

All Boston Public Schools buildings closed on March 16 based on guidance from city and state officials. Phase 1 of remote learning began on March 17, with a focus first on ensuring students and families had consistent access to learning materials, meals, technology, and other services. Phase 1 planning and implementation was done with the intention that schools would reopen on April 27. With the governor's announcement on April 21 that schools would be closed for the remainder of the year, Phase 2 of remote learning went into effect on May 4 with the release of [Remote Learning expectations](#). Phase 2 included guidance on recording student attendance, publishing remote master schedules from schools, scheduling synchronous online learning time with teachers, developing Student Success Plans, and administering assessments remotely.

This document includes an overview of the Spring 2020 remote learning period, divided into sections for Phase 1 and Phase 2. The focus is on student engagement and learning.

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Phase 1

Chromebook Distribution

When schools closed, BPS began distributing Chromebooks to students in need of a device. Devices were distributed through schools as well as a central distribution process. Through the spring closure period, approximately 32,400 students received Chromebooks from BPS. Latinx and Black students were more likely to receive a Chromebook through this process than white and Asian students.

Family Needs Survey

On April 3, BPS launched a Family Needs Survey to better understand family needs and provide targeted support. 24,933 responses were received by the week ending May 24, accounting for approximately 47% of the total BPS student population. Over 90% of responses were received in the first four weeks of the survey window. The following student groups were underrepresented among survey respondents compared to the overall BPS population: Black, Latinx, economically disadvantaged, current English Learners, former English learners.

Needs indicated in the survey were similar across gradespans, with the exception of device needs which were higher for grades K0-2 and 9-12.

Grade Span	Response Rate	Need for Internet Access	Need for Device ¹	Academic Support	Well-Being	Housing	Other Needs: Financial, Healthcare, Childcare
All Grades	47.3%	5.2%	10.3%	35.8%	22.4%	19.5%	27.1%
K0-2	52.9%	5.9%	15.2%	34.0%	21.2%	18.5%	28.2%
3-5	48.1%	4.8%	6.3%	35.3%	22.1%	20.2%	28.1%
6-8	46.4%	4.6%	5.8%	37.5%	22.1%	19.7%	25.4%
9-12	41.9%	5.0%	11.1%	37.1%	24.3%	20.2%	26.2%

Schools were granted access to individual Family Needs Survey results in order to follow up with families on indicated needs. Additionally, family needs survey results were used to identify areas for new food distribution sites. Centrally, the Behavioral Health department identified almost 2,400 families for additional follow-up based on survey results, and deployed staff to reach out and connect families with appropriate services. Over 4,000 families indicated concern with housing security. School and district staff followed up with families indicating concern to connect families with resources, whether that was support for families actively experiencing homelessness or concern about being able to make rent or mortgage payments.

School Implementation

To better understand school-level implementation of remote learning practices, school leaders were surveyed during the week of March 23. In total, 116 school leaders (85 K-8, 31 Secondary) responded to the survey.

- **Communication to families:** 79% of K-8 School Leaders and 100% of Secondary Leaders reported emailing via direct emails, Aspen, or School Messenger as an electronic method for communicating with students and families. 93% of K-8 School Leaders and 61% of Secondary Leaders reported having signs posted in at least one location at their building in case families/students arrive.
- **BPS Free Meals:** 80% of K-8 School Leaders and 77% of Secondary Leaders reported using emails, robo phone calls, newsletters, school websites, and social media to communicate about BPS Free Meals to families.
- **Chromebooks:** 89% of school leaders reported distributing some or all of their Chromebooks prior to school closure: 26% of K-8 School Leaders reported distributing 51 to 100 Chromebooks before shutdown while 29% of Secondary Leaders distributed 101 to 150 Chromebooks before shutdown.
- **Support for Students with Disabilities and English Learners:** 45% of K-8 School Leaders and 39% of Secondary Leaders reported communicating directly with families of students with IEPs in order to attend to the needs of special education students. 44% of K-8 School Leaders reported conducting frequent phone calls and/or Zoom 1:1s with EL students. 39% of Secondary Leaders reported that they couldn't name specific supports for ELs and/or requested additional support.

¹ "Need for Device" indicates those students who reported that they needed a device, and who did not receive one via BPS' Chromebook distribution as of May 2020.

Online Student Engagement during Phase I

BPS tracked online student engagement through two tools: Clever and Google Classroom. These tools were available district-wide and provided insight into online activity for students. There are additional tools and platforms that schools and teachers used to engage with students, which are not included here. Overall during Phase I, 86.1% of students logged in to Clever or Google Classroom at least once. All student groups had over 80% of students log in at least once, with Black students and students with the disabilities having the lowest percentages of students logging in at least once (83.2% and 82.2% respectively). Asian and white students had the highest percentage of students logging in at least once (92.6% and 91.8%, respectively). Similar patterns are seen in the average number of days logged in.

Group	Number of Students	% Logged In At Least Once	Average # of Days Logged In
All Students	53,406	86.1%	16.7
Latinx	22,741	84.9%	15.8
Black	16,550	83.2%	15.6
White	7,594	91.8%	19.5
Asian	4,666	92.6%	19.9
Multi-Race/Other	1,855	87.0%	17.6
Economically Disadvantaged	40,771	84.8%	16.0
Non-Economically Disadvantaged	12,635	90.3%	19.0
Students with Disabilities	11,304	82.2%	14.6
Students without Disabilities	9,287	87.2%	17.3
Current EL	16,866	82.8%	15.8
Former EL	6,706	91.2%	17.8
Never EL	29,834	86.8%	17.0
Female	25,759	87.5%	17.6
Male	27,631	84.8%	15.9

Phase 2

Phase 2 of remote learning began on May 4, 2020. [New expectations](#) were set that were focused on four major areas of work to mitigate learning loss:

- Prerequisite Content Standards identified by DESE
- Assessments aligned to the prerequisite content standards
- Multi-tiered systems of support, including the creation of Student Success Plans
- School-based Equity Roundtables

In addition to these four areas, schools were required to create age-appropriate student remote learning schedules that included at three hours of student-facing time each day. These schedules were to be easily accessible to students and families to create greater coherence in the remote learning experience. Below is an example student-facing schedule for grade 3, outlining clear time blocks for online and offline time.

Reserved Times for Mtgs	Grade 3 Student Schedule				
May 4-May 8	MON-Student	TUE-Student	WED-Student	THU-Student	FRI-Student
8:00-8:30	Wake up and Breakfast	Wake up and Breakfast	Wake up and Breakfast	Wake up and Breakfast	Wake up and Breakfast
8:30-9:00	Wake up and Breakfast	Wake up and Breakfast	Wake up and Breakfast	Wake up and Breakfast	Wake up and Breakfast
9:00-9:30	Exercise	Exercise	Exercise	Exercise	Exercise
9:30-10:00	Exercise	Exercise	Exercise	Exercise	Exercise
10:00-10:30	Weekly Launch Class Meetings, Small Groups, Independent online work	Weekly Launch Class Meetings, Small Groups, Independent online work	Weekly Launch Class Meetings, Small Groups, Independent online work	Weekly Launch Class Meetings, Small Groups, Independent online work	Weekly Launch Class Meetings, Small Groups, Independent online work
10:30-11:00					
11:00-11:30					
11:30-12:00					
12:00-12:30	Lunch and Chores	Lunch and Chores	Lunch and Chores	Lunch and Chores	Lunch and Chores
12:30-1:00	Lunch and Chores	Lunch and Chores	Lunch and Chores	Lunch and Chores	Lunch and Chores
1:00-1:30	Specialty Work	Specialty Work	Specialty Work	Specialty Work	Specialty Work
1:30-2:00					
2:00-2:30	Independent Offline Work	Independent Offline Work	Independent Offline Work	Independent Offline Work	Independent Offline Work
2:30-3:00	Independent Offline Work	Independent Offline Work	Independent Offline Work	Independent Offline Work	Independent Offline Work
3:00-3:30	Exercise	Exercise	Exercise	Exercise	Exercise
3:30-4:00					
4:00-4:30	Free time	Free time	Free time	Free time	Free time
4:30-5:00					
5:00-5:30					
5:30-6:00					
6:00-6:30	Dinner	Dinner	Dinner	Dinner	Dinner
6:30-7:00					
7:00-7:30	Quiet Time and Get Ready for Bed	Quiet Time and Get Ready for Bed	Quiet Time and Get Ready for Bed	Quiet Time and Get Ready for Bed	Quiet Time and Get Ready for Bed
7:30-8:00	Quiet Time and Get Ready for Bed	Quiet Time and Get Ready for Bed	Quiet Time and Get Ready for Bed	Quiet Time and Get Ready for Bed	Quiet Time and Get Ready for Bed

The following sections detail quantitative data available to describe remote learning during the spring 2020 closure. However, we know that the quantitative data available only tells a portion of the story. Teachers put together assignments and guidance to help students use materials around their house to complete different assignments. Some examples of off-line learning activities are listed below.

- Interviewing Family Members (at Home/with Phone Calls)
- Surveying Family Members (at Home/with Phone Calls)
- Role Playing (Events from stories, life cycles, etc)
- Sharing Family History, Memories & Personal Connections
- Storytelling (Making up stories one word/sentence at time with family members, etc)
- Participating in Conversations about a specific topic
- Playing Games (Charades, Scavenger Hunts, Riddles, etc)
- Narrating/Presenting (Being a Reporter)
- Building/Creating (Works that represent their learning)

Available Data Sources

- *Student Engagement* includes attendance and online activity:
 - *Attendance* began being tracked during Phase 2, with grades K0-5 recording daily attendance and grades 6-12 recording class attendance. Educators were required to enter attendance data into Aspen on a weekly basis. This report looks at the percentage of students who attended 80% of days or more during Phase 2 and compares that percentage to pre-closure attendance.
 - *Online activity* provides an understanding of system-wide usage of Google Classroom and Clever, two major online platforms for student learning. This report looks at the percentage of students who logged in at least once during Phase 2 as well as the percentage of students who logged in 80% of days or more during Phase 2.
- *Prerequisite assessments* were administered to students in grades 3-11 in ELA and math. Students were expected to complete one assessment in each subject using the Illuminate platform with the exception of first year English Learners, students with ELD Levels 1 or 2, and students with MCAS-Alt included in their IEPs.
- *Student perception* data was collected using a survey at the end of Phase 2 to understand student perceptions of remote learning. Responses are organized by major scale: classroom engagement, pedagogical effectiveness, remote learning platforms/tools, student distance learning environment and student needs with distance learning.
- *Student Success Plans* were created to ensure students who were in most need of support during remote learning received it. Schools reported to the Office of Data and Accountability which students had a Tier 2 or Tier 3 student success plan. Outcome data related to student success plans is not available, so these data are only included in the all grade level section.

These data sources were examined across student groups to identify trends for further exploration. Student groups include:

- Economic Status (Economically Disadvantaged, Non-Economically Disadvantaged)
- Race (Latinx, Black, White, Asian, Multi-Race/Other)
- Sex (Male, Female)
- Disability Status (Students with Disabilities, Students without Disabilities)
 - Resource/Related Services, Inclusion, Substantially Separate
- English Learner (EL) Status (Current English Learners, Former English Learners, Never English Learners)
 - ELD 1, ELD 2, ELD 3, ELD 4, ELD 5
- Housing Status (Homeless Students, Housed Students)

All Grades

Student Engagement

Overall, 99.8% of students were marked as present or logged in at least once during Phase 2 of remote learning. Across all students, 70.2% attended at least 80% of days enrolled during Phase 2. This is 22 percentage points lower than before school closure, where 92.3% of students attended at least 80% of days enrolled.

Prerequisite Assessments

Over 60% of eligible students took at least one prerequisite assessment in ELA and math. The average percent correct was 48.5% in ELA, compared to 54% in math.

Student Perception

Students had the most favorable perception of Pedagogical Effectiveness (64% favorable), while Classroom Engagement was perceived least favorably (36% favorable).

Data Type	Metric	Percent
Student Engagement	Percent of students marked as "present" OR logged in to Clever or Google Classroom at least once during Phase 2	99.8%
	Percent of students attended at least 80% or more of days enrolled: September 2019 to March 16, 2020	92.3%
	Percent of students attended at least 80% or more of days enrolled: May 4, 2020 to End of Year	70.2%
	Percent of students logged in to Clever/Google Classroom at least once during Phase 2	85.8%
	Percent of students who logged in to Clever/Google Classroom 80% or more of days enrolled in Phase 2	24.5%
Prerequisite Assessments	ELA: Percent of students taking 1 or more assessment	62.4%
	ELA: Average percent correct	48.5%
	Math: Percent of students taking 1 or more assessments	61.7%
	Math: Average percent correct	53.9%
Student Perception	Response Rate	18.5%
	Percent of favorable responses on Classroom Engagement	35.7%
	Percent of favorable responses on Pedagogical Effectiveness	63.9%
	Percent of favorable responses on Remote Learning Platforms/Tools	61.7%
	Percent of favorable responses on Student Distance Learning Environment	62.3%
	Percent of favorable responses on Student Needs with Distance Learning	56.4%

Student Success Plans

Schools were given the option of using Panorama to create Student Success Plans (SSP) or using their own system at their school. Regardless of system choice, schools needed to report to the Office of Data and Accountability which students had a Tier 2 or Tier 3 SSP. The table below shows the breakdown by major student group of students with SSPs. Overall, 19.3% of students had a Tier 2 SSP and 11.7% of students had a Tier 3 SSP.

Students with SSPs by Student Group

Student Group	Number of Students	Tier 2		Tier 3	
		Number	Percentage	Number	Percentage
All Students	53,441	10,318	19.3%	6,270	11.7%
Latinx	22,753	5,126	22.5%	3,047	13.4%
Black	16,557	3,419	20.6%	2,239	13.5%
White	7,604	947	12.5%	573	7.5%
Asian	4,672	493	10.6%	213	4.6%
Multi-Race/Other	1,853	333	18.0%	198	10.7%
Male	27,644	5,679	20.5%	3,835	8.8%
Female	25,781	4,636	18.0%	2,434	9.4%
Current EL	16,816	4,380	26.0%	2,599	15.5%
Former EL	6,713	910	13.6%	439	6.5%
Never EL	29,906	5,027	16.8%	3,232	10.8%
Students with Disabilities	11,265	3,045	27.0%	3,046	27.0%
Students without Disabilities	42,176	7,273	17.2%	3,224	7.6%
Economically Disadvantaged	40,411	8,712	21.6%	5,452	13.5%
Non-Economically Disadvantaged	13,030	1,606	12.3%	818	6.3%

Comparing Grade Levels

Large percentage point differences across grade groups demonstrated the need to look at subsequent student group data through this lens. In order to control for variance across grade levels, student group data was analyzed by the following grade spans: K0-2; 3-5; 6-8; and 9-12.

Student Engagement

Comparing in-school with Phase 2 attendance, students in grades 6-8 saw the largest decrease in students attending at least 80% of days enrolled (-32.6 percentage points). Only 8.2% of high school students logged in to Clever or Google Classroom 80% or more of days enrolled, compared with 43.5% of students in grades 3-5.

Prerequisite Assessments

Participation rates were considerably lower in older grades, with 72% of students in grades 3-5 taking at least one ELA and math assessment, compared with roughly 50% of 9th-11th graders. However, students in higher grades performed better. The average percent correct for 9th-11th grade students was 13 percentage points higher than 3-5th graders.

Student Perception

Student perception was consistently less favorable in older grades across all survey domains. There was a 28 percentage point difference between grade 3-5 respondents and 9-12 respondents on the Classroom Engagement domain. Only 23% of high school students responded favorably.

Student Success Plans

Patterns across grade levels (K1-12) were fairly consistent: 15-23% of students had a Tier 2 SSP, and 8-13% of students had a Tier 3 SSP.

Students with SSPs by Grade Level

Grade	Number of Students	Tier 2		Tier 3	
		Number	Percentage	Number	Percentage
K0	594	126	21.2%	120	20.2%
K1	2,818	452	16.0%	230	8.2%
K2	3,800	679	17.9%	396	10.4%
1	3,965	822	20.7%	412	10.4%
2	3,918	744	19.0%	425	10.8%
3	3,860	735	19.0%	456	11.8%
4	3,859	800	20.7%	410	10.6%
5	3,754	774	20.6%	382	10.2%
6	3,535	808	22.9%	440	12.4%
7	3,776	880	23.3%	475	12.6%
8	3,614	691	19.1%	486	13.4%
9	4,234	830	19.6%	570	13.5%
10	3,854	685	17.8%	518	13.4%
11	3,861	698	18.1%	451	11.7%
12	3,793	562	14.8%	444	11.7%
SP	204	32	15.7%	55	27.0%

K0-2

Student Engagement

Prior to school closure, 95.4% of K0-2 students had attended at least 80% of days enrolled. Students with disabilities, Latinx students and economically disadvantaged students had the lowest rate of at least 80% attendance, at 92.2%, 93.9% and 93.4% respectively. All student groups saw a decrease in 80%+ attendance during remote learning, with the rate for all K0-2 students at 77.2%. Black students had the lowest rate of 80%+ attendance during Phase 2, with 70.2% of students attending 80%+ of days enrolled. Students with disabilities, Latinx students and economically disadvantaged students had the next lowest rates of attendance, consistent with rates prior to school closure, and saw the biggest decreases when comparing pre-closure attendance with remote learning Phase 2 attendance.

Students in grades K0-2 had the lowest percentage of students who logged in at least once (79.4%), as compared to other grade spans. Within grades K0-2, students with disabilities, Black students, and current EL students had the lowest percentages of students who logged in at least once. All student groups had less than 40% of students log in more than 80% of days in Phase 2, with the exception of former EL students. Lower online activity for students in grades K0-2 aligns with the expectation that younger students should have less “screen time” and more opportunities to participate in learning that is not online.

Student Engagement in Grades K0-2

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All Students	15,077	95.4%	77.2%	79.4%	28.3%
Latinx	6,099	93.9%	73.8%	78.1%	25.5%
Black	4,449	94.3%	70.2%	75.7%	24.8%
White	2,739	97.6%	90.0%	85.9%	35.7%
Asian	1,123	95.7%	91.7%	84.2%	39.3%
Multi-Race/Other	667	94.2%	79.0%	81.1%	27.7%
Economically Disadvantaged	11,072	93.4%	72.3%	77.7%	26.1%
Non-Economically Disadvantaged	4,005	98.5%	90.8%	84.1%	34.3%
Students with Disabilities	2,981	92.2%	71.1%	75.1%	22.0%
Students without Disabilities	12,096	96.2%	78.8%	80.5%	29.8%
Current EL	6,294	94.6%	76.9%	76.7%	28.0%
Former EL	75	97.3%	89.3%	85.3%	50.7%
Never EL	8,708	95.0%	77.4%	81.3%	28.3%
Female	7,195	94.9%	77.6%	79.8%	28.6%
Male	7,880	94.7%	76.9%	79.0%	28.0%

Note: students in grades K0-2 did not participate in prerequisite assessments or the remote learning perception survey.

3-5

Student Engagement

Prior to school closure, 97.2% of students in grades 3-5 attended at least 80% of days enrolled, and all student groups in grades 3-5 had over 95% of students attend at least 80% of days enrolled. During remote learning Phase 2, the gaps between groups widened considerably, with Black students having the lowest rate of 70.9% and white students and non-economically disadvantaged students having the highest rates of 91.0% and 90.9%, respectively. Economically disadvantaged students, Black students and students with disabilities had the largest differences between pre-closure attendance and Phase 2 attendance (-23.5%, -25.4%, -23.1%).

All groups in grades 3-5 had over 90% of students log on at least once, with the exception of Black students (87.8%). When looking at frequency of logging in more than 80% of days enrolled, gaps between student groups widen considerably, with the lowest rate for students with disabilities (40.5%) and the highest rate for white students (62.5%).

Student Engagement in Grades 3-5

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All Students	11,468	97.2%	76.5%	92.3%	47.2%
Latinx	4,920	96.0%	73.3%	92.5%	44.9%
Black	3,530	96.3%	70.9%	87.8%	40.3%
White	1,648	98.4%	91.0%	98.2%	62.5%
Asian	944	98.4%	88.2%	96.8%	56.8%
Multi-Race/Other	426	97.7%	78.4%	94.8%	50.0%
Economically Disadvantaged	9,055	96.1%	72.7%	91.4%	43.2%
Non-Economically Disadvantaged	2,413	98.8%	90.9%	95.9%	62.2%
Students with Disabilities	2,781	95.2%	72.1%	91.3%	40.5%
Students without Disabilities	8,687	97.8%	78.0%	92.6%	49.3%
Current EL	3,912	96.8%	75.1%	92.1%	46.7%
Former EL	928	98.9%	81.8%	93.3%	49.1%
Never EL	6,628	96.3%	76.7%	92.3%	47.1%
Female	5,477	97.3%	77.1%	92.2%	48.5%
Male	5,988	96.2%	76.1%	92.5%	46.0%

Prerequisite Assessments

Approximately 72% of students in grades 3-5 completed one or more assessments in ELA and math, which is the highest participation of all grade spans. Across all student groups, at least 60% of students completed one or more ELA assessments, and at least 66% of students completed one or more math assessments. ELA participation was highest for white and Asian students (87.3%) and non-economically disadvantaged students (85.7%), and lowest for students with disabilities (66%), Latinx students (66.7%) and Black students (67.3%). These patterns were consistent with participation in math assessments, with participation highest for Asian students (88.9%), white students (88.3%) and non-economically disadvantaged students (85.8%), and lowest for students with disabilities (64%), Latinx students (66.1%) and Black students (66.5%). Participation rates were at least 20 percentage points lower when comparing White and Asian students with Black and Latinx students and at least 17 percentage points lower for economically disadvantaged students compared with non-disadvantaged students.

On average, students in grades 3-5 answered 43% of questions correct in ELA and 56% of questions correct in math. The average percent correct was 16 percentage points lower in ELA and roughly 16 percentage points lower in math when comparing white students with Black and Latinx students. The average percent correct was 15 percentage points lower in ELA and math for economically disadvantaged students compared with non-disadvantaged students.

Grades 3-5 Prerequisite Assessment Participation and Performance

Group	Number of Students	ELA		Math	
		Participation	Avg Percent Correct	Participation	Avg Percent Correct
All Students	10,454	72%	43%	72%	56%
Latinx	4,354	66.7%	38.6%	66.1%	50.7%
Black	3,243	67.3%	38.8%	66.5%	50.4%
White	1,591	87.3%	54.8%	88.3%	66.9%
Asian	844	87.3%	50.5%	88.9%	70.4%
Multi-Race/Other	422	73.7%	48.9%	73.7%	61.0%
Economically Disadvantaged	8,161	68.2%	39.3%	67.8%	52.2%
Non-Economically Disadvantaged	2,293	85.7%	54.4%	85.8%	66.8%
Students with Disabilities	2,409	66%	31%	64%	45%
Students without Disabilities	8,045	74%	46%	74%	59%
Current EL	3,049	69.3%	31.7%	69.5%	49.3%
Former EL	928	75.4%	55.5%	75.4%	64.3%
Never EL	6,477	72.8%	46.6%	72.2%	57.9%
Female	5,057	72.6%	46.1%	73.1%	55.8%
Male	5,394	71.4%	40.5%	70.5%	56.3%

Student Perception

Approximately 20% of students in grades 3-5 responded to the survey on remote learning. Grades 3-5 had more favorable responses in all areas than other grade spans. Black and Latinx students reported a less favorable distance learning environment than white and Asian students (65-68% vs. 75-76% of favorable responses). In terms of needs with distance learning, white students responded more favorably (64%) than other groups (57-59%). When focusing on student gender and economic status, female students felt slightly more engaged in classrooms than male students (53% vs. 49% of favorable responses), and economically disadvantaged students were slightly more engaged than non-economically disadvantaged students (52% vs. 48% of favorable responses). However, economically disadvantaged students reported a less favorable learning environment than their non-economically disadvantaged peers (66% vs. 74%).

6-8

Student Engagement

Prior to school closure, 95.6% of students in grades 6-8 attended at least 80% of days enrolled, and all student groups in grades 6-8 had over 90% of students attend at least 80% of days enrolled. During remote learning Phase 2, the gaps between groups widened even as rates fell for each student group: the rate for white students was the highest at 82.6%, while Black students, Latinx students, English learners, students with disabilities and economically disadvantaged students all dropped below 60%.

Overall rates were higher for students logging in at least once but gaps remained. Almost all groups had over 92%, though students with disabilities had a rate of 89.9% and Black students had a rate of 91.3%. In comparison, no student group had more than 30% of students log in 80% or more days.

Student Engagement in Grades 6-8

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All Students	10,927	95.6%	63.0%	93.4%	22.2%
Latinx	4,901	94.3%	58.5%	92.8%	21.7%
Black	3,288	95.2%	56.7%	91.3%	20.1%
White	1,400	96.6%	82.6%	97.4%	26.5%
Asian	979	99.0%	79.6%	97.9%	25.5%
Multi-Race/Other	359	91.6%	60.2%	93.9%	23.4%
Economically Disadvantaged	8,549	94.3%	57.7%	92.6%	20.6%
Non-Economically Disadvantaged	2,378	98.6%	82.2%	96.4%	28.1%
Students with Disabilities	2,514	90.3%	57.3%	89.9%	18.3%
Students without Disabilities	8,413	97.2%	64.7%	94.5%	23.4%
Current EL	2,675	95.3%	57.3%	93.0%	24.7%
Former EL	2,091	97.8%	68.5%	95.4%	25.0%
Never EL	6,161	94.3%	63.6%	92.9%	20.2%
Female	5,354	98.3%	65.5%	94.3%	23.8%
Male	5,573	94.4%	60.6%	92.6%	20.7%

Prerequisite Assessments

Almost two-thirds of students in grades 6-8 took at least one assessment in ELA (63%) and math (64%). Average percent correct was similar in ELA (49%) and math (51%). Key gaps emerged across both ELA and Math for participation and performance. Participation rates were 22 percentage points lower in ELA and math for economically disadvantaged students compared with non-economically disadvantaged students. Participation rates were at least 20 percentage points lower when comparing white students with Black and Latinx students. Average percent correct was 14 percentage points lower in ELA and 16 percentage points lower in math for economically disadvantaged students compared with non-disadvantaged students. Average percent correct was at least 20 percentage points lower in ELA and 21 percentage points lower in math when comparing white students with Black and Latinx students.

Grades 6-8 Prerequisite Assessment Participation and Performance

Group	Number of Students	ELA		Math	
		Participation	Avg Percent Correct	Participation	Avg Percent Correct
All Students	9,956	63%	49%	64%	51%
Latinx	3,013	58.4%	41.2%	60.3%	43.3%
Black	4,335	60.0%	46.1%	60.0%	46.3%
White	1,353	80.3%	60.1%	81.1%	63.5%
Asian	910	68.5%	60.1%	70.4%	72.1%
Multi-Race/Other	345	69.6%	53.7%	65.2%	55.1%
Economically Disadvantaged	7,715	58.4%	44.7%	59.2%	46.9%
Non-Economically Disadvantaged	2,241	80.8%	59.0%	80.9%	62.5%
Students with Disabilities	2,181	54%	33%	55%	33%
Students without Disabilities	7,775	66%	53%	67%	56%
Current EL	1,847	55.2%	36.1%	55.9%	37.9%
Former EL	2,091	65.3%	54.6%	65.9%	58.4%
Never EL	6,016	65.3%	50.1%	66.0%	52.3%
Female	4,964	65.5%	51.4%	66.2%	52.7%
Male	4,992	61.4%	46.0%	62.0%	49.8%

Student Perception

Approximately 20% of grade 6-8 students responded to the survey on remote learning. Results showed differences across groups but with patterns distinct from those of other data sources. Asian students reported less engagement in remote classrooms (25%) than other students (30-33%). Black students reported more needs with distance learning (53% of favorable responses) than other students (57-63%). Black and Latinx students reported a less favorable learning environment than Asian and white students (59-61% vs. 65-68%). In terms of gender and economic status, male students responded more favorably on Pedagogical Effectiveness than female students (66% vs. 60%), and non-economically disadvantaged students reported a better distance learning environment than economically disadvantaged students (69% vs 60% of favorable responses).

9-12

Student Engagement

Prior to school closure, 83.6% of students in grades 9-12 attended at least 80% of days enrolled, and all student groups in grades 9-12 had over 75% of students attend at least 80% of days enrolled. During remote learning Phase 2, the gaps between groups widened even as rates fell for each student group: 63.8% of students attended at least 80% of days enrolled, with a 17.5% gap between the group's with the highest and lowest rates.

There were significant gaps across several groups, looking at rates at which students logged in at least once. The rate was 9.3 percentage points lower for economically disadvantaged compared to non-economically disadvantaged students and 10.7 percentage points lower for students with disabilities compared to students without disabilities. Students with disabilities were the only group with fewer than 75% logging in at least once (73.8%). When looking at students who logged in at least 80% of days enrolled, compared to those who logged in just once or more, the rate of engagement drops markedly: the grade 9-12 district average is 6.2%, and only one group (Asian students) has a rate above 10%.

Student Engagement in Grades 9-12

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All Students	15,934	83.6%	63.8%	82.0%	6.2%
Latinx	6,821	78.7%	58.7%	78.9%	5.3%
Black	5,283	81.1%	63.0%	80.0%	5.0%
White	1,807	91.4%	75.2%	89.7%	7.9%
Asian	1,620	94.4%	76.2%	93.5%	12.2%
Multi-Race/Other	403	82.1%	62.3%	79.9%	4.7%
Economically Disadvantaged	12,095	79.6%	60.6%	79.8%	5.7%
Non-Economically Disadvantaged	3,839	92.0%	73.9%	89.1%	7.8%
Students with Disabilities	3,028	75.2%	60.3%	73.3%	3.7%
Students without Disabilities	12,906	85.6%	64.7%	84.0%	6.8%
Current EL	3,985	78.9%	61.8%	78.1%	5.5%
Former EL	3,612	87.3%	65.3%	85.7%	9.3%
Never EL	8,337	82.4%	64.2%	82.3%	5.2%
Female	7,733	86.8%	68.9%	86.1%	7.8%
Male	8,190	81.9%	59.1%	78.2%	4.7%

Prerequisite Assessments

Students in grades 9-11 had the lowest participation of all grade spans in prerequisite assessments, with 52% participation in ELA and 54% participation in math. Participation and outcome gaps persisted across both subjects, for gender groups and economically disadvantaged, Black, Latinx, English learner and students with disabilities. For ELA, white and Asian students had participation rates of 74.3% and 75.7%, compared to 44.1% of Black students and 44.8% of Latinx students. Similar participation rates occurred in math. Students with disabilities and English learners had the lowest participation rates: for English learners, 32.4% in ELA and 31.3% in math, and for students with disabilities, 35% in ELA and 31% in math.

Grades 9-11 Prerequisite Assessment Participation and Performance

Group	Number of Students	ELA		Math	
		Participation	Avg Percent Correct	Participation	Avg Percent Correct
All Students	10,414	52%	56%	49%	54%
Latinx	4,279	44.8%	49.6%	39.6%	47.4%
Black	3,427	44.1%	49.9%	44.0%	47.1%
White	1,301	74.3%	65.5%	73.2%	60.6%
Asian	1,117	75.7%	66.8%	76.1%	72.0%
Multi-Race/Other	290	53.4%	59.8%	51.0%	54.9%
Economically Disadvantaged	7,737	45.4%	51.3%	42.5%	50.5%
Non-Economically Disadvantaged	2,677	70.5%	63.3%	69.7%	60.1%
Students with Disabilities	1,957	35%	40%	31%	37%
Students without Disabilities	8,457	56%	58%	54%	56%
Current EL	1,769	32.4%	37.1%	31.3%	39.3%
Former EL	2,534	59.1%	57.9%	54.8%	58.8%
Never EL	6,109	54.4%	57.6%	52.5%	54.5%
Female	5,134	56.9%	57.4%	55.3%	54.6%
Male	5,271	46.9%	53.3%	43.8%	53.2%

Student Perception

Approximately 16% of students in grades 9-12 responded to the remote learning survey, compared with 20% of students in grades 3-8. Overall, students responded more favorably about distance learning needs, learning environment, instruction, and remote learning platforms (51-55% of favorable responses), but did not respond favorably about classroom engagement (only 23%). On classroom engagement, the survey showed less than 27% favorability from each race group, with Asian students feeling slightly less engaged (20%). On instruction, the survey showed only 43-48% of favorable responses from white and Asian students, versus 52-60% from other students. On the distance learning environment, Black and Latinx students reported a less favorable learning environment than other students (51-52% vs. 58-62% of favorable responses), and economically disadvantaged students reported a less favorable environment than their non-economically disadvantaged peers (52% vs. 59%).

Experience of Students with Disabilities

Approximately 20% of students within the Boston Public Schools are identified as students with disabilities (SwD). Students are enrolled in a range of settings, including general education classrooms where they receive push-in/pull-out resource and related services; full inclusion classrooms; and substantially separate classrooms and public day schools. 7% of students overall are dually identified as English Learners with disabilities. Students in out of district placements are excluded from analysis.

Students with Disabilities: All Grades

Student Engagement

Prior to school closure, 88% of all students with disabilities (SwD) attended at least 80%+ of days enrolled, compared to 93.5% of students without disabilities. During Phase 2 of school closure, the 80%+ attendance rate for SwD was 65.4%, compared to 71.5% of students without disabilities.

Similar patterns are evident when SwD data is disaggregated by educational environment. Students in full inclusion programs and students who receive resource/related services demonstrated higher rates of 80%+ attendance prior to school closure (91.7% and 90.0%, respectively), compared to students in substantially separate programs (82.2%). During Phase 2, students in full inclusion placements have the highest rate overall of 80%+ attendance for SwD (71.1%), followed by students who receive resource/related services (66.3%); lowest rates are evident for students in substantially separate settings (60.7%). Prior to school closure, the attendance rates for students in less restrictive environments (resource/related services) was 8.7 percentage points higher than for students in more restrictive environments (substantially separate settings). During Phase 2 of school closure, the difference in these attendance rates narrowed to 5.5 percentage points.

Online activity data indicates that the SwD group overall demonstrates lower rates of logging in once (81.9%) or at least 80% of days (20.8%) as compared to students without disabilities (86.9% and 25.5%). Rates vary by educational environment. Students in full inclusion placements demonstrate higher log-in rates than the district overall and students without disabilities group (88.0% and 28.9%) and students receiving resource/related services have a slightly higher singular log-in rate (86.0%) than the all-students group (85.8%). Lowest rates are evident for students in substantially separate placements (73.2% and 12.4%).

Student Engagement for Students with Disabilities

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All students	53,406	92.3%	70.2%	85.8%	24.5%
Students without Disabilities	42,102	93.5%	71.5%	86.9%	25.5%
Students with Disabilities	11,304	88.0%	65.4%	81.9%	20.8%
Resource/Related services	4,693	90.9%	66.3%	86.0%	23.7%
Full inclusion	2,582	91.7%	71.1%	88.0%	28.9%
Substantially separate	4,028	82.2%	60.7%	73.2%	12.4%

Note: Students enrolled in public day schools are included in the substantially separate student group.

Prerequisite Assessments

Students with MCAS-Alt in their IEP were not required to take prerequisite assessments. Of eligible students with disabilities, 53% took at least one ELA assessment and 51% took at least one math assessment. Among substantially separate students, the average percent correct in ELA was 28% compared with 52% for students without disabilities. The average percent correct for resource/related services students and inclusion students in ELA was 36% and 33%, respectively. In math, the average percent correct in math was 29%, compared with 57% for students without disabilities. The average percent correct for resource/related students and inclusion students in ELA was 41% and 44%, respectively.

Student Perception

12% of students with disabilities responded to the remote learning survey, compared to 20% of students without disabilities.

Response Rates for Students with Disabilities

Group	Metric	All	3-5	6-8	9-11
All SwD	Number of Students	7521	2781	2514	2226
	Response Rate	12.3%	14.8%	11.9%	9.7%
Resource/ Related Services	Number of Students	3442	1254	1130	1058
	Response Rate	14.1%	17.5%	13.7%	10.6%
Inclusion	Number of Students	1427	750	416	261
	Response Rate	16.2%	16.1%	18.0%	13.4%
Substantially Separate	Number of Students	2651	776	968	907
	Response Rate	7.8%	9.0%	7.3%	7.2%

SwD overall reported more engagement in classrooms than students without disabilities (43% vs. 34% of favorable responses). However, SwD reported a less favorable distance learning environment than those without disabilities (58% vs. 63% of favorable responses). In terms of educational environment, students who receive resource/related services reported less engagement in classes than students in full inclusion and substantially separate settings (40% vs. 46-47% of favorable responses).

Students with Disabilities: K-2

Student Engagement

Prior to school closure, 92.2% of SwD in grades K-2 attended at least 80%+ of days enrolled, compared to 96.2% of students without disabilities. During Phase 2 of school closure, the 80%+ attendance rate for SwD was 71.1%, compared to 78.8% of students without disabilities. The decline in school closure attendance rate is larger for SwD (-21.1 percentage points) than for students without disabilities (-17.4 percentage points). Among educational environments, the largest decline was evident for students in full inclusion programs (-22.4%).

Online activity data indicates that the SwD group overall demonstrates lower rates of logging in once (75.1%) or at least 80% of days (22.0%) as compared to students without disabilities (80.5% and 29.8%). Rates vary by educational environment. Students in full inclusion placements and students receiving resource/related services have a slightly higher singular log-in rate (83.1% and 81.6%) than the all-students group (79.4%) and students without disabilities (80.5%), though SwD logged in at least 80% of days at rates lower than students without disabilities and the all students group. Lowest rates are evident for students in substantially separate placements (60.3% and 9%).

Student Engagement for Students with Disabilities K-2

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All students	15,077	95.4%	77.2%	79.4%	28.3%
Students without Disabilities	12,096	96.2%	78.8%	80.5%	29.8%
Students with Disabilities	2,981	92.2%	71.1%	75.1%	22.0%
Resource/Related services	960	95.6%	75.3%	81.6%	29.0%
Full inclusion	1,041	93.9%	71.5%	83.1%	27.8%
Substantially separate	980	86.8%	66.6%	60.3%	9.0%

Note: Students enrolled in public day schools are included in the substantially separate student group.

Students in grades K0-2 did not participate in prerequisite assessments or the remote learning perception survey.

Students with Disabilities: 3-5

Student Engagement

Prior to school closure, 95.2% of SwD in grades 3-5 attended at least 80%+ of days enrolled, compared to 97.8% of students without disabilities. During Phase 2 of school closure, the 80%+ attendance rate for SwD was 72.1% compared to 78.0% of students without disabilities. The decline in school closure attendance rate is larger for SwD (-23.1 percentage points) than for students without disabilities (-19.8 percentage points). Among educational environments, the largest decline was evident for students receiving resource/related services (-25.8%). Prior to school closure, the attendance rates for students in less restrictive environments (resource/related services) was 6.4 percentage points higher than for students in more restrictive environments (substantially separate settings). During Phase 2 of school closure, the difference in these attendance rates dropped to a difference of 0.1 percentage points.

Online activity data indicates that the SwD group overall demonstrates lower rates of logging in once (91.3%) or at least 80% of days (40.5%) as compared to students without disabilities (92.6% and 49.3%). Rates vary by educational environment. Students in full inclusion placements have the highest singular log-in rate (96.9%) of any group. Lowest rates are evident for students in substantially separate placements (84.4% and 27.7%).

Student Engagement for Students with Disabilities 3-5

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All students	11,468	97.2%	76.5%	92.3%	47.2%
Students without Disabilities	8,687	97.8%	78.0%	92.6%	49.3%
Students with Disabilities	2,781	95.2%	72.1%	91.3%	40.5%
Resource/Related services	1,254	97.5%	71.7%	92.3%	45.2%
Full inclusion	750	95.6%	73.3%	96.9%	46.0%
Substantially separate	776	91.1%	71.6%	84.4%	27.7%

Note: Students enrolled in public day schools are included in the substantially separate student group.

Prerequisite Assessments

Excluding students with MCAS-alt in their IEP, average percent correct was 15 percentage points lower in ELA and 14 percentage points lower in math for students with disabilities than students without disabilities. Gaps were not as large when comparing resource/related students with substantially separate students (8 percentage points in ELA and 7 percentage points in math).

Grades 3-5 SwD Prerequisite Assessment Participation and Performance

Group	Number of Students	ELA		Math	
		Participation	Avg Percent Correct	Participation	Avg Percent Correct
All Students	10,454	72%	43%	72%	56%
Students with Disabilities	2,409	66%	31%	64%	45%
Students without Disabilities	8,045	74%	46%	74%	59%
Resource/Related services	1203	70.0%	33.3%	71.3%	45.6%
Full inclusion	716	69.8%	31.0%	66.5%	47.5%
Substantially separate	489	49.9%	24.9%	44.0%	38.7%

Student Perception

In grades 3-5, SwD generally responded more favorably than SwD in grades 6-8 or 9-11. Students with disabilities and students without disabilities reported similar perceptions on each survey scale (except on distance learning environment): 51-53% favorable responses on classroom engagement, 73-76% on pedagogical effectiveness, and 70-72% on remote learning strategies. On distance learning environment, SwD reported a less favorable perception of learning environment than those without disabilities (62% vs. 70%).

Students in inclusion and substantially separate placements reported more need with distance learning (52-53%) than students receiving resource/related services (59%). However, students in substantially separate placements reported higher engagement in classrooms than students receiving resource/related services (61% compared to 50% favorable responses).

Students with Disabilities: 6-8

Student Engagement

Prior to school closure, 90.3% of SwD attended at least 80%+ of days enrolled, compared to 97.2% of students without disabilities. During Phase 2 of school closure, the 80%+ attendance rate for SwD was 57.3% compared to 64.7% of students without disabilities. The decline in school closure attendance rate is only slightly larger for SwD (-33.0 percentage points) than students without disabilities (-32.5 percentage points). Students in full inclusion placements have the highest rate of school closure 80%+ attendance (68.8%).

Online activity data indicates that the SwD group overall demonstrates lower rates of logging in once (89.9%) or at least 80% of days (18.3%) as compared to students without disabilities. However, students in full inclusion placements have the highest rates of logging in once (96.9%) or 80% of days (24.2%) of any group. Lowest rates are evident for students in substantially separate placements (84.7% and 14.4%).

Student Engagement for Students with Disabilities 6-8

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All students	10,927	95.6%	63.0%	93.4%	22.2%
Students without Disabilities	8,413	97.2%	64.7%	94.5%	23.4%
Students with Disabilities	2,514	90.3%	57.3%	89.9%	18.3%
Resource/Related services	1,129	94.6%	58.8%	91.8%	19.5%
Full inclusion	417	94.7%	68.6%	96.9%	24.2%
Substantially separate	968	83.5%	50.6%	84.7%	14.4%

Note: Students enrolled in public day schools are included in the substantially separate student group.

Prerequisite Assessments

Excluding students with MCAS-alt in their IEP, performance gaps were widest for this grade group when comparing SwDs and students without disabilities. The average percent correct was 20 percentage points lower in ELA and 23 percentage points lower in math for students with disabilities than non-disabled students. Gaps were not as large when comparing resource/related students with substantially separate students (10 percentage points in ELA and 12 percentage points in math).

Grades 6-8 SwD Prerequisite Assessment Participation and Performance

Group	Number of Students	ELA		Math	
		Participation	Avg Percent Correct	Participation	Avg Percent Correct
All Students	9,956	63.4%	48.8%	64.1%	51.3%
Students with Disabilities	2,181	54%	33%	55%	33%
Students without Disabilities	7,775	66%	53%	67%	56%
Resource/Related services	1092	57.7%	36.2%	58.1%	35.9%
Full inclusion	399	56.9%	32.6%	56.9%	37.7%
Substantially separate	690	48.0%	26.0%	49.6%	23.5%

Student Perception

Students with disabilities in grades 6-8 reported more engagement in classrooms than students without disabilities (29% vs. 38% of favorable responses). However, students with disabilities reported a less favorable learning environment than those without disabilities (57% vs. 63%). Students in inclusion classrooms reported a less favorable perception of instruction (58%) than students receiving resource/related services and students in substantially separate settings (65-66%).

Students with Disabilities: 9-12

Student Engagement

Prior to school closure, 75.2% of SwD attended at least 80%+ of days enrolled, compared to 85.6% of students without disabilities. During Phase 2, the 80%+ attendance rate for SwD was 60.3% compared to 64.7% of students without disabilities. The decline in school closure attendance rate is less for SwD (-14.9 percentage points) than for students without disabilities (-20.9 percentage points). Among educational environments, the largest decline was evident for students receiving resource/related services (-17.2%) and smallest decline for students in full inclusion (-5.9%).

Online activity data indicates that the SwD group overall demonstrates lower rates of logging in once (73.3%) or at least 80% of days (3.7%) as compared to students without disabilities (84.0% and 6.8%). Rates vary by educational environment. For example, while students in substantially separate placements demonstrate the lowest rate of students logging in at least once (67.8%), this group has the highest rate among 9-12 SwD for logging in at least 80% of days (4.4%).

Student Engagement for Students with Disabilities 9-12

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All students	15,934	83.6%	63.8%	82.0%	6.2%
Students without Disabilities	12,906	85.6%	64.7%	84.0%	6.8%
Students with Disabilities	3,028	75.2%	60.3%	73.3%	3.7%
Resource/Related services	1,350	78.2%	61.0%	78.5%	3.4%
Full inclusion	374	74.1%	68.2%	74.1%	2.7%
Substantially separate	1,304	72.4%	57.3%	67.8%	4.4%

Note: Students enrolled in public day schools are included in the substantially separate student group.

Prerequisite Assessments

Excluding students with MCAS-alt in their IEP, the average percent correct was 18 percentage points lower in ELA and 19 percentage points lower in math for students with disabilities than students without disabilities. Gaps were not as large when comparing resource/related students with substantially separate students (3 percentage points in ELA and 9 percentage points in math).

Grades 9-11 SwD Prerequisite Assessment Participation and Performance

Group	Number of Students	ELA		Math	
		Participation	Avg Percent Correct	Participation	Avg Percent Correct
All Students	10,414	52%	56%	49%	54%
Students with Disabilities	1,957	35%	40%	31%	37%
Students without Disabilities	8,457	56%	58%	54%	56%
Resource/Related services	1012	40.9%	40.5%	36.2%	38.6%
Full inclusion	251	38.2%	44.0%	41.0%	40.2%
Substantially separate	694	25.8%	37.2%	18.9%	29.5%

Student Perception

SwD reported higher engagement than students without disabilities (32% vs. 22% favorable responses). Among educational environments, students receiving resource/related services responded less favorably. For classroom engagement, students receiving resource/related services reported only 26% favorable responses, compared to 38-39% favorable responses from students in inclusion and substantially separate settings. For distance learning environment, students receiving resource/related services and students in substantially separated settings reported only 50-51% favorable responses, compared to 59% from students in inclusion.

Experience of English Learners

Forty four percent of BPS students are current or former English learners. The greatest proportions of ELD 1 students are in grades K-2 (17.2%) and grades 9-12 (19.7%).

English Learners: All Grades

Student Engagement

Similar to all students, the percentage of English Learners who attended at least 80% or more days dropped from 91.5% of students pre-closure to 69.8% of students during remote learning. This 22 percentage point drop was consistent with the attendance data for all students. However, there were differences by ELD level, with ELD 5 students having the highest percentage of students attending more than 80% of days prior to school closure (94%) and ELD 3 students having the highest percentage during Phase 2 of remote learning (71.9%). ELD 4 and 5 students had the highest percentages of students logging in at least once (85.9% and 89.3%, respectively), and ELD 5 students also had the highest percentage of students logging in at least 80% of days. ELD 1 students had the lowest rates of online activity.

EL Student Engagement in All Grades

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All Students	53,406	92.3%	70.2%	85.8%	24.5%
Current EL	16,866	91.5%	69.8%	83.2%	26.5%
Former EL	6,706	92.3%	68.8%	89.8%	20.2%
Never EL	29,834	91.6%	70.7%	86.4%	24.3%
ELD 1	2,645	90.5%	66.8%	81.3%	23.6%
ELD 2	2,278	90.3%	70.2%	83.2%	25.2%
ELD 3	3,975	92.6%	71.9%	84.0%	28.5%
ELD 4	5,064	93.2%	69.3%	85.9%	27.4%
ELD 5	2,035	94.0%	70.2%	89.3%	32.5%

Prerequisite Assessments

First year ELs and ELD 1 and 2 students were not required to take prerequisite assessments. ELD 3 students had the lowest participation in prerequisite assessments (49% in ELA, 54% in math) among students with ELD levels 3 - 5. Average percent correct ranged from a low of 26% in ELA for ELD 3 students to a high of 51% in math for ELD 5 students.

Student Perception

Only 14% of current ELs, 23% of Former ELs, and 20% of Never ELs responded to the remote learning survey. Overall, current ELs responded more favorably than Former and Never ELs on classroom engagement, pedagogical effectiveness, and remote learning strategies. Among the English learners, ELD 4 and 5 students were less engaged in classrooms (only 43-45% favorable responses).

English Learners: K-2

Student Engagement

All groups had at least 95% of students attend at least 80% of days prior to school closure, except for ELD 1 students (92.9%) and current ELs (94.6%). During remote learning, all groups had between 70 and 80% of students attend at least 80% of days, except for ELD 5 students (88.5%) and former EL students (89.3%). Accordingly, ELD 5 students and former EL students had the lowest differences between pre-remote attendance and Phase 2 attendance, -9.9% and -8.0% respectively. Similar patterns emerged with online activity: all groups had at least 75% of students log in at least once, with former EL students and ELD 5 students with the highest percentages (85.3% and 90.9%, respectively).

EL Student Engagement in Grades K-2

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All Students	15,077	95.4%	77.2%	79.4%	28.3%
Current EL	6,294	94.6%	76.9%	76.7%	28.0%
Former EL	75	97.3%	89.3%	85.3%	50.7%
Never EL	8,708	95.0%	77.4%	81.3%	28.3%
ELD 1	931	92.9%	72.6%	75.3%	22.8%
ELD 2	941	95.7%	76.1%	80.9%	29.3%
ELD 3	1,651	96.6%	79.0%	79.7%	31.6%
ELD 4	1,654	96.7%	79.2%	81.3%	32.5%
ELD 5	253	98.4%	88.5%	90.9%	50.6%

Students in grades K0-2 did not participate in prerequisite assessments or the remote learning perception survey.

English Learners: 3-5

Student Engagement

Students in grades 3-5 had high attendance prior to school closure, with all groups having more than 96% of students attend at least 80% of days, except for ELD 1 students (92.7%). ELD 1 students also had the lowest percentage of students attending at least 80% of days during phase 2 (70.2%). This pattern persisted into students logging in at least once, with all groups except for ELD 1 students having more than 90% of students log in at least once. Between 40 and 50% of each group logged in at least 80% of days during phase 2.

EL Student Engagement in Grades 3-5

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All Students	11,468	97.2%	76.5%	92.3%	47.2%
Current EL	3,912	96.8%	75.1%	92.1%	46.7%
Former EL	928	98.9%	81.8%	93.3%	49.1%
Never EL	6,628	96.3%	76.7%	92.3%	47.1%
ELD 1	510	92.7%	70.2%	88.0%	43.5%
ELD 2	324	97.2%	77.2%	91.4%	46.9%
ELD 3	974	97.1%	72.9%	92.3%	45.7%
ELD 4	1,402	98.8%	76.1%	93.3%	46.7%
ELD 5	701	97.4%	78.5%	92.9%	50.5%

Prerequisite Assessments

First year ELs and ELD 1 and 2 students were not required to take prerequisite assessments. The average percent correct was 15 percentage points lower in ELA and 9 percentage points lower in math for current ELs compared with never ELs. Gaps were larger comparing ELD 5 students with ELD 3 students (19 percentage points lower for ELD 3 students in ELA and 16 percentage points in math). These were the largest ELD performance gaps across grade groups.

Grades 3-5 EL Prerequisite Assessment Participation and Performance

Group	Number of Students	ELA		Math	
		Participation	Avg Percent Correct	Participation	Avg Percent Correct
All Students	10,454	72.0%	43.2%	71.7%	56.0%
Current EL	3,049	69.3%	31.7%	69.5%	49.3%
Former EL	928	75.4%	55.5%	75.4%	64.3%
Never EL	6,477	72.8%	46.6%	72.2%	57.9%
ELD 3	949	67.0%	23.8%	68.0%	42.7%
ELD 4	1399	70.2%	31.0%	70.6%	49.2%
ELD 5	701	70.6%	43.2%	69.6%	58.3%

Student Perception

For grades 3-5, current ELs reported more favorable responses on classroom engagement (56%) than former and never ELs (48-49% favorable responses). However, Current ELs reported a less favorable learning environment than Former and Never ELs (64% vs. 70-72%). Among the English learners, ELD 4 and 5 students were less engaged (54% favorable responses) than students in other ELD levels (60-64%). ELD 3 students reported more needs with distance learning (only 49% favorable responses) than students in other ELD levels (56-59%).

English Learners: 6-8

Student Engagement

In grades 6-8, all groups had large declines when comparing attendance prior to school closure with phase 2 attendance (over 30 percentage points). Only three groups had more than 60% of students attend at least 80% of days during phase 2 [former ELs (68.5%), never ELs (63.6%) and ELD 5 students (60.6%)]. The pattern changed for students logging in at least 80% of days with only ELD 1 students having a rate of 30%. All other groups had less than 30% of students logging in at least 80% of days.

EL Student Engagement in Grades 6-8

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All Students	10,927	95.6%	63.0%	93.4%	22.2%
Current EL	2,675	95.3%	57.3%	93.0%	24.7%
Former EL	2,091	97.8%	68.5%	95.4%	25.0%
Never EL	6,161	94.3%	63.6%	92.9%	20.2%
ELD 1	420	93.6%	58.3%	93.1%	30.2%
ELD 2	341	96.2%	57.5%	93.3%	28.4%
ELD 3	476	95.0%	58.2%	91.2%	23.9%
ELD 4	854	96.0%	54.2%	93.3%	19.4%
ELD 5	581	97.4%	60.6%	93.8%	27.2%

Prerequisite Assessments

First year ELs and ELD 1 and 2 students were not required to take prerequisite assessments. Participation ranged from a low of 51.5% in ELA for ELD 3 students to a high of 66% in math for never ELs. All groups had at least 50% of students participate in ELA and math. The average percent correct was 14 percentage points lower in ELA and math for current ELs than never ELs. Gaps persisted when comparing ELD 5 students with ELD 3 students (15 percentage points lower for ELD 3 students in ELA and 9 percentage points in math).

Grades 6-8 EL Prerequisite Assessment Participation and Performance

Group	Number of Students	ELA		Math	
		Participation	Avg Percent Correct	Participation	Avg Percent Correct
All Students	9,956	63.4%	48.8%	64.1%	51.3%
Current EL	1,847	55.2%	36.1%	55.9%	37.9%
Former EL	2,091	65.3%	54.6%	65.9%	58.4%
Never EL	6,016	65.3%	50.1%	66.0%	52.3%
ELD 3	427	51.5%	29.0%	55.5%	33.9%
ELD 4	841	55.3%	33.7%	55.2%	36.0%
ELD 5	577	57.7%	44.2%	57.2%	43.1%

Student Perception

In the 6-8 grade band, current ELs perceived better classroom engagement (42% vs. 25-29% favorable responses), pedagogical effectiveness (68% vs. 60-62%), and remote learning strategies (65% vs. 57-59%) than former and never ELs. Among the English learners, ELD 1 and 2 students reported more favorable responses on classroom engagement (60-63%), pedagogical effectiveness (74-79%), and remote learning strategies (77-85%) than students in other ELD levels.

English Learners: 9-12

Student Engagement

In grades 9-12, the percentage of ELs and former ELs that logged in 80% of time was comparable to all students (at 62% for ELs, 65% for former ELs, compared to 64% for all 9-12 students). ELD 2 and ELD 3 students had the lowest decrease in differences between pre-remote attendance and Phase 2, -11.6% and -13.7% respectively. ELD 1 and ELD 5 had the highest decrease in differences between pre-remote attendance and Phase 2 (-22.5% and -22.2%) respectively. The gap between current ELs and never ELs decline was 1.1% (-17.1%, -18.2%) respectively.

EL Student Engagement in Grades 9-12

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All Students	15,934	83.6%	63.8%	82.0%	6.2%
Current EL	3,985	78.9%	61.8%	78.1%	5.5%
Former EL	3,612	87.3%	65.3%	85.7%	9.3%
Never EL	8,337	82.4%	64.2%	82.3%	5.2%
ELD 1	784	84.6%	62.1%	77.6%	8.2%
ELD 2	672	76.5%	64.9%	77.5%	7.4%
ELD 3	874	78.5%	64.8%	78.7%	6.1%
ELD 4	1,154	79.0%	58.1%	78.2%	2.7%
ELD 5	500	82.8%	60.6%	78.4%	4.4%

Prerequisite Assessments

First year ELs and ELD 1 and 2 students were not required to take prerequisite assessments. Participation rates were over 20 percentage points lower for current ELs than never ELs. Participation rates were 22 percentage points lower for ELD 3 students compared with ELD 5 students in ELA, but only 3 percentage points lower in math. Average percent correct was 21 percentage points lower in ELA and 15 percentage points lower in math for current ELs than never ELs. Gaps were smaller comparing ELD 3 students with ELD 5 students (9 percentage points in ELA and 12 percentage points in math).

Grades 9-11 EL Prerequisite Assessment Participation and Performance

Group	Number of Students	ELA		Math	
		Participation	Avg Percent Correct	Participation	Avg Percent Correct
All Students	10,414	52%	56%	49%	54%
Current EL	1,769	32.4%	37.1%	31.3%	39.3%
Former EL	2,534	59.1%	57.9%	54.8%	58.8%
Never EL	6,109	54.4%	57.6%	52.5%	54.5%
ELD 3	598	19.9%	34.9%	30.1%	32.8%
ELD 4	805	37.4%	34.5%	31.4%	41.2%
ELD 5	365	41.6%	44.1%	33.2%	44.9%

Student Perception

Current ELs at the high school level reported higher classroom engagement (43% favorable responses) than former and never ELs (19% and 20%, respectively). High school current ELs also responded more favorably on pedagogical effectiveness (68%) and remote learning strategies (62%) than former and never ELs (46%-53% on pedagogical effectiveness and 50-53% on remote learning strategies). High school ELD 4 and 5 students have lower percentages of favorable responses on all scales, except on needs with distance learning.

Experience of Homeless Students

Approximately 6.4% of students in BPS are experiencing homelessness. Homelessness as defined by the McKinney-Vento Act means individuals who lack a fixed, regular, and adequate nighttime residence. This includes students who are sharing the housing of other persons, are living in hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, or are living in emergency or transitional shelters.

Homeless Students: All Grades

Student Engagement

Homeless students had substantially lower attendance than their permanently housed peers, both prior to school closure and during the remote learning phase 2. The gap increased from 8.3 percentage points prior to school closure to 11.7 percentage points during remote learning. The gap was much smaller when looking at online activity.

Student Engagement for Homeless Students

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All students	53,406	92.3%	70.2%	85.8%	24.5%
Homeless Students	3,416	83.9%	59.2%	82.1%	18.3%
Housed Students	49,990	92.2%	70.9%	86.1%	24.9%

Prerequisite Assessments

Homeless students were much less likely to take the prerequisite assessments, as evidenced by participation rates in ELA and math of 49.9% and 48.8% respectively, compared to 63.2% and 62.5% for housed students in ELA and math. Average percent correct for homeless students was 9.4 percentage points lower than housed students in both ELA and math.

Student Perception

Homeless students had a lower response rate than housed students (14.9% and 18.8% respectively). However, the responses for homeless students were consistently more favorable on classroom engagement (46% vs 35%), pedagogical effectiveness (71% vs 64%), and remote learning platforms (68% vs 61%).

K-2

Student Engagement

Prior to school closures, 86.5% of homeless students in grades K-2 had 80%+ attendance, compared to 95.4% of their housed peers. During Phase 2, attendance rates for both homeless and housed students in grades K-2 decreased. During Phase 2, 61.6% of homeless students in grades K-2 had 80%+ attendance in Phase 2, a 24.9 percentage point drop compared to the pre-remote period. In comparison, 78.2% of housed students in grades K-2 had 80%+ attendance in Phase 2, corresponding to a 17.1 percentage point decline. Homeless students in grades K-2 were slightly less likely to log in during Phase 2. Just over three-quarters of homeless students (76.9%) in grades K-2 logged in at least once during Phase 2, compared to close to eight in ten (79.6%) of their housed peers.

Homeless Student Engagement in Grades K-2

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All students	15,077	95.4%	77.2%	79.4%	28.3%
Homeless Students	903	86.5%	61.6%	76.9%	17.9%
Housed Students	14,174	95.4%	78.2%	79.6%	28.9%

Students in grades KO-2 did not participate in prerequisite assessments or the remote learning perception survey.

3-5

Student Engagement

Prior to school closures, 92.8% of homeless students in grades 3-5 had 80%+ attendance, compared to 97.0% of their housed peers. During Phase 2, attendance rates for both homeless and housed students in grades 3-5 decreased. During Phase 2, 62.9% of homeless students in grades 3-5 had 80%+ attendance in Phase 2, a 29.9 percentage point drop compared to the pre-remote period. Comparatively, 77.6% of housed students in grades 3-5 had 80%+ attendance in Phase 2, corresponding to a 19.4 percentage point decline. Homeless students in grades 3-5 were slightly less likely to log in during Phase 2. 90.3% of homeless students in grades 3-5 logged in at least once during Phase 2, compared to 92.5% of their housed peers.

Homeless Student Engagement in Grades 3-5

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All students	11,468	97.2%	76.5%	92.3%	47.2%
Homeless Students	816	92.8%	62.9%	90.3%	35.5%
Housed Students	10,652	97.0%	77.6%	92.5%	48.1%

Prerequisite Assessments

Homeless students in grades 3-5 were less likely to provide correct responses on their ELA and Math prerequisite assessments than their permanently housed peers. On the ELA assessments, homeless students in grades 3-5 had an average of 35.7% correct compared to 43.7% for their housed peers, corresponding to an 8.0 percentage point gap. Similarly, on the math assessments, homeless students in grades 3-5 had an average of 47.4% correct compared to 56.5% for their housed peers, a slightly larger gap of 9.2 percentage points.

Student Perception

Approximately 18% of homeless students in grades 3-5 responded to the remote learning survey. These students have similar perceptions as their permanently housed peers on Pedagogical Effectiveness (76-78%), Remote Learning Strategies (71-73%), and Needs with Distance Learning (59-61%). However, these students responded more favorably than their housed peers on Classroom Engagement (57% vs 51%) and Distance Learning Environment (63% vs. 69%).

6-8

Student Engagement

Prior to school closures, 89.9% of homeless students in grades 6-8 had 80%+ attendance, compared to 95.6% of their housed peers. During Phase 2, attendance rates for both homeless and housed students in grades 6-8 decreased. During Phase 2, 51.6% of homeless students in grades 6-8 had 80%+ attendance in Phase 2, a 38.3 percentage point drop compared to the pre-remote period. Comparatively, 63.8% of housed students in grades 6-8 had 80%+ attendance in Phase 2, corresponding to a 31.8 percentage point decline. Homeless students in grades 6-8 were slightly less likely to log in during Phase 2. 91.2% of homeless students in grades 6-8 logged in at least once during Phase 2, compared to 93.6% of their housed peers.

Homeless Student Engagement in Grades 6-8

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All students	10,927	95.6%	63.0%	93.4%	22.2%
Homeless Students	692	89.9%	51.6%	91.2%	19.9%
Housed Students	10,235	95.6%	63.8%	93.6%	22.4%

Prerequisite Assessments

Homeless students in grades 6-8 were less likely to provide correct responses on their ELA and Math prerequisite assessments than their permanently housed peers. On the ELA assessments, homeless students in grades 6-8 had an average of 40.5% correct compared to 49.2% for their housed peers, corresponding to an 8.8 percentage point gap. Similarly, on the Math assessments, homeless students in grades 6-8 had an average of 43.9% correct compared to 51.7% for their housed peers, a smaller gap of 7.8 percentage points.

Student Perception

Approximately 15% of homeless students in grades 6-8 responded to the remote learning survey. These students responded more favorably than their permanently housed peers in multiple areas, including Classroom Engagement (35% vs 30%), Pedagogical Effectiveness (66% vs 62%) and Remote Learning Strategies (68% vs 59%).

9-12

Student Engagement

Prior to school closures, 70.2% of homeless students in grades 9-12 had 80%+ attendance, compared to 83.5% of their housed peers. During Phase 2, attendance rates for both homeless and housed students in grades 9-12 decreased. During Phase 2, 59.3% of homeless students in grades 9-12 had 80%+ attendance in Phase 2, a 10.9 percentage point drop compared to the pre-remote period. Comparatively, 64.1% of housed students in grades 9-12 had 80%+ attendance in Phase 2, corresponding to a 19.3 percentage point decline. Homeless students in grades 9-12 were less likely to log in during Phase 2. 73.7% of homeless students in grades 9-12 logged in at least once during Phase 2, compared to 82.6% of their housed peers.

Homeless Student Engagement in Grades 9-12

Group	Number of Students	[Sept - March] Attended at Least 80% of Days	[Remote Phase 2] Attended at Least 80% of Days	Logged in at least once	Logged in at Least 80% of Days
All students	15,934	83.6%	63.8%	82.0%	6.2%
Homeless Students	1,005	70.2%	59.3%	73.7%	3.5%
Housed Students	14,929	83.5%	64.1%	82.6%	6.4%

Prerequisite Assessments

Homeless students in grades 9-12 were less likely to provide correct responses on their ELA and Math prerequisite assessments than their peers. On the ELA assessments, homeless students in grades 9-12 had an average of 46.8% correct compared to 55.8% for their housed peers, corresponding to a 9.0 percentage point gap. Similarly, on the Math assessments, homeless students in grades 9-12 had an average of 40.8% correct compared to 54.5% for their housed peers, a fairly large gap of 13.6 percentage points.

Student Perception

Approximately 11% of homeless students in grades 9-11 responded to the remote learning survey. These students responded more favorably than their housed peers in multiple areas, including Classroom Engagement (40% vs 22%), Pedagogical Effectiveness (64% vs 51%), Remote Learning Strategies (59% vs 52%). However, they share similar perceptions with their housed peers on Distance Learning Environment (54-55%) and Needs with Distance Learning (49-51%).