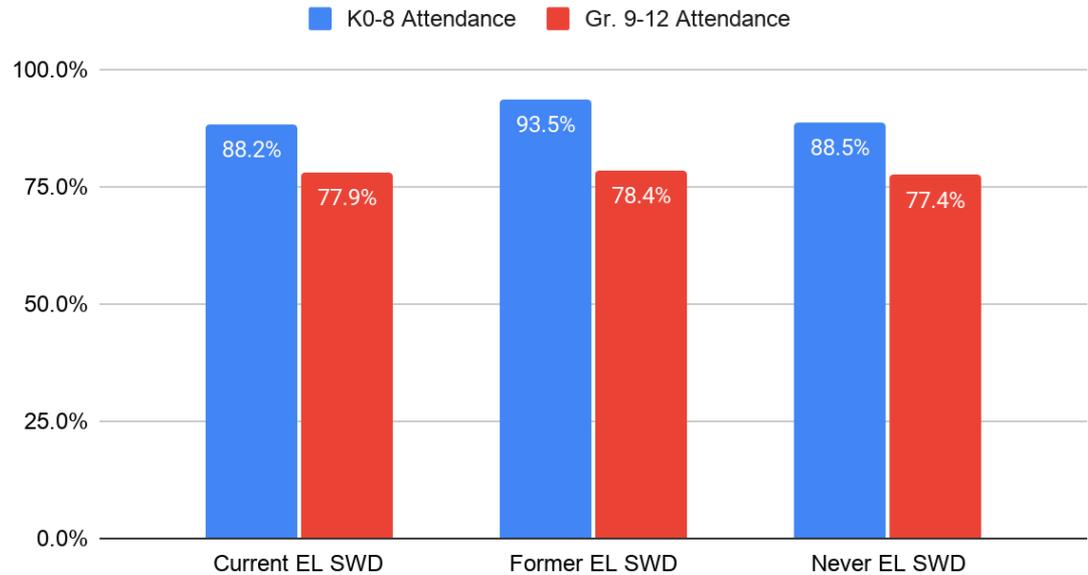
Title I EL Spending

- Out of School Time Programming
  - School-based with BPS teachers to offer additional support and intervention to English Learners
  - Programs have started this week!

- Professional Learning Opportunities
  - SLIFE teachers

- Supporting educators in earning the Bilingual Education Endorsement

- Multilingual Digital Texts

- EL youth leadership and empowerment initiatives

Support for Parents & Students

Parents Supports

- **ELAC Meetings**
  - YTD: 28 Meetings
  - 531 parents have participated
  - 25 workshops were provided

- **NEW: Parents Helping Parents:** Recruiting EL parents from ELAC/DELAC to provide language based supports to other BPS parents (stipend provided). *Apply here!*

- **NEW: Native Literacy Training :** Piloting programs with community-based organizations to provide parents basic literacy skills in native language.

- **Heritage Month Activities**
  - Completed Three Kings Day
  - Activities for other language groups are underway

- **Next DELAC Meeting:** January 25, 2021 - Zoom Link

Out Of School Time Support: Jan-June

School-based programs with flexible program design in a remote setting:

At **31 BPS Schools**

with **114 Teachers**

Serving about **850 English Learner students**

Small group and one-on-one **intervention** models

Focusing on use of our key **tech platforms**: Imagine Learning, Nearpod, Newsela, Okapi digital texts

Updates on LOOK Act Implementation

Preparing an engagement campaign targeting the larger BPS community and external stakeholders in a series of structured dialogue about the Look Act, leveraging Dr. SIlvia Romero-Johnson as a key facilitator of each session is being planned for Winter/Spring 2021

These sessions will allow opportunities for discussion in order to collect feedback that will inform the LOOK Act implementation plan that is to be submitted by end of year.

Each stakeholder group would have an opportunity to be part of a panel conversation to share their feedback and vision for ELs in BPS.

Target Audience	Potential Invitees/Partners
Teachers	Boston Teachers Union Boston Teacher Residency Program College/university Teaching Partners (OHC)
Admins	Principals School Supts Central and School-Based Staff
Parents/CBO's	DELAC/ELAC CPAC Vietnamese DL committee Haitian DL committee Cabo Verdean DL Committee EL Task Force MOIA CEAC
ELSWD	SPED PAC EL Task Force ELSWD Subcommittee Special Education
Students	BSAC High schoolers EL Alums
Universities	Cabo Verde Center for Applied Research Gaston institute Haitian Language Cultural Center UMass Boston (Chinese cultural center) TBD Vietnamse - Dr. Natalie Tran

Updates on LOOK Act Implementation

Workgroups

- **Pipeline Development** *(Recruitment, Cultivation & Diversity):*
  - Working in partnership with OHC and RCD to recruit a cohort of 15 current teachers for Spring 2021 for MTEL support.
- **Stakeholder Engagement**
  - Completed "Reminaging EL Education in BPS" proposal
  - Mather parent meeting -Vietnamese- 1/14
  - Cabo Verdean Dual Language Committee meeting hosted 12/21
- **Program Design/Site Selection**
  - Meeting on 1/28 to integrate feedback from Cabo Verdean DL committee meeting and relaunch school engagement
- **Vietnamese Workgroup**
  - Mather School funded to receive K2 and Grade 1 classroom- Budget Collab
- **Cabo Verdean Workgroup**
  - Burke: On track for opening of heritage program. School will host info session for parents on 1/20 and students on 1/22
  - Planning with Manuel Goncalves for a CV Heritage activity for end of January/early Feb
  - CV ELAC- promoted UMass Boston Event: 23rd Amilcar Cabral - Martin Luther King Jr. Commemorative Program

Seal of Biliteracy

- **31** schools on board!
- Schools are sharing the dates for administering the STAMP test for the world language component
  - **February and March**
- Remote testing will be happening this year - removing a barrier we encountered last year
- Hosted a webinar with the testing company last week
- Meeting with all the school liaisons to support process

MASSACHUSETTS STATE
SEAL OF
BILITERACY
READING, WRITING, LISTENING, SPEAKING, SIGNING

Updates on January 2021 DOJ Reporting

Paragraph 56 and Paragraph 60

Paragraph 56

Goal: Notify each school of shortfalls in EL services in the following categories through EL School:

- ESL service minutes;
- ELs grouped according to their ELD levels;
- ESL instruction type;
- Teacher's ESL certification to provide ESL services to ELS;
- and Teacher's SEI Endorsements to provide core content instruction to ELs

Findings:

- All BPS schools submitted EL School Plans except for 7 schools
- Most common error was data entry for ESL minutes, which schools immediately remedied with support from OEL liaisons
- Teachers without SEI endorsements were guided to sign up for RETELL classes or to complete their application through DESE

Paragraph 60

Goal: Submit a list of any principal, headmaster, or employee who evaluates ESL and SEI teachers who did not complete a training on the topics of SEI and ESL instructional techniques, Second Language Acquisition, and Cultural Awareness.

Findings:

15 names were submitted

- 9 are enrolled in a course or program that provide a path to SEI endorsement
- 2 are interim appointments/acting positions
- 1 is pending status from DESE
- 3 are clerical issues in process of being resolved

Updates on January 2021 DOJ Reporting

Paragraph 68 and Paragraph 34, 35, cr 98

Paragraph 68

Goal: Submit an Attendance Sheet and a Bibliography of Materials for RETELL Teacher and Administrator Courses

- Submit, develop, maintain, and share a list of school staff members who meet specific requirements to ensure adequate services are provided to English Learner Students with Disabilities. These criteria are:
- *Staff who are ESL certified or have completed RETELL training and received an SEI Endorsement*
- *Staff who have received training on the intersection between EL and Special Education service provision*
- *Staff who are available to participate in special education team meetings*

Paragraph 34, 35, cr 98

Goal: Submit list of ESL/SEI Opt Outs in the district

- In SY 20-21, 47 total Opt Outs approved
- Documentation was provided for 28 in the October 2020 report
- January 2021 report includes documentation for the 19 additional approved Opt Outs

Findings:

- SY19-20, 47 Opt Outs approved, same number as this year
- Most common rationale for opt out was student speaks only English
- Beethoven = 2 approvals
- Blackstone = 5 approvals
- BCLA = 4 approvals
- Dever, Irving, JFK, Timilty = 1 approval
- Dudley Charter, Jackson Mann = 2 approvals

Updates on January 2021 DOJ Reporting

Paragraph 63, Paragraph 84, Paragraph 105

Paragraph 63

Goal: Submit total number of nurses at each school with SLIFE programing

Findings: Per current BTU contract, all schools have a 1.0 or higher nurse FTE count

Paragraph 84

Goal: Provide list of the District level and school-level general use documents that have been translated, and provide electronic access to such documents

- Translation & Interpretation Team has repository of docs
- Schools can access docs in ASPEN SIS

Paragraph 105

Goal: Provide master schedule of Budget Collab/Probable Org

- Master schedule provided and DOJ can request zoom links to attend any meeting of their choice

EL services requirements adjustments per DESE by Elementary and Secondary grade levels.

Updated SY20-21 Daily ESL Instructional Time: Proportional Change from 6 hour day to a 5 hour elementary or 5.5 hour secondary school day			
ELD Level	**SY1920 Pre-COVID** **Elem & Secondary** **6 hr school day**	**SY2021 COVID** **Elem** **5 hr school day**	**SY2021 COVID** **Secondary** **5.5 hr school day**
ELD 1	135 minutes	115 minutes	125 minutes
ELD 2	90 minutes	75 minutes	85 minutes
ELD 3	60 minutes	50 minutes	55 minutes
ELD 4 & 5	45 minutes	40 minutes	40 minutes

{{These minutes apply to in person and remote learning.}}

WIDA ACCESS

Testing Updates

1) **ACCESS testing window: January 7, 2021 - May 20, 2021.**

2) Deadline extended from Feb 25 up to May 20, 2021 to ensure as many ELs have the opportunity to test in person

3) All ELs reported in the October SIMS report, and including provisional ELs, must take the ACCESS test.

4) Students who exited EL status, were determined to be non-EL, or have significant cognitive disabilities in Kindergarten do not have to take the ACCESS test

5) WIDA ACCESS results are expected to be returned in **August** 2021, with printed reports to schools in **September**.

Impacts on ELs

1) Students will have an opportunity to be assessed in regards to their growth to proficiency and EL status.

2) Schools and NACC are able to collaborate in ensuring there are sufficient testing windows for students.

3) Determines who is eligible to take the ACCESS assessment

4) Determines who is not required to take the ACCESS assessment, thus freeing up testing resources

5) Students and families will learn about their EL status at the beginning of the Fall

What is being asked of ELs?

As required by state and federal policy, ELs must take the ACCESS assessment

Proposed Scenario: School based ACCESS Test Coordinators will work to identify a time for ELs to take the ACCESS assessment.

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What is being communicated to EL families?

A communication plan is being drafted as part of the district's statewide assessment working group

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How can the Task Force help?

Recommendation: Be aware that there is advocacy at the state level for:

- the state to not hold districts to the minimum participation rate

-for DESE to provide a remote assessment and/or funded alternative assessments.

English Learners with Disabilities

OEL/OSE Action Steps and Updates

- ➤ **EL TF ELSWD Subcommittee met 12.17**
  - 9 Priorities for further examination and discussion
  - 9 Urgent Needs Areas identified for action planning

- ➤ **Revision of Special Education Process to Address ELSWD Needs**
  - Work Group Members: Kelleher, Borrero, 2 COSE, 2 LATF
  - Operationalizing ELSWD checklist and possible IEP ELSWD "drop-down"
  - MTSS for ELs - strengthen tiered interventions pre-referral

- ➤ **Revision of Guidelines for Schools**
  - New DESE Guidance: Non-discriminatory EL informal assessment
  - Social/emotional impact of English-Only on ELSWD
  - Possible re-use of CLOZE (informal assessments)
  - Review exit criteria for ELSWD