

BuildBPS Update & Action Items

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Presentation to Boston School Committee
December 5, 2018

Requested Vote for December 19th

- Close the West Roxbury Education Complex (WREC) at the end of the 2018-19 school year.
- Close Urban Science Academy (USA) and West Roxbury Academy (WRA) at the end of the 2018-19 school year for all students other than rising seniors. Relocate rising seniors for one year. At the end of 2019-20, when students graduate, both schools will close. ■

Recommendation

Student Profiles and Program Options

Equity Analysis

Transition Planning

BuildBPS Next Steps

Key Contributing Factors Driven by Building Condition

Building Condition

- ISD has determined that the **building's condition has so deteriorated** that it is **not a viable option** for a school building beyond this year

Enrollment Decline

- USA and WRA have each **seen 30% enrollment declines** since SY15
- Since SY14, the number of students **ranking either school as their first choice has decreased by 70%**

Academic Performance

- Academic performance is **variable across the schools**
- WRA has been in the **bottom 4% of schools statewide** for four consecutive years

Recommendation for USA and WRA Students

- The **WREC building will close** at the end of SY2018-19
- **Rising seniors from USA and WRA will move to another facility** that will meet their academic needs (until graduation in SY2019-20); USA and WRA will officially close at the end of SY2019-20
- Students in **highly specialized programs will move as cohorts** to other schools
- Rising **sophomores and juniors may enter priority registration in Round 1** of enrollment rather than Round 2

Why Reassign Instead of Phasing Out?

Phasing out each school was thoroughly considered, but was determined to be **contrary to the best interests of students** for the following reasons:

- **Fewer opportunities for robust and inclusive academic experiences** due to low (and increasingly lower) enrollment
- Compounding difficulties for rising juniors **in a new location followed by a senior year in an imminently closing school**
- **Professional implications for teachers and staff** of the closure is disproportionately harder in a two-year process than a one year process
- **Two plus years in a stable environment** will benefit students by improving their experience and supporting their post-secondary plans

Recommendation

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Total Enrollment at Urban Science Academy & West Roxbury Academy by Grade and Student Sub-group

Plan for Student Group	USA	WRA	Total
Current seniors expected to graduate	99	150	249
Rising seniors who will stay together at a new location (Gen Ed, EL and Resource)	61	67	128
Rising sophomores, juniors, and seniors in specialized programs who will go to various appropriate settings	45	37	82
Rising juniors (Gen Ed, EL and Resource)	58	66	124
Rising sophomores (Gen Ed, EL and Resource)	48	59	107
Total Enrollment	311	379	690

Highly Specialized Program Strands will move to new school communities beginning SY2019-20

Program	Receiving School	Number of Students	Reason for Selection
Learning Disabilities - <i>Inclusion</i>	New Mission	19	Existing program & expertise already in place at the school
Mild Intellectual Impairment - <i>Substantially Separate</i>	Brighton	17	Existing program & expertise already in place at the school
Multiple Disabilities - <i>Substantially Separate</i>	Henderson & English	14	Existing program & expertise already in place at the school
Symphonize/Path - <i>Inclusion</i> (includes both Autism and EI)	Burke	28	Strong experience with special education, welcoming culture and climate, and capacity to move programs together
Applied Behavior Analysis (ABA) - <i>Substantially Separate</i>	Burke	43	Strong experience with special education, welcoming culture and climate, and capacity to move programs together

English Learners (ELD 1-3) will have prioritized access to Sheltered English Instruction (SEI) Programs

Language Group	School Options	Number of Students	Reason for Selection
Haitian Creole	CASH & TechBoston	13	Existing program & expertise already in place at the school
Cape Verdean Creole	Dearborn & Burke	10	Existing program & expertise already in place at the school
Spanish	5 HS including Fenway, Muniz	36	Existing program & expertise already in place at the school
Other Languages	New BLM at New Mission, 7 other HS	<10	Increasing access to highly chosen schools
ELs in Gen Ed	Same options as Gen Ed	All	

Note: Data as of November 8th, 2018

Students Off Track for Graduation

The 60 Off-track to graduate students currently participating in the alternative program at USA/WRA will receive **individualized and prioritized placement** within the BPS portfolio of alternative schools, including:

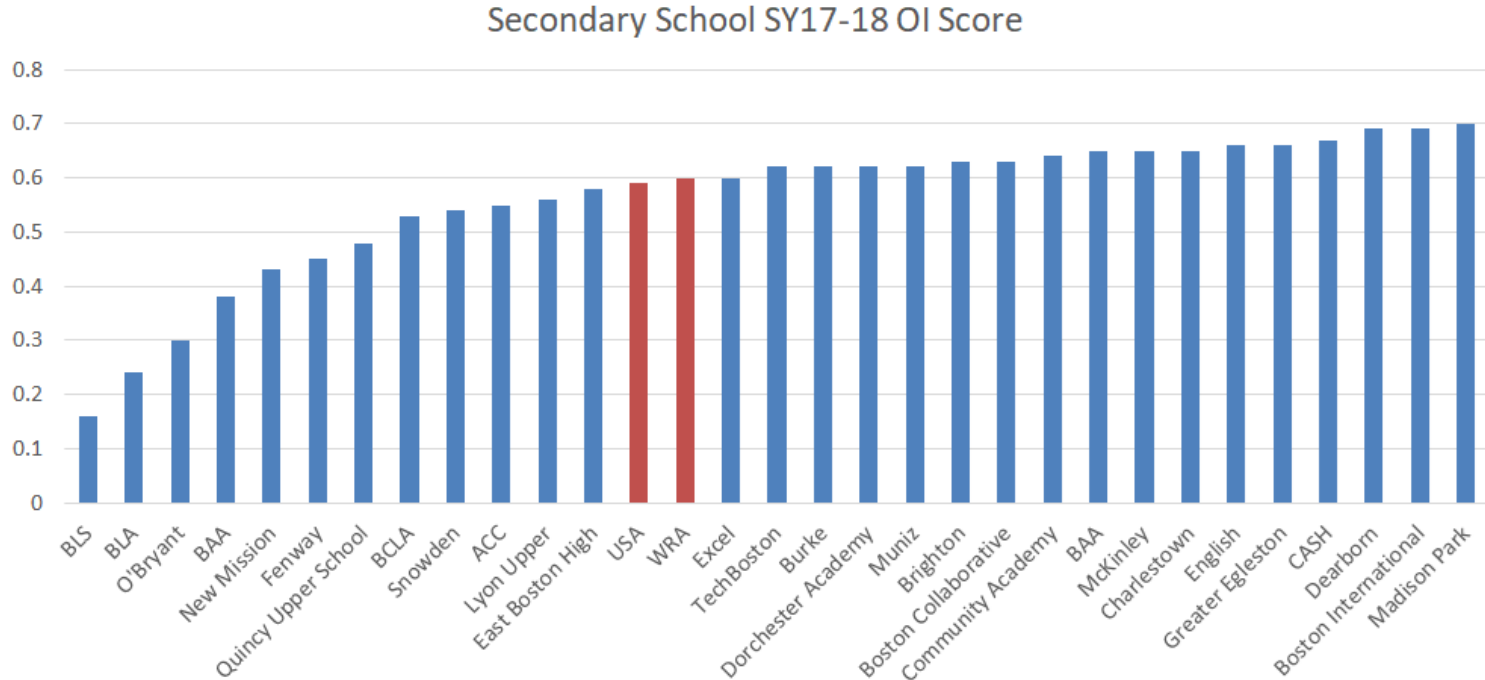
- ❑ ABCD University High School
- ❑ EDCO Youth
- ❑ LogOn Academy
- ❑ Otro Camino
- ❑ St. Mary's Alt School
- ❑ Ostiguy High School
- ❑ BATA
- ❑ BDEA
- ❑ Community Academy
- ❑ Greater Egleston

Rising Sophomores and Juniors

Rising sophomores and juniors, including English learners and resource room students will receive the following supports:

- **Prioritized school assignment** by allowing them to register in Round 1 instead of Round 2 for next school year
- **Transcript review and individualized support** to ensure students are better positioned to **be on-track** and **make educated school choice decisions**
- High schools will **host a January school preview day** for USA and WRA families and students
- Once assigned, **receiving high schools will hold orientations** to support students transitioning to their new schools

Opportunity Index Scores SY17-18



While all Boston Public Schools serve students with high needs, WRA and USA fall in the middle of the distribution of need for our secondary schools

Recommendation

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BuildBPS Next Steps

Equity Analysis of WREC Closure

Key Concerns

How will transferring English learners and students in specialized strands (Special Education) impact their academic outcomes?



Mitigating Factors

- Rising seniors and students in specialized strands will move in cohorts
- OEL and OSE plan to provide additional supports, working directly with families to ensure smooth transitions for students

Equity Analysis of WREC Closure

Key Concerns

How many general education students will transfer to schools that are low performing, and what will the impact be?

12 of the affected students previously transferred due to BPS closures; how will another closure impact them?

Mitigating Factors (pt. 1)

- All general education students will receive enrollment priority and individual counseling
- Some students will access higher performing schools, increasing likelihood by expanding seats at a few schools

Equity Analysis of WREC Closure

Mitigating Factors *(pt. 2)*

- A transition fund will support students in the current and following school years
- Many WREC students currently travel considerable distances, so we do not anticipate transportation times will significantly increase
- All current WREC students will receive M7 passes through graduation, regardless of their distance from their new school

Equity Analysis of WREC Closure

Key Concern

The emergent nature of this decision has prevented full community engagement



Mitigating Factors

- Community engagement is underway to ensure thorough communication & input into ongoing planning related to supporting effective transitions for all students

Ongoing Equity Analysis

As detailed plans are made regarding destination schools and other next steps, **the district will continue to conduct equity analyses of the options under consideration**

These analyses will be **conducted by a multi-disciplinary** including:

- Office of English Learners
- Office of Equity
- Office of Opportunity Gap
- Office of Special Education

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Transition Fund

As part of the FY20 proposal, BPS **plans to propose to the School Committee a \$1M fund to address transition activities** such as:

- **Supporting USA and WREC students at their new locations** (in addition to the WSF funding that follows students)
- **Guidance support** to help students understand their graduation credits and select schools through the choice process
- **Additional staff** at receiving schools to support transition and engagement
- **M7 passes to students** who might otherwise no longer qualify
- **Stipends for staff** to provide additional supports for students

Support for Students & Receiving Schools

Current Supports

- All USA and WRA **students will receive access to academic tiered support**, including competency based education, credit bearing classes after school, online classes, and others

Ongoing Support

- Operational Supts **will track attendance, course grades, and other early warning indicators** for former USA / WRA students
- Academic Supts and ASSET will **conduct further review of students' needs to identify additional supports** needed
- **Highly specialized program strands will receive support** from the Office of Special Education and Office of English Learners

Support for Staff

Staff Transitions

- BPS has engaged in **ongoing dialogue with employees** who may be affected
- Pending School Committee approval, **impact bargaining negotiations would follow**
- Relationships between staff and students are important, therefore **BPS hopes to work with BTU in an effort to ensure stability and continuity**

Supporting Staff

- Employee Assistance Program to provide **social-emotional support** for staff
- **Job readiness and employment support** including resume review, licensure support and interview skill development
- We expect to continue to **work with staff to identify additional ways to support staff** for the duration of the current school year

Proposed Timeline Contingent Upon School Committee Approval

- **January - February:** School choice and transcript review meetings with students and families, including working with HS's to create preview opportunities for USA & WRA students
- **January - June:** Supports for current students
- **End of March:** School assignment results provided
- **March - June:** Welcome sessions at schools
- **June:** Class of 2019 graduates
- **July:** WREC building closes
- **August - September:** Orientation sessions at schools

Recommendation

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WREC Facility

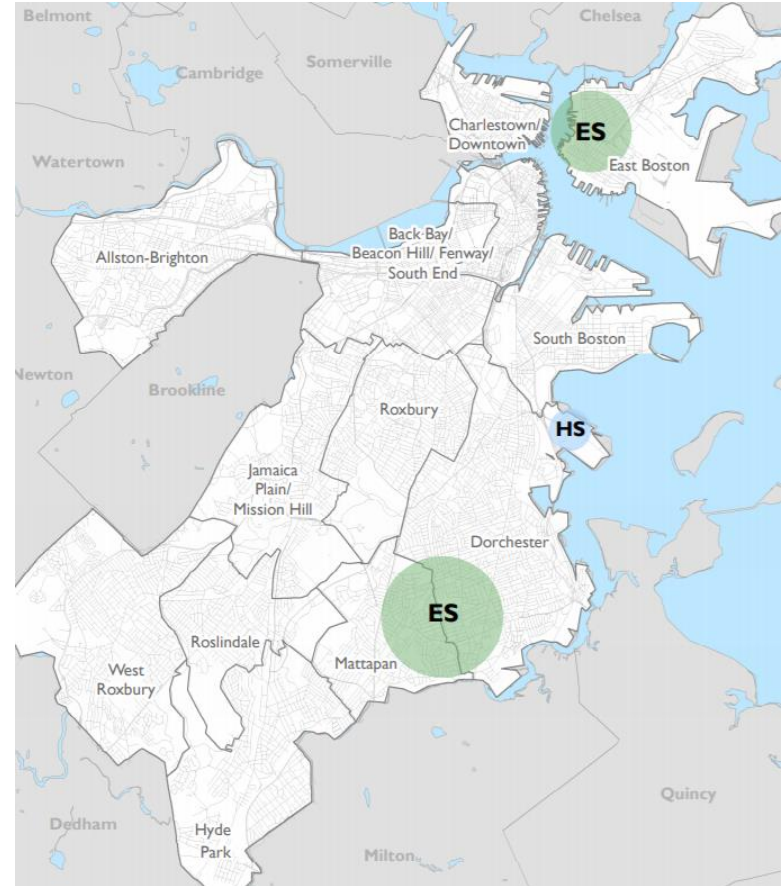
- When the building closes at the end of the 2018-19 school year, **the full facility will be taken off-line for all uses**
- BPS will return to the School Committee at a later date to discuss the beginning of a city-wide community process to determine the future use of the WREC facility
- The current recommendation is to **rebuild on that site and identify a BPS school to occupy the new building** as a BPS 7-12 or 9-12 city-wide high school that serves a diverse range of students
- The rebuilding process will **likely take five to seven years to complete**

Site Selection

BPS proposes to move forward with the planning process for the identification of the first two sites for new school buildings or expansions as part of BuildBPS

We are **prioritizing areas** that will help address enrollment challenges, specifically sites that can be developed as elementary schools in **East Boston** and **Mattapan/Dorchester**

We will return to the School Committee for approval at appropriate stages



Recommendation

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Equity Analysis

Transition Planning

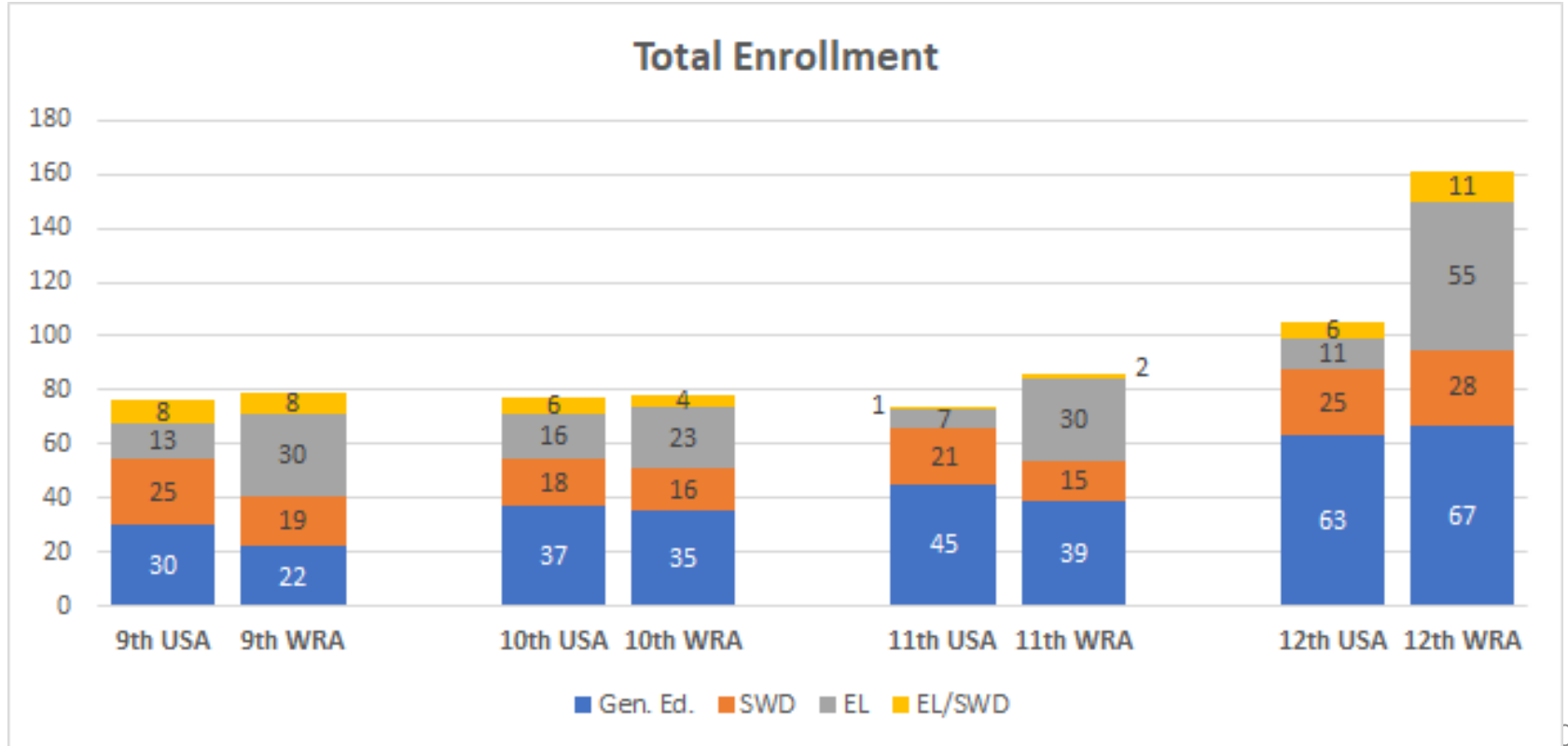
BuildBPS Next Steps

Appendix

Total Enrollment at USA & WRA by Grade and Student Sub-group

	Urban Science Academy	West Roxbury Academy	Total
ELD 1-3	18	77	95
ELD 4-5	25	51	76
Resource Room	40	46	86
Mild Intellectual Impairment		17	17
Specific Learning Disability	19		19
Emotional Impairment - Internalizing	10		10
Autism (ABA)	39	21	60
Other SWD	1	10	11
General Education (non-ELD, Non-Resource)	175	163	338

Total Enrollment at WREC: Urban Science Academy & West Roxbury Academy by Grade and Student Sub-group



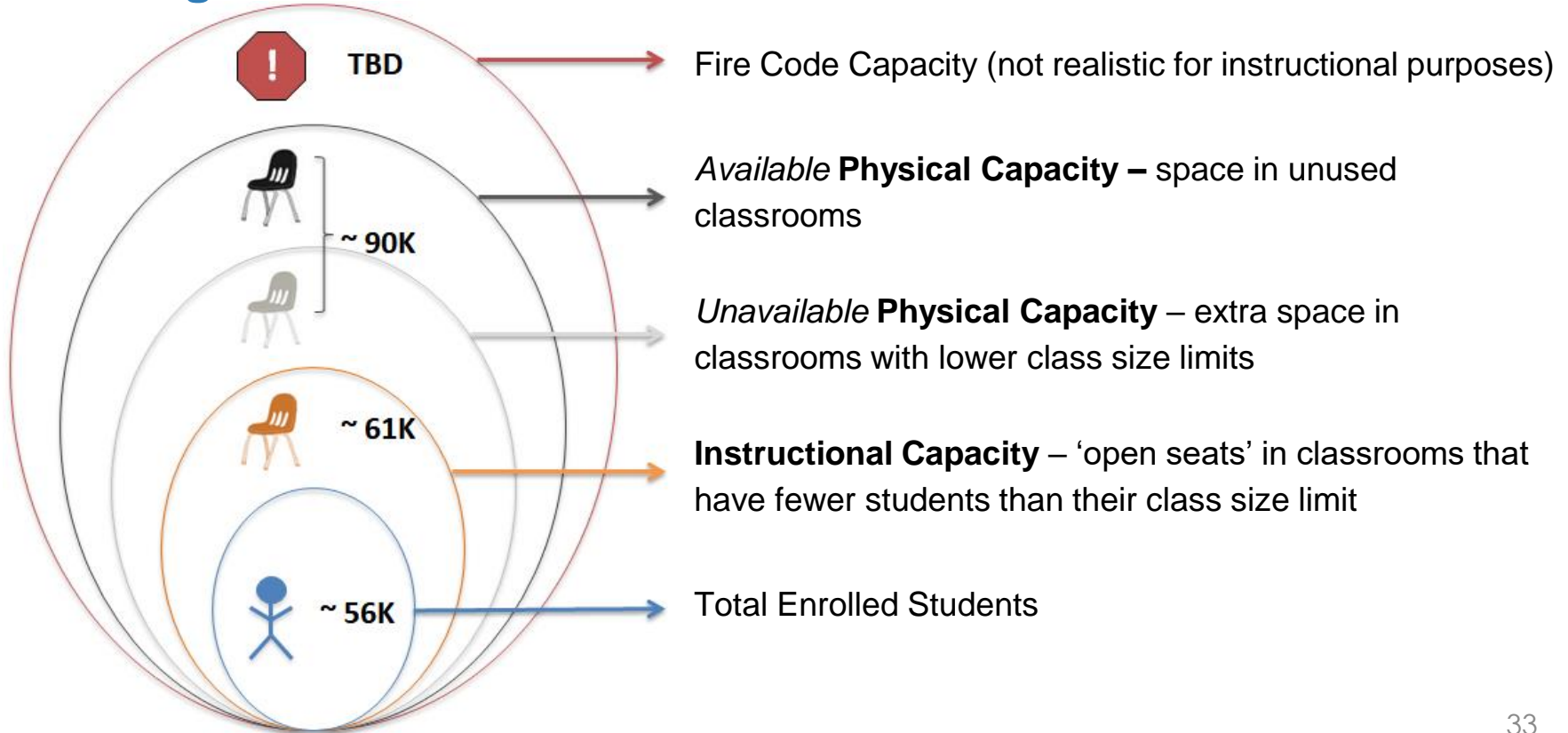
Total Enrollment at WREC: Urban Science Academy & West Roxbury Academy by Grade and Student Sub-group

		Urban Science Academy				West Roxbury Academy				Non-Exam High Schools
		9th	10th	11th	12th	9th	10th	11th	12th	All
Race	% Black	49%	48%	56%	55%	44%	50%	54%	50%	39%
	% Hispanic	35%	44%	30%	36%	49%	41%	37%	38%	49%
	% White	7%	7%	10%	6%	4%	7%	8%	7%	5%
	% Asian	2%	1%	1%	1%	0%	3%	0	3%	5%
	% Other	7%	0%	3%	2%	3%	2%	1%	2%	2%
Program Type	% Gen Ed	39%	48%	61%	60%	28%	45%	45%	42%	52%
	% SWD	43%	31%	30%	30%	34%	26%	20%	24%	22%
	% EL	28%	29%	11%	16%	48%	35%	37%	41%	32%

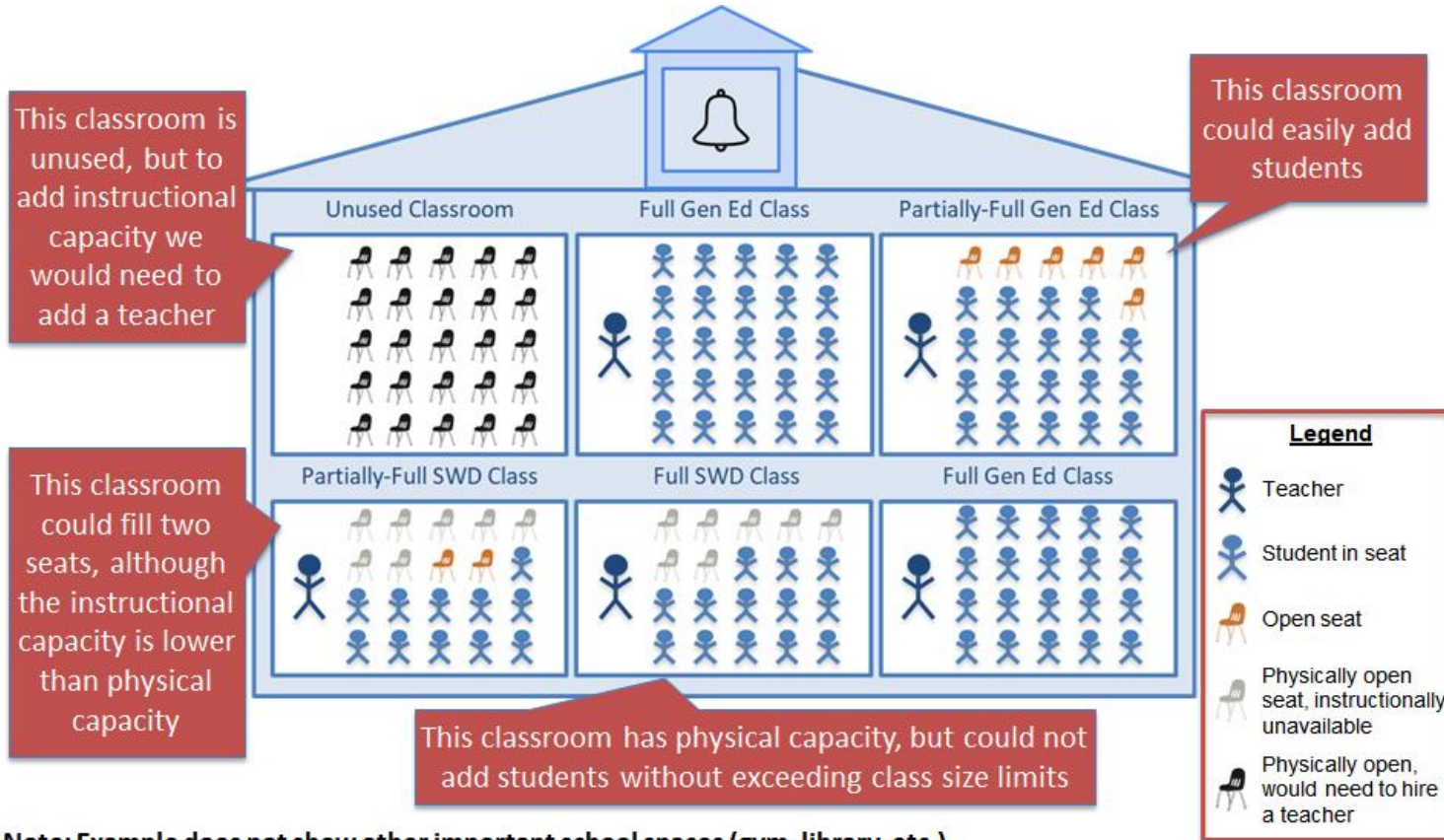
Highly Specialized Program Overview

Program	Receiving School	Number of Students	Number of Seats (Capacity)	Number of Classrooms Required
Learning Disabilities - <i>Inclusion</i>	New Mission	19	24	4 Gen Ed
Applied Behavior Analysis (ABA) - <i>Substantially Separate</i>	Burke	43	40	4 to 5
Multiple Disabilities - <i>Substantially Separate</i>	Henderson & English	14	16	2
Symphonize /Path- <i>Inclusion</i>	Burke	28	40	8 Gen Ed
Mild Intellectual Impairment - <i>Substantially Separate</i>	Brighton	17	24	2

There are several ways to calculate the capacity of a building



A building could have instructional or physical capacity



Note: Example does not show other important school spaces (gym, library, etc.)