

BuildBPS Update & Action Items

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Presentation to Boston School Committee
December 19, 2018

Proposal

School Options

Transition Support for Students and Staff

Equity Analysis

Proposal for School Committee Vote

- Approve the recommendation to close West Roxbury Academy and Urban Science Academy effective June 30, 2019 for all students except for those rising seniors projected to graduate in the spring of 2020, and to close West Roxbury Academy and Urban Science Academy in their entirety effective June 30, 2020.
- Displaced students will be given priority registration and/or reassigned to schools along with specialized strand programs in which they are enrolled pursuant to student/family choice.

Meetings with the USA and WRA Communities

69

**meetings with
groups of and
individual WRA/
USA students**

Ongoing engagement with
student leadership,
facilitated by the Office of
Engagement and Student
Advisory

18

**meetings with
members of the
faculty, leadership
and staff of WRA/
USA**

Individualized and small
group meetings and
conversations with staff
members and school-
based teams

8

**community and
family meetings**

Community and family
forums facilitated by the
Superintendent and
Executive Team

USA & WRA Student Enrollment Composition

680 students total are currently enrolled in USA and WRA (9-12)

- 249 seniors expected to graduate
- 120 students in specialized programs moving in their cohorts
- 81 students identified as ELD 1-3 eligible to move as a cohort to other EL programs or to make individual program choices
- 51 students participating in the school-based alternative education program will receive individualized counseling regarding alternative education program options
- 179 rising sophomores & juniors are expected to participate in an expedited & prioritized school choice process in Round 1, in advance of all other 10-12th graders citywide

All numbers are approximate due to fluidity of enrollment in the schools and among the classifications above.

Space Analysis - Context

- We counted not what schools had for available seats but **available classrooms**.
- The criteria to determine the feasibility of a given site were:
 - **Number of available classrooms**
 - **Implications for special education and English Learner programming**
 - **Impact on the receiving school(s)**
 - **Educational experience and academic continuity for students from USA/WRA**
- We explored **in parallel** the goals of accommodating rising seniors **and** specialized programs so that a solution for one would not block a more ideal solution for the other.
- We assessed space options at **13 BPS sites** and **several others from the parochial and college sectors**.

* Specialized programs refers not only to special ed. programs, but to English learner and alternative education programs as well.

Space Analysis - Scenarios & Results

Scenario	Classroom Need	Result
Move WRA <u>and</u> USA in full	~60	No space available
Move WRA <u>or</u> USA in full	~30	No space available
Phase out: Move all rising 10th-12th graders	25-30	Minimal space feasibility; negative impact on students, due to limited programming and continuity, and declining enrollment; negative impact on receiving schools
Phase out: Move all rising 11th-12th graders	20-25	
Phase out: Move rising seniors only to 1 bldg*	15-20	Irving identified as best option
Phase out: Move rising seniors to 2 bldgs.	~11 each	Multiple options including non-BPS
Moving specialized programs (special ed., EL's)	Variable	Multiple options (see recommendation)

* Rising seniors inclusive of those in general education, English learners and students with resource room needs.

Proposal

School Options

Transition Support for Students and Staff

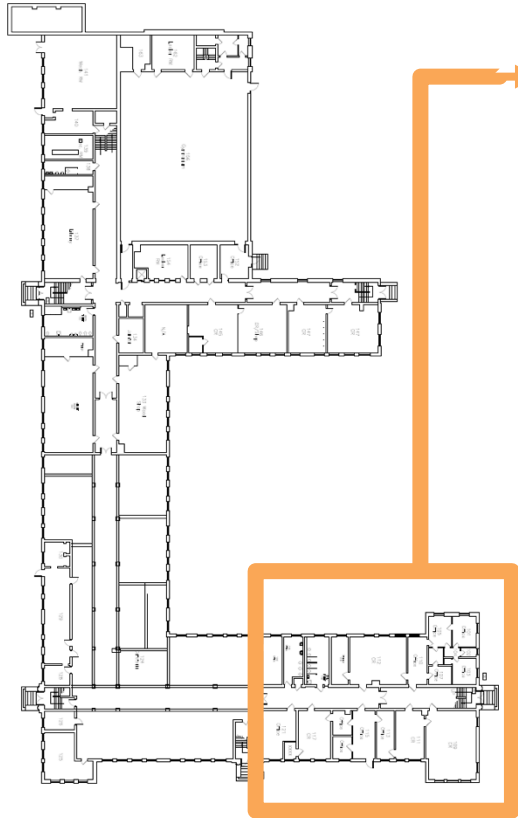
Equity Analysis

USA and WRA rising seniors will move to the Irving Middle School Building



- Located on Cummins Hwy. near Roslindale Sq.
- Accessible to the MBTA, located on 3 bus lines
 - 8 other lines stop .3 miles away
 - Commuter rail is .4 miles away
- 57% of rising seniors live in West Roxbury, Roslindale, Hyde Park, and Mattapan

USA and WRA seniors would occupy separate, dedicated space, partly used now as temporary space by Boston Collaborative HS



- Separate space in building provides:
 - Dedicated entrance
 - 21 classrooms and other learning spaces
 - Multiple offices
 - Easy access to cafeteria and gym
- Locked double doors will be installed on the 2nd and 3rd floors to offer further separation
- LogOn Academy and Otro Camino programs within Boston Collaborative HS use some of this space but will move to available space at another BPS building
 - We are engaging with these communities as well

School Choice Support and Process for Students and Families

USA and WRA students, including English learners, alternative education, and resource room students, will receive the following school choice support:

- **Prioritized school choice** in Round 1 (Jan. 3 - Feb. 1) - in advance of all other 10-12th graders
- **Individual student & family consultation:** Transcript and graduation requirement review, discussion of school options, and application support for special application schools
 - 2 days per week for the month (1 at Bolling and 1 at WREC)
 - Saturday options will be available at Bolling
 - **Calls to families** that do not attend a session prior to Round 2 (Feb. 11) in the native language of the parent/guardian
- District team continues to work with USA and WRA guidance counselors and will seek to leverage the knowledge of teachers to support the process
- High schools will **host January school preview days for prospective** USA and WRA families and students
- **Welcome Sessions and orientations** to engage and support USA and WRA students and families transitioning to their new schools

Rising Sophomores & Juniors: General Education Available Seats

SCHOOL	10	11	TOTAL
ANOTHER COURSE TO COLLEGE	8	10	18
BCLA		20	20
BOSTON ARTS ACADEMY		5	5
BOSTON GREEN ACADEMY	10	10	20
BOSTON INTERNATIONAL HIGH	8	6	14
BRIGHTON HIGH	46	32	78
BURKE HIGH	35	31	66
CASH	30	17	47
CHARLESTOWN HIGH	20	20	40
DEARBORN STEM ACADEMY	10	10	20
EAST BOSTON HIGH	39	20	59

SCHOOL	10	11	TOTAL
ENGLISH HIGH	40	30	70
EXCEL HIGH	77	103	180
FENWAY HIGH	7	10	17
HENDERSON K-12	11		11
KENNEDY HEALTH CAREERS ACADEMY	10	2	12
LYON K-12	5	5	10
MADISON PARK HIGH	25	25	50
MARGARITA MUNIZ ACADEMY	10	10	20
SNOWDEN INTERNATIONAL	12	12	24
TECHBOSTON ACADEMY	6	15	21
GRAND TOTAL	409	393	802

Special Education: Recommended Placement Options and Choices

Program	Receiving School	Number of Students	Other School Programs and Available Seats in SY2019-20
Learning Disabilities - <i>Inclusion</i>	New Mission	19	ACC (10), Dearborn (8), Henderson (7), Lyon (3), BCLA (0)
Mild Intellectual Impairment - <i>Substantially Separate</i>	Brighton	17	Charlestown (2), East Boston (1), Excel (0), CASH (0)
Multiple Disabilities - <i>Substantially Separate</i>	Henderson (age 18-22) & English (age 14-17)	14	Charlestown (6), English (3)
Symphonize (ABA) and Path (EI - Internalizing) - <i>Inclusion</i> *	Burke	17 (ABA)	ACC (10), Dearborn (8), Henderson (7), Lyon (3), BCLA (0)
		10 (EI)	BCLA (8), TechBoston (8), English (7), Quincy Upper (2)
Applied Behavior Analysis (ABA) - <i>Substantially Separate</i>	Burke	43	Charlestown (6), BCLA (3), CASH (0)

The Symphonize and Path programs operate in a coordinated and integrated way and will move together.

English Learners (ELD 1-3) Program Options

SEI Language Specific

Offered in Spanish, Cape Verdean Creole, and Haitian Creole

Students with ELD levels of 1 to 3 who are native speakers of the same language are taught by a qualified teacher for content instruction. The language of instruction is English with native language support provided. The student also receives ESL instruction throughout the day.

SEI Multilingual

Serving Multiple Languages in SEI

Students with ELD levels of 1 to 3 who are native speakers of various languages are taught by a qualified teacher for content instruction. The language of instruction is English with native language support provided when possible. The student also receives ESL instruction throughout the day.

Dual Language

Offered in Spanish

Students with ELD levels of 1 to 3 who are native speakers of Spanish along with native English speakers learn academic content together. The language of instruction is Spanish and English, with the goal for all students to become fluent and literate in both languages.

ESL in General Education

Learning in General Education Settings

For schools without a language program, English Learners are assigned to general education classrooms but receive English language development through ESL classes by qualified teachers.

USA and WRA English Learner ELD 1-3 School Choice Options

Program Strands	Number of ELD 1-3 Students in Grades 9-11	Cohort Choice Options	Individual Choice Options
Spanish	33	<ul style="list-style-type: none"> Brighton Charlestown English Fenway* 	Spanish: Brighton (40), Charlestown (49), English (77), Fenway (8), Muniz (3) Multilingual: Brighton (47), BINcA (39)
Haitian Creole	13	<ul style="list-style-type: none"> CASH TechBoston 	Haitian: CASH (34), TechBoston (22), Multilingual: Brighton (47), BINcA (39)
Cape Verdean Creole	9	<ul style="list-style-type: none"> Dearborn Burke 	Cape Verdean: Dearborn (9), Burke (9) Multilingual: Brighton (47), BINcA (39)
Multilingual <ul style="list-style-type: none"> Including Haitian Creole and Cape Verdean Creole 	26	<ul style="list-style-type: none"> Brighton BINcA 	Multilingual: Brighton (47), BINcA (39)
ESL in General Education	59	N/A	Any BPS high school

* Cohort includes only rising sophomores and juniors that are expected to require SEI Spanish services.

Alternative Education Programs in BPS

- BPS **alternative education** schools and programs include a **variety of offerings across 13 sites** targeting **specific student subgroup needs** including:
 - Students who are “**Old & Far**” from graduation
 - Students who are “**Old & Close**” to graduation
 - Students who are “**Young & Far**” from graduation
 - Students who require **specific health interventions**
 - Students who are in need of **specific language supports**
- **Off-track Youth (OTY)** are served both in **alternative and general education settings**, dependent on student need and choice
- **51 students are currently participating** in an alternative education program at WRA/USA, drawing from students at both schools

Proposal

School Options

Transition Support for Students and Staff

Equity Analysis

Transition Supports for Students

A coordinated district and school-based effort will ensure that students are provided with wrap-around supports.

- Assessment of students' academic & SEL needs to inform **student profiles** and supports for this year and next year
- Targeted **home visits** to address chronic absenteeism
- Case manage student specific needs for social emotional resources
- Highly specialized program strands will receive support from the Office of Special Education and Office of English Learners

The group will create, manage and track students' academic performance, attendance, and additional indicators.

Transition Support for Staff

Staff Transitions

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

Supporting Staff

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

Proposal

School Options


Transition Support for Students and Staff

Equity Analysis

Equity Analysis: USA & WRA Senior Classes Move to Irving Middle School

Key Concerns

How will transferring 136 USA/WRA general education seniors, who are 94% students of color, impact their academic outcomes?



Mitigating Factors

- Rising seniors will move as a cohort and be instructed by USA/WRA educators; all are on track for graduation
- Irving Middle School selected for proximity to most students' homes (57% live in Roslindale, Hyde Park, Mattapan, and West Roxbury).
- Additional supports planned, including M7 passes and assistance with continuing athletic activities

Equity Analysis: Senior Class Move to Irving Middle School, *cont.*

Key Concerns

What will the impact of the move be for current Irving students?




Mitigating Factors

- Separate entrance and classrooms for USA/WRA students
- Affirmative efforts to create a welcoming environment for all students planned
- Additional safety resources planned due to increased number of students

Equity Analysis: Relocation of USA/WRA Special Ed Students

Key Concern

What will the impact of the closure be on USA/WRA's 120 special education students in specialized programs, some of whom are particularly challenged by transitions?




Mitigating Factors

- Office of Special Education at table at every stage
- Individual assessments of students' needs and transition plans, including school visits
- Students can move with cohorts
- Some moving to higher quality schools
- Number of special education seats unchanged

Equity Analysis: Relocation of USA/WRA English Learners

Key Concern

What will the impact of the closure be on USA/WRA's 60 English learners, some of whom are particularly impacted by transitions?



Mitigating Factors

- OEL has participated in this process at every stage
- In response to student/family input, ELs have the option to move in cohorts - above and beyond a “compliance” standard
- Most ELs will move to higher quality programs
- Schools’ proximity considered; M7’s provided
- Students/families receiving translated information

Equity Analysis: Relocation of USA/WRA English Learners, *cont.*

Key Concern


What will the impact of the closure be on the availability of secondary school EL seats district-wide?

- Filling these seats with former USA/WRA students will limit options should there be a significant future influx of new ELs in the 10th grade and above

Equity Analysis: Relocation of USA/WRA Alternative Education Students

Key Concern

What will the impact of the closure be on USA/WRA's 51 participants in the site-based alternative education program for off-track students?



Mitigating Factors

- The district's Re-Engagement Center has deployed a staff person to individually assist these students to identify new schools that fit their specific needs, including gen ed, EL, and alt ed options
- Students' parents will participate in these meetings, including home visits if needed

Questions

Supporting Information

Urban Science Academy & West Roxbury Academy Enrollment by Grade and Student Subgroup

		Urban Science Academy					West Roxbury Academy					District
		% of Grade 9	% of Grade 10	% of Grade 11	% of Grade 12	% of USA Total	% of Grade 9	% of Grade 10	% of Grade 11	% of Grade 12	% of WRA Total	District wide
Race	Black	49%	48%	56%	55%	52%	45%	49%	54%	50%	50%	31.8%
	Hispanic	35%	44%	30%	36%	36%	48%	41%	37%	38%	40%	41.9%
	White	6%	7%	10%	6%	7%	4%	7%	8%	7%	7%	14.2%
	Asian	2%	1%	1%	1%	1%	0%	3%	0%	3%	2%	9%
	Other	8%	0%	3%	2%	3%	3%	0%	1%	1%	1%	3.5%
Sub Groups	Gen Ed	43%	52%	57%	61%	54%	30%	45%	42%	39%	39%	48.7%
	SWD	36%	22%	24%	26%	27%	30%	24%	16%	21%	22%	19.6%
	EL	16%	20%	9%	10%	13%	37%	29%	32%	30%	32%	31.7%
	Alt. Ed.	5%	6%	10%	3%	6%	3%	1%	11%	10%	7%	6.5%

Total Enrollment at Urban Science Academy & West Roxbury Academy by Grade and Student Subgroup (as of 12.12.18)

		Urban Science Academy					West Roxbury Academy				
		9th	10th	11th	12th	Total	9th	10th	11th	12th	Total
Race	Black	32	34	41	54	161	32	35	45	75	187
	Hispanic	23	31	22	36	112	34	29	31	56	150
	White	4	5	7	6	22	3	5	7	11	26
	Asian	1	1	1	1	4	0	2	0	5	7
	Other	5	0	2	2	9	2	0	1	2	5
Sub Groups	Gen Ed	32	43	47	66	188	24	34	40	69	167
	SWD	27	18	20	28	93	24	18	15	37	94
	EL	12	16	7	11	46	29	22	30	54	135
	Alt. Ed.	4	5	8	3	20	2	1	10	18	31

Athletics Opportunities for USA and WRA Students

- Students who go to schools in BPS without traditional sports teams can pursue athletics as part of a cooperative team.
- Cooperative teams are identified by BPS Athletics and approved by the MIAA on an annual basis.
- Cooperative teams are established based on geographic proximity of schools, enrollment and overall interest in specific sports.
- The athletics department will support USA/WRA with the transition by connecting students with sport coaches and assisting with logistics for participation and execution of the sport teams.

USA and WRA Athletics Participation

2018-2019 Participation Numbers by Sport and Grade				
School	Grade 9	Grade 10	Grade 11	Grade 12
Volleyball	0	2	1	10
Girls Soccer	0	2	5	2
Boys Soccer	1	4	6	13
Cheerleading	1	0	4	7
Football	4	9	9	18
Boys Basketball	0	1	0	1
Girls Basketball	2	1	5	2
Indoor Track & Field	0	0	1	7
TOTAL	6	18	26	58

WRA and USA Partners

West Roxbury Academy	
Organization	Program
Boston Debate League	After-School Debate League
Summer Search	Summer Search
UMass Boston Pre Collegiate Programs	UMass Boston Upward Bound Program, Urban Scholars
Boston Private Industry Council	Boston Private Industry Council, School-to-Career
College Advising Corps - Boston University	College Advising Corps - Boston University
Crimson Aquatics	Lifeguarding 101, Intro to Swimming
Jewish Vocational Services	Transitions to Work
uAspire	uAspire College Affordability Advising
Year Up	Year Up
Youth Programs Specialist	EPIC Service Warriors
AccessSportAmerica	Volunteer
Special Olympics Massachusetts	Special Olympics Sports Programs
Massachusetts Society for the Prevention of Cruelty to Children, a Division of Eliot	PATHWAYS
William James College	PATHWAYS

Urban Science Academy	
Organization	Program
Boston Debate League	After-School Debate League
Bridge to Calculus	Bridge to Calculus
Mass Insight Education and Research Institute, Inc.	Mass Insight Education: Middle School Program
Summer Search	Summer Search
UMass Boston Pre Collegiate Programs	UMass Boston Upward Bound Program, Urban Scholars
WriteBoston	Writing/Literacy Professional Development and Coaching
Institute of Contemporary Art, Boston	WallTalk
Mass LEAP	Spoken Word Poetry Residency
Boston Private Industry Council	Boston Private Industry Council, School-to-Career
College Advising Corps - Boston University	College Advising Corps - Boston University
Crimson Aquatics	Lifeguarding 101, Intro to Swimming, Swim Fit
Quincy College	Dual Enrollment
Year Up	Year Up
Youth Programs Specialist	EPIC Service Warriors
Dreamfar High School Marathon	Dreamfar High School Marathon
Special Olympics Massachusetts	Special Olympics Sports Programs
Best Buddies Massachusetts	Best Buddies Friendship Program

USA/WRA Special Education Program Descriptions

- **ABA-Based** substantially separate programs [X4]: There are **106** classes K0-12+ and **16** classes in 9-12+. We are opening **4** new High School classes in 19-20.
- **Mild intellectual impairment (SAR)** programs [A4]: There are **32** classes K0-12+ and **11** classes in 9-12+.
- **Multiple disabilities** substantially separate programs [M4]: There are **17** classes in K0-12+ and 7 classes in 9-12+.
- **Inclusion programs** - serving students with ABA [X3]: There are **313 students** in **ABA inclusion** in K0-12+ and **32 students** in 9-12+.
- **Emotional Impairment - internalizing (PATH)** programs [W3]: There are **8** classes K0-12+ and **3** classes in 9-12+.
- **Specific learning disabilities** [L3]: There are **544 students** in LD inclusion and **106** students in 9-12+.

See Appendix for detail on the citywide number of the special education programs above.

USA/WRA Special Education Program Descriptions

ABA-Based substantially separate programs [X4]:

- Complex learning profiles including significant communication needs, social challenges, and/or the need for significant structure and repetition. They may require unique learning techniques. Social challenges may manifest via inappropriate behaviors.

Emotional Impairment - internalizing (PATH) programs [W3]:

- Emotional impairment, exhibiting an anxiety disorder that interferes with functioning, inappropriate behaviors (NOT chronic disruptive behaviors), pervasive unhappiness/depression, or physical symptoms.

Mild intellectual impairment (SAR) programs [A4]:

- Students with mild cognitive limitations that require additional grade level material, structured routines, and repetition to access the general education curriculum. They may also have challenges developing concrete skills to abstract concepts without support.

Multiple disabilities substantially separate programs [M4]:

- Students with physical and cognitive impairments that impact their ability to acquire skills. Students may also present with medical needs including support with feeding, toileting, and basic daily living skills.

Inclusion programs - serving students with autism [X3] or specific learning disabilities [L3]:

- Students with a high level of need who receive specialized instruction in general education classrooms for at least 80% of the day.

Number of Special Education Programs, Districtwide

Special Ed Program	K0/K1	K2-5	6-8	9-12
ABA-based (916 Students)	18	15	9	3
	BTU Pilot, Channing, Trotter			BCLA, CASH, Charlestown, Urban Science, West Roxbury Acad
	Adams, Chittick, Mattahunt, Mozart, Perkins, Tynan			
	Curley, Higginson-Lewis, Jackson/Mann, Kilmer, King, Lee K-8, Umana, Orchard Gardens, Warren/Prescott			
Multiple Disabilities (114 Students)	2	2	1	2
	Blackstone			Charlestown, English, West Roxbury Academy
	Murphy			
Mild Intellectual Impairment (389 Students)	0	3	2	5
		UP Holland		Brighton, CASH, East Boston, Charlestown, Excel, West Roxbury Acad
		Curley, Lyndon		
			McCormack, Mildred Ave	

Above numbers exclude USA and WRA programs.

BOSTON PUBLIC SCHOOLS

Special Ed Program	K0/K1	K2-5	6-8	9-12
Emotional Impairment - Externalizing (880 Students*)	1	9	7	3
	Edison	Dever, Ellis, S. Greenwood, Harvard/Kent, Holmes, Manning		Brighton, Excel, Community Academy
		Beethoven/Ohrenberger, Edison, S. Greenwood		
			Edwards, McCormack, TechBoston, Young Achievers	
Emotional Impairment - Internalizing (197 Students)	0	0	2	5
			Irving (substantially separate), TechBoston (inclusion)	
				East Boston, Snowden (substantially separate), English (substantially separate and inclusion), Quincy, TechBoston, Urban Science Acad (inclusion)
Specific Learning Disabilities (899 Students)	0	9	7	8
		Harvard/Kent, Guild, Kenny, J. Kennedy, Mather, Quincy		Brighton, CASH, Charlestown, East Boston, Excel, Fenway, Snowden
		Condon, Eliot, S. Greenwood		
			Edwards, Frederick, Irving, Timilty	
			New Mission	

*Includes students enrolled at McKinley Schools

BOSTON PUBLIC SCHOOLS

Special Ed Program	K0/K1	K2-5	6-8	9-12
Moderate Intellectual Impairment (431 Students)	2	4	3	5
		Conley, Perry, Taylor, Umana		Brighton, CASH, Charlestown, East Boston, Quincy Upper
		Umana		
			Frederick, Mildred Ave	
Severe Intellectual Impairment (44 Students)	2	2	1	2
	Condon			
			Carter School	
Physical Impairment (39 Students)	1	9	7	3
	Quincy			Charlestown
			Frederick	
Hearing Impairment (90 Students)	2	2	1	2
	Horace Mann School for the Deaf and Hard of Hearing			

In addition to these programs, the district serves 2,273 K0-12 students across 66 schools.

BOSTON PUBLIC SCHOOLS

Tally of Substantially Separate Classrooms for 2018/2019 (does not include separate day)	Enrollment	No. of classes 18-19	No. of K0/K1	No. of K2 - 5 classes	No. of gr 6-8	No. of gr 9-12+
ABA-based	916	106	28.5	49.5	12	16
Early Childhood Center-Based	138	26	26	0	0	0
Emotional impairment	522	62	0	33	21	8
Emotional impairment - internalizing	72	8	0	0	5	3
Mild intellectual impairment	389	32	0	11	10	11
Moderate intellectual impairment	431	38	0	12	7	19
Multiple Disabilities	114	17	3	6	1	7
Physical impairment	39	7	1	3	1	2
Severe intellectual impairment	15	3		3		
Specific Learning Disabilities	899	83		21	29	33
Total	3535	382	58.5	138.5	86	99

USA/WRA Student Enrollment: Special Education Programs

	USA				WRA				Total
	9	10	11	12	9	10	11	12	
Resource Room and Related Services - Students served in general education settings [R1, R2, S1, P1]	10	9	9	13	13	12	9	16	91
Mild Intellectual Impairment [A4]	-	-	-	-	3	4	5	5	17
Multiple Disabilities [M4]	-	-	-	-	3	3	1	7	14
ABA-based substantially separate [X4]	9	2	3	7	8	0	2	11	42
Specific Learning Disabilities Inclusion [L3]	4	5	4	6	-	-	-	-	19
Emotional Impairment - Internalizing/PATH [W3]	2	2	4	2	-	-	-	-	10
Autism Inclusion/Symphonize [X3]	6	6	3	2	-	-	-	-	17
<i>Total High Level of Need Special Education Students (inclusion and substantially separate)</i>	21	15	14	17	14	7	8	23	119
<i>Total Special Education Enrollment</i>	31	24	23	30	27	19	17	39	210

Rising 12th Graders: Specialized Programs

Rising Grade Status	ABA-Based: Substantially Separate	Mild Intellectual Impairment	Multiple Disabilities	PATH: EI-Internalizing	Specific Learning Disabilities	Symphonize	Total
12	2	5	-	4	4	3	18
12 - MCAS Alt	3	-	1	-	-	-	4
Total	5	5	1	4	4	3	22

English Learners

Program	10	11	Total
SEI - Cape Verdean			
DEARBORN STEM ACADEMY	3	3	6
SEI - Haitian			
CASH	12	12	24
TECHBOSTON ACADEMY	4	7	11
SEI - Multilingual			
BCLA		11	11
BOSTON INTERNATIONAL HIGH	10	19	29
BRIGHTON HIGH	20	17	37
SEI - Spanish			
BRIGHTON HIGH	8	18	26
CHARLESTOWN HIGH	11	24	35
EAST BOSTON HIGH	75	29	104
ENGLISH HIGH	31	32	63
FENWAY HIGH	6	2	8
MARGARITA MUNIZ ACADEMY (Dual Language)	2	1	3
Total	182	175	357

Student Enrollment: English Learners

Student Enrollment: English Learners as of 12.14.18	USA					WRA				
	9	10	11	12	Total	9	10	11	12	Total
ELD 1	0	0	0	0	0	5	8	9	4	26
ELD 2	0	0	0	0	0	6	2	5	5	18
ELD 3	0	5	3	4	12	5	4	7	10	26
ELD 4	6	6	2	4	18	8	7	5	13	33
ELD 5	1	1	1	0	3	1	0	3	14	18
Total Enrollment	7	12	6	8	33	25	21	29	46	121

Totals exclude English Learners in substantially separate programs.

Data as of 12.14.18

Student Enrollment: English Learners

USA and WRA	Spanish ELD 1-3				Haitian Creole/French ELD 1-3				Cape Verdean Creole/ Portuguese ELD 1-3				All Other Languages ELD 1-3			
	1	2	3	Total	1	2	3	Total	1	2	3	Total	1	2	3	Total
Grade 9	1	2	3	6	3	2	1	6	1	1	0	2	0	1	1	2
Grade 10	5	1	7	13	2	0	0	2	1	1	1	3	0	0	1	1
Grade 11	6	4	4	14	1	0	4	5	2	1	1	4	0	0	1	1
Total	12	7	14	33	6	2	5	13	4	3	2	9	0	1	3	4

Totals exclude English Learners in substantially separate programs.

Data as of 12.14.18

Snapshot of Current WRA & USA Alternative Education Students

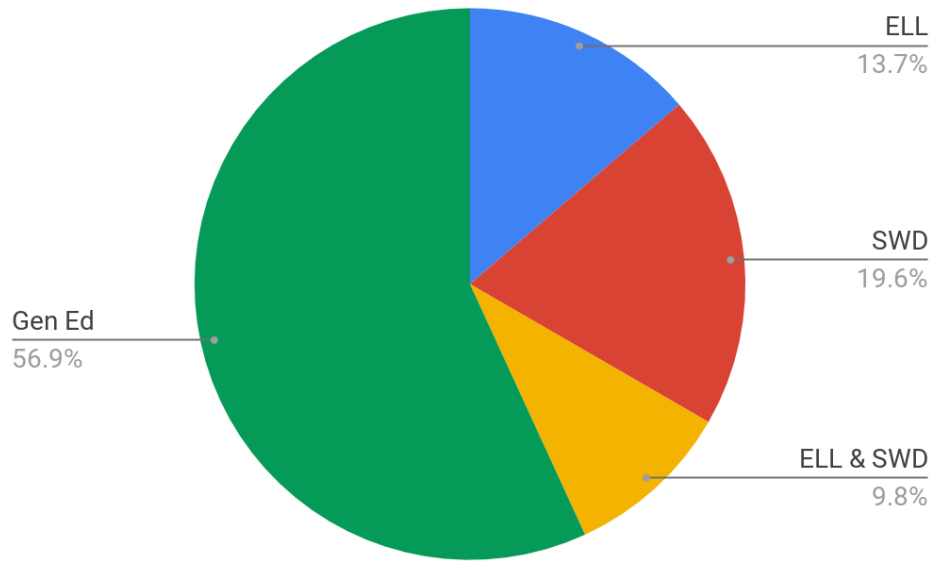
USA	9th	10	11	12	Total
<i>SWD</i>	2	1	5	1	9
<i>ELL</i>	1	0	0	0	1
<i>SWD & ELL</i>	1	1	0	1	3
<i>Gen Ed</i>	0	3	3	1	7
<i>Total</i>	4	5	8	3	20

WRA	9	10	11	12	Total
<i>SWD</i>	0	0	1	1	2
<i>ELL</i>	1	0	0	4	5
<i>SWD & ELL</i>	0	1	1	0	2
<i>Gen Ed</i>	1	0	8	13	22
<i>Total</i>	2	1	10	18	31

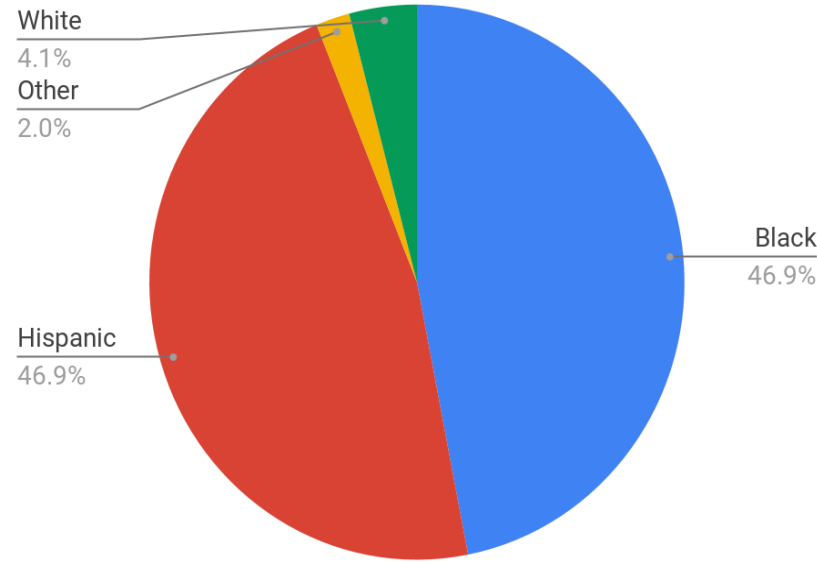
- 51 students are currently participating in an alternative education program, drawing from students at both schools
- 43% of students have a designation of SWD, EL, or both

Snapshot of Current WRA & USA Alternative Education Students

57% of WREC Alt. Ed. Students Participate in Gen Ed



96% of WREC Alt. Ed. Students are Young People of Color



Chronically Absent USA/WRA Students and Immediate Strategies for Re-Engagement

West Roxbury Education Complex (as of 12.13.18)			
Consecutive Days Absent		Total Number of Days Absent	
Consecutive Days	# of students	Total Days	# of students
5-14	73	5-14	176
15-24	30	15-24	73
25+	2	25+	50
Total	105	Total	299

Strategies for re-engagement (sample):

- Individual calls and letters to families
- One-on-one re-engagement meetings
- Home visits and “Door Knocking Campaign 3.0”

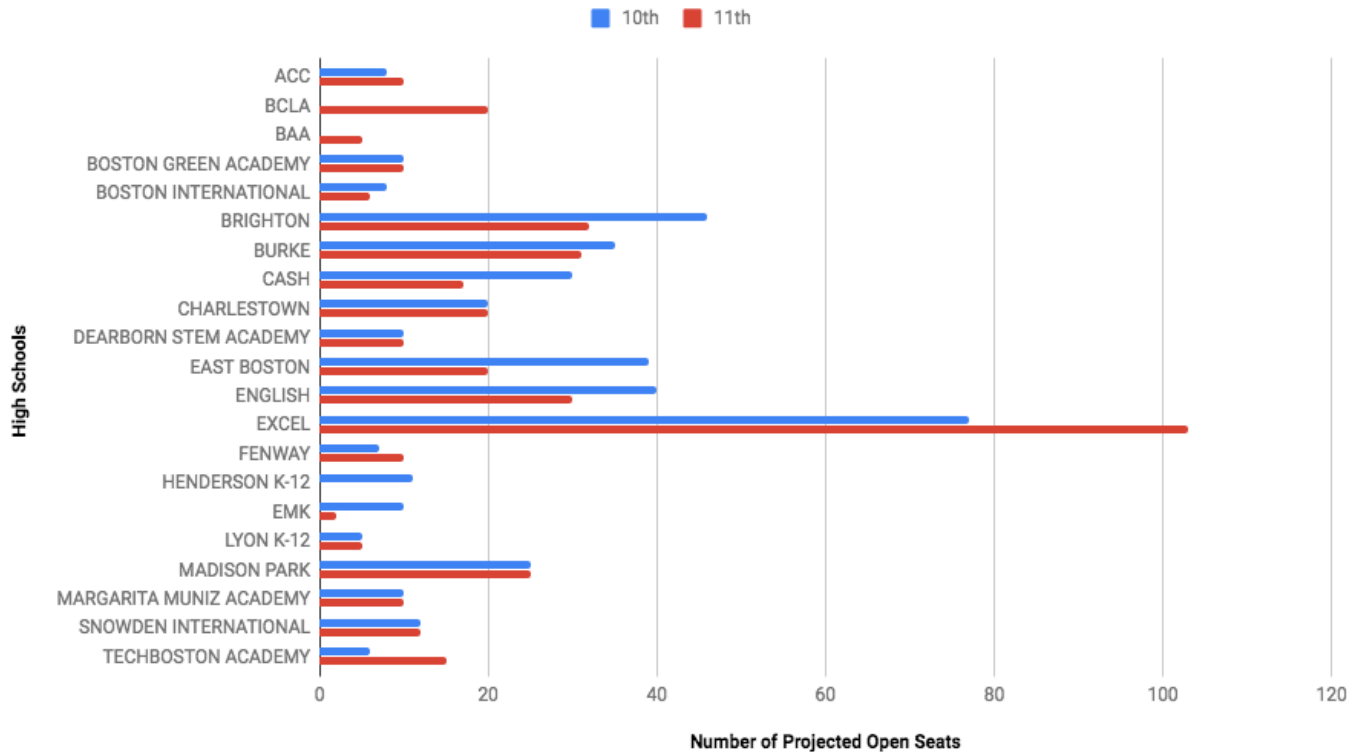
Current Alternative Education Open Seats

Program	Capacity	Current Enrollment	Open Seats	Target Population
ABCD University High School	85	64	21	Old/Far and Old/Close
Ostiguy High School	25	6	19	Commitment to recovery
EDCO Youth	65	31	34	Old/Far and Old/Close
LogOn Academy	50	39	11	Old/Close
Otro Camino	40	31	9	ELD 1-2 Spanish
St. Mary's Alt School	25	14	11	Expecting/new mothers
Boston Adult Technical Academy (BATA)	200	164	36	19+ ELD 1-3. Gen Ed
Boston Day & Evening Academy (BDEA)	440	440	0	Young/Far and Old/Close
Community Academy (CA)	60	44	16	Code of Conduct/court involved
Greater Egleston (GE)	150	109	41	Young/Far
Accelerated Intervention Program @ Excel	35	28	7	Old/Close (Excel)
Diploma Plus @ Charlestown	70	70	0	Old/Far and Old/Close (Charlestown)
Diploma Plus @ College Bound Dorchester	25	25	0	Old/Far and Old/Close (Dorchester)
TOTAL	1,270	1,065	205	

Data as of 12.13.18

General Education Options

General Education Available Seats (as of 12.13.18)



Total Projected Available 10th Grade Seats in SY19-20: 409

Total Projected Available 11th Grade Seats in SY19-20: 393

Transition Fund

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

- **Supporting USA and WREC students at their new locations** (in addition to the WSF funding that follows students)
- **Additional staff** at receiving schools to support transition and engagement
- **M7 passes to students** who might otherwise no longer qualify
- **Stipends for staff** to provide additional supports for students
- Specific investments to be determined upon completion of the student choice process and assessment of needs at receiving schools

Graduation Rates

School	2013	2014	2015	2016	2017	5-Year Trend (2017-2013)
District	65.9	66.7	70.7	72.4	72.7	6.8
ACC	68.4	74	93.2	96.2	79.4	11
BATA	36.6	52.4	45.7	27.6	22.5	-14.1
BCLA	83.3	80	90.9	89.3	81.7	-1.6
BDEA	16.7	16.5	9.2	9.8	11.2	-5.5
Boston Arts Academy	86.9	89.9	83.2	89.8	90.3	3.4
Boston Collaborative	NA	NA	NA	47.6	36.4	NA
Boston Green Academy	69.4	75	77.3	76.6	74.6	5.2
Boston International	45.5	61.5	54.8	55.6	43.7	-1.8
Boston Latin Academy	90.6	92.1	94	96.9	95.3	4.7
Boston Latin School	98.6	97.1	99.1	98.1	97.4	-1.2
Brighton	64.1	59.8	61.1	62	59.3	-4.8

Graduation Rates

School	2013	2014	2015	2016	2017	5-Year Trend (2017-2013)
Burke	56.8	61.1	71.1	74	76.9	20.1
CASH	65	57.8	55.5	75.7	72.3	7.3
Charlestown	42.2	45.6	50.9	53.9	55.3	13.1
Community Academy	23.1	8.6	31.4	20.7	35.5	12.4
Dearborn	NA	NA	NA	NA	78.9	NA
Dorchester Academy	36.5	49.6	50.5	16.4	9.3	-27.2
East Boston	58	56.1	64.1	67.7	74.7	16.7
English	51.5	51.8	52.3	58.7	60.9	9.4
Excel	62.2	51.6	67.3	66.3	70.3	8.1
Fenway	92	92.5	92.5	87.7	90	-2
Greater Egleston	33.7	30.1	21.2	27.1	54.5	20.8
Henderson Upper	NA	NA	NA	55.9	70.4	NA

Graduation Rates

School	2013	2014	2015	2016	2017	5-Year Trend (2017-2013)
EMK	100	97.8	93.5	86.7	95.3	-4.7
Lyon Upper	78.1	86.7	84.8	88.2	81.3	3.2
Madison Park	63.6	62.9	65.4	59.1	56.9	-6.7
Muñiz	NA	NA	NA	76.3	73.3	NA
McKinley	18.6	21.9	21.7	29.4	32.3	13.6
New Mission	91.4	88.6	98.2	98.7	97.6	6.2
O'Bryant	93.7	93.6	96.1	95.6	96.6	2.9
Quincy Upper	83.3	73.2	90.9	86.8	84.9	1.6
Snowden	69.9	70	71.4	70.7	80	10.1
TechBoston Academy	80	78.9	81.3	84.3	88.8	8.8
<i>Urban Science Academy</i>	<i>62.1</i>	<i>64.9</i>	<i>60.3</i>	<i>70</i>	<i>61.7</i>	<i>-0.4</i>
<i>West Roxbury Academy</i>	<i>75.4</i>	<i>65.5</i>	<i>64.1</i>	<i>73.6</i>	<i>63.7</i>	<i>-11.7</i>

A Building Could Have Instructional or Physical Capacity

