Topics for Update:

★ LOOK Act Update
★ OEL FY22 Budget
★ SLIFE Update
★ English Learner Attendance
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](#)
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**

“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.”
Topics for Update:

★ LOOK Act Update
★ OEL FY22 Budget
★ SLIFE Update
★ English Learner Attendance
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.
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.
<table>
<thead>
<tr>
<th>Investment</th>
<th>FY22 Budget</th>
<th>ESSER Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supports for schools</td>
<td>$18,503,635</td>
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</tr>
<tr>
<td>Social Workers</td>
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<tr>
<td>Multilingual Family Liaisons</td>
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<tr>
<td>Expand Hub Schools initiative</td>
<td>$0</td>
<td>$1,138,632</td>
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<tr>
<td>Interventions for Students with Disabilities</td>
<td>$0</td>
<td>$5,000,000</td>
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<tr>
<td>Tutoring, vacation, and summer programming</td>
<td>$0</td>
<td>$4,500,000</td>
</tr>
<tr>
<td>Interventions for English Learners</td>
<td>$0</td>
<td>$2,250,000</td>
</tr>
<tr>
<td>Expand literacy curriculum</td>
<td>$0</td>
<td>$1,000,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$35,389,570</strong></td>
<td><strong>$13,888,632</strong></td>
</tr>
</tbody>
</table>
# OEL FY22 General Funds Budget Investment & Maintenance Requests

## New Funds for FY22:

<table>
<thead>
<tr>
<th>BPS Strategic Plan Alignment</th>
<th>Description</th>
<th>Requested:</th>
<th>Approved:</th>
</tr>
</thead>
</table>
| 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 |
Topics for Update:

★ LOOK Act Update
★ OEL FY22 Budget
★ SLIFE Update
★ English Learner Attendance
**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
  - Elementary Gr. 3-5: Curley, Blackstone, Umana, Mildred, *Hennigan
- Haitian Creole
  - BIH
  - Middle Gr. 6-8: McCormack, Umana Frederick, Hennigan
- Cabo-Verdean
  - BIK
  - High School Gr. 9-12: East Boston, Charlestown, BINCA
- Multilingual
  - BIM
  - Elementary Gr. 3-5: Orchard Gardens
  - Middle Gr. 6-8: Dearborn STEM
  - High School Gr. 9-12: Frederick

*Programs open in SY2122
Topics for Update:

- LOOK Act Update
- OEL FY22 Budget
- SLIFE Update
- English Learner Attendance
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.
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.

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.
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.

The Boston Public Schools Dashboard

Click [here](https://www.bostonpublicschools.org/) 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.
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.
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
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

- Current EL: 88.2% present, 11.8% absent
- Former EL: 91.4% present, 8.6% absent
- Never EL: 89.7% present, 10.3% absent
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.
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.
ELSWD Attendance Data: K0-8 vs. Gr. 9-12

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

Data reflects 9/21-2/16.
<table>
<thead>
<tr>
<th>Data as of 2/22/21</th>
<th>Chronically Absent</th>
<th>Receiving any Intervention</th>
<th>Receiving an Attendance Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never EL (n=28,585)</td>
<td>26%</td>
<td>20%</td>
<td>11%</td>
</tr>
<tr>
<td>FEL (n=7,526)</td>
<td>22%</td>
<td>19%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>ELs (n=15,068)</strong></td>
<td><strong>30%</strong></td>
<td><strong>25%</strong></td>
<td><strong>14%</strong></td>
</tr>
<tr>
<td>ELD 1 (n=1,657)</td>
<td>39%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>ELD 2 (n=2,873)</td>
<td>33%</td>
<td>30%</td>
<td>19%</td>
</tr>
<tr>
<td>ELD 3 (n=3,989)</td>
<td>30%</td>
<td>27%</td>
<td>15%</td>
</tr>
<tr>
<td>ELD 4 (n=4,572)</td>
<td>25%</td>
<td>23%</td>
<td>11%</td>
</tr>
<tr>
<td>ELD 5 (n=592)</td>
<td>29%</td>
<td>19%</td>
<td>13%</td>
</tr>
<tr>
<td>ELSWD (n=3,706)</td>
<td>37%</td>
<td>27%</td>
<td>16%</td>
</tr>
</tbody>
</table>
BPS Student Survey Dec. 2020: If you have missed online classes recently, why did you miss class? (can pick more than one) - English Learners

- My internet wasn't working: 1892
- 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

Survey response rate = 40% (n=9,044) of ELs
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.
## Term 1 Course Failure Rates (Quarter 1 and Trimester 1)

<table>
<thead>
<tr>
<th>English Learner Status</th>
<th>SY2019-2020</th>
<th></th>
<th>SY2020-2021</th>
<th></th>
<th>Percent Increase of Failure Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>Student</td>
<td>Failure</td>
<td>Students</td>
<td>Student</td>
</tr>
<tr>
<td></td>
<td>Failing 1+</td>
<td>Enrollment Total</td>
<td>Rate</td>
<td>Failing 1+</td>
<td>Enrollment Total</td>
</tr>
<tr>
<td>Former EL (F)</td>
<td>905</td>
<td>5724</td>
<td>15.8%</td>
<td>1243</td>
<td>5319</td>
</tr>
<tr>
<td>Current EL (L)</td>
<td>1822</td>
<td>5255</td>
<td>34.7%</td>
<td>2055</td>
<td>5222</td>
</tr>
<tr>
<td>Never EL (N)</td>
<td>3155</td>
<td>13164</td>
<td>24.0%</td>
<td>3847</td>
<td>13457</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELD Level</th>
<th>SY2019-2020</th>
<th></th>
<th>SY2020-2021</th>
<th></th>
<th>Percent Increase of Failure Rate</th>
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<tr>
<td></td>
<td>Students</td>
<td>Student</td>
<td>Failure</td>
<td>Students</td>
<td>Student</td>
</tr>
<tr>
<td></td>
<td>Failing 1+</td>
<td>Enrollment Total</td>
<td>Rate</td>
<td>Failing 1+</td>
<td>Enrollment Total</td>
</tr>
<tr>
<td>ELD 1</td>
<td>141</td>
<td>390</td>
<td>36.2%</td>
<td>156</td>
<td>468</td>
</tr>
<tr>
<td>ELD 2</td>
<td>479</td>
<td>1285</td>
<td>37.3%</td>
<td>463</td>
<td>1201</td>
</tr>
<tr>
<td>ELD 3</td>
<td>722</td>
<td>1984</td>
<td>36.4%</td>
<td>705</td>
<td>1562</td>
</tr>
<tr>
<td>ELD 4</td>
<td>448</td>
<td>1506</td>
<td>29.7%</td>
<td>660</td>
<td>1768</td>
</tr>
<tr>
<td>ELD 5</td>
<td>32</td>
<td>87</td>
<td>36.8%</td>
<td>70</td>
<td>220</td>
</tr>
</tbody>
</table>

- 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)

<table>
<thead>
<tr>
<th>English Learner Status</th>
<th>Students Failing 1+ Course</th>
<th>Student Enrollment Total</th>
<th>Failure Rate</th>
<th>Students Failing 1+ Course</th>
<th>Student Enrollment Total</th>
<th>Failure Rate</th>
<th>Percent Increase of Failure Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Former EL (F)</td>
<td>940</td>
<td>4479</td>
<td>21.0%</td>
<td>999</td>
<td>3951</td>
<td>25.3%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Current EL (L)</td>
<td>1652</td>
<td>3972</td>
<td>41.6%</td>
<td>1566</td>
<td>3809</td>
<td>41.1%</td>
<td>-0.5%</td>
</tr>
<tr>
<td>Never EL (N)</td>
<td>3036</td>
<td>10381</td>
<td>29.2%</td>
<td>3238</td>
<td>10365</td>
<td>31.2%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

### ELD Level

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

- 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](#).