Realizing Our Vision: Proposals for School Year 25-26

May 22, 2024
Collectively, we want students to learn in schools that provide rigorous and culturally affirming learning experiences, provide access to wellness and enrichment, contain a supportive network of caring adults, and have the physical spaces to support all aspects of a student’s education – the four components of the BPS High-Quality Student Experience (HQSE).
Realizing our vision

- **May 8, 2024:** Laying the Foundation: Historical Context
- **May 22, 2024:** Realizing our Vision: Proposals for SY 2025-26
- **June 17, 2024:** School Committee Vote on Proposals
- **Summer & Fall 2024:** Planning transitions with impacted school communities
Aligning our work to our vision

Well-Rounded BPS Ecosystem
Increase number of seats that support the High-Quality Student Experience for every student in the district.

Create and Improve Academic & Enrichment Programs
- Inclusive Education & Equitable Literacy
- Expanding Bilingual Education, SLIFE & Newcomer Programming
- Strengthening the Secondary School Ecosystem
- Expanding Community Hub Schools

Structural Changes
- Strategic expansion of high quality seats
- Minimize student transitions and provide strong school choices
- Create New Programming for Multilingual Learners and Students with Disabilities, Ages 19-22
- Rethinking Assignment and Special Education Policies

Investing in Our Facilities
- New Builds and Renovations
- Closures, Consolidations and Mergers
- Better Utilizing Existing School Buildings to Deliver HQSE
Create and Improve Academic & Enrichment Programs

Levers for Delivering on our Academic Vision:
• Inclusive Education and Equitable Literacy
• Expanding Community Hub Schools
• Expanding Bilingual Education, SLIFE & Newcomer Programming
• Strengthening the Secondary School Ecosystem
Inclusive Education & Equitable Literacy

High Quality Instructional Materials and Rigorous Academic Pathways implemented well for all students

Quality School Plans with customized and aligned goals to the Universal Expectations

Responsive and Differentiated Instructional Practices to support every student

Universal Expectations and Progress Monitoring Quarterly Reviews
Expanding Community Hub Schools

Our Community Hub Schools are guided by six key practices - powerful student and family engagement; collaborative leadership and shared power and voice; expanded and enriched learning and opportunities; rigorous, community-connected classroom instruction; culture of belonging, safety, and care; and integrated systems of support.

In SY23-24, there are 14 Community Hub Schools supported by Community Hub School Coordinators:

- Burke High School
- Frederick Pilot Middle School
- Gardner Pilot Academy
- Haynes Early Education Center
- Hernandez K-8
- Horace Mann School for the Deaf Hard of Hearing
- Hurley K-8 School
- King Elementary
- Margarita Muñiz Academy
- Mario Umana Academy
- Mather Elementary
- Mattahunt Elementary School
- Sarah Greenwood K-8 School
- Trotter K-8 School
- Burke High School
- Frederick Pilot Middle School
- Gardner Pilot Academy
- Haynes Early Education Center
- Hernandez K-8
- Horace Mann School for the Deaf Hard of Hearing
- Hurley K-8 School
- King Elementary
- Margarita Muñiz Academy
- Mario Umana Academy
- Mather Elementary
- Mattahunt Elementary School
- Sarah Greenwood K-8 School
- Trotter K-8 School

In SY24-25, 6 additional schools will become hub school sites:

- Recently merged school communities
  - Shaw-Taylor
  - Philbrick-Sumner, and
  - Ruth Batson Academy (formerly BCLA-McCormack)
- Hennigan (after SY24-25)

A process to identify an additional two schools is currently underway.
Expanding Bilingual Education, SLIFE & Newcomer Programming

Bilingual Education

In SY24-25:
- expansion of the Margarita Muniz’s existing Dual Language program to 7th and 8th grade (in SY25-26), allowing the Muñiz to grow by 190 seats.

In SY25-26 and beyond:
- Proposing new bilingual education programs (transitional bilingual education or dual language programs) at 8 elementary schools and 1 secondary school
  - Languages: Spanish, Cabo Verdean Kriolu, and Chinese, Neighborhoods: Chinatown, Roxbury, Dorchester, Roslindale, South End.

SLIFE & Newcomer Programming

Since last summer, BPS has welcomed approximately 3,000 newcomer students, many of whom are served in Students with Limited or Interrupted Formal Education (SLIFE) and Newcomer programs.

In SY24-25:
- creation of new SLIFE program located at the Margarita Muñiz Academy
- formalized Newcomer programs at East Boston High School, Charlestown High School, and Brighton High School

In SY25-26 and beyond:
- Proposing additional newcomer programs at 2 schools

CITY of BOSTON
Strengthening the Secondary School Ecosystem

**CTE Programs**
40 CTE programs introducing career pathways across 11 secondary schools

**Early College**
Early college pathways at 8 secondary schools, partnered with 6 higher education partners

**Advanced Coursework**
26 secondary schools offer either AP or IB courses

**Innovation Pathways**
4 secondary schools offer Innovation Pathways covering 6 industry areas

**Work Planned for SY24-25 and beyond:**
- Expand early college to additional schools and increase participation for MLs
- Increase AP offerings, including AP African American Studies at 4 additional schools (for a total of 14), AP PreCalculus at 3 additional schools, and AP Research at an additional 2 schools in SY24-25.
- Create new professional development for AP teachers focused on increasing access for MLs and SWD
Structural Changes

• Strategic expansion of high quality seats
• Minimize student transitions and provide strong school choices
• Create New Programming for Multilingual Learners and Students with Disabilities Ages 19-22
• Rethinking student assignment and special education policies
Strategic Expansion

Expansions in Progress

Three secondary schools are in the process of expanding using three different strategies:

- Josiah Quincy Upper School: new build
- Margarita Muñiz Academy: grade reconfiguration
- Edward M. Kennedy Academy for Health Careers: relocation

Future Expansions

For several schools in high demand, future growth is constrained by the physical limitations of their current building. The district will begin work this summer to identify buildings for two additional secondary schools:

- Boston International Newcomers Academy
- Boston Green Academy
Minimize student transitions and provide strong school choices

In 2019, the Boston School Committee adopted a grade configuration strategy by which BPS is primarily a K-6/7-12 and K-8/9-12 system to offer students an education experience with fewer transitions.

- Research shows that multiple student transitions can have a negative impact on student success and outcomes. Each time a student moves from one school to another, there is a risk of relationships and learning being disrupted.

By School Year 2024-25:
- **34** PK/K-5 schools will have added a 6th grade
- **4** PK/K-8 schools will have eliminated 7th and 8th grades
- **7** 9-12 schools will have added 7th and 8th grades
- **4** 6-8 schools will have closed, and the last standalone middle school will close at the end of SY24-25

**Effective SY24-25:**
- TechBoston Academy: 6-12 → 7-12
- Boston Green Academy: 6-12 → 7-12
- Mather Elementary: K-5 → K-6
- Edison School: PK-8 → PK-6
- Haley Pilot School*: PK-8 → PK-6
- Margarita Muñiz Academy*: 9-12 → 7-12
- UP Academy Holland: PK-5 → PK-6

**Effective SY25-26:**
- Hernandez: PK-8 → PK-6
- Gardner: PK-8 → PK-6
- Hennigan: K-8 → PK-6

*The Haley Pilot School and Margarita Muñiz Academy will complete their grade configuration changes over two years. The reconfiguration will be complete in SY25-26.
**New Reconfigurations**

**Reconfigure Gardner K-8 to PreK-6 School, effective SY25-26**

<table>
<thead>
<tr>
<th>Grade Configuration: K0-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neighborhood: Allston</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SY23-24 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Students</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Black</td>
</tr>
<tr>
<td>Latinx</td>
</tr>
<tr>
<td>Multi-Race / Other</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Multilingual Learners</td>
</tr>
</tbody>
</table>

**Reconfigure Hernandez K-8 to PreK-6 School, effective SY25-26**

<table>
<thead>
<tr>
<th>Grade Configuration: K1-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neighborhood: Mission Hill/Jamaica Plain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SY23-24 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Students</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Black</td>
</tr>
<tr>
<td>Latinx</td>
</tr>
<tr>
<td>Multi-Race / Other</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Multilingual Learners</td>
</tr>
</tbody>
</table>
## Create New Programming

### Post-secondary Transition Program

*Program to help students develop skills that will enable them to live as independently as possible and develop essential career skills that will help them gain and maintain employment.*

- **Target population:** students with special needs, ages 18 to 22
- **Anticipated Capacity:** 100 students
- **Timeline:** SY25-26

### BATA East

*Satellite campus of Boston Adult Technical Academy (BATA), an alternative high school for young adults between the ages of 19-22.*

- **Target population:** over-age multilingual learner students
- **Anticipated Capacity:** 120 students
- **Timeline:** SY24-25
Rethinking Student Assignment and Special Education Policies

Structural barriers remain around ensuring all schools are able to serve the full diversity of learners, particularly in secondary schools.

Percentage of All Students and of Multilingual Learners (MLs) and Students with Disabilities (SWD) served by School Type

Specialized Program schools include BINCA, Carter, Horace Mann, Mel King, and Muniz Academy
Investing in Our Facilities

- New Builds and Renovations
- Closures, Consolidations and Mergers
- Better Utilizing Existing School Buildings to Deliver HQSE
## 11 Major Capital Projects Underway

<table>
<thead>
<tr>
<th>School</th>
<th>Neighborhood</th>
<th>Status</th>
<th>Anticipated Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carter School</td>
<td>Roxbury</td>
<td>Under Construction</td>
<td>Winter 2025</td>
</tr>
<tr>
<td>EMK Academy for Health Careers</td>
<td>TBD</td>
<td>Analyzing site options</td>
<td>Expansion begins by SY25-26</td>
</tr>
<tr>
<td>Horace Mann School for the Deaf and Hard of Hearing (Edwards Building)</td>
<td>Charlestown</td>
<td>Under Construction</td>
<td>Summer 2024 (move in by SY24-25)</td>
</tr>
<tr>
<td>Josiah Quincy Upper School</td>
<td>Chinatown</td>
<td>Under Construction</td>
<td>Summer 2024 (move in by SY24-25)</td>
</tr>
<tr>
<td>Philbrick-Sumner (Irving Building)</td>
<td>Roslindale</td>
<td>Under Construction</td>
<td>Summer 2025 (move in by SY25-26)</td>
</tr>
<tr>
<td>PJ Kennedy</td>
<td>East Boston</td>
<td>Under Construction</td>
<td>Fall 2025</td>
</tr>
<tr>
<td>Madison Park</td>
<td>Roxbury</td>
<td>Procuring a designer for late spring 2024</td>
<td>TBD</td>
</tr>
<tr>
<td>Melvin H. King South End Academies</td>
<td>South End</td>
<td>Programming study underway</td>
<td>TBD</td>
</tr>
<tr>
<td>Ruth Batson Academy</td>
<td>Dorchester</td>
<td>Application submitted to MSBA core program (spring 2024)</td>
<td>TBD</td>
</tr>
<tr>
<td>Shaw-Taylor</td>
<td>S. Dorchester/ Mattapan</td>
<td>Planning Phase</td>
<td>Estimated 2029</td>
</tr>
<tr>
<td>White Stadium</td>
<td>Dorchester/Jamaica Plain/Mattapan/Roxbury</td>
<td>In design</td>
<td>TBD</td>
</tr>
</tbody>
</table>
Frederick Middle School

Proposal: Close Frederick Middle School

- Last standalone middle school - closure aligned to grade configuration policy
- Families and school community notified in January 2024 of intention to close; school will not enroll 6th grade in SY24-25
- Pending closure vote, district will launch community process to determine use of building for another school community

SY23-24 Enrollment

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Students</td>
<td>337</td>
</tr>
<tr>
<td>Asian</td>
<td>4.5%</td>
</tr>
<tr>
<td>Black</td>
<td>32.9%</td>
</tr>
<tr>
<td>Latinx</td>
<td>58.5%</td>
</tr>
<tr>
<td>Multi-Race / Other</td>
<td>1.5%</td>
</tr>
<tr>
<td>White</td>
<td>2.7%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>30.3%</td>
</tr>
<tr>
<td>Multilingual Learners</td>
<td>49.6%</td>
</tr>
</tbody>
</table>
Proposal: Close West Zone ELC and consolidate into reconfigured Hennigan PreK-6

- West Zone ELC and Hennigan K-8 are co-located
- Reduces student transitions from West Zone ELC to another school and allows for increased flexibility in programming
- Commitment: 7:30am-2:20pm and extended day opportunities until 4:30pm for K0-K2 students
- Will become Community Hub school

Grade Configuration: K0-1, K2-8
Neighborhood: Jamaica Plain/Roxbury
Building Experience Score: 2 out of 4
Building Provides Full Continuum of Services? Yes
5-Year Average Utilization Rate: 90%

<table>
<thead>
<tr>
<th>SY23-24 Enrollment</th>
<th>West Zone</th>
<th>Hennigan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Students</td>
<td>114</td>
<td>503</td>
</tr>
<tr>
<td>Asian</td>
<td>8.8%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Black</td>
<td>25.4%</td>
<td>24.9%</td>
</tr>
<tr>
<td>Latinx</td>
<td>50.9%</td>
<td>65.6%</td>
</tr>
<tr>
<td>Multi-Race / Other</td>
<td>3.5%</td>
<td>2.2%</td>
</tr>
<tr>
<td>White</td>
<td>11.4%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>28.9%</td>
<td>23.1%</td>
</tr>
<tr>
<td>Multilingual Learners</td>
<td>52.6%</td>
<td>55.7%</td>
</tr>
</tbody>
</table>

CITY of BOSTON
Utilizing Existing School Buildings to Deliver HQSE

Over the next year, we will work to scope potential renovation projects at a select number of buildings.

The buildings listed here can currently fit a model space summary and have a low utilization rate (70% and lower)—or they are or will soon be vacated. Some of these buildings will likely require significant investment to bring building systems up-to-date, while others may only need more cosmetic upgrades.

Potential Buildings and their Current Usage for Further Evaluation

- Brighton High School building
- Burke High School building
- Cleveland building (currently used for CASH, STRIVE and administrative offices)
- Endicott building (not currently in use)
- English High School building
- Excel High School building
- Frederick Middle School building
- Higginson-Lewis 3-8 School building
- Lincoln building (currently used as swing space for Quincy Upper)
- Lucy Stone building (currently leased to Boston charter school)
- Trotter Elementary School building

Data can be accessed www.boston.gov/gnd-bps
Looking Ahead
Building Data Framework

How do we understand the current state of buildings in order to create change?

<table>
<thead>
<tr>
<th>Building is not meeting an acceptable building experience score</th>
<th>Building cannot provide a full continuum of services*</th>
<th>Building is underutilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building score is 2 or less</td>
<td>Failing Continuum of Services score</td>
<td>5-year avg. utilization rate of below 84%</td>
</tr>
<tr>
<td>70 buildings meet this criteria</td>
<td>75 buildings meet this criteria</td>
<td>32 buildings meet this criteria</td>
</tr>
</tbody>
</table>

*Continuum of services includes appropriate support spaces, classroom number and size, accessibility and location of classrooms and support spaces
Building Data Framework

Additional Measures to Consider for Decision Making

<table>
<thead>
<tr>
<th>Individual School Considerations</th>
<th>Merger Considerations</th>
<th>Neighborhood and District Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Low number of students for whom the school is first, second or third choice</td>
<td>● Proximity to another school or to an empty building.</td>
<td>● Is the school located in a neighborhood where there are more students than available seats?</td>
</tr>
<tr>
<td>● High percentage of students who are administratively assigned to a school.</td>
<td>● One or both schools has a utilization rate under 84%.</td>
<td>● Does the school serve students in highly specialized programs and there is no current transition pathway for these students to be served well in other schools?</td>
</tr>
<tr>
<td>● Fewer than 4 sections per grade in secondary schools.</td>
<td>● One or both schools cannot support a full continuum of services, but together they can.</td>
<td></td>
</tr>
<tr>
<td>● High concentration of specialized programs for students with high needs.</td>
<td>● One or both schools is a single-strand school with only one section per grade</td>
<td></td>
</tr>
<tr>
<td>● Low percentage of the student body lives near the school.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What’s Next for Impacted Communities

- Communities notified and initial community meetings held between May 9 and May 15
- Continued engagement with impacted school communities:
  - Survey regarding transition support
  - In-person community meetings
  - Office hours for staff

Two proposals require School Committee vote, scheduled for June 17:
- Closure of Frederick, effective at end of SY24-25
- Closure of West Zone ELC, effective at end of SY24-25

Reconfigurations are continued implementation of existing 2019 School Committee policy

*Frederick community was notified in January 2024
### Annual Cycle for Capital Planning Decisions

<table>
<thead>
<tr>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply data framework to determine proposals. Engage with community around priorities and supports.</td>
<td>Proposals for Capital Projects, including school closures or mergers, are presented to School Committee.</td>
<td>Projects approved by School Committee; capital budget approved by City Council. Transition plans are finalized.</td>
<td>Begin implementation of transition plan, including supporting staff and families transitioning to new schools the following school year.</td>
</tr>
</tbody>
</table>

**Annual cycle of evaluation and review**
Realizing our vision

- **May 8, 2024:** Laying the Foundation: Historical Context
- **May 22, 2024:** Realizing our Vision: Proposals for SY 2025-26
- **June 17, 2024:** School Committee Vote on Proposals
- **Summer & Fall 2024:** Planning transitions with impacted school communities
Appendix
The Last Decade

School Closures

- Rogers Middle E Greenwood Middle School Academy
- Mattahunt
- West Roxbury Academy Urban Science Academy
- Dorchester Academy
- BCLA and McCormack merge
- Edwards
- Timilty Irving Jackson-Mann Mission Hill
- UP Boston

New Builds

- Dearborn STEM Academy
- Boston Arts Academy
- Josiah Quincy Upper
- Carter

Years reflect effective date. Timeline does not include mergers that have been announced but are not yet implemented.
Enrollment in grades K2 to 5 declined by 4,949 students (20%) in the last 7 years, driven primarily by smaller cohorts entering the system.

Enrollment in grades 6 to 8 decreased by 1,507 students (14%) in the last 3 years as smaller elementary cohorts have aged up.

Enrollment in grades 9-12 has been stable over the last 3 years.
There is a consistent relationship between the number of Boston resident births and the number of BPS K2 students 5 years later.

Boston Resident Births declined by 15% between 2012 and 2021.

The decline in resident births in 2019 and 2020 could lead to smaller K2 cohorts over the next 2 school years.

Elementary declines are driven by fewer resident births and smaller K2 classes entering and moving through the system.