



20
25



Boston Public Schools
20/25 Strategic Plan



I LIKE MY SCHOOL
BECAUSE THEY GIVE
ME WHAT I NEED.

- BPS First grader

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Dear BPS Community:

I am proud to support the School Committee's bold strategic vision for the Boston Public Schools. This plan is rooted in equity, is responsive to the needs of our students and families, and was developed following robust community engagement led by Superintendent Cassellius. The education of our young people remains one of my top priorities. We have an enormous wealth of talent in the Boston Public Schools, from our school leaders, administrators and educators, to our incredibly intelligent, creative, and resilient students. In this strategic plan, everyone in the Boston community has a role to play in advancing the futures of these bright, young minds.

I have often said that I believe in a Boston where every single student has access to high quality schools, where our children are nurtured by supportive communities and equipped with the skills needed to reach their full potential. Under the guidance of this strategic vision, BPS is well positioned to close the opportunity gaps that persist for too many of our students.

We must meet the needs of our young people now if they are to flourish and exceed our expectations in the future. The \$100 million investment I announced in January 2020 supports this strategic vision and provides the direct funding necessary to bring this plan to life. The plan outlines key priority areas where BPS will focus its efforts throughout the next several years to improve student experiences and outcomes, close opportunity gaps and increase instructional quality and rigor.

The investment will help to make this vision a reality and enact the changes that are necessary to better support our students. The direct funding will be carefully targeted to evidence-based strategies so that every dollar makes a difference. We'll begin with intense support for under-performing schools

because we know that our young people who start with less need more and deserve more. By lifting up our schools, we'll become one strong district and one stronger city.

Our strategic plan has focus areas for all students. Our youngest scholars will continue to learn BPS's nationally recognized early childhood curriculum, which we continue to expand to our community-based organizations in the City of Boston to ensure all 4-year-olds have access to free, high-quality pre-Kindergarten. Our high schools will be redesigned to better prepare students for college and career, with more targeted, high-quality instruction that is inclusionary, culturally affirming, and rigorous. And our students will be prepared once they leave our schools.

Every day I am reminded of Boston's rich diversity, the plentiful opportunities that are available, and the city's increasing desirability among young professionals. But all too often we hear about the young people who have been left behind. This plan works to ensure that our own young people, those that we are educating in this city right now, are fully prepared to compete for these professional opportunities.

This is a promising moment for the Boston Public Schools. I am confident that under the leadership of Dr. Cassellius, and with the full support of the Boston School Committee and the greater BPS community, this plan will serve as a clear road-map for our important work ahead. Guided by this strategic vision, we will be well on our way to eliminating opportunity gaps and providing an equitable, high-quality education to every student in every classroom.

Sincerely,



Martin J. Walsh, Mayor





Dear BOSTON PUBLIC SCHOOLS Community,

The Boston School Committee is proud to adopt the 2020-2025 Strategic Vision for the Boston Public Schools. We thank Superintendent Brenda Cassellius and her staff for their comprehensive effort over the last year to engage our community and to update the district's current strategic direction. This new Strategic Vision serves as a road-map to accelerate the district's efforts to offer excellent, equitable, high-quality education for every student in every neighborhood in Boston. The Superintendent said it best when she stated, simply, "Every child, in every classroom, gets what they need."

The five-year Strategic Vision is deeply rooted in the Boston School Committee's 2015 Strategic Vision, building upon those aspirational goals with a fresh perspective and a new sense of urgency. The six commitments outlined in the plan include (1) Eliminate Opportunity and Achievement Gaps, (2) Accelerate Learning, (3) Amplify All Voices, (4) Expand Opportunity, (5) Cultivate Trust, and (6) Activate Partnerships. Each commitment is tied to a set of priorities, and progress will be measured by clear and measurable goals.

The strength of the Strategic Vision lies in its development, informed by the Superintendent's robust community engagement tour held in the fall of 2019. The Superintendent visited all 125 BPS schools and met with thousands of students, parents, educators, partners, and residents to listen and learn about the strengths and challenges facing BPS. The Strategic Vision lifts up these voices in harmony as a call to action. Just as authentic input from BPS stakeholders was critical to the plan's development, our collective support and continuous feedback will also be critical to the plan's successful implementation.

Mayor Martin J. Walsh's confidence in the School Committee, Superintendent Cassellius, and the strength and coherence of the Strategic Vision paved the way for the historic investment of \$100 million in new funding for the Boston Public Schools over the next three years - dollars that will go directly to students and services supporting students. These additional resources will provide schools with much needed funding predictability and support the strategies identified for student success.

The School Committee will continue to monitor and track the district's progress implementing the Strategic Vision. With the City's strong financial investment and the collective support of the school leaders, teachers, staff, community partners, students, and caregivers who shaped this plan, BPS is well positioned to realize our shared goals of increasing rigor for all and expanding equity to close opportunity and achievement gaps. Let's keep working together to provide all students with the support they need to reach to reach their full potential.

Sincerely,

Michael Loconto
Chairperson, Boston School Committee



Dear BPS Community:

It is an honor to serve as the Superintendent of the Boston Public Schools (BPS). Since coming to Boston last summer, I've been inspired by the deep commitment to our children that runs throughout every corner of our city. This community's dedication and belief in our students and their potential is second to none, and a constant source of inspiration and strength every day.

Throughout late Summer and Fall 2019, we started a robust community conversation aimed at shaping our shared vision about the future of BPS. That period of community engagement included my visits to all 125 schools, input from more than 2,000 community members, 98 different stakeholder meetings, including town halls and smaller meetings with faith-based leaders, nonprofits and partner organizations. We heard from school leaders and school-based staff, and also spent a good amount of time absorbing information from Central Office staff, learning about our district's strengths, opportunities and challenges.

From the many hours of dialogue and conversation, and from my own observations and assessment of our district, emerged a consensus around the urgent need to address long standing, systemic barriers and inequities that prevent too many of our students from reaching their full potential. The pursuit of educational equity recognizes these persistent conditions, and this strategic plan is our commitment to taking swift action to advance our shared goals and break through the barriers that have held us back for too long.

That urgency, buttressed by what we know works best to help children and youth achieve, forms the foundation of this strategic plan. It is rooted in our shared hopes and dreams for our children, and cultivated in collaboration with our students, families, and educators. It provides a road-map to fundamentally transform the way we support our students, create high expectations for excellent and equitable outcomes, build trusting relationships with our families and partners, and allocate resources to achieve our goals for every student.

As you review the plan you will see six key commitments, each tied to a set of priorities and

measurable goals. You will note that our theory of change to move our district forward starts by lifting up and supporting all schools, starting with those that are most in need. You will also see our plans to increase rigor across all grade levels, create a coherent and consistent framework of shared curricular expectations, and monitor our progress towards our goals.

The strategic plan is the product of long days of hard work and deep collaboration. I cannot thank our BPS team enough for their amazing work and support, and for providing their institutional knowledge and community connections that allowed us to forge ahead with this project. I am also grateful to Chairperson Loconto and the Boston School Committee members for their stewardship of the district and their continued partnership in this critical work. And I am incredibly thankful to Mayor Walsh for his steady leadership and unwavering commitment to the children and families of the City of Boston.

Boston is the birthplace of education, full of talented young people brimming with potential. We are all - every one of us - united in our love for them, bound by our shared expectations that every child deserves an excellent, high quality education that prepares them for success in school and life. This plan aims to deconstruct persistent cultural and structural inequities to ensure every child has an equal opportunity to succeed.

Our goals in this plan are clear: an entire district of schools that are the anchors of our communities, places where our students can dream big dreams, where our families feel welcomed and respected, and where every BPS staff member holds the same dedication to our students' highest potential that they hold for themselves. This vision is the bright future ahead for BPS.

I look forward to working with all of you to make the goals in this plan a reality for our community.

Sincerely,

Dr. Brenda Cassellius
Superintendent



“

EDUCATION IS THE MOST
POWERFUL WEAPON WHICH YOU
CAN USE TO CHANGE THE WORLD

Nelson Mandela

Intro

Imagine a school district where every child has the opportunity to achieve their dreams. A district where every school, in every neighborhood, in every part of the city is equipped to help every student unlock their unlimited potential.

Imagine Boston's future leaders sitting in a Boston classroom today. And imagine that we all have absolute confidence that they will graduate from our schools ready: ready to pursue their dreams, ready to succeed, ready to lead, and ready for a future that will call on them to meet challenges we can't even imagine today.

Imagine that this is the Boston Public Schools.

As the birthplace of America's public education system, Boston Public Schools (BPS) has a long, rich tradition and commitment to education as the birthplace of America's public education system. BPS is a leader in urban education. Nationally recognized programs and initiatives such as universal preschool, early childhood education, an equitable school-based funding formula, and policies specifically focused on creating more significant racial equity are but a few of BPS' signature accomplishments.

Even with this rich history, there is a growing sense of impatience to address longstanding, systemic barriers that hamper our students'

ability to reach their full potential. The Mayor, School Committee, Superintendent, staff, and community are collectively committed to urgent, courageous action that will advance our best hopes and aspirations for our students.

Our definition of educational equity is clear. At BPS, every child in every classroom is entitled to an equitable, world-class, high-quality education. Each child should have the same unfettered access to every conceivable resource to unlock the greatness within them. For this to happen, we must eliminate the structural and institutional obstacles, especially those exacerbated by race, language, special learning needs, socioeconomic status, and other factors. This requires a commitment to systemic change in the way we allocate funding, provide access to information, deliver instruction, and make resources available to meet students' needs.

Providing all students access to opportunities to learn and develop their full potential must be guaranteed. This plan aims to accelerate our efforts to offer excellent, equitable, highly relevant education for all.

BRIGHT Spots

Essentials for Instructional Equity

BPS' Essentials for Instructional Equity is a nation-leading research-based pedagogical framework that articulates our district's approach to ensuring that every student has a safe, healthy, culturally and linguistically affirming, cognitively demanding, and standards-aligned learning experience. Many BPS schools have developed their own aligned tools and practices to implement the framework. The next step is to make these tools and practice district-wide. In fall of 2019, Superintendent Cassellius surveyed all teachers across the district to come to a shared decision about BPS' pedagogical framework moving forward. BPS teachers overwhelmingly recommended that the district continue with the Essentials For Instructional Equity and identified next steps: enhancing our framework by developing practical tools to better support classroom implementation.

Closing Opportunity and Achievement Gaps

With the 2016 revision of the School Committee's Opportunity and Achievement Gap (OAG) Policy, Boston Public Schools reaffirmed its commitment to ensuring that this work -- of every department and school -- continues under the leadership of the superintendent. The Office of Opportunity Gaps provided support to all BPS central office departments in developing SMART goals aligned to the OAG Policy. Additionally, The Opportunity Gaps office has developed the district's cultural proficiency framework, aligned to the Essentials for Instructional Equity, referred to herewith as Culturally and Linguistically Sustaining Practices (CLSP). School and district leaders continue to build upon CLSP as our foundational strategy to transform the student experience in classrooms across the district to meet the academic and social emotional needs of our most vulnerable students.

Social-Emotional Learning, Health and Wellness

For almost two decades the Boston Public Schools has implemented its Wellness Policy (first passed by School Committee in 2003) with the "understanding that physical and mental health, emotional well-being, and positive development are inextricably linked with academic success." This work is steered and supported by the District Wellness Council, and implemented by the Office of Health and Wellness. Each school has a Wellness Council that ensures key staff and stakeholders are collaborating to eliminate the health and wellness prohibitors to student success. In 2016 the district was awarded the Partnerships for Social Emotional Learning Initiative (PSELI) grant in partnership with Boston After School and Beyond (BASB) with the goal of increasing the capacity of BPS and out-of-school time providers to provide aligned SEL instruction and support to students at a subset of schools. The PSELI initiative resources and the instructional coaching in social emotional learning practices provided to schools has proven to be a promising practice to be replicated and expanded district-wide.

ESSENTIALS FOR INSTRUCTIONAL EQUITY



CREATE SAFE HEALTHY + SUSTAINING LEARNING ENVIRONMENTS



DESIGN LEARNING EXPERIENCES FOR ACCESS + AGENCY

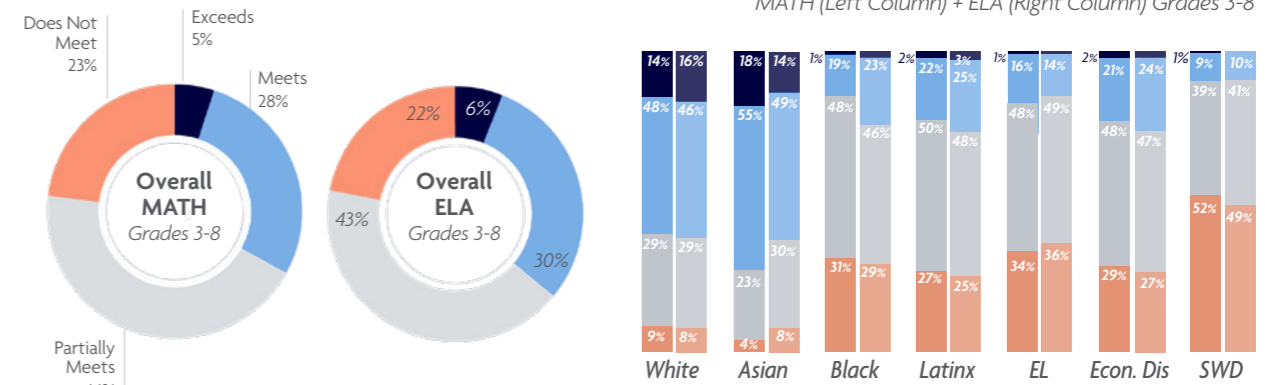


FACILITATE COGNITIVELY DEMANDING TASKS + INSTRUCTION

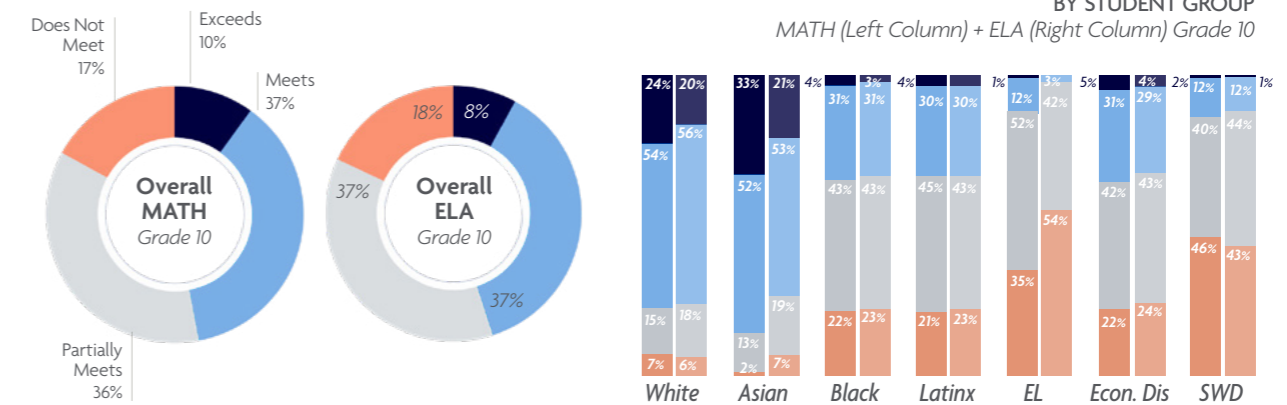


ASSESS FOR LEARNING

Performance Levels MCAS 2019
BY STUDENT GROUP
MATH (Left Column) + ELA (Right Column) Grades 3-8



Performance Levels MCAS 2019
BY STUDENT GROUP
MATH (Left Column) + ELA (Right Column) Grade 10



CHALLENGES

SIGNIFICANT ACHIEVEMENT GAPS PERSIST as demonstrated by 2019 ELA + Math Grades 3-8 MCAS Performance by student group...

Each year, gaps persist for Black, Latinx, English Learners, economically disadvantaged students, and students with special learning needs. We especially see this disparity of outcomes as it relates to students who are both English learners and who also have special learning needs. This is our most important work as a public school district to ensure that we reach our twin goals of equity and excellence. As we develop a greater focus on equity and ensuring that our culturally and linguistically affirming practices permeate throughout every classroom district-wide, our central goal remains to provide every student with the opportunities they need to meet their full potential.

2/3 OF BPS SCHOOLS WERE CONSTRUCTED BEFORE WORLD WAR II while deferred maintenance, and high construction costs have led to a long list of capital projects...

The Jackson/Mann building is the second district school building to be scheduled for closure because of safety concerns. The West Roxbury Education Complex was the first. Additionally, "BPS currently have 16 different grade configurations including K0-2, K-5, K-6, K-8, 7-12, 9-2, and 10 others" (Build BPS Phase 2 Report). One of the major goals of BuildBPS is to minimize the number of times students have to transition to different schools. BPS is adopting a preferred grade configuration model of K-6 and 7-12 in many district schools. 18 K-5 schools are expanding to add grade 6 for SY 2020-2021.

BPS HAS LOST STUDENTS TO CHARTERS while all Public School types combined have actually seen enrollment increases...

Their combined market share of all school-aged kids living in the city has even increased a bit over this time frame because Boston lost school-aged population between 2000 and 2018. Families leaving Boston when their kids turn school-aged tend to be middle and high income. As a result, BPS is now educating a larger proportion of students from low-income families who tend to have greater educational needs.



Community INSPIRED PLAN

Pathway TO A BETTER BPS

Students, families, staff, and community members were our inspiration and collaborators. In the early fall, the Superintendent and district staff conducted an extensive process of community engagement to solicit input and ideas from a broad range of stakeholders. The Superintendent visited every BPS school and campus to gather information about our school buildings and learn from students, teachers, and school staff about the needs of their school community. In September and October of 2019 the Boston School Committee held strategic planning retreats to shape the vision for the next strategic plan. In November of 2019 school leaders were provided with an update of the major themes from

the superintendent's tour. From January to February of 2020, the BPS community and broader Boston community was invited to participate in a 30-day public comment period to provide feedback and recommendations on the draft strategic plan and the six (6) commitments and corresponding priorities. During the public period, the district held four (4) community feedback sessions as well to present the latest draft of the plan and to receive in person feedback. Over 300 community stakeholders provided feedback on the plan during the public comment period. *The plan also draws on a broad range of resources including recommendations from the English Language Learner Task-force, the Opportunity and Achievement Gaps Policy and Task-force, 2018-19 High School Working Groups, 2018 EY-Parthenon Report, and the Boston School Committee's 2014 strategic plan. A full list*

125 Schools Visited

102 Meetings

2K Participants

VALUES
"JUICE": JOY, UNITY, INCLUSION, COLLABORATION, AND EQUITY

MISSION
EVERY CHILD IN EVERY CLASSROOM IN EVERY SCHOOL GETS WHAT THEY NEED.

VISION
A NATION-LEADING, STUDENT-CENTERED PUBLIC SCHOOL DISTRICT PROVIDING AN EQUITABLE, AND EXCELLENT, WELL-ROUNDED EDUCATION, THAT PREPARES EVERY STUDENT FOR SUCCESS IN COLLEGE, CAREER, AND LIFE.

Theory of action

IF we give every student what they need, earn the trust and true partnership of families, community members, and stakeholders through authentic engagement and shared leadership, deliver excellent service to students and families, and provide educators and staff with professional development and clear expectations...

THEN we will become a high-performing, nation-leading district that closes gaps and improves life outcomes for each student.

“ We heard.. ”

MODERNIZED SCHOOL BUILDINGS with gymnasiums, libraries, cafeterias, fine arts centers and well-maintained systems.

FAIR + EQUITABLE FUNDING across all Boston Public Schools.

CLEAR AND PREDICTABLE PATHWAYS from preschool to graduation.

RELIABLE, ACCESSIBLE AND ON-TIME TRANSPORTATION and effective operations .

Caring and competent **STAFF REFLECTIVE OF OUR STUDENTS.**

Rigorous, **CULTURALLY AND LINGUISTICALLY AFFIRMING** student-centered curricula.

Improved programming and **INCREASED BI/MULTILINGUAL EDUCATIONAL OPPORTUNITIES** for English learners.

Enhanced programming and **INCREASED INCLUSIVE OPPORTUNITIES** for students with special learning needs.

Social-emotional skill development, trauma-informed instruction, and **MENTAL HEALTH SUPPORTS.**

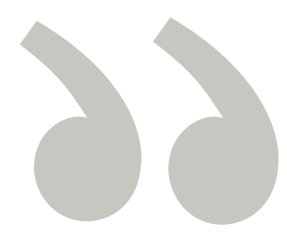
FULL RANGE OF PROGRAMMING including arts, physical education, athletics, and tutoring during and outside of school.

Access to **21ST CENTURY TECHNOLOGY** for all students .

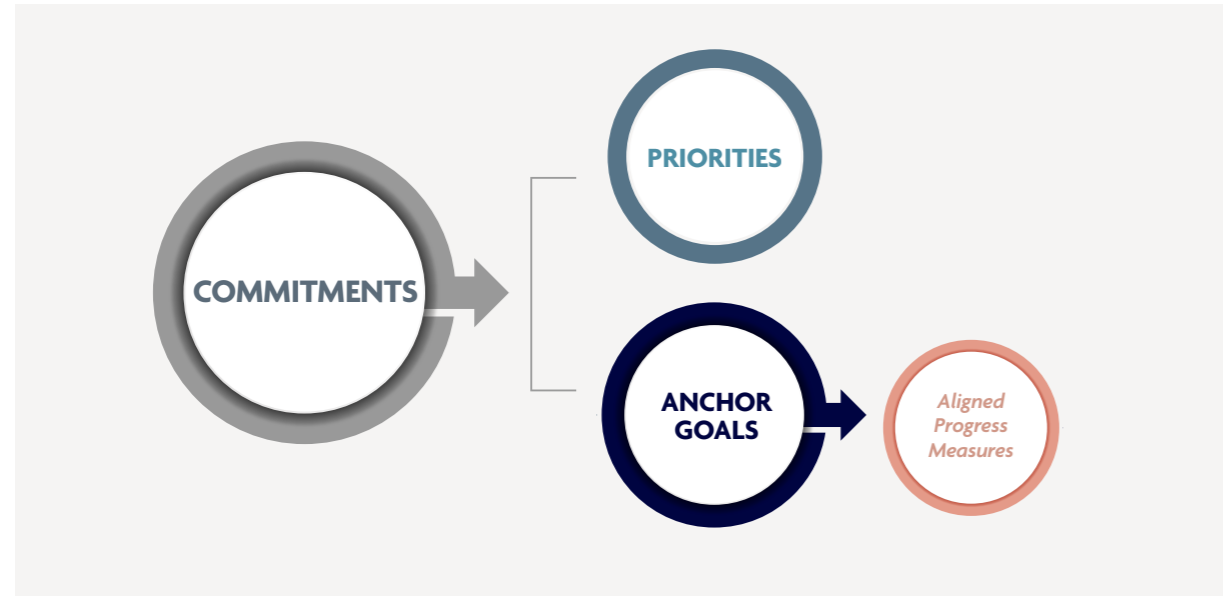
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WHAT IS IN THIS DOCUMENT?



“This STRATEGIC PLAN is the expression of BPS’ commitment to Boston children, families, educators, partners, and the greater community.”



COMMITMENTS <i>Bold statements about what we plan to do to realize our vision and mission.</i>	PRIORITIES <i>Focus areas we believe will be the most high leverage in addressing first to meet our commitments.</i>	ANCHOR GOALS <i>Each commitment has a measurable anchor goal that communicates evidence of success.</i>	ALIGNED PROGRESS MEASURES <i>Key performance indicators used to measure on-going progress on the Anchor Goal for each commitment.</i>
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In this document, we outline six (6) Commitments that will frame our work in schools and district-wide for the life of the plan (2020-2025). Each commitment serves as a broad area that is representative of the work that needs to be done to realize our mission - ensuring that every student gets what they need. While the six (6) commitments reflect the key components of the vision and direction of our schools, we recognize that they are broad categories and there is much to be done within each. Additionally, we recognize the great challenge before us as a school district and community, and addressing them will require strategic action within the context of limited resources. To that end, each commitment has a set of priority areas,

identified by our community to be the most important and strategic levers to achieve the vision and mission. To ensure that we have clear and attainable goals guiding our actions, each commitment has an anchor goal that describes the high-level measurable intended outcome of our actions. Aligned to each anchor goal are the key performance indicators we have identified as measures of on-going progress. This strategic planning framework (Commitments, Priorities, Anchor Goals, and Aligned Progress Measures) serves as the public accountability structure to ensure that we deliver on the promise of equity and excellence for Boston students and families.



Our Six

COMMITMENTS

To The Boston Community

01 |

ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS

Equitable and Excellent Student Outcomes

02 |

ACCELERATE LEARNING

High-quality schools and joyful classrooms district-wide

03 |

AMPLIFY ALL VOICES

Shared decision-making, partnerships and mutual accountability

04 |

EXPAND OPPORTUNITY

Fair and equitable funding and welcoming environments

05 |

CULTIVATE TRUST

Fair and equitable funding and welcoming environments

06 |

ACTIVATE PARTNERSHIPS

Expand learning beyond the classroom and connecting community to the classroom.



**01 ELIMINATE
OPPORTUNITY AND
ACHIEVEMENT GAPS**

*Equitable and Excellent
Student Outcomes.*

Overview

Every student - regardless of race, ethnicity, gender, disability, sexual orientation, religion, citizenship status, socioeconomic status, or zip code - deserves an excellent, culturally and linguistically relevant education and opportunities that help them achieve their full potential. BPS serves highly talented students who are impacted by social, systemic and social barriers, and racism in and outside of school. Nearly 30,000 BPS students (more than 50% of our student population) have specific needs as English

Learners and/or students with disabilities, and/or experience economic disadvantage. Black and Latinx students comprise 76% of BPS enrollment. Historically, Black and Latinx boys, English Learners, and students with disabilities have been excluded from access to more rigorous coursework and inclusive general education settings at disproportionate rates. We will take bold, deliberate, and explicit action to eliminate opportunity and achievement gaps for our most vulnerable students.



- 1.1 Ensure that BPS policies, plans, and budgets advance the Opportunity and Achievement Gaps (OAG) Policy so that our schools are equitably funded to provide robust academic programming and social-emotional supports, giving every child what they need.
- 1.2 Hire and retain a workforce that reflects the racial, ethnic, and linguistic diversity of the students and families we serve.

- 1.3 Empower and partner with educators to review curriculum for cultural and linguistic bias and relevance, to ensure that new purchases are culturally and linguistically relevant.
- 1.4 Implement specific supports for English learners by implementing the LOOK Act to expand programs that promote bi/multilingualism including bilingual education, dual language, and cultural heritage programs.
- 1.5 Support schools by implementing culturally and linguistically sustaining practices and Ethnic Studies through professional development focused first on classroom educators, and subsequently other staff.
- 1.6 Develop and monitor progress toward achieving explicit goals for schools and central office around implementing strategies to eliminate opportunity and achievement gaps (especially for English Learners and students with disabilities) and central office will be responsible and accountable for monitoring progress and providing support - employing school and district Equity Roundtables as a structure for shared accountability and problem-solving.

- 1.7 Eliminate Dis-proportionality in the implementation of the Code of Conduct by ensuring welcoming and affirming classrooms while applying restorative practices.
- 1.8 Develop capacity to address health and social contributors to opportunity gaps, such as - hunger, chronic illness, mental health, sexual health, homelessness, and LGBTQ+ identify.
- 1.9 Focused intervention in the thirty-four (34) lowest performing Boston Public Schools.
- 1.10 Develop and monitor progress toward achieving explicit goals for students with disabilities and implementing strategies to increase inclusionary practices and address dis-proportionality in sub-separate settings.
- 1.11 Provide 1:1 Opportunity to every BPS student grade 3-12.



aligned progress measures

(All measures disaggregated by EL, SWD, race, economic disadvantage, and other groups)

01
ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS
Equitable and Excellent Student Outcomes.



ANCHOR GOAL #1
BPS graduates will be ready for success in college, career, and life.

DATA DEFINITION
 The percentage of high school graduates who meet a combination of GPA (2.7+), attendance (94%+), MassCore completion plus advanced coursework enrollment, and "Anytime learning" (access to additional learning experiences such as volunteering and internships). Students will be considered on-track for success in college, career, and life if they demonstrate at least two of the three achievement measures (i.e., GPA, attendance, course completion) as well as anytime learning.

EARLY LITERACY	→	The percentage of K2 students who meet or exceed grade level expectations on the NWEA MAP Reading Fluency assessment at the end of the year ¹
GRADE LEVEL PROMOTION	→	The percentage of students promoted to the next grade level
GRADUATION	→	The percentage of students who graduate with a high school diploma within four years
ELA ACHIEVEMENT	→	Average ELA scaled score ²
MATH ACHIEVEMENT	→	Average math scaled score
SCIENCE ACHIEVEMENT	→	Average scaled score (grades 5 and 8) and average CPI (high school) ³
EL PROGRESS	→	Mean Student Growth Percentile on the ACCESS for ELLs test
SUSPENSION	→	The percentage of students who were suspended one or more times in a given school year
OAG IMPLEMENTATION	→	The percentage of central office departments successfully implementing the OAG Implementation Plans
For Central Departments	→	
For Schools	→	The percentage of schools successfully implementing the OAG Implementation Plans



02 ACCELERATE LEARNING

High-quality schools and joyful classrooms district-wide.

Overview

All of our schools should be joyful learning environments that leverage the rich assets that exist in every community. BPS has a working definition of “quality,” as expressed through the School Quality Framework (SQF). However, from our work with communities and through our listening sessions, we know that our aspirations for quality are not experienced or available to our city’s many cultures, neighborhoods, and communities. We

believe high-quality schools should include core elements that meet the needs of the whole child, including health education and physical education, arts programming, and social-emotional skill development. We will transform the way we fund, support, and offer programming to our schools in a way that establishes consistent standards of quality, leverages unique community assets, and meets the needs of every student.



2.3 Provide rigorous culturally and linguistically affirming curriculum and instruction that includes learning opportunities in the arts, science, literacy, world languages, physical education, health education, and civics, access to athletic programs and technology, and fully integrates student wellness into the educational experience.

2.6 Reduce chronic absenteeism by ensuring that students are welcomed into joyful and engaging classrooms and where their unique needs can be met.

2.1 Redesign secondary schools, including alternative schools, in alignment with MassCore, career preparedness, and other advanced coursework opportunities to prepare students for college, career, and life.

2.4 Fully implement universal pre-kindergarten through a mixed delivery model that leverages district and community options and ensures a high-quality educational experience for all early learners.

2.7 Make every school a safe space for every BPS student, offering the support and protection needed to learn, grow, and thrive.

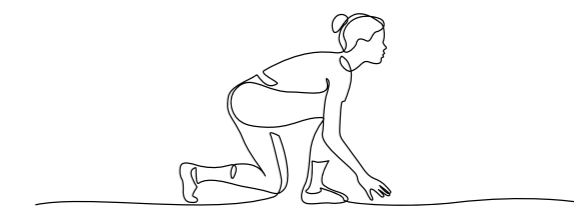
2.2 Support and coach educators to deliver high-quality inclusionary learning opportunities to ensure students with disabilities are well-served in the general education setting.

2.5 Implement rigorous and consistent elementary learning expectations and curriculum that prepare all students for high school, including strong science and math programming.

2.8 Implement a comprehensive district-wide professional development plan for paras, teachers, counselors, and school and central leaders to develop capacity and expertise to change student outcomes as outlined in this plan.

2.9 Provide remote learning opportunities year-round to accelerate learning including during school breaks to prevent learning loss, and provide students opportunities to accelerate their own learning.

02
ACCELERATE LEARNING
High-quality schools and joyful classrooms district-wide.



aligned progress measures
 (All measures disaggregated by EL, SWD, race, economic disadvantage, and other groups)

ANCHOR GOAL#2
BPS schools will demonstrate strong growth in ELA and Math.



DATA DEFINITION

The proportion of BPS schools with a mean student growth percentile of 50.0+ in English Language Arts and mathematics. The mean student growth percentile for a school is a representation of “typical” growth on MCAS for students in that school. An SGP of 50 or better indicates that MCAS growth of students in that school are on par or better than the growth of their academic peers across the state.⁴

ELA GROWTH	→	Mean ELA student growth percentile (SGP)
MATH GROWTH	→	Mean Math student growth percentile (SGP)
ALGEBRA PARTICIPATION	→	The percentage of students enrolled in 8th-grade Algebra I
SCHOOL QUALITY	→	Number of SQF Tier 1 and 2 schools district-wide ⁵
ADVANCED COURSEWORK	→	The percentage of 11th and 12th graders who pass at least one advanced course ⁶
INCLUSION	→	The percentage of students with disabilities in grades K0-12 in full or partial inclusion ⁷
CHRONIC ABSENTEEISM	→	The percentage of students chronically absent (missing at least 10% of days enrolled regardless of whether the absences are considered excused, unexcused, or for disciplinary reasons)



03 AMPLIFY ALL VOICES

*Shared decision-making,
mutual accountability, and
partnerships.*

Overview

Students, families, and communities are integral partners in all decisions made in the service of students' social-emotional and academic development. Parents and caretakers are their child's first teachers and bring critical knowledge needed by schools to create relevant and culturally and linguistically affirming learning experiences. Our community, nonprofit, faith-based, higher education, philanthropic, corporate,

and city partners serving our youth and families are essential to their social, emotional, and cognitive development. Every school and central office will pro-actively engage and incorporate the voices of students, families, and their communities, and strategically collaborate with and leverage partners to ensure strong student and school outcomes.



3.1 Engage youth voice in decision-making and leadership in a timely and transparent manner by leveraging BSAC, the Superintendent's Youth Cabinet, focus groups and other forums organized to give voice to BPS learners.

3.2 Engage parent voice in district level decision-making and leadership in a timely and transparent manner by supporting and leveraging the Citywide Parent Council, District English Learner Advisory Council and Special Education Parent Advisory Council.

3.3 Welcome and value all families and students in our schools, including them as partners in school improvement and student learning.

3.4 Increase feedback systems for families and central office and other staff through tech-based communication portals, and regular access to district and school based leaders during regional, school-based and district level meetings.

3.5 Fully engage teachers, school staff, families and students in School Site Council to ensure representation of voices in school based decisions and management.

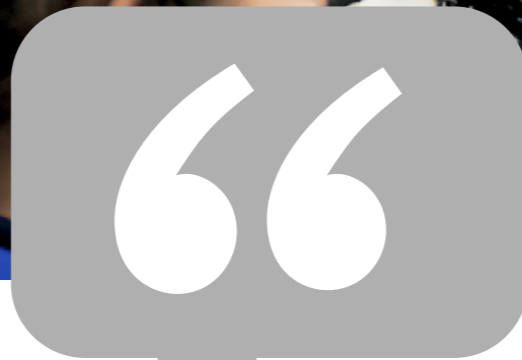
3.6 Publicly share school progress towards implementation of the district's engagement standards and school climate survey results.

3.7 Engage families and community to understand needs and engage in shared decision making through texts, on-line, surveys, and calling.

03

AMPLIFY ALL VOICES

Shared decision-making, mutual accountability, and partnerships.



DATA DEFINITION
The percentage of schools implementing 80% or more of eligible Core Elements of Family Engagement. High schools may have up to eight family engagement elements; schools serving grades K-8 may have up to six elements. Measuring the proportion of schools with 80%+ elements in place would effectively allow for schools to miss one element but still be considered implementing. The elements captured by the BPS Office of Family and Student Advancement include: School Site Council (SSC) Roster, School Parent Council (SPC) Roster, SSC Meeting Notes, SSC Bylaws, Family Engagement Plan, Home School Compact, SSC Student Rep (HS only), and Boston Student Advisory Council (BSAC) Representative (HS Only).



aligned progress measures

(All measures disaggregated by EL, SWD, race, economic disadvantage, and other groups)

ANCHOR GOAL#3 BPS schools will implement the core elements of family engagement.

PARENT PERCEPTION	→ Average scores on select scales (group of related items) from the parent climate surveys related to perceptions of school quality and culture ⁹
STUDENT PERCEPTION	→ Average scores on select scales (group of related items) from the student climate surveys related to perceptions of school quality and culture ⁹
TEACHER PERCEPTION	→ Average scores on select scales (group of related items) from the teacher climate survey related to perceptions of school quality and culture ¹⁰
VOICE IN DISTRICT DECISION-MAKING	→ The number of public meetings held by district advisory councils (i.e., Boston Student Advisory Council, Citywide Parent Council, District English Learner Advisory Council, and Special Education Parent Advisory Council) in which members provided input on specific upcoming district-level decisions.
SCHOOL CHOICE	→ The percentage of families that receive at least one of their top three choices in the Home-based School Choice student assignment process for K1 or K2



04 EXPAND OPPORTUNITY

*Fair and equitable funding
and welcoming environments.*

Overview

Ensuring that our schools receive fair and equitable funding and investment will provide students greater access to more rigorous and enriching learning opportunities. How schools are resourced significantly affects student outcomes. Each community and neighborhood has different needs, which requires a tailored approach to meet them.

Resources will be equitably and transparently allocated based on the unique needs of each school, community, and neighborhood. We will strategically, equitably, and responsibly transform our budget and facilities landscapes to ensure access to high-quality education in 21st-century learning environments.



4.1 Fund all schools in a manner that meets the unique needs of the students they serve, with consideration given to English Learners, students with disabilities, economically disadvantaged students, students at risk of dropping out, off-track youth and other historically marginalized groups.

4.2 Improve funding formulas and create mechanisms to ensure equitable distribution of resources generated through fundraising, partnerships, and grants.

4.3 Uphold a standard of organizational effectiveness and excellence to ensure that we are meeting students' needs and define the foundational academic and support services that every school must provide.

4.4 Make substantive progress with BuildBPS to create equitable, 21st-Century, safe and nurturing learning spaces and ensure safe, equitable pathways and connectors between schools.

4.5 Ensure that every BPS school and central office department collaborates with families, local youth- and family-focused partners and service agencies to ensure family awareness of and access to the resources they need to support student growth inside and outside the classroom.

4.6 Provide WiFi services to BPS Families most in need, so we are all connected.

04
EXPAND OPPORTUNITY
Fair and equitable funding and welcoming environments.



DATA DEFINITION
 The percentage of school budget allocations made based on student need categories. Student need categories pertain to both individual characteristics that impact WSF allocation, as well as aggregate measures pertaining to the concentration of certain student characteristics within the school community. Student need categories include grade level, level of resource room support, type of disability (e.g., Autism, Emotional Impairment, etc.), level of English language development, SLIFE status, high need status and concentration, Opportunity Index score, projected number of students in poverty, projected number of students experiencing homelessness, and Programmatic Supports (e.g., students in vocational or inclusion settings).

ANCHOR GOAL#4
BPS schools will be funded to meet the unique needs of the students they serve.



aligned progress measures
 (All measures disaggregated by EL, SWD, race, economic disadvantage, and other groups)

FACILITIES CONDITION	→	Average score on facilities condition index. ¹¹
JOYFUL SCHOOL ENVIRONMENT	→	School quality as measured by the Joyful School Environment Inventory, which identifies the extent to which a school's learning environment is engaging, healthy, supportive, inclusive, challenging, and safe.
BUDGET ALLOCATION	→	The percentage of school budget allocations made via weighted student funding (WSF), including funds allocated to schools based on Opportunity Index (OI) scores.
CORE ACADEMIC SUPPORT	→	The percentage of schools where student to staff ratios are aligned with guidance to meet the academic needs of all students (e.g. 20:1 in SEI).
SOCIAL EMOTIONAL SUPPORT	→	The percentage of schools where the ratio of social emotional supports (e.g., social workers, school psychologists, school counselors) to students is aligned with best practice (1:250).
INSTRUCTIONAL LEADERSHIP	→	The percentage of schools where the ratio of instructional leadership (e.g., principal/headmaster, assistant principal, instructional coach) to teaching staff is aligned to district guidance.
FAMILY ENGAGEMENT	→	The percentage of schools with presence of parent and family engagement staff who racially and linguistically reflect the community they serve.



05 CULTIVATE TRUST

*Caring and competent staff
that reflect our students
and are focused on service.*

Overview

Every student deserves to have caring, competent, and professional educators and staff to help them reach their full potential. Research continuously proves that effective educators enable better outcomes for students. The district will continue to recruit, retain, and develop talent that is culturally and linguistically proficient and diverse and demonstrates the skills and knowledge necessary to serve our diverse student body effectively. Our culturally and linguistically diverse, talented, and well-trained workforce will be highly engaged, high-performing, and recognized for their exceptional care towards our students and families. We will transform the central office

by ensuring the organizational structure supports the work of schools in a way that is collaborative and easily navigated. We will invest in the development of staff to create a culture of culturally proficient and welcoming service for our students, families, and community. We will successfully pursue operational excellence by identifying performance challenges and implementing solutions that address inefficiencies and ineffectiveness. Addressing these areas will help us re-establish trust with students, families, educators, leaders, and community stakeholders.



5.1 Hire, support, and retain a workforce at every level that reflects our students' diverse cultures and languages; and address the structural barriers which impact staff and educators of color.

5.3 Support and hold school leaders accountable for creating inclusive, culturally and linguistically sustaining, high-performing school communities, and leveraging teacher leadership.

5.5 Revamp central office operations to ensure the highest quality of services to families, including school registration, transportation, food and nutrition services, and safety.

5.2 Restructure central office for effectiveness and accountability in ways that provide appropriate engagement, support and accountability for school communities, with child and family friendly services .

5.4 Make BPS a place where educators and staff want to be employed because they are focused on serving our students and feel valued and supported in their work.

5.6 Increase transparency and accountability by providing new data tools, dashboards, and public reporting.

05
CULTIVATE TRUST
Caring and competent staff that reflect our students and are focused on service



aligned progress measures
 (All measures disaggregated by EL, SWD, race, economic disadvantage, and other groups)

ANCHOR GOAL#5
BPS school and central office staff will reflect the students we serve.



DATA DEFINITION
Data Definition: The racial and linguistic representation gaps between BPS staff members and students (e.g., the percentage of school-based and centrally-based staff members who speak Spanish compared to the percentage of students who identify Spanish as a home language).

TEACHER DIVERSITY	→	Average Teacher/Student Parity Index Score. ¹²
NEW HIRE DIVERSITY	→	Average representation gap by race and language between BPS staff members hired each year and the proportion of BPS students enrolled by race and language category.
TEACHER PERCEPTION	→	Average scores on select scales (group of related items) from the teacher climate survey related to perceptions of school quality and culture. ¹³
STUDENT PERCEPTION of teacher effectiveness	→	Average scores on the Pedagogical Effectiveness scale from the student climate surveys ¹⁴
SCHOOL STAFF PERCEPTION of central office	→	Average scores on select scales (group of related items) from the teacher climate survey related to central office service, effectiveness, and accountability for results.
ORGANIZATIONAL CULTURE SURVEY	→	BPS is developing a survey to measure organizational culture throughout central office and schools to identify needed improvements.



06 ACTIVATE PARTNERSHIPS

Expand learning beyond the classroom and connect the community to the classroom.

Overview

Schools can't close opportunity gaps on their own. In order to address these gaps, we must adopt a broader perspective on when and where learning happens. We recognize that there are important skills that cannot be developed fully within the classroom and during the school day, and topics such as the arts and wellness that deserve more time than most schools can provide. We will engage community organizations, higher

education, philanthropy, and the business community to make the entire city a classroom. In doing so, we will draw on Boston's diverse array of resources, talent, and expertise in order to enrich learning for our students. In addition, partnerships with community-based organizations can help schools be more culturally and linguistically responsive to students and families.



6.1 Connect every student to high quality before and after school, summer, and transition programs, and high school work experiences and internships in order to activate learning, build skills, and develop social capital.

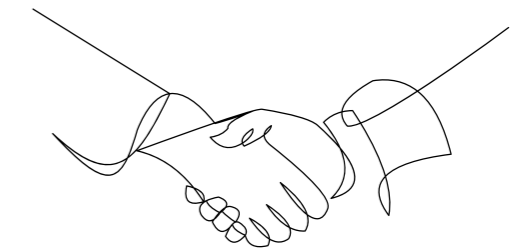
6.2 Collaborate with partner organizations and agencies to provide learning and skill-building, focusing on social and emotional skills essential for youth development and professional skills critical to college and career success.

6.3 Coordinate partner organizations with school personnel to enrich learning and services during the school day including student support, college readiness and advising, dual enrollment, and early college pathways.

6.4 Champion college and career awareness and work experiences creating visible pathways to postsecondary education, training, trades and career opportunities.

6.5 Engage key partners in decision-making in order to guide and develop coherent year round wraparound services, and learning experiences and programming for students.

6.6 Design and implement year-round opportunities with partners to promote place-based and virtual project-based and experiential opportunity.



aligned progress measures
(All measures disaggregated by EL, SWD, race, economic disadvantage, and other groups)

06
ACTIVATE PARTNERSHIPS
Expand learning beyond the classroom and connect the community to the classroom



ANCHOR GOAL#6
BPS schools will have established partnerships with community, employer, and higher education organizations that expand learning beyond the classroom and create pathways to college and career success.



DATA DEFINITION
The percentage of schools with at least one partnership with an organization included in the Opportunity Portfolio. All organizations included in the Opportunity Portfolio go through a comprehensive vetting and assessment process that identifies exceptional School-Community Partners that provide quality learning opportunities.

SUMMER LEARNING	→	The percentage of students participating in summer learning programs and activities, including jobs and internships for high school students.
AFTER-SCHOOL SERVICES	→	The percentage of students receiving after-school services from partner organizations by partnership category (Academic Support and Enrichment; Arts Programming; College and Career Readiness; Family Engagement and Support; Physical Health and Wellness; Social, Emotional and Behavioral Health).
IN SCHOOL SERVICES	→	The percentage of students receiving in-school services from partner organizations by partnership category (Academic Support and Enrichment; Arts Programming; College and Career Readiness; Family Engagement and Support; Physical Health and Wellness; Social, Emotional and Behavioral Health).
ACCESS TO PARTNERSHIPS	→	The percentage of schools with at least one partnership with an organization listed on PartnerBPS.
CAREER AND ACADEMIC PLANNING	→	The percentage of students in grades 9-12 who have completed the MyCAP priority tasks for their grade level.
POSTSECONDARY ENROLLMENT	→	The percentage of high school graduates enrolled in a postsecondary program within 16 months of graduation.



Strategy **IMPLEMENTATION**

WHAT IS NEXT?

Implementation + Monitoring

DISTRICT OPERATIONAL PLAN

Equitable + Fair funding

MEASURING SUCCESS

DATA GLOSSARY

Explanation of aligned progress measures

Artwork by Caleb Noon and Katie Yamasaki / 2014

WHAT IS NEXT?

IMPLEMENTATION + MONITORING

“ *The Strategic Plan will ensure that the work of the central office is seamlessly aligned to achieve excellent customer service and results to schools, families and students.* ”

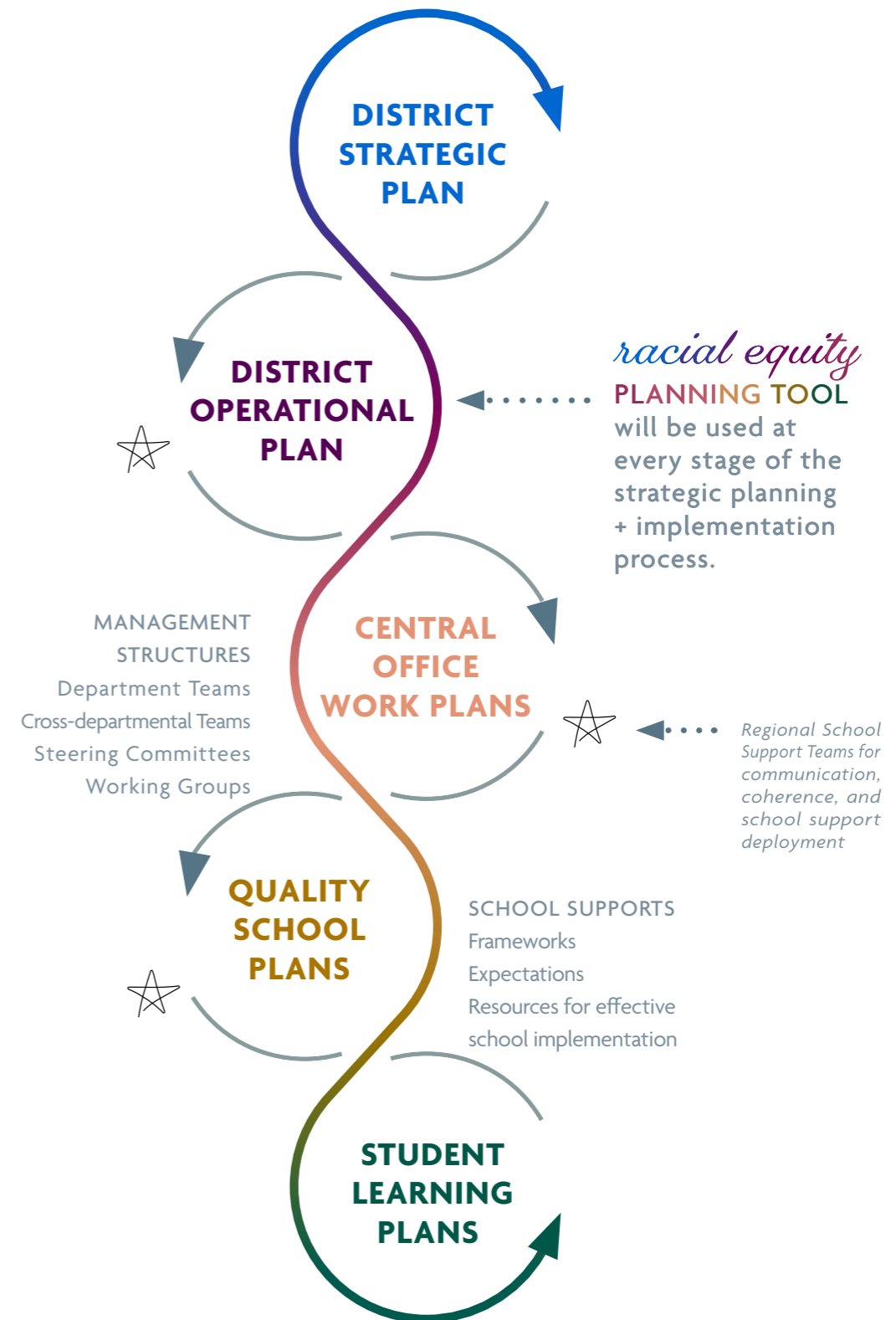
Guided by BPS policy, with a laser-like focus on the Opportunity and Achievement Gaps policy, the District Strategic Initiatives Operational Plan will provide the road-map for accomplishing the Strategic Initiatives in the District Plan. The Operational Plan provides matching orders for the Central Office departments. Each department will develop Central Office Work Plans. These work plans will ensure that school needs are met as described in Quality School Plans for each school. This is the way we will achieve excellent and equitable outcomes for our students.

With formative data collected from our Division’s monitoring processes coupled with formative and summative data from Data and Accountability, we will report on district-

wide progress to the School Committee on a quarterly basis. Internally, we will implement communication structures and tools for aligned implementation support and accountability monitoring:

The Division of Equity and Strategy will support strategic planning, monitoring, implementation and accountability across the central office. The Division will ensure management structures are in place that reinforce effective management routines. This includes effective work stream delivery processes for departments, cross-departmental teams, steering committee, and working groups. As a result, the Strategic Plan will direct School Supports such as frameworks, expectations and other resources for Quality School Plans to deliver the world-class education all BPS students deserve.

IMPLEMENTATION FLOW CHART →



DISTRICT OPERATIONAL PLAN



The plan defining clearly the actions the district will take to support the strategic plan. While the strategic plan was developed to help BPS achieve its long-term vision, the operational plan involves the process of deciding what needs to be done to achieve our tactical objectives, who is doing it, by when, key deliverables, and resources allocated. The Operational Plan is deeply rooted in the district’s commitment to our students with highest needs: Black and Latinx students, students with special needs, and English learners.

CENTRAL OFFICE WORK PLAN

A work plan is a set of specific action steps BPS departments develop and implement to achieve the anchor goals described in the Strategic Plan. BPS work plans are SMARTIE (‘specific, measurable, accountable, realistic, time-bound, inclusive and equitable’ as adapted from the Management Center). Work Plans are developed by utilizing the BPS Racial Equity Planning Tool.

What is equitable and fair funding?

Weighted Student Funding, also known as fair student funding or student-based budgeting, is BPS primary mechanism for funding schools. It advances the goal of equity by ensuring that students are funded equitably, regardless of which school they attend.

BPS calculates per-student funding by assigning a value to the various factors that go into meeting a student’s academic needs, and then adding them up. Among the measures including in this funding formula, BPS funds schools using the Opportunity Index to ensure students greater needs have access to more resources to accelerate their learning and close achievement and opportunity gaps.

Beginning in FY21, BPS has also taken measures to ensure a minimum standard of quality regardless of enrollment. Historically, our definition of sustainability ensured that all schools could “get by”, they could afford the things that they were required to have. However, schools needed some flexibility to tailor their budgets to the specific needs of their community. The new Foundation for Quality addresses this concern. It ensures that all schools have a baseline amount of funding above our definition of compliance that is grounded in equity.

\$1.26B BPS GENERAL FUND

The main source of funding for the Strategic Plan will be the Boston Public Schools general fund \$1.26B. In many ways, the FY21 Budget was created alongside the drafting of the strategic plan. As a result, staff and departments have already focused their strategic efforts as needed to implement the Strategic Plan and its aligned Operational Plan, adjusting departmental budgets, staffing and responsibility areas accordingly.

\$100M CITY OF BOSTON Over 3 Years

Mayor Martin Walsh committed an additional \$100M in new investments from the City of Boston over 3 years.

\$1.8M STUDENT OPPORTUNITY ACT

BPS leaders wrote the \$1.8M Student Opportunity Grant to align with both SOA and district goals, focusing on student subgroups to close achievement gaps, using evidence-based programs to close gaps, monitoring success with outcome metrics and targets, and engaging all families.

\$\$\$ PHILANTHROPY

BPS is engaging in targeted requests to Philanthropy and fundraising to support the plan.





In order to ensure that all students are successful, it is critical that we address opportunity and achievement gaps that exist across and within any given progress measure. For this reason, rather than narrowly identifying a single “gap-closing” measure, we will ensure that all progress measures include thoughtful disaggregation by key groups, paired with data visualizations that highlight any disparities between groups. Such reporting will ensure that equity and gap-closing are paramount for every progress measure and commitment.

MEASURING SUCCESS

There are some groups by which student results will be consistently presented, such as by English learner status, disability status, race, and economic disadvantage. Likewise, for measures that focus on school-specific outcomes, performance will be provided by school and school type. In addition, depending on the progress measure, data will be disaggregated and reported in additional ways to provide greater nuance and reveal meaningful comparisons.

Please consider these illustrative examples of how reporting and presentation of data will vary by progress measure. For each of these examples, reporting will also include the standard disaggregation by EL status, disability status, race, and economic disadvantage:

- For the graduation measure, which is focused on on-time four-year graduation rate, we will contextualize performance with side-by-side reporting on the five-year high school graduation rate as well as the extended engagement rate (the percentage of students who graduate within five years plus the percentage of students who are still enrolled) by student group and school.
- For the EL progress measure, which calculates the mean student growth percentile for students taking the ACCESS for ELLs assessment to gauge progress in English language acquisition, we will disaggregate data by student ELD level, grade span, and crosstab EL status and disability status.
- For the teacher diversity measure, which calculates the Teacher/Student Parity Index by dividing the percentage of teachers who identify as teachers of color by the percentage of all students who identify as students of color, we will contextualize performance with side-by-side reporting on the representation gaps by race (e.g., the percentage of teachers who identify as Black compared to the percentage of students who identify as Black).

In addition to desegregating and contextualizing data, multiple years of data will be presented to support members of the public in understanding performance over time.

DATA GLOSSARY

Explanation Of Aligned Progress Measures

1. **MAP Fluency assesses student progress** in the progression of phonological awareness from sounds to decoding words. At the end of K2, students are expected to either Meet or Exceed grade level expectations for the Phonological Awareness task of Foundational Reading Skills or take the oral reading portion of the MAP Fluency Reading Assessment.

2. **Students receive an scaled score for each Massachusetts Comprehensive Assessment System (MCAS) test** they take in English Language Arts (ELA) and Mathematics, ranging from 440 to 560. Scores of 500 or higher indicate that a student has met grade level expectations and is on track to succeed in the current grade in the subject. To calculate an average MCAS score in ELA or mathematics, all of the MCAS test scores for the group/school are added together and divided by the number of students with scores.

3. **Students take the MCAS Science and Technology/Engineering (STE) tests in grades 5, 8, and high school.** For grades 5 and 8, scores range from 440 to 560, just as they do in ELA and mathematics. High school science scaled scores range from 200 to 280, and may also be reported using the 100-point Composite Performance Index (CPI). The CPI assigns 100, 75, 50, 25, or 0 points to each student based how close they came to scoring Proficient or Advanced. All students scoring Proficient or Advanced are assigned 100 CPI points; students with very low MCAS scores are assigned 0 CPI points. Average CPI is calculated by dividing the total number of points by the number of students in the group.

4. **Massachusetts reports growth for ELA and mathematics for grades 4 through 8, and grade 10.** The Massachusetts growth model uses students' historical MCAS results to calculate growth percentiles. As such, no results will be available for grade 3 (the first grade of MCAS testing) or for science (because science is tested only in grades 5, 8, and high school). Massachusetts measures growth for an individual student by comparing the change in their MCAS achievement from one year to a subsequent year to that of all other students in the state who had similar historical MCAS results (the student's "academic peers"). This change in achievement is reported as a student growth percentile and indicates how that student's growth compared to that of their academic peers. For a school or district, the growth percentiles for all students are averaged to create a mean student growth percentile.

5. **The School Quality Framework (SQF) evaluates school quality in five areas: student performance, teaching and learning, family, community and culture, leadership and collaboration, and access and opportunities.** Within each area, BPS has identified outcomes and measures relevant to these diverse aspects of school quality. Under the SQF, a school will receive a score from 0-100 based on measurements in the five areas. These scores correlate to a school quality tier from 1-4 that is used for the purpose of school choice

6. **Massachusetts includes completion of advanced coursework as an indicator in the state accountability framework.** The indicator measures the percentage of all students enrolled in 11th and 12th grade that complete at least one advanced course, including Advanced Placement (AP), International Baccalaureate (IB), Project Lead the Way (PLTW), dual enrollment for credit, Chapter 74-approved vocational/technical secondary cooperative education programs and articulation agreement courses, and other DESE-selected rigorous courses such as Computer Science Principles, Microbiology, Organic Chemistry, Multivariate Calculus, Analytic Geometry, etc

7. **The specific reporting definitions for inclusion vary by age:** For students ages 6-21, full Inclusion constitutes an environment wherein the student with disabilities is inside the general education classroom 80% or more of the school day, whereas a student is considered as receiving partial inclusion if the student is inside the general education classroom 40-79% of the school day. For students ages 3-5, full Inclusion constitutes an environment wherein a student with disabilities is in an inclusive early childhood program and receives >50% of their special education and related services in that setting, while partial Inclusion is defined as a student participating in an inclusive early childhood program and receiving their special education and related services in that setting 0-50% of the time.

8. **Example parent climate survey scales under consideration for inclusion include Overall Perception of School** ('My child's school is a good place for my child to learn', 'My child's school is responsive to the needs of all students') and Safe and Welcoming School Environment ('My child's school makes me feel welcome whenever I visit', 'My child feels safe at this school'), among others.

9. **Example student climate survey scales under consideration for inclusion include Valuing of Learning** ('How much do you enjoy learning in school'), Student Engagement ('How excited are you about going to this class'), and Civic Participation ('How important is it to you to get involved in improving your community'), among others.

10. **Example teacher climate survey scales under consideration for inclusion include Teacher-Principal trust** ('To what extent do you trust your principal at his or her word'), Community Engagement ('To what extent are all groups of parents represented in the governance of the school'), Access/Quality Resources ('How adequate is your access to the materials you need to effectively teach'), and Quality Professional Development ('Overall, how strong has support for your professional growth been').

11. **The Facilities Condition Index (FCI), which is in development, will be utilized to objectively assess the current and projected condition of all BPS school buildings on an annual basis.** The FCI will indicate the approximate condition of a building. It is shown as a decimal between 0 and 1, with lower scores reflecting better facility conditions.

12. **The Teacher/Student Parity Index is calculated by dividing the percent of teachers who identify as teachers of color by the percentage of all students who identify as students of color.** A value of 100 would mean perfect parity or representation between the two populations. A value lower than 100 means that teachers of color are under-represented compared to students of color in the school.

13. **Example teacher climate survey scales under consideration for inclusion include Teacher-Principal trust** ('To what extent do you trust your principal at his or her word'), Community Engagement ('To what extent are all groups of parents represented in the governance of the school'), Access/Quality Resources ('How adequate is your access to the materials you need to effectively teach'), and Quality Professional Development ('Overall, how strong has support for your professional growth been').

14. **Example items from the Pedagogical Effectiveness scale include** 'How clearly does this teacher present the information that you need to learn', 'How well can this teacher tell whether or not you understand a topic', 'How comfortable are you asking this teacher questions about what you are learning in his/her class', 'How often does this teacher give you feedback that helps you learn.'

While it is too early to report any significant learnings from the current pandemic, it has brought our current challenges into starker focus. As a district, we must:

- *Address racial and economic inequalities in our schools through differentiated funding;*
- *Change our approach to instruction to overcome lost learning;*
- *Add high-quality social and emotional support for students as we recover from this experience;*
- *Close the digital divide that has limited our ability to deliver high quality remote learning opportunities to all students; and*
- *Develop new and better ways to connect with and engage families.*

To that end, we have added six priorities to our Strategic Plan.

TO COMMITMENT 1 Eliminate Opportunity and Achievement Gaps

1.11 Provide 1:1 technology to provide opportunity for remote learning to every BPS student in grades 3-12.

TO COMMITMENT 2 Accelerate Learning

2.9 Provide remote learning opportunities year round to accelerate learning including during school breaks to prevent learning loss, and provide students opportunities to accelerate their own learning.

COMMITMENT 3 Amplify Voice

3.7 Engage families and community to understand needs and engage in shared decision making through texts, on-line, surveys, and calling.

COMMITMENT 4 Expand Opportunity

4.6 Provide WiFi services to every BPS Family so we are all connected.

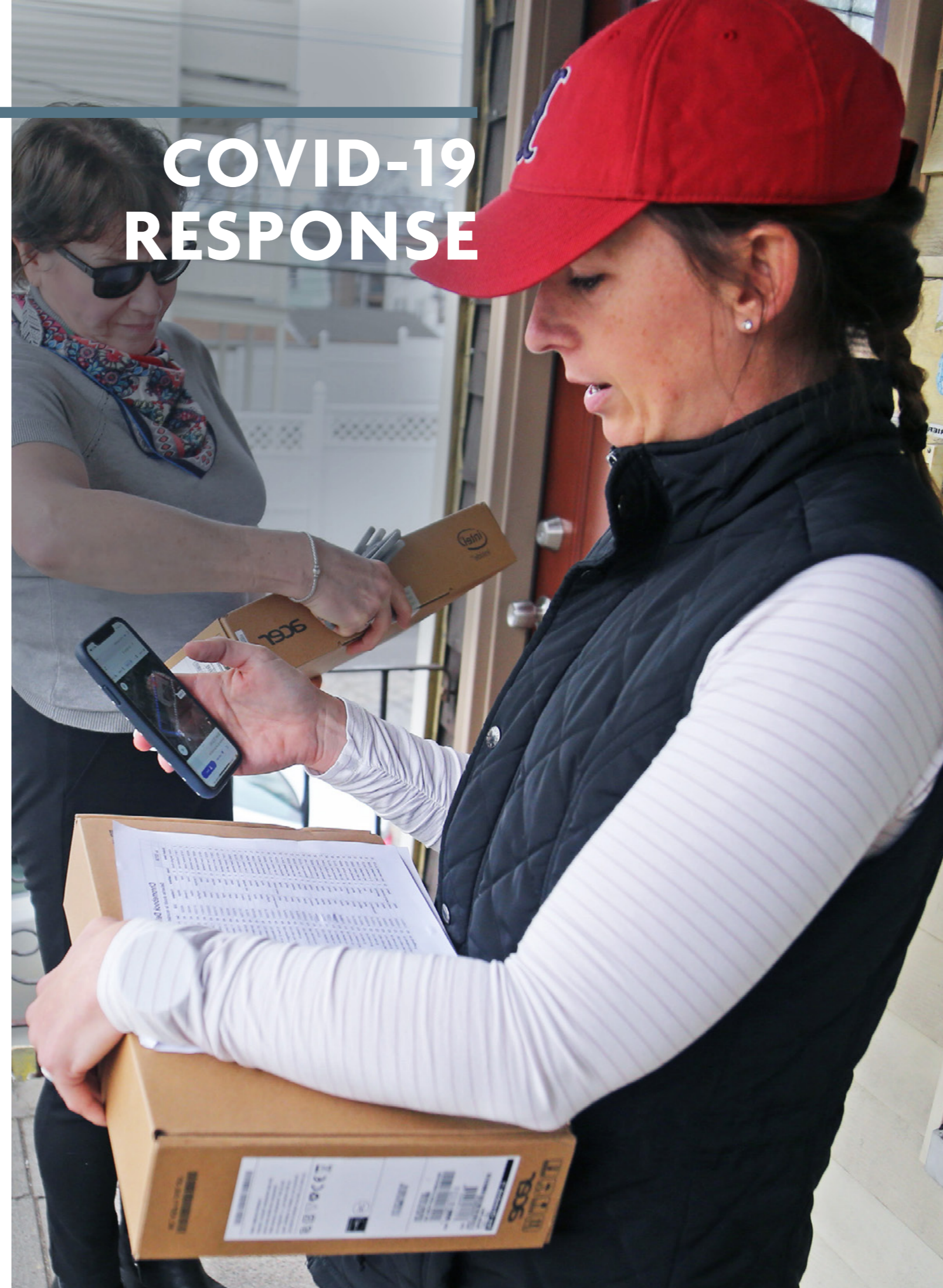
COMMITMENT 5 Cultivate Trust

5.6 Increase transparency and accountability by providing new data tools, dashboard,s and public reporting.

TO COMMITMENT 6 Activate partnerships

6.6 Design and implement year round opportunities with partners to promote place-based, and virtual project-based and experiential opportunity.

COVID-19 RESPONSE





Strategy **APPENDIX**

SUMMARY

Commitments + Priorities

ACKNOWLEDGMENTS

+ Resources

BPS AT A GLANCE

2019 / 2020

*Breathe Life 3, 2019 by Problak (Rob Gibbs), Lower Roxbury.
Commissioned by Now + There.*

Summary of COMMITMENTS + Priorities

01 | ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS

Equitable and Excellent Student Outcomes

ANCHOR GOAL #1 *BPS graduates will be ready for success in college, career, and life.*

1.1 *Ensure that BPS policies, plans, and budgets* advance the Opportunity and Achievement Gaps (OAG) Policy to ensure that our schools are equitably funded to provide robust academic programming and social-emotional supports to give every child what they need.

1.2 *Hire and retain a workforce* that reflects the racial, ethnic, and linguistic diversity of the students and families we serve.

1.3 *Empower and partner with educators* to review curriculum for cultural and linguistic bias and relevance, and ensure that new purchases are culturally and linguistically relevant.

1.4 *Implement specific supports for English learners* by implementing the LOOK Act to expand programs that promote bi/multilingualism including bilingual education, dual language, and cultural heritage programs.

1.5 *Support schools by implementing culturally and linguistically sustaining practices* and Ethnic Studies through professional development focused first on classroom educators, and subsequently other staff.

1.6 *Develop and monitor progress toward achieving explicit goals* for schools and central office around implementing strategies to eliminate opportunity and achievement gaps (especially for English Learners and students with disabilities) and central office will be responsible and accountable for monitoring progress and providing support - employing school and district Equity Roundtables as a structure for shared accountability and problem-solving.

1.7 *Eliminate Disproportionality* in the implementation of the Code of Conduct by ensuring welcoming and affirming classrooms while applying restorative practices.

1.8 *Develop capacity to address health and social contributors* to opportunity gaps, such as - hunger, chronic illness, mental health, sexual health, homelessness, and LGBTQ+ identify.

1.9 *Focused intervention in the thirty-four (34) lowest performing schools.*

1.10 *Develop and monitor progress toward achieving explicit goals* for students with disabilities and implementing strategies to increase inclusionary practices and address disproportionality in sub-separate settings.

1.11 *Provide IET technology* to provide opportunity for remote learning to every BPS student in grades 3-12.

02 | ACCELERATE LEARNING

High-quality schools and joyful classrooms district-wide

ANCHOR GOAL#2 *BPS schools will demonstrate strong growth in ELA and Math.*

2.1 *Redesign secondary schools*, including alternative schools, in alignment with MassCore, career preparedness, and other advanced coursework opportunities to prepare students for college, career, and life.

2.2 *Support and coach educators* to deliver high-quality inclusionary learning opportunities to ensure students with disabilities are well-served in the general education setting.

2.3 *Provide rigorous culturally and linguistically affirming curriculum* and instruction that includes learning opportunities in the arts, science, literacy, world languages, physical education, health education, and civics, access to athletic programs and technology, and fully integrates student wellness into the educational experience.

2.4 *Fully implement universal pre-kindergarten* through a mixed delivery model that leverages district and community options and ensures a high-quality educational experience for all early learners.

2.5 *Implement rigorous and consistent elementary learning expectations* and curriculum that prepare all students for high school, including strong science and math programming.

2.6 *Reduce chronic absenteeism* by ensuring that students are welcomed into joyful and engaging classrooms and where their unique needs can be met.

2.7 *Make every school a safe space* for every student, offering the support and protection needed to learn, grow, and thrive.

2.8 *Implement a comprehensive district-wide professional development plan* for paras, teachers, counselors, and school and central leaders to develop capacity and expertise to change student outcomes as outlined in this plan.

2.9 *Provide remote learning opportunities* year-round to accelerate learning including during school breaks to prevent learning loss, and provide students opportunities to accelerate their own learning.

03 | AMPLIFY ALL VOICES

Shared decision-making, partnerships and mutual accountability

ANCHOR GOAL#3 *BPS schools will implement the core elements of family engagement.*

3.1 *Engage youth voice* in decision-making and leadership in a timely and transparent manner by leveraging BSAC, the Superintendent's Youth Cabinet, focus groups and other forums organized to give voice to BPS learners.

3.2 *Engage parent voice* in district level decision-making and leadership in a timely and transparent manner by supporting and leveraging the Citywide Parent Council, District English Learner Advisory Council and Special Education Parent Advisory Council.

3.3 *Welcome and value all families and students in our schools*, including them as partners in school improvement and student learning.

3.4 *Increase feedback systems* for families and central office and other staff through tech-based communication portals, and regular access to district and school-based leaders during regional, school-based and district level meetings.

3.5 *Fully engage teachers, school staff, families and students in School Site Council* to ensure representation of voices in school based decisions and management.

3.6 *Publicly share school progress* towards implementation of the district's engagement standards and school climate survey results.

3.7 *Engage families and community* to understand needs and engage in shared decision making through texts, on-line, surveys, and calling, and regular access to district and school-based leaders during regional, school-based and district level meetings.

04 | EXPAND OPPORTUNITY

Fair and equitable funding and welcoming environments

ANCHOR GOAL#4 *BPS schools will be funded to meet the unique needs of the students they serve.*

4.1 *Fund all schools in a manner that meets the unique needs of the students they serve*, with consideration given to English Learners, students with disabilities, economically disadvantaged students, students at risk of dropping out, off-track youth and other historically marginalized groups.

4.2 *Improve funding formulas* and create mechanisms to ensure equitable distribution of resources generated through fundraising, partnerships, and grants.

4.3 *Uphold a standard of organizational effectiveness* and excellence to ensure that we are meeting students' needs and define the foundational academic and support services that every school must provide.

4.4 *Make substantive progress with BuildBPS* to create equitable, 21st-Century, safe and nurturing learning spaces and ensure safe, equitable pathways and connectors between schools.

4.5 *Ensure that every BPS school and central office department collaborates with families*, local youth- and family-focused partners and service agencies to ensure family awareness of and access to the resources they need to support student growth inside and outside the classroom.

4.6 *Provide WiFi services to BPS Families* in need, so we are all connected.

05 | CULTIVATE TRUST

Caring and competent staff that reflect our students and are focused on service

ANCHOR GOAL#5 *BPS school and central office staff will reflect the students we serve.*

5.5 *Revamp central office operations* to ensure the highest quality of services to families, including school registration, transportation, food and nutrition services, and safety.

5.1 *Hire, support, and retain a workforce at every level that* reflects our students' diverse cultures and languages; and address the structural barriers which impact staff and educators of color.

5.2 *Restructure central office* for effectiveness and accountability in ways that provide appropriate engagement, support and accountability for school communities, with child and family friendly services.

5.3 *Support and hold school leaders accountable* for creating inclusive, culturally and linguistically sustaining, high-performing school communities, and leveraging teacher leadership.

5.4 *Make BPS a place* where educators and staff want to be employed because they are focused on serving our students and feel valued and supported in their work.

5.6 *Increase transparency and accountability* by providing new data tools, dashboards, and public reporting.

06 | ACTIVATE PARTNERSHIPS

Expand learning beyond the classroom and connect the community to the classroom

ANCHOR GOAL#6 *BPS schools will have established partnerships with community, employer, and higher education organizations that expand learning beyond the classroom and create pathways to college and career success.*

6.5 *Engage key partners in decision-making* in order to guide and develop coherent year-round wraparound services, and learning experiences and programming for students.

6.1 *Connect every student to high quality* before and after school, summer, and transition programs, and high school work experiences and internships in order to activate learning, build skills, and develop social capital.

6.2 *Collaborate with partner organizations* and agencies to provide learning and skill-building, focusing on social and emotional skills essential for youth development and professional skills critical to college and career success.

6.3 *Coordinate partner organizations* with school personnel to enrich learning and services during the school day including student support, college readiness and advising, dual enrollment, and early college pathways.

6.4 *Champion college and career awareness* and work experiences creating visible pathways to postsecondary education, training, trades and career opportunities.

6.6 *Design and implement year round opportunities* with partners to promote place-based and virtual project-based and experiential opportunity.



Acknowledgments

BEJA Boston Education Justice Alliance	BSAN Black Student Achievement Network	QUEST Quality Education for Every Student
BPS Teacher Leadership Group	Greater Boston Chamber of Commerce	District Wellness Council
Out of School Time Providers	Inclusionary Task-force	State and City elected officials
DELAC District English Learner Advisory Council	SPEDPAC Special Education Parent Advisory Council	BSAC Boston Student Advisory Committee
OAGTF Opportunity + Achievement Gaps Policy + Task-force	Boston University Wheelock School of Education	ELLTF English Language Learner Task-force
Philanthropic Partners	CPC City-wide Parent Council	Community Engagement Advisory Council
Boston's Higher Ground	Educators for Excellence	McBride Ed Research
Greater Things for Greater Boston	Mayor's Youth Council	District Wellness Council

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Boston Public Schools at a Glance

2019-2020

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OUR MISSION

As the birthplace of public education in this nation, the Boston Public Schools is committed to transforming the lives of all children through exemplary teaching in a world-class system of innovative and welcoming schools. We partner with the community, families and students to develop within every learner the knowledge, skill, and character to excel in college, career, and life.

SCHOOLS & STUDENTS

There are **125 schools** in BPS:

- 7 schools for early learners
- 40 elementary schools (K-5)
- 33 elementary & middle schools (K-8)
- 6 middle schools (6-8)
- 4 middle & high schools (6-12)
- 1 K-12 school
- 20 high schools (9-12)
- 3 exam schools (7-12)
- 6 special education schools
- 5 alternative (at-risk) schools and programs

Of these:

- 20 are pilot schools, created to be models of educational innovation with more flexibility and autonomy
- 6 are Horace Mann charter schools funded by BPS
- 5 are Innovation Schools, a model created by Massachusetts Education reform legislation based on BPS pilot schools

SY2020 enrollment is 53,094 (as of 10/1/19), including:

- 3,141 students in pre-kindergarten
- 23,104 students in kindergarten-grade 5
- 10,839 students in grades 6-8
- 16,010 students in grades 9-12

Student demographics:

- 42.5% Hispanic 33% Black 14% White
- 9% Asian 1.5% Other/multiracial
- 45% First language not English
- 32% English learners
- 21% Students with disabilities (students with an IEP)
- 7% English learners with disabilities
- 72% Economically disadvantaged¹

¹Participating in one or more of these state-administered programs: SNAP, TAFDC, DCF foster care, and MassHealth

Students who don't attend BPS: (data from June 2019) Of the **76,500** (est.) school-age children living in Boston, about **23,094** (30%) do not attend Boston public schools. They are:

- 46% Black 3% Asian
- 23% White 8% Other
- 19% Hispanic

Of these students:

- 10,787 go to public charter schools
- 5,315 go to parochial schools
- 3,463 go to private schools
- 3,421 go to suburban schools through METCO
- 476 are placed in educational environments outside the district to receive special education services, including private or residential schools and state agencies.
- 198 are homeschooled (as of June 2019)

BPS STRATEGIC PRIORITIES

From July to December 2019, Superintendent Brenda Cassellius met with students, families, staff, district partners and community members to gather input to help develop a strategic plan that will guide the work of the district over the next three school years.

The community plays a critical role in the development of the district's values, goals and strategy that will ensure a high-quality educational experience for every student in every neighborhood.

The superintendent will release a draft plan for the community to provide feedback on before presenting a final strategic plan in early 2020.

STAFF

The 2018-2019 BPS budget (all funds) includes 10,344 staff positions (FTE), an increase of 89 positions (.87%) from SY2017. Here is a comparison of some of the budgeted positions:

SY2019	SY2020	
4,464	4,403	teachers
1,823	1,860	aides
810	829	administrators, managerial
1,073	1,147	support
804	787	secretaries, custodians
1,211	1,354	monitors, cafeteria workers

Demographics: Black White Hisp. Asian Other Teachers & 21.5% 59.7% 10.7% 6.2% 2% guidance counselors

Qualifications of BPS Teachers (SY2019): 95% are licensed in their teaching assignment (97.3% statewide)

SUPERINTENDENT

Dr. Brenda Cassellius was appointed Superintendent of the Boston Public Schools by the Boston School Committee in May 2019. A lifelong educator, she most recently served as Minnesota's Commissioner of Education from 2011-2018.

BOSTON SCHOOL COMMITTEE

BPS is governed by a 7-member School Committee, appointed by the Mayor from among nominees recommended by a broad-based Nominating Committee. Members serve 4-year terms. Current members and term expiration dates are:

Michael Loconto, Chairperson	1/3/22
Alexandra Oliver-Dávila, Vice-chairperson	1/6/20
Dr. Hardin Coleman	1/3/22
Michael D. O'Neill	1/4/21
Jeri Robinson	1/2/23
Dr. Lorna Rivera	1/6/20
Quoc Tran	1/2/23

In 1989, in a non-binding referendum, residents voted to replace the 13-member elected School Committee with an appointed committee. In 1991, the state legislature approved Boston's home rule petition establishing the 7-member, Mayor-appointed committee. The appointed committee took office in January 1992. In a 1996 referendum, residents voted overwhelmingly to retain the appointed committee.

BUDGET, SALARIES & PER PUPIL

FY2020 Gen. Fund: \$1,060,932,783 (+3% from FY2019)

Salaries	\$ 725,423,968	65%
Benefits	\$ 159,880,307	14%
Transportation	\$ 105,045,206	9%
Purchased Services	\$ 48,882,309	4%
Property Services	\$ 41,223,042	4%
Supplies, instruc/non-in	\$ 8,393,371	<1%
Equipment	\$ 2,868,988	<1%
Miscellaneous	\$ 2,359,086	<1%
Reserve	\$ 21,849,030	2%

Weighted student funding. Beginning in FY2012, BPS allocates funds to schools based on projected enrollment and the needs of individual students enrolled. In this system, dollars follow students, no matter what school they attend. Weights are based on target class size and average teacher salary. Students are given higher weights and are allocated additional funds if they meet additional criteria: high risk at grade 9 or 10, poverty, EL, students with disabilities (SWD), or vocational education.

FY2020 External Funds (est.): \$132,837,144

Includes **formula/entitlement grants** (e.g. Title I, II, III, IDEA, Perkins), **reimbursement grants** (School Lunch, ROTC), and **competitive grants** (e.g. Extended Learning Time).

FY20 Average Salaries:

Central administrators	\$ 137,696
Elementary school administrators	\$ 129,026
Middle school administrators	\$ 121,889
High school administrators	\$ 127,310
Professional support	\$ 86,702
Program support	\$ 99,854
Nurses	\$ 95,238
Librarians	\$ 94,193
Teachers (general education)	\$ 94,563
Secretaries/clerical staff	\$ 54,505
Custodians	\$ 54,313
School police officers	\$ 52,084
Substitute teachers, per diem	averages \$ 167



Boston Public Schools does not discriminate on the basis of race, color, age, disability, sex/gender, gender identity, religious beliefs, national origin, ancestry, retaliation, sexual orientation, genetics or military status and does not tolerate any form of intimidation, threat, coercion and/or harassment.

SPECIAL EDUCATION

As of October 1, 2019, about 11,465 students aged 3-21 with disabilities (21% of total enrollment) are enrolled in special education programs in BPS, of whom:

- 51% are educated in **fully inclusive** settings (spend 80% or more of the school day with their general education peers).
- 10.7% are educated in **partially inclusive** settings (spend 60% or less of the school day outside of the general education classroom).
- 30.7% are educated in **substantially separate** classrooms (spend 60% or more of the school day outside of the general education classroom).
- 8% are enrolled in **special schools** in public or private day or residential settings, including six BPS day schools (Horace Mann School for the Deaf, Carter School, and the four McKinley schools).

ENGLISH LEARNERS

Among BPS students in K0-grade 12:

- 16,898 (32%) are Limited English Proficient (LEP) or English Learners (EL)
- 9,805 (58%) of EL students were born in the US
- All EL students are entitled to receive English as a Second Language (ESL) instruction and core content instruction from highly qualified teachers. Approximate EL enrollment by program, K2-grade 12, is:
 - 2,876 (17%) in language-specific Sheltered English Immersion (SEI) programs
 - 1,600 (9%) in multilingual SEI programs
 - 2,350 (14%) EL students receive SEI in inclusion or substantially separate programs
 - 8,629 (51%) EL students receive SEI in other classroom settings
 - 1,128 (7%) in dual-language programs where students whose first language is Spanish or English and they learn together in both languages
 - 315 (2%) in high-intensity literacy programs for students with limited or interrupted formal education (SLIFE)

EL students speak more than 70 different languages as their home language. The top nine first languages spoken are Spanish (56%), Haitian creole (7%), Cape Verdean creole (7%), Chinese (4%), Vietnamese (4%), Portuguese (2%), Arabic (2%), Somali (1%), and French (1%).

BPS students come from 135 different countries, from Afghanistan to Zimbabwe.

CLASS SIZE

Class size limits are set in the contract with the Boston Teachers Union.

As reported by the Massachusetts Department of Elementary & Secondary Education,

the average BPS class size in SY2018 was 17.7 students. The state average is 18.1. Average class size is calculated by dividing the total number of students in classes by the total number of classes.

HISTORY: FIRST IN AMERICA

- Boston Latin School: first public school, 1635
- Mather: first public elementary school, 1639
- BPS: first public school system, 1647
- English High: first public high school, 1821
- Horace Mann School for the Deaf & Hard of Hearing: first public day school for the deaf, 1869

STUDENT ACHIEVEMENT & OUTCOMES

Mass. Comprehensive Assessment System (MCAS)

In 2019, students in grade 10 continued to take the legacy MCAS in High School Sci/Tech. All other tested grades and subjects look the next-generation MCAS.

This table shows the percentage of students who performed at *Proficient* or higher levels and the % change from the previous year in MCAS:

Grade	Test	BPS % Change	State % Change
10	Sci/Tech	59%	+6% 74% 0%

Next Generation Mass. Comprehensive Assessment System (Next-gen MCAS)

In 2019, BPS students in grades 3-8 took the next-gen MCAS in ELA and Math for the third time. Additionally, BPS students in grade 10 took the next-gen MCAS in ELA and Math for the first time, and students in grades 5 and 8 took the next-gen MCAS in Science for the first time. For these subjects and grade levels, comparisons to last year are not available.

Next generation MCAS scores fall into four categories: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations. The new categories emphasize readiness for higher-level work at the next grade level.

This table shows the percentage of students who Meet or Exceed Expectations and the change from the previous year, as compared to the state.

Grade	Test	BPS %	% Change	State %	% Change
3	ELA	39%	+6%	56%	+4%
3	Math	34%	+1%	49%	-1%
4	ELA	33%	-2%	52%	-1%
4	Math	32%	+1%	50%	+2%
5	ELA	37%	0%	52%	-2%
5	Math	34%	+3%	48%	+2%
6	ELA	36%	+5%	53%	+2%
6	Math	31%	+3%	52%	+5%
7	ELA	32%	-1%	48%	+2%
7	Math	33%	-1%	48%	+2%
8	ELA	35%	0%	52%	+1%
8	Math	34%	+1%	46%	-4%
8	Sci	24	New Test	46	New Test
10	ELA	45	New Test	61	New Test
10	Math	47	New Test	59	New Test

SCHOOL ASSIGNMENT

In 2014, BPS began assigning students using a new "home-based" assignment plan for students in grades K-8. This plan offers families a list of choices that includes all the schools within a mile of their home, plus additional choices to ensure their list includes at least four high-quality schools. It also adds several citywide options and additional schools with programs for which they are eligible (such as AWC). The home-based assignment plan maintains sibling priority in an effort to keep families together. Based on 2019-2020 assignment data for K1 and K2 priority:

- 85% of K2 applicants received one of their top three school choices, and 55% received their first choice
- 87% of K1 applicants received one of their top three choices. Additionally, 61% of K1 applicants received their first choice school.
- 98% of K1 applicants received an assignment to a Boston Public School.

MCAS Competency Determination (CD). As of Spring 2019, 58% of the class of 2021 met the MCAS Competency Determination by performing at Proficient or higher in both ELA and math and at Needs Improvement or higher in science—which represents no change from the class of 2020 and a 19-point increase over the class of 2010.

SAT Results. Average scores on the SAT Reasoning test for test-takers in the class of 2019 were:

	BPS	Mass.
Total	1,016	1,098
Mathematics	516	550
Evidence-Based Reading and Writing Score	500	548

Advanced Placement Performance. In 2018-2019, BPS students took 5,504 AP tests. Most colleges give credits for scores of 3 and above.

	BPS	Mass.
% scores of 1-2	43.9	32.7
% scores of 3-5	56.1	67.3

2017 & 2018 Graduation Rates:

Outcome	2018	2017
Graduated in 4 years	75.1%	72.7%
Still in school	12.6%	14.4%
Non-grad completers	0.5%	1.4%
GED/High School Equivalent	1.0%	1.2%
Dropped out	10.8%	10.3%
Expelled	0%	0%

The annual dropout rate for grades 9-12 in 2017-2018 was 5.4%. This represents a 1 percentage point increase from the previous year.

After High School. In a survey of the Class of 2018 about post-graduation plans, 3,567 students reported the following intentions at the end of the school year:

Plan	% of District	% of State
4-Year College	52%	60%
2-Year College	19%	20%
Other Post-Secondary	3%	2%
Work or Apprenticeship	7%	9%
Military	1%	2%
Other or unknown	18%	7%

CONTACTING BPS

Boston Public Schools
Bruce C. Bolling Municipal Building
2300 Washington St., Roxbury MA 02119
www.bostonpublicschools.org
Main telephone number 617-635-9000
Communications 617-635-9265
communications@bostonpublicschools.org
Superintendent 617-635-9050
School Committee 617-635-9014
Transportation 617-635-9520
Engagement 617-635-9660
Special Education 617-635-8599
Welcome Centers:
Roxbury 617-635-9010
Dorchester 617-635-8015
Roslindale 617-635-8040
East Boston 617-635-9597
Newcomers Assessment 617-635-1565



BOSTON Public Schools

Bruce C. Bolling Municipal Building
2300 Washington St
Roxbury MA 02119
617 635 9000
www.bostonpublicschools.org



Superintendent
Dr. Brenda Cassellius



School Committee Chair
Michael Loconto



City of Boston
Mayor Martin J. Walsh