BPS Staff Language Data Report III

To: English Language Learners (ELL) Task Force Human Capital Subcommittee
From: Boston Public Schools Office of Human Capital and Office of English Language Learners
Date: October 29, 2018

Summary:
This represents the fourth data report on the data the Office of Human Capital and Office of English Language Learners have completed. This represents the updated analysis of language capacity for teachers in SEI classrooms. The update includes response to two requests made by the task force:

1. This data is broken down to the school level. For every core classroom area in each school where SEI instruction is taking place, the match of the self-reported language capacity of the adults in that classroom to the language needs of students is determined.
2. The data from last year was recalculated to match this school-level breakdown and then compared to the fall 2018-19 updated data.

This work seeks to enable the ELL Task Force Human Capital Subcommittee to work with the Office of Human Capital and Office of English Language Learners to continue to improve the data infrastructure, quality of records, and ability to analyze the ways BPS can meet the needs of all students.

Language Capacity of SEI Program Classrooms:
This analysis uses student-level assignment data and the data stored in PeopleSoft to compare languages in SEI classrooms. The classrooms were counted by identifying each distinct core content classroom that students in SEI programs have. We know, especially at the secondary level, that students have more than one teacher for their core content instruction. Therefore, this data investigates whether there is a "match" between the SEI language and the teacher language in each instance of a core classroom. *One SEI Spanish student may therefore have multiple classrooms identified in this process.* In addition, this analysis examined all possible educators assigned to the classroom, including lead teachers, co-teachers, inclusion teachers, and paraprofessionals.

It is important to note there are multiple caveats to the use of this data:

1. The language fluency data is self-reported.
2. While this data represents a significant improvement in the number of educators with records in comparison to the first report, it is still incomplete. This data includes both PeopleSoft and TalentEd, and represents the total of self-reported language data that we have in our employee information systems
    - Note: We have not completed an integration of the TalentEd data to capture the summer 2018 hiring season. Therefore, there is a slight increase in "no data" reports for this year.
3. For the purposes of the Chinese SEI classrooms, the data looks for Fluency in Chinese - Mandarin, Chinese - Cantonese, Chinese - Other.
4. The analysis was run by examining each employee matched to an SEI classroom. The following qualifiers were produced: Y - meaning they speak the required language for the strand they teach, N - meaning that we have data for the individual, but they do not report language fluency for the strand they teach, or n/a - meaning that we have no language data for the individual.

Considerations for this year's data:

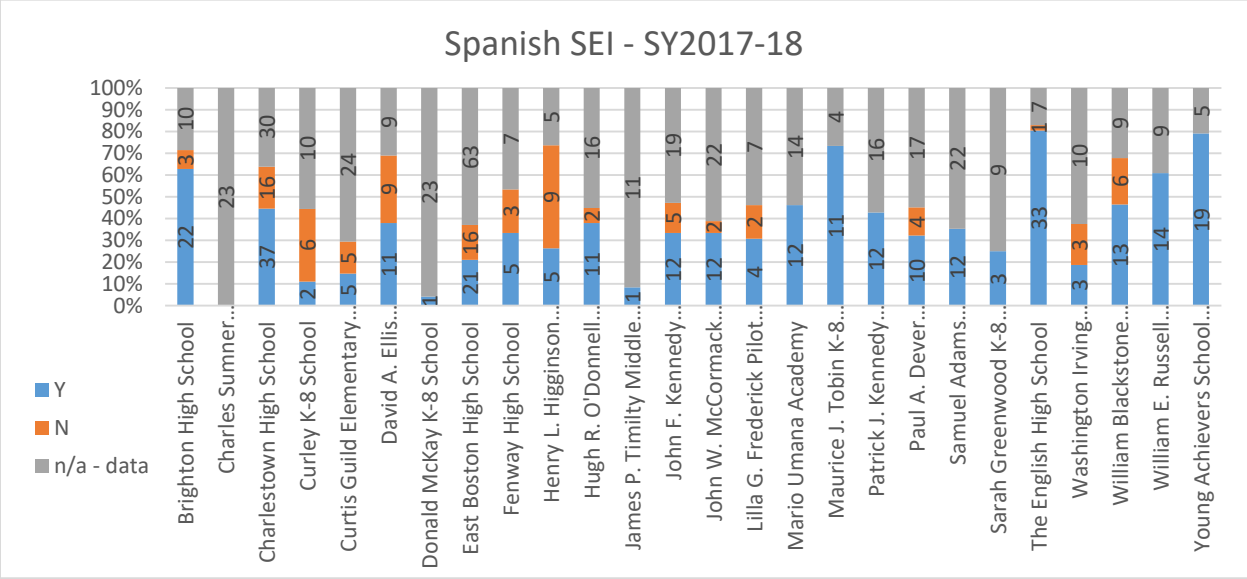
- As we work to meet student needs, the number of students and classrooms for each SEI language does fluctuate significantly during the year. In some cases, this year's data shows far fewer classrooms for SEI students. In other cases, it shows more. This is largely due to efficiencies in scheduling at the beginning of the year when the master schedule is closest to the planned enrollment of a school. Shifts take place throughout the year as schools adjust their schedules and, in some cases, new strands are opened to serve growing student needs.

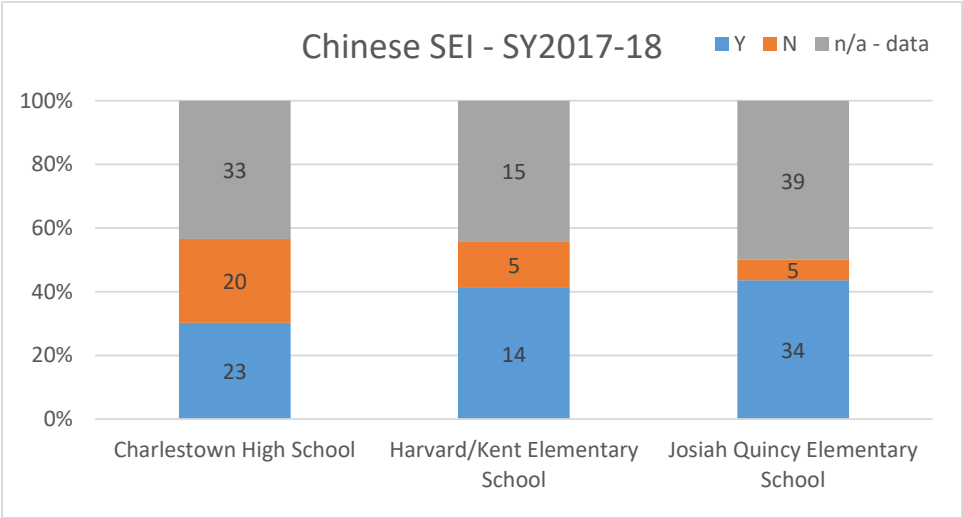
- This data does not yet capture bilingual and SLIFE classrooms. This component of the data request is in progress. We are still working collaboratively to determine how to conduct the analysis for multilingual classrooms.

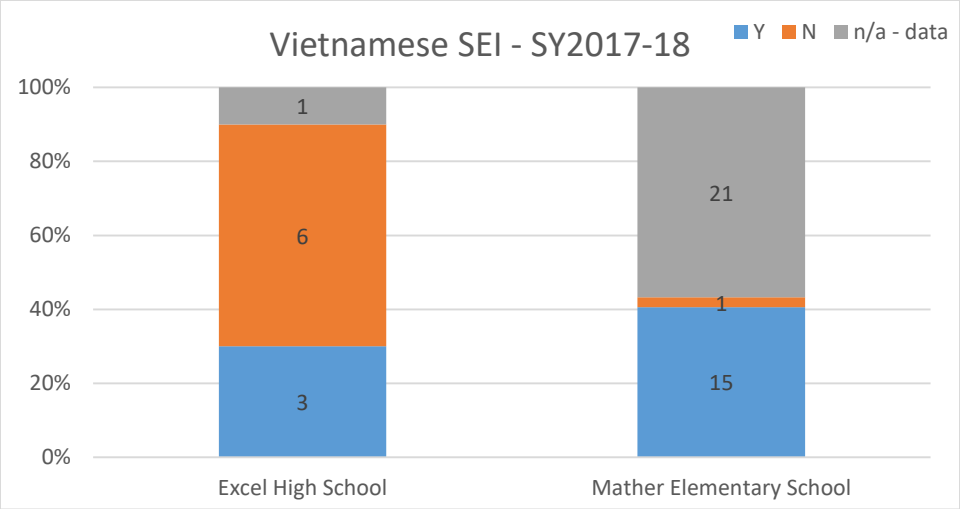
Three Data Set Comparisons:

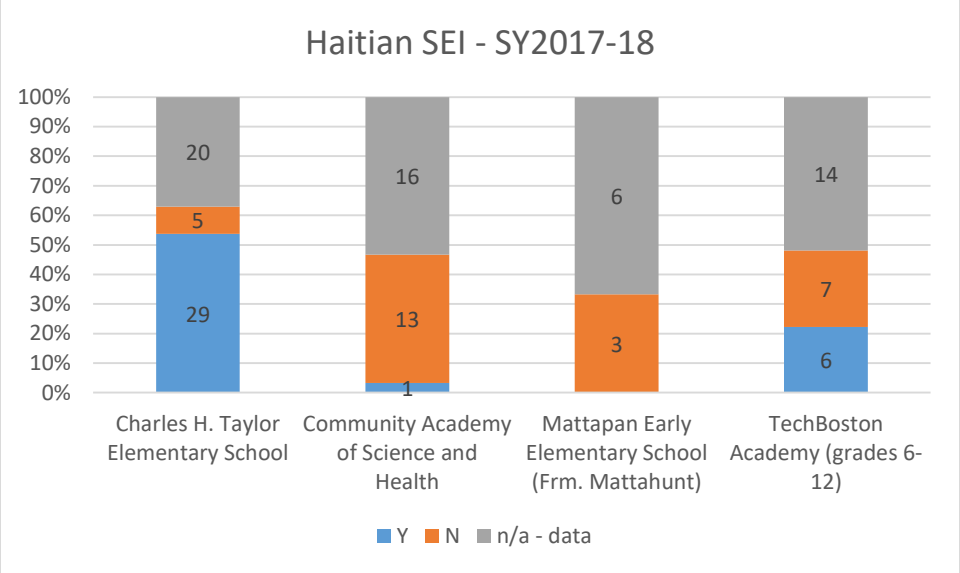
1. The first analysis shows school-level data for each SEI classroom language. The first set of charts are for SY2017-18. The same charts are then repeated for SY2018-19.
2. The second analysis shows aggregate data by the language of the SEI classroom for each year.
3. The third analysis shows a comparison of aggregate classrooms by language for SY2017-18 compared to SY2018-19, including an overall comparison.

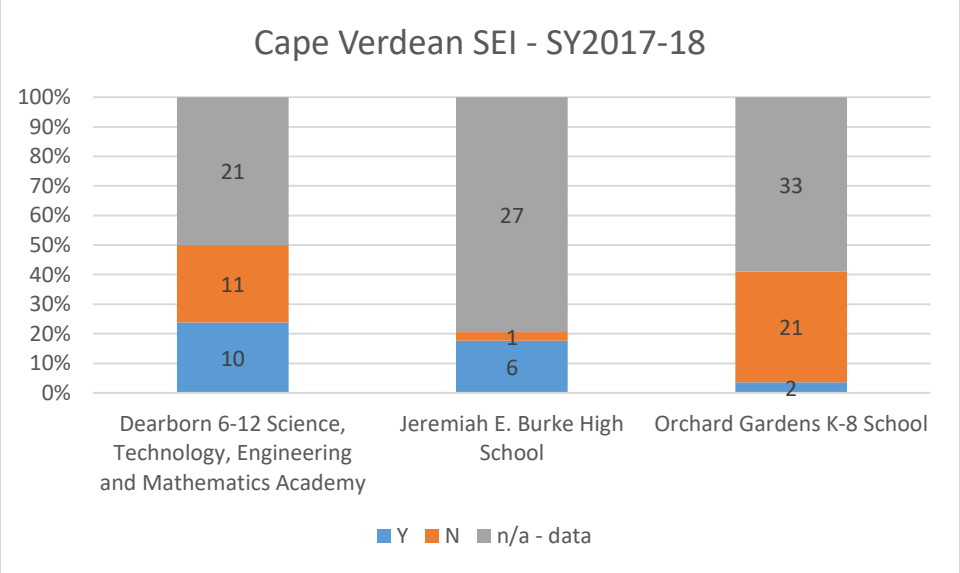
1. Number of Teachers Reporting Language Match by Classroom by School for each SEI Language



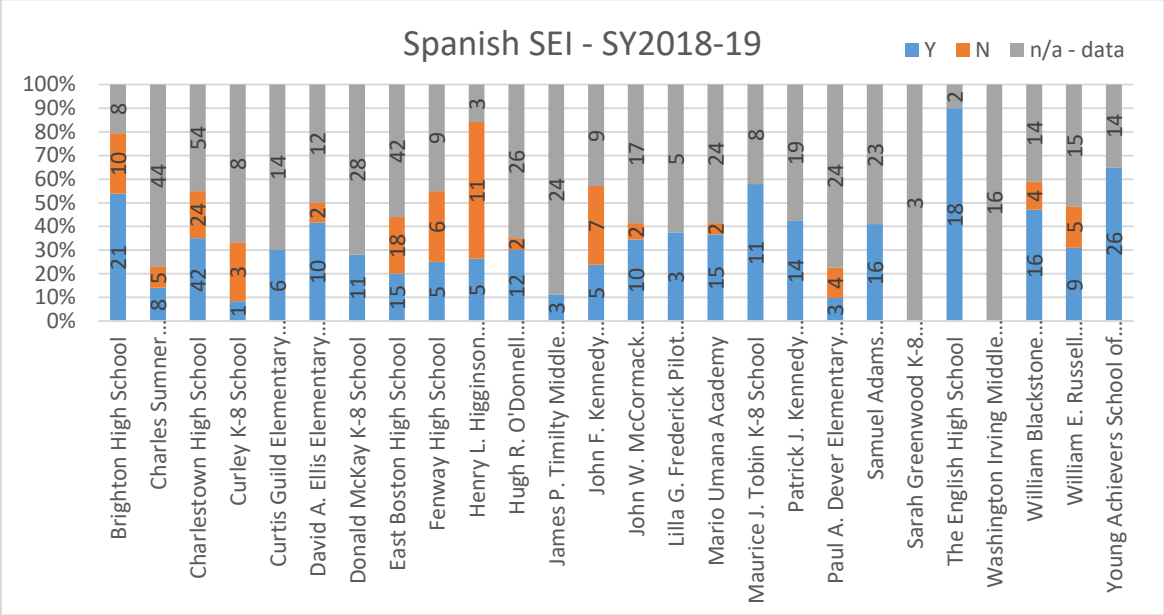


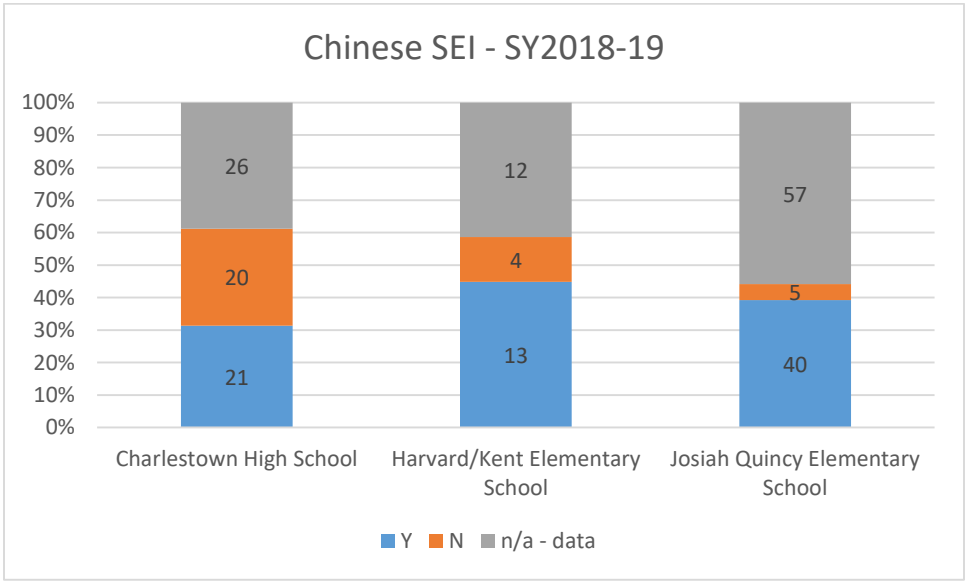

Vietnamese SEI - SY2017-18
Y
N
n/a - data
100%
80%
60%
40%
20%
0%
1
6
3
21
1
15
Excel High School
Mather Elementary School

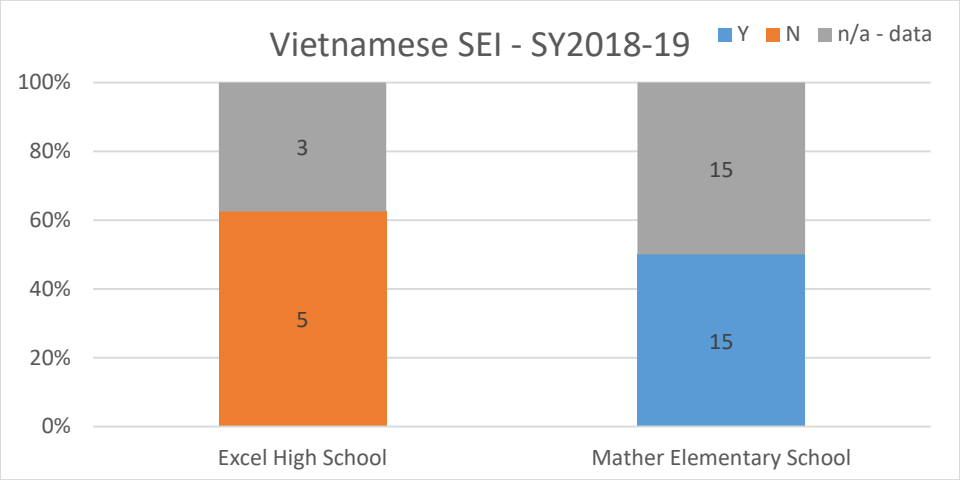

Haitian SEI - SY2017-18
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
20
5
29
16
13
1
6
3
14
7
6
Charles H. Taylor Elementary School
Community Academy of Science and Health
Mattapan Early Elementary School (Frm. Mattahunt)
TechBoston Academy (grades 6-12)
Y
N
n/a - data

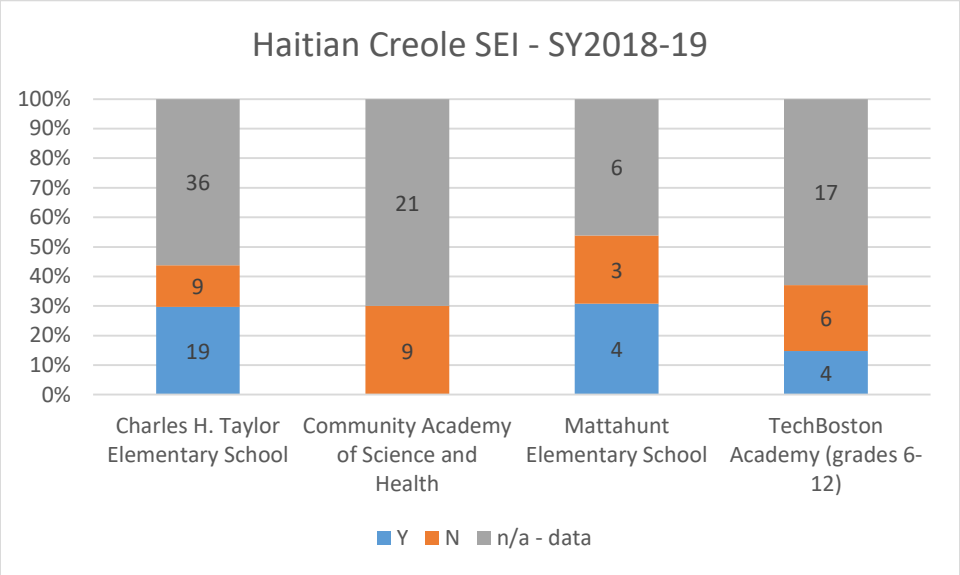

Cape Verdean SEI - SY2017-18
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
21
11
10
27
1
6
33
21
2
Dearborn 6-12 Science, Technology, Engineering and Mathematics Academy
Jeremiah E. Burke High School
Orchard Gardens K-8 School
Y
N
n/a - data

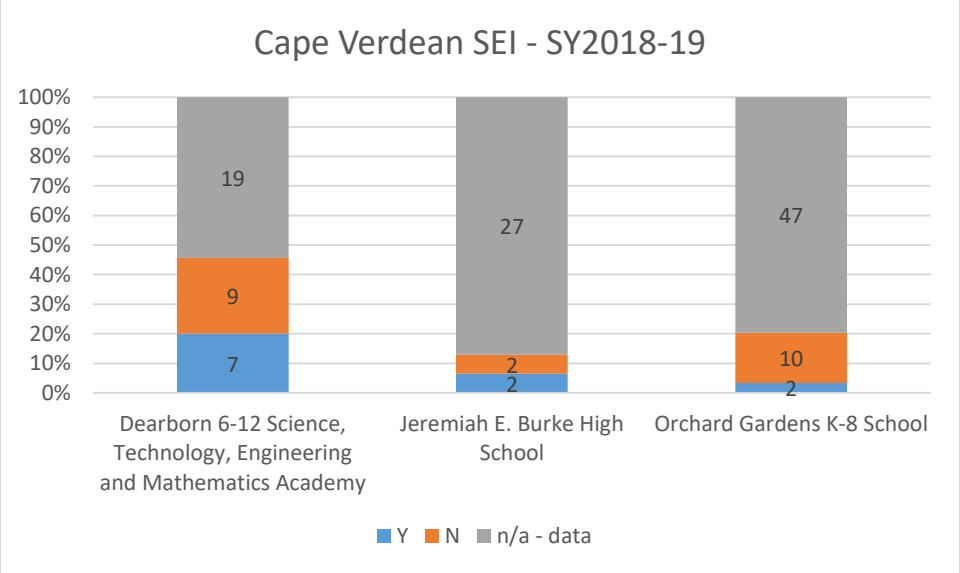
1. Part II - SY2018-19



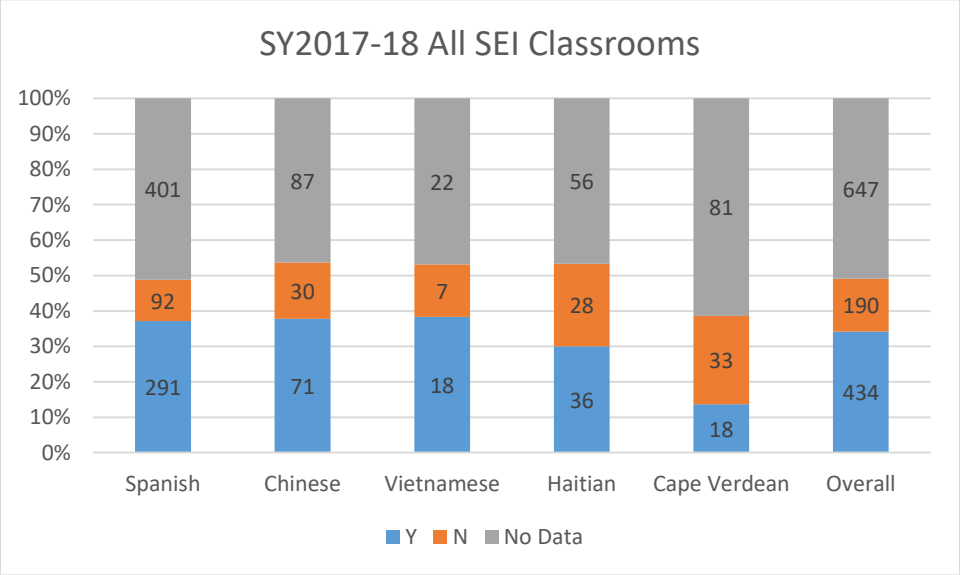


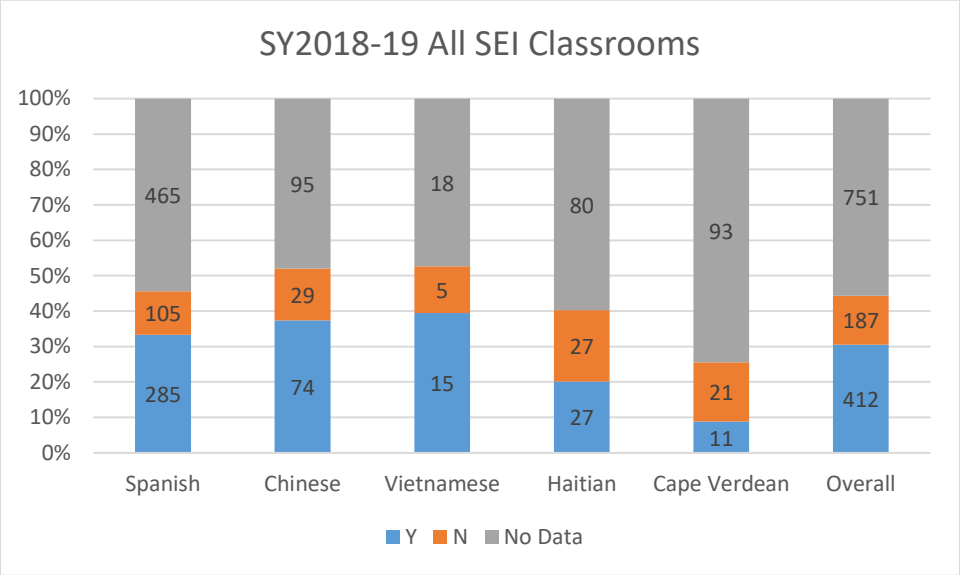

Vietnamese SEI - SY2018-19
Y
N
n/a - data
100%
80%
60%
40%
20%
0%
3
5
15
15
Excel High School
Mather Elementary School


Haitian Creole SEI - SY2018-19
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
36
9
19
21
9
6
3
4
17
6
4
Charles H. Taylor Elementary School
Community Academy of Science and Health
Mattahunt Elementary School
TechBoston Academy (grades 6-12)
Y
N
n/a - data

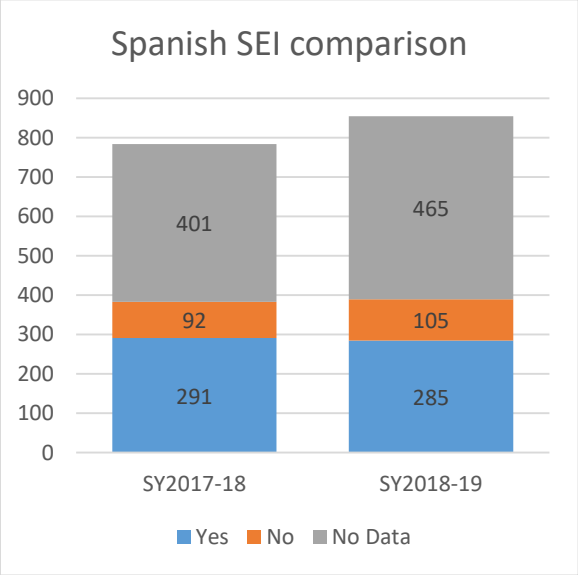

Cape Verdean SEI - SY2018-19
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
19
9
7
27
2
2
47
10
2
Dearborn 6-12 Science, Technology, Engineering and Mathematics Academy
Jeremiah E. Burke High School
Orchard Gardens K-8 School
Y
N
n/a - data

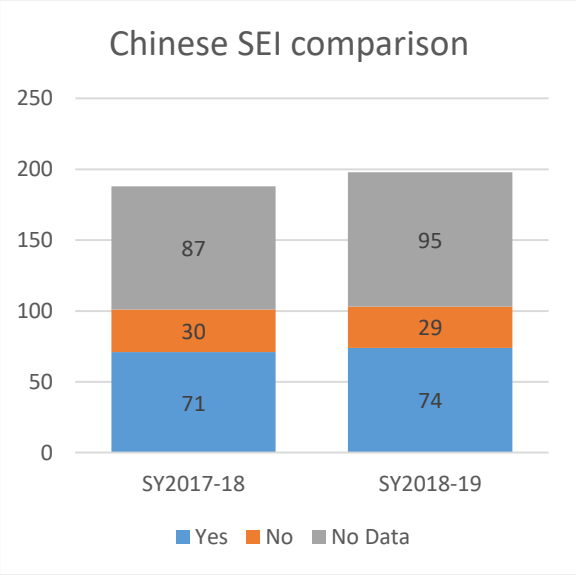
2. All SEI classrooms by Language for each year

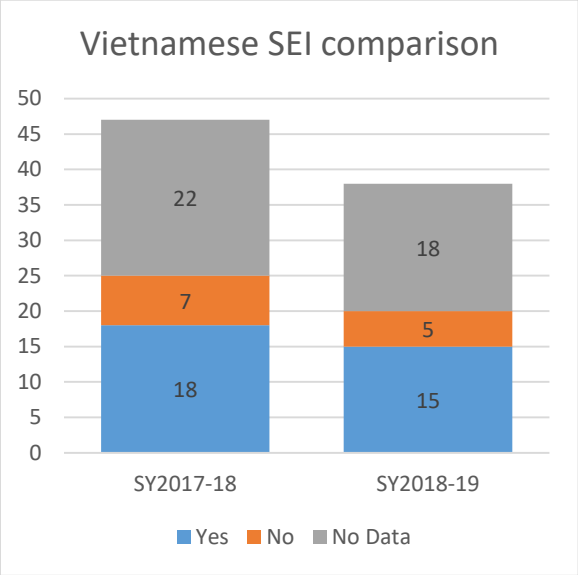


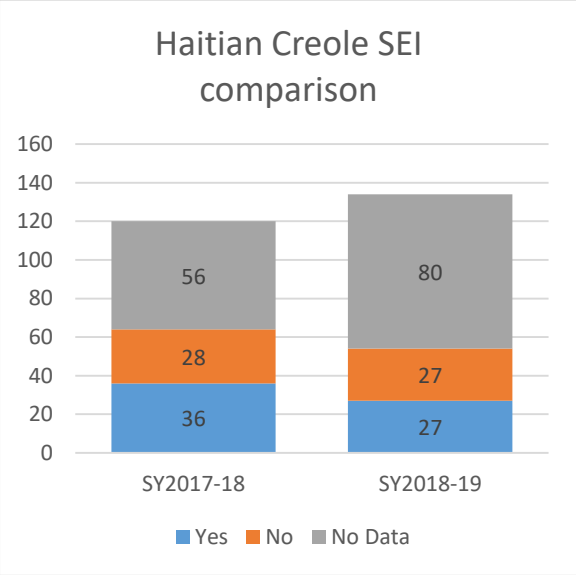


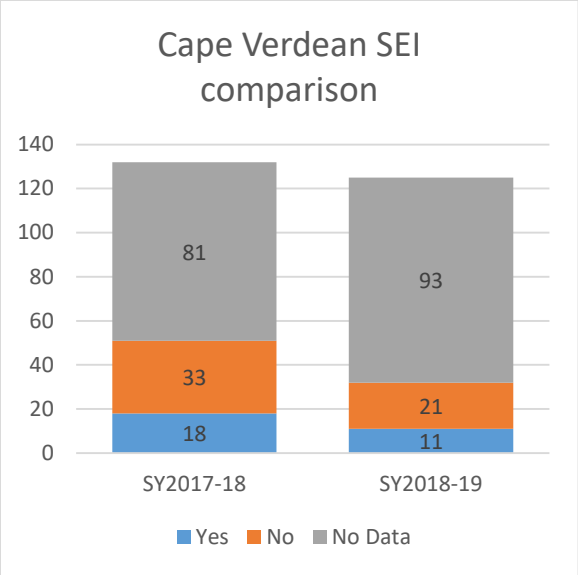
3. Year-to-year comparison of aggregate classrooms by language

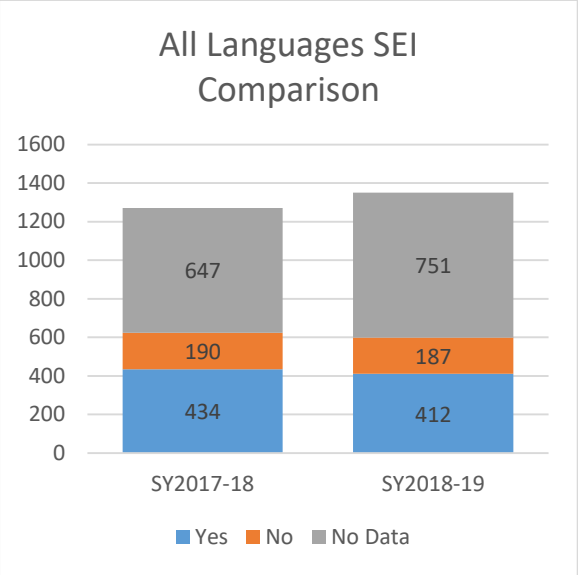









Cape Verdean SEI comparison
140
120
100
80
60
40
20
0
81
33
18
93
21
11
SY2017-18
SY2018-19
Yes
No
No Data


All Languages SEI Comparison
1600
1400
1200
1000
800
600
400
200
0
647
190
434
751
187
412
SY2017-18
SY2018-19
Yes
No
No Data