Massachusetts Department of Elementary and Secondary Education

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Jeffrey C. Riley
Commissioner

March 13, 2020

Brenda Cassellius, Superintendent
Boston Public Schools
2300 Washington St.
Boston, MA 02119

Dear Dr. Cassellius:

Thank you for participating in the district review of the Boston Public Schools (BPS) that the Department of Elementary and Secondary Education (DESE) conducted last fall. Your team did an excellent job in preparing for the review and working with the reviewers during a successful onsite visit. The final report follows this letter and will be made public on Friday, March 13.

Last fall, accountability results indicated that 34 schools in Boston representing nearly 17,000 students, most of whom come from historically underserved student groups, were among the lowest performing 10% of schools in the state. Indeed, if these schools represented their own school district, it would be the 4th largest in Massachusetts.

As we stated at that time, we were awaiting the results of the district review before determining what – if any – interventions to make in BPS. The attached report highlights major structural problems within the district, indicating that these are not issues that can simply be resolved on a school-by-school basis. Instead, district-wide policies and systems are significant contributors to student underperformance, particularly of Boston's economically disadvantaged and other high needs students.

While the report identifies many significant issues, most concerning to me are the following:

- **Special education**. The report notes the district's special education services are in "systemic disarray, [and] do not provide appropriate learning opportunities in the least restrictive environment for all students with disabilities."
- **English learners**. The district has not created equitable conditions to ensure that all English learners progress both academically and in English language development.
- **Curriculum and assessment**. Curriculum guidance is scant, model curricula do not align to the state standards, and assessment is varied and allows the district little ability to track school performance across the district.
- **Support for principals**. Principal turnover is significant and principals in particular express a fundamental disconnect between the activities of central office and the support they need to do their best work for students.

- **High school**. High school graduation requirements vary by school, and inequities exist in access to advanced coursework. Chronic absenteeism is staggering, particularly at the high school level.
- **Facilities**. The condition of some school facilities is poor and, in some cases, facilities do not meet basic student needs, contributing to sub-optimal learning environments.
- **Transportation**. Parent frustration with the longstanding and worsening challenge of poor on-time bus performance is significant, and the amount of lost instructional time is a major concern.
- **School autonomy model**. The autonomy model expanded under former Superintendent Carol Johnson has not been effectively monitored to ensure that only those schools with strong or improved performance receive these flexibilities.
- **Trust and confidence in central office**. Teachers and administrators report little to no confidence in a central office that experiences constant turnover. When central office attempts to provide guidance and structure, it consistently fails to follow through.

The review does recognize some bright spots in the district, even as more work remains. Front line educators are seen as a strength of the school system, but they seek more support to improve their instructional practice. Early education has been a powerful program under Mayor Walsh's leadership, as has the University of Virginia principal leadership program. Specific programs begun on diversifying the teacher force are promising but require more work and attention. The process for your listening tour over the last year also drew praise from the review team. These bright spots alone, however, are not sufficient to address the lack of progress in BPS in improving the district's lowest-performing schools, addressing systemic barriers to equity across the school system, and supporting its most vulnerable students. As state education commissioner, the problems identified in this report are deeply concerning to me.

While district receivership or a zone model are options that have been implemented elsewhere and could be applied here given these vast and persistent challenges, I have proposed a new model following conversations with you and Mayor Walsh. Together, we have laid out an alternative approach that will commit BPS to a focused set of priority initiatives for the district. Within a new Memorandum of Understanding, the BPS has agreed to clear, public goals and timelines for four priority initiatives. At the same time, we at DESE will work with your team and schools to support other initiatives in the district with additional resources, services and technical support.

I am optimistic that with this new approach to district improvement between BPS and DESE, we will be able to make significant progress to promote the success of all students.

Sincerely,

Jeffrey C. Riley
Commissioner

District Review Report

Boston Public Schools

Comprehensive Review
Conducted September 30—November 7, 2019

Office of District Reviews and Monitoring

Massachusetts Department of Elementary and Secondary Education

Organization of this Report

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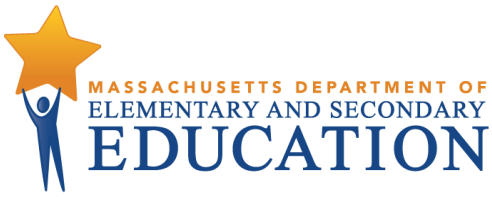

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Executive Summary

Overview

The Boston Public Schools is the largest and most diverse school district in Massachusetts. According to data from the Department of Elementary and Secondary Education (DESE), in 2019–2020, 50,480 students, approximately 70 percent of school-age children in the city, attend its 117 schools.[1] These students speak 70 languages and their families hail from 135 different countries; nearly half (48.5 percent) of all students grew up with a first language that was not English. In 2019–2020, the district's students are 42.4 percent Hispanic, 30.0 percent African American, 14.9 percent White, 9.0 percent Asian, and 3.3 percent Multi-Race, non-Hispanic. In 2019–2020, 58.3 percent of district students fit the definition of economically disadvantaged used by DESE. According to DESE data, more than 4,000 children attending Boston Public Schools experience homelessness each year.

The district has an unusually wide variety of school types and grade configurations.[2] As a part of both its educational vision and its long-term capital planning, the district is in the process of eliminating middle schools and consolidating school grade configurations into four types: K–6 schools whose students will enter 7–12 secondary schools, and K–8 schools whose students will enter 9–12 high schools.

Schools exercise different degrees of autonomy over their operational and instructional practice. Governance structures vary, as does authority to take action on matters of staffing, budget, curriculum and assessment, schedule and calendar, and professional development. In recent years, autonomy over teacher selection, curriculum, and assessment has grown, even for traditional district schools, at the same time that budget and staffing autonomies for all schools have been constrained through collectively bargained agreements and district mandates.

Student Access and Outcomes

While the Boston Public Schools has historically been among the country's leading urban school districts in student performance, improvement in student academic outcomes has been largely stalled for the past decade. In 2006, the district won the Broad Prize, a recognition of systems and practices leading to substantial improvement in the academic achievement of its students. Between 2003 and 2011, student performance improved substantially, as measured by the MCAS assessment and the National Assessment of Educational Progress (NAEP). With the exception of the four-year graduation rate, which improved from 61.4 percent in 2009 to 75.1 percent in 2018, these improvement trends have substantially slowed. Of greater concern is the fact that districtwide averages obscure substantial differences in outcomes among different student populations and schools. For example, although 35 percent of all district students in grades 3 through 8 met or exceeded expectations on the 2019 MCAS English language arts assessment, just 25 percent of African American/Black students and 26 percent of

[1] Except where noted, data related to student enrollment is based on the 117 schools that have a DESE-assigned Boston Public Schools organization code.

[2] The district now has pilot, innovation, Horace Mann charter, turnaround/transformation, examination, and "traditional" schools.

economically disadvantaged students met or exceeded expectations, while 63 percent of Asian students and 62 percent of White students met or exceeded expectations. Similarly, on the MCAS mathematics assessment, 33 percent of all district students in grades 3 through 8 met or exceeded expectations. However, only 21 percent of African American/Black students and 23 percent of economically disadvantaged students met or exceeded expectations, while 73 percent of Asian students and 62 percent of White students met or exceeded expectations.[3]

In 2019, new district superintendent Dr. Brenda Cassellius reported to the school committee that the district's efforts over the previous seven years had not resulted in significant academic gains for students, overall. In 2019–2020, approximately one-third of district students—16,656 students in 34 schools—attend a school that is among the lowest performing 10 percent of schools in the state. If this group of students constituted a school district, it would be the fourth largest school district in Massachusetts.

Opportunity and achievement gaps abound in the district. Just 28 percent of high-school students in grades 9 through 12 attend one of the 3 examination high schools, which graduate 97.5 percent of seniors in 4 years, compared with a graduation rate of 75.1 percent in the district as a whole. By contrast, 54.6 percent of high school students attend open-enrollment high schools, the majority of which have persistently low levels of student achievement and send significantly lower proportions of students on to successful post-secondary education experiences. Students in the lowest performing schools face high hurdles to long-term academic success.

Across the district, significant racial and economic disparities persist. In grades 7 through 12, while 87.5 percent of district students are children of color, only 68.8 percent of students attending exam schools are students of color; this number drops to 55.2 percent at Boston Latin School. While 58.3 percent of students meet the state's measure of economic disadvantage, only 29.3 percent of students meeting this criterion are enrolled in exam schools. This number drops to 16.3 percent at Boston Latin School.

Some schools are new or in excellent repair, but many have major deficiencies in the quality and utility of their facilities. Chronic maintenance issues prevail: more than 70 percent of school buildings do not have potable water, so students and educators must rely on bottled water. Nearly two thirds of the district's 132 buildings were built before World War II, and relatively few buildings have been built in the last 25 years. The contrast between the district's newest buildings and its many dozens of older buildings is stark. In recognition of the severity of the district's infrastructural challenge, the district and city have launched a capital plan called BuildBPS. Despite this laudable effort, most of the current generation of students in the district will not attend recently built or state-of-the-art schools.

These variations in infrastructure and facilities affect teacher and student access to technology and learning resources. Across the city, some students enjoy one-to-one laptop programming and make use of high-quality laboratory equipment, athletic facilities, libraries, and performance spaces, while other

[3] See District Review Overview and Appendix B in this report for more detail about student performance and outcomes.

students and their teachers do not. Some schools have built the capacity to raise hundreds of thousands of dollars in donations annually, while many others have not, creating additional inequity.

Student access to high-quality teaching is not assured. Many English learners, students with disabilities, and economically disadvantaged students are assigned less experienced staff, or attend schools that have struggled to improve student performance for multiple years. In 2018-2019, 41.4 percent of the district's students with disabilities attended district schools that were among the lowest performing 10 percent of schools in the state. Of those students, 41.0 percent were educated in substantially separate classrooms. Just 22.8 percent of students with disabilities in all other district schools were educated in substantially separate classrooms. In 2018-2019, there were no substantially separate classrooms in the districts' exam schools. Of the students in the district's 42 schools designated by DESE as requiring assistance or intervention, 91.7 percent are students of color, as compared with 85.1 percent in the district as a whole, and 68.7 percent are economically disadvantaged, as compared with 58.3 percent in the district overall.

Many families are acutely aware of the disparity in the learning experiences, facilities, and program offerings among schools. Some families choose long bus rides for their children to ensure their enrollment in a higher quality school, rather than go to a nearby school. This family and student experience of the variation in the quality of schools is widely regarded as a key driver of the district's persistently large and historically inefficient transportation system, which is the second most expensive, per student, in the country. Over many years, the district has engaged in numerous efforts, and tapped multiple experts and innovators, in its efforts to make the busing system more reliable and affordable, and some improvements have been made. However, at the start of most school years, delayed and misrouted school busses cause students to be late getting to school or getting home, resulting in lost learning time and distressed students, parents, educators, and civic leaders. After a similar set of delays in the fall of 2019, the district superintendent retained a national consultant to assist in ongoing operational improvement efforts. This issue should be resolved as an immediate priority because of the substantial loss of instructional time for students.

Steps Forward

The Boston School Committee and the district have embraced the pursuit of equity as a critical, central mandate. Over the last decade, initiatives focused on closing opportunity and achievement gaps have proliferated and have begun to change district practices. In 2011, the school committee adopted a new, weighted student funding formula that sends a greater concentration of resources to schools serving high needs students.

In 2016, the school committee approved a policy which aimed to eliminate opportunity and achievement gaps for students of color, English language learners, students with disabilities, and economically disadvantaged students. Following the 2016 policy approval, the district created the Opportunity and Achievement Gap Office (OAG) to help address inequity for these student populations. In the summer of 2016, the superintendent and the leadership team identified improved instruction as a key lever to reduce gaps, noting that schools are the units of change for instructional improvement. The

vision for change proposed leveraging district-based staff (networks and liaisons) to refocus on improved instructional support and accountability.

In the five years before the onsite review in fall 2019, the district developed a set of culturally and linguistically sustainable practices (CLSPs) in curriculum and instruction, and focused on structural barriers to equity in finance, measures of need, access, and staffing. The district has designed instructional standards and a framework for teaching called the Essentials for Instructional Equity, which schools and departments use in their planning and improvement efforts.

The district's Opportunity Index uses a matrix of student need, by school population, to more equitably guide the allocation of a percentage of the district's budget. In 2019, the district used the index to direct $11 million in discretionary district funds to supplemental programming, ensuring a flow of funds to schools with larger populations of high needs students, and giving them more equitable access to partnerships with external organizations. The district has also created a series of equity-focused educational and program opportunities for students and teachers, mandated that the equity impact of any financial decision be documented before the school committee acted upon it, and created multiple leadership roles within the district that expressly focus on equity. BuildBPS, the building and renovation enterprise, is specifically designed to ensure greater equity of program placement for English learners, students with disabilities, and other students.

The district has made a commitment to early childhood education through its new Universal Pre-Kindergarten (UPK) initiative to expand access to free, high-quality pre-kindergarten for all four-year-olds in Boston. The district initiated a kindergarten through grade 2 curricular and instruction venture, *K–2 Focus on Early Learning* curriculum (Focus), which builds on the methods and practices initially piloted with four-year-olds. Focus is seen by district leaders as an example of how to develop and share curriculum across schools. Interviews and a document review indicated that the context of establishing the UPK initiative, promoted by the then-mayor and funded with 15 million dollars by the city, provided an opportunity to develop new, coherent and integrated curriculum, involving multiple district offices. In addition, district and city leaders are committed, in part through written agreements, to fund the initiative and curriculum following the drawdown of initial external grant funds. When a school signs on to implement the Focus curriculum, principals commit to certain conditions, including using all elements of the curriculum and engaging in a specified number of professional development hours dedicated to the curriculum for all educators and staff.

The district has a long history of partnering with parents, community organizations, and higher education and resource institutions to attempt to improve outcomes for students. The district and the schools raise millions of dollars in funding for programs from local and national funders. District partners support transformation efforts in several schools, including the development of future school leaders, comprehensive curricular initiatives in the arts, dropout recovery and graduation, and college and career success. This history of partnerships includes years of collaborative work with Boston Children's Hospital, which has allowed the district to reach more than half its schools with comprehensive behavioral health services.

At the outset of her tenure, district superintendent Dr. Brenda Cassellius conducted a four-month citywide tour in which she visited all 125 schools in the district, held 102 community and stakeholder meetings, and engaged over 2,100 people in the process.

Leadership Challenges

In multiple areas of its complex work, and especially in the arena of advancing student achievement, district leaders have difficulty translating their ideas into effective practice within schools and classrooms. A common theme among interviewees was the tendency of the district to craft creative innovations, pilot initiatives that engage a cluster of schools, or adopt a districtwide policy and orientation, without managing to build and sustain the central office practices necessary to support such innovations.

Across the district, in schools, in classrooms, and in the daily learning experiences of students and the teaching practice of teachers, the vision and ideas of central leaders often fail to gain traction, and the initiatives of educators in schools are insufficiently supported by the system as a whole. Similarly, when individual educators and schools within the district have excelled, as many have, the district has not regularly learned from its classroom and school-based leaders and innovators or fostered the spread of such innovation across the system.

The district has been challenged to follow through on its district improvement plans and to make the school improvement planning process consistently robust and effective. School and district administrators reported that they had to rely on personal rather than organizational relationships to gain access and support. This “who you know” dynamic makes it especially difficult for leaders new to the district or to their role to access the resources and support they need. Many district leaders reported that they were anxious and uncertain; they often found themselves in competition with their peers for the attention of busy school leaders, as they attempted to make improvements or ensure program effectiveness. Many principals and headmasters expressed a lack of confidence in the central office, citing a desire for more effective support in curriculum, instruction, and professional development.

The district as a whole is missing stability in its leadership: over the past several years, there has been an abundance of transition in the district, dramatically so at the central office. In October 2019, of the 51 people who had been on the leadership chart in 2016, only 6 remained in the same role, and 39—or 76 percent—no longer worked for the district. According to DESE data, in the 2018-2019 school year, approximately one in five principals departed that critical role from the previous year, and such departures are most frequent in the lowest performing schools.

The student assignment process is an example of high levels of central office effort accompanied by frustrating outcomes for many families, schools, and the central office. This complex work is done with a staff, a website, and an annual engagement process ostensibly designed to maximize families’ access to information and to one of their preferred school choices. The student assignment process is complicated and difficult to navigate. More fundamentally, there is wide variability in school quality across the district, with few high-quality schools from which to choose.

As a part of recent efforts to improve the student assignment system and make it more equitable, the district now provides all parents and prospective parents with access to the data from the School Quality Framework (SQF). This annual measure reports each school's SQF rating based on student outcomes, school culture, teaching and learning, and leadership and collaboration. However, as this report details, many families find this process trying and frustrating, and some families, who believe they can access a better alternative, withdraw their child from the district, or forego enrollment in the first place, rather than accept their child's school assignment. Central office decisions about enrollment and assignment often end up exacerbating school-based problems, particularly at the secondary level, creating inequities.

District Review

A team of independent consultants contracted by DESE conducted a comprehensive review of the district in the fall of 2019.[4] Report findings are described below.

As part of the district review, a team of professional classroom observers conducted observations of instruction in 989 classrooms in 100 Boston schools. This team collected data using the Classroom Assessment Scoring System (CLASS), a research-based observation method that measures interactions between students and teachers that are associated with improved outcomes.[5] Observations focused on literacy, English language arts, mathematics, science/technology/engineering, and history/social studies classes, but also included multidisciplinary early childhood settings, career and technical education classes, and integrated humanities classes.

The challenges highlighted in this report are substantial and have significant consequences for current and future generations of Boston children. The challenge to the district is to support educators and students in schools with the opportunities and resources that they need to thrive as teachers and learners, and to build the district's and schools' capacity to exercise the high standards of practice that the school committee and the district leadership have embraced in their common vision and strategic plans.

[4] See District Review Overview section of this report for more information about the review process.

[5] A summary of the team's findings, *Boston Public Schools Classroom Observations: Districtwide Instructional Observation Report, Summary of Findings, October 2019*, is contained in Appendix E.

Strength Findings

Leadership and Governance

- Since 2015, the school committee and district leaders have been implementing a cross-department strategy for closing opportunity and achievement gaps. Although this strategy has not yielded results, it holds promise for promoting progress.

- Through her school and community engagement tour and related entry activities, the district superintendent is engaging with the school committee, staff, and community to build public confidence and support for the changes that will be required to achieve an ambitious agenda for improvement.

Curriculum and Instruction

- The district's collaboratively developed Essentials for Instructional Equity are a broad set of approaches that have the potential to meaningfully inform and unify teaching and learning in the district.

Assessment

- The district has a system in place for collecting and reviewing an extensive set of state, district, and school-level data and making these available to multiple stakeholders. These include data linked to district, school, and student performance.

- The Office of Data and Accountability has established a clearly articulated coaching process that schools use to engage in collaborative data inquiry as a driver of continuous improvement. The process has a differentiated approach tailored to schools' needs, led by a team of data inquiry facilitators.

Human Resources and Professional Development

- The district is committed to composing a diverse educator workforce and has developed and implemented programs and strategies intended to increase the number of teachers and principals of color.

- The district has developed a process for engaging displaced professional status teachers in order to give principals latitude to hire the best teacher candidates for their schools.

Student Support

- The district has provided resources to support promising initiatives in students' social-emotional learning and behavioral health and wellness. The district is beginning to see emerging positive data about students' academic and social-emotional competencies.

Financial and Asset Management

- The district's budget development process takes into account district goals, school and student needs, and input from city officials and district administrators. Principals are given autonomy in allocating their budgets within the constraints of district policies and collective bargaining agreements.

- The district, in collaboration with the city, has developed a 10-year education and facilities master plan, commonly referred to as BuildBPS.

- The district manages its budget and external funds effectively, has an internal audit policy, responds to financial issues, makes regular reports to the school committee, and keeps funds in balance at the end of the fiscal year.

Challenges and Areas for Growth

Leadership and Governance

- The district's improvement planning and implementation are missing the focus, follow through, and accountability for results required to yield sustained improvement in student learning and to narrow and close opportunity and achievement gaps.

- Many low-performing schools in the district have not improved. The district does not have a clear, coherent, districtwide strategy for supporting low performing schools and has limited capacity to support all schools designated by DESE as requiring assistance or intervention.

- The district has not ensured that the role of school superintendent[6] is adequately defined and supported to effectively support schools.

- The district has not provided stable support, development, and engagement for school principals.

- The Quality School Action Plan process (QSP) does not consistently drive school improvement work.

- Despite a strong historical commitment to school autonomy, the district has not achieved agreement and clarity about strengths and challenges of different levels of autonomy, provided adequate support for the effective use of autonomies, or designed and pursued a practice of accountability for results within a system in which nearly all schools experience some substantial degree of autonomy.

Curriculum and Instruction

- The district does not ensure that all students in the Boston Public Schools have access to high-quality, rigorous curricula and is unable to identify which curricula are being used in each of the district schools.

- In observed classrooms, instruction was primarily rated in the middle range, indicating that interactions between students and teachers that are associated with improved outcomes were observed sometimes or to some degree but were inconsistent or limited. In general, there were higher ratings of observed instruction districtwide in dimensions related to classroom organization and lower ratings of observed instruction in dimensions related to instructional support.

[6] Note: The term "school superintendent" is used throughout this report to mean the district leaders who oversee groups of schools (formerly called "academic superintendent" and "network superintendent"). This role is distinct from that of the district superintendent.

- Instructional practices are inconsistent across subjects and are not aligned with a common definition of high-quality instruction. Students have limited access to instruction that is aligned with the Essentials for Instructional Equity.

- The district does not have a uniform set of high school graduation requirements that prepares all learners for college, career, and civic engagement.

- Students have inequitable access to rigorous high-school coursework and inconsistent outcomes on advanced placement exams.

Assessment

- Operationally, the district's assessment system is not balanced and comprehensive. Because assessment decisions are left to the schools, assessments are inconsistently implemented districtwide.

- There are inconsistencies in the breadth, depth, and frequency of the information that district schools share with families about student progress toward attaining grade-level standards. Schools vary in their ability, approach, and efforts to help parents/guardians understand how to support their children to perform at a high level.

- Accessing essential data is cumbersome for many staff members. Many district and school leaders and teachers find the processes and tools for retrieval of these data confusing and inefficient; others are frustrated by the limitations presented by pre-developed reports.

- Across the district, the effectiveness of data use for instructional improvement varies widely.

Human Resources and Professional Development

- The district's educator evaluation system is not contributing meaningfully to improvement in educators' practice. Many teachers are not receiving high-quality feedback from their evaluators;[7] many evaluators feel overwhelmed by caseloads; and very few educators point to educator evaluation as a source of learning and development.

- The district has not found a way to effectively support professional development (PD) that is linked to key needs of students and teachers. PD is largely determined and led by each school and it varies from school to school in time, focus, and resources. District-led PD is voluntary and is not well attended.

[7] High-quality feedback is specific, timely, and actionable.

Student Support

- The district's special education services are in systemic disarray, do not provide appropriate learning opportunities in the least restrictive environment for all students with disabilities, and contribute to a pattern of inequitable access to learning opportunities.
- The district has not provided English learners with equitable access to high-quality teachers, rigorous coursework, and appropriate supports, and has not ensured that all English learners progress both academically and in English language development.
- The district's school choice and assignment systems contribute to systemic barriers to equity, limiting student access to high-quality schools, especially at the high-school level.

Financial and Asset Management

- The district does not have a preventive/deferred maintenance plan for school buildings. The condition of school buildings varies throughout the district. Many buildings need repairs or renovations.
- District efforts to distribute financial resources equitably to schools and students remain a challenge. Some schools and students continue to access resources and opportunities not available to all.
- The district and the city do not have a written agreement on municipal expenditures in support of the schools.
- Some budget documentation does not include school staffing and budgets and details of external grant funds.

Recommendations

Leadership and Governance

- Each year the district should create a single, cross-department annual action plan that focuses on a small set of top priority items and that aligns with the district's strategic plan.
- The district should deploy more robust interventions and supports to increase the performance of turnaround/transformation schools, and proactively support its lowest performing schools.
- The district should clearly define the roles and responsibilities of school superintendents and provide sufficient support and accountability so that they can ensure principals and schools get the differentiated guidance and support they require.
- The district should establish mechanisms for principals to provide regular input on district plans and initiatives and for central office leaders to solicit and take stock of school leader feedback on how the district supports day-to-day operations and instruction in schools.

- The district should engage school and district leaders to resolve together the challenges presented by the district's current practice of school autonomies and accountability. It should build on prior work in this area and should consider a shift to an earned autonomy model.

Curriculum and Instruction

- The district should ensure high-quality, rigorous, standards-aligned, culturally and linguistically responsive curriculum and instruction in *all* of its classrooms.

- The district should ensure that all students have consistent, rigorous requirements for graduation and equitable access to advanced coursework.

Assessment

- The district should take concrete steps to develop a valid, research-based, balanced, and comprehensive assessment system that includes some required common assessments that all schools will administer and use. The assessment system should provide actionable information to guide improvement districtwide and support the district's and each school's responsibility for student performance.

- The district should establish and articulate clear districtwide expectations and procedures for sharing information about student performance with parents/guardians. This information needs to apprise families about students' progress toward achieving mastery of grade-level standards, in a manner that is personalized, timely, and easy to understand.

- The district should establish a common data platform for all of its schools that provides administrators and educators with timely and efficient access to student, classroom, and school-related data. This data platform should have the capacity to help educators access sufficient data to strengthen classroom instructional practices and improve student achievement.

Human Resources and Professional Development

- The district should promote educators' professional growth by fully implementing all components of the educator evaluation system, with a particular emphasis on ensuring that all educators receive high-quality feedback.

- The district should coordinate and deploy central office resources in a more coordinated and intentional way to support high-quality professional learning at the school level.

Student Support

- The district should develop new structures to provide equitable learning opportunities to all learners.

- The district superintendent should urgently prioritize developing and implementing a district policy on inclusion that incorporates specific models for high-quality inclusive education and guidelines for appropriate staffing and professional development.

- The district should take steps to ensure that English learners progress academically and advance their English language development.

- The district should work with a strong representation of stakeholders to update and revise the school choice/assignment policy to increase all families' access to quality schools regardless of where they live, and to measurably increase the number of high school students who have access to high performing schools.

- The district should strengthen its efforts to improve student attendance.

Financial and Asset Management

- The district should develop a preventive/deferred maintenance plan to ensure that students can learn and teachers can teach in school buildings that are safe and well maintained.

- The district should continue to improve its use of the weighted student formula and the Opportunity Index to allocate resources to its schools based on student and school needs. It should also consider remedies to ongoing inequities in external school funding.

- In compliance with 603 CMR 10.04, the district and the city should develop a written agreement that details the calculation process and/or amounts to be used in calculating municipal expenditures that are provided to the district.

- The district should develop a budget document that is clear, comprehensive, and details how much schools and programs cost and specifies all anticipated sources of funds.

Boston Public Schools District Review Overview

Purpose

Conducted under Chapter 15, Section 55A of the Massachusetts General Laws, comprehensive district reviews support local school districts in establishing or strengthening a cycle of continuous improvement. Reviews consider carefully the effectiveness of systemwide functions, with reference to the six district standards used by the Department of Elementary and Secondary Education (DESE): Leadership and Governance, Curriculum and Instruction, Assessment, Human Resources and Professional Development, Student Support, and Financial and Asset Management. Reviews identify systems and practices that may be impeding improvement as well as those most likely to be contributing to positive results. In addition to providing information to each district reviewed, DESE uses review reports to identify resources and/or technical assistance to provide to the district.

Methodology

Reviews collect evidence for each of the six district standards above. For this review, DESE retained American Institutes for Research (AIR) to coordinate a professional team of classroom observers and use an observation tool to collect data about the quality and nature of instruction in a large sample of schools and classrooms. DESE also convened and retained a district review team consisting of 12 independent consultants with expertise in each of the district standards and a review team coordinator. Five of these team members spent two days observing instruction as a supplement to the formal work of the observation team. The review team then reviewed documentation, data, and reports for four days before conducting an eight-day site visit. The team conducted interviews and focus group sessions with such stakeholders as school committee members, teachers' association representatives, administrators, teachers, students, and students' families. After the onsite visit, the team met and worked together over a period of four weeks to develop findings and recommendations before submitting a draft report to DESE. DESE then edited and fact-checked the draft report and sent it to the district for factual review before publishing it on the DESE website.

Site Visit

The site visit to the Boston Public Schools was conducted from September 30 to November 7, 2019. The site visit included 142 hours of interviews and focus groups with approximately 389 stakeholders, including 5 school committee members, 114 district administrators, 47 principals, 88 students, 28 parents/guardians, 4 teachers' association representatives, 2 city officials, 8 leaders of community and partner organizations, and 8 advocates and community activists representing grassroots organizations. (Appendix C lists interview and focus group participants.) Of the 28 parents/guardians interviewed, roughly 10 identified themselves as advocates. The review team conducted 16 focus groups with staff, including 17 teachers working in K–5 elementary schools, 21 teachers in K–8 schools, 29 high-school teachers, 10 special education coordinators, 3 language acquisition team facilitators, and 4 school-based coaches/instructional leaders.

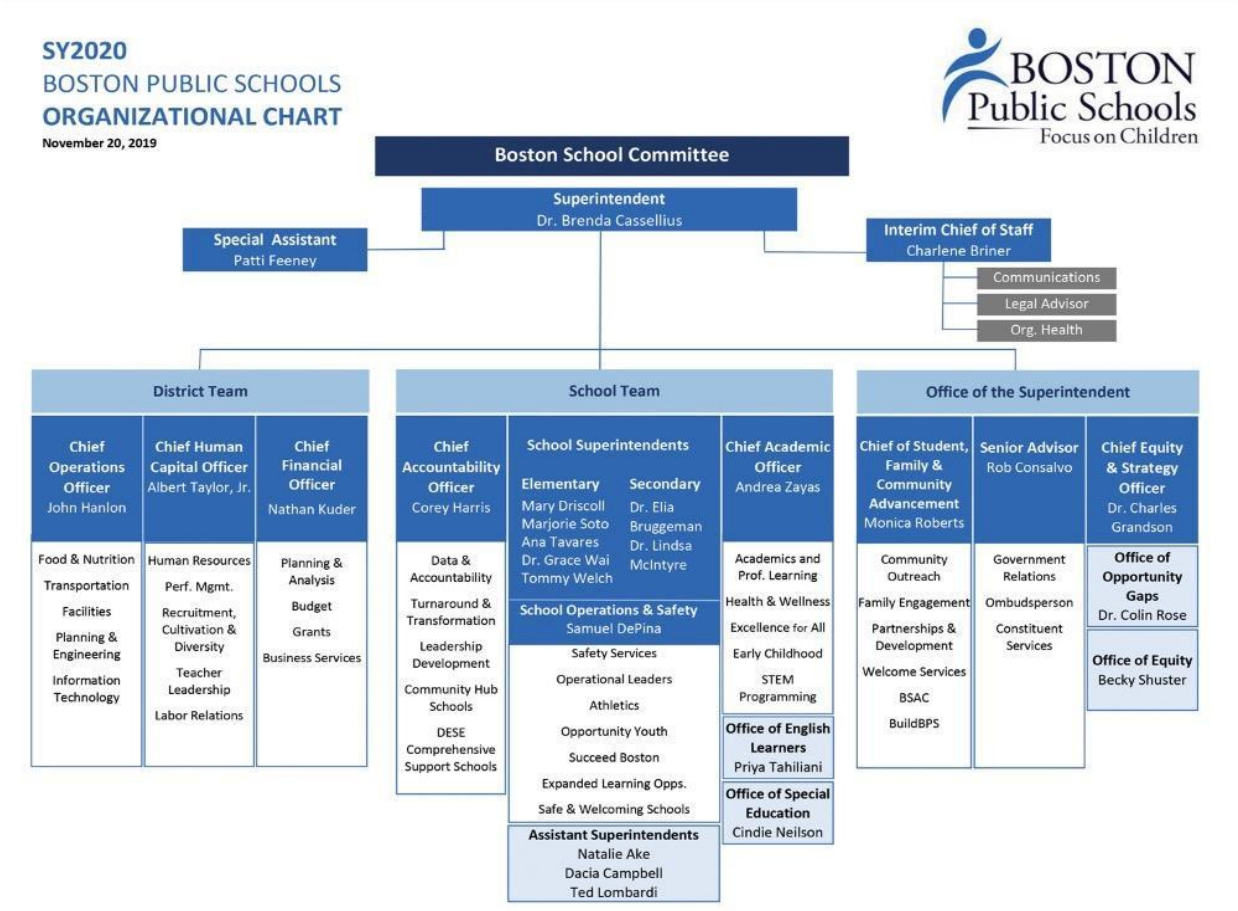
A list of review team members, information about review activities, and the site visit schedule are in Appendix A, and Appendix B provides information about enrollment, attendance, MCAS assessments, and expenditures. A team of professional classroom observers conducted observations of instruction in 989 classrooms in 100 schools. This team collected data using the Classroom Assessment Scoring System (CLASS), a research-based observation method that measures interactions between students and teachers that are associated with improved outcomes. Appendix E contains a summary of the team's findings, *Boston Public Schools Classroom Observations: Districtwide Instructional Observation Report, Summary of Findings, October 2019*.

District Profile

Boston has a mayor and a city council, and the chair of the school committee and the mayor appoint all the members of the school committee. The 7 adult members of the school committee and the 1 student representative meet 26 times per year.

The district superintendent has been in the position since July 1, 2019. Her leadership team, as of November 20, 2019, was organized as follows:

Table 1: Boston Public Schools
Organizational Chart, 2019–2020



At the time of the onsite visit in fall 2019, while fewer than 15 percent of these leaders were new to the school district, roughly half were serving in a new role or capacity. Those who were not veterans of the Boston Public Schools were very recent arrivals, within the first few months of the 2019–2020 school year. Central office positions have been mostly stable in number over the past five years, although in 2019–2020, the staff supporting the school superintendents was reduced. In 2019–2020, the district has 123.1 (FTE) principals leading 117 schools and there are 4,406.4 (FTE) teachers in the district.[8]

In the 2019–2020 school year, 50,480 students were enrolled in the district's schools:[9]

Table 2: Boston Public Schools
Schools, Grades Served, and Enrollment, 2019–2020[10]

School	Grade Span	Enrollment
Another Course to College	9–12	232
Baldwin Early Learning Center	Pre-K–1	154
Beethoven	Pre-K–2	304
Blackstone	Pre-K–5	552
Boston Adult Academy	11–12	183
Boston Arts Academy	9–12	477
Boston Collaborative High School	9–12	175
Boston Community Leadership Academy	9–12	506
Boston International High	9–12	429
Boston Latin Academy	7–12	1,773
Boston Latin School	7–12	2,471
Boston Teachers Union School	Pre-K–8	274
Brighton High	9–12	535
Carter School	7–12	28
Charles H Taylor	Pre-K–5	428
Charles Sumner	Pre-K–5	532
Charlestown High	9–12	856
Clarence R Edwards Middle	6–8	373
Community Academy	9–12	57
Community Academy of Science and Health	9–12	360
Condon K-8	Pre-K–8	797
Curley K-8	Pre-K–8	959
Curtis Guild	Pre-K–5	254
Dante Alighieri Montessori School	Pre-K–6	103
David A Ellis	Pre-K–5	413
Dearborn	6–12	518
Dennis C Haley	Pre-K–8	393
Donald Mckay	Pre-K–8	810
Dr. Catherine Ellison-Rosa Parks Early Ed Sch	Pre-K–3	191
Dr. William Henderson Lower	Pre-K–1	212

[8] Staff numbers are based on the 117 schools that have a DESE-assigned Boston Public Schools organization code.

[9] All tables in this report containing student data are based on the 117 schools that have a DESE-assigned Boston Public Schools organization code.

[10] As of October 1, 2019.

Table 2 *Continued*: Boston Public Schools

School	Grade Span	Enrollment
Dr. William Henderson Upper	2–12	692
East Boston Early Childhood Center	Pre-K–1	209
East Boston High	9–12	1,084
Edison K–8	Pre-K–8	598
Edward Everett	Pre-K–5	234
ELC - West Zone	Pre-K–1	108
Eliot Elementary	Pre-K–8	722
Ellis Mendell	Pre-K–5	270
Excel High School	9–12	488
Fenway High School	9–12	396
Franklin D Roosevelt	Pre-K–8	435
Gardner Pilot Academy	Pre-K–8	392
George H Conley	Pre-K–5	184
Greater Egleston Community High School	9–12	100
Harvard-Kent	Pre-K–5	365
Haynes Early Education Center	Pre-K–1	205
Henry Grew	Pre-K–5	232
Higginson	Pre-K-2	141
Higginson/Lewis K–8	3–8	230
Horace Mann School for the Deaf	Pre-K–12	76
Hugh Roe O'Donnell	Pre-K–5	263
Jackson Mann	Pre-K–8	519
James J Chittick	Pre-K–5	280
James Otis	Pre-K–5	382
James P Timilty Middle	6–8	320
James W Hennigan	K–8	601
Jeremiah E Burke High	9–12	417
John D Philbrick	Pre-K–5	146
John F Kennedy	Pre-K–5	385
John W McCormack	6–8	317
John Winthrop	Pre-K–5	258
Joseph J Hurley	Pre-K–8	359
Joseph Lee	Pre-K–8	642
Joseph P Manning	Pre-K–5	144
Joseph P Tynan	Pre-K–5	234
Josiah Quincy	Pre-K–5	795
Joyce Kilmer	Pre-K–8	448
King K–8	Pre-K–8	541
Lee Academy	Pre-K–3	194
Lilla G. Frederick Middle School	6–8	454
Lyndon	Pre-K–8	650
Lyon K–8	K–8	132
Lyon Upper 9–12	9–12	133
Madison Park High	9–12	1,021
Manassah E Bradley	Pre-K–5	273
Margarita Muniz Academy	9–12	319
Mario Umana Academy	Pre-K–8	930
Mather	Pre-K–5	567

Table 2 *Continued*: Boston Public Schools
Schools, Grades Served, and Enrollment, 2019–2020

School	Grade Span	Enrollment
Mattahunt Elementary School	Pre-K–3	406
Maurice J Tobin	Pre-K–8	426
Michael J Perkins	Pre-K–5	161
Mildred Avenue K–8	Pre-K–8	678
Mission Hill School	Pre-K–8	223
Mozart	Pre-K–5	167
Nathan Hale	Pre-K–5	149
New Mission High School	7–12	447
O W Holmes	Pre-K–5	294
O'Bryant School Math/Science	7–12	1,589
Oliver Hazard Perry	Pre-K–8	252
Orchard Gardens	Pre-K–8	887
Patrick J Kennedy	Pre-K–5	266
Paul A Dever	Pre-K–5	409
Pauline Agassiz Shaw Elementary School	Pre-K–3	177
Phineas Bates	Pre-K–5	240
Quincy Upper School	6–12	533
Rafael Hernandez	Pre-K–8	401
Richard J Murphy	Pre-K–8	913
Roger Clap	Pre-K–5	114
Samuel Adams	Pre-K–5	222
Samuel W Mason	Pre-K–5	230
Sarah Greenwood	Pre-K–8	402
Snowden International School at Copley	9–12	474
TechBoston Academy	6–12	891
The English High	9–12	566
Thomas J Kenny	Pre-K–5	296
UP Academy Holland	Pre-K–5	758
Urban Science Academy	9–12	39
Warren-Prescott	Pre-K–8	572
Washington Irving Middle	6–8	244
West Roxbury Academy	9–12	28
William E Russell	Pre-K–5	381
William Ellery Channing	Pre-K–5	223
William H Ohrenberger	3–8	599
William McKinley	1–12	319
William Monroe Trotter	Pre-K–8	432
Winship Elementary	Pre-K–5	240
Young Achievers	Pre-K–8	598

Between 2014-2015 and 2019-2020, overall student enrollment decreased from 54,312 to 50,480, or 7.1 percent. Enrollment figures by race/ethnicity and high needs populations (i.e., students with disabilities, economically disadvantaged students, and English learners (ELs) and former ELs) as compared with the state are provided in Tables B1a and B1b in Appendix B.

The total in-district per-pupil expenditure in 2019 was $24,723. Actual net school spending has been well above what is required by the Chapter 70 state education aid program, as shown in Table B13 in Appendix B.

Student Performance

Note: The Next-Generation MCAS assessment is administered to grades 3–8 in English language arts (ELA) and mathematics; it was administered for the first time in 2017. (For more information, see http://www.doe.mass.edu/mcas/parents/results-faq.html.) The MCAS is administered to grades 5 and 8 in science and to grade 10 in ELA, math, and science. Data from the two assessments are presented separately because the tests are different and cannot be compared.

Table 3: Boston Public Schools
Next-Generation MCAS ELA Scaled Scores in Grades 3–8, 2017–2019

Group	N (2019)	2017	2018	2019	Change	State (2019)	Above/ Below
All students	20,995	489.4	491.1	491.9	2.5	501.2	-9.3
African American/Black	6,364	484.1	485.4	486.1	2.0	491.2	-5.1
Asian	1,794	503.6	505.9	506.6	3.0	512.8	-6.2
Hispanic or Latino	9,103	485.6	486.6	487.4	1.8	490.6	-3.2
Multi-Race, non-Hispanic/Latino	672	495.3	498.8	499.1	3.8	503.6	-4.5
White	2,987	502.8	506.6	507.5	4.7	504.9	2.6
High Needs	16,875	485.0	486.8	487.4	2.4	490.7	-3.3
Economically disadvantaged	13,639	485.0	486.2	486.6	1.6	490.6	-4.0
EL and Former EL	8,710	483.1	486.4	486.7	3.6	481.1	5.6
Students with disabilities	5,297	472.5	474.7	475.5	3.0	489.3	-13.8

Next Generation MCAS Achievement Levels: 440–470 Not Meeting Expectations; 470–500 Partially Meeting Expectations; 500–530 Meeting Expectations; 530–560 Exceeding Expectations

Table 4: Boston Public Schools
Next-Generation MCAS Math Scaled Scores in Grades 3–8, 2017–2019

Group	N (2019)	2017	2018	2019	Change	State (2019)	Above/ Below
All students	21,009	488.8	488.8	490.0	1.2	499.2	-9.2
African American/Black	6,362	481.9	482.2	482.9	1.0	487.8	-4.9
Asian	1,793	511.0	509.7	511.9	0.9	516.4	-4.5
Hispanic or Latino	9,115	484.6	484.2	485.0	0.4	488.2	-3.2
Multi-Race, non-Hispanic/Latino	672	492.4	494.2	495.8	3.4	500.8	-5.0
White	2,991	502.7	503.9	506.1	3.4	502.7	3.4
High Needs	16,884	484.5	485.0	485.6	1.1	488.8	-3.2
Economically disadvantaged	13,649	484.1	483.9	484.5	0.4	488.1	-3.6
EL and Former EL	8,727	485.1	486.3	486.8	1.7	479.5	7.3
Students with disabilities	5,286	471.9	472.4	473.6	1.7	489.3	-15.7

Next Generation MCAS Achievement Levels: 440–470 Not Meeting Expectations; 470–500 Partially Meeting Expectations; 500–530 Meeting Expectations; 530–560 Exceeding Expectations

Table 5: Boston Public Schools
Next Generation MCAS ELA and Math Scaled Scores in Grade 10, 2019

	ELA				Math			
Group	**N (2019)**	**2019**	**State**	**Above/ Below**	**N (2019)**	**2019**	**State**	**Above/ Below**
All students	3,394	496.5	506.2	-9.7	3,337	498.5	505.1	-6.6
African American/Black	1,112	490.4	493.8	-3.4	1,091	491.4	492.3	-0.9
Asian	386	512.9	516.8	-3.9	384	521.4	522.5	-1.1
Hispanic or Latino	1,353	490.0	492.0	-2.0	1,319	491.2	491.0	0.2
Multi-Race, non-Hispanic/Latino	68	504.7	509.0	-4.3	69	503.9	506.7	-2.8
White	457	515.3	510.7	4.6	456	516.3	509.0	7.3
High Needs	2,455	489.2	492.6	-3.4	2,398	491.6	491.6	0.0
Economically disadvantaged	2,032	490.2	493.4	-3.2	1,984	492.4	492.1	0.3
EL and Former EL	1,044	478.6	486.2	-7.6	1,016	486.0	483.8	2.2
Students with disabilities	619	479.6	480.6	-1.0	601	479.1	485.4	-6.3

Table 6: Boston Public Schools
Next-Generation MCAS ELA Percent Meeting or Exceeding Expectations in Grades 3–8, 2017–2019

Group	**N (2019)**	**2017**	**2018**	**2019**	**Change**	**State (2019)**	**Above/ Below**
All students	20,995	31%	34%	35%	4%	52%	-17
African American/Black	6,364	21%	24%	25%	4%	33%	-8
Asian	1,794	57%	62%	63%	6%	72%	-9
Hispanic or Latino	9,103	24%	26%	27%	3%	33%	-6
Multi-Race, non-Hispanic/Latino	672	40%	47%	49%	9%	56%	-7
White	2,987	58%	63%	62%	4%	59%	3
High Needs	16,875	23%	27%	27%	4%	32%	-5
Economically disadvantaged	13,639	23%	25%	26%	3%	33%	-7
EL and Former EL	8,710	21%	27%	27%	6%	16%	11
Students with disabilities	5,297	6%	8%	10%	4%	32%	-22

Table 7: Boston Public Schools
Next-Generation MCAS Math Percent Meeting or Exceeding Expectations in Grades 3–8, 2017–2019

Group	**N (2019)**	**2017**	**2018**	**2019**	**Change**	**State (2019)**	**Above/ Below**
All students	21,009	31%	32%	33%	2%	49%	-16
African American/Black	6,362	18%	20%	21%	3%	28%	-7
Asian	1,793	72%	71%	73%	1%	76%	-3
Hispanic or Latino	9,115	22%	23%	24%	2%	29%	-5
Multi-Race, non-Hispanic/Latino	672	38%	41%	42%	4%	51%	-9
White	2,991	58%	60%	62%	4%	56%	6
High Needs	16,884	23%	25%	25%	2%	29%	-4
Economically disadvantaged	13,649	22%	23%	23%	1%	29%	-6
EL and Former EL	8,727	24%	27%	28%	4%	15%	13
Students with disabilities	5,286	7%	8%	10%	3%	32%	-22

Table 8: Boston Public Schools
Next Generation MCAS ELA and Math Meeting or Exceeding Expectations in Grade 10, 2019

	ELA				Math			
Group	**N (2019)**	**2019**	**State**	**Above/ Below**	**N (2019)**	**2019**	**State**	**Above/ Below**
All students	3,394	45%	61%	-16%	3,337	47%	59%	-12
African American/Black	1,112	34%	38%	-4%	1,091	35%	35%	0
Asian	386	74%	78%	-4%	384	85%	82%	3
Hispanic or Latino	1,353	34%	37%	-3%	1,319	34%	33%	1
Multi-Race, non-Hispanic/Latino	68	59%	65%	-6%	69	58%	60%	-2
White	457	76%	69%	7%	456	79%	67%	12
High Needs	2,455	32%	36%	-4%	2,398	35%	33%	2
Economically disadvantaged	2,032	33%	38%	-5%	1,984	36%	35%	1
EL and Former EL	1,044	16%	22%	-6%	1,016	25%	18%	7
Students with disabilities	619	13%	18%	-5%	601	14%	24%	-10

Table 9: Boston Public Schools
Next-Generation MCAS Science Percent Meeting or Exceeding Expectations in Grades 5 and 8
MCAS Science Percent Scoring Proficient or Advanced in Grade 10, 2019

	Next-Generation MCAS 5 and 8				MCAS Grade 10			
Group	**N (2019)**	**2019**	**State**	**Above/ Below**	**N (2019)**	**2019**	**State**	**Above/ Below**
All students	6,859	24%	48%	-23%	3,085	59%	74%	-15
African American/Black	2,073	14%	24%	-10%	974	48%	53%	-5
Asian	655	51%	67%	-15%	377	87%	88%	-1
Hispanic or Latino	2,953	16%	26%	-10%	1,218	49%	52%	-3
Multi-Race, non-Hispanic/Latino	201	42%	51%	-9%	61	66%	76%	-10
White	951	51%	56%	-5%	438	85%	82%	+3
High Needs	5,367	17%	27%	-10%	2,199	48%	52%	-4
Economically disadvantaged	4,345	16%	27%	-11%	1,808	49%	52%	-3
EL and Former EL	2,708	16%	17%	-1%	910	37%	39%	-2
Students with disabilities	1,632	7%	23%	-15%	605	23%	38%	-15

Table 10: Boston Public Schools
Next-Generation MCAS ELA Percent Meeting or Exceeding Expectations, 2017–2019

Grade	N (2019)	2017	2018	2019	Change	State (2019)	Above/Below
3	3,656	29%	33%	39%	10%	56%	-17
4	4,040	29%	35%	33%	4%	52%	-19
5	3,594	33%	37%	37%	4%	52%	-15
6	3,184	31%	31%	36%	5%	53%	-17
7	3,243	33%	33%	32%	-1%	48%	-16
8	3,278	33%	35%	35%	2%	52%	-17
3–8	20,995	31%	34%	35%	4%	52%	-17
10	3,394	--	--	45%	--	61%	-16

Table 11: Boston Public Schools
Next-Generation MCAS Math Percent Meeting or Exceeding Expectations, 2017–2019

Grade	N (2019)	2017	2018	2019	Change	State (2019)	Above/Below
3	3,668	33%	33%	34%	1%	49%	-15
4	4,041	28%	31%	32%	4%	50%	-18
5	3,597	31%	31%	34%	3%	48%	-14
6	3,178	30%	28%	31%	1%	52%	-21
7	3,245	31%	34%	33%	2%	48%	-15
8	3,280	30%	33%	34%	4%	46%	-12
3–8	21,009	31%	32%	33%	2%	49%	-16
10	3,337	--	--	47%	--	59%	-12

Table 12: Boston Public Schools
English Language Arts and Math Mean Student Growth Percentile, 2018–2019

	ELA				Math			
Grade	N (2019)	2018	2019	State (2019)	N (2019)	2018	2019	State (2019)
3	--	--	--	--	--	--	--	--
4	3,597	46.7	46.6	49.7	3,595	46.7	46.7	49.8
5	3,178	53.1	53.6	50.0	3,177	53.2	53.1	50.0
6	2,752	48.0	50.1	50.0	2,758	42.6	45.5	50.0
7	2,661	49.6	45.3	49.9	2,666	45.9	43.9	50.1
8	2,874	49.4	46.9	49.9	2,878	46.9	49.4	49.9
3–8	15,062	49.3	48.6	49.9	15,074	47.3	47.9	49.9
10	2,477	47.1	46.7	49.4	2,475	52.5	55.1	49.7

Table 13: Boston Public Schools
Next Generation MCAS Science Percent Meeting or Exceeding Expectations, 2019

Grade	N (2019)	2019	State (2019)	Above/Below State
5	3,592	24%	49%	-25
8	3,267	24%	46%	-22
5 and 8	6,859	24%	48%	-24

Table 14: Boston Public Schools
MCAS Science Percent Scoring Proficient or Advanced in Grades 5, 8, and 10, 2015–2019

Grade	N (2019)	2016	2017	2018	2019	4-yr Change	State (2019)
5	--	18%	19%	20%	--	--	--
8	--	13%	15%	12%	--	--	--
10	3,085	52%	49%	53%	59%	7	74%

Table 15: Boston Public Schools
Four-Year Cohort Graduation Rates by Student Group, 2015–2018

Group	N (2018)	2015	2016	2017	2018	4-yr Change	State (2018)
All students	4,179	70.7	72.4	72.7	75.1	4.4	87.9
African American/Black	1,586	69.6	69.3	68.9	76.4	6.8	80.1
Asian	415	86.1	88.2	90.7	93.0	6.9	94.3
Hispanic or Latino	1,597	64.3	67.1	69.0	67.6	3.3	73.8
Multi-Race, non-Hispanic/Latino	78	70.0	78.1	75.3	71.8	1.8	86.5
White	489	75.8	82.5	80.3	80.6	4.8	92.2
High needs	3,203	68.5	69.8	69.6	70.2	1.7	78.0
Economically disadvantaged*	2,738	69.5	70.8	70.4	71.3	1.8	77.4
English learners	1,272	58.9	61.0	60.5	63.6	4.7	64.1
Students with disabilities	754	51.5	55.6	52.4	54.5	3.0	72.4

* Four-year cohort graduation rate for students from low-income families used for 2015 rates.

Table 16: Boston Public Schools
Five-Year Cohort Graduation Rates by Student Group, 2014–2017

Group	N (2017)	2014	2015	2016	2017	4-yr Change	State (2017)
All students	4,111	73.1	76.0	78.4	78.6	5.5	78.6
African American/Black	1,545	73.4	76.3	75.8	76.2	2.8	76.2
Asian	399	89.9	89.8	92.8	94.7	4.8	94.7
Hispanic or Latino	1,495	66.3	69.6	74.0	74.7	8.4	74.7
Multi-Race, non-Hispanic/Latino	81	69.3	71.4	82.8	79.0	9.7	79.0
White	564	77.5	79.2	85.9	84.4	6.9	84.4
High needs	3,556	71.2	74.2	76.5	76.1	4.9	76.1
Economically disadvantaged*	3,294	71.8	74.7	77.2	76.6	4.8	76.6
English learners	1,208	69.3	67.3	70.4	69.5	0.2	69.5
Students with disabilities	785	50.2	58.5	62.8	60.1	9.9	60.1

* Five-year cohort graduation rate for students from low-income families used for 2014 rates.

Table 17: Boston Public Schools
In-School Suspension Rates by Student Group, 2015–2018

Group	2015	2016	2017	2018	4-yr Change	State (2018)
All students	0.8	1.0	0.9	0.3	-0.5	1.8
African American/Black	1.1	1.4	1.1	0.5	-0.6	3.4
Asian	0.2	0.2	0.2	0.1	-0.1	0.6
Hispanic or Latino	0.8	1.0	1.1	0.3	-0.5	2.4
Multi-Race, non-Hispanic/Latino	0.8	1.2	1.0	0.8	0.0	2.3
White	0.3	0.4	0.3	0.1	-0.2	1.4
High Needs	0.9	1.1	1.0	0.4	-0.5	2.7
Economically disadvantaged	1.0	1.1	1.1	0.4	-0.6	2.9
English learners	0.7	0.7	0.7	0.3	-0.4	1.8
Students with disabilities	1.3	1.8	1.6	0.6	-0.7	3.3

Table 18: Boston Public Schools
Out-of-School Suspension Rates by Student Group, 2015–2018

Group	2015	2016	2017	2018	4-yr Change	State (2018)
All students	4.8	4.7	3.8	2.1	-2.7	2.9
African American/Black	7.6	7.5	5.8	3.3	-4.3	6.0
Asian	0.9	0.8	0.6	0.3	-0.6	0.7
Hispanic or Latino	4.4	4.3	3.7	2.1	-2.3	5.1
Multi-Race, non-Hispanic/Latino	4.1	5.6	4.3	1.6	-2.5	3.3
White	1.5	1.3	1.2	0.7	-0.8	1.9
High Needs	5.5	5.4	4.3	2.5	-3.0	4.6
Economically disadvantaged	5.9	5.9	4.8	2.6	-3.3	5.4
English learners	3.8	3.6	2.7	1.5	-2.3	3.7
Students with disabilities	9.3	9.0	7.7	4.8	-4.5	5.8

Table 19: Boston Public Schools
Dropout Rates by Student Group, 2015–2018

Group	2015	2016	2017	2018	4-yr Change	State (2018)
All students	4.7	5.5	4.4	5.4	0.7	1.9
African American/Black	4.8	6.4	4.9	5.2	0.4	2.9
Asian	1.1	1.4	0.6	1.0	-0.1	0.6
Hispanic or Latino	5.9	6.2	5.1	7.2	1.3	4.5
Multi-Race, non-Hispanic/Latino	4.5	8.8	3.9	3.7	-0.8	1.9
White	3.8	4.4	3.6	4.0	0.2	1.0
High Needs	5.0	5.9	5.0	6.1	1.1	3.6
Economically disadvantaged	4.3	6.0	4.8	5.4	1.1	3.6
English learners	6.5	7.7	5.9	8.7	2.2	7.6
Students with disabilities	4.7	2.0	5.2	6.3	1.6	3.4

Table 20: Boston Public Schools
Advanced Coursework Completion by Student Group, 2018–2019

Group	N (2019)	2018	2019	Change	Target
All students	7,469	51.9	60.5	8.6	56.2
African American/Black	2,605	44.3	51.3	7.0	51.5
Asian	799	78.3	85.9	7.6	82.7
Hispanic or Latino	2,985	46.2	55.2	9.0	54.2
Multi-Race, non-Hispanic/Latino	155	59.3	69.0	9.7	63.6
White	896	68.8	80.5	11.7	73.0
High Needs	5,488	43.0	52.1	9.1	50.3
Economically disadvantaged	4,537	44.1	53.2	9.1	51.5
English learners	2,561	37.0	41.8	4.8	42.5
Students with disabilities	1,245	23.8	35.4	11.6	30.8

Table 21: Boston Public Schools
Progress toward Attaining English Language Proficiency, 2018–2019

	Non-high school					High school				
Group	**N (2019)**	**2018**	**2019**	**Change**	**Target**	**N (2019)**	**2018**	**2019**	**Change**	**Target**
English Learners	8,629	53.7	53.2	-0.5	56.4	2,978	25.6	29.1	3.5	26.8

Table 22: Boston Public Schools
Chronic Absence Rates by Student Group, 2018–2019

	Non-high school					High school				
Group	**N (2019)**	**2018**	**2019**	**Change**	**Target**	**N (2019)**	**2018**	**2019**	**Change**	**Target**
All students	30,734	19.7	18.9	-0.8	18.7	16,142	36.1	36.9	0.8	34.5
African American/Black	9,258	20.4	20.5	0.1	17.9	5,394	36.8	37.3	0.5	33.1
Asian	2,546	5.5	5.9	0.4	3.4	1,618	15.5	14.6	-0.9	12.7
Hispanic or Latino	13,318	24.1	22.5	-1.6	21.2	6,793	44.2	45.6	1.4	39.8
Multi-Race, non-Hispanic/Latino	1,026	20.9	21.7	0.8	19.9	374	36.3	38.8	2.5	34.7
White	4,466	12.5	11.5	-1.0	11.3	1,895	24.3	23.3	-1.0	22.5
High needs	25,052	22.3	21.5	-0.8	20.5	12,267	41.1	41.9	0.8	38.2
Economically disadvantaged	18,037	25.9	24.8	-1.1	23.5	8,804	43.4	44.2	0.8	38.9
English learners	13,710	17.2	16.2	-1.0	14.7	5,823	38.8	39.8	1.0	34.7
Students with disabilities	7,206	29.6	27.9	-1.7	27.2	3,045	46.5	46.2	-0.3	43.0

Chronic absence is defined as the percentage of students absent 10 percent or more of their total number of student days of membership in a school.

Leadership and Governance

Contextual Background

School Committee Governance

Seven members of Boston's school committee are appointed by the mayor, each to a four-year staggered term. In addition, a non-voting student member is chosen from the Boston Student Advisory Council (BSAC). The committee's longest-serving member, the former chair, has served since 2008, its two newest members for just under a year. In 2014, the mayor created a cabinet-level chief of education position to coordinate efforts citywide across early, out-of-school time, K–12, and higher education. The education chief left the position in late 2018. For now, the mayor is not filling the position. The mayor's representatives and school leaders reported a collaborative working relationship between city and school staff. The mayor and the new district superintendent reported that they were meeting at least weekly, and the new district superintendent was attending weekly meetings as a member of the mayor's cabinet.

The school committee meets twice monthly, holds annual planning retreats, and makes the reports and materials prepared for its meetings available on its website. Meetings typically include substantial public comment. The committee makes use of task forces and working groups to focus attention on priorities and make use of staff and community expertise. These are composed of members of the school committee, district and school staff, and community stakeholders. Current task forces are focusing on eliminating opportunity and achievement gaps and addressing the needs of English learners. A working group has advised the committee and administrators since 2014 on how to measure and report individual school quality using multiple measures in order to inform families' school choice, ensure transparency about the quality of each school, and promote accountability. The committee completed a performance evaluation of the former district superintendent in 2016 at the end of his first year and established goals for his second. It did not complete evaluations of its district superintendents after that time. The committee plans to resume the evaluation process with the new district superintendent after she completes her entry process and presents her strategic plan recommendations.

The committee is responsible for collective bargaining agreements with 13 different bargaining units, including the Boston Teachers Union (BTU) and the Boston Association of School Administrators and Supervisors (BASAS) which represents mid-level administrators and support staff.[11]

The district's 2017 Theory of Action described the district's mission as closing opportunity and achievement gaps. Since then, many of the reports the school committee has reviewed and actions it has taken have reflected this mission. Examples include:

[11] At the time of the site visit, leadership of BASAS chose not to meet with the review team because it was currently working without a new collective bargaining agreement.

- Annual reporting from the Office of Human Capital on progress toward hiring and retaining more administrators, teachers, and staff of color;
- Regular reporting by its Opportunity and Achievement Gaps Task Force; and,
- Adoption of the Opportunity Index to distribute $11 million of partner and supplemental funding based on neighborhood factors, individual student characteristics, and the past performance of each student in each school.

District and School Leadership and Improvement Planning

As of July 2019, the district has its fourth district superintendent in six years, including two interim district superintendents who served from 2013–2015 and 2018–2019.

Table 23: Boston Public Schools
District Superintendents, 2013–Present

2013–2015	2015–2018	2018–2019	2019–present
John McDonough (interim)	Tommy Chang, Ed.D.	Laura Perille (interim)	Brenda Cassellius, Ed.D.

District superintendent turnover has been accompanied by frequent reorganization of district offices and positions, as well as by a high volume of role transitions and personnel changes among senior level administrators. The reorganization and turnover have affected the district's capacity to support its schools well.

Reorganization and turnover in the district have contributed to three inter-related challenges:

- The district has been challenged to follow through on its district improvement plans and to make the school improvement planning process consistently robust and effective.
- Absence of stability has led school and district administrators to rely on personal rather than organizational relationships to gain access and support; this makes it especially difficult for principals new to the position or the district to access the district resources they need.
- Many district and school leaders reported that they were anxious and uncertain about the future and direction of the district; many school leaders do not have confidence in the central office's ability to support their schools.

The district is further challenged to provide effective guidance and support for leaders and teachers in its unusually large variety of schools. The 125 schools vary substantially in size, building condition, student demographics, and performance. The district has many different grade configurations.[12] The

[12] Early Learners (7), Elementary K–5 (40), Elementary/Middle K–8 (33), Middle 6–8 (6), Middle/High 6–12 (4), High 9–12 (20), Elementary/Middle/High K–12 (1), Exam 7–12 (3), and Special Education (6) and Alternative (5), with various grade configurations.

district is also challenged by variation in the kinds of autonomy available to its different schools. The district has pilot, innovation, Horace Mann charter, turnaround/transformation, examination, and "traditional" schools. Each has different autonomies related to staffing, budget, curriculum and assessment, schedule and calendar, professional development, and governance.

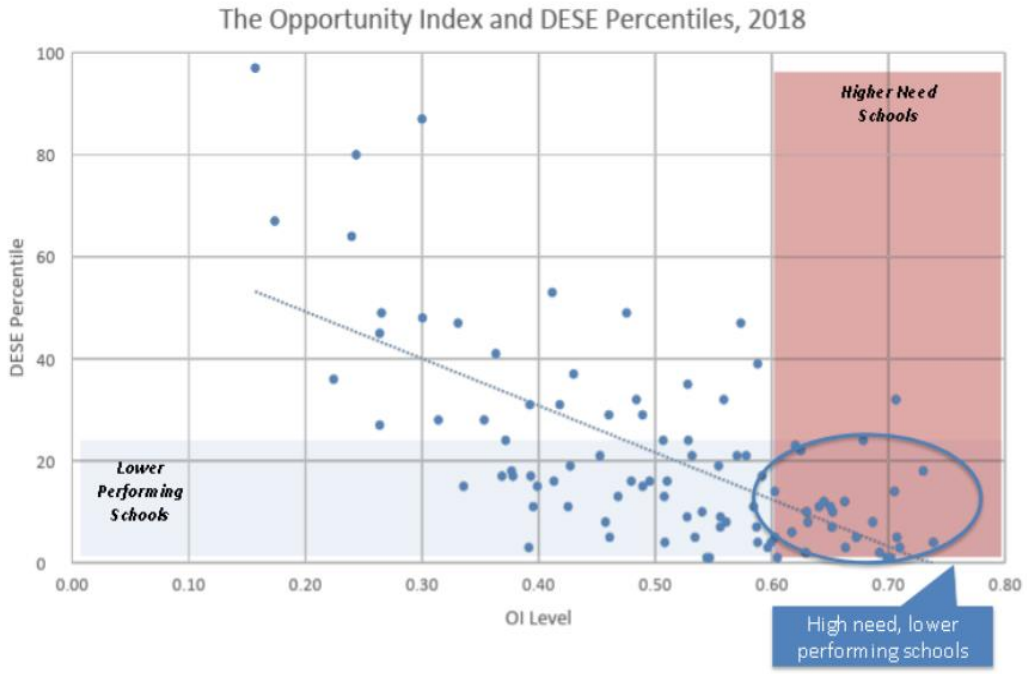
The district has recognized the need to have greater clarity about autonomies. In 2014, a working group of school and district leaders and teachers urged the development of better systems to support the effective use of autonomies and to link autonomy with accountability. The group pointed out that "BPS [Boston Public Schools] has abandoned a system for gauging principals' perceptions of district functions—a process that created incentives for district leaders to adjust based on the feedback they received from schools. Unlike school leaders, district staff are not directly held accountable for student or school performance, creating a fundamental and damaging disconnect with schools." Addressing the relationship among autonomy, support, and accountability made its way into both the 2015 school committee goals and the 2016 strategic implementation plan. There is little evidence, however, that the district has taken action on this goal.

At the same time, contradictory pressures have led to both expansion and contraction of school autonomies since 2014. For example, whereas in 2014 "traditional" schools were required to use district curriculum, district leaders and many principals now believe that no school is required to do so, except, possibly, turnaround/transformation schools. On the other hand, collective bargaining agreements have limited school-level autonomy related to staffing and budget by establishing staffing requirements in areas such as nursing, social work, and inclusion.

Administrators stated that there was a strong correlation between schools that were identified as lower performing and a high Opportunity Index score.[13] Similar correlations are evident when looking at school performance and the percentage of economically disadvantaged students in the school.[14]

[13] The district's Opportunity Index is described on the district's website (https://www.bostonpublicschools.org/Page/6745) as follows: "The Boston Public Schools (BPS) Opportunity Index is a composite index that incorporates a range of data representing factors that are outside of the schools' control, yet are predictive of students' academic outcomes. The data include "place-based" measures related to students' home neighborhoods – as defined by Boston's 177 U.S. Census tracts – as well as measures specific to individual students and their families. By rolling multiple measures into a single, more accessible metric, BPS is better equipped to direct resources and supports to the schools and students who need them most."

[14] District leaders stated that the district has conducted a number of analyses that showed a correlation between school performance and the percentage of economically disadvantaged students in the school.



A common theme in interviews was frustration, on the part of some district and many school leaders, with a perceived absence of district accountability for providing coordinated and effective services and support for schools. District leaders described departments working independently, not trusting each other, and/or competing with one another; and an absence of coordination among district offices with regard to monitoring progress, coaching, and the use of principals' time.

Strength Findings

1. **Since 2015, the school committee and district leaders have been implementing a cross-department strategy for closing opportunity and achievement gaps. Although this strategy has not yielded results, it holds promise for promoting progress.**

   A. The school committee has been intentional in using its task force structure to focus attention on and increase accountability for closing opportunity and achievement gaps.

   1. In 2015, the school committee formed an Opportunity and Achievement Gaps (OAG) Task Force composed of school committee members and internal and external stakeholders.

      a. The task force "is charged with investigating and recommending to the Boston School Committee (BSC) and the Superintendent of Boston Public Schools (BPS) system-wide policies, programs and practices designed to eliminate achievement and opportunity gaps for Boston Public Schools (BPS) students, including potential adjustments, improvements and additions to the existing BPS Achievement Gap Policy and Goals."

      b. Three current members of the school committee have served or are serving on the task force, helping to ensure sustained attention despite changes in district superintendents.

c. A review of school committee minutes showed that the OAG task force held at least 17 meetings in 2015–2016 to develop its recommendations for action.

2. By July 2016, the district had a revised policy and by July 2017, it had an implementation plan developed by the Office of Opportunity and Achievement Gaps (OAG), both intended to expand the scope and reach of the district's work to close opportunity and achievement gaps and ensure greater public accountability for its impact.

   a. The revised policy identified goals and objectives in six categories encompassing three broad areas: cultural proficiency (capacity building), structural barriers (systemic oversight), and ecological supports (managing innovative programming and practices).

      i. The revised policy called for specific actions defined to ensure accountability for results, including SMART goals,[15] annual reporting, and a public dashboard for monitoring and assessing progress.

      ii. The revised policy called for the district superintendent and (not "or") their designee to have "responsibility, authority, and accountability to lead, facilitate, and monitor implementation…so that it is fully embedded in the operations and practices of the district."

      iii. The revised policy required that "all reports, policy recommendations and budgets presented to the BSC shall be accompanied by an Achievement Gap Impact Statement [now called an Equity Impact Statement]" reviewing how the proposed action will affect gaps and opportunities for student of color, English learners, students with disabilities, and economically disadvantaged students.

   b. In consultation with the Task Force, the assistant superintendent of OAG developed an implementation plan that is public and transparent about accountability.

      i. The plan operationalized the 17 goals detailed in the policy as 110 cross-functional, cross-department process and performance goals.

      ii. The assistant superintendent of OAG negotiated the goals with 23 different district offices.

      iii. Each department has overall responsibility for achieving between 2 and 17 process and/or performance goals, often in collaboration with other departments.

      iv. The OAG Goal Tracker on the district's website and reported annually to the school committee is designed to identify the status of every goal (fully achieved, past due, on target, or no progress made).

[15] SMART goals are specific and strategic; measurable; action-oriented; rigorous, realistic, and results-focused; and timed and tracked.

c. In consultation with the assistant superintendent of OAG, the OAG task force approved a process for "sunsetting" the 2017 implementation plan and creating a 2019 version aimed at leveraging progress and correcting course where appropriate.

i. Similar to the process used to create the 2017 implementation plan, the new process will involve department heads brainstorming and drafting SMART goals in consultation with the assistant superintendent of OAG and coming before the OAG task force for feedback.

ii. At the time of the onsite visit, leaders expected to have the 2019 plan finalized by late fall 2019.

3. The school committee has maintained its focus on equity through leadership transitions.

a. Equity impact statements have accompanied every report and proposal for action since October 2017.

i. School committee members and many district leaders described these reports as helpful in maintaining the district's focus on applying an "equity lens" to decision making.

B. Though most district and school leaders acknowledged that much of the work focused on closing opportunity and achievement gaps has not reached the classroom level, district leaders reported progress on defining and creating important frameworks, processes, and tools that were beginning to guide decisions at the district level, including:

1. District leaders have developed Culturally Linguistically Sustaining Practice (CLSP) competencies and integrated them into the district's professional development offerings and performance evaluation efforts.

2. Every school's Quality School Plan (QSP) must now be aligned with the district's competencies by including a goal applying the CLSP framework. District leaders have introduced key cultural proficiency concepts into the districtwide Essentials for Instructional Equity, "a set of research-based educator competencies that are necessary to effectively facilitate next generation learning for diverse learners."

3. The OAG staff collaborated with staff from the budget office and others to develop the Finance Equity Framework, designed to bring an equity lens to budget development.

4. Leaders have developed and refined the Opportunity Index and used it to reallocate district funding for partnerships and school supports based on an analysis of the needs of the students attending each school that included characteristics of the neighborhoods in which they lived.

5. The Office of Equity has assertively invited, investigated, and reported the findings of complaints of racial bias by staff, students, and families.

6. The district has expanded the Exam School Initiative (ESI*)* preparation program. The OAG reported that enrollment in the program increased from 409 students in 2014 to 775 students in 2019; that Black students represented 10 percent of enrolled students in 2014, increasing to 21 percent in 2019; and that Hispanic/Latino students represented 14 percent of enrollment in 2014, increasing to 28 percent in 2019.

7. Excellence for All (EFA) has been expanded to 16 schools, with the goal of expanding access to 21st Century learning (See Challenge finding #8 below.) EFA provides leaders and teachers of grades 3 through 6 with curriculum, materials, and coaching to provide a challenging language- and STEM-focused learning experience for all of their students, not only those whose test scores would earn them admission into the selective Advanced Work Classes program, which has served as a feeder system for exam schools.

8. The Office of Human Capital, in close collaboration with the Office of Equity, has led the effort to establish hiring goals for Diversity Focus Schools (schools with low proportions of teachers of color) and has provided support for schools to achieve the targets, resulting in these schools hiring the same proportion of teachers of color in 2018 as other district schools.

9. OAG staff coordinated the development and support for administrators to use the Racial Equity Analysis Toolkit to address questions designed to uncover potential effects of actions on equity and adjust their plans and proposals accordingly.

Impact: Publicly positioning the ambitious, crosscutting goal of ending opportunity and achievement gaps as critical to the district's success, and then developing structures and practices to meet this goal and to ensure ongoing public attention can help promote stability and sustain district initiatives during times of leadership turnover. Cross-department goal setting, combined with public accountability, can break down barriers to collaboration, increase coherence, and accelerate action.

2. Through her school and community engagement tour and related entry activities, the district superintendent is engaging with the school committee, staff, and community to build public confidence and support for the changes that will be required to achieve an ambitious agenda for improvement.

A. Members of the staff and community have been invited to participate in a number of large-scale engagement initiatives in recent years before the arrival of the new district superintendent.

1. During 2014–2015, the school committee undertook an extensive community outreach effort during its search for a new district superintendent and adopted a vision, aspirational goals, priorities, and measures in May 2015.

2. During 2015–2016, the new district superintendent engaged stakeholders again to develop the strategic implementation plan he brought to the committee for its approval in fall 2016.

3. In 2017–2018, the mayor's office led an intensive community engagement phase to introduce BuildBPS. (See the Financial and Asset Management section below.)

B. Beginning in spring 2019, before officially starting her tenure, the new district superintendent launched an ambitious outreach effort.

1. Using reports to the school committee, and other internal and external communication venues and tools, the district superintendent has introduced "easy to remember" core values and aspirational goals to guide district work going forward.

    a. Abbreviated as JUICE, she is highlighting the values of joy, unity, inclusion, collaboration, and equity.

    b. The five aspirational goals are:

        1. All Hands on Deck: end conditions of childhood poverty

        2. Raise the Bar – Close Gaps: 1st in nation to close gaps

        3. High Quality Schools, Every Neighborhood: Parents' 1st choice

        4. Every Student Ready: 100% graduated and launched successfully

        5. BPS in Top 10 Best Places to Work in Boston

2. The district superintendent has reported regularly on how and why she was engaging internal and external stakeholders: to learn about their experiences with and aspirations for the district and to "build the will" for concerted action moving forward.

    a. She has reported regularly to the school committee.

        i. She committed to 125 school visits; 26 community conversations; 44 meetings with civic, municipal and community partners; 6 regional school parent council meetings; internal stakeholder meetings including every department; and focus groups co-hosted with the Boston Teachers Union (BTU).

        ii. In late October, 2019, she described 20 "emerging themes" from her tour and tied each to goals from one or both of the two strategic plans adopted by the school committee in recent years, *Stronger Schools Stronger Boston: a Plan to Foster Equity, Coherence, and Innovation 2016-21* and *The Opportunity and Achievement Gap Policy Implementation Plan (2016)*.

b. In January 2020, the Office of Student, Family and Community Advancement reported that the district superintendent had completed visits to 125 schools (135 buildings), and had held 102 community and stakeholder meetings, engaging over 2,100 people.

Impact: The district superintendent's highly visible, ambitious, and interactive process of seeking feedback and reflecting back what she is hearing is leveraging the knowledge and perspectives of the district community and yielding information that can inform the strategic plan that she and the school committee will develop together in early 2020. This engagement process is also laying the groundwork for widespread understanding of the plan.

Challenges and Areas for Growth

3. The district's improvement planning and implementation are missing the focus, follow through, and accountability for results required to yield sustained improvement in student learning and to narrow and close opportunity and achievement gaps.

A. The district had had serial, overlapping, and numerous priorities since 2014.

1. In 2014, the school committee began a strategic planning process in anticipation of the arrival of a new district superintendent at the close of that school year.

    a. After an 18-month period of community engagement, the school committee adopted its Strategic Vision for Boston Public Schools in February 2015.

2. In 2016, the district superintendent reported integrating five existing city and school district policies and plans into a single district implementation plan for 2016–2021:

    a. The six priorities the school committee had identified,

    b. The five focus areas for education the mayor had endorsed including universal prekindergarten and BuildBPS,

    c. The goals in the newly adopted Opportunity and Achievement Gaps Policy,

    d. The recommendations of the school committee's English Language Learners task force, and

    e. The recommendations of the school committee's Inclusion task force.

3. The district superintendent reported tracking 416 separate milestones of progress across 29 separate initiatives during the first year of implementation. One out of five were "behind, off track or on hold."

4. In 2017, the district superintendent added a Theory of Action that more fully incorporated the goals being built into the Opportunity and Achievement Gap Implementation Plan.

a. The Theory of Action described closing opportunity and achievement gaps as the district's "driving priority."

5. In 2019, the new district superintendent reported integrating the district's two overlapping long-term district plans, the 2016 OAG implementation plan and the 2016–2021 Strategic Implementation Plan.

    a. The district superintendent presented to the school committee in October a list of "emerging themes" based on her community and school engagement tour and identified the goals from the two plans with which each theme was aligned.

    b. The district superintendent's November report to the school committee identified four sources of input for the district's new strategic plan: the district superintendent, the school committee's current strategic plan, themes from the district superintendent's community and school engagement tour, and the OAG implementation plan. The report illustrated how these sources led to "overlapping and aligned goals" for the district's new strategic plan.

B. Consistent practices to monitor and report progress have not been sustained.

1. By mid-2017, the district superintendent's monthly "performance dialogues" he had described to the school committee in January were no longer regularly held.

2. At the time of the site visit, the Performance Meter detailing district progress on the 14 key benchmarks adopted by the school committee was last updated on the website for the 2017–2018 school year.

3. The school committee heard its last progress report on the 2016–2021 strategic Implementation plan on October 25, 2017.

    a. Since fall 2017, the committee has heard few reports on discrete initiatives in the 2016–2021 plan: only the Offices of Equity, Human Capital, and Opportunity Gaps have presented reports.

C. Turnover of senior-level administrators and administrative reorganization has exacerbated the challenge of maintaining focus and sustaining follow through.

1. Turnover among senior level leaders has been exceptionally high in the district in recent years.

    a. The current district superintendent is the fourth Boston district superintendent, including two interim district superintendents, since the 2013–2014 school year.

    b. Senior level administrators in central office have changed even more than district superintendents have.

i. Of the 51 senior level staff identified in the 2015–2016 organizational chart, 39 are no longer district employees, 6 remain but in different positions, and only 6 remain in the same position.

ii. Of the eight deputy district superintendents and chiefs serving at the start of the 2018–2019 school year, four are no longer district employees, one remains in the same position, and three are in new positions.

2. Central office reorganization has been frequent and has limited the continuity and stability of district leadership.

   a. There were eight deputy or chief positions in 2018–2019. In 2019–2020, four of the eight positions had different titles and had different offices reporting to them.

   b. Since 2013, school superintendents have at various times reported directly to a district superintendent, a deputy superintendent, and a chief of schools, and their titles and assigned schools have changed frequently.

   c. Since 2015, academic departments have at various times reported directly to an assistant superintendent for professional learning, a deputy superintendent of academics and student support services, and a chief academic officer.

3. Turnover and reorganization have contributed to stalled and ineffectively implemented initiatives.

   a. Principals and teachers raised concerns about the absence of continuity and stability and asserted the need for the district to focus and follow through on initiatives.

      i. A teacher said, “They need to stay with initiatives long enough. Every time they restructure, it impacts all of us.”

      ii. Principals said that the district did well at “Going out and finding new things to pilot,” noting that the district was “proficient at reorganization.”

D. There is little evidence of progress on most of the district’s key measures of success since 2012.

1. In August 2019, the district superintendent reported to the school committee the absence of progress since 2012 on most goals of the district’s current Strategic Plan. She concluded these points:

   a. Of the 13 measures of progress on providing rigorous, effective and engaging curriculum, instruction, and enrichment, 1 improved, 2 declined, and 10 showed little or no change.

   b. Of the 14 measures of progress on meeting the learning needs of all students, 1 improved, 3 declined, and 10 held steady.

c. Of the 12 measures of progress on the remaining goals, 4 showed improvement, 5 showed little or no change, and 3 were not known because data was not collected or the tool to assess them had not been developed.

Impact: When district improvement plans contain too many priorities, some important work is not done or is done superficially. Without regular monitoring and public reporting on both implementation and impact, it is difficult to sustain progress during times of transition. Frequent central office reorganization compromises focus and sustainability. As a result, initiatives—especially ambitious ones—are ineffectively implemented, stall, or are not implemented at all.

4. Many low-performing schools in the district have not improved. The district does not have a clear, coherent, districtwide strategy for supporting low performing schools and has limited capacity to support all schools designated by DESE as requiring assistance or intervention.

A. The district consistently has a large number of turnaround/transformation schools and many schools are repeatedly identified by DESE as low performing year after year.[16]

1. In 2019–2020, approximately one-third of the district's students—16,656 students—attend a school among the lowest performing 10 percent of schools in the state. About 29 percent of district schools have been identified by DESE as schools whose performance is among the lowest performing 10 percent of schools in the state.

2. Many turnaround/transformation schools in the district remain on the state's list of schools needing support/intervention for multiple years. While some schools have improved performance, others have declined in the three-year period between the 2016 and 2019. The total number of turnaround/transformation schools has increased from 38 to 42 over this same period.

    a. Between 2016 and 2019, only two of the schools that were classified as underperforming or chronically underperforming schools improved sufficiently to be released from this status by DESE, and two schools were closed. The remaining eight schools are currently identified as in need of broad/comprehensive support.

    b. In 2016, 35 of the district's schools were among the lowest performing 10 percent of schools statewide. In 2019, 21 of these 35 schools have remained in the lowest performing 10 percent. Although 12 of the schools improved to above the lowest performing 10 percent of schools in the state, an additional 13 schools in Boston dropped into the lowest performing 10 percent of schools in the state. In 2019, there are 34 schools in Boston in the lowest performing 10 percent of schools statewide.

[16] This report uses the term "turnaround/transformation schools" to refer to all schools identified as level 5, 4, and lower level 3 under DESE's previous accountability system and all schools identified under DESE's new accountability system as in need of "broad/comprehensive support" and "targeted /focused support." In fall 2019, the district changed how it referred to this same set of schools and was now using "transformation schools" and dropping the use of the term "turnaround." The Office of Turnaround/Transformation is now called the Office of School Transformation.

c. Some schools such as Orchard Gardens and Blackstone that were identified as turnaround schools in 2010 successfully improved and exited this status in 2013 but have now been identified again as being in the lowest performing 10 percent of schools in the state.[17]

Table 24: Boston Public Schools
Number of Schools in Statewide Percentile Bands, 2016 and 2019

Year	1st through 5th Percentile	6th through 10th Percentile	11th through 15th Percentile	Number of Schools in the 1st through 15th Percentiles
2016	18	17	9	44
2019	19	15	17	51

3. Analysis of data from multiple years of Monitoring Site Visits (MSVs) conducted at schools designated as in need of broad/comprehensive and focused/targeted support indicated some progress for some schools in establishing key turnaround practices, but only a small percentage of schools have reached the sustaining level for most of the state's turnaround practices.[18]

   a. During MSVs, schools are assessed in relation to the Massachusetts school turnaround practices and are awarded scores in each of the four practices. Of the 16 district schools that have received MSVs since 2014–2015, 12 have participated in 2 or more visits.

      i. For each turnaround practice, 6 to 7 of the 12 schools showed improvement over multiple visits.

      ii. Between 2 to 4 of the 12 schools declined in their overall ratings for the turnaround practices, with the largest decline in the area of student-specific supports and instruction to all students (practice 3).

      iii. The number of schools achieving the "sustaining" or "coherent" level of practice in their last MSV varies widely across the practices: 5 of 12 schools for turnaround practice 1 (Leadership); only 1 of 12 for turnaround practice 2 (intentional practices for improving instruction); and only 3 of 12 for both turnaround practices 3 and 4 (student support and culture and climate).

B. The district has tried different approaches to supporting turnaround/transformation schools and the level of support has varied.

[17] An interview with Statewide System of Support staff noted this statistic, but it could also be concluded from evidence in state identification lists over time.

[18] Schools that receive competitive federal and state school improvement grant funding that are not already designated as in need of broad/comprehensive support also receive MSVs.

1. Starting several years ago and ending in spring 2018, the district's Academic Response Teams (ARTs) provided coaching to school leaders and instructional teams in all four core content areas to turnaround/transformation schools during "residencies" of 6 weeks to 6 months. Initially schools were required to work with ARTs if they had been identified by the state, but later, schools had to apply to participate. District and school leaders reported that for the 88 schools not identified as turnaround/transformation in 2017–2018, there were few people to tap at the central office for academic support.

2. In 2018–2019, the district grouped schools by level of need, rather than geographic regions, into networks to provide more intensive support to lower performing schools. School superintendents with higher need schools had significantly fewer schools to support and had liaisons for academics, data inquiry, ELL, human capital, finance, and special education, as well as a Safe and Welcoming School specialist and an operational leader assigned to work with them in supporting turnaround/transformation.

3. In school year 2019–2020, the district has moved back to semi-geographical networks, with each school superintendent supporting 16–19 schools, including 2–4 turnaround/transformation schools.

    a. Academic and other liaisons are now deployed more broadly and are no longer assigned to work with a specific school superintendent as a team in supporting a specific group of schools. Administrators said that schools had relationships with specific liaisons and now they were "all mixed up."

    b. The Officer of School Transformation (OST) now must coordinate with all seven school superintendents. Administrators reported that not all of them were familiar with DESE guidance for improvement or the CLASS tool[19] used for interim assessments of instruction.

4. OST staff facilitate school improvement planning and quarterly progress monitoring with school leaders and school superintendents at most turnaround/transformation schools.

    a. Principals of turnaround/transformation schools told review team members that support from OST was helpful in developing, monitoring, and staying focused on improvement plans. Meetings that come out of these reviews to follow up on specific identified issues have also been useful.

        i. Administrators noted that attendance of school superintendents was critical to the success and follow-up on these review meetings, but school superintendents did not always attend.

    b. District administrators told the review team that there were challenges in getting the support that turnaround/transformation schools needed from the central office. For

[19] See the Instruction section of the Executive Summary above.

the four years before the onsite visit in fall 2019, with the exception of 2018–2019, there has not been a defined process for accessing needed supports for these schools "[n]or agreement among school superintendents on how to do this."

C. The district is not providing focused support for a portion of the low performing schools identified by the state as in need of support.

1. Since at least 2018–2019, OST has not provided targeted support on improvement plan development and progress monitoring for every Boston school identified by the state as in need of targeted/focused support.

    a. Six schools newly identified among the lowest performing 10 percent of schools in the state in early fall 2019 will not have support from OST staff. These schools will work on their own and with their school superintendent on improvement with the general supports and funding provided to all schools.

D. There is no strategic staffing effort to encourage experienced turnaround leaders from within or outside the district to lead turnaround/transformation schools in the district.

1. Just over one-third of the principals leading turnaround/transformation schools supported by OST in 2019–2020 are in their first one to three years as a principal in Boston or any other district. Half have been in their current positions in the district for three years or less.

2. Administrators told the team that the idea had been discussed—but no plans have been put in place—to provide financial, staffing, coaching or other incentives to encourage strong leaders to take on more challenging schools.

    a. Feedback to the district from principals showed that the absence of additional pay or recognition for working harder makes moving to a higher needs school unattractive, especially when leading a higher-performing school in Boston is already challenging. Leaders also expressed the worry that they would not have the staffing needed to do the hard work of school transformation.

3. The district does not give credit for years of administrative experience acquired outside of the district when determining what salary step to start principals on, making it less attractive for experienced principals to come to Boston from other districts.

4. For new principal hires, there is competition among schools for attracting and securing strong principal candidates. The district is working to institute a tiered pairing system where schools are tiered for complexity and principals are tiered for readiness so that high needs schools have the most access to the most prepared leaders. The district has not forced an assignment of a principal to a school.

5. Efforts to further develop current district leaders to become strong turnaround/transformation leaders have not resulted in a bench of leaders the district could tap to lead the highest need schools.

    a. The University of Virginia (UVA) cohort was created by the Boston Public Schools in partnership with the University of Virginia-Partnership for Leaders in Education to try transformational strategies with a small group of schools that could potentially be expanded districtwide. Schools in the 5–15 percentile range were considered for participation. Of the 6 participating schools, 2 are among the lowest performing 10 percent of schools in the state. Principals participating in the cohort reported receiving a great deal of coaching on being an effective instructional leader from central office staff and UVA and meeting monthly as a cohort of leaders to share and explore strategies.

        i. A district administrator said that they were learning much about how to coach leaders in these schools.

        ii. Participating leaders may not represent typical school leaders in that they had to meet UVA's turnaround competencies before becoming a part of the cohort.

    b. The Lynch Leadership Academy provides highly regarded leadership development support for some principals, but some district leaders told the team that it did not specifically focus on skills needed in a turnaround context.

    c. The district created and ran a one-year program to develop and prepare promising district administrators and teacher leaders interested in leading turnaround/transformation schools. The Advanced Leadership Academy (ALA) was developed and run by OST.

        i. The program operated in 2018–2019 and had eight graduates, two of whom were already in turnaround/transformation schools and one who was ready to move to one next year. A fourth graduate has moved into an assistant principal position at a turnaround/transformation school.

        ii. Some administrators said that the ALA was created in isolation from other departments in the district (including the Office of Human Capital) and there was an absence of communication about the program, which led to an absence of confidence.

        iii. OST is not running the program in 2019–2020.

E. The school assignment system and the district's decisions about program placement create barriers to school improvement, especially for open-enrollment high schools.

1. The school assignment system—especially at the high-school level—results in some schools having concentrations of students with high levels of need, exacerbating the challenge of

helping students succeed and schools improve. This is especially a challenge for open-enrollment high schools.[20]

a. In a 2018 report commissioned by the district and the Barr Foundation, EY-Parthenon reported that in most open-enrollment high schools, more than 60 percent of the entering 9th grade had at least one indicator of need.[21] This percentage represents almost double the concentration of need in selective schools and five times the level in exam schools.[22]

b. A district administrator told the review team that open-enrollment high schools had larger percentages of students who were not on track to graduate in four years, thereby increasing the challenge for these schools to meet state graduation rate expectations.

    i. One principal noted, "It's a set-up to send us 19-year-olds who are off-track kids coded as 12th graders to a school with a hard-and-fast graduation target."

c. Staff at an open-enrollment high school stated that schools were organized in a way that created "haves" and "have-nots." They observed that when many students had many needs there seemed to be diminishing returns on what the school could do.

    i. This is consistent with Parthenon's analysis, which showed that "the more acute the level of need in a school, the steeper the effect on a student's odds of graduating. Yet at-risk students within the district are disproportionately enrolled in the schools that have the highest concentrations of need."[23]

d. A principal said that the majority of students in his/her open-enrollment school did not select the school. The principal observed that this group of students who were not accepted into exam or pilot schools encompassed a wide range of skills and experiences. Yet, with such a different population, they are judged by the same standards as the exam and pilot schools.

e. Under-enrolled open-enrollment high schools have space for the district to place programs for special populations and unassigned or transfer students. Additional programs and mid-year changes in student population require school leaders and teachers to manage more services and support a wider range of student needs. This additional work can distract from progress on improvement. At the high-school level, 90

[20] See the Student Support section of this report.

[21] Need indicators were defined as substantially separate special education students, English language learners, students who have demonstrated early warning signs in grade 8, and students who were over-age upon entering high school. https://www.bostonpublicschools.org/offtrackyouthreport

[22] EY-Parthenon Education practice Ernst & Young LLP. "Excellence and Equity for All: Unlocking Opportunities for Off-Track Youth in Boston Public Schools." May 2018. pp. 15–16. (https://www.bostonpublicschools.org/offtrackyouthreport)

[23] EY-Parthenon Education practice Ernst & Young LLP. "Excellence and Equity for All: Unlocking Opportunities for Off-Track Youth in Boston Public Schools." May 2018, page 18. (https://www.bostonpublicschools.org/offtrackyouthreport)

percent of the seats for English learners and students with disabilities placed in substantially separate environments are in the district's open-enrollment high schools and about half of these are in 5 schools.

f. The intake rate—defined as the number of students who enroll in a school after the beginning of the school year—is higher for lower performing schools. An analysis shared with the review team by a district administrator of 2015–2016 intake rates indicated that Level 4 schools had an average intake rate of 28 percent, compared with an overall district average of 17 percent.

Impact: The district is missing experienced staff and a system-wide strategy for prioritizing district supports for turnaround/transformation schools. While turnaround/transformation schools are more likely than other schools to get support from academic and other central office liaisons, how such services are accessed and how staff across departments work together to most effectively support a school can be haphazard. Without a strategic effort to recruit experienced turnaround principals from within and outside the district and an investment in developing the instructional leadership of all principals in the lowest performing schools, the district does not have a sufficient bench of experienced leaders capable of improving its most complex schools. Without addressing or ameliorating the impact of the current school assignment system and district program placement decisions on open-enrollment high schools, the district does not have a clear path to systemic improvement. Without a more proactive effort to strengthen the interventions, improvement planning, and progress monitoring of all district schools in the bottom quartile of the state, Boston is likely to continue to have one third or more of its students attending schools that are identified by the state as in need of support.

5. The district has not ensured that the role of school superintendent[24] is adequately defined and supported to effectively support schools.

A. The district created the position of school superintendents as a central structure for supporting schools and principals. Where this position sits within the district and the scale of school superintendents' portfolios of schools has changed multiple times.

1. The district created the school superintendent position to provide coaching and support to groups of schools, replacing the former K–12 triad structure. The realignment aimed to improve the district's response to academic challenges and to promote teamwork between and among school leaders.

   a. The role of the school superintendent was described as follows: "develops and leads a highly effective network organization that fully leverages district resources to: build the capacity of the school leader as an instructional leader; increase his/her ability to effectively manage school-based operations; develop and nurture culturally proficient, professional school cultures; and to develop strong partnerships with families and

[24] The role of school superintendent has previously been known as academic superintendent and network superintendent. For the purposes of discussion here, the term school superintendent is used throughout.

communities, as informed and differentiated by the needs of individual school communities, for the ultimate goal of student achievement."

b. Initially, five networks were created—one for high schools, one for pilot schools, and three for elementary schools. Later, elementary, middle, and K–8 schools were divided into six networks and the high schools were grouped into two networks. Generally, schools have been grouped by geographic region.

2. Where school superintendents are located within the central office structure and whom they report to has changed with nearly every new district superintendent.

   a. Initially, school superintendents were located within the Academic Department and reported to a deputy district superintendent for academics.

   b. In 2015, school superintendents were moved to a unit by themselves and reported directly to the district superintendent. By the first half of 2016, the school superintendents were moved under a new Chief of Schools.

   c. In the summer of 2018, the district created an Office of Elementary and Middle Schools and an Office of Secondary Schools, both under a deputy superintendent of school support. An associate superintendent of elementary and middle schools was identified to help support the elementary school superintendents.

   d. With the reorganizations of the central office in August and October 2019, the school superintendents are once again in a unit by themselves, directly reporting to the district superintendent.

B. School superintendents' ability to leverage district resources to support schools is uneven and has been affected by changes in staffing configurations, how schools are grouped, and the challenges of coordinating with district leaders and offices.

1. Accessing academic support for schools has often been challenging and has been more effective under some arrangements than others.

   a. Several administrators said that it has not always been a smooth process for school superintendents to access supports from math and ELA liaisons, data inquiry facilitators, and special education and English learner liaisons.

      i. An administrator stated that there has been less coordination between school superintendents and the Academic Department since the school superintendents were moved out of this department in 2015.

      ii. Staffing within the Academic Department significantly decreased in recent years, so there have been fewer content liaisons for school superintendents to call upon to provide school support.

b. When schools were grouped into networks based on level of need rather than geographic region in 2018–2019, ELA and math liaisons, a data inquiry coach, and special education and English learner liaisons were assigned to work with school superintendents who supported a relatively small number of high need schools.

    i. A few administrators told the review team that this was the best structure for school superintendents to provide supports. It was easier to access help for struggling schools, and school superintendents were able to work as a team with liaisons from other departments to identify what a school needed and to provide supports in a logical sequence.

    ii. Administrators said that school superintendents with significantly larger networks of non-low performing schools had to use their personal relationships to access district math and ELA support or directly provide coaching on matching standards to curriculum.

2. Support for school operations—school maintenance, transportation, discipline, and food service—had typically been handled by staff other than school superintendents, but as of the 2019–2020 school year, school superintendents were the point persons for both academic and operational support.

    a. With the elimination of the operational superintendent role at the start of the 2019–2020 school year, the school superintendents' role is now larger (although there are some operational staff available to call on for school support).

        i. While the scope of the role has increased, there are also fewer school superintendents in 2019–2020 than the prior year. Initially, nine school superintendents had been identified but two were moved to other roles in early fall 2019.

        ii. Administrators charged with supporting school superintendents in their newly defined roles are still developing an understanding of what their roles will be.

        iii. Some staff expressed concerns about the need to balance priorities—and requests for support—so that a focus on academics was not lost because of addressing operational needs.

3. School superintendents do not have access to financial resources to secure additional resources or support for the schools in their portfolio.

    a. Deputy superintendents who once oversaw K–12 triads of schools and early school superintendents each had access to a budget to secure additional materials and supports for the schools in their portfolio. Such funds have not been available since at least the summer of 2015.

C. There are inconsistencies in school superintendents' approaches to supporting principals.

1. A need to better define and calibrate how school superintendents support principals and schools has repeatedly been identified.

2. DESE's 2009 review of Boston's district plan for school intervention recommended, "The chief academic officer should implement protocols to ensure consistency in how academic [school] superintendents and assistant academic [school] superintendents fulfill their responsibilities and interact with schools."

3. The University of Virginia's review of the district at the beginning of its partnership with the Boston Public Schools in 2017–2018 identified an ineffectively leveraged principal supervisor role and absence of role clarity as contributing to an absence of trust between central office and the schools. (See the Human Resources and Professional Development Contextual Background below.)

4. Administrators at both the school and district levels stated that there was not a consistent approach to coaching and supporting principals among the school superintendents. Some are more hands-on and work with leaders on classroom observations and data reviews, while others take care of operational issues to relieve the burden on principals.

    a. Principals said that how well they were supported by the district depended on the school superintendent and who else principals formed relationships with.

D. There have been limited efforts to manage school superintendents as a team and to calibrate their work supporting schools and principals.

1. One administrator noted that school superintendents have not had anyone that they all reported to who could say, "Here is what we are going to do." Another said that when the school superintendents tried to calibrate their approaches it seemed as though they were "rudderless," noting "People have their own ideas."

2. In school year 2018–2019, the elementary school superintendents tried to meet as a team regularly under the leadership of an assistant superintendent. There was an effort to identify common priorities for their work and to do some calibrating on coaching and evaluation of principals.

    a. Administrators stated that school superintendents identified priority areas within the principal evaluation tool to focus on for 2019–2020. This list was shared with principals at the beginning of the year and provides a consistent framework for school superintendents' evaluation work.

3. Interviews and a document review indicated that by late October 2019 the team of school superintendents had not met to discuss how to calibrate their work for school year 2019–2020, even though their role has been expanded and four of the seven school

superintendents were new to the role. Nor had the district superintendent met with the school superintendents to supervise their work.

a. School superintendents have met in weekly executive team meetings with the district superintendent, but these meetings have included the whole executive team.

b. Interviewees reported that veteran school superintendents have shared agendas for principal meetings with new school superintendents, and there have been some conversations about what to look for in school plans. They have not worked out as a group how to provide operational support to schools in the absence of operational superintendents.

Impact: The role of school superintendent is insufficiently supported and structured to provide the support that most schools and principals need. Without consistency in the responsibilities, approach, school portfolio, and management of the school superintendent position, school superintendents are challenged to provide an effective approach to supporting principals and schools which takes school need into consideration. Without a clear structure for accessing support from different departments within the central office, school superintendents likely are unable to secure additional supports for schools in a way that responds to school needs and reflects strategic decisions on resource allocation.

6. The district has not provided stable support, development, and engagement for school principals.

A. Principals experience frequent changes in who they report to because of changes in how schools are grouped into regions/networks and turnover in school superintendent staffing.

1. Many principals reported having different school superintendents as supervisors every year or two that they have been a principal within the district. Principals said that they have had 4 supervisors in 7 years, 4–5 supervisors in 7 years, 2 supervisors in 3 years, 5 supervisors in 5 years, and 8–9 supervisors in 10 years.

    a. In 2019–2020, some principals were assigned to two different school superintendents within three months because of the district superintendent's reassignment of staff that reduced the total number of school superintendents from nine to seven.

2. Staff changes require repeated development of new relationships with supervisors.

    a. Principals told the review team that the collaborative nature of their relationship with supervisors was affected by the frequency of having to start over with new school superintendents. With every change, there is the need to learn each other's working style and develop a common understanding of a school's and a leader's needs. More collaborative work is facilitated by longer relationships.

B. Many principals reported wanting more support from the district and stated that the school leader role as currently configured in the district was extremely challenging.

1. Several reports and surveys in recent years showed that principals expressed the view that they needed more support from the central office.

    a. A spring 2019 study by the Academics and Student support Services for Equity (ASSET) team found that school leaders wanted more support for improving teaching and learning and more tools to support building the Essentials for Instructional Equity into their school's teaching and learning culture.

    b. These perceptions are not new. A 2014 district survey of principals showed low ratings on the quality of support received from the central office in several areas. Of principals who responded, 70 percent rated curriculum and instruction support at the "very poor" and "poor" levels, and 72 percent rated professional development (PD) at these same low levels. In addition, 40 percent of respondents rated district support overall as "very poor" or "poor."

    c. In a report to the school committee at the end of the 2015–2016 school year, the district superintendent stated that principals and teachers did not have the support they needed to implement rigorous academic instruction.

2. Principals said that the district was "all about connections and who you know to get your needs met." The heavy reliance on relationships puts additional pressure on principals and introduces inequities in accessing support.

    a. One principal noted that, "If you have good relationships at the district, you can feel supported. I have developed such relationships so I can call someone and get help for operational support…. If you are mindful of creating and nurturing relationships, you might feel supported."

    b. Some principals characterized the principalship as hustling for resources. One noted that "most successful principals are those who can hustle the most— depends on who they know—and you have to develop relationships and spend political capital to do it. A first-year principal trying to figure out this job and navigate everything is in a very different, disadvantaged experience."

        i. Another principal stated that her assistant principal who was new to the district did not know whom in the central office to call for assistance, noting, "If you are an unknown entity, no one pays attention to you."

    c. The spring 2019 Academics and Student Support Services for Equity (ASSET) review found that "school leaders value their relationships with department experts but there is a perception of inequitable access to individuals with expertise."

3. While some principals stated that they have had supportive supervisors and have gotten useful support from a variety of district offices, they also expressed a high level of stress in their jobs, which wore principals down and affected retention.

a. In several focus groups, principals shared frustrations about an absence of clarity and support on competing priorities when they were the ones on the front lines with teachers and students. One noted, “If the priorities are academics, then get some coaches,” adding “I am stressed out every moment of every day. You care about your work deeply and you are not supported.”

b. Inclusion is a major stress point as leaders are unclear what they are expected to do to support it. One principal said “There is no firm definition and the roll out is not logical. Inclusion is done to us.” Another principal noted that the absence of support contributes to principal turnover: “Principals get called on the carpet for not providing the required mix of services, but we don’t have the staff to do it. All our staff are supposed to be triple certified.”

c. Principals noted that the teacher evaluation process was tremendously time consuming. Writing evaluations is an overwhelming task, leading some to get sick and taking time that principals thought would be more effective if spent coaching their teachers. It is especially difficult for schools with only one administrator.

d. The challenges of the job and the constant change in the district contribute to fatigue and principal turnover.

    i. One principal noted that it was hard to be a leader in Boston: “We don’t get love, support, and it is discouraging to deal with the challenge of our work not being acknowledged… We absorb decisions that are made.”

    ii. Another stated, “The number of principals leaving may be going down, but we are losing really good principals—quality is leaving. It is different in Boston—you have so many challenges and you have to give so much to this job to be sustainable.” Principals said that families were under increased stress in relation to immigration, rising housing costs and trauma, and “it falls on the principal to help and we feel like a failure.”

e. Some administrators told the review team that there were issues around culture and race within the district at the leadership level that needed to be addressed and were not being discussed.

    i. The district lost several (8–9) principals of color at the end of 2019 even though overall retention for principals has been relatively steady in recent years. Referring to the district’s absence of retention and support for principals of color, one leader noted, “Our most successful leaders of color are allowed to just walk away.”

    ii. One interviewee, noting that difficult and challenging exchanges could grow out of the district’s equity work, said, “Sometimes principals can get stuck in the middle of (those) tough conversations.”

iii. Some principals noted that the district's focus on equity needed to include how adults work together and that an emphasis on culturally responsive leadership was missing within the district. A leader of color noted, "We are all different, and have our own experience with [district] leadership. They don't understand our backgrounds or our moral imperatives that cause us to still be standing."

iv. Several principals noted that there was sometimes racial tension when principals were a different race than the teachers they evaluated.

v. Some principals noted a sense of uneasiness about the Office of Equity after some principals were put on leave and the circumstances were never explained, noting, "When they call, it is never good."

C. The district offers some opportunities for leadership development training, but ongoing professional development for leaders has been uneven.

1. School superintendents are charged with coaching the principals they supervise but, as noted above, there have been many changes in which a school superintendent is working with each principal. Even when there are more stable relationships, there is not a consistent approach or framework for how school superintendents coach principals.

2. A recently revised approach to supporting new principals has been well received. Some principals said that the PD and support for new principals was useful and very helpful.

3. The district provides principals some opportunities to apply for leadership development programs. The total number of principals reached at any one time is a small subset of the total.

    a. The Lynch Leadership Academy (LLA) at Boston College partners with the district to offer a highly regarded 14-month leadership program for aspiring principals and sitting principals. Additional years of coaching and support are optional (at additional expense). The program started in 2010 and enrolls 20–25 fellows a year serving principals in traditional, charter, and independent schools. Several principals who participated in LLA praised the value of this experience in interviews with the review team.

    b. Staff from LLA also provide individual executive coaching to some leaders through arrangements made by the district.

    c. The district has partnered with the University of Virginia (UVA) to support a cohort of six principals and the Office of School Transformation (OST) has had a small academy to help develop turnaround leaders.

4. The district has recently made changes in how ongoing principal PD is delivered, moving away from only whole-group sessions directed by district staff to include professional learning communities co-led by principals and district staff with support from LLA.

a. Several principals noted that previous whole-group PD sessions were focused on compliance issues and they felt "talked at." They said that they saw the Professional Learning Community (PLC) structure as collaborative and noted that it enabled principals to select areas they were most interested in working on.

    i. However, a few principals noted that having principals all focused on different things created an absence of coherence. There is no structured way for principals to learn about what other PLCs are working on and gain access to the resources shared in other PLCs.

D. There are limited opportunities for principals to have input into district decision-making.

1. When the review team asked principals about opportunities to have input and a voice in district decision-making, principals expressed confusion about what opportunities currently existed and said that their voice was not being heard.

    a. In focus group discussions, principals stated that there used to be a principal cabinet that included approximately 10 principals, but it was not clear whether their input affected decisions. Principals are unclear whether this cabinet will be reconstituted.

    b. Some principals expressed the view that there was a "clandestine nature" when things changed and that principals were notified right before decisions were made public.

        i. The announcement of a moratorium on required assessments outside of MCAS took school leaders by surprise. One noted that there was "no process" leading to this decision and that it was "unilateral."

    c. Absence of principal input and discussion related to inclusion was highlighted as an area of significant frustration.

    d. Principals and district leaders said that there had not been any principal surveys or roundtables to gather principal input since district superintendent Dr. Cassellius came to Boston. While the district superintendent is visiting every school, these visits have not been occasions for conversations focused on principal input.

        i. It has been reported that staff believed a survey of principal satisfaction was administered in 2018–2019, but that results have not been shared with principals or made public.

    e. A district leader concurred with the conclusion in a recent report by the Boston City Council President that there was a significant disconnect between the district's central office and principals.

Impact: District principals find their jobs as being unduly stressful and challenging to sustain. Without sufficient supports, clarity on district priorities, and work with principals as partners in implementing

district initiatives, the district is missing important perspectives that could inform improvement efforts, and more principals are likely to leave the district.

7. The Quality School Action Plan (QSP) process does not consistently drive school improvement work.

A. All district schools are expected to draft two ninety-day QSP Action Plans for the school year unless the school is developing a turnaround/transformation plan. Plan formats vary among schools.

1. The district has slightly different formats of the QSP planning template in an effort to better align the planning work to different school statuses and types.

    a. Some schools are expected to identify priorities and action plans for each of the four Massachusetts Turnaround Practices, while others use a QSP format that calls for defining priorities and action plans in relation to an instructional focus, culturally and linguistically sustaining practices (CLSP) continuum, and an optional third area. A third format calls for schools to identify priorities and action plans in relation to instructional focus, culture, and a Professional Learning Community (PLC) initiative focus.

        i. The inclusion of priorities around CLSP aligns school QSPs with district improvement efforts, but not all schools use this QSP format.

2. The district provides a School Guide for QSP Action Plan and an exemplar QSP to support school teams in developing plans.

B. A random review of 2018–2019 QSPs by the review team indicated that many plans were of low quality.

1. There is little evidence of deep root cause analysis to identify high-leverage areas to address within the priority focus areas pre-defined by the district.

    a. Not all templates call for inclusion of information on the root causes of the school's problem statement.

2. Problem statements, levers, and identified actions are not aligned in some plans.

3. Goal indicators to assess progress on annual goals (typically identified as the school's accountability target defined by DESE) and progress indicators to assess work toward achieving desired outcomes for each priority area are often left blank on the QSP.

C. School leaders' views on the QSP vary, with some finding the action plans helpful and many others viewing the QSP as a compliance document.

1. Some leaders stated that creating the QSP helped their school teams define shared goals and priorities. The new format has helped to streamline the process and data analysis drives the work.

    a. One principal told the review team that the QSP, which was intended to be developed by the instructional leadership team (ILT), defined the school's priorities for the year: "It gives us a focus for our work and a collective language. It helps us support each other."

2. Other principals stated that completing QSPs was mainly a compliance activity. They are unclear about the added value of the QSPs, as their improvement work is embedded in the ILT's ongoing work and the ILT's agendas include goals and action steps.

D. The level of feedback and focus on QSPs by school superintendents varies.

1. Principals stated that school superintendents were supposed to review QSPs but that principals did not always get feedback or have periodic conversations with their supervisors about the QSPs.

    a. Follow-up on QSPs is uneven. One principal noted that he did not complete a QSP for 2018–2019 or 2019–2020 and no one has asked him about it. A colleague in the same region did not receive feedback on her school's QSP last year but was asked for her QSP in 2019–2020.

    b. Another leader said that in her region, school leaders discussed common needs and goals from QSPs in their regional meetings.

2. School superintendents acknowledged that principals needed further support to develop strong improvement plans.

    a. School superintendents stated that a big challenge with the current 90-day plans was narrowing the "grain size" of the goals and making them specific enough to define what work needed to happen in the coming weeks.

    b. School superintendents also identified the need to develop principals' ability to disaggregate action steps into specific timelines rather than more general tasks that were "ongoing" all year.

3. The vast majority of 2018–2019 QSPs reviewed by the team addressed the first half of the school year with some notations concerning year-long activities.

E. The district does not provide focused support for school improvement planning for several low-performing schools.

1. School superintendents said that "the most in need schools" received the highest level of support in developing plans but the specifics of how this worked was unclear to the review team.

2. Six schools identified among the lowest performing 10 percent of schools in the state as of fall 2019 will not receive support in their school improvement efforts from the Office of School Transformation (OST) in 2019–2020.[25]

    a. Based on 2019 Massachusetts accountability data, 42 of the district's schools are identified as requiring assistance or intervention. Of these, 8 schools are in need of broad/comprehensive support and 34 schools are in need of focused/targeted support. An additional 14 schools in the 11th to 15th percentile were not identified by DESE as requiring assistance or intervention. Of these 14 schools, 2 receive additional support through participation in the UVA cohort; the remaining 12 schools need to rely on support from school superintendents to aggressively plan improvements.

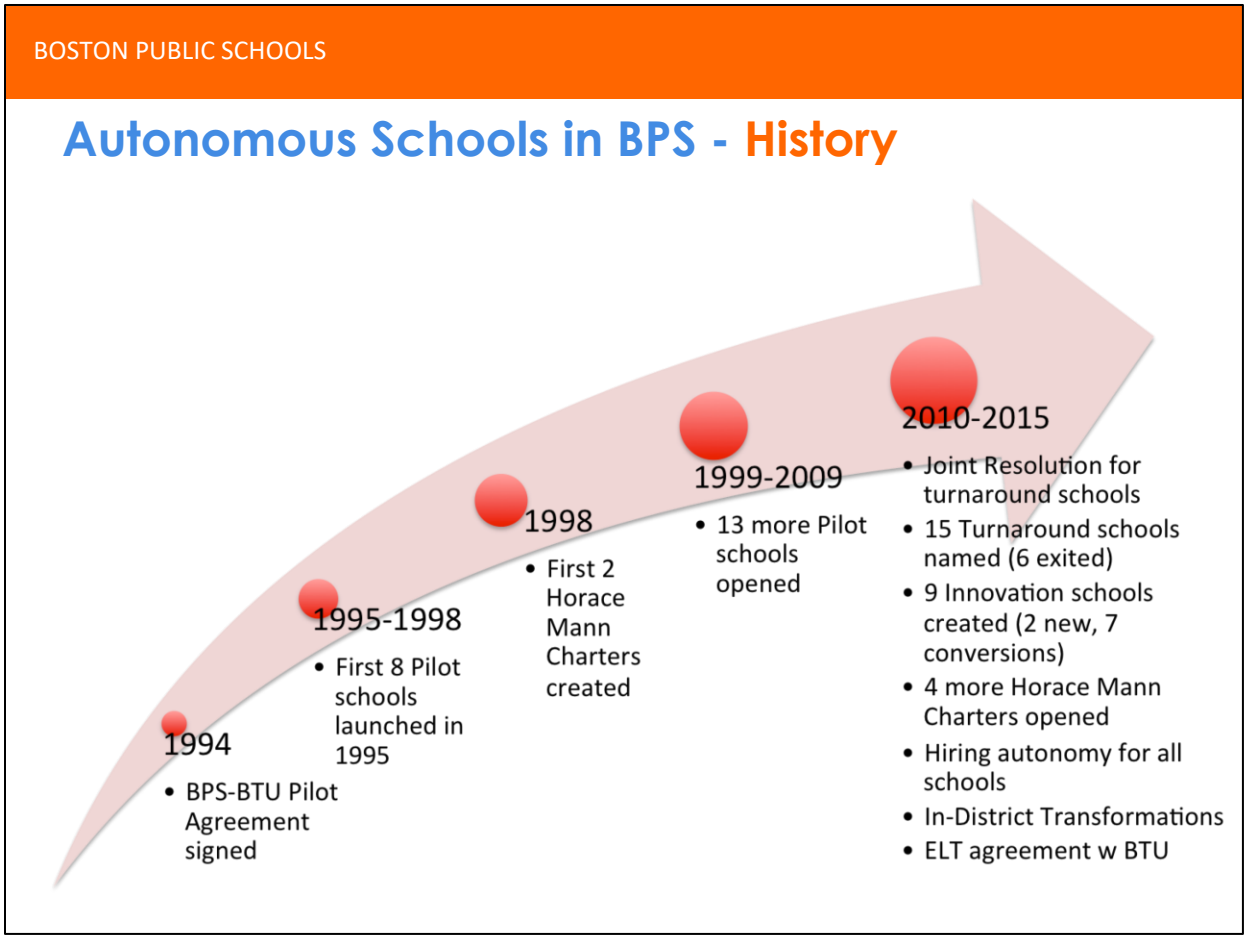
Impact: Limited support and follow-up weakens the potential for QSPs to be living documents that are informed by careful analysis and that drive school improvement planning in line with the district's improvement priorities and plans. Without greater support, guidance, and feedback for principals and their leadership teams on developing actionable school improvement plans, QSP plans will continue to be, for many schools, a plan on paper alone, rather than a driver of school improvement.

8. Despite a strong historical commitment to school autonomy, the district has not achieved agreement and clarity about strengths and challenges of different levels of autonomy, provided adequate support for the effective use of autonomies, or designed and pursued a practice of accountability for results within a system in which nearly all schools experience some substantial degree of autonomy.

A. The district has a longstanding commitment to school autonomy and support for autonomous school models. The district has supported the development of several kinds of autonomous schools.

1. In 1994, Boston and the Boston Teachers Union (BTU) established a process for creating the district's first autonomous schools, laying the foundation for establishing six pilot schools in 1995.

[25] See Challenge finding below.



Source: Presentation to the Boston School Committee, November 4, 2015.

a. The district's 2009–2014 strategic plan, known as the Acceleration Agenda, asserted, "In cases where increased autonomy at the school level would provide the best results for our students, we will expand the network of pilot…and Horace Mann charter schools."

b. According to district data, by 2014, nearly one in three district students was attending one of four kinds of autonomous schools: Horace Mann charter, pilot, innovation, or turnaround.

c. Autonomous schools have exercised significant autonomies in six categories: staffing, budget, curriculum and instruction, schedule and calendar, professional development (PD), and governance.

2. The district has encouraged traditional schools to exercise some autonomy as well.

a. For example, the collective bargaining agreement with the BTU has permitted traditional schools to set their master schedule and adjust the length of their instructional blocks with 55 percent staff approval.

b. Traditional schools are permitted to set their PD schedules, determine a common planning time format, use non-district PD providers, and add extra PD time if they pay teachers on the basis of their pro-rated salary.

B. District and school leaders have proposed steps to improve the district's approach to school autonomy, accountability, and support, but the challenges posed by these issues have intensified.

1. The last time the district focused its attention on the challenges around its commitment to school autonomy was over three years before the onsite visit in fall 2019.

    a. The district convened a Working Group on School Autonomy in 2014. The working group recommended that the district "extend maximum flexibility to all schools" with highest priority on staffing and hiring decisions.

    b. The working group also recommended that the district move quickly to empower schools to exert greater control over curricula and the "predictive assessments" that schools employed.

        i. The demand for greater autonomy over curriculum selection was widely seen as a response to the 2010 districtwide adoption of two programs, *Reading Street* for elementary and *McDougal Littell* for middle school. Many school staff found one or both programs not well matched to their understanding of what their students needed.

    c. The working group called for greater support for school leaders and accountability for both central office and schools.

        i. Its survey of and interviews with school leaders and their teams indicated deep distrust of the capacity of central office to support the district's schools with as few as two percent of principals rating the quality of some district services as "excellent."

        ii. The working group recommended the district "design and institute a process to annually evaluate each district department and service or quality, with evaluative feedback generated from school leaders."

2. The group also called for the district to develop a system of support and accountability for all schools.

    a. The group called for a multi-year cycle of school quality reviews and annual school assessments based on "a concrete set of measures of success, criteria for action and potential supports and consequences to be applied consistently across all schools."

b. Pointing out that nearly half of district schools were being led by "a principal or headmaster with less than four years of experience as a school leader in the district," the working group called for "cultivation and support to effectively use increased flexibilities to leverage accelerated student learning."

3. The district's implementation of "mutual consent hiring" for the 2014–2015 school year expanded to traditional schools the lion's share of the autonomy over hiring that its pilot and charter schools had always had.

    a. Today, district and traditional school leaders point to "mutual consent hiring" and the opportunity it has created to post teaching positions and hire early as an essential school autonomy, and now wish they had it for other positions as well.

4. The 2016 Strategic Implementation Plan proposed steps to ensure greater accountability.

    a. Noting that only 17 percent of principals surveyed in 2016 agreed that they fully understood the organizational structure of the central office and knew whom they could contact for support," the plan proposed assessing autonomy and accountability using measures suggested in the school committee's 2015 report, *Developing a Strategic Vision for the Boston Public Schools*.

    b. The district superintendent proposed assessing and reporting school satisfaction with central office services.

    c. The second measure he proposed was the percent of school leadership teams that believed that they had sufficient autonomy and were empowered to make critical school-based decisions.

C. In recent years, the challenge of appropriately balancing autonomy, support, and accountability has intensified.

1. Some school autonomies have expanded, while others have contracted.

    a. As of the 2019–2020 school year, the funding and process for mutual consent hiring, which has given schools much more autonomy over which teachers they could hire, has been extended to include assistant principals and paraprofessionals serving certain populations.

    b. It is widely assumed by district and school leaders that traditional schools are not required to adopt the district curriculum or use district assessments.

        i. In the district's self-assessment for this review and in interviews, all district leaders and most school leaders reported that schools had autonomy over curriculum.

        ii. District leaders reported that even before the district superintendent's September 2019 letter announcing a moratorium on most district assessments, schools could

choose whether to use the district's assessments unless they had been designated for turnaround/transformation.

2. Some limits have been placed on the exercise of school autonomy, primarily through the collective bargaining process.

    a. Schools with disproportionately low numbers of staff of color are required to adopt processes and oversight from the Office of Human Capital and the Office of Equity.

    b. Some recent provisions of the collective bargaining agreement (CBA) between the Boston Teachers Union and the Boston School Committee limit schools' exercise of staffing and budget autonomy.

        i. The CBA establishes staffing guidelines, ratios, and processes that constrain staffing, budgeting, and programmatic autonomy in schools, including requiring a nurse and social worker for every school, requiring a paraprofessional in every K–2 classroom, limits on the number of students with disabilities assigned to inclusion classes, and a labor-management group established to bring greater equity in stipends and job responsibilities for teacher leadership positions across the district.

        ii. A district administrator said that the funds to pay for the nurse and social worker would come out of the district budget and the district had asked every department and school to identify potential reductions of 5 percent to help pay for them.

3. District and school leaders expressed frustration about the current practice of autonomy and accountability in the district.

    a. Many district leaders expressed deep frustration with the limits that they perceived school autonomy imposed on their capacity to provide direction and support for school leaders and teachers.

    b. Because they cannot decide for a school such matters as who to hire, what curriculum to use, or what partner(s) to engage, school superintendents and other academic leaders now must rely on what one school superintendent described as their "persuade role."

    c. Of deepest concern to district leaders is the practice of autonomy related to both curriculum and assessment. As one district administrator said, "Here you can choose the curriculum and the assessments…That makes it hard to be accountable…[Assessment] data is the objective measure that helps you …know how well we are teaching and how well students are learning… It helps you be honest about what is really happening."

    d. Several district administrators stated that the central office did not have the capacity to support the many different curricula in use in the district.

4. Many district leaders and some school leaders expressed their frustration with a perceived absence of school accountability for using their autonomies effectively to improve student learning.

    a. For some, the extent and scope of school autonomy is a threat to equity. A district leader stated, “For schools that are thriving, it’s one thing, but for schools that aren’t meeting their promises to our students and families, we need to negotiate back some of this [autonomy].”

    b. A principal said, “Autonomy works for strong instructional leaders.”

    c. Some school leaders expressed frustration with the absence of district focus on accountability. One principal asserted, “We have curriculum and assessment autonomy by neglect: the district doesn’t pay attention.”

5. District and school leaders continued to describe the same kind of school leader distrust of central office reported by the 2014 working group on school autonomy and by the district superintendent in 2016.

    a. One district leader said, “There’s a rift between the central office and the schools. It’s something talked about a lot. Some schools have been let down too much and just shut their doors.”

    b. One principal reported, “Every new [district] superintendent…a whole bunch of documents…a lot of spinning wheels…a lot of well-intentioned people who are not impacting the schools. Not a lot of coherence in the message we get.”

6. District and school leaders perceived that little or no attention was paid, or support provided, to any school unless it had been designated a “turnaround/transformation” school under the state’s accountability system.

    a. District administrators reported that there was no structured process for reviewing the performance of schools other than the transformation schools.

    b. A school superintendent said, “We don’t have a district dashboard we use to monitor school performance and improvement. Different groups have their own dashboards that they [use to] monitor their own focus.”

    c. Another reported, “We don’t really produce a district report card for interim assessments when those are done. [It)] would help with our work with principals. We don’t have that yet.”

    d. A school superintendent reported that it was challenging to get help for higher performing schools even when higher performance “didn’t mean the teaching was better at these schools.”

e. Only the Office of School Transformation appears to have looked at school performance in relation to school demographics.

   i. Staff in this office can identify potential “positive outliers”: schools with very high concentrations of economically disadvantaged students who are performing higher than schools with far fewer economically disadvantaged students. These may serve as models.

   ii. Staff in this office can also identify “negative outliers”: schools with lower concentrations of economically disadvantaged students who are performing lower than schools with higher concentrations. These may merit intervention and limits on their autonomy.

D. Despite their greater autonomy, Boston's pilot, innovation and in-district Horace Mann charter schools are not outperforming traditional schools as assessed by the metric the district has developed for assessing school quality, the School Quality Framework (SQF).

1. The SQF is the district’s system to measure school quality. Schools are assigned a score from 0–100 based on measurements in five areas: Student Performance; Teaching and Learning; Family, Community, and Culture; Leadership and Collaboration; and Student Access and Opportunities. From this, a school quality tier from 1–4 is determined to assist students and families in choosing schools under the district’s school choice system.

2. The district posted SQF ratings for 100 schools in early December 2019. The list included 72 traditional schools and 28 of the 31 pilot, innovation, and Horace Mann autonomous schools.

3. While a few autonomous schools are rated among the highest scoring 100 schools on the district's SQF for 2019, overall, autonomous schools are less likely to be rated Tier 1 (65 points and above) and Tier 2 (55–64 points) than are traditional schools, and they are more likely than traditional schools to be rated at Tier 4 (0–44 points).

4. The district posted SQF ratings for 100 schools in early December 2019. Of these 100 schools, 73 traditional schools and 27 of the 31 pilot, innovation, and Horace Mann autonomous schools have tiers.

   a. New Mission High School, a pilot school, and Eliot K–8, an innovation school, are two of the top five scoring schools on the SQF for 2019.

   b. Forty-eight percent of autonomous and fifty-seven percent of traditional schools are rated Tier 1 or 2.

   c. Thirty-three percent of autonomous schools and twenty-one percent of traditional schools are rated Tier 4.

5. On average, Boston's autonomous schools serve somewhat lower concentrations of students in need of additional resources and supports to overcome opportunity gaps, based on the district's Opportunity Index (OI).

    a. There are differences among the types of autonomous schools.

        i. The range is wide among innovation schools (.162 at Eliot K–8 and .656 at John F. Kennedy Elementary) and it is wide among pilots (.233 at Lyndon K–8 and .744 at Greater Egleston).

E. District and school leaders have pointed to three district initiatives in which a cohort of schools agreed to limit certain autonomies in exchange for greater support from peers and district or external partners. These initiatives may help inform district efforts to balance autonomy with accountability going forward.

1. The partnership with the University of Virginia (UVA) involves six schools that made common commitments about curriculum, the use of data, and the use of a common core of instructional strategies that the district was recommending. They gave up some autonomy and accepted more accountability in exchange for more support, primarily more PD for their staff and coaching for principals.

    a. Early reports from principals are very positive. District leaders reported that data showed some early gains in both process and outcome.

2. Excellence for All is the district's grades 3–6 alternative to and expected eventual replacement for Advanced Work Classes. To secure district support for its implementation, schools have to sign a memorandum of understanding committing them to implement a specified curriculum, adopt certain instructional and assessment practices, and ensure access to certain PD and coaching.

    a. Sixteen schools have signed on to date.

3. Focus on Early Literacy is the district's comprehensive structure of aligned curriculum, coaching, and PD for pre-kindergarten through grade 2 classrooms. In this project, launched more than a decade before the onsite visit in fall 2019, schools adopting Focus on Early Literacy commit to a common curriculum, assessment practices, and coaching and PD for principals, teachers, and support staff. Focus is in place in 512 district classrooms. Of the schools involved, 64 percent have achieved or are in process of achieving certification through the National Association for the Education of Young Children (NAEYC).

Impact: When the district expands autonomies of its schools in curriculum and assessment, without a clear system to maintain accountability for results, it runs the risk of enabling or maintaining wide variation in school performance and weakening its capacity to support improvement efforts. When autonomies within schools expand without a coherent districtwide strategy, many schools may find themselves with the challenge of designing and leading curricular, instruction, and assessment efforts

without the benefit of alignment with, or even access to, centrally located resources, tools, and people. When district- and contractually-mandated budgetary expenditures—on positions like a nurse or social worker, or other costs—are applied to schools, the effects on their budgets can result in unintended limits to school autonomies. When central office departments and offices operate independently and without accountability for providing high-quality service, and experience themselves as competing with one another for the attention of principals, they are unlikely to be able to provide the kind of aligned and coordinated support schools need to make effective use of their autonomies to improve student learning and close opportunity and achievement gaps. Data indicating that traditional schools are keeping pace with—and arguably outperforming—formally autonomous schools, often while serving a population with higher needs, raises questions about the effectiveness of the district's approach to autonomous schools.

Recommendations

1. **Each year the district should create a single, cross-department annual action plan that focuses on a small set of top priority items and that aligns with the district's strategic plan.**

    A. The annual action plan should prioritize and address the goals and initiatives in the district's strategic plan for improvement.

    B. Over time, the annual action plan should address the work involved in ensuring all educators' deep understanding of the rigorous, standards aligned, culturally and linguistically sustaining practice envisioned in the Essentials for Instructional Equity.

        1. The district should engage teachers, principals, school superintendents, and district content specialists to define and describe in some detail what that practice looks like in different grade spans and content areas.

        2. The district should develop a strategy that integrates professional development, coaching, supervision, and evaluation that builds the capacity of school leaders and instructional leadership teams to support effective use of that practice in classrooms throughout the district.

    C. In developing the annual action plan, the district should consider using the same cross-department approach that it used to build and move the Opportunity and Achievement Gap (OAG) Implementation Policy and Plan.

        1. District leaders should engage departments in a collaborative SMART[26] goal setting process.

        2. SMART goals should encompass both process goals for implementation and outcome goals for results.

[26] SMART goals are specific and strategic; measurable; action-oriented; rigorous, realistic, and results-focused; and timed and tracked.

D. The district should develop routines and a system for monitoring progress, identifying needed course corrections, and assessing progress on implementation and early evidence of change.

1. The district should establish a schedule and process for quarterly assessment of progress.

2. The district should engage school-level leaders in aspects of that process.

E. The district should develop a system for internal and external reporting and accountability for both implementation of the annual action plan and progress being made on the district's key performance, growth, and gap-closing metrics.

F. The district should ensure that action planning at the school level is aligned with district action planning and serves to guide, focus, and accelerate every school's improvement work.

1. School superintendents and other district staff should provide guidance and support to school leaders on root cause analysis and the identification of goals, priority levers, and progress indicators in the Quality School Plan (QSP) Action Plans to ensure higher quality plans across all schools.

2. The district should require quarterly monitoring and mid-year updates of initial plans so that all schools have clear improvement plans they are working on for the entire school year.

3. School superintendents should use the goals and progress indicators identified in the QSP to shape observations in schools and to inform conversations with school leaders on progress and needs.

Benefits: Shorter-term action planning with disciplined progress monitoring and public reporting—led in a visible way by central office and school-based leaders working in close collaboration—will help build district and school leaders' capacity to focus their time and resources so that they can accelerate progress on the district's ambitious goals to close opportunity and achievement gaps for all students.

Recommended resources:

- DESE's *Planning for Success* tools (http://www.doe.mass.edu/research/success/) support the improvement planning process by spotlighting practices, characteristics, and behaviors that support effective planning (including annual planning) and implementation and meet existing state requirements for improvement planning.

- *District Accelerated Improvement Planning - Guiding Principles for Effective Benchmarks* (http://www.mass.gov/edu/docs/ese/accountability/turnaround/level-4-guiding-principles-effective-benchmarks.pdf) provides information about different types of benchmarks to guide and measure district improvement efforts.

2. The district should deploy more robust interventions and supports to increase the performance of turnaround/transformation schools, and proactively support its lowest performing schools.

A. The district should develop a pipeline for recruiting experienced turnaround/transformation leaders from within and outside the district to lead the district's highest need schools and expand support for principals currently leading low performing schools.

1. The district should identify strategic financial, staffing, and other incentives to encourage experienced leaders from within the district to move to transformation schools and to have highly qualified, experienced teachers to work with in these schools to help drive improvement efforts.

2. The district should evaluate how it treats prior experience in determining pay for principals coming into the district from other districts and states and give added consideration to prior turnaround experience.

3. The district should expand opportunities for executive coaching and cohort-based supports for leaders of all schools identified as being in the lowest quartile of the state. Coaching support should address effective instructional leadership, use of the Instructional Leadership Team (ILT), and school autonomies.

B. The district should address the systemic obstacles that contribute to some schools' long-term turnaround/transformation designation.

1. The district should make changes in the school assignment system to reduce the high concentration of high needs students and the number of new student enrollments after the start of the school year in turnaround/transformation schools (especially in open-enrollment high schools).

2. The district should exclude turnaround/transformation schools—particularly those that have been identified by DESE for multiple years—from receiving any new program strands while they are working to implement transformation improvement plans.

C. The district should expand its capacity to facilitate school improvement planning and quarterly progress monitoring for all schools identified by DESE as in need of broad/comprehensive or targeted/focused support and other schools identified in the bottom quartile in the state.

1. The district should build on the process and procedures currently used by the Office of School Transformation to facilitate improvement planning and quarterly progress monitoring to expand similar supports to all schools identified by DESE as in need of broad/comprehensive or targeted/focused support.

2. School superintendents should develop and use similar tools and approaches to proactively support the development of Quality School Plans and quarterly monitor progress on action steps and goals of schools in the 11^{th}–15^{th} percentiles.

D. The district should review the data on the correlation between school performance and higher Opportunity Index scores to identify those schools that out-perform and under-perform relative

to their student demographics. This analysis should be used to inform promising practices to replicate in other schools and to customize school supports for turnaround/transformation schools.

1. The district should determine how ELA, math, special education, EL, data inquiry, and other supports will be deployed to support improvement efforts at all transformation/turnaround schools in ways that are customized to school needs.

2. The district should consider how support is scaled down over time and school staff capacity is built to continue improvement efforts and progress monitoring once the school is no longer in turnaround/transformation status.

Benefits: Implementing these recommendations will strengthen turnaround/transformation schools' improvement efforts and is likely to lead to a reduction in the number of district schools identified as in need of broad/comprehensive or focused/targeted support and a reduction in the percentage of district students attending schools among the lowest performing 10 percent of schools in the state. Given the strong correlation between school performance and the percentage of economically disadvantaged students, successfully improving the lowest performing schools will increase equity within the district.

Recommended resources:

- DESE's *Research on Effective Practices for School Turnaround* (http://www.doe.mass.edu/turnaround/howitworks/turnaround-practices-508.pdf) includes a summary of key research-based practices identified as characteristic of schools that have experienced rapid improvements in student outcomes; strategies that characterize successful turnaround schools; a field guide with strategic turnaround actions; and other information related to school turnaround.

- *Lessons Learned in Massachusetts High School Turnaround* (http://www.doe.mass.edu/turnaround/howitworks/implementation-report.docx): How should a school prioritize its turnaround efforts particularly at the high school level? This evaluation attempted to answer that question by identifying specific strategies or activities that distinguish high schools that have been able to improve student outcomes from high schools still struggling to do so.

- DESE's *Sustainability Planning Toolkit* (https://matoolsforschools.com/resources/sustainabilitytoolkit) contains tools, frameworks, and resources that will help district and school leaders effectively plan for sustainability of turnaround efforts after School Redesign Grants (SRG) and other short-term funding sources run out.

3. The district should clearly define the roles and responsibilities of school superintendents and provide sufficient support and accountability so that they can ensure principals and schools get the differentiated guidance and support they require.

A. The district should develop expectations, approaches, and routines to define a clear districtwide strategy for how school superintendents support principals and schools, and should maintain the same approach for a sufficient time so its effectiveness can be assessed.

3. The district plan should allow for variation in school need and identify differentiated levels of support and autonomy based on school performance and the experience of school leaders.

4. The development of a common set of expectations, approaches, and routines should be informed by the experiences of current and recent school superintendents, so it is built from actual experiences in this role and addresses how to prioritize the work across multiple schools.

B. The district should identify structures for ongoing school superintendent collaboration and calibration of district efforts to support and guide school leaders. School superintendents should adopt a system of reliable progress monitoring of efforts to support principals and access district supports for schools.

1. School superintendents and the district superintendent should define the priorities and focus of school superintendents' work each year in line with district priorities and determine how these priorities will be addressed in each region.

2. School superintendents should have regular opportunities to discuss and calibrate their work with principals across the team of school superintendents and receive feedback on their principal coaching/support and ability to access supports needed by the schools in their portfolio.

C. Building from earlier experiences with different staff configurations, the district should consider whether new staffing arrangements or additional lines of responsibility for district content, EL, special education, social-emotional, and data liaisons are needed to strengthen school superintendents' ability to secure needed supports for schools.

1. The district should review how school superintendents and staff from the Office of School Transformation currently seek to connect district support to schools and evaluate how this process can be strengthened and rely less on personal relationships.

2. The district should develop a system for prioritizing scarce supports and assess where more supports may be needed.

D. Once the school superintendent role and expectations are more clearly defined, the district should evaluate whether school superintendents can successfully carry out their role with the number of schools for which they are currently responsible.

Benefits: Implementing this recommendation will strengthen the role of school superintendents in supporting schools, increase coherence in the district's support of schools, and increase the

accountability of school superintendents' critical work. The ultimate benefit will be stronger school support to improve school performance across the district.

Recommended resource:

- *Strengthening School Leadership in Massachusetts*, from the Barr Foundation (https://barrfdn.issuelab.org/resource/strengthening-school-leadership-in-massachusetts.html), presents findings and recommendations focused on increasing the effectiveness of principals. In particular:
    - Pages 17–21 address the role of principal supervisors.
    - Pages 22–25 address the scope of the principal role.

4. **The district should establish mechanisms for principals to provide regular input on district plans and initiatives and for central office leaders to solicit and take stock of school leader feedback on how the district supports day-to-day operations and instruction in schools.**

    A. As the district superintendent and district staff work on creating a new strategic plan, the district should tap the experience and perspective of principals to gain greater understanding of how all district initiatives and supports are currently translated at the school level.

    1. As part of the district superintendent's community engagement tour to gain input, the district should obtain principals' input on the greatest areas of need that they believe should be addressed in the strategic plan as well as promising opportunities and practices to build on.

    B. The district should have a structure, such as the previously used Principal Roundtables and Principal Cabinet or a different structure, to provide regular opportunities for groups of principals to engage in discussion with the district superintendent and central office chiefs.

    C. The district should follow up on past promises to regularly undertake survey efforts to gather information from all principals on the effectiveness of supports provided by the central office and areas that require improvement.

Benefits: Implementing this recommendation will help ensure that new district strategic priorities and initiatives address school and student needs as identified by school leaders. Developing mechanisms for principals to provide regular feedback on how well the central office is supporting schools will strengthen district supports.

Recommended resource:

- VISTA (http://www.doe.mass.edu/research/vista/2019/) is an annual survey of district superintendents and principals sponsored by the Massachusetts Department of Elementary and Secondary Education. Participants are asked to share their views on the implementation of five

statewide initiatives. The results of this survey could be used as a starting point, and revisited annually, to inform the district's work to more meaningfully engage principals in decision-making.

5. **The district should engage school and district leaders to resolve together the challenges presented by the district's current practice of school autonomies and accountability. It should build on prior work in this area and should consider a shift to an earned autonomy model.**

   A. The district should assess the benefits and challenges of the current state of school autonomy and accountability.

      1. The district should review and assess the recommendations made in 2014 by the Working Group on School Accountability and their relevance to the current situation.

      2. The district should detail the actual autonomies currently being exercised in each type of school.

         a. The district should focus its review on autonomies in these areas: curriculum, instruction, assessment, staffing, scheduling, and budgeting.

         b. The district should also collect data on the impact of district-mandated budgetary expenditures or programming—whether as required positions or programming—on school budgets, to gain an accurate grasp of the limits on autonomies that such central requirements impose.

      3. School-based and district leaders should candidly assess the impediments to what each sees as effective use of these autonomies at the school level.

   B. District and school leaders should decide on the autonomies, district-mandated "non-negotiables," supports, and accountability processes required to ensure that students will have equitable access to rigorous, standards-aligned, culturally and linguistically proficient practice in every school and classroom.

      1. The district should decide at what schools and under what conditions each kind of autonomy will fit on the "tight-loose" continuum. For example, under what circumstances should schools be expected to use the district-recommended curriculum? Should using district interim assessments be a "non-negotiable" requirement of all schools?

         a. The district should ensure widespread understanding of its decisions about autonomies and district-required "non-negotiables."

         b. The district should consider shifting to an earned autonomy model, in which autonomies granted to schools are based on whether each school achieves specific goals and outcomes.

      2. The district should identify the guidance and support that school-level leaders need to ensure that they can make maximum effective use of their school's autonomies, and hold

district leaders accountable for providing effective, responsive guidance and support. Leaders should study exemplars of effective creation or use of autonomies and seek out the insights of leaders and staff in schools that have used autonomies to improve student achievement.

3. The district should build the systems and routines needed to ensure accountability for the effective use of autonomies. It should take action when the exercise of autonomy is not resulting in improving school quality, and make sure those accountability processes and measures are consistently applied.

4. The district should follow through on developing, administering, using, and evaluating central office service and support.

Benefits: Once all district educators have a shared understanding of what rigorous, standards-aligned and culturally and linguistically sustaining practice looks and sounds like in schools with a broad range of autonomies, the district will have a foundation for encouraging and effectively supporting all schools, across a spectrum of practice. Addressing the district's current confusion about the nature and value of autonomies will bring needed clarity. Increasing meaningful support for schools as they plan the best use of their resources and capacities will help ensure better, more discerning use of autonomies. Developing and consistently implementing a thoughtful accountability process will ensure greater equity among schools. Holding the central office accountable for its core role as a provider of services and supports for schools and school leaders will help the district achieve its goal of a high- quality school for every student.

Recommended resource:

- As a starting point, the district should review its 2014 report, *The Path Forward: School Autonomy and its Implications for the Future of Boston's Public Schools*, prepared by Education Resource Strategies and the Center for Collaborative Education for The Boston Foundation and Boston Public Schools (https://www.tbf.org/-/media/tbforg/files/reports/bps_report_2014_6-2-14.pdf). Few of the report's recommendations have been enacted; they merit renewed consideration.

Curriculum and Instruction

Contextual Background

Curriculum Selection and Use

From shortly after the 1993 Massachusetts Education Reform Act until approximately 2006, the district appears to have had a relatively coherent approach to curriculum and instruction. While focused primarily on literacy and mathematics, implementation was supported by content coaches in those subjects. Between 2013 and 2019, the district experienced a variety of changes and shifts in approach under the leadership of two superintendents and two interim district superintendents in six years. This has contributed to an increasingly incoherent approach to curriculum and instruction.

An increase in the autonomies granted to individual schools—including substantial flexibility related to curriculum and instruction—have also reduced coherence. The initial schools[27] in the BPS Pilot School Network, established in 1994, were given several autonomies, including the ability to select curriculum. In the recent past, most of the district's schools have taken up similar autonomies for curriculum and instruction decisions. The review team did not find evidence of a system of monitoring for curriculum and instruction in the district.

The district has developed, and makes available, recommended district curricular materials for each of the core subject areas, including curriculum alignment and scope and sequence documents.

District subject area teams periodically update recommended curricula, but there is not a codified process. While not explicitly defined, common elements of curriculum review processes across subject area offices include involvement of a broad range of stakeholders, such as teachers and external experts, and piloting of curriculum options with teacher review and feedback. Alignment of recommended district curricula with state learning standards depends on the timing of recent state learning standards adoptions, available aligned curricula to purchase or adopt, and district implementation considerations. The district has alignment documents that show the relationship between state learning standards and recommended district curricula. Scope and sequence documents are available across subject areas. Many of the curricula on the recommended list only partially meet, or do not meet, expectations in EdReports and/or DESE's CURATE, indicating that the quality of district-recommended materials is mixed.

The district has created two documents that are central to current efforts with curriculum and instruction. The Opportunity and Achievement Gap Office (OAG) created the Culturally and Linguistically Sustaining Practices (CLSP) Continuum. The OAG's website states that CLSP "draw upon, infuse and evoke students' existing schema, experiences, funds of knowledge, and perspectives to optimally facilitate learning." Then the Office of Academics and Professional Learning (OAPL) convened a collaborative cross-unit team, Academics and Student Support Services for Equity (ASSET), to create the

[27] See the Leadership and Governance section of this report.

Essentials for Instructional Equity (Essentials). The Essentials are defined as "four educator competencies that, when effectively implemented, establish a strong foundation for next generation learning that is tailored to the interests, learning styles, and needs of students who have been marginalized." Recent district-level curriculum efforts have been attentive to these guiding documents, with the goal to embody rigorous, standards-aligned, culturally and linguistically sustaining classroom practices in all district-recommended curriculum.

The district's Office of Academics and Professional Learning (OAPL) has recently developed a *Curriculum and Instruction Strategy and Expectations* guidance document for the 2019–2020 school year, which identifies available recommended district curricula, and expected time for each subject in each grade span. It notes:

"All students are expected to have access to grade-appropriate, standards-aligned curriculum and essentials-informed pedagogical experiences every day, in every content area. This is our BPS instructional core and applies to all Tier 1 instruction. Students and teachers move into Tier 2 and 3 instruction only after having gone through a comprehensive intervention system. Toward this, schools will a) make Tier 1 curricular material selections from the list of supported and recommended BPS materials OR b) make Tier 1 selections from the DESE list of standards-aligned materials OR c) otherwise demonstrate that their materials meet the rigor and demand of the standards and essentials.

However, with wide variation among schools with regard to curriculum, little district oversight for schools' curriculum decisions, and scattered implementation support, the district cannot ensure that all students have "grade-appropriate, standards-aligned curriculum and essentials-informed pedagogical experiences every day, in every content area."

Current district leaders, including the district superintendent, school committee members, and other district leadership staff, noted the potential of raising rigor to promote future success of the district and its students. At the time of the onsite visit in the fall 2019, a districtwide strategy to strengthen rigor was not clearly articulated or documented.

Classroom Instruction

During the 2016–2017 school year, a district cross-unit team, Academics and Student Support Services for Equity (ASSET), created the Essentials for Instructional Equity *or* Essentials, which the district defines as "four educator competencies that, when effectively implemented, establish a strong foundation for next generation learning that is tailored to the interests, learning styles, and needs of students who have been marginalized." The district has been sharing the Essentials in a variety of formats with supporting resources, and aligning a range of curricular and professional development resources with the Essentials. (See the Strength finding below.)

Despite the district's work to embed the Essentials into curriculum and instruction, there is uneven implementation of the Essentials at the classroom level. The district does not have a strategic and coherent set of common Tier 1 instructional strategies that are informed by the Essentials competencies and take into account the differences in students' learning needs, skill levels, and levels of readiness.

Instructional practices are inconsistent across subjects and are not aligned with a common definition of high-quality instruction. Students' access to instruction that is aligned with the Essentials is limited. (See the Challenge finding about instructional strategies below.)

In October 2019, American Institutes for Research (AIR) coordinated a team of professional classroom observers to conduct observations of instruction in 989 classrooms in 100 Boston schools. This team collected data using the Classroom Assessment Scoring System (CLASS), a research-based observation method that measures interactions between students and teachers that are associated with improved outcomes. A report of the team's findings, *Boston Public Schools Classroom Observations: Districtwide Instructional Observation Report, Summary of Findings, October 2019,* is contained in Appendix E.

Tables 25 and 26 below summarize the schools and classrooms visited.

Table 25: Boston Public Schools
Schools Observed by Grade Configuration, 2019

Schools Observed	Total
Pre-K–5*	38
Pre-K–8**	30
6–8	5
6/7–12	7***
9–12	19
2–12	1
Total	**100**

* Includes schools with fewer than specified grades (e.g., grades K–2).
** Includes alternate configurations (e.g., grades 3–8).
*** Includes three exam schools.

Table 26: Boston Public Schools
Classrooms Observed in Each Grade Band, 2019

Grade Band	Subject				
	ELA	Math	Inclusion or Special Education	ESL	Total
Pre-K–3	213	117	83	21	392
Grades 4–5	81	62	47	8	170
Grades 6–8	47	59	53	6	179
Grades 9–12	66	70	104	37	248
Total	**407**	**308**	**287**	**72**	**989**

Notes: Data was organized into four grade bands. Totals are not necessarily the sum of rows or columns, as classrooms can fit multiple categories.

In observed classrooms, instruction was primarily rated in the middle range, indicating that interactions between students and teachers that are associated with improved outcomes were observed sometimes or to some degree but were inconsistent or limited. In general, there were higher ratings of observed instruction districtwide in dimensions related to classroom organization and lower ratings of observed instruction in dimensions related to instructional support. (See the Challenge finding about observed instruction below.)

Strength Finding

1. **The district's collaboratively developed Essentials for Instructional Equity are a broad set of approaches that have the potential to meaningfully inform and unify teaching and learning in the district.**

    A. In 2015, the district assembled a cross-unit team—Academics and Student Support Services for Equity, or the ASSET team—to begin to develop coherence for curriculum and instruction. The ASSET team had representation from seven district offices that focus on curriculum and instruction.

    1. Participating offices included Academics and Professional Learning, Special Education Services, English Language Learners, Social Emotional Learning and Wellness, Early Childhood, and Opportunity and Achievement Gaps.

    2. During the 2016–2017 school year, the ASSET team developed its key document, the BPS Essentials for Instructional Equity (Essentials).

        a. The document provides an explanation of the need for the Essentials: "BPS does not consistently provide authentic learning opportunities for our students who are most marginalized to develop into self-determined, independent learners, able to pursue their aspirations… not every BPS student has access to the types of learning experiences that will prepare them to thrive. In particular, students of color, English-language learners, students with disabilities, and students of low socioeconomic status have not consistently had access to these types of learning experiences. Our failures lead to disengaged students and significant achievement gaps."

    3. The Essentials are four educator competencies intended to promote "next generation learning for diverse learners":

        a. Create and maintain safe, healthy, and sustaining learning environments

        b. Design learning experiences for access and agency

        c. Facilitate cognitively demanding tasks and instruction

        d. Assess for learning

4. The ASSET Update, presented to the school committee in June 2018, expanded the Essentials for Instructional Equity focus to include evidence-based reasoning, academic language, and discourse as key instructional focus areas.

B. Each core academic content area office created a subject-specific list of Essential Practices, defined as "broad approaches that support building competence around the Essentials for Instructional Equity":[28]

1. History and Social Studies: rich content, historical thinking skills, and place-based learning.
2. Science: phenomena-based learning, student sense making, science and engineering practices, and thinking like a scientist.
3. Mathematics: cognitively demanding tasks, mathematical practices, and integrated learning.
4. ELA: complex texts, extracting and employing evidence from texts, and building knowledge.
5. PE and Health: active and positive learning environment, skills development, personal and social skills, and purposeful student development.
6. In addition to the subjects listed above, the early childhood department's Essential Practices for implementing the K–2 Focus curriculum[29] are:
    - discourse, facilitation, and feedback;
    - experiential learning across disciplines;
    - address variance of development, processes, and perspectives;
    - active agency and autonomy; and
    - documentation of teaching and learning.

C. The district provides a website with Essentials resources, including professional development opportunities and "bright spots" of Essentials-aligned activities and resources.

D. The district has created a crosswalk of the Essentials to DESE's teacher educator evaluation rubric.

E. The Essentials document is a key reference in the district's *SY 2019–2020 BPS Teaching and Learning Strategy and Expectations* guidance document, which identifies recommended district curricula that are "Essentials-informed."

[28] In approximately 2013, the content offices each created "Core Actions" documents, a set of literacy-based instructional strategies relevant to each content area. While most of those are still on content office websites, they are typically not being used at this point.

[29] See the Executive Summary at the beginning of this report.

Impact: The Essentials are a broad set of approaches that have the potential to meaningfully inform and unify teaching and learning in the district. This cross-unit collaboration focused on curriculum and instruction made explicit a fundamental challenge, created a foundation for coherence and consistency in district initiatives, and has been strengthened by a diversity of expertise, experience, and relationships.

Challenges and Areas for Growth

2. The district does not ensure that all students in the Boston Public Schools have access to high-quality, rigorous curricula and is unable to identify which curricula are being used in each of the district schools.

A. The district does not have a system to ensure that all schools are using rigorous, standards-aligned, and culturally and linguistically sustaining curricula for all students.

1. Rather than implementing districtwide curriculum, the district provides schools with a list of "BPS Supported, Standards-Aligned Curricular Materials."

    a. According to the district's *SY 2019–2020 BPS Curriculum and Instruction Strategy and Expectations* guidance document, schools are instructed to: select curricula from this list; select curricula from a list of standards-aligned materials provided by DESE; or "otherwise demonstrate that their materials meet the rigor and demand of the standards and essentials."

        i. Based on DESE's review, there is little evidence that the district-recommended curricula are high quality. With few exceptions, the curricula on the district's list have either not been reviewed by DESE or EdReports, or have been found by one or both to "partially meet expectations" or "not [to] meet expectations."[30]

        ii. The guidance document is unclear about which of DESE's materials schools should choose from.

        iii. The district has not articulated a process for schools to follow in order to demonstrate that their curricular materials of choice promote rigor and are aligned with the standards and the Essentials.

    b. District staff reported that curriculum implementation across the district was significantly complicated by schools' curricular autonomy, which included flexibility around reviewing, selecting, purchasing, and/or creating curricula independently. In practice, this often means that school leaders and teachers make decisions about the implementation of curricular tasks and materials.

        i. Some teachers use curricular materials they find online from various sources.

[30] See Appendix D for more information about these materials.

ii. Teachers are often left to make decisions about how to modify curriculum and activities. In some cases, this can lead to lowered and/or inconsistent expectations for students' mastery of content.

2. The district does not have an oversight mechanism for curriculum.

   a. District staff reported that there was not a process in place that would help them to know what curricula were being used in schools across the district, or to track this information over time.

B. There is limited curricular coherence, consistency, and transparency across subject areas.

1. There is not a common definition across district offices of what is considered "curriculum."[31]

   a. Some staff described materials that functioned as supplements or modifications as core curriculum.

   b. When asked about their vision for curriculum and instruction, district staff described a range of elements. While many interviewees mentioned district documents (e.g., the Essentials and Culturally and Linguistically Sustaining Practices), their responses were not consistent and not part of a larger district vision.

      i. A district leader noted that the district "[has] not for the last several years had consistency of leadership with a coherent vision of curriculum and instruction."

      ii. Another district leader said that the district has "never really had a strong curriculum focus" and that this was an area of need.

   c. In discussing the Essentials, different staff often emphasized particular Essentials over the full set.

2. The district does not evenly promote and support the range of core subject areas, which are all essential for a well-rounded education.

   a. Interviews, a document review, and review team observations indicated that math and literacy were significantly prioritized in terms of staff, funding, curriculum, schedules, data, and district support for schools, while other subjects—such as science and social studies—were allocated far fewer resources.

[31] DESE's *District Standards and Indicators* defines curricular materials as "resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called adopted or written curriculum."

b. The district does not offer a comprehensive reading or writing instruction curriculum through middle school, with the exception of lists of practices.

c. A broad range of literacies such as technological, financial, and media literacies are not evident in curriculum documents. Media literacy is especially wanting because of inadequate libraries in some schools and an absence of libraries or librarians in others.

3. While there has been recent substantive collaboration across district departments, cross-department work has typically not reached the level of particular curricula or informed a coherent approach to professional development.[32]

   a. One recent cross-department collaboration that focused on supporting schools to improve curriculum and instruction was the Academics Response Team (ART).[33] In addition, the development of the K–2 FOCUS curriculum has increasingly involved a variety of district departments over time.

   b. Other district-level collaborations have not focused on the design or implementation of particular curricula, leaving most districtwide curriculum development and implementation efforts "fractured" across a variety of district offices.

      i. The review team's analysis of district materials, as well as several interviews with district leaders, indicated limited curricular coherence and disparate curriculum approaches.

4. Curriculum for each subject is on a different site or platform, and there is little consistency in the documents or materials across subject areas.[34]

   a. Varied presentations and formats of these documents by subject area makes it difficult to navigate and relate these documents across subjects.
   b. Each subject area has a defined instructional framework ("Essential Practices") for engaging students that is relevant to its discipline and learning standards, but these are not well connected across subjects.[35]

C. There are a few elements of cultural relevance and culturally and linguistically sustaining practice in recommended district curricula, particularly in History and Social Science (HSS) and English language arts (ELA), but these are scattered and uncoordinated.

1. While leaders have worked to ensure that recommended district curricula are aligned with state learning standards and elements of student engagement, these materials are only

[32] See finding in the Human Resources and Professional Development section of this report.

[33] The ART was disbanded shortly before the onsite visit.

[34] School curricula are typically not posted, preventing both internal and external access.

[35] In approximately 2013, the content offices each created "Core Actions" documents, a set of literacy-based instructional strategies relevant to each content area. While most of those are still on content office websites, they are typically not being used at this point.

partially representative of the goals articulated in the BPS Essentials and Culturally and Linguistically Sustaining Practices (CLSP) documents.

2. A number of ELA texts observed in use in classroom observations and on ELA text lists indicated the inclusion of some texts focused on cultural contexts and by diverse authors. Teachers in a focus group noted that the K–2 Focus curriculum includes "culturally appropriate texts." These examples, however, make up a relatively small portion of the overall recommended district curriculum.

3. Across focus groups with students, parents/guardians, teachers, and administrators, district stakeholders expressed the belief that district curriculum positioned people of color in an historical context of oppression ("about genocides and slavery") or had "racist undertones," rather than conveying the rich diversity of contributions and successes of different cultures and individuals of color to society over time.

Impact: An absence of coherence in district curricula affects how curriculum and instruction are implemented across the district, leading to widely variable learning experiences, pedagogies, and expectations for student learning. Without providing clear guidance about curriculum materials, the district cannot guarantee students access to high-quality, rigorous, standards-aligned learning experiences.

3. In observed classrooms, instruction was primarily rated in the middle range, indicating that interactions between students and teachers that are associated with improved outcomes were observed sometimes or to some degree but were inconsistent or limited. In general, there were higher ratings of observed instruction districtwide in dimensions related to classroom organization and lower ratings of observed instruction in dimensions related to instructional support.

A. In October 2019, a team of professional classroom observers conducted observations of instruction in 989 classrooms in 100 Boston schools. This team collected data using the Classroom Assessment Scoring System (CLASS), a research-based observation method that measures interactions between students and teachers that are associated with improved outcomes. A report of the team's findings, *Boston Public Schools Classroom Observations: Districtwide Instructional Observation Report, Summary of Findings, October 2019,* is contained in Appendix E.

1. Schools were selected randomly from a pool of schools that included most district schools, excluding chronically underperforming schools, smaller schools, and Horace Mann charter schools. Observations focused on literacy, English language arts (ELA), mathematics, science/STEM courses, and history/social studies but also included multidisciplinary early childhood settings, career and technical education courses, and integrated humanities classes.

2. The CLASS protocol examines 10–11 classroom dimensions related to 3 or 4 domains, depending on grade level: emotional support, classroom organization, instructional support, and student engagement (see Tables 28 and 29 below for an overview of the CLASS domains and dimensions). Each observed classroom is scored on a 7-point scale for every dimension.

    a. Emotional Support: Reflects the emotional connection between teachers and students, the overall level of expressed negativity in the classroom, teachers' awareness of and responsivity to students' academic and emotional needs, and the degree to which interactions emphasize students' point of view and encourages responsibility and autonomy.

    b. Classroom Organization: Encompasses teachers' ability to provide clear behavioral expectations and effective redirection methods, how well teachers manage instructional time, and ways in which teachers maximize students' interest and engagement.

    c. Instructional Support: Examines the depth of lesson content and approaches teachers use to help students comprehend key ideas, the degree to which students are engaged in higher-level thinking, teachers' use of feedback to expand and extend learning, and the purposeful use of content-focused discussion.

    d. Student Engagement: Degree to which students are focused and participating in the learning activity, with an emphasis on active rather than passive engagement.

3. The Pre-K and K–3 protocols include 10 classroom dimensions related to three domains: Emotional Support, Classroom Organization, and Instructional Support (listed in Table 27).

Table 27: CLASS Pre-K and K–3 Domains and Dimensions

Emotional Support	Classroom Organization	Instructional Support
▪ Positive Climate ▪ Negative Climate ▪ Teacher Sensitivity ▪ Regard for Student Perspectives	▪ Behavior Management ▪ Productivity ▪ Instructional Learning Formats	▪ Concept Development ▪ Quality of Feedback ▪ Language Modeling

4. The Upper Elementary and Secondary protocols include 11 classroom dimensions related to 3 domains: Emotional Support, Classroom Organization, and Instructional Support (listed in Table 28), in addition to Student Engagement.

Table 28: CLASS Upper Elementary and Secondary Domains and Dimensions

Emotional Support	Classroom Organization	Instructional Support
▪ Positive Climate ▪ Teacher Sensitivity ▪ Regard for Student Perspectives	▪ Behavior Management ▪ Productivity ▪ Negative Climate	▪ Instructional Learning Formats ▪ Content Understanding ▪ Analysis and Inquiry ▪ Quality of Feedback ▪ Instructional Dialogue
Student Engagement		

B. The observation report provides the average ratings for every dimension by grade band (Pre-K–3, 4–5, 6–8, and 9–12) and subject (ELA, Mathematics, Science/STEM, History/Social Studies, and Other). Observation ratings are based on a 7-point scale.

1. A rating of 1 or 2 (low range) indicates that a particular dimension is absent or present to a limited degree.

2. A rating of 3, 4, or 5 (middle range) indicates that a particular dimension is evident but not exhibited consistently or in a way that includes all students.

3. A rating of 6 or 7 (high range) indicates that the dimension is reflected in all or most classroom activities and in a way that includes all or most students.

4. Across all grade levels, ratings for most dimensions were in the middle range, indicating that the dimension was evident but not exhibited consistently or in a way that included all students. Individual dimension ratings are described in detail below:

    a. Dimensions within the Emotional Support domain were mostly rated in the middle range;[36] ratings for the Negative Climate dimension were in the high range for all grade bands, indicating an absence of negative climate. Districtwide average ratings ranged from 4.54 (grades 6–8) to 5.57 (Pre-K–2).[37]

    b. Dimensions within the Classroom Organization domain received a mix of middle- and high-range ratings. Districtwide average ratings ranged from 5.72 (Pre-K–2) to 6.38 (grades 9–12).

    c. Dimensions within the Instructional Support domain were rated in the middle range. Districtwide average ratings ranged from 3.66 (grades 6–8) to 4.14 (grades 9–12).

[36] One exception is Pre-K–3 classrooms in the "other subject" category, which were rated in the high range for the Positive Climate dimension.

[37] The average rating is an average of the observation scores in each grade band.

d. Dimensions within the Student Engagement domain were rated in the middle range. The districtwide average rating was 5.11 (grades 4–12).[38]

5. In all grade bands, the domain with the highest average rating was Classroom Organization and the domain with the lowest average rating was Instructional Support.

   a. District staff and parents/guardians, as well as the review team, noted similar patterns of stronger implementation of a welcoming environment but overall low instructional quality across the district.

C. The average ratings for dimensions within the Instructional Support domain varied by dimension and across grade bands.

Table 29: Instructional Support Ratings

Instructional Support Domain	Average Rating by Grade Span			
	Pre-K–3	**Grades 4–5**	**Grades 6–8**	**Grades 9–12**
Instructional Learning Formats	*	4.84	4.75	4.96
Concept Development	3.39	*	*	*
Content Understanding	*	3.94	3.75	4.24
Analysis and Inquiry	*	3.20	2.84	3.40
Quality of Feedback	4.06	4.19	3.59	4.23
Instructional Dialogue	*	4.09	3.39	3.88
Language Modeling	3.90	*	*	*

Note: * indicates that a dimension is not represented within the instructional support domain for that particular grade span.

D. In all grade bands, Negative Climate (in the Emotional Support domain) received the highest rating of all dimensions (a high range score in this dimension indicates an absence of negative climate).

1. Negative Climate reflects the overall level of expressed negativity in the classroom. The frequency, quality, and intensity of teacher and student negativity are key to this dimension.

2. Average ratings for Negative Climate were in the high range for all grade bands. According to the CLASS protocol, ratings in the high range for the Negative Climate dimension indicate that there is no display of negativity in the classroom. No strong

[38] Student Engagement is not a separate domain within the CLASS tool in the Pre-K–3 grade span.

expressions of anger or aggression are exhibited, either by the teacher or by students; if there is such a display, it is contained and does not escalate. The teacher does not issue threats or yell to establish control. The teacher and students are respectful and do not express sarcasm.

a. In observed classrooms that were rated in the high range, teachers and students were not observed using harsh voices, yelling, or showing sarcasm or disrespect to each other.

b. In the few classrooms that were rated in the middle range, there were instances of teachers using a harsh voice, exhibiting irritability, or appearing frustrated, and of students displaying disrespect toward the teacher and/or one another.

E. In pre-kindergarten through grade 3, Concept Development (in the Instructional Support domain) received the lowest rating of all dimensions for that grade band. In grades 4–5, 6–8, and 9–12, the dimension with the lowest rating was Analysis and Inquiry (in the Instructional Support domain).

1. Concept Development refers to the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction.

2. Average ratings for Concept Development Pre-K–3 were in the low end of the middle range. Ratings in the middle range indicate that the teacher occasionally uses discussions and activities to encourage students to analyze and reason and sometimes makes connections between concepts and activities. The activities and discussions are not fully developed, however, and there is still instructional time that focuses on fact-based instruction. Students may be provided some opportunities for creating and generating ideas, but the opportunities are occasional and not well planned out. Although some concepts may be integrated with students' previous learning, such efforts are brief. The teacher makes some effort to relate concepts to students' lives but does not elaborate enough to make the relationship meaningful to students.

    a. Approximately 71 percent of classrooms were rated in the middle range for Concept Development. In observed classrooms that were rated in the middle range, teachers inconsistently linked concepts and activities to previous learning. There were some opportunities for students to be creative and/or generate their own ideas or products. However, at other times, teachers did not provide students with opportunities to be creative.

    b. Approximately 24 percent of classrooms were rated in the low range for Concept Development. In these classrooms, some teachers created few opportunities for analysis and reasoning, although these moments were typically brief or did not involve a majority of students. Most questions were focused on factual recall.

3. Analysis and Inquiry assesses the degree to which students are engaged in higher- level thinking skills through their application of knowledge and skills to novel and/or open-ended problems, tasks, and questions. Opportunities for engaging in metacognition (thinking about thinking) also are included.

4. Average ratings for Analysis and Inquiry were in the low range (grades 6–8) and in the low end of the middle range (grades 4–5 and 9–12). Ratings for each range are described below:

   Ratings in the Low Range. At the low range, students do not engage in higher-order thinking skills. Instruction is presented in a rote manner, and there are no opportunities for students to engage in novel or open-ended tasks. Students are not challenged to apply previous knowledge and skills to a new problem, nor are they encouraged to think about, evaluate, or reflect on their own learning. Students do not have opportunities to plan their own learning experiences.

   Ratings in the Middle Range. Students occasionally engage in higher-order thinking through analysis and inquiry, but these opportunities are brief or limited in depth. The teacher provides opportunities for students to apply knowledge and skills within familiar contexts and offers guidance to students, but does not provide opportunities for analysis and problem solving within novel contexts and/or without teacher support. Students have occasional opportunities to think about their own thinking through explanations, self-evaluations, reflection, and planning; these opportunities, however, are brief and limited in depth.

   Ratings in the High Range. At the high range, students consistently engage in extended opportunities to use higher-order thinking through analysis and inquiry. The teacher provides opportunities for students to independently solve or reason through novel and open-ended tasks that require students to select, utilize, and apply existing knowledge and skills. Students have multiple opportunities to think about their own thinking through explanations, self-evaluations, reflection, and planning.

   a. Sixty percent of classrooms serving students in grades 4–8 were rated in the middle range for Analysis and Inquiry. In observed classrooms that were rated in the middle range, teachers provided students with some opportunities to engage in higher-order thinking and metacognition. However, these instances were brief or limited in depth, and most students rarely had opportunities to plan, reflect on their work, and self-evaluate.

   b. Approximately 37 percent of classrooms serving students in grades 4–8 were rated in the low range for Analysis and Inquiry. In observed classrooms that were rated in the low range, students did not have opportunities to engage in novel or open-ended tasks. Tasks involved less rigorous thinking, such as identification and memorization.

c. Fifty-nine percent of classrooms serving students in grades 9–12 were rated in the middle range for Analysis and Inquiry. In this range, teachers provided occasional opportunities for students to engage in higher-order thinking, and students were sometimes presented with cognitively challenging tasks. However, the teacher rarely asked why or why not they agreed with their classmates' answers or to reflect on their thinking.

d. Ten percent of classrooms serving students in grades 9–12 were rated in the high range; in these classrooms, teachers engaged in almost entirely student-directed, open-ended tasks and asked students to reflect on and explain their thinking.

F. Across grade bands, 158 classrooms received scores in the low range for Regard for Student Perspectives (in the Emotional Support domain).

1. This dimension captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy.

2. Approximately 10 percent of Pre-K–3 classrooms, 10 percent of classrooms in grades 4–8, and 19 percent of classrooms in grades 9–12 were rated in the low range for this dimension.

    a. Within these classrooms, students were rarely provided with authentic leadership opportunities, and teachers rarely made meaningful connections to students' lives and experiences. When connections were made, they were brief. Teachers rarely made salient how or why the lesson material was of value to students.

G. Overall, the districtwide results described above are similar to the results from classroom observations in the district's lowest performing schools.

1. Average CLASS ratings from DESE Monitoring Site Visit (MSV) reviews (for schools identified in need of comprehensive support) and DESE Turnaround Site Visit (TSV) reviews (for schools identified in need of targeted/focused support) of schools during school year 2018–2019 are summarized below.[39]

    a. Emotional Support: the districtwide average ratings were 5.5 (Pre-K–3) and 4.7 (grades 4–12).

    b. Classroom Organization: the districtwide average ratings were 5.7 (Pre-K–3) and 6.4 (grades 4–12).

[39] These averages are calculated using school-level ratings (not individual classroom ratings). There may be differences in methodology between MSV, TSV and the 2019 district review processes.

c. Instructional Support: the districtwide average ratings were 3.5 (Pre-K–3) and 3.9 (grades 4–12).

d. Student Engagement: the districtwide average rating was 5.2 (grades 4–12).

4. Instructional practices are inconsistent across subjects and are not aligned with a common definition of high-quality instruction. Students have limited access to instruction that is aligned with the Essentials for Instructional Equity.

A. The district does not have a strategic and coherent set of common Tier 1 instructional strategies that are informed by the Essentials competencies and take into account the differences in students' learning needs, skill levels, and levels of readiness.

1. In multiple interviews with Instructional Learning Team (ILT) members, there was mention of using small-group versus whole-group instruction; otherwise, interviewees did not identify shared, explicit, districtwide instructional strategies clearly aligned with the Essentials competencies.

B. Likewise, the review team was told that efforts to define Tier 1, Tier 2, and Tier 3 as they related to academics have not "gotten traction" in the district.

1. The district recently mapped out in the *School Year 2019–2020 MTSS Draft Quick Guide* a comprehensive vision for a multi-tiered system of support (MTSS) that includes both academic and social-emotional supports.

C. A team review of sample district-recommended units, by content, showed limited attention to explicit instructional practices.

D. The team's review of district documents indicated inconsistency in instructional materials and limited common instructional practices across subjects.

E. During the 2016–2017 school year, a district cross-unit team, Academics and Student Support Services for Equity (ASSET), created the Essentials for Instructional Equity *or* Essentials, which the district defines as "four educator competencies that, when effectively implemented, establish a strong foundation for next generation learning that is tailored to the interests, learning styles, and needs of students who have been marginalized."

1. The district has been sharing the Essentials in a variety of formats with supporting resources, and aligning a range of curricular and professional development resources with the Essentials. (See the Strength finding above.)

2. Despite the district's work to embed the Essentials into curriculum and instruction, there is uneven implementation of the Essentials at the classroom level.

3. The district uses the CLASS tool as one measure to assess Essentials competencies. (See Challenge Finding # 3 above for more information about ratings of observed instruction using the CLASS tool.)

    a. In a June 2018 presentation to the school committee, district staff presented a crosswalk of CLASS dimensions and the Boston Public Schools Essentials for Instructional Equity to help determine competency in the Essentials. This presentation noted that "Competency in an Essential is measured when: Scores [are] in the high range in the aligned dimensions of CLASS." This means that CLASS ratings in the high range reflect "competency" in instruction.

    b. The district-identified CLASS domains and dimensions aligned with the Essentials are:

        i. Essential 1: Emotional Support: Positive Climate, Teacher Sensitivity, and Regard for Student Perspectives; Classroom Organization: Behavior Management

        ii. Essential 2: Emotional Support: Regard for Student Perspectives, Teacher Sensitivity; Classroom Organization: Productivity, Instructional Learning Formats; Instructional Support: Content Understanding, Analysis, and Inquiry

        iii. Essential 3: Classroom Organization: Instructional Learning Formats; Instructional Support: Content Understanding, Analysis and Inquiry, Quality of Feedback, Instructional Dialogue

        iv. Essential 4: Emotional Support: Positive Climate, Teacher Sensitivity, and Regard for Student Perspectives; Instructional Support: Quality of Feedback

    c. Data from the observations conducted as part of this review show that average CLASS scores are primarily in the middle range. Few observed classrooms achieved high ratings in the dimensions that the district has identified as illustrating Essentials competencies.

    d. According to the 2018 ASSET report to the school committee, adoption and implementation of the Essentials requires schools to ensure that 80 percent of teachers demonstrate competency in one Essential by end of year 2018–2019, and an additional one in each successive year until complete adoption and implementation of all four Essentials by the 2021–2022 school year.

        i. Findings on CLASS dimensions do not meet the goals described in the June 2018 ASSET timetable of expectations for adoption and implementation of all Essentials.

F. In addition to CLASS, the 2018 ASSET report also references the Culturally Responsive Instruction Observation Protocol (CRIOP) to assess implementation. There was no mention of this tool in interviews.

G. Students in focus groups reported a wide range of perspectives about the extent to which

instruction was appropriately challenging.

1. Several said that educators articulated deficit beliefs and lowered their expectations for instruction as well as content.

2. One student described instruction as "too easy" and "not challenging."

3. Other students stated, "I don't think my school does well at giving us rigorous academics." "Why spend a whole week on a topic that whole class understands? Then we lose motivation and interest." "We can ask for more challenging work but it [isn't] given to us."

Impact: Although the review team identified some strong practices, overall, observations indicated that elements related to effective instructional support were often absent from classrooms throughout the district. Without consistent delivery of effective, research-based instruction in all grades and subjects, the district cannot achieve its goal of eliminating opportunity and achievement gaps for students of color, English learners, students with disabilities, and economically disadvantaged students; optimizing all students' learning opportunities; and preparing all students for college, careers, and civic participation.

5. The district does not have a uniform set of high-school graduation requirements that prepares all learners for college, career, and civic engagement.

A. There are 33 different graduation requirements across the district's high schools.

1. In 2017-2018, only 31 percent of district students complete MassCore, compared with 81 percent of students in the state.

2. Over the course of the four years before the onsite visit in fall 2019, multiple district superintendents formed working groups to settle on a single set of graduation requirements. There has been no change to date.

3. In a report to the school committee in June 2019, the high-school work group that had been convened by the interim district superintendent recommended that all schools adopt BPSCore as a minimum graduation requirement.

    a. BPSCore is a program of study that incorporates the core academic requirements of MassCore (i.e., ELA, math, science, and social studies).

4. The high-school work group also recommended that the district broaden the availability of the MassCore program of study to make it accessible to students in all schools, and that the district conduct a systematic review of the Boston Public School course catalog, currently at 1,900 courses.

5. In the fall 2019, the new district superintendent initiated a high-school principal professional learning community (PLC), MassCorePlus 2020, to define and plan the core requirements and graduation requirements that will constitute a "Mass Core Plus" program of study.

Impact: Without districtwide high-school graduation requirements, the district is not consistently supporting all students to become college and career ready and prepared for civic engagement.

6. Students have inequitable access to rigorous high-school coursework and inconsistent outcomes on advanced placement exams.

A. The percentage of 11th and 12th graders completing advanced courses[40] is uneven across student groups in the district.

1. In 2019, of students in grades 11 and 12, 51.3 percent of African American/Black students completed advanced courses, while 85.9 percent of Asian students and 80.5 percent of White students completed advanced courses.

2. The percentage of grade 11 and 12 students completing advanced courses increased from 2018 to 2019. However, there was variation in growth among student groups. For example, African American/Black and Hispanic or Latino students increased advanced course-taking by 7.3 percentage points and 9.3 percentage points, respectively, while White students increased advanced course-taking by 12 percentage points.

3. Advanced coursework completion rates for selected student groups are as follows:

Table 30: Boston Public Schools
Advanced Course Completion (grades 11 and 12), 2018–2019

Group	Percentage of Boston Public School Students Completing Advanced Courses			Percentage of Massachusetts Students Completing Advanced Courses		
	2018	2019	Change	2018	2019	Change
All students	51.6%	60.5%	8.9	65.5%	65.1%	-0.4
African American/Black	44.0%	51.3%	7.3	49.9%	52.8%	2.9
Asian	78.1%	85.9%	7.8	82.7%	83.6%	0.9
Hispanic or Latino	45.9%	55.2%	9.3	50.5%	50.7%	0.2
Multi-Race, non-Hispanic/Latino	59.3%	69.0%	9.7	64.7%	66.4%	1.7
White	68.5%	80.5%	12	70.1%	69.0%	-1.1
High Needs	42.2%	52.1%	9.9	46.4%	46.6%	0.2
Economically dis.	43.8%	53.2%	9.4	48.8%	48.5%	-0.3
English learners	26.7%	29.3%	2.6	27.6%	27.1%	-0.5
Students with disabilities	23.5%	35.4%	11.9	33.1%	32.2%	-0.9

[40] The list of courses that are considered "advanced" for the purposes of accountability reporting are listed here: http://www.doe.mass.edu/accountability/advanced-courses.docx.

B. The percentage of students in grades 9 through 12 completing advanced placement (AP) courses[41] is uneven across student groups in the district.

1. In 2019, of students in grades 9 through 12, 15.1 percent of Hispanic/Latino students and 16 percent of African American/Black students completed AP courses, while 46 percent of Asian students and 45 percent of White students did so.

2. The percentage of grade 9 through 12 students completing advanced placement courses increased from 2015 to 2019. However, there was variation in growth among student groups. For example, African American/Black and Hispanic or Latino students increased advanced placement course-taking by 6.2 percentage points and 5.1 percentage points, respectively, while Asian and Multi-Race, non-Hispanic/Latino students increased advanced placement course-taking by 14.2 percentage points and 12.6 percentage points, respectively.

Table 31: Boston Public Schools
Advanced Placement: Percent of High School Students Taking AP Course, 2015–2019

Group	2015	2016	2017	2018	2019	5-Yr Change	State (2019)
All students	14.0%	15.8%	16.5%	15.5%	22.4%	8.4	20.9%
African American/Black	9.8%	12.0%	12.8%	12.9%	16.0%	6.2	14.6%
Asian	31.8%	32.2%	32.8%	30.4%	46.0%	14.2	37.1%
Hispanic or Latino	10.0%	12.0%	13.1%	10.7%	15.1%	5.1	11.7%
Multi-Race, non-Hispanic/Latino	11.7%	15.6%	18.4%	16.8%	24.3%	12.6	20.7%
White	24.1%	25.2%	24.4%	26.4%	45.0%	20.9	22.9%
High needs	--	--	--	--	--	--	--
Economically disadvantaged	13.1%	15.6%	14.2%	12.4%	18.0%	4.9	13.0%
English learners	3.2%	4.7%	4.9%	3.5%	5.6%	2.4	3.4%
Students with disabilities	1.8%	2.7%	2.6%	2.6%	5.1%	3.3	2.7%

3. Several students reported limited access to advanced placement (AP) courses.

   a. Students described the AP offerings at one school as consisting of only "Two science APs, two math APs, two reading and comprehension APs, and one history AP." One student said, "I wanted to try other different AP classes that I hear other schools have that I don't have access to."

   b. A self-identified English learner reported that at their school, AP Language or AP Literature was not offered because "they [educators] assume it's too hard for us [English learners] so nothing is provided to us."

C. The percentage of high school students in grades 9 through 12 taking AP exams is uneven across student groups in the district.

[41] Advanced placement courses are included in the list of courses that are considered "advanced" for the purposes of accountability reporting.

1. In 2019, of students in grades 9 through 12, 13.2 percent of Hispanic/Latino students and 14.2 percent of African American/Black students took at least one AP exam, while 44.6 percent of Asian students and 42.2 percent of White students took at least one AP exam.

2. The percentage of grade 9 through 12 students taking AP exams increased from 2015 to 2019. However, there was variation in growth among student groups. For example, African American/Black and Hispanic or Latino students increased AP exam-taking by 2.4 and 2.1 percentage points, respectively, while White students increased AP exam-taking by 7.5 percentage points.

3. AP exam rates for selected student groups are as follows:

Table 32: Boston Public Schools
Percentage of High-School Students taking One or More Advanced Placement Exams, 2015–2019

Group	2015	2016	2017	2018	2019	5-Year Change	State (2019)
All students	17.7%	19.4%	20.9%	19.7%	20.5%	2.8	19.4%
African American/Black	11.9%	13.4%	14.9%	14.8%	14.2%	2.4	12.8%
Asian	40.9%	41.2%	43.1%	41.2%	44.6%	3.7	35.6%
Hispanic or Latino	11.2%	13.9%	15.1%	12.3%	13.2%	2.1	10.2%
Multi-Race, non-Hispanic/Latino	18.2%	19.5%	24.6%	23.9%	21.7%	3.5	19.2%
White	34.7%	35.2%	38.1%	39.0%	42.2%	7.5	21.5%
High needs	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	8.7%
Economically disadvantaged	12.3%	15.5%	16.8%	14.1%	16.1%	3.7	11.2%
EL	2.7%	3.6%	4.9%	2.7%	4.0%	1.3	2.6%
Students with disabilities	2.0%	3.1%	3.0%	2.7%	3.7%	1.7	1.8%

D. The percentage of students receiving a score of at least 3 on AP exams[42] is uneven across student groups and is below state averages for several groups and for all students on average.

1. Of the students taking AP exams (see above), 38.7 percent of Hispanic or Latino students and 30.1 percent of African American/Black students achieved a score of at least 3.

2. The percentage of students receiving a score of at least 3 increased slightly between 2015 and 2019, but the amount of growth varied among student groups. For some groups, the percentage decreased from 2018 to 2019.

3. Percentages of student groups scoring at least a 3 on AP exams are as follows:

[42] According to the College Board, the final score for each AP exam is reported on a 5-point scale that offers a recommendation about how qualified the test-taker is to receive college credit and placement. A score of 3 is defined as Qualified, 4 as Very Well Qualified, and 5 as Extremely Well Qualified.

Table 33: Boston Public Schools
Percentage of High School Students Scoring 3–5 on Advanced Placement Exams, 2015–2019

Group	2015	2016	2017	2018	2019	5-Year Change	State (2019)
All students	51.1%	49.4%	48.5%	51.3%	56.1%	5.0	67.3%
African American/Black	25.5%	24.3%	24.9%	25.5%	30.1%	4.6	34.3%
Asian	66.0%	70.7%	66.6%	67.7%	71.9%	5.9	77.9%
Hispanic or Latino	37.4%	33.0%	32.3%	38.6%	38.7%	1.3	46.7%
Multi-Race, non-Hispanic/Latino	60.0%	63.0%	57.3%	64.7%	74.5%	14.5	72.9%
White	68.2%	66.7%	70.9%	69.4%	74.8%	6.6	70.1%
High needs	37.3%	34.4%	33.5%	37.9%	41.6%	4.3	47.6%
Economically disadvantaged	38.0%	34.7%	34.1%	37.3%	41.8%	3.8	46.3%
EL	24.8%	32.1%	34.3%	40.9%	31.1%	6.3	41.8%
Students with disabilities	34.1%	25.4%	36.6%	43.6%	42.1%	8.0	52.1%

Impact: Inequitable access to advanced coursework, including advanced placement courses, among student groups demonstrates that the district is not ensuring guaranteed and equitable access to rigor across schools in the district, and many district students are experiencing diminished outcomes because of low expectations.

Recommendations

1. **The district should ensure high-quality, rigorous, standards-aligned, culturally and linguistically responsive curriculum and instruction in *all* of its classrooms.**

   A. The district should codify and accelerate the review, selection, and development of recommended district curricula to ensure that curricula is evidence-based, is aligned with state standards, incorporates BPS Essentials and Culturally and Linguistically Sustaining Practices (CLSP), and strengthens consistency across subjects.

      1. The district should codify its processes for curriculum review, selection, development, and monitoring for all subject areas.

      2. These processes should also include implementation guidelines for curriculum and professional development guidelines related to curriculum materials.

      3. Curricular decisions should be informed by a review of evidence of quality and impact. This evidence should be made public to ensure accountability and a shared understanding of curricular choices.

      4. The district should give voice to students and families to inform curriculum adoption and development to ensure relevance and ownership.

   B. The district should define and build agreement on a vision and definition for curriculum that will enable the instructional vision provided in the Essentials and ensure clear, consistent, and ambitious expectations for all students.

1. A minimal definition of curriculum should include resources that teachers use to facilitate sequences of learning experiences that reflect rigorous, standards-aligned, and culturally and linguistically sustaining practices.
    a. The district should clearly differentiate between core curriculum and supplementary materials.
    b. The district should differentiate between adapting and modifying curriculum to meet individual student needs (how to accommodate curriculum to achieve a defined learning goal vs. when to modify the learning goal *and* curriculum) and specify when each approach is appropriate.
2. The district should define what is meant by *rigor*, and what it looks like in curriculum, instruction, and assessment. The district should recognize that such a goal will not be attained solely through purchase or implementation of external frameworks, exams, or other external programming.

C. The district should provide baseline expectations for recommended curriculum and develop an oversight and accountability process to approve any school-based exceptions.

1. The baseline should create explicit approval criteria for all school-based curriculum and instruction to include at a minimum evidence of quality, alignment with state standards and CLSP, cultural relevance, Universal Design for Learning (UDL) design with explicit accommodations, and differentiated, accessible instructional supports to meet a range of learner needs and interests.
2. The district should structure a time-bound process to determine curricula and instructional practices used in schools, apply approval criteria, and maintain an ongoing review process.
3. School superintendents and principals should work to ensure fidelity of implementation in schools, and ensure that adequate coaching, expertise, materials, and technology are available.

D. The district should provide guidance, resources, and monitoring to ensure that schools implement high-quality curriculum addressing a full range of subject areas and literacies.

1. The district should ensure that curriculum reflects culturally relevant, interdisciplinary themes, includes design elements that are inquiry based and propel collaborative work, and targets useable knowledge outcomes.
2. The district should ensure that curricula support student agency, with explicit attention to race and identity.
3. The district should extend the district's reading literacy curriculum to support the achievement of grade level and above reading and reading comprehension skills, especially for non-proficient readers in middle and high school.

4. The district should provide curricula and resources to ensure that schools implement effective writing instruction.

5. The district should increase attention and resources to school library personnel and materials in order to promote students' literacy skills, including media literacy.

E. The district should codify and consolidate the current range of recommended instructional strategies into a single set of broad pedagogical categories with explicit practices delineated and aligned with cognitively demanding instruction and routines.

1. Particular attention should be paid to practices related to instructional support—especially those that promote students' higher-order thinking skills and deep understanding of content—and to strengthening student agency, responsibility, and autonomy in the classroom.

2. Resources should be accompanied by age and grade-level protocols and/or structured engagement and learning tools and aligned for ease of access by educators.

3. Instruction should enable students to develop social and emotional competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) as they progress academically.

F. The ASSET 2017–2018 timetable for implementation of the Essentials should be adjusted to make better use of adult learning theory and realistic benchmarks and targets to address the district's key problem of practice: the absence of authentic learning opportunities for the district's most marginalized learners, leading to disengaged students and significant achievement gaps.

1. The timetable should be revised to reflect the status of implementation.

2. The district should create tiered educator development options that acknowledge differentiated adult learning needs for supervision and feedback to increase educator competencies in enacting the Essentials while maintaining expectations for the integration of new pedagogical practice.

3. The Office of Academics should continue to calibrate and assess instructional practices using cross-disciplinary teams and evidence from classrooms.

    a. The district should seek to identify district exemplars such as Excellence for All, CLSP early adopters, and model demonstration lessons to archive and promote exemplars of effective practice.

    b. The district should determine whether the Culturally Responsive Instruction Observation Protocol (CRIOP) tool is effective in its assessment of instruction and, if so, implement it widely and consistently.

4. The district should acknowledge that the extent of the effort must include critical content, program, and other academic district administrators. The process must also be intentional in its inclusion of stakeholders closest to the delivery of instruction.

5. The district should consider tracking student outcomes in classrooms where Essentials competency is determined to be in place in order to inform possible future updates to the Essentials and other guiding documents.

G. The district should commit to district-level and districtwide processes and support for curricular work.

1. The district should work urgently to ensure clearer, more coordinated communication and collaboration among district offices focused on curriculum and instruction.

2. The district should pursue a coherent district academic strategy that results in a shared instructional framework that is research- and evidenced-based and informs teaching and learning districtwide.

3. The district should develop a purposeful strategy to engage its subject area staff in collaborative work with principals, coaches, ILTs, and other instructional leadership staff across the district on core elements of the recommended district curriculum.

    a. The district can build upon the learning experiences templates provided in Appendix B of the BPS Essentials.

4. The district should increase cross-disciplinary collaborations focused on curriculum development to advance the district's equity agenda and curricular coherence across the district.

    a. Research on racism and implicit bias should inform all adult development opportunities. The district should attend to monitoring educator's beliefs and expectations for all learners.

    b. The district should focus on reframing beliefs systems in order to do the continuous work required to shift and embrace an asset–based mindset that confronts implicit bias and creates healthy dissonance countering expressed and latent beliefs about intelligence and students' ability to learn.

H. The district should increase transparency of and access to recommended district curricula.

1. The district should put all curriculum documents on one platform or site with a consistent format and/or organizational structure, so they are easy to access, navigate, and use as a basis for increased collaboration across subjects.

2. The district should make curriculum overview documents public.

Benefits: Implementing this recommendation will mean increased coherence for curriculum and instruction across the district, ensuring alignment with state standards, progress toward district goals and improvement, and equitable access to high-quality learning experiences for all students. Districtwide collaboration on curriculum will help ensure all district students are effectively engaged in an effective, coherent curriculum in whichever school they may attend to be prepared for success after graduation. Educators across the district will have a shared understanding of instructional practices and priorities. Educators will be able to make strategic instructional decisions that allow students to be cognitively engaged in learning and to develop agency and social-emotional competencies. When district and school staff understand the district vision for curriculum, why curricular materials are being chosen, how those curricula are aligned with standards and Essentials, and what pedagogical approaches are most appropriate, they will greatly improve fidelity of implementation of curriculum and instruction across the district.

Recommended resources:

- *Quick Reference Guide: The Case for Curricular Coherence* (http://www.doe.mass.edu/instruction/impd/qrg-ensuring-coherence.pdf) describes three types of curricular coherence that support student learning: vertical coherence, aligned tiers of instruction, and cross-subject coherence.

- The *Students at the Center* framework (https://studentsatthecenterhub.org/interactive-framework/) includes four research-backed tenets, or principles, for powerful teaching and learning, meant to ensure that all students develop the sort of high-level knowledge and skills they need to succeed in college, careers, and civic life. Drawn from the mind/brain sciences, learning theory, and research on youth development, these tenets are overlapping and complementary. In combination, and when guided by a coherent and rigorous set of educational goals, they provide a strong foundation for the pursuit of deeper learning.

- DESE's *OPTIC: Online Platform for Teaching and Informed Calibration* (http://www.doe.mass.edu/edeval/resources/calibration/) is a professional development tool supporting Massachusetts educators to refine a shared understanding of effective, standards-aligned instructional practice and high quality feedback.

- DESE's *Calibration Video Library & Protocols* (http://www.doe.mass.edu/edeval/resources/calibration/) is a collection of professionally created videos of classroom instruction produced by the School Improvement Network, along with sample training protocols and activities. These videos depict a range of practice—this is not a collection of exemplars—to support within-district calibration activities that promote a shared understanding of instructional quality and rigor.

- CURATE (http://www.doe.mass.edu/instruction/curate/) convenes panels of Massachusetts teachers to review and rate evidence on the quality and alignment of specific curricular materials, then publish their findings for educators across the Commonwealth to consult.

- EdReports (https://edreports.org/) provides reviews of K-12 instructional materials.
- DESE's *Text Inventory Handbook* (http://www.doe.mass.edu/instruction/impd/text-inventory.pdf) guides school and district leaders through an inventory process designed to gather information about the texts students encounter in grades 9–12.

2. The district should ensure that all students have consistent, rigorous requirements for graduation and equitable access to advanced coursework.

A. The district should set action plans with timelines and benchmarks for the MassCorePlus 2020 principal PLC to develop an equitable plan that includes defining a baseline of coursework in concert with increasing and viable pathways that lead to 21st college, career and workforce options.

1. The district should ensure generative, collaborative work across other principal PLC groups. Specific targeted collaboration on related efforts should push against the district culture of siloed work in order to coherently integrate their evolving findings and proposals as a Pre-K–12 system.

2. The plan should take into account the district's work to improve the quality, coherence, and consistency of curriculum (see recommendation above).

3. The district should provide differentiated guidance and support to schools to transition to new requirements and expectations.

B. The district should identify and remove barriers, and increase focused support, to ensure equitable access to advanced coursework, including but not limited to advanced placement classes.

1. The district should use quantitative and qualitative data to identify which advanced courses are offered throughout the district, which students are enrolled, and the specific barriers that prevent marginalized students from enrolling in and successfully completing advanced courses.

    a. Barriers might include particular pre-requisites that result in under-enrollment of student groups; insufficient or misaligned pathways beginning at the elementary and middle-school levels; or other factors.

    b. This data should be used to set clear, measurable goals for expanding access and completion of advanced courses. Goals should be specific to course types and student groups.

2. The district should focus resources on expanding advanced coursework opportunities, in alignment with goals.

3. Particular attention should be paid to the quality and design of advanced course curricula, to ensure that advanced courses provide the foundation that students need in order to achieve high outcomes on advanced placement exams and other measures.

    a. The district should assess the professional development needs of teachers specific to delivering advanced coursework and should consider reviewing the process used to assign teachers to advanced courses.

4. The district should align its early college initiative with the MassCore Plus 2020 effort.

    a. College and university partners, community members, civic leaders, local business and industry leaders, and funders should be enlisted to investigate industry trends and forecasts to assist district efforts to develop alignment with industry changes and needs, robust options for coursework, internships and experiences for all learners in preparation for college, career, and the workforce.

    b. The district should align its early college initiative with local and national early college efforts to expand resources and supports in order to accelerate the creation of dual enrollment options for all students.

Benefits: Implementing this recommendation will help the district to ensure that all district graduates are prepared for college, career, and civic engagement. It will build consistency across the district and increase students' access to advanced course offerings, pathways, and opportunities. Students will receive more focused and effective support in their path to high-school graduation and beyond.

Recommended resources:

- Jobs for the Future's *Common Instructional Framework* (https://www.jff.org/resources/common-instructional-framework/), a core component in Early College Designs for schools, contains six powerful teaching and learning strategies to build college readiness.
- *Increasing Access to Advanced Coursework* (https://assets.aspeninstitute.org/content/uploads/2018/04/ESSA-IncreasingAccesstoAdvancedCoursework.pdf) describes how school districts can use the federal Every Student Succeeds Act (ESSA) to expand access to advanced coursework and increase students' achievement in these courses.
- DESE's *My Career and Academic Plan (MyCAP)* (http://www.doe.mass.edu/ccte/ccr/mycap/) is a student-centered, multi-year planning tool designed to provide students with ongoing opportunities to plan for their academic, personal/social and career success.
- DESE's *High Quality College and Career Pathways Initiative* (http://www.doe.mass.edu/ccte/ccr/hqccp/) serves as an overarching strategy for significantly expanding student access to high-quality career pathways.

- The Middle College National Consortium (http://mcnc.us/) provides resources to support increasing the number of high-school students who have access to early colleges, middle colleges, and dual enrollment.

Assessment

Contextual Background

Interviews and a review of the Boston Public Schools organizational chart dated October 15, 2019, indicated that the primary district functions related to data and assessment fell under the leadership of the chief accountability officer who is responsible for five offices, among them the Office of Data and Accountability (ODA). In addition, ODA's executive director of data and accountability has responsibility for overseeing and managing ODA's 5 departments and 23 staff members. As described on the ODA website, the overall purpose of this office is to "facilitate district and schoolwide access to information for making data-driven decisions that advance educational equity, opportunity, and achievement for all students." The ODA website lists five priorities for the office:

1. Provide high-quality, relevant, and timely data and reports to all stakeholders in the district
2. Lead an ambitious research agenda that advances educational equity, opportunity, and achievement for all students
3. Define, articulate, and support a comprehensive assessment strategy for the district
4. Provide differentiated data inquiry support to schools districtwide
5. Build and foster the necessary culture for a performance management system in the district.

Sharing Assessment Results

Families and students have access to real-time student data and assessment results, grades, and other resources via the ASPEN student information system and portal. The district also shares students' state assessment results with families through letters home and by email, for families with email addresses on file.

Data Collection System and Data Use

The district devotes time and resources to support schools and educators in using data more effectively. The district has established differentiated data inquiry support through ODA to accomplish this objective. Since 2013, a team of data inquiry facilitators has worked with approximately 80 schools (40 in the 2019–2020 school year) to develop the skills of instructional leadership teams (ILTs) and other teacher teams to improve teaching practice through the use of data inquiry cycles to analyze student data. In addition, ODA has developed protocols for data inquiry, student-work analysis, lesson planning, peer observation, goal setting, and action planning, and made them accessible online for district educators to use at all schools.

Between 2016 and 2019, the district made investments to build assessment literacy among all educators and ensure that the district uses a more comprehensive and balanced assessment system. Toward that goal, in the 2019–2020 school year, the district entered its second year recommending and supporting

Measures of Academic Progress (MAP) Reading Fluency assessments as universal reading screeners in early years and MAP Reading Growth assessments as formative tools for all grade levels.[43] These assessments measure baseline skills in the fall, assess progress in the winter, and measure growth in the spring. The district does not have a universal math screener. The district has also recommended and supported the use of interim assessments in ELA and math for students in grades 2–11. In school year 2019–2020, the district began to administer science interim assessments for grades 3–8 as well as high-school physics and high-school biology. These assessments are administered three times a year to assess students' progress in mastering state standards. To ensure the statistical validity of the measures, district content specialists and ODA staff collaborated with a vendor to develop the interim assessments and ensure their alignment with the district's scope and sequence documents and Massachusetts curriculum frameworks. Interviewees stated that the science interims were posted in draft form and available for optional use but were not easily accessible by all.

However, because the administration of district recommended assessments is optional for most schools, participation in these assessments and use of assessment results for decisions varies considerably. The most consistent assessment practices take place at the elementary level, while use of the district's recommended assessments is more limited at the high schools than at other levels. High-school assessments consist of various internal curriculum-based classroom formative and summative assessments. Standardized assessments such as MCAS, SAT, and AP exams provide more consistent external summative data.

The number and variety of curricula used in schools across the district make it difficult for district leaders to track the assessments in use and ensure that they are being administered to students with fidelity. As a result, the district cannot ensure that all teachers have adequate and actionable information to make appropriate instructional decisions and target improvement strategies to specific students and student groups.

District administrators acknowledged that essential areas of growth remained and recognized that further advancement was necessary for the overall district and school culture around data use, data literacy, and processes for using student assessment data to strengthen instructional practice. Importantly, during the 2019–2020 school year, the district superintendent made a commitment to review the entire assessment system with the goal of better aligning assessment practices with the district's priorities for curriculum and instruction.

The district superintendent's September 19, 2019, letter to the district's school leaders placed a districtwide "pause" on administering some assessments in the 2019–2020 school year. The letter called for efforts to reflect on and evaluate current practices related to the use of assessments and to define how the district's assessment strategy could be more compatible with its strategies for curriculum and instruction.

[43] The district requires turnaround/transformation schools to use NWEA MAP reading screeners and the district's interim assessments.

The letter recommended continued implementation of NWEA MAP reading and interim assessments, but also noted that these assessments were optional. The letter also discontinued end-of-year assessments in ELA and math for grades 2–11.

Interviewees expressed various views about the district superintendent's letter about assessments. Some educators interpreted the letter to mean that a number of standardized formative assessments, including the NWEA MAP Reading screeners and the district's interim assessments, would not be administered in 2019–2020. They voiced concern that schools that valued using assessment data would not have the information they relied on, as the information might not be provided by the district any longer. Some principals made it clear that the letter had not changed their schools' assessment plans. Many principals expressed concern that they were not consulted before the moratorium decision was made.

Strength Findings

1. **The district has a system in place for collecting and reviewing an extensive set of state, district, and school-level data and making these available to multiple stakeholders. These include data linked to district, school, and student performance.**

    A. The district invests heavily and maintains a high level of capacity in dedicated personnel whose role it is to assist schools and central office with data collection, analysis, and report generation.

        1. The Office of Data and Accountability (ODA) is responsible for establishing and supporting the district's data and assessment system.

            a. ODA's executive director oversees and manages five departments, including research, analytics, and performance management. Collectively, ODA is staffed by 23 district employees.

            b. District and school leaders said that the roles, responsibilities, and services provided by ODA to schools and to the central office were generally well known and well received.

                i. Several school principals cited ODA as a strength of the district and an example of effective support that the central office has provided to the schools.

                ii. Several district leaders expressed appreciation for the regular reports issued by ODA, mentioning that this data helped keep them focused on monitoring school performance.

    B. The district collects comprehensive data, updates it on a timely basis, and practices a variety of strategies to share data with school and district personnel. Much of this data is publicly available on the district's website.

1. ODA provides a comprehensive picture of school and district performance based on multiple sources of data. This data is typically available at various levels of aggregation, which enables users to look at results across content areas, grade levels, and student groups.

    a. Each school receives an ODA folder, which contains data collected by the central office from DESE and district schools and turned into well-designed reports aimed at meeting the needs of teachers.

        i. A review of data folder samples provided by the district showed that this data included MCAS assessment data workbooks, interim assessment results, ACCESS English language proficiency assessment scores, annual school climate survey results, School Quality Framework (SQF) data, Views of Climate and Learning (VOCAL) survey results, and data dashboards with student engagement data (e.g., attendance and suspension).

2. Interviews, a document review, and a review of the district's website indicated that wide-ranging school and district performance data was available to the public through online publications.

    a. School performance data reports available to the public on the district's website contain school-level custom reports highlighting progress on school performance in several areas including non-academic indicators (e.g., student attendance, discipline and mobility), academic performance indicators (e.g., MCAS assessments), and perception indicators that illustrate how a school is perceived (e.g., annual climate survey with students, teachers and parents). ODA routinely breaks down these data by student groups.

    b. SQF provides tiered ratings of school quality by focusing on student growth and taking into account critical aspects of a school's culture. Access to SQF is available on the district's website. The purpose of the SQF is to inform school choice by giving families in the district evaluative information about schools and assisting them in determining the options available to their students.

    c. The district's Office of Opportunity Gaps posts an online "goal tracker" that displays district progress toward closing opportunity and achievement gaps, aligned with the goals and objectives detailed in the 2016 Opportunity and Achievement Gap Policy. Public access to these data is available on the district's website.

Impact: The development and maintenance of a robust system for the collection, analysis, and sharing of data can build capacity, instill confidence, and create momentum in district and school efforts to meet educational and improvement goals. By publicly sharing data explicitly connected to these goals, the district equips educators to plan and act effectively, enables families and students to make informed school choices and pursue goals, and ensures that stakeholders have actionable information to support all students in making progress toward achieving state and local standards.

2. The Office of Data and Accountability has established a clearly articulated coaching process that schools use to engage in collaborative data inquiry as a driver of continuous improvement. The process has a differentiated approach tailored to schools' needs, led by a team of data inquiry facilitators.

A. The Office of Data and Accountability (ODA) has designed a tiered coaching approach to build leadership capacity and a collaborative process for school teams to analyze and use student data for improvement decisions at the school and classroom levels.

1. ODA-trained data inquiry facilitators (DIFs) coach school teams to develop their data analysis skills. Tailored to the schools' needs, all coaching uses one of three tiers of support.[44]

2. To identify schools for participation in this work, ODA reaches out to all district schools as potential partners and conducts a universal needs assessment based on student outcomes, school climate and resources, and availability of collaboration time at the school, and an appraisal of the school's readiness to engage in the process. For example, ODA requires a strong commitment by the principal and the dedication of sufficient common planning time for participation in this work.

B. At the time of the onsite visit in the fall 2019, 40 schools received ODA coaching support. Over half of these schools were ranked by DESE among the lowest performing 10 percent of schools in the state and were among the district's turnaround/transformation schools. Only 6 of the participating 40 schools were ranked above the 20th percentile.

1. Approximately 80 district schools have participated in data-inquiry coaching since the program began in 2013.

C. The three tiers of coaching support are:

1. Tier 1, called universal support, consists of assistance available to all district schools. Tier 1 includes professional learning events, webinars, and videos on data inquiry procedures that educators can use with MCAS, ACCESS, and the district's interim assessments, via the district's data inquiry website and other online sources. School leaders can also access ready-to-use sample agendas, facilitation guides, and data inquiry protocols and templates.

    a. For example, in the 2019–2020 school year, 4 of the 40 schools receiving ODA coaching support and 6 other district schools are participating in a three-day district Data Wise Institute offered by the Harvard Graduate School of Education on its Ed Portal.

[44] The district has eight data inquiry facilitators. All perform coaching roles in the schools: six are full-time coaches, one is the program manager, and one is the professional learning manager. All eight support Tier 1 in a broad way; the professional learning manager only does Tier 2 coaching; and others tend to do more intensive Tier 3 coaching.

2. Tier 2, called supplemental support, provides semester-long "low touch" coaching by a DIF, and can include helping instructional leadership teams (ILTs) conduct schoolwide inquiry cycles, student progress monitoring, and instructional rounds. Tier 2 coaching also supports administrators to conduct teacher observations and feedback.

    a. In the 2019–2020 school year, 13 schools are working with ODA in Tier 2. Two of these schools receive supplemental support for "Do-It-Yourself" coaching; nine are working on student progress monitoring; and two are focused on creating teacher-facilitator learning communities.

3. Tier 3, called intensive support, offers "high touch" coaching for a limited number of schools using one of four intense coaching models: schoolwide inquiry, school leadership, observation and feedback, and comprehensive inquiry. In the 2019–2020 school year, 23 schools are participating in Tier 3 work.

    a. Eight schools are strengthening schoolwide inquiry skills by building capacity of schoolwide teams to benefit from collaborative data cycles.

    b. Nine are working on school and teacher leadership development to create and sustain a highly functioning ILT.

    c. Three schools are strengthening observation and feedback skills by creating and implementing a structured and cohesive model to observe instruction and provide actionable feedback.

    d. Three are engaged in comprehensive inquiry coaching to develop teachers' and leaders' capacity to implement collaborative data cycles using the Data Wise inquiry protocol or other data protocols.

D. Interviewees noted the effectiveness of data inquiry coaching.

1. District leaders stated that coaching focused on the opportunity and achievement gaps and included reflection, discussion, and an active response to equity questions as the teams learned to analyze data more deeply.

2. In several focus groups, principals agreed that DIFs have supported the analysis of district interim assessments and have helped their schools strengthen their abilities to use the Data Wise inquiry cycle. Principals described coaching as particularly useful in schools with only one administrator because it empowered others to take a more active leadership role.

3. District leaders and DIFs stated that data inquiry coaching fostered the independence and buy-in of school staff in planning and conducting data cycles. In one school that is no longer in turnaround status, the ILT consistently implements the school's Data Wise inquiry protocol.

Impact: By structuring a multi-tiered system of coaching support to improve data inquiry, staffed by trained data facilitators and tailored to individual schools' needs, the district has made a strong commitment to expand teachers' and leaders' competence and thoughtfulness in using data and other information to improve all students' performance, opportunities, and outcomes in participating schools.

Challenges and Areas for Growth

3. Operationally, the district's assessment system is not balanced and comprehensive. Because assessment decisions are left to the schools, assessments are inconsistently implemented districtwide.

A. In recent years, the Office of Data and Accountability (ODA) has endeavored to build assessment literacy in schools, communicate the purpose and proper use of the district's recommended assessments, and ensure a common understanding of what constitutes a comprehensive assessment strategy.

1. One district leader told the review team that the battery of recommended assessments was strong, but noted that it was necessary to ensure that all principals understood and embraced the purpose of each assessment and how to use assessment data for improvement.

2. When asked about a balanced and comprehensive assessment system, another district leader said that the schools needed to create a balanced and comprehensive assessment system themselves. This district leader stated that some schools had an imbalance of assessments at a grade level or within a discipline, but they needed to be leaders of their own assessment strategies.

B. The use of recommended NWEA MAP reading screeners and the district's interim assessments is optional for most schools.[45]

1. Overall, fewer than half of all district students participated in the NWEA MAP reading screeners in school year 2018–2019. When disaggregated by elementary and secondary grade levels, the data showed that meaningfully higher rates of K–5 students took part in reading screeners than students in grades 6–12.

2. In addition, fewer than half of all students participated in the district's interim assessments for ELA and math in school year 2018–2019. When disaggregated by elementary and secondary grade levels, the data shows higher rates of K–5 students taking both ELA and math interim assessments than students in grades 6–12 (see Table 34 below).

[45] The district requires turnaround/transformation schools to use NWEA MAP reading screeners and the district's interim assessments.

3. Overall, as the school year progresses, a diminishing percentage of students take the district's recommended assessments at all grade levels, which presents challenges in measuring students' progress and growth.

Table 34: Boston Public Schools
Participation Rates for the District's Recommended NWEA MAP and Lexia Reading Screeners and Interim Assessments in ELA and Math, 2018–2019

Assessment	Number of Students	Percentage of All Students	Percentage in Kindergarten through Grade 5	Percentage in Grades 6 through 12
Total Students (K2–12)	52,041			
Reading Screener (Fall)	23,518	46%	68%	27%
Reading Screener (Winter)	21,489	41%	63%	20%
Reading Screener (Spring)	20,371	40%	62%	19%
ELA Interim 1 (Fall)	19,322	49%	69%	43%
ELA Interim 2 (Winter)	19,091	48%	70%	40%
ELA Interim 3 (Spring)	17,975	46%	67%	34%
Math Interim 1 (Fall)	19,270	49%	73%	42%
Math Interim 2 (Winter)	19,009	48%	74%	37%
Math Interim 3 (Spring)	16,248	41%	66%	30%

Source: Boston Public Schools, Office of Data and Accountability

C. When district educators were asked about the percentages of students taking the NWEA MAP reading screeners and the district's interim assessments, educators expressed a variety of responses, which often pointed to the schools' autonomy in making the decision to accept the district's recommended assessments or to choose their own.

1. District administrators said, "There is no opportunity to learn from each other without common data and common formative assessments."

2. One district leader noted that it was "troubling" not to have a universal reading screener used districtwide.

3. Another district leader said that although the decision to use the district's recommended assessments was voluntary, most schools used the recommended assessments because there was value in the assessments.

4. Other district leaders stated that the district's assessment strategy was unclear and that most high schools relied on "home-grown assessments."

    a. Several district leaders noted that only five or six of the district's high schools administered the district's interim assessments.

5. One challenge expressed about using the district's recommended assessments was related to the tension at the secondary level between oversight and autonomy. Interviewees described this tension as, "Yes, we want some district oversight and, yes, we want autonomy to choose the assessments we give."

D. Teachers expressed varied insights about the district's recommended assessments.

1. In one focus group, teachers stated that interim assessments helped teachers adjust curriculum.

2. In another focus group, teachers said that grade-level teams voted on what assessments to use and decided to keep benchmarks for reading, noting that many interim assessments took time away from teaching and student-teacher interaction.

3. In a secondary school focus group, teachers stated that they used NWEA MAP assessments for student growth, adding that the interim assessments for students reading below grade level were so long and so hard that teachers could not get a real measure of achievement. Others stated that the interim assessments were not aligned with their school's curriculum, so they have reverted to creating their own assessments.

E. Because of the district's approach to autonomous decision-making at the school level, there is no mechanism to ensure consistency in the use of recommended formative assessments for Tier 1 curriculum and instruction. Furthermore, there is no longer a reliable method to discern the specific assessments in use across all schools.

1. In previous years, school leaders completed a spreadsheet to track assessments in use. At the time of the onsite visit in the fall 2019, the district had not surveyed schools to ascertain the assessments in use. District leaders said that the district did not know which assessments were in use.

Impact: Inconsistent implementation of district-recommended NWEA MAP screeners and district-developed and school-based interim assessments prevents the district from reliably producing and tracking accurate information about students' progress and achievement. As a result, the district cannot ensure that all teachers have adequate and actionable information to make appropriate instructional decisions and target improvement strategies to specific students and student groups. In addition, without knowing which assessments are in use in each school, the district is unable to identify and address opportunity and achievement gaps in its curricular and assessment practices to improve all students' performance, opportunities, and outcomes.

4. **There are inconsistencies in the breadth, depth, and frequency of the information that district schools share with families about student progress toward attaining grade-level standards. Schools vary in their ability, approach, and efforts to help parents/guardians understand how to support their children to perform at a high level.**

    A. The district has not articulated clear expectations or identified best practices for sharing information with families and students about student academic performance, growth, and needed support.

    1. Schools have in place just a few formal models aimed at sharing information with families to help them understand and use academic information to support their student's learning.

        a. For example, some schools use Academic Parent-Teacher Teams (APTTs), a research-based model of family engagement. As part of APTTs, families periodically receive individualized reports on where their students are academically and where students hope to be by the end of the year. Teachers provide parents with tools to take home to support their child's learning.

    2. Practices vary significantly at the school level. The review team was told by several teachers about practices in place such as standards-based grading, student-led parent-student-teacher conferences, and templates/tools designed to enhance communication between school and home that are included in the district's recommended curricula and assessments. However, the review team did not find evidence that the district has made a strong effort to regularly and consistently communicate actionable information districtwide with families about their students' learning progress.

        a. For example, some school leaders and teachers stated that formative and interim assessment results only went home if classroom teachers decided to send them.

        b. In several interviews, some family members said that access to teachers was high and communication with teachers took place in the evening, on weekends, and during the summer. Other family members spoke of having to ask for information about students' progress, and needing to make an appointment to speak with a teacher.

        c. Some parents spoke of not being able to access the curriculum and the Eduplan system for students with disabilities. Others said that the district did not provide "straight answers about skills," what was being taught, and how it was measured. For example, several parents told the team that the district did not explain what reading levels such as "D" and "L" meant.

Impact: The absence of clear, consistent, and meaningful communication districtwide with families about students' progress toward attaining grade-level standards hinders educators' ability to involve families in supporting students' performance, opportunities, and outcomes.

5. **Accessing essential data is cumbersome for many staff members. Many district and school leaders and teachers find the processes and tools for retrieval of these data confusing and inefficient; others are frustrated by the limitations presented by pre-developed reports.**

   A. Access to district and school-level data is often uncoordinated and not user-friendly.

      1. School and district administrators, instructional leadership team members, and teachers consistently told the team that the district had too many data platforms in place, most of which were not connected and operated in isolation from each other.

         a. School superintendents and school leaders need to access a variety of data platforms to acquire data and run analyses of their school's performance. At the time of the onsite visit in the fall 2019, the district did not have single-entry point offering leaders ease of access.

         b. While some interviewees expressed a view of the Illuminate platform as a means to access and interpret assessments of student performance, others said that they have not found the platform as coherent or effective as ANet (Achievement Network) interim assessments, which the district previously supported.

      2. Limitations within the existing data platforms prevent advanced users from getting useful information about individual student achievement.

   B. The non-interactive nature of ODA-produced school reports has contributed to frustration on the part of some school leaders, leaving them wanting an interactive data platform with more sophisticated features and capabilities.

      1. ODA-produced school reports are static: they only represent a moment in time, and do not reflect real-time data.

      2. Staff from ODA expressed a keen awareness of the challenges with the district's current data platforms and stated that they were actively working to more effectively and seamlessly support this work.

Impact: Without efficient access to data, and without the ability to conduct real-time analysis easily, district educators are missing important information about student learning successes, struggles, and potential improvements, which is necessary for informed, strategic decision making at the district, school and classroom levels.

6. **Across the district, the effectiveness of data use for instructional improvement varies widely.**

   A. District leaders stated that educators' facility with data use varies in the district, and that the amount of data in use varied across educators and schools.

1. One district leader said that the schools' practices to use student data varied in terms of "rhythms, processes, protocols, and depth," adding that data use depended on the situation and on the assessments that schools administered.

2. Another school leader stated that the use of data for improvement depended on the practices and preferences of each school superintendent.

3. One school leader stated that the district sometimes overwhelmed the schools with data and information. This was confirmed in a focus group when teachers stated that the intent to analyze data "with fidelity" was hampered by the "insane amounts of data available."

B. When review team members asked instructional leadership teams (ILTs) and teachers about using data for improvement, responses varied. Some ILTs and teachers described a regular focus on data analysis and work with teacher teams to analyze and use data to guide instruction. Others said that teachers struggled on their own to analyze data and apply the lessons learned to teaching decisions.

1. District leaders and teachers agreed that although there was an expectation that ILTs would review data with teachers, this was more likely to take place in schools that have worked with data inquiry facilitators (DIFs), including turnaround/transformation schools.

2. Some educators described their schools' high expectations for data use: how grade-level teams regularly analyzed assessment data using a formal data-inquiry cycle, and how teachers discussed what was or was not working in instruction, and ways to address it.

    a. For example, teachers in one focus group described their use of disaggregated data to identify the need to focus on improving instruction for boys of color, and to develop a multi-year schoolwide instructional focus in response. More recently, based on continuing data work, teachers identified the need to focus on improving math instruction for all students of color to boost understanding and achievement.

    b. Some teachers said they had gotten better at data collection, but that there had not been sufficient support to teach them how to use the data to improve teaching. They said, "We can really hit a wall with data when we don't know what to do with it," noting that they needed "conversations to address skills' gaps and get training. "

    c. Content leaders stated that teachers struggled to know what to do with data because only interim assessments were required in their schools, and so interim assessments received the most attention from leaders. Rather than encouraging the use of data to inform instruction, this emphasis has led teachers to focus on "drill and practice" which "actually becomes the instruction."

        i. For example, math instruction was targeted toward getting the right answer on multiple-choice exams, rather than focusing on students' learning to understand math approaches and to think mathematically.

C. Although almost all schools typically dedicate one period each week for teachers to collaborate during common planning time (CPT), some schools do not allocate sufficient time in CPTs for the analysis and use of data.

1. For example, focus group participants said that it was a challenge to find time to look at data as a group and that it took place only "in pockets." Because teachers had autonomy to allocate their time, they often chose to focus on other things.

D. With differentiated levels of support, the Office of Data and Accountability (ODA) has been able to accommodate most schools seeking support for using data to improve instruction. However, some school leaders, instructional leaders, and teachers who could benefit from ODA's data-inquiry coaching have not been able to take advantage of the program.

E. Although ODA's data inquiry facilitators (DIFs) have expertise in understanding and supporting data use, they are not content experts in all subject areas.

1. DIFs often have gaps in their knowledge of academic content that prevent more in-depth instructional discussions and decisions.

    a. ILT members from one school stated that analyzing data was helpful, but there was a need for added resources to help inform instructional decisions. Multiple interviewees stated that DIFs were sometimes minimally equipped with the content expertise needed to link what the data showed to more in-depth conversations about appropriate instructional and curricular decisions.

2. District leaders noted that the analysis of data alone did not provide instructional solutions. They agreed that teachers needed to consider a range of data and information about students and their work as well as assessment results when choosing teaching strategies.

3. District administrators stated that under the current data inquiry model, most DIFs were not meant to be content specialists. They said that the original intent of data inquiry coaching was for an academic staff person to work as a liaison to the schools receiving coaching, but there were not enough academic staff to work with DIFs in assigned regions.

    a. In a June 2019 report to the school committee, the Academics and Student Support Services for Equity (ASSET) team noted that school leaders valued their relationships with subject-matter experts in the central office, but there was a perception among school leaders that some schools or school leaders experienced inequitable access to individuals with content expertise.

Impact: To effectively improve academic outcomes for all students, educators must not only understand assessment data, but must also know how to use that understanding to make and implement the multiple instructional and curricular decisions that support student learning and facilitate effective teaching. Without these dual competencies, teachers cannot maximize the impact of effective practices and provide sufficient opportunities for students to achieve at high levels.

Recommendations

1. **The district should take concrete steps to develop a valid, research-based, balanced, and comprehensive assessment system that includes some required common assessments that all schools will administer and use. The assessment system should provide actionable information to guide improvement districtwide and support the district's and each school's responsibility for student performance.**

   A. Through purposeful work, paced over time, the district should develop and implement a comprehensive assessment system that balances multiple assessment formats. This could include universal screeners and diagnostics, formative assessments, interim assessments, curriculum-embedded summative and performance assessments, and statewide summative assessments (MCAS).

      1. The district already recommends and supports several assessment formats: the MAP Reading Fluency (K–3) and MAP Reading Growth (K–12) are universal reading screeners that diagnose and measure reading progress, and the district's interim assessments assess students' progress in mastering state standards.

      2. Where there is insufficient representation of other assessment types, the district should develop strategies to include them, particularly as teams continue to align curriculum with the current Massachusetts curriculum frameworks.

      3. The district should provide to all staff ongoing targeted training in the collection, analysis, and use of student performance data.

   B. The district should focus initially on requiring the use of its recommended assessments, in all schools, grade levels, and core content areas.

      1. The goal of mandating common assessments districtwide is to inform and strengthen the district's and each school's knowledge of student progress and achievement and use that knowledge for a broad set of improvement decisions. The current recommended assessments are useful measures of trends in students' progress.

      2. A core set of required assessments is essential to the district's success, whether the assessments are the currently optional NWEA MAP reading assessments and the district's interim assessments or others that the district may identify when it concludes the review of the assessment system called for in the district superintendent's September 19, 2019, letter.

   C. In addition to the NWEA MAP reading and district interim assessments, the district should take steps to document which classroom-based formative and summative assessments are in use districtwide.

   D. In keeping with research evidence that teachers and leaders need consistent professional support to develop and deepen formative assessment practices, including how to use data for

improvement decisions, the district should continue to support teacher teams and develop school-based leadership in analyzing and using student work and assessment data to improve teaching and learning and to ensure equitable access for all students to high-quality instruction.

Benefits: By implementing this recommendation, the district will develop an up-to-date, comprehensive, and balanced system of common assessments in all Boston Public Schools. A comprehensive set of assessment data will provide useful and sometimes critical information to guide decision making for: district strategic and action planning, whole school improvement planning, curricular revisions, instructional design, closing opportunity and achievement gaps, equitable distribution of resources, and student interventions as well as the data to monitor progress on all of the above.

Recommended resources:

- DESE's *Assessment Literacy Self-Assessment and Gap Analysis Tool* (http://www.doe.mass.edu/acls/assessment/continuum.pdf) is intended to support districts in understanding where their educators fit overall on a continuum of assessment literacy. After determining where the district as a whole generally falls on the continuum, districts can determine potential next steps.

- Educational Testing Service White Paper, *Measuring the Power of Learning,* 2018. (https://www.ets.org/s/k12/pdf/ets-k-12-understanding-measurement-white-paper.pdf) is a reader-friendly document that can help educators better understand different types of assessments, their various and specific uses in teaching and learning, and how they can enable a district to implement best practices in assessment.

2. The district should establish and articulate clear districtwide expectations and procedures for sharing information about student performance with parents/guardians. This information needs to apprise families about students' progress toward achieving mastery of grade-level standards, in a manner that is personalized, timely, and easy to understand.

A. The district should ensure that well-supported and consistent practices for sharing information with families related to student learning take place at each school.

B. The district should convene a representative group of families and educators to ensure that any tools developed and messages conveyed to parents/guardians are culturally responsive and are provided in families' primary languages.

C. As a preliminary step, the district should consider the following actions as suggested by the Communicating Student Learning Progress Project:

1. The district should conduct an environmental scan of existing policies and practices on reporting and communicating students' learning progress.

2. The district should look at how electronic systems and tools influence the ways that schools report and communicate students' learning progress.

3. The district should review the alignment between reporting and communication practices and current learning and assessment theory and practice.

4. The district should collect stakeholder views about which methods for communicating students' progress work well, and about what families want and need to know about students' learning progress.

D. The district should build on the promising approaches that some district schools are implementing as potential models for the entire district.

Benefits: Implementing this recommendation will result in stronger collaborative relationships between classroom teachers and parents/guardians, leading to a greater shared understanding of each child's academic progress, and increasing the involvement of families in supporting their children's learning at home, in the community, and at school. In addition, district leaders and teachers will likely make data-driven decisions that have a positive impact on students' performance.

Recommended resources:

- *The Communicating Student Learning Progress project* (*https://research.acer.edu.au/ar_misc/34*) investigated questions relating to the effectiveness of current methods of communicating student progress, the extent to which they are valued by stakeholders, whether they are considered to provide quality information about student learning, and whether there are alternative designs for these activities that might be more effective.

- *Parents' Guides to Student Success* (https://www.pta.org/home/family-resources/Parents-Guides-to-Student-Success) are grade-specific guides from the National PTA (available in English and Spanish) with specific descriptions for parents of what children should be learning once Common Core standards are fully implemented, along with suggestions for helping students at home and communicating with teachers.

- *Family, School, and Community Partnership Fundamentals* (http://www.doe.mass.edu/sfs/fscp-fundamentals.docx) provide a framework for family engagement, along with a self-assessment tool.

- DESE's *Family and Community Involvement* web page (http://www.doe.mass.edu/FamComm/f_involvement.html) provides several resources, including DESE's *Guide to Parent, Family, and Community Involvement*.

- Massachusetts Executive Office of Education's Parent Engagement and Family Support web page (http://www.mass.gov/edu/birth-grade-12/early-education-and-care/parent-and-family-support/) provides links to resources for families related to education and learning, food and diet, and health and safety, as well as parent and family support publications.

3. The district should establish a common data platform for all of its schools that provides administrators and educators with timely and efficient access to student, classroom, and school-

related data. This data platform should have the capacity to help educators access sufficient data to strengthen classroom instructional practices and improve student achievement.

A. The district should establish a single data platform with a single point of entry to facilitate easier access and increase overall use and impact. If more than one data platform is required, the district should ensure interoperability across platforms to provide complementary information.

B. The district should ensure that its data platform can produce reports that visually display the information most desired by users. At a minimum, these reports should continue the district's disaggregation of data by student groups, which are vital to identifying opportunity and achievement gaps.

C. The district should prioritize supporting the analysis of the most essential data—those that can be used to improve student learning, and to measure school and district progress toward agreed-upon goals.

D. The data platform must take into consideration the skillsets and time availability of most educators. Likewise, future iterations also need to provide advanced users the opportunity to complete more in-depth data exploration with interactive capabilities.

E. The district should provide sufficient ongoing professional development opportunities that are integrated into the assessment practices of educators, teams, and schools, so that all educators and administrators can effectively make use of data platform(s) and functions.

Benefits: Implementing this recommendation will help district administrators, school leaders, and educators to have easy access to data and help them make data-driven decisions that likely have a positive impact on student performance, opportunities, and outcomes.

Human Resources and Professional Development

Contextual Background

Infrastructure

The Boston Public Schools Office of Human Capital (OHC), under the direction of a newly appointed chief officer, was undergoing a reorganization at the time of this review in fall 2019. Though new to the department, the chief of human capital is a 32-year veteran of the district. OHC currently houses the following units: Data & Analytics; Employee Information Services; Employee Services; Payroll; Performance Management; Recruitment, Cultivation, & Diversity Programs; and Strategic Staffing and Sub Central. There are 71 positions, more than half of which are newly filled or remain unfilled, in the current OHC organizational chart.

Recruitment, Hiring, and Assignment

The district has made gains in increasing the number of educators of color since 1985, when federal district Judge W. Arthur Garrity issued a court order to the district to increase the percentages of teachers and staff of color to reflect the student population at that time: 25 percent Black and 10 percent "other minority." The composition of the student population has shifted since 1985. According to 2018–2019 DESE data, the student population was 42.1 percent Hispanic/Latino, 30.9 percent African-American/Black, 14.6 percent White, 8.9 percent Asian, and 31 percent Multi-Race, Non-Hispanic. According to DESE data, in 2019–2020 the district employs 4,406.4 (FTE) teachers. Of those, 59.9 percent are White, 22.2 percent are African-American/Black, 11.4 percent are Hispanic/Latino, 5.9 percent are Asian, and 0.3 percent are Multi-Race, Non-Hispanic. The district has instituted some programs to increase the diversity of its staff; although data shows that teacher diversity has not increased over the last five years, these programs show some promise. The district is aware that it must redouble its efforts to maintain and grow the diverse composition of the staff as attrition takes place, particularly as African-American teachers hired after the Garrity decision continue to retire at higher than replacement rates. In particular, given the demographics of its student population, the district should increase the number of Hispanic/Latino educators.

Retention of educators, particularly educators of color, is an identified goal of the district, and changes in the teacher induction and mentoring program have resulted in varying degrees of support for new staff. According to DESE data, in 2019 the district's retention rate of principals was 81.1 percent. In a district of such complexity, losing one in five principals each year presents a substantial problem of instability. In 2019, the district's retention rate of teachers was 84.1 percent, lagging slightly behind the 2019 state rate of 87.5 percent. The district has established additional programs to support staff of various ethnic backgrounds, and some grassroots efforts have yielded professional and social support for educators of color throughout the district and the Boston area. Without conducting exit interviews, the district cannot fully know the reasons educators of color leave. Some principals, central administrators, and teachers told the review team that an unwelcoming district climate for educators of

color was a major factor in retention. The district should address issues relating to climate that may be having a negative impact on retention.

In 2014, the Boston Teachers Union (BTU) and the district were at an impasse over early mutual consent hiring, an innovation that the district superintendent launched to: place greater control of staffing in the hands of principals; accelerate hiring to make Boston schools more competitive in the marketplace; and increase the overall quality of teaching in the system by attracting and hiring the earliest, strongest, and most diverse candidates. The BTU filed a grievance and took the district to arbitration, but the district prevailed, and in their next set of collective bargaining agreement (CBA) negotiations, the parties worked out a new approach that retained the core elements of this innovation. Under a provision in the CBA between the BTU and the Boston School Committee, in order to give principals latitude to hire the best teacher candidates for their schools the district currently employs professional status teachers who are unsuccessful in securing a position through the competitive hiring process at full salary. These teachers serve in a "suitable professional capacity," such as co-teacher. According to district leaders, the number of such teachers averages 60, at an approximate annual cost to the district of $6 million. However, as this report profiles below, the resultant hiring system has emerged as a clear, standout strength of the district's human resources practices.

In recent years, the BTU has been a forceful advocate for increased social and emotional support and health and mental health care for students, successfully championing increases in staffing in these areas. One question with potentially large effects on human resources revolves around the district's evolving approach to ensuring effective inclusion: a joint BTU-Boston Public Schools working group, created in 2019 CBA negotiations, is considering the best approach to staffing high-quality inclusion practices. The group's deliberations about the number of staff and their required levels of training and certification could profoundly affect future staffing configurations.

Supervision, Evaluation, and Educator Development

The Massachusetts Model System for Educator Evaluation was adopted in its entirety by the district and the BTU, a member of the American Federation of Teachers. The district recently switched its performance management platform to TeachPoint, having outgrown its internally developed Educator Development and Feedback System (EDFS). The Office of Human Capital makes available to all educators a range of evaluation materials; an interactive rubric of effective teaching practices, embedded with resources; and connections to culturally and linguistically sustaining practices and professional development opportunities for educators.

Professional Development

During the first decade of the 2000s, student outcomes improved significantly. While many factors contributed to this trend, many participants and observers attributed the rising academic performance of students, and the improved outcomes for children across a spectrum of race and income, to the district's intensive and continuous focus on instructional improvement through job-embedded professional learning and closely coordinated curriculum. Collaborative Coaching and Learning (CCL) began in 2002 through a collaboration with the Boston Plan for Excellence. The CCL model was a

longstanding, concerted effort to focus all the district's schools on a common set of high-quality instructional practices, supported by strong, embedded professional development (PD). It consisted of 13-day learning cycles led by district-assigned content coaches, focused on the faithful implementation of the district's adopted literacy and mathematics programs. In each CCL cycle, teachers studied an aspect of a district-adopted program through review of relevant literature and inquiry discussions facilitated by their content coach; observed a demonstration lesson conducted by the coach or a colleague; and debriefed with the coach and peers about the instructional implications of the demonstration lesson. In continuation of the CCL process, the school instructional leadership team (ILT) selected two or more teacher leaders who worked in close collaboration with the coach, strengthening the school's capacity to continue CCL work while the coach was off site. The principal was expected to participate in the CCL cycle with the teachers, observe lessons, and provide teachers actionable feedback to increase the fidelity of implementation of district programs.

Despite these robust systems, district leaders who participated in this work told the review team that the CCL content coaches varied in effectiveness, and it was difficult to engage highly qualified coaches in certain disciplines, such as mathematics. They added that the CCL model was expensive to maintain.

The centrally directed CCL program ended in 2010. Over the next decade (before the onsite visit in fall 2019), Boston moved from a district-directed PD model to a much more diffuse, decentralized set of PD offerings that are concentrated in school-based programming. Individuals with the title of coach continue to work in certain schools, and coaches from certain district offices provide support in the schools as well; however, the coaching function is missing a common definition and central organization. District leaders and principals reported that the school instructional leadership teams (ILT) and principals determined schools' PD needs with reference to the instructional objectives in their Quality School Plans (QSPs). They added that some QSPs had limited value for this purpose, because they were written as compliance documents, rather than treated as roadmaps and revisited and revised often. However, the team found evidence of PD aligned with the clear student learning objectives expressed in turnaround/transformation schools' improvement plans, including the five elementary schools participating in the University of Virginia cohort. (See the Leadership and Governance standard above.)

In 2013, the district and the BTU collaborated to create a new position, the director of professional learning for the BTU, a role which is jointly funded by the district and the BTU. The person in this role works very closely with central office leaders and educators across the district, on a wide range of PD endeavors, "to promote collaborative approaches to learning across the district."

PD for principals has seen recent changes. It consists of four meetings at the central office and professional learning communities (PLCs) conducted on six full days throughout the year. Principals described their central office meetings as discussions of policies, procedures, and problems, rather than PD. For example, one session is devoted to budget preparation. At the same time, district leaders also reported that the model for providing PD for principals was evolving from district-determined to a more collaborative approach. Formerly, school superintendents determined what principals needed to know and decided how to increase their proficiency. In 2019–2020, school superintendents have identified a variety of relevant topics and asked principals to choose the topic of greatest interest to them. The

topics include dual language, building a PLC around the work of the UVA cohort of schools, developing core high school courses and graduation requirements, doing effective transformation planning, and culturally responsive school leadership. Principals are now meeting with colleagues from across the district. PLCs are co-led by a principal and a central office representative. External consultants provide facilitation to ensure the quality and consistency of the learning experience.

Most district and school PD is not based on a needs assessment, nor is it evaluated for effectiveness. However, the Teacher-Driven Professional Learning for Student-Centered Classrooms (Telescope) program is a promising practice. The 2018–2019 BPS Telescope Network survey of educators identified four pressing areas of need for professional learning: cognitively demanding tasks; safe and healthy learning environment; differentiation and meeting diverse needs; and instruction, engagement, and expectations.

In 2018, the Boston Public Schools and the BTU received an award from the Nellie Mae Education Foundation to "elevate teacher voice in district-level decision making and empower high school educators to drive their own professional learning." Under the terms of the grant, a needs assessment was conducted consisting of a written survey, school-based focus groups, and one-to-one interviews and conversations with teachers.

Strength Findings

1. **The district is committed to composing a diverse educator workforce and has developed and implemented programs and strategies intended to increase the number of teachers and principals of color.**

    A. Boston has developed pipeline and recruitment programs intended to increase the diversity of the teacher workforce.

        1. The district reported that in 2019–2020, 38.8 percent of Boston teachers were teachers of color compared with the national big city teacher diversity average of 28 percent.

        2. The Accelerated Community to Teacher program is an 11-month program that prepares community members and Boston Public Schools employees who hold a bachelor's degree for provisional teacher licensure. Participants attend free trainings conducted on Saturdays by National Board Certified—or triple certified—Boston teachers, where participants create a competency-based portfolio. Participants who complete the program earn six graduate credits from UMASS Boston's College of Education and Human Development and are eligible to apply for a salaried teaching position in the Boston Public Schools.

        3. The High School to Teacher program provides support, direction, and financial assistance for high-school students who have expressed interest in a teaching career. The program begins in grade 9 and continues through high school and college graduation. Over the five years before the onsite visit, 87 percent of program participants have been African American or Hispanic/Latino. Students attend monthly teacher preparation, college search and selection,

and leadership development sessions conducted by Boston mentor teachers. In conjunction with the program, students may earn 24 credits through a tuition-free dual- enrollment program with the Urban College of Boston. The district has established pathways to college for program participants through partnerships with local colleges and universities that offer bachelor's degree programs in education with affordable tuition rates. The program enrolls approximately 40 high-potential students annually, with an intentional emphasis on male students of color.

4. Boston's recruitment team attends in-state and out-of-state job fairs to seek candidates of color with bachelor's degrees in education who are prepared to teach, and candidates with degrees in other disciplines who may be eligible to enter district pipeline programs. District leaders reported that the recruitment team made visits to colleges and universities in the urban east, including New York, Philadelphia, and the Washington, D.C., area, and sought out talent in historically black colleges and universities.

5. The staff of the Boston Public Schools Educators of Color Cultivation and Retention program provide direct support to principals whose schools have the lowest number of teachers of color. These schools are known as diversity focused schools. Staff help the principals reflect on their hiring practices and address hidden bias. District leaders described the process as helping principals to avoid traditional practices that can screen out talent, such as the tendency to narrow a field of candidates to those with a very specific kind of resume or background. A review of district documentation indicated that targeted training, monitoring, and recruitment support enabled the 2018 cohort of diversity focused schools to match the district average of hires of educators of color in 2018.

B. The district has initiated leadership development programs in an effort to increase the number of principals of color.

1. For example, Male Educators of Color (MEOC), with 19 participants in 2019–2020, and Women Educators of Color (WEOC), which has 14 participants in 2019–2020, are executive coaching programs that provide leadership coaching and small-group peer support for participants. The program culminates in executive leader certification and graduate-level course credit.

Impact: Boston has made increasing educator diversity a priority. All students benefit from opportunities to learn from educators of diverse backgrounds and educators teaching in racially diverse cohorts and teams are likely to develop the skills and collective capacities that Boston has prioritized in its work to advance culturally and linguistically sustaining practices.

2. The district has developed a process for engaging displaced professional status teachers in order to give principals latitude to hire the best teacher candidates for their schools.

A. Early mutual consent hiring—a process that allows schools and the district to post for teaching jobs very early in the hiring season—has enabled schools across the district to attract and hire

highly sought after, increasingly diverse teacher candidates, complete their hiring well before the summer, and strengthen the quality of their teaching staff.

1. The agreement between the School Committee of the City of Boston and the Boston Teachers Union ratified on September 13, 2017, permits the open posting of all Boston Teachers Union positions that the Boston Public Schools intend to fill "on an ongoing basis for internal and external candidates." This language removed the restriction that required the interviewing of all qualified professional status teachers already employed by the district who were displaced, or who sought a transfer, before an opening could be posted for external candidates.

2. A review of district documentation indicated that early mutual consent hiring has positioned Boston for greater success in hiring highly qualified applicants for teaching positions, including applicants of color.

    a. A review of district documents and interviews with school leaders indicated that the new system enabled them to hire many more "priority" candidates, including teachers of color. From 2015 to 2018, the percentage of all hires who are teachers of color rose from 42.7 percent to 45.8 percent, and the number of hires with fluency in another language increased from 37 percent to 42 percent.

    b. Principals reported that before early mutual consent hiring, they were required to interview all qualified internal candidates for a position and under some circumstances were forced by the system to hire a candidate whom they did not consider a good match for the school. Efforts to avoid this outcome often caused extended delays in the posting of unfilled positions, so that many hires in Boston took place in August or even September. The effect was to place the district—and all its schools—at a severe disadvantage, since many highly qualified candidates began seeking employment early in the calendar year. By July and August, in many cases, the most exceptional candidates have already accepted positions at schools and in districts that were ready to engage them in March and April.

    c. Early mutual consent hiring has shifted the hiring season. According to data provided by the district, while 64 percent of new teachers to Boston were hired after August 1 in 2014, 76 percent of new teachers to Boston were hired before June 1 in 2018. Since the institution of early mutual consent hiring, open positions are advertised at the beginning of March. Principals reported that this improved timeline was part of the reason that they now had a higher representation of qualified candidates to choose from and increased opportunities to hire candidates of color.

B. The district has established a provision for displaced Boston teachers with professional teacher status who have been unsuccessful in applying for, or have not applied for, a teaching position through the competitive early mutual consent hiring process.

1. According to district data, over 40 percent of these displaced teachers were from schools that were closed because of declining enrollment, were not rehired under accountability rules that required them to reapply for their positions, or returned from long-term leave.

    a. District leaders reported that in the 2018-2019 school year, 53 of 325 excessed educators (16.3%) were excessed due to the closure of the West Roxbury Education Complex/USA closure.

2. Principals must consider displaced teachers who meet the qualifications for an opening, but are not required to hire them. However, district leaders reported that more than half of displaced teachers found a position through the competitive hiring process.

C. In an effort to reduce long-term costs, and as a part of the overall improvement of district capacity, the district has developed a system for assisting some educators in suitable professional capacity positions to leave the district voluntarily.

1. Between 2015 and 2020, Boston paid voluntary settlement agreements to 59 displaced teachers with professional teacher status who agreed to resign from suitable professional capacity positions, such as assistant teacher, aide, and tutor.

2. Under the terms of the agreement, teachers received a severance equal to 40 percent of their annual teacher salary and agreed not to apply for or accept future full- or part-time employment with the Boston Public Schools.

3. The initial cost to the district was approximately $3.6 million, but this action eventually resulted in a reduction in teacher salary expenditures.

Impact: The willingness of district leaders to take bold steps, defy tradition, and work to achieve a contractual agreement to improve hiring practices can pay large dividends for students and for schools. Research has shown that the difference between having a top quartile teacher and a bottom quartile teacher four years in a row may be enough to close the opportunity and achievement gaps, and having a high-quality teacher between fourth and eighth grades can substantially increase educational outcomes. The ability of school leaders and hiring teams to shape the community of educators pursuing their school's mission is markedly enhanced by this approach.

Challenges and Areas for Growth

3. The district's educator evaluation system is not contributing meaningfully to improvement in educators' practice. Many teachers are not receiving high-quality feedback from their evaluators;[46] many evaluators feel overwhelmed by caseloads; and very few educators point to educator evaluation as a source of learning and development.

[46] High-quality feedback is specific, timely, and actionable.

A. The team reviewed the evaluative documentation of approximately 5 percent of the teaching staff (210 teachers).

1. Only 67 (33.5 percent) contained specific and actionable feedback designed to contribute to teachers' growth.

2. In focus groups, some elementary teachers stated that they had neither received any feedback nor been formally observed in over a year.

3. Some secondary teachers told the team that some evaluations and feedback were useful, but, generally, they did not foster change in practice.

B. The team reviewed the evaluative documentation of 122 principals.

1. Only 55 principals (45 percent) received specific and actionable feedback that contributed to their growth. School superintendents are not reliably recommending concrete actions principals can or should do to improve.

2. A review of the evaluative documentation of 14 administrators who are not principals (5 percent), including school superintendents and assistant principals, indicated that they received the least amount of specific and actionable feedback, with only 2 (14.2 percent) receiving feedback that could promote their professional growth.

    a. Most of the feedback in the evaluations of these administrators who are not principals was laudatory and encouraging in nature, such as statements identifying their good work. For the most part, the feedback did not provide concrete inquiries or suggestions for growth or development.

3. Several principals told the team that they did not receive useful feedback. Some, who are or have been part of a University of Virginia cohort, said that they received frequent feedback that they have found to be very useful.

C. As of the 2015–2016 school year, state educator evaluation regulations (603 CMR 35.07) call for all Massachusetts school districts to collect and use student feedback as evidence in the teacher evaluation process, and staff feedback as evidence in the administrator evaluation process. This feedback may be used to inform an educator's self-assessment, goal setting, or as evidence to demonstrate growth over time.

1. The district's use of student and staff feedback is inconsistent.

    a. The team found evidence of the use of student data in goal setting and performance measures, but few examples of the use of student or staff feedback in the educator evaluation process.

D. Principals reported that the demands of evaluating all staff, each year, in order to comply with evaluation requirements were impeding principals' efforts to consistently provide thoughtful feedback.

1. Principals at all levels told the team that they felt enormous pressure to complete an overwhelming number of observations and evaluations within the identified time. Many reported that the amount of district paperwork limited the amount of feedback and coaching they could provide to teachers. In schools with large numbers of new teachers, there is an even greater challenge to provide useful feedback.

    a. The number of evaluators available to assist in the process varies from school to school and among levels.

2. Several principals told the team that they currently conducted classroom walkthroughs and would like to increase the use of walkthroughs to provide coaching to teachers, independent of the evaluation process.

E. Assigned evaluators are inconsistent throughout the district.

1. Evaluators of teachers are generally the principal, headmaster, assistant principal, or other administrators. In some instances, mainly at the secondary level, teams observe teachers for evaluations.

2. Teachers who are recommended by a principal or headmaster, willing to serve as an evaluator, licensed and rated proficient or better, and who complete evaluator training are able to evaluate peers who are currently rated Proficient or Exemplary.

3. Several administrators and teachers told the team that because of turnover and reorganization throughout the district, they often did not have the same reviewer in a two-year cycle. Review of evaluation files confirmed this. In fact, some principals have had more than four evaluators in the four years before the onsite visit.

F. Calibration of evaluations is not consistently ensured throughout the district.

1. While the Office of Human Capital has offered training and exercise in calibrating evaluations, and some schools conduct their own calibration exercises, administrators and teachers still question the consistency and fairness of evaluations.

2. Several principals voiced concerns about unconscious bias in evaluations, telling the team that some educators may have experienced negative feedback or poor evaluations as an equity issue.

Impact: Without specific, actionable, and timely feedback, many educators in the district are missing a critical opportunity to learn how to improve their practice. Without the intentional and thoughtful use of feedback from students and staff, educators are missing key sources of information about their work

and the district's educator evaluation system is incomplete. When a district does not take steps to ensure that evaluators' expectations are calibrated, and to meaningfully address issues of implicit bias, the district's educator evaluation system cannot reach its potential as a powerful tool to advance all students' performance, opportunities, and outcomes.

4. **The district has not found a way to effectively support professional development (PD) that is linked to key needs of students and teachers. PD is largely determined and led by each school and it varies from school to school in time, focus, and resources. District-led PD is voluntary and is not well attended.**

   A. Despite the robust framework provided by the Essentials for Instructional Equity, the district does not ensure attendance or conduct follow-up to monitor and ensure implementation of professional learning.

      1. Central office leaders told the team that the district PD program was intended to help teachers implement the district's recommended curricular programs, address the Essentials, and embed culturally and linguistically sustaining practices in their instruction. The 2018–2019 ASSET Professional Development trainings calendar lists nearly 100 workshops and courses aligned with the Essentials offered by the Office of Academics and Professional Learning, the Office of Opportunity and Achievement Gaps, the Office of English Learners, the Office of Special Education, and the Social Emotional Learning and Wellness offices. However, central office offerings on recommended curricular programs and on the Essentials are voluntary, often not well attended, and sometimes cancelled because of low enrollment.

      2. Trainings on culturally and linguistically sustaining practices were mandatory during one district superintendent's administration (2015–2018). The district's Office of Opportunity and Achievement Gaps conducted 90 hours of PD on culturally and linguistically sustaining practices for partners, principals, and lead teachers over a two-year period beginning in 2015–2016. In a train-the-trainer model, teachers subsequently attended eight PD sessions in their schools, conducted by principals, lead teachers, and others. Principals and teachers reported that while these sessions raised consciousness, teachers did not know how to plan instruction that incorporated these practices.

   B. District offices do not work cooperatively or strategically in scheduling PD trainings.

      1. District offices work independently of each other in providing assistance to schools and there is confusion about how to access district PD support for teachers in areas such as accommodating a range of student backgrounds and learning styles in general education classes. Principals and other leaders expressed the view that district offices competed for the attention of the schools in the absence of central coordination and planning. Many interviewees said that district offices provided numerous training opportunities, but without

an integrated plan, these opportunities were often perceived as random and inequitably distributed.

a. District leaders reported that the district did not have a basis for giving any schools other than turnaround/transformation schools priority for trainings based upon their needs.

b. District leaders reported that although 15 departments provided content coaching services, it was nearly impossible to "figure out how to access these services." They added that some principals were more effective than others in securing coaching services, but this was based more on their relationships and affiliations than the needs of their schools.

c. District staff and school personnel reported that district curriculum and instruction PD offerings were disorganized and were missing coherence. In addition, they reported significant competition among PD initiatives for common planning time (CPT) during the school day and the need for extra (stipended) PD time, in part because it was difficult to reach and engage teachers during a very limited amount of contracted PD time.

C. There is no districtwide model for instructional coaching in the district. The work of the many district- and school-based coaches and other instructional leadership staff is not coordinated for a common goal or coordinated with other PD efforts.

1. District staff reported that coaches supported curriculum and instruction and PD across a wide variety of district offices and initiatives, including:

   a. ELA, Mathematics, Science, History/Social Studies coaches (previously via Academic Response Team (ART) team members; now in subject offices)

   b. Office of Data Acquisition (ODA) Inquiry coaches

   c. K–2 Focus coaches

   d. Instructional Technology coaches

   e. School superintendents (who function as leadership coaches)

   f. Excellence for All (EFA) coaches

   g. SELWell coaches

   h. Physical Education/Health coaches

   i. English learning (EL) liaisons (for principal coaching)

   j. Language Acquisition Team Facilitators (LATFs)

2. Schools also reported hiring school-level coaches and along with various "teacher leaders," "team leads," "department heads," and other instructional leadership roles for curriculum and instruction.

D. Overall, the PD taking place in most schools is insufficient for deeper exploration of topics and for sessions to build upon each other to provide coherent learning experiences.

1. There is inconsistency across schools in the time devoted to PD and in the manner of scheduling limited PD time.

    a. Traditional schools have only thirty PD hours annually, consisting of two six-hour full days in August and January and eighteen hours of sessions scheduled outside of the school day. Schools are free to customize this schedule: for example, some schedule a second day in August in lieu of the January session. Some consolidate the eighteen hours to provide three full-day Saturday sessions, while others schedule nine two-hour sessions after school.

    b. Pilot and innovation schools have 50 or more hours of PD time and turnaround/ transformation schools have up to 86 hours.

E. Principals reported that pilot, innovation, and diversity-focused schools had greater resources for PD. Traditional schools have more limited PD funds and often rely upon their own teachers as presenters.

Impact: The absence of a districtwide strategy and annual plan for professional learning can lead to a lost opportunity among central offices to collaboratively plan, design and deliver PD, leading teachers to experience their central PD options as random and not aligned with their key needs and interests. This can result in low participation, which then leaves schools and educators unsupported in their efforts to improve. When principals and teachers find it difficult to engage coaches, a fundamental absence of coordination, connection, and coherence undermines the ability of central resource staff to support and engage school-based staff, leaving students without the benefit of their teachers' professional learning. Although teacher-led PD can increase relevance and empower teachers to engage as peer leaders, there is a risk in relying heavily—as many district schools do—on the ability of teachers or individual schools to develop a new level of capacity, without the support of experts in the field or content area.

Recommendations

1. **The district should promote educators' professional growth by fully implementing all components of the educator evaluation system, with a particular emphasis on ensuring that all educators receive high-quality feedback.**

    A. The district should support and monitor the skills and practices of evaluators to ensure that the feedback they provide is specific, instructive, actionable, and relevant to professional growth and student outcomes.

1. Evaluators should participate in calibration training and activities to ensure quality, accuracy, and consistency in the evaluation process and documentation.

2. The district should continue to explore models of distributed leadership, such as allocating evaluator responsibilities to a wider pool of people including other school and district administrators or teacher leaders. This will help to reduce evaluator workload, provide more consistency in the provision of support and feedback, to ensure that all educators receive high-quality feedback.

B. The district should identify opportunities to streamline the evaluation process to ensure that it is valuable to educators and supports their growth and development.

1. Massachusetts regulations do not prescribe the paperwork and forms that must be used in the educator evaluation process. The district should rethink paperwork that feels overly compliance-driven, and commit to only those forms that promote educator reflection and ongoing dialogue, and contribute to the process of continuous improvement.

2. The district should focus evaluation processes and related goals on high priority practices aligned to school and/or district priorities.

3. The district should explore peer review systems of evaluation.

Benefits: A fully implemented educator evaluation system that prioritizes high-quality feedback and is aligned with high priority school and/or district priorities will help educators improve their practice. This will likely lead to increased student performance and outcomes.

Recommended resources:

- *On Track with Evaluator Capacity* (http://www.doe.mass.edu/edeval/resources/pln/OnTrack-EvaluatorCapacity.pdf) is an interactive document that provides specific strategies, lessons learned, and links to district-created resources. It was produced by eight districts that were part of a Professional Learning Network for Supporting Evaluator Capacity.

- *Quick Reference Guide: Opportunities to Streamline the Evaluation Process* (http://www.doe.mass.edu/edeval/resources/QRG-Streamline.pdf) is designed to help districts reflect on and continuously improve their evaluation systems:

  - What's working? What are the bright spots?

  - How can we streamline the process to stay focused on professional growth and development?

  - What do we need to adjust to ensure our system is valuable to educators and students?

- DESE's *Online Platform for Teaching and Informed Calibration (OPTIC)* (http://www.ma-optic.com/) uses videos of classroom instruction to simulate brief, unannounced observations. Groups of educators, such as a district leadership team, watch a video together and then individually assess

the educator's practice related to specific elements from the Model Classroom Teacher Rubric and grade-aligned content standards, and provide the educator with written feedback. Through real-time data displays, the group members can then see how their conclusions compare to each other, as well educators throughout the state.

- DESE's *Calibration Video Library* (http://www.doe.mass.edu/edeval/resources/calibration/) is a collection of professionally created videos of classroom instruction produced by the School Improvement Network. These videos depict a range of practice (this is NOT a collection of exemplars) to support within-district calibration activities that promote a shared understanding of instructional quality and rigor.

2. The district should coordinate and deploy central office resources in a more coordinated and intentional way to support high-quality professional learning at the school level.

A. The district should develop a district PD plan that is aligned with its strategic plan goals and priorities and that is informed by district leaders, principals, and teachers representing every level as well as a range of school types and needs.

1. The plan should be consistent with DESE' guidelines and aligned with the Massachusetts Standards for Professional Development, including ensuring its impact on improving student outcomes.

2. The plan should be informed by student and educator data and instructional materials used in the district.

3. Leaders should conduct a careful and critical evaluation of the reasons some of its current professional learning options are not attracting participants or having the desired impact, study those forms of professional learning that are generating higher levels of teacher engagement, and build on those insights.

4. The district should determine how best to support high-quality school-based PD that complements district-led PD.

    a. School-led PD should be aligned with the Massachusetts Standards for Professional Development and should be intentionally varied, including but not limited to teacher-led PD and job-embedded, content-based, and individually pursued learning, with structures for collaboration that enable teachers to improve implementation of standards-aligned curricula and instructional practice.

        i. Teacher-led PD can increase relevance and empower teachers to engage as peer leaders. When and where expertise is needed beyond this model, and/or when it is necessary to increase capacity, sufficient resources should be available to procure external expertise, alternative perspectives, and innovative ideas. It is important to have a professional learning system in place that ensures access to both internal and external expertise as needed.

b. The district should enable schools to engage external experts when needed to address teaching and learning priorities.

5. The district should review the extent to which all schools have equitable access to professional learning opportunities aligned with their school improvement plans and instructional priorities.

    a. The district should reserve time under the collective bargaining agreement for district-determined PD related to key districtwide initiatives, such as the Essentials for Instructional Equity and culturally and linguistically sustaining practices.

    b. The district should explore ways of increasing the overall time devoted to PD from the current maximum of 30 hours for most schools.

B. The district should ensure that all district offices work cooperatively and in an integrated manner to support the implementation of district and school PD plans.

1. The district should coordinate the PD offered by district offices and schedule the services of academic coaches to ensure priority for the schools with the greatest needs for specific types of support.

C. The district should ensure that district PD resources are provided equitably to all schools based on their documented needs.

D. The district should continue to develop promising professional learning strategies such as the recently adopted principal PLCs and the needs assessment, evaluation, and teacher-engagement components of the Telescope program.

E. The district should develop a districtwide coaching model to support curriculum and instructional implementation.

1. Given the variety of district- and school-based coaches, liaisons, and other instructional leadership staff, the district should ensure a coherent, coordinated common vision and enactment of coaching that reaches all schools equitably and is supportive of high-quality instructional materials.

    a. The district should review and clearly articulate its beliefs about adult development consistent with 21st century models of learning and adhere to local and national standards for professional learning.

    b. The district should conduct an audit to determine the number and capacity of all coaches, contracted coaches, department heads, team leads, ILT members, and other instructional leadership staff to coherently support rigorous, standards-aligned, culturally and linguistically sustaining practices.

i. The district should provide regular, high-quality professional development and coaching support and training for the coaches and instructional leadership staff.

ii. The district should include English learner (LATF) and special education (COSEs) staff as part of this instructional coaching effort.

Benefits: A more intentional, coordinated, and all-encompassing system for PD in the district will provide increased coherence and will better position the district to strengthen educators' knowledge and skills and ultimately achieve its goals for improved student performance and outcomes. Enhanced district coordination of PD resources provided by district offices will ensure responsiveness to the needs of schools. Increasing the opportunities for various types of PD will provide more time for teachers to share their insights and reflections, work collaboratively to integrate them into their teaching practices, and engage in repeated assessments of the impact of their efforts.

Recommended resource:

- *The Massachusetts Standards for Professional Development* (http://www.doe.mass.edu/pd/standards.pdf) describe, identify, and characterize what high quality learning experiences should look like for educators.

Student Support

Contextual Background

Access, Equity, and Engagement

Boston is the largest urban district in the Commonwealth of Massachusetts, enrolling 50,480 students in 117 schools in 2019–2020. Like other urban districts, it has been challenged in closing opportunity and achievement gaps for students of color, English learners, students with disabilities, and economically disadvantaged students; optimizing all students' learning opportunities; and preparing all students for college, careers, and civic engagement.

District leaders reported that the districts' equity efforts included helping students prepare for the Independent School Entrance Exam (ISEE) through the Exam School Initiative and creating a more equitable set of pathways through programs such as Excellence for All. Excellence for All was designed to increase access to advanced work in the intermediate grades by emphasizing inclusive practices and high expectations across the schools.

According to DESE data, district enrollment in school year 2019–2020 was 42.4 percent Hispanic/Latino, 30.0 percent African American/Black, 14.9 percent White, 9.0 percent Asian, and 3.3 percent Multi-Race. Many district students come to school each day with unique programmatic and support needs. In the 2019–2020 school year, 76.7 percent of students in the district were part of the high-needs student group because they were in one or more of the following student groups: economically disadvantaged students, students with disabilities, and English learners (ELs) or former ELs, compared with 48.7 percent of statewide enrollment. Economically disadvantaged students made up 58.3 percent, compared with 32.8 percent statewide. Students with disabilities represented 21.3 percent, compared with 18.4 percent across the state. ELs made up 32.4 percent, compared with 10.8 percent statewide.

The district is challenged by high chronic absence rates.[47] According to DESE data, in recent years the district's chronic absence rates have fluctuated with an overall increase and have been consistently higher than state rates. In 2019, the district's chronic absence rate was 25.2 percent, with 13,717 students missing more than 10 percent of their days in membership.

Table 35: Boston Public Schools
Chronic Absence Rates Compared with State Rates, 2015–2019

	2015	2016	2017	2018	2019
Boston Public Schools	24.3	24.3	25.8	25.5	25.2
State	12.9	12.3	13.5	13.2	12.9

[47] Chronic absence is defined as the percentage of students absent 10 percent or more of their total days in membership in a school. See Table 22 in the Student Performance section of this report for chronic absence rates for 2018 and 2019, disaggregated by student group.

Chronic absence rates in 2019 are high for all grades in the district and particularly high for grades 9–12. In 2019, the grade levels with the highest chronic absence rates were as follows: 33.7 for grade 9, 32.9 percent for grade 10, 39.6 percent for grade 11, and 41.6 percent for grade 12. In 2019, the major racial/ethnic groups with the highest chronic absence rates were Hispanic/Latino students at 30.5 percent and Black/African American students at 26.5 percent.

The district has emphasized systems compliance over focusing on student outcomes. Some consider this a needed emphasis to ensure that students with disabilities (SWDs) receive the services guaranteed them by the federal Individuals with Disabilities Education Act. However, focusing too intently on compliance precludes opportunities for special educators to collaborate with others in classrooms and schools across the district, in consistent and meaningful ways, to create and deliver high-quality, rigorous learning opportunities that offer students access to the least restrictive environment while also meeting compliance requirements. A 2019 report by the district superintendent, comparing the academic proficiency of different student groups in 2018–2019 with proficiency in the 2016–2017 school year, stated that academic proficiency gaps for students with disabilities compared with students without disabilities improved in ELA, but remained the same in math and science.

A related issue is the absence of a clear district policy delineating what staffing and instruction should look like in inclusion classrooms. At the time of the onsite visit in the fall 2019, collective bargaining agreement (CBA) negotiations with the Boston Teachers Union about inclusion had been suspended until summer 2020. This suspension of CBA negotiations and the absence of a district policy about inclusion were causing confusion and anxiety among district educators and stakeholders.

Since 2010, the Civil Rights Division of the U.S. Department of Justice and the Office for Civil Rights of the U.S. Department of Education has overseen the district's efforts to correct several issues related to the education of English learners (ELs) in the district. These include the accurate identification of English learners, monitoring English language development, and provision of appropriate services and instruction by qualified educators to ELs. The district agreed to this oversight by the federal government as part of the Settlement Agreement of 2010 and the "successor" Settlement Agreement in 2012. In addition, DESE has determined multiple instances between 2015 and 2019 of the district's noncompliance with state regulations concerning parent access to student records and translation and interpretation of school communications into parents' primary language. These findings were based on noncompliance at several different schools. DESE has ordered corrective action from the district and is monitoring the corrective action.

It was clear from discussions during the onsite visit that some educators and education leaders thought that the narrow focus on compliance standards was affecting student outcomes and inhibiting systems to support quality instruction and service delivery for ELs and SWDs.

During the district review, in interviews about supporting struggling students, interviewees almost always discussed SWDs and ELs in tandem, as the district's "vulnerable students." This is problematic for two reasons: first, because the needs and interventions for the two groups are often very different, and second, because it obscures the group of dually identified students designated as both SWD and EL

(designated as EL/SWD in the district). These students, who often have complex needs for support, are just beginning to be accurately identified and served.

Promising, collaborative efforts about the engagement of families, students, and community partners are evident in the newly named Office of Student, Family and Community Advancement. This office has brought together, in various locations across the district, groups of parents, advocates, students, and other stakeholders during the district superintendent's ambitious tour schedule. The Office supports families in their school registration and supports students to develop leadership skills and contribute their perspectives via school-based student governments and the districtwide Boston Student Action Committee.

Strength Finding

1. **The district has provided resources to support promising initiatives in students' social-emotional learning and behavioral health and wellness. The district is beginning to see emerging positive data about students' academic and social-emotional competencies.**

    A. The district has a Wellness Policy established in 2017 that addresses cultural proficiency, food and nutrition, health and physical education, safe and supportive schools, health services, and staff wellness. The assistant superintendent for the Office of Social Emotional Learning and Wellness (SELWell) oversees health and wellness including health and physical education, wellness policy, and wellness councils.

    1. SELWell has become the umbrella office that offers a range of tiered supports tied to the district's wellness mandates as well as other initiatives, including:

        a. Tier 1 - Safe and Welcoming schools: Bullying Prevention, Restorative Practices, Physical Activity, Pre-K–8 recess, before- and after-school programs, Comprehensive Behavioral Health Model, primary health care, and Positive Behavior Interventions and Support (PBIS).

        b. Tier 2 - Counseling and Case Management (psychologists and pupil adjustment counselors): chronic absence supports and athletic programing in middle and high schools.

        c. Tier 3 - Ostiguy High (for students recovering from substance abuse), and the homeless education resource network.

    2. Under the SELWell umbrella, a range of professionals nurture and support students across the district, including educators, nurses, guidance counselors, social workers, and psychologists. Physical education teachers, health education teachers, and athletic coaches play a key role is supporting social-emotional health.

        a. Interviewees reported that physical and health education teachers have been teaching social-emotional health for a long time. Recently SELWell and the health department

collaborated on professional development (PD) for paraprofessionals; over 100 attended the PD.

b. There are 3 SEL coaches funded by the Wallace Foundation and 4 district-funded safe and welcoming schools specialists supporting 125 schools. Fourteen schools are part of the Wallace-funded research project; they receive intensive support and opportunities for cross-school activities.

3. Multiple school leaders reported that SELWell was active in their schools, offering support for behavioral health, access to and use of tiered supports and partners, and maintenance of at least one on–site health center.

4. In survey results provided by the district for the 2017–2018 school year, 50 percent of schools reported having most or all staff trained in SEL standards, and 86 percent of schools reported providing at least one support in each of the district-recommended Tier 1, 2, and 3 curricula, supports, and services to support student's social-emotional and behavioral development.

B. In 2010, the Comprehensive Behavioral Health Model (CBHM) was collaboratively developed by staff and school psychologists who are part of the Boston Teachers Union. CBHM is now a component of SELWell. CBHM grew out of an ongoing partnership with Children's Hospital and the University of Massachusetts Boston School Psychology Program. The model provides a continuum of tiered services for behavioral health beginning with a preventive framework for all students, offering group support for some students with identified needs, and then focusing on individual support for students with a need for Tier 3 supports.

1. The CBHM model has three core components: universal screening, data-based decision making, and instruction (SEL and Positive Behavioral Interventions and Supports or PBIS), all parts of Tier 1.

   a. In order to ensure that participating schools concentrate their earliest efforts on the development of Tier 1 programming for all students, schools set up Tier 2 or 3 programming only after 70 percent of their students are experiencing Tier 1 support. District leaders and teachers said that without a robust and widespread Tier 1 set of programs and practices in place, a school and its student body would not be able to substantially benefit from isolated group work or individual counseling programming.

   b. Tier 3 includes counseling, behavior plans, and suicide assessments. CBHM emphasizes Tiers 1 and 2.

2. The district has responded to the success of the CBHM work by increasing funding for its expansion. Interviews and a document review indicated that the implementation of the CBHM model began with a cohort of 9 schools in the 2012–2013 school year and at the time

of the onsite visit in the fall of 2019 had grown to 72 schools across the district. The number of psychologists increased from 48 in 2010 to 74 in 2019.

   a. CBHM provides 100 hours of job-embedded PD each school year for psychologists and social workers; in addition, they have monthly opportunities to meet as a professional learning community.

3. All CBHM schools voluntarily adopt the approach; schools are not required to participate.

   a. School leaders and teachers reported that CBHM was reflected in their schools in a variety of ways, including fall screenings, the Boston Emotional Support Team (BEST), PBIS, Restorative Justice, and Social Emotional Academic Leadership (SEAL) teams.

   b. The Comprehensive Behavioral Health Model Annual Report School Year 2017–2018 stated that students attending CBHM schools demonstrated meaningful improvements in academic and social competency over the course of 2017–2018 as measured by the Behavioral Intervention Monitoring and Assessment System (BIMAS).[48]

   c. For example, in the fall of 2017, 76 percent of students surveyed presented high risk for conduct (risk of physical or verbal aggression); in the spring of 2018, the proportion of students who presented high risk decreased to 70 percent.

   d. From the fall of 2017 to the spring of 2018, the proportion of students presenting as high risk for cognitive attention (difficulty with attention to and/or executive functioning) decreased from 75 percent to 70 percent.

4. Classroom observations conducted in October 2019 indicated the presence of mostly positive behavior environments at all levels. (See a summary of the team's findings, *Boston Public Schools Classroom Observations: Districtwide Instructional Observation Report, Summary of Findings, October 2019,* in Appendix E.)

   a. Approximately 70 percent of Pre-K–3 classrooms were rated in the high range for behavior management indicating that classroom rules and guidelines for behavior are clear and consistently reinforced by the teacher, and that there are no, or very few, instances of misbehavior or disruptions.

   b. Approximately 71 percent of classrooms serving students in grades 4–8 were rated in the high range for behavior management.

[48] BIMIS is a measure designed to screen students between ages 5 to 18 and identifies both behavioral concerns and adaptive skills. For each student in their class teachers report the frequency of behaviors within each subscale on a 5-point Likert scale in the web-based BIMAS system. During 2017–2018 school year, teacher ratings were completed twice, once in the fall of 2017 and once in the spring of 2018—CBHM Annual Report School Year 2017–2018, pages 6 and 7.

c. Approximately 76 percent of classrooms serving students in grades 9–12 were rated in the high range for behavior management.

C. In several focus groups, students told the team about the ways in which adults and other students in their schools helped build their academic and social-emotional skills.

1. Students stated that many clubs were available, including debate club, calculus club, and girls' groups and boys' groups where there was open discussion and where everyone had input.

2. They said that teachers stayed after school and help with homework was available.

3. Students said that teachers, guidance counselors, and social workers were supportive, open, and available to talk with students about their needs and their "emotions."

Impact: Districts and schools that emphasize a proactive preventative approach to social-emotional and behavioral development likely create and maintain safe and supportive climates. Educators who have worked with SEL professionals to develop a Tier 1 set of experiences for all students likely develop and nurture consistently positive relationships with students, and better understand what supports students need. Students in safe and supportive climates in schools and classrooms have more opportunities to learn and better opportunities to achieve. Schools that have successfully developed Tier 1 programming for many students have laid a foundation for the introduction of Tier 2 supports for students with additional social-emotional learning needs.

Challenges and Areas for Growth

2. The district's special education services are in systemic disarray, do not provide appropriate learning opportunities in the least restrictive environment for all students with disabilities, and contribute to a pattern of inequitable access to learning opportunities.

A. The district has not ensured the appropriate assignment of students with disabilities to educational supports in the least restrictive environment. This has been a long-standing issue.

1. In school year 2018–2019, the proportion of students in the district designated as students with disabilities was slightly higher than the state average (20.3 percent compared with 18.1 percent). However, in 2018–2019 the proportion of the student body ages 6 through 21 designated as needing substantially separate classrooms was more than twice that of the state (30 percent compared with 13 percent).

2. Students with disabilities receive services in 12 categories of substantially separate strands across the district. The district's designation of strands, and its assignment of students to these strands, is not a common practice in other school districts, and in many cases it prevents students from accessing high-quality, inclusive settings.

3. The district assigns a disproportionate number of students to substantially separate strands

in schools, at times relying on the location of open seats, with some schools supporting multiple strands without a coherent plan or evidence of capacity.

4. Strands are primarily located in open-enrollment schools (see Leadership and Governance finding #1 in this report). The strands and locations of each are as follows:

    a. Applied Behavior Analysis (Autism): 24 open-enrollment schools; 4 special application/lottery schools

    b. Developmental Delay: 52 open-enrollment schools

    c. Emotional Impairment: 21 open-enrollment schools; 4 special application/lottery schools[49]

    d. Intellectual Impairment (Mild): 10 open-enrollment schools; 4 special application/lottery schools

    e. Intellectual Impairment (Moderate): 10 open-enrollment schools; 4 special application/lottery schools

    f. Intellectual Impairment (Severe): 2 open-enrollment schools; 4 special application/lottery schools

    g. Multiple Disabilities: 5 open-enrollment schools

    h. Physical Impairment: 3 open-enrollment schools

    i. Sensory Impairment (Hearing): 1 open-enrollment school

    j. Sensory Impairment (Vision): 1 open-enrollment school

    k. Specific Learning Disability: 24 open-enrollment schools, 5 special application/lottery schools

    l. Inclusion: 58 open-enrollment schools, 4 special application/lottery schools

3. Table 36 details the district's placement of students with disabilities by group in substantially separate classrooms.

[49] In addition, programs for students classified as "Internalizing (Fragile)" are located at 9 schools, including 3 exam schools and 1 pilot school.

Table 36: Boston Public Schools
Substantially Separate Placement of Students with Disabilities by Group, 2018–2019

Group	Number	Percentage of Students with Disabilities in Substantially Separate Placement
All students	2,854	30%
Economically disadvantaged	2,127	34%
African American/Black	1,273	36%
Hispanic/Latino	1,219	29%
English learners	1,002	32%
White	195	17%
Asian	86	28%

Sources: DESE's DART and EDWIN Analytics data. Data represents students ages 6 through 21.

a. Coordinator of Special Education (COSE) staff stated that, for most students receiving special education services, the quality and implementation of learning tasks and the extent to which a school could support learners in the general education population determined opportunities for rigorous engagement.

4. Students supported in substantially-separate strands may need to transfer schools in order to access more inclusive services described in their Individualized Educational Programs (IEPs).

   a. Team members were told that in some cases, students with disabilities who had progressed and were ready to access a less restrictive environment could not always do so. Interviewees said that factors including classroom capacity and "not knowing who to ask" could negatively affect access.

   b. Several interviewees stated that students with disabilities ready to exit a substantially separate strand could choose not to access learning in a less restrictive environment because exiting their current strand entailed moving to a new strand, or to a general education classroom, that was located in a different school.

   c. Parents sometimes choose to leave students in substantially separate placements to avoid changing schools.

5. The district superintendent and other interviewees described examples of inequitable assignment to special education services, including the disproportionate assignment of boys of color to the Emotional Impairment program strand.

6. District leaders and teachers pointed to the need for more Tier 2 interventions provided by classroom teachers and supported by Student Support Teams (SSTs) to prevent inappropriate assignment of students to special education services.

B. Students with disabilities in the district are not consistently gaining access to experienced and high performing teachers.

1. DESE's EDWIN Analytics data tracks a three-year trend of assignments of students to teachers. Data from the 2018–2019 school year indicated that in 9 district schools, the district assigned students with disabilities to teachers with less than 3 years of experience at a rate between 1.5 times and 2.8 times higher than the rate for students without disabilities over the previous 3 years. In addition, in 4 schools, the district assigned students with disabilities to teachers rated "Needs Improvement or Unsatisfactory" at a rate of between 1.5 and 5.7 times higher than students without disabilities. DESE considers a rate that is 1.5 times higher than the rate for non- students with disabilities, or greater, to be inequitable.

2. EDWIN Analytics data from the 2017–2018 school year indicated that in 11 district schools, the district assigned students with disabilities to teachers with less than 3 years of experience at a rate between 1.5 times and 6.1 times higher than students without disabilities. In 11 schools, the district assigned students with disabilities to teachers rated "Needs Improvement or Unsatisfactory" at a rate of between 1.5 and 14.6 times higher than students without disabilities.

C. While there are some examples of effective inclusive practice in the district, the district has not defined or implemented a consistent inclusion policy that delineates staffing and recommended models of inclusive instruction.

1. Because of the absence of a shared definition of inclusion that is understood by all educators, various models of inclusion and inclusive practices exist in the district based on program delivery decisions at the school level.

2. Progress to create increased inclusive learning environments, a district goal identified in 2013, continues to lag.

3. The review team was told that as of November 2019, the district and the Boston Teachers Union (BTU) did not have an agreement about what constituted implementation of inclusion. Undecided issues included the ratio of students (students with and without disabilities) per classroom, the number and certification of teaching staff required in specific classrooms and situations, and perhaps most significantly, the design of the inclusion model(s) of instruction that would be practiced.

4. Multiple interviewees said that the mayor issued a Memo of Understanding to ensure that a joint group of BTU and management representatives would carry on a conversation about inclusion with a deadline of August 2020. This Inclusion Working Group, made up of the district and BTU leaders, will "address the equity and quality of inclusive programs and practices within the Boston Public Schools."

5. The Boston School Committee convened an Inclusion Task Force in 2014–2015. The Task Force produced principles and recommendations for implementing inclusion across the district but progress toward implementation was considered by district leaders to be "unsatisfactory."

6. Interviewees, including teachers and principals, reported that trying to implement inclusive practices was a stressor for principals. They stated that administrators and teachers needed more professional development about what instruction should look like in inclusion classrooms.

7. Issues related to special education and inclusion were among the emerging themes raised by multiple district stakeholders who attended and spoke at the district superintendent's community meetings and school visits in the summer and fall of 2019.

D. The district has struggled for many years with the provision of services to students with disabilities.

1. Several district leaders said that the Office of Special Education has been criticized for its overly narrow focus on compliance, rather than on instruction, for students with Individualized Education Programs (IEPs).

Impact: Because the district is unable to provide appropriate learning opportunities in the least restrictive environment for all students with disabilities and to define a policy about inclusion, it denies all students important opportunities to interact and learn from each other and limits students' opportunities for successful post-secondary education and career options. When a district does not provide sufficient support and resources to all students, students do not have equitable opportunities to learn. Focusing too narrowly on compliance without also prioritizing quality and outcomes precludes opportunities for special educators to collaborate with others in classrooms and schools across the district, in consistent and meaningful ways, to create and deliver high-quality, rigorous learning opportunities that offer students access to the least restrictive environment while also meeting compliance requirements.

3. The district has not provided English learners with equitable access to high-quality teachers, rigorous coursework, and appropriate supports, and has not ensured that all English learners progress both academically and in English language development.

A. Since 2010, the Civil Rights Division of the U.S. Department of Justice and the Office for Civil Rights of the U.S. Department of Education has overseen the district's efforts to correct several issues related to the education of English learners (ELs) in the district. These include the accurate identification of English learners, monitoring English language development, and provision of appropriate services and instruction by qualified educators to ELs. The district agreed to this oversight by the federal government as part of the Settlement Agreement of 2010 and the "successor" Settlement Agreement in 2012.

B. The district has not provided English learners (ELs) equitable access to coherent, comprehensive, and consistent services in schools and classrooms.

1. District and school leaders reported that in some schools the number of qualified teachers was not enough to serve the needs of all ELs.

2. In 2019–2020, the district restructured school groupings, changing from networks of schools based on need to regions of schools based on geographical location. This change has had a negative impact on the deployment of some EL educators to respond to the needs of ELs.

    a. The Office of English Learners (OEL) has been assigning tiered supports by EL educators based on the level of need of the ELs in schools. In school year 2019–2020, the district shift to regions delayed deployment of EL supports across the district.

3. Some ELs do not have access to the language supports available in their schools. In some cases, EL educators' efforts to collaborate with educators in content departments on content-specific supports have not been successful.

    a. The team was told that principals were not required to accept the supports for ELs that OEL offered. Accepting such supports may depend on the relationship between the principal and EL educators. EL educators said that they worked with those who were ready to work with them.

    b. Interviewees said that EL leaders and educators were not able to work effectively with all content departments at the district level to develop content-specific supports, noting, "We try to leverage departments we have built relationships with and build on those. Interviewees added: "[We] have to break down silos among content departments in order to partner with all departments."

C. The district has not been able to consistently provide all ELs access to rigorous coursework and curriculum leading to academic progress.

1. Limited access by ELs to rigorous coursework has been an issue in the district for several years and was recently addressed by the cross-support ASSET team, including the OEL leader.

2. A district leader reported that many ELs did not have access to supports that prepared them for entry to an exam school, such as participating in an Advanced Work Class or district-supported assistance with preparation for the Independent School Entrance Exam (ISEE); nor do they all have access to AP Classes.

3. Schools' autonomous decisions about curriculum have resulted in various curricula being used across the district. This volume and diversity of content has a direct impact on EL educators' efforts to design grade-level SEI supports for ELs, which are meaningfully tied to curriculum. Instead of trying to support every one of the constantly shifting curriculum

choices in each school, the OEL has chosen to create supports based on DESE's model curriculum units.

4. In the fall 2019, the district superintendent reassigned the OEL to be within the Division of Academics, reflecting a belief that the needs of ELs should be directly considered in district decisions about academics.

D. The district's efforts to support ELs are neither leading to students' ongoing progress in English language skills nor resulting in improving academic achievement.

1. ELs in the district are not advancing toward grade-level proficiency in English. This is true at all levels over time, according to districtwide students' results on the ACCESS for ELLs English Language Proficiency Test results.

    a. According to DESE data, between 2015 and 2019 only once did a majority of ELs show the necessary progress towards English language proficiency on the ACCESS test. This was in 2016. For school years 2015 to 2019, the proportion of ELs who made progress on the test was respectively 49 percent, 58 percent, 47 percent, 46 percent, and 47 percent.

2. A 2019 report by the district superintendent, comparing 2018–2019 gaps in academic proficiency of different student groups with those in the 2016–2017 school year indicated that academic proficiency gaps for ELs compared with non-ELs have not changed in ELA or science, and the gap has increased in math.

E. The district's 3,263 dually identified students designated as both students with disabilities and ELs are not taught by experienced and qualified teachers in all settings.

1. Interviewees said that the capacity of the district to support ELs who also had disabilities was inconsistent and based how each classroom was staffed.

    a. An inclusion classroom may have one triple-certified teacher (special education, general education content or elementary certification, and ESL) or a dual-certified teacher (special education, general education content or elementary certification) and a specialist with ESL certification to "push in" language services to ELs with disabilities at ELD levels four and five. If such push-in services are not available, the dual-certified teacher may receive a stipend.

2. Interviewees said that the district did not provide equitable supports to schools to educate dually identified students designated as both students with disabilities and ELs, including dual-language and special education services for students with learning disabilities and emotional impairment.

3. A review of The English Language Learners Task Force Report to the School Committee (dated November 7, 2018) indicated that the district did not have a system to track data on the appropriate language match between bilingual special educators and dually identified

students designated as both students with disabilities and ELs at lower ELD levels, or systems to plan for staffing needs.

4. The report stated that in the 2017–2018 school year, only 3 percent of dually identified students designated as both students with disabilities and ELs in grades 3–8 met expectations in the Next Generation MCAS ELA assessment and only 4 percent met expectations in the Next Generation MCAS math assessment.

F. The team was told that complying with federal mandates has focused districtwide attention on improvements needed to support ELs, including the need for highly qualified content teachers with SEI endorsement or ESL licensure, and for better professional development for teachers.

1. However, some interviewees said that activities to ensure compliance often overshadow time supporting schools and teachers of ELs. District leaders said that the OEL was "getting grief" from others in the district for its narrow focus on compliance.

Impact: The district does not ensure that all ELs, including dually identified students designated as both students with disabilities and ELs, have equitable access to opportunities for academic and English language advancement, including the supports and the teachers that ELs need to access grade-level curriculum appropriate for their ELD level. When district leaders and educators do not provide rigorous academic experiences to ELs, and allow an overly narrow focus on compliance to limit the focus on instruction, the district misses an opportunity to create environments where all students can deeply learn, grow, and thrive.

4. The district's school choice and assignment systems contribute to systemic barriers to equity, limiting student access to high-quality schools, especially at the high-school level.

A. The district's school choice and assignment system, which seeks to provide more options for families close to their home, does not provide equal access to high-quality schools for all students and contributes to the problem of racial segregation in schools.

1. The review team was told that despite having a district focus on equity through the Office of Equity (OOE) and the Office of Opportunity and Achievement Gaps (OAG), the district continued to struggle with the negative effects of its school assignment policies and practices on equitable access to high-quality schools.

2. Interviews and a document review indicated that the district's student assignment policy creates a list (also referred to as a "choice basket") of school options for families. District leaders noted that this home-based model of school choice seeks to provide students with access to all schools within a mile of a student's home; 2 Tier 1 schools; 2 schools within Tiers 1 and 2; 2 schools within tiers 1, 2, and 3; and citywide school options. The process relies on the BPS School Quality Framework, an algorithm which ranks schools from tier one to tier four based on the school's ratings for student performance; teaching and learning; family, community and culture; and leadership and collaboration.

a. When review team members asked how the enrollment in some schools could be so racially disproportionate to the rest of the district, interviewees stated that based on where a family lives, enrollment in schools within a one-mile or one-and-one-half-mile radius tended to reflect the composition of that neighborhood.

    i. Interviewees stated that when some families from certain neighborhoods, including the North End, Downtown and the West End, received their first-choice tier one school they took it and did not move, and if they did not get their first choice they moved on to private schools. Siblings of students already enrolled in those tier one schools have priority in subsequent registration rounds, limiting the number of additional available seats.

    ii. Interviewees also noted that a significant number of families of historically marginalized students registered late in the process and had limited options based on the availability of seats. These families tended to come from Roxbury, Dorchester, and Mattapan. The district's school registration webpage stated that priority round registration for enrollment in the 2020–2021 school year for kindergarten and grades 1, 6, 7, and 9 was January 6 to January 31, 2020, a 3-week window of time 7 months before the start of the school year.

    iii. District data indicated that in 2019 while districtwide enrollment for White students was 15 percent, 5 elementary schools enrolled over 50 percent White students: Eliot at 61 percent, Perry at 59 percent, Lyndon at 56 percent, Kilmer at 52 percent, and Warren-Prescott at 52 percent. In 2019, while districtwide enrollment of African American/Black students was 31 percent, the enrollment of African American/Black students in the Eliot, Perry, and Lyndon, Kilmer, and Warren-Prescott schools was 5 percent, 23 percent, 9 percent, 16 percent, and 12 percent, respectively.

    iv. Moreover, an evaluation conducted by Boston Area Research Initiative (BARI) of Boston's student assignment system of grade 6 applicants documented that 65 percent of African American/Black students and 56 percent of Hispanic/Latino students were not offered tier 1 schools within 1.5 miles of their home in their choice basket. Only 35 percent of White and Asian students had the same experience. This limited access to quality grade 6 schools and affected students and families living in "…communities as disparate as Mattapan and Jamaica Plain."

b. When school committee members were asked what they believe has contributed to student performance remaining flat in recent years, one response was, "…disparities in the neighborhoods," along with the observation that "…school assignment is one of the structural issues."

c. School committee members also told the review team that a School Quality Task Force was discussing making further changes to the school assignment system.

3. The district superintendent told the team that one of her broad goals in the strategic plan that she was developing would be to ensure that the district offers high-quality schools and rigorous opportunities in every neighborhood. One of the emerging themes identified during the district superintendent's community and school engagement tour was an equitable, accessible, transparent, and real-time process to help families navigate the assignment and wait–list process.

B. The district's high-school enrollment practices prevent three quarters of all students from accessing the three exam schools, each of which has high achievement levels, a high concentration of students who are succeeding in school, and excellent graduation and college enrollment rates.

1. Discover BPS 2018 states that there are 33 high-school options for students, 13 of which require special applications (5 pilots, 3 Horace Mann charters, 2 alternative schools, and 3 exam schools).

    a. In 2019, the 3 exam schools enrolled 5,742 students, approximately 25 percent of all Boston's high-school students.

    b. The 16 open-enrollment high schools do not require a special application.

2. In its self-assessment submitted in advance of the onsite visit, the district identified entrance to exam schools as one of the structural barriers to equity, noting that the demographics of these schools did not mirror students districtwide, with African American/Black and Hispanic/Latino students largely underrepresented.

3. The review team was told that the exam school admission policy was among the big levers within the districts' control that is affecting equity.

    a. Boston has three high schools that base acceptance on the Independent School Entrance Exam (ISEE) exam and the student's grade point average (in grade 5 or 7 English and math and the first two marking periods of the current grade).

        i. An interviewee noted that the ISEE was not aligned with district curriculum, so district students were at a disadvantage when contrasted with at least some students who have not attended district schools and then applied for admission to the exam schools.

    b. The district is in the early stages of exploring the idea of replacing the ISEE.

    c. Students not enrolled in district schools may apply for exam schools. These students must verify residency in Boston before applying to the exam schools.

    d. Students are accepted to exam schools in grades 7 and 9. The O'Bryant School also accepts a limited number of new students for grade 10.

i. There is no wait–list for exam schools and there is no second-round consideration.

e. A document review indicated that students in exam schools performed significantly higher on MCAS assessments, had higher graduation rates, and were more likely to enroll in college than students in non-exam high schools.

4. The enrollment of students with disabilities is concentrated in a relatively small number of schools serving grades 9-12.

   a. In 9 schools serving grades 9-12, students with disabilities comprise over 30 percent of school enrollment.

   b. In each of the district's three exam schools, students with disabilities comprise less than 4 percent of school enrollment.

   c. Almost half of students with disabilities in grades 9-12 (49.3 percent) attend 8 schools.

5. A report completed by Parthenon at the request of the Barr Foundation and the Boston Public Schools in 2018 reviewed the school experience of the off-track student, who was defined as a high-school student two years behind relative to typical age and credit accumulation patterns of graduates of Boston high schools. Over 60 percent of these students attended open-enrollment schools.

6. School committee members, school leaders, and teachers expressed concerns about the impact of exam schools on non-exam high schools.

   a. School committee members reported that as the district attempted to narrow the achievement gap, exam school admission was a factor and people did not want to address the issue. One educator voiced the concern that the district does not want to look at the flaws of the exam school structure, stating, "They won't touch it."

   b. School leaders told review team members that the district did not provide equitable resources and noted the high quality of Boston Latin School laboratories compared with district high schools with poor quality labs and lab equipment, or no labs at all. Principals also spoke about how the numbers of high-risk students were growing in open-enrollment high schools. When asked how the district was helping their school close the achievement gap, school leaders said that the answer was not simply putting more resources into schools with a high concentration of "high needs" students but rather giving many more students a chance for more interaction with high achieving peers.

C. Interviewees reported and a review of documents and data indicated that inequities existed in the placement of special education program strands.

1. District and school leaders told the review team that program placement had a negative impact on overall school performance.

    a. When the review team asked what factors beyond the school's control affected improvement efforts, one response was special education program placement: opening new classrooms devoted to specific high-need populations.

        i. A document review indicated that open-enrollment high schools had between three and five special education program strands while schools that required special applications had fewer. For instance, the Horace Mann charter schools did not have any program strands, and pilot schools and exam schools each had one program strand only.

    b. Interviewees reported that while each strand may have come with support, a school that had multiple program strands began to feel like multiple schools. Interviewees said that it was difficult to manage professional development and feedback on instruction for an increasingly diverse population of general education and special education teachers.

    c. Principals reported an absence of transparency in decision-making about the placement of special education program strands.

Impact: While the district is not responsible for the racial composition of neighborhoods, district efforts to improve the assignment system have not provided African American/Black and Hispanic/Latino students with equitable access to schools. Intentionally or not, the effect of the student assignment system, and the recent concerted effort to enroll students close to their homes, has been to concentrate White and Asian students in higher quality schools, and to limit the number of Hispanic/Latino and African American/Black students in such schools. When the high-school assignment and exam school testing systems result in the exclusion of many Hispanic/Latino and African American/Black students from the exam schools, they also tend to reduce opportunities for students enrolled in other schools. As non-exam schools, especially open-enrollment schools, see their enrollment climb, they are often tasked with providing support for a disproportionately large number of high needs students. When the process to place special education program strands is not transparent, and students with special needs are not embraced equally across the district, a small number of schools are left to address bigger challenges in meeting overall student achievement goals. These factors combine to reduce opportunities for the many district students enrolled in non-exam schools.

Recommendations

1. **The district should develop new structures to provide equitable learning opportunities to all learners.**

    A. The district should set priorities to review the structural impediments that persist and limit equitable learning experiences for students.

B. The district should outline an action plan developed with SMART goals[50] to take specific steps to reduce or eliminate structural barriers to student access and engagement.

C. The district should ensure that it creates and delivers high-quality, rigorous learning opportunities that offer students access to the least restrictive environment while also meeting compliance requirements.

1. For example, the district should base decisions on placement of services strands not on available space in schools but on what is best for students.

D. The district should continue its work to develop a coordinated districtwide tiered approach to support all students.

1. The district should provide high-quality professional development for all staff to facilitate the implementation of a formal tiered system of support that includes providing for individual differences in the general education program.

2. The district should ensure that school leadership teams systematically evaluate the effectiveness of its tiered system of support.

Benefits: By implementing this recommendation, the district will provide sufficient support and equitable learning opportunities to all students.

2. The district superintendent should urgently prioritize developing and implementing a district policy on inclusion that incorporates specific models for high-quality inclusive education and guidelines for appropriate staffing and professional development.

A. The district superintendent should prioritize planning and readiness to implement a district policy on inclusion.

B. The district superintendent should identify one or more preferred models of inclusive education for the district as part of the policy on inclusion.

1. The district superintendent should review approaches to inclusive education that reflect current best practice, including universally designed, rigorous, tiered learning activities for all students in the general education classroom, with provision of student-specific accommodations and modifications according to students' individual learning needs, for as much of the school day as possible.

2. The district superintendent and members of her leadership team should consult external experts about models for inclusive education that have been implemented in other large, diverse, urban districts across the U.S. and internationally.

[50] SMART goals are specific and strategic; measurable; action-oriented; rigorous, realistic, and results-focused; and timed and tracked.

a. The district superintendent should identify, from the models of inclusion that are already being practiced within the district and those whose track record in other districts warrants attention, those that are most effective at providing inclusive, rigorous, standards-aligned, culturally and linguistically sustaining learning opportunities. She should recommend one or two of these as exemplars for implementation across the district.

C. The district superintendent's policy on inclusion for the district should include specifics about staffing and credentialing of educators in classrooms that are based on the rights and specific needs of all students in all classrooms.

D. The district superintendent should ensure that the district formulates and implements a professional development (PD) plan for educators about inclusion.

1. PD should include strategies on instruction and on the nature and formation of collaborations—between educators, partners, students, and families—that best support inclusive education environments.

Benefits: Implementing this recommendation will mean a greater sense of urgency within the district to enact inclusive practices and to guide educators about appropriately staffed learning environments in which the assets and needs of all students are recognized. In addition, all students will be able to access rigorous, standards-aligned learning opportunities, with a wide variety of peers that are culturally and linguistically sustaining and responsive to their needs.

Recommended resources:

- The *Educator Effectiveness Guidebook for Inclusive Practice* (http://www.doe.mass.edu/edeval/guidebook/) includes tools for districts, schools, and educators that are aligned to the MA Educator Evaluation Framework and promote evidence-based best practices for inclusion following the principles of Universal Design for Learning, Positive Behavior Interventions and Supports, and Social and Emotional Learning.

- *Making Inclusive Education Work* by Richard A. Villa and Jacqueline S. Thousand (http://www.ascd.org/publications/educational-leadership/oct03/vol61/num02/Making-Inclusive-Education-Work.aspx), in *Educational Leader* by the Association for Supervision and Curriculum Development (ASCD). ASCD is a nonprofit, nonpartisan membership organization that develops programs, products, and services essential to the way educators learn, teach, and lead.

- *Special Education Guide* (https://www.specialeducationguide.com/pre-k-12/inclusion/the-general-ed-teachers-guide-to-the-inclusive-classroom/) is an online resource for parents and educators who want to master the terminology, procedures and best practices in special education.

3. The district should take steps to ensure that English learners progress academically and advance their English language development.

A. The district should prioritize the selection and adoption of an evidence-based ESL curriculum.

B. The district should prioritize the hiring of multilingual teachers, special educators, and program partners, and the development of the language skills of its teachers.

1. The district should establish partnerships with universities in the U.S. and abroad that graduate teachers with language skills that match those of ELs in the district and their families.

2. The district should recognize teachers and school leaders working in the district who develop capacity in speaking, reading, listening and writing languages that match the most common, in-demand languages spoken by district students and their families.

C. District leaders, including content leaders, should identify ways to support and monitor the use of effective Sheltered English Immersion (SEI) practices in all classrooms.

1. The Office of Human Capital should identify educators without SEI endorsement and school leaders should help them identify how to earn SEI endorsement, along with establishing time-bound expectations for doing so.

2. The Office of English Learners should connect educators to professional development about instructional strategies for various EL student groups, such as dually identified students designated as both students with disabilities and ELs and students with limited or interrupted formal education (SLIFE).

3. The district should require appropriate teacher credentials for different classroom configurations that include ELs, including various of models of dual-language classes and programs.

4. The Office of English Learners, now located in the Office of Academics, should work with each content department to ensure that they provide ELs access to rigorous coursework aligned with their conceptual knowledge, even if their use of English is not at the same level as that of their peers.

5. The district should provide program design or redesign guidance, aligned with culturally and linguistically sustaining practices, to dual-language programs and dual-language schools in the district.

Benefits: Implementing this recommendation will mean a more rigorous and complete learning experience for all ELs, leading to greater progress toward achievement goals and greater English language development.

Recommended resources:

- The *World-Class Instructional Design and Assessment (WIDA) English Language Development Standards Implementation Guide (Part I)* (http://www.doe.mass.edu/ele/) provides general

information about the WIDA ELD standards framework, expectations for district implementation, and available support.

- The *World-Class Instructional Design and Assessment (WIDA) Download Library* (http://www.doe.mass.edu/ele/) provides resources and materials for ELL educators, including standards, guiding principles, sample items, and CAN DO descriptors.

- *Useful WIDA ELD Standards Resources from the Download Library* (http://www.doe.mass.edu/ele/) can be used as a type of recommended reading list for educators new to the WIDA ELD standards who are interested in developing a deeper understanding of the framework's components and how to apply them into classroom instruction and assessment.

- Presentations from WIDA discussions with district leaders (http://www.doe.mass.edu/ele/) provide information about developing and using Model Performance Indicators to support instruction.

4. The district should work with a strong representation of stakeholders to update and revise the school choice/assignment policy to increase all families' access to high-quality schools regardless of where they live, and to measurably increase the number of high-school students who have access to high performing schools.

A. While working to increase access to high-quality schools, the district should re-affirm its commitment to create and nurture high-quality schools across the city so that each neighborhood has high-quality schools for families to choose.

1. The district should identify, support, and mandate the implementation of rigorous curriculum across all schools.

2. The district should hold all leaders—including regional, school and curriculum content leaders—accountable for consistent excellent instruction in every classroom, every day.

3. The district should create a documented, well-understood, and reliably used tiered system of academic support with resources.

4. The district should incentivize the redistribution of excellent leadership and teaching in the district to ensure that there are high-quality schools in every neighborhood.

5. The district should improve programs such as the Exam School initiative that prepare students to take and perform well on the Independent School Entrance Exam (ISEE).

6. The district should continue to explore replacing the ISEE with a measure that assesses district students on material that they have been taught and standards to which they have been held.

B. The district should also consider these short-term steps that could reap immediate results.

1. The district should hold seats in high-quality schools for late registrants to the school assignment process, acknowledging the need to increase access and provide equity for families whose ability to register in time for priority rounds may have been impeded by recent transitions, changes in residence, and other factors.

2. The district should expand the length of the priority rounds period beyond three weeks in January.

3. The district should consider identifying and being transparent about available seats in high-quality schools, increasing parental understanding of the availability of seats and enabling families to make more informed choices.

4. The district should ensure that the admissions process is fair to students who have attended schools in the district as well as newcomers to the district.

5. The district should hold seats at Boston Latin Academy and Boston Latin for new 10th graders, as the O'Bryant school does.

6. The district should review the placement of special education program strands to create a more equitable and supportive balance of where programs are located around the district.

C. The district should amend its school choice/assignment policy to provide high-quality schools districtwide.

1. The district should focus intensely on increasing the number of high-quality schools across the district.

2. The district should transform open-enrollment and selective schools though a systemic and coordinated plan.

3. The district should place more special education and English learner substantially separate classrooms in high-demand, high-quality schools.

4. The district should actively seek input from experts, researchers, families, and educators to reflect on issues about access and equity and school choice in the Boston Public Schools and generate new ideas for improvement. The district should include in its strategic plan new action steps to improve the school choice/assignment policy, including changes in exam school testing, admission, and enrollment policies.

Benefits: By making tough choices that will advance equity, the district will have a plan for school choice and school assignment that provides more equity and access to more students, and that responds to parent, community, student and expert voices. In addition, the district will have increasing high-quality schools available for all students and will likely improve academic achievement for students districtwide. Embracing the long-term goal of improving access to high-quality schools for all students, equitably located in the city, combined with pursuing the suggested short-term steps will help families and

community members feel confident that the district is insisting on the development of high-quality schools with demanding curricula and rigorous instruction for all students. When these recommendations are implemented consistently in every school, the district will give its students a greatly improved opportunity to achieve and thrive, both in school and beyond.

5. The district should strengthen its efforts to improve student attendance.

A. The district should analyze attendance data and determine the root cause(s) of chronic absence.

1. The district should use disaggregated data to review attendance rates and determine the extent to which specific student groups have disproportionate rates of chronic absence.

2. The district should determine the root cause(s) of high and disproportionate absence rates and take steps to address them, including reviewing current initiatives to improve attendance and adjusting efforts as needed.

    i. The district should gather input from students and families through focus groups and surveys about the reasons for high absence rates and possible ways to address the challenge of students missing too much instruction.

3. The district should ensure that it supports two-way communication and access for all students' families, including providing appropriate translation and interpretation services.

B. The district should consider that addressing attendance must involve a wider range of activities such as improving instruction and its relevance to post-graduation goals.

1. The district should consider how the learning environment could better cultivate supportive, authentic relationships and a strong sense of belonging and connection.

C. The district should continue its efforts to improve transportation in the district, specifically to ensure that busses run on schedule so that students do not miss instruction time.

Benefits: If students are in school, they are more likely to succeed. Engaging students and families in identifying the causes of student absence and in suggesting ways to improve attendance will help increase attendance and promote students' growth and development.

Recommended resources:

- *Every Student, Every Day: A Community Toolkit to Address and Eliminate Chronic Absenteeism* (http://www2.ed.gov/about/inits/ed/chronicabsenteeism/toolkit.pdf) is a set of Action Guides that provide information and resources to help ensure that all young people are in school every day and benefitting from coordinated systems of support.

- The Attendance Works website (https://www.attendanceworks.org/resources/) provides several resources to help address chronic absenteeism, including district- and school-level self-assessments and planning tools, webinars, and toolkits.

- *My Career and Academic Plan (MyCAP)* (http://www.doe.mass.edu/ccte/) is a student-directed, multi-year planning tool and process that allows students to map academic plans, document personal/social growth, and engage in career development activities consistent with the student's unique, self-identified interests, needs, and goals for the attainment of post-secondary success. (A new MyCAP guidance document will be available in spring 2019 at the website listed above.)
- DESE's *ABCs of Success in High School and Beyond* (https://abcs.sites.digital.mass.gov/) provides information for parents, community members, and educators on how attendance, behavior, and course performance in Massachusetts high schools affect post-secondary outcomes.

Financial and Asset Management

Contextual Background

Adequate Budget

The city of Boston gives substantial support to the district. A review of the state Department of Revenue At-a-Glance Report indicated that 32 percent of city expenditures for fiscal year 2018 went to the district. According to DESE data, net school spending by the city for education was more than $1.1 billion in fiscal year 2018 and in fiscal year 2019, exceeding the state requirement by 25.5 percent in fiscal year 2018 and by 26.0 percent in fiscal year 2019. The district's per in-district pupil expenditure for fiscal year 2018 was $22,802, 43 percent above the state average of $15,956. In-district per-pupil expenditures for instructional materials, transportation, and maintenance were each particularly high at over twice the state average.[51] Teacher salaries averaged $101,811, which was 27 percent above the state average of $80,177. In addition to the general funds provided by the city, in fiscal year 2018 the district had access to over $65 million in local revolving funds and $89 million in federal and state grants. As described in the findings below, the schools also have access to private grants and funds from private grantmakers and joint ventures undertaken with partner organizations.

A review of the fiscal year 2018 End of Year Report (EOYR) indicated that the city spent $299,486,284 on services related to the school district. However, the district and the city do not have a written agreement describing how actual or allocated reimbursements are calculated.

Budget Documentation and Reporting

The district's financial office manages budgets. The chief financial officer, who oversees budget management, works closely with the budget director to develop the district and school budgets. The chief financial officer and the budget director oversee the development of the annual budget, including a weighted student funding formula for schools which takes into account projected enrollments and the needs of students, along with contractual staffing requirements. In addition, they collaborate with principals and central office administrators on preparing the proposed budget for each school and department and advising principals on exercising their autonomy in allocating their budgets within policy and contractual requirements. The financial office publishes numerous documents with information about the proposed budget on the district's website: these include summary information in a memo, a PowerPoint presentation about the budget, a user-friendly tool for exploring school and department budget summaries and per-pupil budgets, and details of weighted student formula calculations. The financial office also posts total staffing and budgets for accounts, programs, and departments for both general and external funds. The summary information and detail were published in book form for the fiscal year 2019 budget.

[51] According to DESE data, the district expenditure per in-district pupil for instructional materials, equipment, and technology was $1,092, compared with the state expenditure of $488.

Financial Tracking, Forecasting, Controls, and Audits

The district's financial office, in close collaboration with the city auditor, also manages business services, including procurement for the district, following state procurement requirements. The district uses PeopleSoft software to submit requisitions and contracts, track the receipt of requested goods and services, prepare invoices for payment, and enable administrators to keep track of available account balances and prepare reports. The office submits regular reports to the school committee indicating the status of the current budget and grants, including projected account deficits and offsets. The district has balanced its budget annually for the past 26 years. The district's Office of Human Capital oversees payroll services and uses PeopleSoft software to track hiring and payroll data. The operations office oversees food and nutrition services, transportation, custodial services, facility maintenance, capital projects, and technology.

District and city administrators reported that the district did internal audits on school related accounts and an independent accounting firm did the audit of city accounts, including federal grants. On March 20, 2019, a task force recommended that the district's audit office and the chief audit executive perform internal audits on district programs and financial management. City officials confirmed that these audits now take place.

Audit findings included difficulties drawing down Title I grant funds. The difficulties are being addressed by changes in the monitoring of purchase orders and quarterly spend down reports to grant managers.

In the fall of 2018, the district was found to be managing student activity accounts in 10 of its schools ineffectively. The district then addressed these audit findings on student activity accounts to bring them in accordance with state regulations: separate bank accounts under control of the city were created for all student activity accounts, and district and city purchasing procedures were used for spending them. A random selection of the accounts is audited every year.

As noted in the Executive Summary, student transportation is a major expense for the district, in part because of the many ways that parents and the district use transportation to address other structural and program challenges and limitations within the district. Despite the district's many efforts to improve services and costs, a recent study showed that Boston's per-pupil transportation costs were the second highest in the country. One of the major contributors to the expense and complications of transportation is the decision of many parents to send their children to a school in another neighborhood in Boston in the belief that they could secure a better educational experience there. Echoing this analysis, the district superintendent expressed her intent to improve the quality of neighborhood schools, which she said would reduce the need for transporting students across the city.

Transportation is further complicated by the requirement to transport students with disabilities to schools that provide services included in the student's Individualized Education Program (IEP); this situation is exacerbated by limited options for inclusion programming across the district. Efforts to improve the quality of service and to reduce expenses include a national contest for a research grant to study and improve transportation in the district, studies of the system by consultants from MIT, the use of cameras and GPS devices on buses, and provision of MBTA passes for all students in grades 7–12.

After the district experienced renewed troubles with late busses at the opening of the 2019–2020 school year, the district superintendent contracted with a transportation expert recommended by the Council on Great City Schools to conduct a study with findings and recommendations.

Capital Planning and Facility Maintenance

The district's building services and planning and engineering departments oversee cleaning and repair services. Approximately 500 full- and part-time custodians are assigned to schools and provide cleaning and small repairs. The planning and engineering department manages vendors who conduct major repairs on a mostly reactive basis, such as a sudden failed boiler. The district does not have a formal preventative/deferred maintenance program that includes regularly scheduled inspections, repair, and replacement of equipment such as boilers and HVAC (heating, ventilation, and air conditioning) systems.

In 2015, the mayor and the city of Boston partnered with the district to develop BuildBPS, a $1 billion, 10-year commitment to provide funding for accelerated repairs, renovations, and construction of new schools. The plan includes building or renovating up to 12 buildings by 2027 and providing improvements to many others.

Strength Findings

1. **The district's budget development process takes into account district goals, school and student needs, and input from city officials and district administrators. Principals are given autonomy in allocating their budgets within the constraints of district policies and collective bargaining agreements.**

    A. The fiscal year 2020 budget funds initiatives reflecting strategic plan goals such as implementing an inclusive and rigorous instructional program, attracting and retaining an effective instructional team, engaging families, and investing in resources equitably and strategically.

        1. The district superintendent's fiscal year 2020 budget presentation highlighted themes related to the 2016 strategic plan: stronger science instruction, a hiring initiative, and more resources for high needs students.

        2. Some other strategic plan district initiatives are funded in the fiscal year 2020 budget, including increased services for English learners (ELs) and students with disabilities, expanded learning time, the Excellence for All program, supports for pre-kindergarten and low performing schools, and family engagement services.

    A. School and department budgets are based on school and student needs, with additional funding based on needs such as the needs of students with disabilities and ELs and neighborhood characteristics.

        1. District and school leaders reported and a review of budget documents indicated that the district's weighted student formula (WSF) distributed 40 percent of the district budget to

schools, based on a per-pupil base figure with adjustments for grade-level, special education needs, the proportion of students whose families are economically disadvantaged, the number of English learners (ELs) at various levels, and the presence or absence of special programs such as vocational training. The formula is a dynamic venture, subject to continuous inquiry and review. The weights were adjusted over the eight years before the onsite visit in the fall 2019. For example, the EL weight for grades 6–8, levels 1–3, has increased from .25 to .51, and the weight for students with autism has decreased from 4.3 to 3.9.

   a. The district's allocation of resources based on student and school needs has been praised in independent studies.

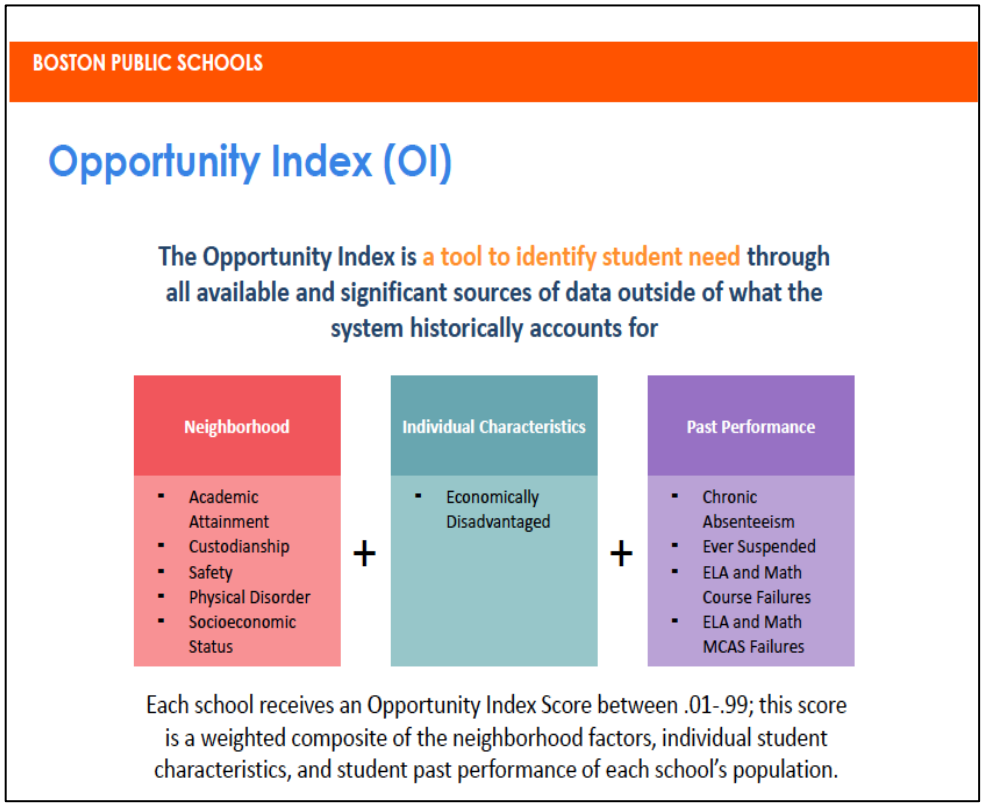
2. District leaders reported that in 2018–2019 the district piloted the Opportunity Index (OI), based on a variety of equity considerations, to distribute approximately $8.7 million of district funds for partner and school support services. The OI is based on school characteristics such as neighborhood census data, level of economic disadvantage, absence, and degree of current academic underperformance.[52]

   a. As a result of the OI, the district has been able to include many more schools in the allocation of funding, and to ensure that schools serving larger proportions of high needs students receive increased amounts of funding.

   b. In fiscal year 2018, 70 schools were chosen to receive partnership funding, usually by the central office. In fiscal year 2019, 56 schools were chosen to receive partnership funding using the new Opportunity Index (OI), and 103 schools were chosen to receive an additional allocation of School Support funds also using the OI. Any school that was no longer receiving partnership funds received a 50% soft landing. The total allocated based on the Opportunity Index was $9 million.

[52] For the 2018–2019 school year (fiscal year 2019), the district piloted the use of the Opportunity Index for the allocation of two central sources of funding. The district plans to continue this pilot in 2019–2020 (fiscal year 2020).

Table 37: Boston Public Schools
Opportunity Index, 2019–2020



c. In the 2018–2019 school year, 859 organizations partnered with the district: they included local universities and hospitals, the YWCA, Young Audiences, City Year, the Boston Debate League, and Sociedad Latina. Staff in the Office of Student, Family, and Community Advancement (formerly the Office of Engagement) lists 2,342 partnerships, roughly 18 per school, which are evenly distributed across grade levels.

   i. Partner services range broadly across a spectrum of opportunities, with 44 percent in academic support and enrichment; 10–13 percent in physical health and wellness, social, emotional, and behavioral health, arts programming, and college and career readiness; and 7 percent in family engagement and support.

3. In order to reduce the impact of changes in enrollment, respond to the needs of low performing schools, and adjust to other school needs, the district distributes other funds. These include soft landing funds for schools losing budget funding (for example, because of declining enrollments), supplementary support for low performing schools, and a reserve account to cover unexpected expenses, such as an increase in high needs students during the school year.

4. School budgets include services such as nurses, extended learning time, early education, and grants. Centrally controlled programs include special education services, custodial and maintenance services, transportation, and supports for turnaround/transformation schools.

C. Most principals can exercise some form of autonomy in how they spend their budgets.

1. Principals and district leaders reported that principals had autonomy in spending their budgets once district and contractual requirements were met, such as collective bargaining requirements for class size, and state or federal requirements for working with ELs or staffing special education programming.

2. Principals in some schools have used their budget autonomy to fund school programs such as professional development or an additional classroom teacher or other key staff position.

D. The district's budget is developed in collaboration with the school committee, central and school administrators, and city officials. The community also has opportunities for input.

1. Administrators reported that they met in the fall with city officials to go over projections of enrollment, salaries, benefits, utilities, and other costs. Initial projections are based on the assumption of level services.

    a. The city makes adjustments in its projected district budget from November to June based on changes such as projected tax and state revenues, enrollment projections, and the district superintendent's new priorities. In June 2019, the city council made supplementary appropriations to cover collective bargaining agreements.

    b. City officials described intergovernmental teams in both the district and the city who deal primarily with financial issues.

2. Principals and other administrators meet frequently with their assigned budget and enrollment specialists to review enrollment projections in detail, projected and final budgets, unexpected enrollment changes, and other needs. A budget collaborative meeting is held in January for administrators for a final conversation on the proposed budget, discussing proposals such as soft landing and supplementary program funding and enrollment projections.

3. Administrators and school committee members reported that the budget was presented to the school committee in February, followed by neighborhood and public hearings, with opportunities for public comment, opportunities for the school committee to make adjustments, and a vote in March.

4. A new graphic budget tool available on the district's website enables stakeholders to explore both summative and per-pupil proposed budgets for the district, individual schools, and central administration programs.

5. The city council typically approves the district's budget in June.

Impact: The in-depth consideration of student and school needs enables the district to provide additional funding and services for high needs schools and students, and the district's willingness to

adjust the indices helps make allocations of resources equitable and responsive to special circumstances. A long history of city-district collaboration, going back decades, gives the district confidence in planning, with the knowledge that it can rely on high levels of city support for financing the schools and working collaboratively on improvement efforts. Frequent meetings between budget and enrollment analysts and principals and other administrators keeps both finance and educational parties aware of school and student needs as well as institutional constraints. Frequent communication and input helps make district budgets realistic and supported.

2. The district, in collaboration with the city, has developed a 10-year education and facilities master plan, commonly referred to as BuildBPS.

A. To address the need to upgrade, renovate, and replace older schools as well as the need for ongoing building renovations, the district and city have collaboratively developed a 10-year capital plan, which is part of the districtwide BuildBPS initiative.

1. The mayor has made the commitment that the city of Boston would spend $1 billion over a 10-year period for BuildBPS.

2. District leaders said that because the district did not have the authority to borrow, the district's capital plan was part of the overall capital plan of the city. A review of the city's June 30, 2018, annual financial report showed that some BuildBPS investment was included in Imagine Boston 2030, the city's overall capital plan.

3. Part of the BuildBPS investment includes reimbursement from the Massachusetts School Building Authority (MSBA). Between 2014 and 2019, MSBA has provided millions in reimbursement to the district to replace building and school systems, including accelerated repair and school building projects, such as the new Dearborn STEM Academy and the recently relocated Boston Arts Academy.

4. Interviewees told the team that funds for projects came from both tax money and bonding, or from MSBA reimbursement for accelerated projects and school replacements. For example, the city bonded in excess of $100 million for its share of the Boston Arts Academy project.

B. BuildBPS invests in district schools in five primary ways: new buildings and expansion; real estate management; reconfiguration of middle schools; capital repairs, and systemwide investments such as new schoolyards or technology.

1. The team was told that the district submitted a multi-year capital plan proposal to the city council each year as well as a plan for 10 years.

C. At this stage of its implementation, BuildBPS is not without challenges and risks.

1. What projects are approved or rejected or how the community reacts to proposed changes can set in place "cascading events" causing changes in spending, timing, and specific projects.

2. Two-thirds of the district's schools were built before World War II; they have many needs. Unfortunately, this is also often true of schools built in the 1970s, some of which have not held up well, because of poor construction. One example is the recently closed West Roxbury Education Complex, deemed too expensive to renovate. Interviews and a document review indicated that these conditions, widespread across the district, required BuildBPS to balance urgent, deferred maintenance needs against equally pressing new projects.

3. The district is making efforts to align its building and renovation projects with the ongoing process of reconfiguring grades, as it gradually becomes a K–6/7–12 and K–8/9–12 district.

D. A review of a May 8, 2019, presentation by the district leadership team to the school committee indicated that current grade configurations had led to multiple transitions for students and that enrollment in standalone middle schools had been decreasing for several years. The review also indicated that the current configuration had inhibited the expansion of special education, EL, and K1 programs and multiple transitions for students likely had had a negative impact on student performance.

1. District leaders told the team that certain projects had been "slotted into" BuildBPS as priority projects, such as the Carter and McCormack schools, and district leaders were trying to determine how grade configurations could be integrated into building renovations. District leaders spoke of an absence of space to put students while renovations of a school were taking place.

2. Reconfiguring and building new schools in communities is a difficult process and requires that the district balance the needs of the families, neighborhoods, and school communities; of educational initiatives such as grade reconfiguration and ensuring school quality in all neighborhoods; and of the responsibility to steward resources.

Impact: Developing and funding a capital plan can address severe limitations of the district's infrastructure, ensure that schools do not fall into disrepair, and bring online a series of new buildings that can support improvement work. An effective capital plan can enable district schools to become centers of vital educational purpose, high-quality facilities that effectively support the work of teachers and the learning of students. Improving the physical plant and the environment of students, educators, and school staff likely has a positive impact on the culture of each school, and likely contributes to higher student performance.

3. The district manages its budget and external funds effectively, has an internal audit policy, responds to financial issues, makes regular reports to the school committee, and keeps funds in balance at the end of the fiscal year.

A. Procedures for managing purchases and payments are clear and effective.

1. Requisitions, purchase orders, bids, contracts, and payments are subject to appropriate controls and monitored to be in accordance with legal requirements.

    a. The district has a purchasing manual and issues district superintendent's circulars, which guide principals and other administrators in procedures and legal requirements for purchasing. The purchasing manual covers topics such as purchase orders, travel policies, petty cash, student activity accounts, and grant guidelines.

    b. Administrators reported that principals and other administrators had to post requisitions on the district's PeopleSoft accounting software in order to initiate purchases, and the software would not permit the posting unless sufficient funds were in the department's account. Requisitions exceeding appropriate legal levels (Chapter 30B) must include quotes or an advertisement and bid.

    c. The district's legal office and the district superintendent review advertisements, bids, and contracts before they go to the city auditor and the mayor's office for final approval.

    d. The business services manager and his staff have Massachusetts Certified Public Purchasing Official (MCPPO) certification.

2. Once requisitions are filled by the vendor, the office of business services processes payments, often within 5–6 days.

3. The business manager meets weekly with the city auditor's office to review purchase orders, contracts, and invoices.

B. Payroll is managed with similar checks and balances.

1. Payroll is managed by the Office of Human Capital. Staff in this office ensure that employees are placed correctly with the appropriate salary or hourly rate based on their qualifications and transcripts. In addition, staff verify that paychecks reflect sign-in sheets and leave requests.

2. Each school and department has a gatekeeper, such as the principal's administrative assistant, who keeps records of absences, sign-in sheets for hourly employees, and applications for leave. The data is posted weekly in the PeopleSoft accounting software for approval by the central payroll office at city hall before a final sign-off by the school or district.

C. District and city administrators reported that the district did internal audits on school related accounts and an independent accounting firm did the audit of city accounts, including federal grants. (See the Financial and Asset Management Contextual Background above.)

D. Administrators submit regular reports including year-end projections to grant managers, administrators, and the school committee on the status of grants and the school budget.

1. Interviewees reported that the school committee approved grants and other external funds and received a final report at the end of the grant on how the funds were spent.

2. Grant managers and principals receive monthly reports on grant and school budget account balances, including the draw-down status of grants.

3. City officials reported that they met beginning in October to communicate about possible overruns in grant and school budget accounts.

4. Administrators said that they gave the school committee monthly reports on the status of the school budget with year-end projections.

    a. For example, a recent budget update to the school committee listed $2.9 million in deficits including transportation, with projected offsets, such as savings in salaries.

E. District administrators make every effort to keep the school budget and grants in balance. The district has not had a year-end deficit in the past two and half decades and manages its spending closely, in order maximize the use of available resources, returning limited balances to the city or state.

1. District administrators and city officials told the team that the city has approved supplemental appropriations only occasionally and for special purposes, such as the collective bargaining agreements approved in June 2019.

2. City officials reported that they met with district administrators beginning in October to communicate about possible overruns in grant and school budget accounts.

3. Interviews with district administrators and a review of a DESE report on federal grants indicated that the district spent down most grants, and the school budget has ended in balance for at least 25 years, with surpluses within $100,000 (0.01 percent) of the city's appropriation.

Impact: By working closely with city officials, district administrators handle the school budget and external funds responsibly, ensuring that funds are managed according to legal requirements and adjusting procedures and policies when issues arise. By monitoring expenditures jointly and submitting reports regularly, district staff and city officials create trust and confidence among stakeholders in the district's sound stewardship of public funds.

Challenges and Areas for Growth

4. The district does not have a preventive/deferred maintenance plan for school buildings. The condition of school buildings varies throughout the district. Many buildings need repairs or renovations.

A. District leaders told the team that the district did not have a preventive/deferred maintenance plan that included a regular cycle of repairs/replacement for items such as carpeting, paint, furnaces, and boilers. Repairs in buildings or replacements of equipment typically are reactive, or part of a planned building replacement or renovation, rather than a planned life cycle replacement.

1. District leaders told the team that the district's building services department included approximately 500 full- and part-time custodians who cleaned schools and did small repairs such as ceiling tile replacement and painting. In addition, a planning and engineering department contracts with vendors for larger repair and replacement projects such as replacing a boiler that failed.

2. Principals, teachers, and students told the team that many of the schools were in poor condition.[53]

    a. Examples from principals included: "rundown" buildings, terrible [building] design, and "dreary" rooms. Principals told the team "We can drink out of fountains, but not water from faucets" and "We are sharing auditorium and bathrooms with another school." They said that more cleaning could happen, the buildings needed paint and more space, and the district did not have adequate sports facilities.

    b. Some teachers spoke of classrooms without clocks, windows that did not work, and floors that needed sweeping. Others said that their school did not have a gym and cafeteria, sinks emitted foul odors, adult bathrooms did not have locks, and their schools were not accessible to people with disabilities. Some teachers said that temperatures in classrooms and noise in buildings made it difficult for students to concentrate.

    c. Students told the team that their schools needed more paint, cleaner bathrooms, an elevator, and more space.

B. A review of the 2016 Massachusetts School Building Authority (MSBA) School Survey Report showed that 34 of 114 Boston schools surveyed received a building condition rating of 3 on a scale of 1–4, with 1 being the best rating. In addition, 80 schools received a rating of 1 or 2. According to the MSBA rating system, a rating of 3 means that the building is in fair condition with some building systems needing repair or replacement; a building with a rating of 4 is in poor condition with many building systems requiring attention and further study to determine

[53] Also see Bianca Vazquez Toness, "Boston's school bathrooms are a big mess," *The Boston Globe*, December 7, 2019: https://www.bostonglobe.com/metro/2019/12/07/school-bathrooms-are-first-class-mess/ZtG0ACuSPVgb0rPbyRKqlO/story.html

the extent of renovations or potential replacement. The building condition rating was based on a review of 7 sites and 18 building systems at the school.

C. In the 2016 MSBA School Survey Report, 20 Boston schools received an environmental rating of 3 on the same 1–4 scale, meaning "the school's general environment is fair with multiple conditions that may negatively affect learning and teaching." No Boston schools were rated 4.

D. The 2016 MSBA School Survey Report showed that 38 schools were underutilized, 18 overutilized, and 57 had average utilization. Underutilized schools may exceed the size necessary to house the enrollment and programs. Conversely, overutilized schools may not be adequately sized for the enrollment and programs.

E. In 2018–2019, the district conducted environmental inspections of 125 schools. Each inspection reviewed four environmental issues: leaks or water stains, repairs, dust, and the Integrated Pest Management (IPM) index, which is a total average percentage of clutter, sanitation, and overt signs of pest activity.

1. According to the environmental inspection data, in school year 2019 on average 54.5 percent of the schools had evidence of leaks or water stains; 50.7 percent showed the need for repairs for missing light bulbs, peeling paint, etc.; about 2 percent had evidence of dust; and 9.4 percent showed signs of clutter, sanitation issues, and pest activity.
2. Because of possible lead or copper contamination, water fountains in 105 schools are offline and bottled water is provided for students and staff. Water quality is tested annually by the district.

Impact: Inadequate buildings and outdated facilities are not conducive to teaching and learning. The absence of a long-term preventive/deferred maintenance plan for the district's school buildings results in delayed efforts and limited coordination to improve the condition of the schools.

5. District efforts to distribute financial resources equitably to schools and students remain a challenge. Some schools and students continue to access resources and opportunities not available to all.

A. The budgets of six schools, including the Boston Adult Technical Academy and three special education schools, are not based on the weighted student formula (WSF) in order to recognize special circumstances, and to provide sufficient funding for their unique programs.

B. Parents described inequities in resources for schools; some suggested ensuring that a baseline of resources was in place for each year, in every school, before adding weighted funding.

C. Some principals noted that in some cases, the implementation of the Opportunity Index has resulted in smaller, less reliable, or insufficient funds for a school and its partners, causing some schools to cancel or alter their arrangements for partner services, and forcing some partners out of their partnerships with a school with reduced resources.

D. Inequities in other sources of funding and partner services for schools remain and are of concern to stakeholders.

1. Many schools have access to funds not subject to district distribution controls, such as endowments, fundraising campaigns, and earmarked grants, which are not available to others. Some schools have made an institutional commitment to fundraising and program development by establishing 501(c) (3) non-profit charities that can raise and receive grants and individual gifts. The largest and most successful of these are staffed by full-time professional fundraisers.

    a. The Boston Latin School Association raised over $50 million from 2012 to 2018 to support school programs in art, music, drama, athletics, library services, tutoring, and technology. In 2016, the Association reported spending $2.1 million on educational programming, and awarded scholarship grants to over 400 graduating seniors, valued at over $600,000.

    b. In the fall of 2019, Boston Latin Academy and district administrators reported that the school has been awarded a $1 million grant from an alumnus, plus an additional $1 million to match other donations, creating the potential for a total infusion of $3 million. The school raised over $40,000 in 2018–2019 for college readiness programs, library materials, the arts, audiovisual and technology equipment, and athletics.

    c. An annual prize of $100,000 is awarded by a local nonprofit organization through a competition, recognizing a school that has measurably and substantially improved student academic performance.

    d. Other schools have obtained outside funding and grants earmarked for programs in the arts, in school and after-school programs, college and career preparation, and early education. This is sometimes the result of entrepreneurial partnership efforts by principals and school staff; often funding is passed through the Boston Education Development Fund to the school.

    e. Principals reported that those who aggressively pursued grant opportunities, particularly when they were working with a well-established local non-profit or intermediary organization, could secure six-figure grants from local, regional, and national funders to support special initiatives and programs.

    f. Some competitive grants are awarded to the district and are then allocated to benefit students in a number of schools. For instance, the district is using a Wallace Foundation grant of $6 million to fund a pilot social-emotional learning (SEL) program, pay for coaches and social-emotional learning specialists, and allocate resources to 14 schools.

2. Principals and families voiced concerns that district and outside funding were not equitable. They cited issues such as the needs of newly enrolled students, the disparity between two

schools down the street from one another. One school has ample funding for professional development (PD) initiatives because of its increased revenue, caused by a surge in enrollment. The other struggles to pay core costs with a declining enrollment, leading to limited PD. Other interviewees described a similar phenomenon: the undercounting of economically disadvantaged students in their school, which reduced Title I funding.

a. The district superintendent described fundraising and other outside funding as unusually inequitable. She expressed the hope of formally proposing the creation of a $400 million endowment to address poverty and school needs across the district.

Impact: When resources are inequitably distributed among schools, the educators in the district are unable to respond to the level of need of a particular student or school with an appropriate and commensurate investment of resources. When schools, students, and educators must make do without funding for services, instructional materials, PD, equipment, facilities and the like, they are significantly challenged to achieve the goal of student academic and social advancement. When a school is struggling and has been identified by the state and the district as in need of transformation, it will struggle to advance if it does not have access to additional, targeted funds to support its improvement work. When some schools and students receive meaningful district, state, or private funds, and others do not, it can be hard for those whose school is not receiving added help to feel supported by district leadership, state policymakers, or the wider civic and philanthropic community. As in all matters of equity and inequity, resentments and a sense of unfairness can emerge, as can feelings of complicity and frustration at the pace of change, in a financing system that remains, despite good faith improvement efforts, fundamentally flawed.

6. The district and the city do not have a written agreement on municipal expenditures in support of the schools.

A. The district and the city do not have a written agreement on a method for determining the cost of municipal services that are provided to the district by the city, as required by state regulation 603 CMR 10.04. This regulation requires an approved written agreement detailing services provided by the municipality for the school district to be reported to DESE by September 30 each year.

1. City officials and district leaders stated that the city and the district did not have a written agreement describing the services the city would provide to the district or the cost of the services.

2. District and school leader stated that, to collect the costs associated with services provided by the city, the city budget office requested the information from city departments, such as libraries, who sent the information to the city budget office, which provided the information to the city auditor. The city auditor then provided a report to the district.

3. Expenditures that the city submits to the district are displayed on schedules 1 and 19 of the fiscal year 2019 End of Year Financial Report (EOYR). The city submitted $299,486,284 as the amount of fiscal year 2019 expenditures on behalf of the school department**.**

4. Costs on the fiscal year 2019 EOYR include $6.46 million for administrative services, $1.3 million for health services, approximately $480,000 for library services, $42.2 million for retiree health insurance, and $2.9 million for crossing guards.

Impact: Without a written agreement between the district and the city on municipal expenditures in support of the schools, the district cannot effectively monitor and internally audit costs for education-related services and ensure the accuracy of these expenditures.

7. Some budget documentation does not include school staffing and budgets and details of external grant funds.

A. Budget documentation for public presentations and on the district's website includes a PowerPoint presentation of the proposed budget, financial data for the district's central and school programs, data on the weighted student formula (WSF) for calculating much of each school's budget, and comparisons with the current budget.

1. The PowerPoint presentation, a user-friendly overview of proposed budget priorities, highlights themes and priorities of the district budget, including:

    a. equitable school investments, such as additional soft landing funding to improve sustainability for school programs and through the Opportunity Index (OI) for high needs schools,

    b. central administration investments, such as preschool and family engagement,

    c. efforts to improve transparency and the fiscal environment.

2. In addition to the PowerPoint presentation, a one-page handout was available at budget hearings. The handout included staffing and budgets for the proposed fiscal year 2020 budget compared with the fiscal year 2019 budget for account lines such as districtwide administration, teachers, supplies, and transportation, but did not include breakdowns for schools or programs.

3. Additional budget data is also made available on the district's website, including detailed spreadsheets with districtwide staffing and budget totals such as grade-level teachers, special education and EL teachers, and central department staffing. It includes data on the WSF and the OI, and total staffing and budgets for schools and departments.

    a. The district's website includes a user friendly and graphic budget tool for the public to explore school and central departmental total and per-pupil budgets.

    b. The spreadsheets include total budgets and staffing for the general fund portion of the budget and for the external funds.

    c. The spreadsheets also include data comparing the proposed fiscal year 2020 budget to the fiscal year 2019 budget, but do not show actual expenditures or trends.

B. The district's website does not include detailed budgets and staffing for schools and departments or a list of external funds other than grants.

1. For example, the spreadsheets contain total staffing for each school and department, but do not include a breakdown of the number of administrators, or of general education, special education, and EL teachers in the school.

    a. Administrators told the team that this information could be provided upon request, and they uploaded a sortable spreadsheet for the review team. Reviewers did not find the sortable spreadsheet intuitive or easily manipulated for additional insights; this may have been because it was an internal document.

2. The budget documents include total budgets for both the general (city) fund and for estimated external funds and grants, but do not specify anticipated revenues or external funds, such as grants, donations, endowments, partner funding, and revolving accounts.

C. There was a user-friendly budget book for the fiscal year 2019 budget, but not for the proposed fiscal year 2020 budget.

1. The fiscal year 2019 budget book contains most of the information and data included in the PowerPoint presentation and spreadsheets described above, along with narratives describing the weighted student funding process and equity analysis, program reviews (such as EL, special education, and the hiring initiative), grant projections, and the use of average salaries.

    a. The district's budget book explains the relation of district goals to the budget and the WSF, summarizes external revenue sources, and includes other features of the proposed budget. This information is helpful to the multiple audiences that the district needs to reach.

2. Like the sortable spreadsheet, the budget book does not include for each school and department detail such as administrative and teacher staffing; trends or comparisons with actual expenditures; or external funds such as donations or revolving funds.

Impact: The omission of proposed staffing, initiatives, and budgets for individual schools from some of the district's budget documents leaves families and other stakeholders without information vital to their interests. The absence of a list of anticipated revenues or external funds—donations and grants, endowment funds, and revolving funds from the district's budget documents—leaves an incomplete picture of school funding sources, misses opportunities to document inequities and to give partners and donors public recognition for their substantial contributions to the district.

Recommendations

1. **The district should develop a preventive/deferred maintenance plan to ensure that students can learn and teachers can teach in school buildings that are safe and well maintained.**

A. The district should review the Massachusetts School Building Authority's (MSBA) best practices for maintenance. Below are recommended MSBA maintenance strategies.

1. The building services and planning and engineering departments should develop job descriptions, training, and evaluation protocols for all staff and require vendors to develop similar training and protocols.

2. The district should consider developing a written maintenance manual that includes a preventive/deferred maintenance plan and schedules of school inspections.

3. The district should develop a data-driven strategy to collect maintenance and repair information that will inform the development of equipment and repair lifecycles.

B. The district should consider prioritizing repairs and maintenance of schools with MSBA building condition and environment ratings of 3 as well as schools with serious conditions identified through the environmental reviews of schools by the district.

1. The maintenance needs of each school should be discussed and reviewed by school councils and principals and school condition and environment goals should be included in Quality School Plans (QSPs).

2. The district should continue annually testing water at schools for lead and copper and implement remediation plans, when necessary.

C. The district should consider incorporating building conditions and environment as part of the district's equity initiative.

1. Considering the inequity of building conditions and environments and the impact that those conditions may have on teaching and learning, the district should evaluate whether the weighted student formula and the Opportunity Index should include a variable that accounts for building condition and environment.

2. The district should evaluate whether repairs should be accelerated, or additional building services personnel be allocated to the overutilized schools, and to schools rated by MSBA as needing repair or replacement of systems.

Benefits: Sound maintenance planning will help ensure that safe, appropriate, and adequate learning environments are available to all Boston's students and staff. It will also help the district fulfill its mission to provide an environment "where effective teaching and learning prepare all of our students to achieve at high levels, and where the entire community works together to focus on children."

Recommended resources:

- DESE's *School Building Issues* web page (http://www.doe.mass.edu/finance/sbuilding/) includes funding opportunities, guidelines, and resources related to school buildings.

- MSBA Maintenance and Capital Planning Guidelines: http://www.massschoolbuildings.org/building/prerequisites/maintenance_cap_planning

- *Planning Guide for Maintaining School Facilities* (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003347), from the National Center for Education Statistics, is intended to help school districts plan for efficient and effective operations. It addresses various topics, including conducting a facilities audit, planning and evaluating maintenance, and managing staff and contractors.

- *The Massachusetts School Checklist* (http://www.mass.gov/eohhs/gov/departments/dph/programs/environmental-health/exposure-topics/iaq/iaq-methods/the-mass-school-checklist.html) is a list of the most important environmental health and safety issues for schools to address. It includes regulations and industry standards/guidelines related to elements on the checklist, as well as additional resources.

2. The district should continue to improve its use of the weighted student formula and the Opportunity Index to allocate resources to its schools based on student and school needs. It should also consider remedies to ongoing inequities in external school funding.

A. The district should continue to improve the weighted student formula (WSF) and the Opportunity Index (OI) through its annual reviews and periodic adjustments.

1. The district should continue to review strategies for adequately funding under-resourced schools.

2. The district should consider baseline funding supplemented by the WSF as an option to improve financial equity.

3. The district should strengthen its collaboration with principals, school superintendents, and community members, asking them to help identify unfunded or underfunded school needs, and seeking their suggestions for adjustments to the WSF and supplemental funding.

4. The district should evaluate how well it ensures that turnaround/transformation schools and other underperforming schools receive the additional resources and support they need to make critical improvements.

5. The district may wish to reach out to other districts using student-based funding for distributing resources to learn from their experiences and share ideas for improving the district's formulas and strategies.

B. To achieve equitable access to resources and to make all schools high-quality environments for learning, the district should continue to use the OI concept to distribute external funding and grants where possible. In addition, the district should expand its efforts to attract outside funding and explore ways to make the generation and distribution of external funding more equitable across the district.

C. The district superintendent should follow-up on her proposal to raise $400 million in funds to address inequities in resources for schools serving high-risk students.

Benefits: By implementing this recommendation, the district likely will increase its capacity to provide the services, develop the leadership, and achieve the systemic changes needed to improve student performance and create high-quality schools for all students.

Recommended resources:

- *Transforming School Funding for Equity, Transparency, and Flexibility* (https://www.erstrategies.org/cms/files/4011-transforming-school-funding-for-equity-transparency-and-flexibility-an-introduction-to-student-based-budgeting.pdf), from Education Resource Strategies, describes a process to help districts tie funding to specific student needs.

- *Student Based Allocation* (https://edunomicslab.org/our-research/student-based-allocations/): The Edunomics Lab at Georgetown University has studied districts using weighted student formulas for funding schools, and has a list of districts using this strategy.

3. In compliance with 603 CMR 10.04, the district and the city should develop a written agreement that details the calculation process and/or amounts to be used in calculating municipal expenditures that are provided to the district.

A. The district's chief financial officer and the city auditor or their designees should meet annually to develop a written agreement that details the calculation process and/or amounts to be used in calculating the cost of services provided by the city to the district.

1. For services that require allocation, such as auditing, librarians or other administrative services, the district and the city should agree on an allocation method.

2. For actual expenditure categories such as debt and employee benefits, district administrators and city officials should develop a method to determine the actual expenditures.

3. Any disputes about determination of allocation or actual costs should be referred to DESE for resolution.

4. The city and district should review 603 CMR 10.04 (1) for examples of costs included in a municipal agreement. Examples include the salaries of health services or public safety personnel who provide direct services or instruction to students.

B. The district superintendent and the city auditor or their designees and the chair of the school committee should review and sign the agreement.

Benefits: By implementing this recommendation, the district will align its budget documents with state regulation 603 CMR 10.04; ensure that the district and the city have a clear understanding of municipal

expenditures that are provided to the district; and be able to monitor and internally audit costs for education-related services and ensure the accuracy of these expenditures.

Recommended resources:

- DESE's webpage on school finance laws and regulations (http://www.doe.mass.edu/lawsregs/603cmr10.html?section=04) provides a list of municipal payments commonly made on behalf of school districts.
- DESE Chart of Accounts (Criteria for Financial Reporting): http://www.doe.mass.edu/finance/accounting/eoy/chartofaccounts.docx
- Compliance Supplement for Massachusetts: http://www.doe.mass.edu/finance/accounting/compliance-supp.html

4. The district should develop a budget document that is clear, comprehensive, and details how much schools and programs cost and specifies all anticipated sources of funds.

A. The district should produce a budget document that contains all essential information about the financial operation of the district.

1. The budget document should contain all funding sources, including revolving funds, private donations, and grants.
2. The budget document should include detail about the number of administrators, teachers, and support staff for each school and program along with projected class size and services. Projected costs for materials, technology, and contracted services might also be considered.
3. The district should consider including multi-year trends and comparisons of proposed budgets with actual expenditures.
4. The district might also consider using a format similar to that of the fiscal year 2019 budget book, which compiles detail and descriptions of the proposed fiscal year 2019 budget, its relation to district goals, external revenue sources, and other features.

B. The district's review of budget presentations and documents used in other districts, especially large urban districts, could also be useful in exploring improvements.

Benefits: By implementing this recommendation, the district will have a comprehensive budget document that clearly presents the district's current education efforts. In addition, the budget document and the process used to create it will inform budget development and likely create trust and confidence among stakeholders in the district's sound stewardship of public funds.

Recommended resource:

- The Association of School Business Officials (ASBO) has an award for meritorious budget presentations and documentation with criteria for its awards

(https://asbointl.org/asbo/media/documents/learning/Awards/MBA/2019-MBA-Criteria-Checklist.pdf): This document might provide useful ideas for improving districts' budget documentation.

Appendix A: Review Team, Activities, Schedule, Site Visit

Review Team Members

The review was conducted from September 30—November 7, 2019, by the following team of independent DESE consultants:

Karla Brooks Baehr, Ed.D., Leadership and Governance

Hilary Kopp, MPA, M.Ed., Leadership and Governance

Jacob Foster, Ph.D., Curriculum and Instruction

Marilynne Smith Quarcoo, Ph.D., Curriculum and Instruction

Linda L. Greyser, Ed.D., Assessment

Lonnie Kaufman, M.S., Assessment

James McAuliffe, Ed.D., Human Resources and Professional Development

Maureen Murray-Adamson, Ed.D., Human Resources and Professional Development

Lenora Jennings, CAGS, M.S., Student Support

Janet M. Smith, Ph.D., Student Support

George Gearhart, Ed.D., Financial and Asset Management

James Hearns, MBA, Financial and Asset Management

Andrew Bundy, Community Matters, *review team coordinator*

In addition, this review team was supported by the efforts of a team of professional classroom observers from the American Institutes for Research (AIR), whose report can be found in Appendix E.

District Review Activities

Appendix C lists interview and focus group participants during the review.

During school visits, the review team conducted interviews/focus groups with 74 high-school students, 28 parents/guardians, and 47 principals, and focus groups with staff, including 17 teachers working in K–5 elementary schools, 21 teachers in K–8 schools, 29 high-school teachers, 10 special education coordinators, 3 language acquisition team facilitators, and 4 school-based coaches/instructional leaders.

The team observed 989 classes in the district: 248 at the high schools, 179 at the middle schools, and 562 at the elementary schools.

The review team analyzed multiple data sets and reviewed numerous documents before and during the site visit, including:

- Student and school performance data, including achievement and growth, enrollment, graduation, dropout, retention, suspension, and attendance rates.
- Data on the district's staffing and finances.
- Published educational reports on the district by DESE, the New England Association of Schools and Colleges (NEASC), and the former Office of Educational Quality and Accountability (EQA).
- District documents such as district and school improvement plans, school committee policies, curriculum documents, summaries of student assessments, job descriptions, collective bargaining agreements, evaluation tools for staff, handbooks, school schedules, and the district's end-of-year financial reports.
- All completed program and administrator evaluations, and a random selection of completed teacher evaluations.

Site Visit Schedule

Monday September 30, October 7	**Tuesday** October 1, October 8	**Wednesday** October 2, October 9	**Thursday** October 3, October 10
Orientation with district leaders and principals; interviews with district staff and principals; document reviews; and interview with teachers' association.	Interviews with district staff and principals; review of personnel files; teachers' focus groups; and students' and students' families' focus groups.	Interviews with town or city personnel; interviews with school leaders; and interviews with school committee members.	Interviews with school leaders; follow-up interviews; team meeting; and review team wrap-up meeting with the district superintendent.

Appendix B: Enrollment, Attendance, Student Performance, Expenditures

Table B1a: Boston Public Schools
2018–2019 Student Enrollment by Race/Ethnicity

Group	District	Percent of Total	State	Percent of Total
All students	50,480	100.0%	948,828	100.0%
African American/Black	15,138	30.0%	87,053	9.2%
Asian	4,523	9.0%	67,527	7.1%
Hispanic or Latino	21,413	42.4%	205,136	21.6%
Native American	148	0.3%	2,081	0.2%
White	7,506	14.9%	549,006	57.9%
Native Hawaiian	76	0.2%	781	0.1%
Multi-Race, Non-Hispanic/Latino	1,676	3.3%	37,244	3.9%

Note: As of October 1, 2019

Table B1b: Boston Public Schools
2018–2019 Student Enrollment by High Needs Populations

Group	District			State		
	N	Percent of High Needs	Percent of District	N	Percent of High Needs	Percent of State
Students w/ disabilities	10,858	27.8%	21.3%	176,741	37.9%	18.4%
Economically disadvantaged	29,419	75.4%	58.3%	310,873	66.6%	32.8%
EL and Former EL	16,345	41.9%	32.4%	102,861	22.0%	10.8%
All high needs students	39,011	100.0%	76.7%	466,930	100.0%	48.7%

Notes: As of October 1, 2019. District and state numbers and percentages for students with disabilities and high needs students are calculated including students in out-of-district placements. Total district enrollment including students in out-of-district placement is 50,860; total state enrollment including students in out-of-district placement is 959,394.

Table B2a: Boston Public Schools
Attendance Rates by Student Group, 2016–2019

Group	N (2019)	2016	2017	2018	2019	4-yr Change	State (2019)
All students	54,427	92.3	92.0	91.9	91.9	-0.4	94.6
African American/Black	16,936	91.9	91.6	91.7	91.6	-0.3	94.1
Asian	4,735	96.0	96.0	95.5	95.6	-0.4	96.2
Hispanic or Latino	23,000	91.3	90.9	90.7	90.7	-0.6	92.7
Multi-Race, Non-Hispanic/Latino	1,716	92.6	92.6	92.3	92.2	-0.4	94.4
White	7,811	93.6	93.6	93.6	93.9	0.3	95.1
High Needs	43,341	91.6	91.2	91.2	91.2	-0.4	93.3
Economically disadvantaged	34,936	91.2	90.8	90.7	90.7	-0.5	92.7
English learners	16,465	92.1	92.0	91.6	91.5	-0.6	93.2
Students with disabilities	11,889	90.2	90.0	89.7	90.1	-0.1	93.0

Notes: The attendance rate is calculated by dividing the total number of days students attended school by the total number of days students were enrolled in a particular school year. A student's attendance rate is counted toward any district the student attended. In addition, district attendance rates included students who were out placed in public collaborative or private alternative schools/programs at public expense. Attendance rates have been rounded; percent change is based on unrounded numbers.

Table B2b: Boston Public Schools
Chronic Absence Rates by Student Group, 2016–2019

Group	N (2019)	2016	2017	2018	2019	4-yr Change	State (2019)
All students	54,427	24.3	25.7	25.5	25.2	0.9	12.9
African American/Black	16,936	26.0	27.4	26.5	26.5	0.5	16.2
Asian	4,735	10.0	10.9	10.5	10.7	0.7	7.5
Hispanic or Latino	23,000	28.0	30.1	30.9	30.5	2.5	21.7
Multi-Race, Non-Hispanic/Latino	1,716	24.2	24.7	24.8	25.3	1.1	13.7
White	7,811	17.5	17.9	16.2	15.4	-2.1	9.7
High Needs	43,341	27.2	29.6	28.9	28.4	1.2	19.4
Economically disadvantaged	34,936	29.4	31.5	31.1	31.0	1.6	22.5
English learners	16,465	25.3	26.2	26.8	26.7	1.4	20.3
Students with disabilities	11,889	31.7	33.8	34.6	33.1	1.4	20.3

Note: Chronic absence is defined as the percentage of students absent 10 percent or more of their total number of student days of membership in a school.

Table B3: Boston Public Schools
Accountability Percentile, Criterion Reference Target (CRT) Percentage, Reason for Classification

School	Accountability Percentile	Cumulative CRT Percentage	Overall Classification	Reason for Classification
Another Course to College	16	46	Not requiring assistance or intervention	Moderate progress toward targets
Baldwin Early Learning Center	--	--	Insufficient data	Insufficient data
Beethoven	--	--	Insufficient data	Insufficient data
Blackstone	4	62	Requiring assistance or intervention	In need of focused/targeted support
Boston Adult Academy	--	--	Insufficient data	Insufficient data
Boston Arts Academy	18	45	Not requiring assistance or intervention	Moderate progress toward targets
Boston Collaborative High School	--	--	Requiring assistance or intervention	In need of focused/targeted support
Boston Community Leadership Academy	11	30	Not requiring assistance or intervention	Moderate progress toward targets
Boston International High	--	26	Requiring assistance or intervention	In need of focused/targeted support
Boston Latin Academy	84	77	Not requiring assistance or intervention	Meeting or exceeding targets
Boston Latin School	94	88	Not requiring assistance or intervention	Meeting or exceeding targets
Boston Teachers Union School	35	72	Not requiring assistance or intervention	Substantial progress toward targets
Brighton High	2	43	Requiring assistance or intervention	In need of broad/comprehensive support
Carter School	--	--	Insufficient data	Insufficient data
Charles H Taylor	13	56	Not requiring assistance or intervention	Substantial progress toward targets
Charles Sumner	19	78	Not requiring assistance or intervention	Meeting or exceeding targets
Charlestown High	8	49	Requiring assistance or intervention	In need of focused/targeted support
Clarence R Edwards Middle	1	27	Requiring assistance or intervention	In need of focused/targeted support
Community Academy	--	--	Insufficient data	Insufficient data
Community Academy of Science and Health	4	32	Requiring assistance or intervention	In need of focused/targeted support
Condon K-8	8	68	Requiring assistance or intervention	In need of focused/targeted support
Curley K-8	8	74	Requiring assistance or intervention	In need of focused/targeted support
Curtis Guild	12	67	Not requiring assistance or intervention	Substantial progress toward targets
Dante Alighieri Montessori School	--	67	Not requiring assistance or intervention	Substantial progress toward targets

Table B3 *Continued*: Boston Public Schools
Accountability Percentile, Criterion Reference Target (CRT) Percentage, Reason for Classification

School	Accountability Percentile	Cumulative CRT Percentage	Overall Classification	Reason for Classification
David A. Ellis	2	39	Requiring assistance or intervention	In need of focused/targeted support
Dearborn	3	42	Requiring assistance or intervention	In need of broad/comprehensive support
Dennis C Haley	15	67	Not requiring assistance or intervention	Substantial progress toward targets
Donald Mckay	11	41	Not requiring assistance or intervention	Moderate progress toward targets
Dr. Catherine Ellison-Rosa Parks Early Ed School	--	27	Not requiring assistance or intervention	Moderate progress toward targets
Dr. William Henderson Lower	--	--	Insufficient data	Insufficient data
Dr. William Henderson Upper	27	60	Not requiring assistance or intervention	Substantial progress toward targets
East Boston Early Childhood Center	--	--	Insufficient data	Insufficient data
East Boston High	18	57	Not requiring assistance or intervention	Substantial progress toward targets
Edison K–8	7	72	Requiring assistance or intervention	In need of focused/targeted support
Edward Everett	40	77	Not requiring assistance or intervention	Meeting or exceeding targets
ELC - West Zone	--	--	Insufficient data	Insufficient data
Eliot Elementary	78	61	Not requiring assistance or intervention	Substantial progress toward targets
Ellis Mendell	41	74	Not requiring assistance or intervention	Substantial progress toward targets
Excel High School	6	46	Requiring assistance or intervention	In need of broad/comprehensive support
Fenway High School	22	44	Not requiring assistance or intervention	Moderate progress toward targets
Franklin D Roosevelt	13	38	Not requiring assistance or intervention	Moderate progress toward targets
Gardner Pilot Academy	16	54	Not requiring assistance or intervention	Substantial progress toward targets
George H Conley	24	49	Not requiring assistance or intervention	Moderate progress toward targets
Greater Egleston Community High School	--	--	Insufficient data	Insufficient data
Harvard-Kent	35	80	Not requiring assistance or intervention	Meeting or exceeding targets

Table B3 *Continued*: Boston Public Schools
Accountability Percentile, Criterion Reference Target (CRT) Percentage, Reason for Classification

School	Accountability Percentile	Cumulative CRT Percentage	Overall Classification	Reason for Classification
Haynes Early Education Center	--	--	Insufficient data	Insufficient data
Henry Grew	12	37	Requiring assistance or intervention	In need of broad/comprehensive support
Higginson	--	--	Insufficient data	Insufficient data
Higginson/Lewis K–8	2	52	Requiring assistance or intervention	In need of focused/targeted support
Horace Mann School for the Deaf	--	--	Insufficient data	Insufficient data
Hugh Roe O'Donnell	21	59	Not requiring assistance or intervention	Substantial progress toward targets
Jackson Mann	12	70	Not requiring assistance or intervention	Substantial progress toward targets
James J Chittick	5	51	Requiring assistance or intervention	In need of focused/targeted support
James Otis	37	85	Not requiring assistance or intervention	Meeting or exceeding targets
James P Timilty Middle	1	41	Requiring assistance or intervention	In need of focused/targeted support
James W Hennigan	10	64	Requiring assistance or intervention	In need of focused/targeted support
Jeremiah E Burke High	26	58	Not requiring assistance or intervention	Substantial progress toward targets
John D Philbrick	5	34	Requiring assistance or intervention	In need of focused/targeted support
John F Kennedy	15	77	Not requiring assistance or intervention	Meeting or exceeding targets
John W McCormack	3	56	Requiring assistance or intervention	In need of focused/targeted support
John Winthrop	14	55	Not requiring assistance or intervention	Substantial progress toward targets
Joseph J Hurley	48	79	Not requiring assistance or intervention	Meeting or exceeding targets
Joseph Lee	10	65	Requiring assistance or intervention	In need of focused/targeted support
Joseph P Manning	62	73	Not requiring assistance or intervention	Substantial progress toward targets
Joseph P Tynan	17	61	Not requiring assistance or intervention	Substantial progress toward targets
Josiah Quincy	53	62	Not requiring assistance or intervention	Substantial progress toward targets
Joyce Kilmer	48	59	Not requiring assistance or intervention	Substantial progress toward targets
King K–8	4	75	Requiring assistance or intervention	In need of focused/targeted support

Table B3 *Continued*: Boston Public Schools
Accountability Percentile, Criterion Reference Target (CRT) Percentage, Reason for Classification

School	Accountability Percentile	Cumulative CRT Percentage	Overall Classification	Reason for Classification
Lee Academy	--	1	Not requiring assistance or intervention	Limited or no progress toward targets
Lilla G. Frederick Middle School	2	52	Requiring assistance or intervention	In need of focused/targeted support
Lyndon	40	78	Requiring assistance or intervention	In need of focused/targeted support
Lyon K–8	35	35	Not requiring assistance or intervention	Moderate progress toward targets
Lyon Upper 9–12	5	29	Requiring assistance or intervention	In need of focused/targeted support
Madison Park High	1	33	Requiring assistance or intervention	In need of broad/comprehensive support
Manassah E Bradley	66	85	Not requiring assistance or intervention	Meeting or exceeding targets
Margarita Muniz Academy	17	34	Not requiring assistance or intervention	Moderate progress toward targets
Mario Umana Academy	6	59	Requiring assistance or intervention	In need of focused/targeted support
Mather	15	66	Requiring assistance or intervention	In need of focused/targeted support
Mattahunt Elementary School	--	--	Insufficient data	Insufficient data
Maurice J Tobin	12	68	Not requiring assistance or intervention	Substantial progress toward targets
Michael J Perkins	20	59	Not requiring assistance or intervention	Substantial progress toward targets
Mildred Avenue K–8	12	69	Not requiring assistance or intervention	Substantial progress toward targets
Mission Hill School	7	58	Requiring assistance or intervention	In need of focused/targeted support
Mozart	22	61	Not requiring assistance or intervention	Substantial progress toward targets
Nathan Hale	59	89	Not requiring assistance or intervention	School of Recognition: High Growth
New Mission High School	62	58	Not requiring assistance or intervention	Substantial progress toward targets
O W Holmes	12	72	Not requiring assistance or intervention	Substantial progress toward targets
O'Bryant School Math/Science	87	84	Not requiring assistance or intervention	Meeting or exceeding targets
Oliver Hazard Perry	21	50	Not requiring assistance or intervention	Substantial progress toward targets
Orchard Gardens	7	58	Requiring assistance or intervention	In need of focused/targeted support

Table B3 *Continued*: Boston Public Schools
Accountability Percentile, Criterion Reference Target (CRT) Percentage, Reason for Classification

School	Accountability Percentile	Cumulative CRT Percentage	Overall Classification	Reason for Classification
Patrick J Kennedy	21	57	Not requiring assistance or intervention	Substantial progress toward targets
Paul A Dever	8	43	Requiring assistance or intervention	In need of broad/comprehensive support
Pauline Agassiz Shaw Elementary School	--	0	Not requiring assistance or intervention	Limited or no progress toward targets
Phineas Bates	19	53	Not requiring assistance or intervention	Substantial progress toward targets
Quincy Upper School	21	56	Not requiring assistance or intervention	Substantial progress toward targets
Rafael Hernandez	22	57	Not requiring assistance or intervention	Substantial progress toward targets
Richard J Murphy	39	61	Not requiring assistance or intervention	Substantial progress toward targets
Roger Clap	7	56	Requiring assistance or intervention	In need of focused/targeted support
Samuel Adams	23	68	Not requiring assistance or intervention	Substantial progress toward targets
Samuel W Mason	7	44	Requiring assistance or intervention	In need of focused/targeted support
Sarah Greenwood	3	54	Requiring assistance or intervention	In need of focused/targeted support
Snowden International School at Copley	11	27	Requiring assistance or intervention	In need of focused/targeted support
TechBoston Academy	9	49	Requiring assistance or intervention	In need of focused/targeted support
The English High	8	57	Requiring assistance or intervention	In need of broad/comprehensive support
Thomas J Kenny	26	74	Not requiring assistance or intervention	Substantial progress toward targets
UP Academy Holland	30	72	Requiring assistance or intervention	In need of broad/comprehensive support
Urban Science Academy	14	40	Not requiring assistance or intervention	Moderate progress toward targets
Warren/Prescott	64	87	Not requiring assistance or intervention	Meeting or exceeding targets
Washington Irving Middle	1	49	Requiring assistance or intervention	In need of focused/targeted support
West Roxbury Academy	3	33	Requiring assistance or intervention	In need of focused/targeted support
William E Russell	38	79	Not requiring assistance or intervention	Meeting or exceeding targets

Table B3 *Continued*: Boston Public Schools
Accountability Percentile, Criterion Reference Target (CRT) Percentage, Reason for Classification

School	Accountability Percentile	Cumulative CRT Percentage	Overall Classification	Reason for Classification
William Ellery Channing	13	58	Not requiring assistance or intervention	Substantial progress toward targets
William H Ohrenberger	25	67	Not requiring assistance or intervention	Substantial progress toward targets
William McKinley	--	33	Requiring assistance or intervention	In need of focused/targeted support
William Monroe Trotter	16	54	Not requiring assistance or intervention	Substantial progress toward targets
Winship Elementary	59	98	Not requiring assistance or intervention	School of Recognition: High Growth
Young Achievers	3	30	Requiring assistance or intervention	In need of focused/targeted support
District	--	56	Not requiring assistance or intervention	Substantial progress toward targets

Table B4: Boston Public Schools
Next-Generation MCAS ELA Percent Meeting or Exceeding Expectations by Grade and School, 2019

School	3	4	5	6	7	8	3–8	10
Another Course to College	--	--	--	--	--	--	--	26%
Baldwin Early Learning Center	--	--	--	--	--	--	--	--
Beethoven	--	--	--	--	--	--	--	--
Blackstone	23%	13%	23%	--	--	--	20%	--
Boston Adult Academy	--	--	--	--	--	--	--	--
Boston Arts Academy	--	--	--	--	--	--	--	42%
Boston Collaborative High School	--	--	--	--	--	--	--	--
Boston Community Leadership Academy	--	--	--	--	--	--	--	21%
Boston International High	--	--	--	--	--	--	--	0%
Boston Latin Academy	--	--	--	--	78%	61%	69%	87%
Boston Latin School	--	--	--	--	82%	89%	85%	97%
Boston Teachers Union School	55%	52%	46%	61%	28%	11%	45%	--
Brighton High	--	--	--	--	--	--	--	14%
Carter School	--	--	--	--	--	--	--	--
Charles H Taylor	32%	36%	36%	--	--	--	35%	--
Charles Sumner	48%	41%	44%	--	--	--	44%	--
Charlestown High	--	--	--	--	--	--	--	16%
Clarence R Edwards Middle	--	--	--	16%	6%	15%	13%	--
Community Academy	--	--	--	--	--	--	--	--
Community Academy of Science and Health	--	--	--	--	--	--	--	7%
Condon K-8	36%	30%	34%	37%	11%	24%	30%	--
Curley K-8	41%	43%	37%	36%	6%	13%	30%	--
Curtis Guild	15%	30%	26%	--	--	--	25%	--
Dante Alighieri Montessori School	30%	42%	--	--	--	--	39%	--
David A. Ellis	18%	6%	11%	--	--	--	12%	--
Dearborn	--	--	--	33%	16%	17%	24%	15%
Dennis C Haley	36%	41%	49%	52%	25%	25%	40%	--
Donald Mckay	30%	21%	21%	39%	4%	34%	25%	--
Dr. Catherine Ellison-Rosa Parks Early Ed School	20%	--	--	--	--	--	20%	--
Dr. William Henderson Lower	--	--	--	--	--	--	--	--
Dr. William Henderson Upper	57%	39%	42%	51%	34%	33%	43%	30%
East Boston Early Childhood Center	--	--	--	--	--	--	--	--
East Boston High	--	--	--	--	--	--	--	30%
Edison K–8	32%	24%	38%	24%	10%	15%	24%	--
Edward Everett	44%	34%	44%	--	--	--	41%	--
ELC - West Zone	--	--	--	--	--	--	--	--
Eliot Elementary	89%	82%	79%	60%	33%	32%	72%	--
Ellis Mendell	68%	61%	43%	--	--	--	58%	--
Excel High School	--	--	--	--	--	--	--	29%
Fenway High School	--	--	--	--	--	--	--	25%
Franklin D Roosevelt	33%	22%	24%	37%	12%	29%	26%	--
Gardner Pilot Academy	40%	24%	39%	27%	5%	17%	25%	--
George H Conley	42%	30%	37%	--	--	--	38%	--
District	39%	33%	37%	36%	32%	35%	35%	45%

Table B4 *Continued*: Boston Public Schools
Next-Generation MCAS ELA Percent Meeting or Exceeding Expectations by Grade and School, 2019

School	3	4	5	6	7	8	3--8	10
Greater Egleston Community High School	--	--	--	--	--	--	--	--
Harvard-Kent	63%	44%	46%	--	--	--	50%	--
Haynes Early Education Center	--	--	--	--	--	--	--	--
Henry Grew	67%	33%	29%	--	--	--	43%	--
Higginson	--	--	--	--	--	--	--	--
Higginson/Lewis K–8	15%	14%	15%	8%	3%	9%	11%	--
Horace Mann School for the Deaf	--	--	--	--	--	--	6%	--
Hugh Roe O'Donnell	24%	17%	25%	--	--	--	21%	--
Jackson Mann	32%	29%	38%	40%	11%	9%	29%	--
James J Chittick	45%	19%	32%	--	--	--	32%	--
James Otis	33%	35%	46%	--	--	--	38%	--
James P Timilty Middle	--	--	--	26%	21%	13%	20%	--
James W Hennigan	10%	30%	30%	41%	21%	15%	26%	--
Jeremiah E Burke High	--	--	--	--	--	--	--	29%
John D Philbrick	38%	43%	5%	--	--	--	32%	--
John F Kennedy	41%	32%	43%	--	--	--	38%	--
John W McCormack	--	--	--	16%	12%	11%	13%	--
John Winthrop	24%	29%	34%	--	--	--	29%	--
Joseph J Hurley	57%	57%	63%	74%	47%	63%	61%	--
Joseph Lee	14%	19%	29%	33%	24%	33%	26%	--
Joseph P Manning	74%	75%	53%	--	--	--	68%	--
Joseph P Tynan	18%	26%	33%	--	--	--	26%	--
Josiah Quincy	49%	43%	54%	--	--	--	49%	--
Joyce Kilmer	54%	59%	52%	66%	21%	37%	54%	--
King K–8	29%	31%	16%	29%	3%	14%	22%	--
Lee Academy	18%	--	--	--	--	--	18%	--
Lilla G. Frederick Middle School	--	--	--	19%	5%	5%	9%	--
Lyndon	59%	49%	73%	69%	26%	12%	55%	--
Lyon K–8	53%	33%	67%	81%	25%	38%	50%	--
Lyon Upper 9–12	--	--	--	--	--	--	--	33%
Madison Park High	--	--	--	--	--	--	--	8%
Manassah E Bradley	64%	64%	84%	--	--	--	69%	--
Margarita Muniz Academy	--	--	--	--	--	--	--	22%
Mario Umana Academy	24%	23%	16%	34%	22%	19%	24%	--
Mather	45%	37%	45%	--	--	--	42%	--
Mattahunt Elementary School	--	--	--	--	--	--	--	--
Maurice J Tobin	45%	14%	6%	21%	41%	46%	27%	--
Michael J Perkins	58%	19%	39%	--	--	--	40%	--
Mildred Avenue K–8	38%	11%	32%	33%	8%	9%	18%	--
Mission Hill School	39%	38%	17%	32%	6%	31%	27%	--
Mozart	40%	64%	20%	--	--	--	43%	--
Nathan Hale	78%	68%	57%	--	--	--	68%	--
New Mission High School	--	--	--	--	36%	44%	41%	69%
O W Holmes	31%	28%	36%	--	--	--	31%	--
O'Bryant School Math/Science	--	--	--	--	80%	77%	79%	79%
District	39%	33%	37%	36%	32%	35%	35%	45%

Table B4 *Continued*: Boston Public Schools
Next-Generation MCAS ELA Percent Meeting or Exceeding Expectations by Grade and School, 2019

School	3	4	5	6	7	8	3—8	10
Oliver Hazard Perry	48%	28%	19%	35%	9%	--	29%	--
Orchard Gardens	24%	22%	21%	18%	15%	11%	19%	--
Patrick J Kennedy	29%	30%	30%	--	--	--	30%	--
Paul A Dever	52%	17%	23%	--	--	--	31%	--
Pauline Agassiz Shaw Elementary School	44%	--	--	--	--	--	44%	--
Phineas Bates	17%	23%	43%	--	--	--	28%	--
Quincy Upper School	--	--	--	51%	20%	26%	36%	39%
Rafael Hernandez	21%	20%	35%	57%	14%	48%	33%	--
Richard J Murphy	47%	63%	64%	64%	30%	39%	55%	--
Roger Clap	30%	29%	18%	--	--	--	28%	--
Samuel Adams	44%	29%	24%	--	--	--	34%	--
Samuel W Mason	52%	15%	44%	--	--	--	36%	--
Sarah Greenwood	17%	28%	14%	17%	0%	21%	17%	--
Snowden International School at Copley	--	--	--	--	--	--	--	41%
TechBoston Academy	--	--	--	27%	16%	14%	19%	36%
The English High	--	--	--	--	--	--	--	10%
Thomas J Kenny	38%	39%	16%	--	--	--	31%	--
UP Academy Holland	23%	28%	41%	--	--	--	31%	--
Urban Science Academy	--	--	--	--	--	--	--	23%
Warren/Prescott	66%	66%	67%	72%	56%	48%	64%	--
Washington Irving Middle	--	--	--	11%	6%	15%	11%	--
West Roxbury Academy	--	--	--	--	--	--	--	8%
William E Russell	47%	33%	38%	--	--	--	40%	--
William Ellery Channing	50%	33%	25%	--	--	--	38%	--
William H Ohrenberger	61%	40%	50%	44%	10%	23%	40%	--
William McKinley	--	7%	0%	5%	0%	5%	3%	4%
William Monroe Trotter	20%	23%	48%	40%	31%	25%	31%	--
Winship Elementary	33%	63%	67%	--	--	--	52%	--
Young Achievers	21%	7%	20%	13%	10%	7%	13%	--
District	39%	33%	37%	36%	32%	35%	35%	45%
State	56%	52%	52%	53%	48%	52%	52%	61%

Table B5: Boston Public Schools
Next-Generation MCAS Math Percent Meeting or Exceeding Expectations by Grade and School, 2019

School	3	4	5	6	7	8	3–8	10
Another Course to College	--	--	--	--	--	--	--	14%
Baldwin Early Learning Center	--	--	--	--	--	--	--	--
Beethoven	--	--	--	--	--	--	--	--
Blackstone	23%	7%	25%	--	--	--	19%	--
Boston Adult Academy	--	--	--	--	--	--	--	--
Boston Arts Academy	--	--	--	--	--	--	--	38%
Boston Collaborative High School	--	--	--	--	--	--	--	--
Boston Community Leadership Academy	--	--	--	--	--	--	--	21%
Boston International High	--	--	--	--	--	--	--	18%
Boston Latin Academy	--	--	--	--	76%	70%	73%	93%
Boston Latin School	--	--	--	--	93%	90%	91%	99%
Boston Teachers Union School	82%	68%	43%	59%	22%	33%	52%	--
Brighton High	--	--	--	--	--	--	--	12%
Carter School	--	--	--	--	--	--	--	--
Charles H Taylor	27%	31%	14%	--	--	--	24%	--
Charles Sumner	24%	37%	28%	--	--	--	30%	--
Charlestown High	--	--	--	--	--	--	--	28%
Clarence R Edwards Middle	--	--	--	11%	8%	12%	10%	--
Community Academy	--	--	--	--	--	--	--	--
Community Academy of Science and Health	--	--	--	--	--	--	--	7%
Condon K-8	32%	29%	39%	38%	19%	8%	29%	--
Curley K-8	31%	49%	39%	28%	13%	4%	29%	--
Curtis Guild	24%	30%	24%	--	--	--	26%	--
Dante Alighieri Montessori School	20%	42%	--	--	--	--	39%	--
David A. Ellis	16%	12%	14%	--	--	--	14%	--
Dearborn	--	--	--	10%	6%	17%	11%	17%
Dennis C Haley	30%	34%	49%	31%	21%	15%	31%	--
Donald Mckay	26%	20%	16%	31%	14%	26%	22%	--
Dr. Catherine Ellison-Rosa Parks Early Ed School	27%	--	--	--	--	--	27%	--
Dr. William Henderson Lower	--	--	--	--	--	--	--	--
Dr. William Henderson Upper	70%	41%	29%	49%	29%	31%	42%	11%
East Boston Early Childhood Center	--	--	--	--	--	--	--	--
East Boston High	--	--	--	--	--	--	--	33%
Edison K–8	20%	19%	22%	27%	7%	21%	19%	--
Edward Everett	34%	34%	53%	--	--	--	42%	--
ELC - West Zone	--	--	--	--	--	--	--	--
Eliot Elementary	87%	94%	73%	65%	29%	25%	73%	--
Ellis Mendell	60%	51%	27%	--	--	--	47%	--
Excel High School	--	--	--	--	--	--	--	33%
Fenway High School	--	--	--	--	--	--	--	24%
Franklin D Roosevelt	23%	24%	32%	43%	10%	40%	29%	--
Gardner Pilot Academy	28%	21%	48%	25%	14%	14%	25%	--
George H Conley	20%	22%	34%	--	--	--	25%	--

Table B5 *Continued*: Boston Public Schools
Next-Generation MCAS Math Percent Meeting or Exceeding Expectations by Grade and School, 2019

School	3	4	5	6	7	8	3–8	10
Greater Egleston Community High School	--	--	--	--	--	--	--	--
Harvard-Kent	56%	52%	43%	--	--	--	49%	--
Haynes Early Education Center	--	--	--	--	--	--	--	--
Henry Grew	47%	33%	6%	--	--	--	32%	--
Higginson	--	--	--	--	--	--	--	--
Higginson/Lewis K–8	6%	5%	8%	2%	0%	0%	4%	--
Horace Mann School for the Deaf	--	--	--	--	--	--	0%	--
Hugh Roe O'Donnell	5%	31%	22%	--	--	--	20%	--
Jackson Mann	38%	21%	54%	52%	16%	21%	36%	--
James J Chittick	35%	19%	18%	--	--	--	24%	--
James Otis	28%	58%	49%	--	--	--	44%	--
James P Timilty Middle	--	--	--	18%	16%	13%	15%	--
James W Hennigan	8%	19%	27%	23%	11%	5%	18%	--
Jeremiah E Burke High	--	--	--	--	--	--	--	47%
John D Philbrick	44%	36%	15%	--	--	--	32%	--
John F Kennedy	43%	33%	37%	--	--	--	37%	--
John W McCormack	--	--	--	17%	11%	18%	16%	--
John Winthrop	3%	21%	28%	--	--	--	18%	--
Joseph J Hurley	48%	50%	56%	62%	40%	38%	51%	--
Joseph Lee	7%	18%	21%	26%	7%	7%	15%	--
Joseph P Manning	52%	50%	58%	--	--	--	53%	--
Joseph P Tynan	5%	19%	17%	--	--	--	14%	--
Josiah Quincy	60%	51%	54%	--	--	--	55%	--
Joyce Kilmer	48%	59%	57%	66%	14%	37%	53%	--
King K–8	20%	13%	13%	7%	6%	9%	12%	--
Lee Academy	27%	--	--	--	--	--	27%	--
Lilla G. Frederick Middle School	--	--	--	14%	6%	11%	10%	--
Lyndon	53%	49%	59%	50%	15%	12%	45%	--
Lyon K–8	53%	20%	40%	63%	31%	54%	43%	--
Lyon Upper 9–12	--	--	--	--	--	--	--	7%
Madison Park High	--	--	--	--	--	--	--	15%
Manassah E Bradley	52%	67%	68%	--	--	--	62%	--
Margarita Muniz Academy	--	--	--	--	--	--	--	25%
Mario Umana Academy	17%	23%	6%	31%	17%	10%	19%	--
Mather	50%	20%	38%	--	--	--	36%	--
Mattahunt Elementary School	--	--	--	--	--	--	--	--
Maurice J Tobin	51%	5%	17%	40%	22%	25%	27%	--
Michael J Perkins	62%	38%	19%	--	--	--	37%	--
Mildred Avenue K–8	27%	16%	36%	33%	14%	7%	19%	--
Mission Hill School	33%	29%	4%	32%	0%	15%	19%	--
Mozart	36%	60%	15%	--	--	--	39%	--
Nathan Hale	30%	73%	52%	--	--	--	51%	--
New Mission High School	--	--	--	--	31%	43%	39%	76%
O W Holmes	29%	19%	36%	--	--	--	27%	--
O'Bryant School Math/Science	--	--	--	--	88%	89%	88%	89%
District	34%	32%	34%	31%	33%	34%	33%	47%
State	49%	50%	48%	52%	48%	46%	49%	59%

Table B5 *Continued*: Boston Public Schools
Next-Generation MCAS Math Percent Meeting or Exceeding Expectations by Grade and School, 2019

School	3	4	5	6	7	8	3–8	10
Oliver Hazard Perry	31%	38%	19%	43%	18%	--	32%	--
Orchard Gardens	18%	22%	9%	14%	9%	8%	14%	--
Patrick J Kennedy	31%	40%	18%	--	--	--	31%	--
Paul A Dever	64%	24%	31%	--	--	--	40%	--
Pauline Agassiz Shaw Elementary School	21%	--	--	--	--	--	21%	--
Phineas Bates	33%	33%	38%	--	--	--	35%	--
Quincy Upper School	--	--	--	53%	23%	28%	38%	28%
Rafael Hernandez	19%	25%	24%	16%	7%	14%	19%	--
Richard J Murphy	46%	60%	54%	60%	16%	37%	49%	--
Roger Clap	17%	25%	18%	--	--	--	21%	--
Samuel Adams	46%	29%	24%	--	--	--	35%	--
Samuel W Mason	34%	6%	43%	--	--	--	26%	--
Sarah Greenwood	2%	3%	7%	18%	0%	13%	7%	--
Snowden International School at Copley	--	--	--	--	--	--	--	26%
TechBoston Academy	--	--	--	23%	13%	13%	16%	16%
The English High	--	--	--	--	--	--	--	10%
Thomas J Kenny	22%	52%	36%	--	--	--	38%	--
UP Academy Holland	20%	25%	48%	--	--	--	31%	--
Urban Science Academy	--	--	--	--	--	--	--	30%
Warren/Prescott	62%	60%	65%	49%	59%	26%	56%	--
Washington Irving Middle	--	--	--	8%	4%	1%	4%	--
West Roxbury Academy	--	--	--	--	--	--	--	6%
William E Russell	61%	65%	27%	--	--	--	50%	--
William Ellery Channing	25%	17%	6%	--	--	--	17%	--
William H Ohrenberger	51%	38%	60%	47%	17%	18%	41%	--
William McKinley	0%	0%	0%	0%	0%	5%	1%	5%
William Monroe Trotter	11%	20%	32%	43%	38%	15%	26%	--
Winship Elementary	43%	44%	60%	--	--	--	48%	--
Young Achievers	17%	15%	32%	24%	0%	3%	17%	--
District	34%	32%	34%	31%	33%	34%	33%	47%
State	49%	50%	48%	52%	48%	46%	49%	59%

Table B6: Boston Public Schools
Science Next-Generation MCAS Percent Meeting or Exceeding Expectations and MCAS Percent Proficient or Advanced by Grade and School, 2019

	Next-Generation MCAS				MCAS
School	**5**	**8**	**5 & 8**		**10**
Another Course to College	--	--	--		38%
Baldwin Early Learning Center	--	--	--		--
Beethoven	--	--	--		--
Blackstone	19%	--	19%		--
Boston Adult Academy	--	--	--		--
Boston Arts Academy	--	--	--		62%
Boston Collaborative High School	--	--	--		--
Boston Community Leadership Academy	--	--	--		29%
Boston International High	--	--	--		39%
Boston Latin Academy	--	43%	43%		96%
Boston Latin School	--	79%	79%		99%
Boston Teachers Union School	31%	11%	23%		--
Brighton High	--	--	--		31%
Carter School	--	0%	0%		--
Charles H Taylor	19%	--	19%		--
Charles Sumner	23%	--	23%		--
Charlestown High	--	--	--		32%
Clarence R Edwards Middle	--	8%	8%		--
Community Academy	--	--	--		--
Community Academy of Science and Health	--	--	--		22%
Condon K-8	25%	12%	20%		--
Curley K-8	28%	9%	20%		--
Curtis Guild	3%	--	3%		--
Dante Alighieri Montessori School	33%	--	33%		--
David A. Ellis	9%	--	9%		--
Dearborn	--	6%	6%		44%
Dennis C Haley	33%	10%	22%		--
Donald Mckay	5%	10%	8%		--
Dr. Catherine Ellison-Rosa Parks Early Ed School	--	--	--		--
Dr. William Henderson Lower	--	--	--		--
Dr. William Henderson Upper	26%	21%	23%		41%
East Boston Early Childhood Center	--	--	--		--
East Boston High	--	--	--		53%
Edison K–8	24%	8%	16%		--
Edward Everett	19%	--	19%		--
ELC - West Zone	--	--	--		--
Eliot Elementary	65%	32%	55%		--
Ellis Mendell	30%	--	30%		--
Excel High School	--	--	--		27%
Fenway High School	--	--	--		55%
Franklin D Roosevelt	24%	17%	21%		--
District	24%	24%	24%		59%
State	49%	46%	48%		74%

Table B6 *Continued*: Boston Public Schools
Science Next-Generation MCAS Percent Meeting or Exceeding Expectations and MCAS Percent Proficient or Advanced by Grade and School, 2019

	Next-Generation MCAS				MCAS
School	**5**	**8**	**5 & 8**		**10**
Gardner Pilot Academy	3%	8%	6%		--
George H Conley	15%	--	15%		--
Greater Egleston Community High School	--	--	--		--
Harvard-Kent	39%	--	39%		--
Haynes Early Education Center	--	--	--		--
Henry Grew	18%	--	18%		--
Higginson	--	--	--		--
Higginson/Lewis K–8	5%	0%	3%		--
Horace Mann School for the Deaf	--	--	--		--
Hugh Roe O'Donnell	6%	--	6%		--
Jackson Mann	31%	9%	23%		--
James J Chittick	29%	--	29%		--
James Otis	27%	--	27%		--
James P Timilty Middle	--	16%	16%		--
James W Hennigan	17%	5%	13%		--
Jeremiah E Burke High	--	--	--		47%
John D Philbrick	5%	--	5%		--
John F Kennedy	15%	--	15%		--
John W McCormack	--	3%	3%		--
John Winthrop	28%	--	28%		--
Joseph J Hurley	50%	0%	33%		--
Joseph Lee	16%	7%	12%		--
Joseph P Manning	42%	--	42%		--
Joseph P Tynan	25%	--	25%		--
Josiah Quincy	46%	--	46%		--
Joyce Kilmer	34%	11%	27%		--
King K–8	8%	9%	8%		--
Lee Academy	--	--	--		--
Lilla G. Frederick Middle School	--	5%	5%		--
Lyndon	48%	9%	37%		--
Lyon K–8	40%	31%	36%		--
Lyon Upper 9–12	--	--	--		20%
Madison Park High	--	--	--		28%
Manassah E Bradley	55%	--	55%		--
Margarita Muniz Academy	--	--	--		23%
Mario Umana Academy	4%	16%	11%		--
Mather	27%	--	27%		--
Mattahunt Elementary School	--	--	--		--
Maurice J Tobin	9%	13%	10%		--
Michael J Perkins	31%	--	31%		--
Mildred Avenue K–8	8%	7%	7%		--
Mission Hill School	9%	15%	11%		--
Mozart	10%	--	10%		--
District	24%	24%	24%		59%
State	49%	46%	48%		74%

Table B6 *Continued*: Boston Public Schools
Science Next-Generation MCAS Percent Meeting or Exceeding Expectations and MCAS Percent Proficient or Advanced by Grade and School, 2019

	Next-Generation MCAS				MCAS
School	**5**	**8**	**5 & 8**		**10**
Nathan Hale	43%	--	43%		--
New Mission High School	--	29%	29%		62%
O W Holmes	22%	--	22%		--
O'Bryant School Math/Science	--	53%	53%		93%
Oliver Hazard Perry	14%	33%	20%		--
Orchard Gardens	10%	11%	11%		--
Patrick J Kennedy	18%	--	18%		--
Paul A Dever	17%	--	17%		--
Pauline Agassiz Shaw Elementary School	--	--	--		--
Phineas Bates	28%	--	28%		--
Quincy Upper School	--	9%	9%		55%
Rafael Hernandez	16%	5%	12%		--
Richard J Murphy	40%	21%	33%		--
Roger Clap	18%	--	18%		--
Samuel Adams	18%	--	18%		--
Samuel W Mason	4%	--	4%		--
Sarah Greenwood	2%	8%	4%		--
Snowden International School at Copley	--	--	--		31%
TechBoston Academy	--	10%	10%		38%
The English High	--	--	--		38%
Thomas J Kenny	22%	--	22%		--
UP Academy Holland	25%	--	25%		--
Urban Science Academy	--	--	--		36%
Warren/Prescott	52%	22%	43%		--
Washington Irving Middle	--	4%	4%		--
West Roxbury Academy	--	--	--		12%
William E Russell	38%	--	38%		--
William Ellery Channing	6%	--	6%		--
William H Ohrenberger	36%	11%	26%		--
William McKinley	6%	0%	3%		0%
William Monroe Trotter	16%	0%	11%		--
Winship Elementary	53%	--	53%		--
Young Achievers	11%	7%	10%		--
District	24%	24%	24%		59%
State	49%	46%	48%		74%

Table B7: Boston Public Schools
3—8 Next-Generation MCAS ELA Percent Meeting and Exceeding Expectations by School, 2019

School	All	High Needs	Econ. Dis.	SWD	EL and Former EL	African American	Asian	Hispanic	Multi-race	White
Another Course to College	--	--	--	--	--	--	--	--	--	--
Baldwin Early Learning Center	--	--	--	--	--	--	--	--	--	--
Beethoven	--	--	--	--	--	--	--	--	--	--
Blackstone	20%	17%	17%	8%	15%	19%	--	16%	--	--
Boston Adult Academy	--	--	--	--	--	--	--	--	--	--
Boston Arts Academy	--	--	--	--	--	--	--	--	--	--
Boston Collaborative High School										
Boston Community Leadership Academy	--	--	--	--	--	--	--	--	--	--
Boston International High	--	--	--	--	--	--	--	--	--	--
Boston Latin Academy	69%	71%	69%	53%	76%	75%	72%	73%	58%	62%
Boston Latin School	85%	80%	83%	67%	80%	81%	88%	85%	94%	84%
Boston Teachers Union School	45%	29%	28%	21%	24%	17%	--	30%	--	84%
Brighton High	--	--	--	--	--	--	--	--	--	--
Carter School	--	--	--	--	--	--	--	--	--	--
Charles H Taylor	35%	34%	36%	16%	27%	31%	--	41%	--	--
Charles Sumner	44%	32%	31%	10%	30%	40%	--	37%	--	77%
Charlestown High	--	--	--	--	--	--	--	--	--	--
Clarence R Edwards Middle	13%	12%	12%	2%	14%	9%	17%	13%	--	12%
Community Academy	--	--	--	--	--	--	--	--	--	--
Community Academy of Science and Health	--	--	--	--	--	--	--	--	--	--
Condon K-8	30%	24%	23%	7%	22%	27%	58%	19%	32%	45%
Curley K-8	30%	17%	16%	5%	14%	20%	40%	18%	57%	79%
Curtis Guild	25%	23%	26%	9%	19%	--	--	21%	--	35%
Dante Alighieri Montessori School	39%	35%	40%	--	33%	--	--	33%	--	55%
David A. Ellis	12%	10%	10%	3%	10%	12%	--	12%	--	--
Dearborn	24%	22%	25%	18%	18%	17%	--	33%	--	--
Dennis C Haley	40%	23%	19%	19%	17%	24%	--	30%	73%	72%
Donald Mckay	25%	24%	24%	4%	23%	40%	--	24%	--	26%
Dr. Catherine Ellison-Rosa Parks Early Ed School	20%	21%	21%	10%	25%	17%	--	25%	--	--
Dr. William Henderson Lower	--	--	--	--	--	--	--	--	--	--
Dr. William Henderson Upper	43%	35%	38%	22%	37%	32%	68%	38%	--	49%
East Boston Early Childhood Center	--	--	--	--	--	--	--	--	--	--
East Boston High	--	--	--	--	--	--	--	--	--	--
Edison K–8	24%	21%	20%	10%	22%	9%	47%	17%	--	44%
Edward Everett	41%	41%	42%	17%	46%	32%	56%	44%	--	--
ELC - West Zone	--	--	--	--	--	--	--	--	--	--
Eliot Elementary	72%	54%	53%	40%	54%	41%	69%	52%	90%	82%
District	35%	27%	26%	10%	27%	25%	63%	27%	49%	62%
State	52%	32%	33%	16%	32%	33%	72%	33%	56%	59%

Table B7 *Continued*: Boston Public Schools
3—8 Next-Generation MCAS ELA Percent Meeting and Exceeding Expectations by School, 2019

School	All	High Needs	Econ. Dis.	SWD	EL and Former EL	African American	Asian	Hispanic	Multi-race	White
Ellis Mendell	58%	38%	32%	21%	34%	36%	--	34%	92%	94%
Excel High School	--	--	--	--	--	--	--	--	--	--
Fenway High School	--	--	--	--	--	--	--	--	--	--
Franklin D Roosevelt	26%	17%	18%	8%	14%	20%	--	20%	--	59%
Gardner Pilot Academy	25%	23%	24%	3%	24%	23%	--	22%	33%	32%
George H Conley	38%	29%	30%	18%	19%	33%	--	27%	--	61%
Greater Egleston Community High School	--	--	--	--	--	--	--	--	--	--
Harvard-Kent	50%	49%	47%	32%	55%	44%	67%	42%	--	33%
Haynes Early Education Center	--	--	--	--	--	--	--	--	--	--
Henry Grew	43%	38%	36%	19%	41%	43%	--	39%	--	--
Higginson	--	--	--	--	--	--	--	--	--	--
Higginson/Lewis K–8	11%	11%	11%	2%	10%	13%	--	11%	0%	--
Horace Mann School for the Deaf	6%	6%	8%	6%	4%	8%	--	6%	--	--
Hugh Roe O'Donnell	21%	21%	18%	18%	22%	--	--	21%	--	--
Jackson Mann	29%	24%	24%	10%	27%	22%	51%	19%	40%	61%
James J Chittick	32%	32%	30%	21%	48%	28%	--	53%	--	--
James Otis	38%	33%	29%	9%	32%	--	--	32%	--	53%
James P Timilty Middle	20%	17%	18%	4%	11%	19%	--	18%	--	--
James W Hennigan	26%	21%	21%	3%	17%	29%	--	21%	--	75%
Jeremiah E Burke High	--	--	--	--	--	--	--	--	--	--
John D Philbrick	32%	26%	28%	7%	28%	14%	--	42%	--	62%
John F Kennedy	38%	32%	31%	22%	30%	28%	--	37%	--	--
John W McCormack	13%	12%	12%	4%	11%	11%	58%	10%	9%	13%
John Winthrop	29%	28%	29%	0%	17%	32%	--	29%	--	--
Joseph J Hurley	61%	51%	48%	32%	51%	80%	--	50%	--	94%
Joseph Lee	26%	18%	18%	3%	24%	17%	36%	29%	43%	50%
Joseph P Manning	68%	43%	35%	35%	60%	36%	--	56%	--	93%
Joseph P Tynan	26%	22%	22%	4%	38%	8%	--	53%	--	24%
Josiah Quincy	49%	45%	41%	8%	51%	21%	57%	27%	69%	67%
Joyce Kilmer	54%	41%	36%	13%	48%	39%	96%	43%	94%	50%
King K–8	22%	22%	22%	8%	19%	20%	--	25%	--	--
Lee Academy	18%	20%	18%	0%	22%	24%	--	6%	--	--
Lilla G. Frederick Middle School	9%	7%	7%	2%	6%	9%	4%	10%	8%	--
Lyndon	55%	36%	31%	20%	40%	21%	--	41%	--	70%
Lyon K–8	50%	47%	38%	50%	50%	25%	60%	60%	--	69%
Lyon Upper 9–12	--	--	--	--	--	--	--	--	--	--
Madison Park High	--	--	--	--	--	--	--	--	--	--
Manassah E Bradley	69%	65%	62%	39%	67%	--	100%	61%	--	75%
Margarita Muniz Academy	--	--	--	--	--	--	--	--	--	--
Mario Umana Academy	24%	22%	21%	6%	21%	16%	--	24%	--	35%
District	35%	27%	26%	10%	27%	25%	63%	27%	49%	62%
State	52%	32%	33%	16%	32%	33%	72%	33%	56%	59%

Table B7 *Continued*: Boston Public Schools
3—8 Next-Generation MCAS ELA Percent Meeting and Exceeding Expectations by School, 2019

School	All	High Needs	Econ. Dis.	SWD	EL and Former EL	African American	Asian	Hispanic	Multi-race	White
Mather	42%	40%	37%	8%	43%	38%	53%	33%	33%	64%
Mattahunt Elementary School	--	--	--	--	--	--	--	--	--	--
Maurice J Tobin	27%	25%	25%	8%	29%	24%	--	28%	--	--
Michael J Perkins	40%	37%	41%	7%	31%	37%	--	37%	--	--
Mildred Avenue K–8	18%	17%	16%	4%	17%	18%	--	16%	--	30%
Mission Hill School	27%	13%	10%	5%	21%	12%	--	17%	--	68%
Mozart	43%	30%	23%	10%	39%	14%	--	24%	--	71%
Nathan Hale	68%	63%	63%	38%	82%	59%	--	71%	--	--
New Mission High School	41%	36%	39%	16%	28%	40%	--	37%	--	--
O W Holmes	31%	31%	31%	16%	27%	33%	--	23%	--	--
O'Bryant School Math/Science	79%	79%	81%	69%	75%	82%	83%	73%	80%	77%
Oliver Hazard Perry	29%	16%	15%	4%	11%	11%	--	5%	--	45%
Orchard Gardens	19%	17%	18%	1%	17%	13%	--	25%	15%	23%
Patrick J Kennedy	30%	26%	22%	3%	25%	--	--	28%	--	--
Paul A Dever	31%	30%	30%	7%	30%	24%	--	32%	--	--
Pauline Agassiz Shaw Elementary School	44%	45%	50%	--	--	45%	--	--	--	--
Phineas Bates	28%	19%	21%	6%	12%	32%	--	20%	--	42%
Quincy Upper School	36%	32%	32%	8%	37%	21%	43%	20%	50%	63%
Rafael Hernandez	33%	26%	26%	11%	23%	--	--	31%	--	--
Richard J Murphy	55%	49%	45%	7%	53%	33%	68%	40%	70%	65%
Roger Clap	28%	25%	27%	8%	29%	19%	--	26%	--	--
Samuel Adams	34%	29%	29%	4%	28%	--	--	35%	--	44%
Samuel W Mason	36%	33%	33%	21%	30%	40%	--	29%	--	--
Sarah Greenwood	17%	15%	15%	0%	15%	16%	--	17%	--	--
Snowden International School at Copley	--	--	--	--	--	--	--	--	--	--
TechBoston Academy	19%	16%	17%	4%	14%	11%	--	25%	33%	29%
The English High	--	--	--	--	--	--	--	--	--	--
Thomas J Kenny	31%	26%	26%	8%	28%	25%	60%	28%	--	42%
UP Academy Holland	31%	30%	28%	5%	30%	32%	70%	24%	55%	--
Urban Science Academy	--	--	--	--	--	--	--	--	--	--
Warren/Prescott	64%	54%	55%	35%	47%	47%	67%	53%	65%	76%
Washington Irving Middle	11%	8%	7%	2%	7%	13%	--	9%	--	--
West Roxbury Academy	--	--	--	--	--	--	--	--	--	--
William E Russell	40%	39%	38%	5%	40%	30%	68%	39%	--	--
William Ellery Channing	38%	38%	39%	--	27%	42%	--	36%	--	--
William H Ohrenberger	40%	26%	24%	12%	21%	24%	78%	31%	50%	66%
William McKinley	3%	3%	4%	3%	4%	4%	--	0%	--	--
William Monroe Trotter	31%	31%	33%	2%	36%	32%	--	31%	27%	--
Winship Elementary	52%	52%	48%	29%	60%	--	--	44%	--	54%
Young Achievers	13%	12%	13%	1%	9%	13%	--	13%	--	--
District	35%	27%	26%	10%	27%	25%	63%	27%	49%	62%
State	52%	32%	33%	16%	32%	33%	72%	33%	56%	59%

Table B8: Boston Public Schools
3—8 Next-Generation MCAS Math Percent Meeting and Exceeding Expectations by School, 2019

School	All	High Needs	Econ. Dis.	SWD	EL and Former EL	African American	Asian	Hispanic	Multi-race	White
Another Course to College	--	--	--	--	--	--	--	--	--	--
Baldwin Early Learning Center	--	--	--	--	--	--	--	--	--	--
Beethoven	--	--	--	--	--	--	--	--	--	--
Blackstone	19%	18%	18%	6%	18%	13%	--	18%	--	--
Boston Adult Academy	--	--	--	--	--	--	--	--	--	--
Boston Arts Academy	--	--	--	--	--	--	--	--	--	--
Boston Collaborative High School	--	--	--	--	--	--	--	--	--	--
Boston Community Leadership Academy	--	--	--	--	--	--	--	--	--	--
Boston International High	--	--	--	--	--	--	--	--	--	--
Boston Latin Academy	73%	75%	74%	41%	85%	75%	86%	77%	68%	63%
Boston Latin School	91%	93%	94%	83%	95%	79%	99%	88%	94%	91%
Boston Teachers Union School	52%	36%	36%	21%	29%	29%	--	34%	--	92%
Brighton High	--	--	--	--	--	--	--	--	--	--
Carter School	--	--	--	--	--	--	--	--	--	--
Charles H Taylor	24%	24%	24%	10%	23%	24%	--	21%	--	--
Charles Sumner	30%	18%	16%	6%	18%	16%	--	26%	--	69%
Charlestown High	--	--	--	--	--	--	--	--	--	--
Clarence R Edwards Middle	10%	9%	9%	1%	13%	2%	50%	7%	--	9%
Community Academy	--	--	--	--	--	--	--	--	--	--
Community Academy of Science and Health	--	--	--	--	--	--	--	--	--	--
Condon K-8	29%	24%	22%	10%	25%	23%	83%	20%	39%	33%
Curley K-8	29%	16%	14%	6%	15%	16%	40%	17%	57%	80%
Curtis Guild	26%	24%	26%	9%	21%	--	--	23%	--	35%
Dante Alighieri Montessori School	39%	25%	20%	--	20%	--	--	27%	--	64%
David A. Ellis	14%	11%	11%	3%	12%	10%	--	18%	--	--
Dearborn	11%	10%	10%	7%	7%	12%	--	9%	--	--
Dennis C Haley	31%	15%	12%	13%	11%	12%	--	20%	60%	65%
Donald Mckay	22%	22%	20%	7%	21%	10%	--	22%	--	24%
Dr. Catherine Ellison-Rosa Parks Early Ed School	27%	25%	21%	10%	25%	17%	--	42%	--	--
Dr. William Henderson Lower	--	--	--	--	--	--	--	--	--	--
Dr. William Henderson Upper	42%	35%	36%	27%	48%	27%	82%	38%	--	48%
East Boston Early Childhood Ctr	--	--	--	--	--	--	--	--	--	--
East Boston High	--	--	--	--	--	--	--	--	--	--
Edison K–8	19%	17%	14%	8%	21%	8%	49%	14%	--	28%
Edward Everett	42%	41%	40%	11%	49%	34%	75%	38%	--	--
ELC - West Zone	--	--	--	--	--	--	--	--	--	--
Eliot Elementary	73%	55%	54%	43%	57%	56%	86%	47%	90%	83%
Ellis Mendell	47%	31%	23%	21%	31%	21%	--	30%	62%	85%
District	33%	25%	23%	10%	28%	21%	73%	24%	42%	62%
State	49%	29%	29%	15%	32%	28%	76%	29%	51%	56%

Table B8 *Continued*: Boston Public Schools
3—8 Next-Generation MCAS Math Percent Meeting and Exceeding Expectations by School, 2019

School	All	High Needs	Econ. Dis.	SWD	EL and Former EL	African American	Asian	Hispanic	Multi-race	White
Excel High School	--	--	--	--	--	--	--	--	--	--
Fenway High School	--	--	--	--	--	--	--	--	--	--
Franklin D Roosevelt	29%	20%	21%	7%	23%	23%	--	26%	--	50%
Gardner Pilot Academy	25%	22%	21%	4%	24%	17%	--	20%	25%	42%
George H Conley	25%	16%	16%	9%	19%	20%	--	15%	--	44%
Greater Egleston Community High School	--	--	--	--	--	--	--	--	--	--
Harvard-Kent	49%	49%	48%	26%	62%	40%	86%	29%	--	31%
Haynes Early Education Center	--	--	--	--	--	--	--	--	--	--
Henry Grew	32%	32%	32%	13%	32%	28%	--	24%	--	--
Higginson	--	--	--	--	--	--	--	--	--	--
Higginson/Lewis K–8	4%	4%	4%	0%	3%	6%	--	2%	0%	--
Horace Mann School for the Deaf	0%	0%	0%	0%	0%	0%	--	0%	--	--
Hugh Roe O'Donnell	20%	20%	17%	6%	22%	--	--	19%	--	--
Jackson Mann	36%	30%	29%	10%	35%	22%	72%	23%	70%	69%
James J Chittick	24%	23%	24%	9%	36%	17%	--	44%	--	--
James Otis	44%	40%	36%	19%	36%	--	--	39%	--	56%
James P Timilty Middle	15%	13%	13%	0%	8%	15%	--	14%	--	--
James W Hennigan	18%	13%	13%	3%	13%	15%	--	14%	--	67%
Jeremiah E Burke High	--	--	--	--	--	--	--	--	--	--
John D Philbrick	32%	22%	26%	7%	17%	30%	--	23%	--	62%
John F Kennedy	37%	32%	33%	25%	30%	41%	--	33%	--	--
John W McCormack	16%	15%	14%	4%	14%	10%	58%	16%	8%	13%
John Winthrop	18%	14%	15%	0%	13%	17%	--	22%	--	--
Joseph J Hurley	51%	38%	36%	11%	37%	80%	--	38%	--	94%
Joseph Lee	15%	10%	9%	5%	13%	9%	41%	13%	19%	54%
Joseph P Manning	53%	30%	23%	26%	50%	14%	--	31%	--	82%
Joseph P Tynan	14%	15%	13%	0%	25%	12%	--	11%	--	14%
Josiah Quincy	55%	54%	49%	11%	62%	19%	70%	14%	69%	67%
Joyce Kilmer	53%	36%	28%	17%	45%	27%	87%	31%	81%	61%
King K–8	12%	10%	10%	8%	11%	11%	--	9%	--	--
Lee Academy	27%	30%	29%	17%	28%	28%	--	25%	--	--
Lilla G. Frederick Middle School	10%	9%	7%	2%	11%	10%	42%	5%	8%	--
Lyndon	45%	25%	17%	16%	27%	13%	--	24%	--	67%
Lyon K–8	43%	37%	29%	41%	42%	10%	50%	52%	--	62%
Lyon Upper 9–12	--	--	--	--	--	--	--	--	--	--
Madison Park High	--	--	--	--	--	--	--	--	--	--
Manassah E Bradley	62%	55%	54%	25%	57%	--	100%	50%	--	68%
Margarita Muniz Academy	--	--	--	--	--	--	--	--	--	--
Mario Umana Academy	19%	17%	16%	3%	17%	5%	--	18%	--	30%
Mather	36%	34%	30%	8%	42%	25%	58%	21%	36%	55%
District	33%	25%	23%	10%	28%	21%	73%	24%	42%	62%
State	49%	29%	29%	15%	32%	28%	76%	29%	51%	56%

Table B8 *Continued*: Boston Public Schools
3—8 Next-Generation MCAS Math Percent Meeting and Exceeding Expectations by School, 2019

School	All	High Needs	Econ. Dis.	SWD	EL and Former EL	African American	Asian	Hispanic	Multi-race	White
Mattahunt Elementary School	--	--	--	--	--	--	--	--	--	--
Maurice J Tobin	27%	27%	27%	3%	31%	17%	--	31%	--	--
Michael J Perkins	37%	35%	36%	0%	31%	21%	--	50%	--	--
Mildred Avenue K–8	19%	18%	18%	3%	21%	18%	--	21%	--	--
Mission Hill School	19%	4%	0%	0%	13%	4%	--	7%	--	60%
Mozart	39%	18%	16%	5%	22%	5%	--	18%	--	75%
Nathan Hale	51%	49%	52%	13%	76%	35%	--	62%	--	--
New Mission High School	39%	41%	40%	26%	39%	33%	--	41%	--	--
O W Holmes	27%	25%	25%	12%	23%	29%	--	18%	--	--
O'Bryant School Math/Science	88%	91%	92%	85%	91%	89%	92%	89%	70%	86%
Oliver Hazard Perry	32%	25%	25%	11%	25%	24%	--	27%	--	41%
Orchard Gardens	14%	12%	13%	2%	11%	11%	--	16%	15%	8%
Patrick J Kennedy	31%	28%	26%	14%	27%	--	--	29%	--	--
Paul A Dever	40%	40%	38%	13%	44%	29%	--	40%	--	--
Pauline Agassiz Shaw Elementary School	21%	21%	21%	--	--	19%	--	--	--	--
Phineas Bates	35%	29%	25%	12%	29%	29%	--	24%	--	53%
Quincy Upper School	38%	37%	33%	14%	46%	9%	57%	7%	42%	56%
Rafael Hernandez	19%	15%	14%	5%	15%	--	--	17%	--	--
Richard J Murphy	49%	46%	40%	6%	52%	21%	71%	26%	50%	57%
Roger Clap	21%	18%	16%	0%	24%	10%	--	13%	--	--
Samuel Adams	35%	34%	31%	4%	36%	--	--	37%	--	39%
Samuel W Mason	26%	23%	24%	21%	15%	22%	--	26%	--	--
Sarah Greenwood	7%	5%	5%	1%	7%	2%	--	8%	--	--
Snowden International School at Copley	--	--	--	--	--	--	--	--	--	--
TechBoston Academy	16%	14%	12%	8%	17%	10%	--	16%	17%	50%
The English High	--	--	--	--	--	--	--	--	--	--
Thomas J Kenny	38%	33%	33%	19%	45%	28%	80%	33%	--	53%
UP Academy Holland	31%	31%	30%	5%	32%	31%	70%	24%	42%	--
Urban Science Academy	--	--	--	--	--	--	--	--	--	--
Warren/Prescott	56%	45%	46%	22%	46%	35%	89%	40%	41%	70%
Washington Irving Middle	4%	4%	4%	0%	4%	5%	--	3%	--	0%
West Roxbury Academy	--	--	--	--	--	--	--	--	--	--
William E Russell	50%	51%	50%	16%	53%	35%	89%	51%	--	--
William Ellery Channing	17%	14%	13%	--	13%	10%	--	24%	--	--
William H Ohrenberger	41%	28%	25%	12%	27%	24%	91%	32%	35%	68%
William McKinley	1%	1%	1%	1%	0%	0%	--	0%	--	--
William Monroe Trotter	26%	26%	26%	9%	24%	26%	--	26%	18%	--
Winship Elementary	48%	48%	38%	29%	64%	--	--	44%	--	62%
Young Achievers	17%	15%	15%	5%	13%	20%	--	14%	--	--
District	33%	25%	23%	10%	28%	21%	73%	24%	42%	62%
State	49%	29%	29%	15%	32%	28%	76%	29%	51%	56%

Table B9: Boston Public Schools
Next-Generation MCAS ELA Meeting or Exceeding Expectations 10th grade by School, 2019

School	All	High Needs	Econ. Dis.	SWD	EL and Former EL	African American	Asian	Hispanic	Multi-race	White
Another Course to College	26%	27%	27%	18%	0%	21%	--	22%	--	--
Boston Arts Academy	42%	33%	31%	15%	24%	37%	--	39%	--	42%
Boston Collaborative High School	--	--	--	--	--	--	--	--	--	--
Boston Community Leadership Academy	21%	19%	17%	21%	8%	31%	--	16%	--	--
Boston International High	0%	0%	0%	--	0%	0%	--	0%	--	--
Boston Latin Academy	87%	85%	86%	73%	78%	90%	88%	91%	--	83%
Boston Latin School	97%	93%	95%	85%	82%	93%	96%	100%	93%	97%
Brighton High	14%	12%	13%	5%	8%	14%	--	10%	--	--
Carter School	--	--	--	--	--	--	--	--	--	--
Charlestown High	16%	14%	16%	3%	6%	17%	13%	10%	--	--
Community Academy	--	--	--	--	--	--	--	--	--	--
Community Academy of Science and Health	7%	6%	8%	4%	8%	8%	--	5%	--	--
Dearborn	15%	12%	11%	--	9%	13%	--	27%	--	--
Dr. William Henderson Upper	30%	20%	23%	9%	25%	21%	--	56%	--	--
East Boston High	30%	23%	24%	15%	21%	--	--	28%	--	36%
Excel High School	29%	26%	30%	0%	25%	24%	25%	30%	--	--
Fenway High School	25%	22%	28%	5%	5%	24%	--	20%	--	--
Greater Egleston Community High School	--	--	--	--	--	--	--	--	--	--
Horace Mann School for the Deaf	--	--	--	--	--	--	--	--	--	--
Jeremiah E Burke High	29%	26%	27%	33%	8%	26%	--	39%	--	--
Lyon Upper 9–12	33%	18%	21%	9%	--	--	--	0%	--	70%
Madison Park High	8%	7%	8%	2%	6%	7%	--	10%	--	--
Margarita Muniz Academy	22%	22%	18%	--	17%	--	--	21%	--	--
New Mission High School	69%	66%	70%	27%	55%	76%	--	55%	--	--
O'Bryant School Math/Science	79%	74%	74%	60%	64%	78%	82%	78%	--	76%
Quincy Upper School	39%	33%	39%	--	7%	38%	43%	23%	--	--
Snowden International School at Copley	41%	40%	47%	8%	20%	38%	--	40%	--	--
Tech Boston Academy	36%	30%	31%	24%	12%	31%	--	52%	--	--
The English High	10%	7%	6%	0%	8%	9%	--	11%	--	--
Urban Science Academy	23%	16%	16%	13%	16%	26%	--	20%	--	--
West Roxbury Academy	8%	4%	3%	0%	4%	3%	--	12%	--	--
William McKinley	4%	4%	4%	4%	--	0%	--	--	--	--
District	45%	32%	33%	13%	16%	34%	74%	34%	59%	76%
State	61%	36%	38%	22%	18%	38%	78%	37%	65%	69%

Table B10: Boston Public Schools
Next-Generation MCAS Math Meeting or Exceeding Expectations 10th grade by School, 2019

School	All	High Needs	Econ. Dis.	SWD	EL and Former EL	African American	Asian	Hispanic	Multi-race	White
Another Course to College	14%	11%	13%	0%	8%	7%	--	17%	--	--
Boston Arts Academy	38%	33%	33%	25%	12%	37%	--	27%	--	50%
Boston Collaborative High School	--	--	--	--	--	--	--	--	--	--
Boston Community Leadership Academy	21%	19%	18%	6%	6%	29%	--	16%	--	--
Boston International High	18%	18%	15%	--	18%	20%	--	0%	--	--
Boston Latin Academy	93%	92%	92%	93%	96%	94%	98%	90%	--	94%
Boston Latin School	99%	97%	99%	85%	100%	89%	100%	100%	100%	98%
Brighton High	12%	13%	13%	5%	12%	10%	--	11%	--	--
Carter School	--	--	--	--	--	--	--	--	--	--
Charlestown High	28%	27%	26%	13%	33%	24%	56%	21%	--	--
Community Academy	--	--	--	--	--	--	--	--	--	--
Community Academy of Science and Health	7%	8%	8%	4%	13%	4%	--	16%	--	--
Dearborn	17%	14%	14%	--	12%	16%	--	18%	--	--
Dr. William Henderson Upper	11%	9%	13%	0%	8%	7%	--	25%	--	--
East Boston High	33%	29%	33%	17%	22%	--	--	33%	--	35%
Excel High School	33%	31%	28%	5%	50%	16%	71%	24%	--	--
Fenway High School	24%	23%	30%	10%	10%	28%	--	20%	--	--
Greater Egleston Community High School	--	--	--	--	--	--	--	--	--	--
Horace Mann School for the Deaf	--	--	--	--	--	--	--	--	--	--
Jeremiah E Burke High	47%	46%	48%	29%	58%	47%	--	39%	--	--
Lyon Upper 9–12	7%	5%	7%	0%	--	--	--	0%	--	20%
Madison Park High	15%	13%	11%	2%	14%	13%	--	14%	--	--
Margarita Muniz Academy	25%	22%	23%	--	20%	--	--	25%	--	--
New Mission High School	76%	71%	74%	18%	64%	79%	--	69%	--	--
O'Bryant School Math/Science	89%	87%	87%	93%	78%	85%	96%	87%	--	100%
Quincy Upper School	28%	28%	30%	--	29%	8%	43%	0%	--	--
Snowden International School at Copley	26%	22%	25%	0%	20%	26%	--	24%	--	--
Tech Boston Academy	16%	16%	17%	6%	12%	16%	--	14%	--	--
The English High	10%	9%	7%	10%	8%	11%	--	9%	--	--
Urban Science Academy	30%	22%	25%	14%	28%	34%	--	28%	--	--
West Roxbury Academy	6%	6%	5%	0%	4%	6%	--	4%	--	--
William McKinley	5%	5%	5%	5%	--	0%	--	--	--	--
District	47%	35%	36%	14%	25%	35%	85%	34%	58%	79%
State	59%	33%	35%	18%	24%	35%	82%	33%	60%	67%

Table B11: Boston Public Schools
Next-Generation MCAS Science Percent Meeting and Exceeding Expectations by School, 2019

School	All	High Needs	Econ. Dis.	SWD	EL and Former EL	African American	Asian	Hispanic	Multi-race	White
Another Course to College	--	--	--	--	--	--	--	--	--	--
Baldwin Early Learning Center	--	--	--	--	--	--	--	--	--	--
Beethoven	--	--	--	--	--	--	--	--	--	--
Blackstone	19%	17%	18%	9%	12%	6%	--	16%	--	--
Boston Adult Academy	--	--	--	--	--	--	--	--	--	--
Boston Arts Academy	--	--	--	--	--	--	--	--	--	--
Boston Collaborative High School	--	--	--	--	--	--	--	--	--	--
Boston Community Leadership Academy	--	--	--	--	--	--	--	--	--	--
Boston International High	--	--	--	--	--	--	--	--	--	--
Boston Latin Academy	43%	40%	46%	18%	31%	32%	49%	33%	62%	52%
Boston Latin School	79%	77%	79%	--	72%	72%	81%	77%	94%	78%
Boston Teachers Union School	23%	5%	6%	0%	0%	5%	--	12%	--	64%
Brighton High	--	--	--	--	--	--	--	--	--	--
Carter School	--	--	--	--	--	--	--	--	--	--
Charles H Taylor	19%	18%	23%	7%	8%	18%	--	23%	--	--
Charles Sumner	23%	13%	10%	0%	15%	19%	--	20%	--	--
Charlestown High	--	--	--	--	--	--	--	--	--	--
Clarence R Edwards Middle	8%	7%	7%	3%	7%	0%	--	6%	--	--
Community Academy	--	--	--	--	--	--	--	--	--	--
Community Academy of Science and Health	--	--	--	--	--	--	--	--	--	--
Condon K-8	20%	17%	16%	4%	14%	14%	58%	10%	--	47%
Curley K-8	20%	13%	10%	8%	12%	15%	--	8%	--	64%
Curtis Guild	3%	3%	4%	0%	0%	--	--	0%	--	10%
Dante Alighieri Montessori School	--	--	--	--	--	--	--	--	--	--
David A. Ellis	9%	6%	6%	0%	--	7%	--	10%	--	--
Dearborn	6%	6%	8%	7%	0%	6%	--	6%	--	--
Dennis C Haley	22%	9%	8%	8%	4%	13%	--	12%	--	50%
Donald Mckay	8%	8%	7%	3%	6%	--	--	7%	--	17%
Dr. Catherine Ellison-Rosa Parks Early Ed School	--	--	--	--	--	--	--	--	--	--
Dr. William Henderson Lower	--	--	--	--	--	--	--	--	--	--
Dr. William Henderson Upper	23%	19%	22%	14%	16%	20%	20%	21%	--	21%
East Boston Early Childhood Center	--	--	--	--	--	--	--	--	--	--
East Boston High	--	--	--	--	--	--	--	--	--	--
Edison K–8	16%	12%	6%	8%	12%	4%	30%	7%	--	41%
Edward Everett	19%	18%	16%	--	27%	16%	--	7%	--	--
ELC - West Zone	--	--	--	--	--	--	--	--	--	--
Eliot Elementary	55%	40%	43%	32%	29%	--	--	29%	--	71%
District	24%	17%	16%	7%	16%	14%	51%	16%	42%	51%
State	48%	27%	27%	17%	23%	24%	67%	26%	51%	56%

Table B11 *Continued*: Boston Public Schools
Next-Generation MCAS Science Percent Meeting and Exceeding Expectations by School, 2019

School	All	High Needs	Econ. Dis.	SWD	EL and Former EL	African American	Asian	Hispanic	Multi-race	White
Ellis Mendell	30%	17%	10%	--	8%	0%	--	19%	--	--
Excel High School	--	--	--	--	--	--	--	--	--	--
Fenway High School	--	--	--	--	--	--	--	--	--	--
Franklin D Roosevelt	21%	13%	14%	8%	6%	24%	--	14%	--	--
Gardner Pilot Academy	6%	0%	0%	0%	0%	10%	--	5%	--	8%
George H Conley	15%	0%	0%	0%	--	0%	--	0%	--	--
Greater Egleston Community High School	--	--	--	--	--	--	--	--	--	--
Harvard-Kent	39%	39%	31%	28%	47%	26%	66%	25%	--	--
Haynes Early Education Center	--	--	--	--	--	--	--	--	--	--
Henry Grew	18%	7%	8%	--	--	--	--	--	--	--
Higginson	--	--	--	--	--	--	--	--	--	--
Higginson/Lewis K–8	3%	4%	4%	0%	0%	6%	--	0%	--	--
Horace Mann School for the Deaf	--	--	--	--	--	--	--	--	--	--
Hugh Roe O'Donnell	6%	6%	5%	--	7%	--	--	7%	--	--
Jackson Mann	23%	14%	11%	5%	18%	3%	67%	10%	--	67%
James J Chittick	29%	23%	25%	--	--	28%	--	--	--	--
James Otis	27%	22%	17%	--	16%	--	--	16%	--	--
James P Timilty Middle	16%	15%	14%	17%	8%	24%	--	12%	--	--
James W Hennigan	13%	8%	7%	2%	9%	2%	--	11%	--	--
Jeremiah E Burke High	--	--	--	--	--	--	--	--	--	--
John D Philbrick	5%	7%	8%	--	--	9%	--	--	--	--
John F Kennedy	15%	15%	15%	--	17%	--	--	18%	--	--
John W McCormack	3%	3%	3%	5%	2%	3%	--	3%	--	--
John Winthrop	28%	28%	26%	--	--	32%	--	27%	--	--
Joseph J Hurley	33%	21%	17%	0%	21%	--	--	22%	--	--
Joseph Lee	12%	8%	7%	2%	13%	5%	--	18%	0%	--
Joseph P Manning	42%	9%	10%	--	--	--	--	--	--	--
Joseph P Tynan	25%	23%	19%	--	--	--	--	--	--	--
Josiah Quincy	46%	40%	35%	6%	46%	20%	55%	16%	--	--
Joyce Kilmer	27%	18%	8%	4%	27%	17%	--	31%	--	18%
King K–8	8%	8%	4%	--	13%	5%	--	14%	--	--
Lee Academy	--	--	--	--	--	--	--	--	--	--
Lilla G. Frederick Middle School	5%	5%	5%	0%	5%	7%	14%	2%	--	--
Lyndon	37%	18%	12%	11%	13%	13%	--	21%	--	54%
Lyon K–8	36%	33%	21%	27%	--	--	--	--	--	--
Lyon Upper 9–12	--	--	--	--	--	--	--	--	--	--
Madison Park High	--	--	--	--	--	--	--	--	--	--
Manassah E Bradley	55%	50%	50%	--	59%	--	--	46%	--	55%
Margarita Muniz Academy	--	--	--	--	--	--	--	--	--	--
Mario Umana Academy	11%	9%	9%	5%	6%	--	--	11%	--	23%
District	24%	17%	16%	7%	16%	14%	51%	16%	42%	51%
State	48%	27%	27%	17%	23%	24%	67%	26%	51%	56%

Table B11 *Continued*: Boston Public Schools
Next-Generation MCAS Science Percent Meeting and Exceeding Expectations by School, 2019

School	All	High Needs	Econ. Dis.	SWD	EL and Former EL	African American	Asian	Hispanic	Multi-race	White
Mather	27%	25%	25%	0%	24%	24%	25%	40%	--	--
Mattahunt Elementary School	--	--	--	--	--	--	--	--	--	--
Maurice J Tobin	10%	11%	12%	7%	10%	0%	--	16%	--	--
Michael J Perkins	31%	29%	31%	--	8%	18%	--	33%	--	--
Mildred Avenue K–8	7%	8%	6%	0%	9%	5%	--	11%	--	--
Mission Hill School	11%	0%	0%	0%	--	--	--	0%	--	--
Mozart	10%	6%	0%	--	--	--	--	--	--	--
Nathan Hale	43%	37%	37%	--	--	30%	--	--	--	--
New Mission High School	29%	24%	22%	--	--	28%	--	27%	--	--
O W Holmes	22%	21%	21%	20%	--	25%	--	8%	--	--
O'Bryant School Math/Science	53%	53%	53%	--	59%	50%	59%	47%	--	59%
Oliver Hazard Perry	20%	14%	10%	--	--	--	--	--	--	31%
Orchard Gardens	11%	8%	9%	0%	8%	7%	--	11%	--	--
Patrick J Kennedy	18%	17%	11%	--	18%	--	--	18%	--	--
Paul A Dever	17%	14%	13%	0%	23%	20%	--	16%	--	--
Pauline Agassiz Shaw Elementary School	--	--	--	--	--	--	--	--	--	--
Phineas Bates	28%	18%	17%	--	--	--	--	22%	--	--
Quincy Upper School	9%	7%	3%	--	7%	9%	8%	0%	--	--
Rafael Hernandez	12%	11%	12%	--	7%	--	--	11%	--	--
Richard J Murphy	33%	30%	24%	10%	32%	10%	41%	28%	--	41%
Roger Clap	18%	--	--	--	--	--	--	--	--	--
Samuel Adams	18%	18%	15%	--	21%	--	--	21%	--	--
Samuel W Mason	4%	4%	5%	--	0%	0%	--	7%	--	--
Sarah Greenwood	4%	3%	4%	4%	6%	0%	--	6%	--	--
Snowden International School at Copley	--	--	--	--	--	--	--	--	--	--
TechBoston Academy	10%	9%	9%	0%	2%	9%	--	9%	--	--
The English High	--	--	--	--	--	--	--	--	--	--
Thomas J Kenny	22%	22%	18%	0%	22%	6%	--	40%	--	--
UP Academy Holland	25%	26%	26%	3%	29%	17%	60%	22%	--	--
Urban Science Academy	--	--	--	--	--	--	--	--	--	--
Warren/Prescott	43%	30%	34%	16%	7%	--	--	19%	--	57%
Washington Irving Middle	4%	3%	2%	4%	0%	3%	--	5%	--	--
West Roxbury Academy	--	--	--	--	--	--	--	--	--	--
William E Russell	38%	39%	42%	--	41%	25%	--	36%	--	--
William Ellery Channing	6%	--	--	--	--	0%	--	--	--	--
William H Ohrenberger	26%	22%	16%	19%	17%	15%	--	22%	--	42%
William McKinley	3%	3%	0%	3%	--	0%	--	7%	--	--
William Monroe Trotter	11%	12%	13%	0%	9%	14%	--	8%	--	--
Winship Elementary	53%	50%	--	--	--	--	--	--	--	--
Young Achievers	10%	6%	7%	0%	7%	8%	--	11%	--	--
District	24%	17%	16%	7%	16%	14%	51%	16%	42%	51%
State	48%	27%	27%	17%	23%	24%	67%	26%	51%	56%

Table B12: Boston Public Schools
MCAS Science Proficient or Advanced in 10th grade by Student Group, 2019

School	All	High Needs	Econ. Dis.	SWD	EL and Former EL	African American	Asian	Hispanic	Multi-race	White
Another Course to College	38%	35%	33%	42%	20%	36%	--	38%	--	--
Boston Arts Academy	62%	54%	52%	25%	56%	53%	--	61%	--	67%
Boston Collaborative High School	--	--	--	--	--	--	--	--	--	--
Boston Community Leadership Academy	29%	29%	29%	25%	6%	44%	--	22%	--	--
Boston International High	39%	39%	40%	--	39%	42%	--	23%	--	--
Boston Latin Academy	96%	96%	96%	93%	100%	97%	96%	95%	--	97%
Boston Latin School	99%	100%	100%	100%	100%	100%	100%	100%	100%	99%
Brighton High	31%	30%	32%	5%	24%	42%	--	21%	--	--
Carter School	--	--	--	--	--	--	--	--	--	--
Charlestown High	32%	31%	35%	7%	38%	29%	67%	22%	--	--
Community Academy	--	--	--	--	--	--	--	--	--	--
Community Academy of Science and Health	22%	20%	23%	7%	20%	16%	--	38%	--	--
Dearborn	44%	43%	42%	--	40%	46%	--	40%	--	--
Dr. William Henderson Upper	41%	33%	32%	25%	--	42%	--	50%	--	--
East Boston High	53%	47%	50%	37%	42%	--	--	52%	--	55%
Excel High School	27%	28%	28%	5%	44%	5%	63%	19%	--	--
Fenway High School	55%	55%	58%	32%	42%	45%	--	55%	--	--
Greater Egleston Community High School	--	--	--	--	--	--	--	--	--	--
Horace Mann School for the Deaf	--	--	--	--	--	--	--	--	--	--
Jeremiah E Burke High	47%	46%	49%	43%	32%	49%	--	47%	--	--
Lyon Upper 9–12	20%	19%	20%	10%	--	--	--	--	--	--
Madison Park High	28%	28%	28%	20%	27%	25%	--	30%	--	--
Margarita Muniz Academy	23%	19%	18%	--	15%	--	--	21%	--	--
New Mission High School	62%	61%	64%	--	--	62%	--	56%	--	--
O'Bryant School Math/Science	93%	91%	91%	100%	85%	91%	93%	94%	--	97%
Quincy Upper School	55%	54%	61%	--	50%	33%	64%	54%	--	--
Snowden International School at Copley	31%	28%	35%	0%	6%	27%	--	35%	--	--
Tech Boston Academy	38%	38%	37%	13%	34%	35%	--	46%	--	--
The English High	38%	37%	39%	17%	29%	38%	--	39%	--	--
Urban Science Academy	36%	33%	35%	24%	30%	39%	--	32%	--	--
West Roxbury Academy	12%	11%	12%	0%	6%	11%	--	10%	--	--
William McKinley	0%	0%	0%	0%	--	0%	--	--	--	--
District	59%	48%	49%	23%	37%	48%	87%	49%	66%	85%
State	74%	53%	54%	38%	39%	54%	88%	53%	76%	81%

Table B13: Boston Public Schools

Expenditures, Chapter 70 State Aid, and Net School Spending Fiscal Years 2017–2019

	FY17		FY18		FY19	
	Estimated	**Actual**	**Estimated**	**Actual**	**Estimated**	**Actual**
Expenditures						
From local appropriations for schools:						
By school committee	$1,092,055,527	$1,031,628,495	$1,031,648,000	$1,093,335,800	$1,092,055,527	$1,181,982,511
By municipality	$273,813,679	$274,206,248	$255,530,183	$301,981,667	$273,813,679	$299,486,284
Total from local appropriations	$1,365,869,206	$1,305,834,743	$1,287,178,183	$1,395,317,468	$1,365,869,206	$1,481,468,796
From revolving funds and grants	--	$136,675,458	--	$154,750,549	--	$134,811,046
Total expenditures	--	$1,442,510,200	--	$1,550,068,016	--	$1,616,279,842
Chapter 70 aid to education program						
Chapter 70 state aid*	--	$216,128,435	--	$218,066,495	--	$220,001,735
Required local contribution	--	$666,445,514	--	$686,260,642	--	$711,149,680
Required net school spending**	--	$882,573,949	--	$904,327,137	--	$931,151,415
Actual net school spending	--	$1,051,772,939	--	$1,135,228,205	--	$1,173,138,637
Over/under required ($)	--	$169,198,990	--	$230,901,068	--	$241,987,222
Over/under required (%)	--	19.2%	--	25.5%	--	26.0%

*Chapter 70 state aid funds are deposited in the local general fund and spent as local appropriations.

**Required net school spending is the total of Chapter 70 aid and required local contribution. Net school spending includes only expenditures from local appropriations, not revolving funds and grants. It includes expenditures for most administration, instruction, operations, and out-of-district tuitions. It does not include transportation, school lunches, debt, or capital.

Sources: FY16, FY17, and FY18 District End-of-Year Reports, Chapter 70 Program information on DESE website

Data retrieved 1/13/20

Table B14: Boston Public Schools
Expenditures Per In-District Pupil
Fiscal Years 2017–2019

Expenditure Category	2017	2018	2019
Administration	$691	$788	$785
Instructional leadership (district and school)	$1,911	$1,811	$1,896
Teachers	$6,985	$8,131	$9,769
Other teaching services	$1,881	$2,107	$2,208
Professional development	$401	$125	$260
Instructional materials, equipment and technology	$820	$1,092	$637
Guidance, counseling and testing services	$326	$348	$346
Pupil services	$2,766	$2,951	$3,057
Operations and maintenance	$1,271	$1,405	$1,442
Insurance, retirement and other fixed costs	$3,726	$3,990	$4,322
Total expenditures per in-district pupil	$20,777	$22,748	$24,723

Sources: Per-pupil expenditure reports on DESE website
Note: Any discrepancy between expenditures and total is because of rounding.

Appendix C: Interview and Focus Group Participants

Leadership and Governance

District Superintendent

Chief Academic Officer

Chief Equity and Strategy Officer

Chief Strategy Officer

Chief Operating Officer

Chief Human Capital Officer

Chief of Engagement

Interim Chief of Staff

Deputy Chief Operating Officer

Mayor's Chief of Staff, City of Boston

Director of Special Projects

Senior Advisor

Director of Intergovernmental Relations

Superintendent of Secondary Schools

School Superintendent: 3

Assistant Superintendent for OAG

Assistant Superintendent, Secondary Schools

Assistant Superintendent, Elementary Schools: 2

Assistant Superintendent of Equity

Assistant Superintendent, Opportunity Gaps

Elementary Superintendents: 3, then 2

High School Superintendents: 4

Director of School Transformation

Program Manager: 3

Chairperson, Boston School Committee

Vice Chair, Boston School Committee

Member, Boston School Committee: 3

Systems Manager

Welcome Center Updates

Senior Director of Welcome Services

Director of Student Assignment

BTU Executive Vice President

BTU Director of Professional Learning

BTU President

BTU Vice President

BTU Secretary-Treasurer

School Choice Roundtable: 4

Office of Opportunity Gaps

Director of Office of English Learners

Director of Special Education

Coordinator of Alternative Education

Turnaround Team: 4

- Director
- Program Managers: 3

Curriculum and Instruction

Chief Academic Officer

Senior Director, Excellence for All/CLSP

Senior Coach, Excellence for All/CLSP: 2

Program Manager, Excellence for All/CLSP

Director of World Languages

Director of K–12 Mathematics

Director of K–12 Science, Technology/Engineering

Director of K–12 History & Social Studies

Executive Director for the Arts

Assistant Director, Social Studies

Assistant Director of Science

Senior Project Coordinator

Assistant Director of Science, P–2

Program Director

Program Manager

Director of History

Assistant Director

Assistant Superintendent of Academics and Professional Learning

Executive Director of Professional Learning

Director of Special Projects and Initiatives

Director of Instruction Team, OEL

Director, Re-Engagement Center

Re-Engagement Specialist

Re-Engagement Teacher

Youth Transitions

Assistant Director of K–12 Mathematics: 2

Academic Response Team, High School Math Manager

Academic Response Team, K–5 Math Manager

ELA/Literacy Manager: 2

ELA/Literacy Director, K–12

Assistant Director ELA/Literacy, K–12

Director of Early Childhood

Program Director of STEM & Robotics

Digital Learning Specialist

Program Director for Computer Science

Senior Program Director, Digital Arts

Instructional Specialist

EL Instructional Specialist

English Learner Instructional & Support Specialist

English Learner Students with Disabilities Supervisor

PE Director

Health Education Director

EL Liaisons

Chief of Data and Accountability

Director, Data Inquiry

Assessment

Chief Accountability Officer

Director of Special Projects & Initiatives

State Assessment Manager

Formative Assessment Manager

Executive Director, Data & Accountability

Elementary Superintendent: 2

Executive Director of Professional Learning

Data Inquiry Facilitator: 2

Senior Inquiry Learning Manager, Data & Accountability

Professional Learning Manager (ODA)

Director of Analytics

Director of Professional Learning

Human Resources and Professional Development

Chief Human Capital Officer

Deputy Chief Human Capital Officer

Deputy Director, Labor Relations

Director, Leadership Development

Director of New Teacher Development

Managing Director of Recruitment Cultivation and Diversity Programs

Director of Evaluation and Performance Management

Staffing Manager: 3

Director of Staffing

Deputy Chief Operating Officer

Executive Director of Professional Learning

Assistant Superintendent of Academics/Professional Learning

Cultivation & Retention Specialist, Educators of Color

Director of Recruitment, Diversity, and Retention

Assistant Superintendent

Boston Teachers Union

New Teacher Development

Data Analyst for Officer of Human Capital

Deputy Legal Counsel

Director, Labor Counsel

Director, Recruitment, Cultivation, and Diversity

Student Support

Assistant Superintendent of Special Education

Assistant Superintendent of OEL

Chief of Student, Family & Community Advancement

BSAC Manager

Family School Engagement Practice Director

Countdown to Kindergarten

Chief Advancement Officer, Boston Plan for Excellence

Managing Director of Impact, City Year Boston

CBHM District Coach

Program Director, Behavioral Health Services

CBHM Data & Research Coordinator

School Psychologist

Senior Director of Behavioral Health Services

Assistant Superintendent, Office of Social Emotional Learning and Wellness, Instruction & Policy

English Learner Students with Disabilities

Director of Special Education

Language Acquisition Team Facilitators: 5

Supervisor of Support Services

Behavioral Health Roundtable: 5

Engagement Roundtable: 4

Behavioral Health – CBHM: 4

Re-Engagement Center: 5

Gym/Health Roundtable

Instructional Technology Roundtable

Boston Student Advisory Council

SEL Director

Financial and Asset Management

Chief Financial Officer

Interim Chief Financial Officer

Chief Operating Officer

Business Manager

Budget Director

Director

Director, Planning and Analysis

Financial Analyst: 2

Project Manager

Senior Financial Analyst

Senior Data Analyst: 2

Data Analyst

Assistant Director, Facilities/Building Services

Acting Budget Director

Budget Director, City of Boston

Payroll Director

Budget and Planning Analysts: 7

Grant Director

Director of Transportation

Director of Technology

Secondary Superintendent of Operations and Safety

Budget Director, City of Boston

Teachers, Students, Parents/Guardians, Other (All Standards)

Teachers and other staff

Math Coach

ELA Coach/7th Grade ELA

Grade 3–5 Instruction Lead

School Counselor

CAO

K2 Teacher & Literacy Coordinator

TLC Ethics Studies, Grades 2–5

STEAM, 4th Grade

Resource Teacher

STEAM, 6th & 7th Grade

Makerspace/Art, K1–8th Grade, K–5

Resource/ESL

Guidance Assistant

Guidance Advisor, M.S.

Elementary Guidance Advisor

Math Specialist/Teacher Coach

Inclusion Specialist

Transformation Plan Coordinator

Academy Leader/Instructional Coach

ESL Coordinator: 2

Coordinator of Special Education (COSE): 9

Classroom teachers: 60

Students

Grades 9-12 students: 77

Families

Parents/guardians: 28

Other

Community Engagement Advisory Committee

ELL Task Force

DELAC

LEAC/SPC

BPS SPED PAC

CPC

QUEST

Department of Youth Engagement & Employment

Principals

Headmaster: 2

Elementary/K–8 Principal: 14

Assistant Principal: 2

Principal: 4

Middle School Principal: 3

High School Principal

Co-Teacher Leader: 2

Appendix D: Review of the District's Recommended Curricula

A review of the district's recommended curricula using EdReports and DESE's CURATE appears below.

Grades K0–2

Of the grades K0–2 materials supported by the central office, none has been reviewed by DESE's CURATE project and only two have been reviewed by EdReports. Those two, TERC Investigations (math) and Fundations (systematic phonics/foundational skills) have significant shortcomings according to EdReports. The 2012 edition of Investigations does not meet expectations, while the 2017 edition partially meets expectations. It is unclear from the district's list which edition the district is supporting. CURATE is expected to review the 2017 edition of Investigations in the spring 2020. Fundations partially meets EdReports's expectations.

Grades 3–5

Of the grades 3–5 materials supported by the central office, one has been reviewed by DESE's CURATE project and two have been reviewed by EdReports. EL Education (ELA) "meets expectations" across all gateways on EdReports, while it "partially meets expectations" on CURATE. The CURATE report cites concerns with pacing and supports for students below grade level. The 2012 edition of TERC Investigations (math) "does not meet expectations," while the 2017 edition "partially meets expectations" on EdReports. The latter edition is expected to be reviewed by CURATE in the spring 2020. It is unclear from the district's list which edition the district is supporting.

Grades 6–8

Of the grades 6–8 materials supported by the central office, none has been reviewed by DESE's CURATE project and three have been reviewed by EdReports with very mixed results. Connected Mathematics Project (CMP3 for Math) for grades 6 and 7 "does not meet expectations" on EdReports. Meanwhile, CMPS3 for Math for grade 8 "meets expectations" for alignment and only "partially meets expectations" for usability on EdReports. FOSS Next Generation "does not meet expectations" on EdReports. It is unclear which version or edition of FOSS the district is supporting, either Foss Next Generation or FOSS. EL Education/Engage (ELA) "meets expectations" across all gateways on EdReports, and CURATE is expected to review this product in the spring 2020.

Grades 9–12

For grades 9–12, both the integrated and traditional editions of Mathematics Vision Project (MVP) "meets expectations" for alignment and "partially meets expectations" for usability on EdReports. These two versions have also been evaluated by CURATE with final reports expected in the spring 2020. While CME Integrated has not been evaluated by EdReports, CME Traditional has been evaluated and "does not meet expectations."

Appendix E: Districtwide Instructional Observation Report

Boston Public Schools Classroom Observations: Districtwide Instructional Observation Report

Summary of Findings

October 2019

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Contents

Introduction

The *Districtwide Instructional Observation Report* presents ratings for the classroom observations that were conducted by certified observers at the American Institutes for Research (AIR). This data collection effort was undertaken in October 2019 to provide districtwide data to the state-level district review team from the Massachusetts Department of Elementary and Secondary Education as part of the state's comprehensive district review of Boston Public Schools (BPS).

The AIR team visited 100 BPS schools between 30 September and 11 October 2019. The observers conducted a total of 989 observations in a sample of classrooms in all grades across the district. Schools were selected randomly from a pool of schools that included most district schools, excluding Chronically Underperforming schools and smaller schools, among others. Using school-provided schedules, AIR staff selected classrooms at each school from a stratified random sample of classrooms.

Observations focused on literacy, English language arts (ELA), mathematics, science/STEM courses, and history/social studies but also included other settings, such as multidisciplinary early childhood settings, career and technical education courses, and integrated humanities classes.

The classroom observations were conducted using the Classroom Assessment Scoring System (CLASS) for the Pre-K, K–3, upper elementary, and secondary levels. The CLASS protocol was developed by the Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia.

The Pre-K and K–3 protocols include 10 classroom dimensions related to three domains: Emotional Support, Classroom Organization, and Instructional Support (listed in Table 1).

Table 1. CLASS Pre-K and K–3 Domains and Dimensions

Emotional Support	Classroom Organization	Instructional Support
▪ Positive Climate ▪ Negative Climate ▪ Teacher Sensitivity ▪ Regard for Student Perspectives	▪ Behavior Management ▪ Productivity ▪ Instructional Learning Formats	▪ Concept Development ▪ Quality of Feedback ▪ Language Modeling

The Upper Elementary and Secondary protocols include 11 classroom dimensions related to three domains: Emotional Support, Classroom Organization, and Instructional Support (listed in Table 2), in addition to Student Engagement.

Table 2. CLASS Upper Elementary and Secondary Domains and Dimensions

Emotional Support	Classroom Organization	Instructional Support
▪ Positive Climate ▪ Teacher Sensitivity ▪ Regard for Student Perspectives	▪ Behavior Management ▪ Productivity ▪ Negative Climate	▪ Instructional Learning Formats ▪ Content Understanding ▪ Analysis and Inquiry ▪ Quality of Feedback ▪ Instructional Dialogue
Student Engagement		

When conducting a visit to a classroom, the observer rates each dimension (including Student Engagement) on a scale of 1 to 7. A rating of 1 or 2 indicates that the dimension was never or rarely evident during the visit. For example, a rating of 1 or 2 on Teacher Sensitivity indicates that, at the time of the visit, the teacher was not aware of students who needed extra support or attention, was unresponsive to or dismissive of students, or was ineffective at addressing students' problems; as a result, students rarely sought support from the teacher or communicated openly with the teacher. A rating of 3, 4, or 5 indicates that the dimension was evident but not exhibited consistently or in a way that included all students. For example, a rating of 3, 4, or 5 on Teacher Sensitivity would indicate that teacher responses to students' needs may be present but may be brief or inconsistent across students in the classroom. A rating of 6 or 7 indicates that the dimension was reflected in all or most classroom activities and in a way that included all or most students. Continuing using Teacher Sensitivity as an example, a rating of 6 or 7 on that dimension would indicate that teacher responses to students' needs were both consistent and effective.

Members of the AIR research team who observed classrooms received training on the CLASS protocol in a two-day session and then passed a rigorous certification exam to ensure that they were able to accurately and reliably rate the dimensions. All observers must pass an exam annually to maintain their certification and must be certified on each CLASS level for which they conduct observations.

Research on CLASS protocol shows that students in classrooms that rated high using this observation tool have greater gains in social skills and academic success than students in classrooms with lower ratings (CASTL, n.d.; MET Project, 2010). Small improvements on these domains can affect student outcomes. "The ability to demonstrate even small changes in effective interactions has practical implications—differences in just over 1 point on the CLASS 7-point scale translate into improved achievement and social skill development for students" (CASTL, n.d., p. 3).

In this report, each CLASS dimension is defined, and descriptions of the dimensions at the high (6 or 7), middle (3, 4, or 5), and low levels (1 or 2) are presented. *(Definitions and rating descriptions are derived from the CLASS Pre-K, K–3, Upper Elementary, and Secondary Manuals.)* For each dimension, we indicate the grade levels for which it is included at the top of each dimension page; the grade levels for which there were observations rating that dimension in each school are indicated in the accompanying dimension rating tables. In cases where a dimension is included in the Pre-K, K–3, Upper Elementary, and Secondary protocols, those results are combined on the dimension-specific pages. For each dimension, we indicate the frequency of classroom observations in each school across the ratings and provide a districtwide average of the observed classrooms. We also provide the averages for every dimension by grade group (Pre-K–3, 4–8, and 9–12) for the district overall. Finally, each CLASS dimension also has a selection of classroom examples, intended to illustrate classroom-level activities that were typical of the respective rating levels.

Positive Climate

Emotional Support domain, Grades Pre-K–12

Positive Climate reflects the emotional connection between the teacher and students and among students and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions (*CLASS Pre-K Manual,* p. 23; *CLASS K–3 Manual*, p. 23; *CLASS Upper Elementary Manual,* p. 21; *CLASS Secondary Manual*, p. 21). Table 3 (as well as tables for the remaining dimensions) includes the number of classrooms in each grade band for each rating on each dimension and the district averages for that dimension at each grade band.

Ratings in the Low Range. All indicators are absent or only minimally present. Teachers and students do not appear to share a warm, supportive relationship. Interpersonal connections are not evident or only minimally evident. Affect in the classroom is flat, and there are rarely instances of teachers and students smiling, sharing humor, or laughing together. There are no, or very few, positive communications among the teacher and students; the teacher does not communicate encouragement. There is no evidence that students and the teacher respect one another or that the teacher encourages students to respect one another.

Ratings in the Middle Range. There are some indications that the teacher and students share a warm and supportive relationship, but some students may be excluded from this relationship, either by the teacher or the students. Some relationships appear constrained—for example, the teacher expresses a perfunctory interest in students, or encouragement seems to be an automatic statement and is not sincere. Sometimes, teachers and students demonstrate respect for one another.

Ratings in the High Range. There are many indications that the relationship among students and the teacher is positive and warm. The teacher is typically in close proximity to students, and encouragement is sincere and personal. There are frequent displays of shared laughter, smiles, and enthusiasm. Teachers and students show respect for one another (e.g., listening, using calm voices, using polite language). Positive communication (both verbal and nonverbal) and mutual respect are evident throughout the session.

Table 3. Positive Climate: Classroom Ratings at Each Grade Band

Grade Band	Number of Classrooms	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
Pre-K–3	392	0	3	9	45	117	116	102	5.63
4–5	170	0	1	11	27	51	47	33	5.36
6–8	179	0	7	20	39	47	45	21	4.93
9–12	248	1	8	13	36	73	74	43	5.28
BPS Total	**989**	**1**	**19**	**53**	**147**	**288**	**282**	**199**	**5.37**

Note: The average rating is an average of the observation scores in each grade band.

Table 4 (as well as tables for the remaining dimensions) includes a breakdown of ratings in each grade band for each rating on each dimension, *by subject*, and the district averages for that dimension.

Table 4. Positive Climate: Classroom Ratings at Each Grade Band by Academic Subject

Subject	Grade Band	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
ELA	Pre-K–3	0	1	5	25	67	62	56	5.63
	4–5	0	0	7	12	21	22	20	5.44
	6–8	0	2	4	11	12	14	4	4.94
	9–12	1	2	3	9	18	24	11	5.31
Mathematics	Pre-K–3	0	2	3	13	38	38	23	5.50
	4–5	0	1	2	13	21	16	9	5.23
	6–8	0	1	6	11	19	13	9	5.08
	9–12	0	2	6	16	18	18	10	5.06
Science/STEM	Pre-K–3	0	0	0	4	7	2	1	5.00
	4–5	0	0	1	0	3	5	1	5.50
	6–8	0	0	5	11	6	10	3	4.86
	9–12	0	4	2	7	16	10	13	5.25
History/Social Studies	Pre-K–3	0	0	1	0	2	1	2	5.50
	4–5	0	0	1	1	3	3	2	5.40
	6–8	0	3	4	6	8	7	4	4.75
	9–12	0	0	1	4	17	17	6	5.51
Other	Pre-K–3	0	0	0	3	3	13	20	6.28
	4–5	0	0	0	1	3	1	1	5.33
	6–8	0	1	1	0	2	1	1	4.67
	9–12	0	0	1	0	4	5	3	5.69

Note: The average rating is an average of the observation ratings in each grade band.

Table 5. Positive Climate: Sample Observation Comments by Grade Band

Grade Band	Sample Observation Comments for Positive Climate
Pre-K–3	▪ Approximately 56 percent of Pre-K–3 classrooms are rated in the high range for Positive Climate.[54] In these classrooms, teachers frequently express positive communication to students and celebrate students' accomplishments (e.g., "*Excellent!*" "*Nice job!*" "*Beautiful*.") Teachers also use nonverbal cues, such as nodding their heads as students are talking and giving students a thumbs up signal or high five. For example, in a kindergarten classroom, the teacher gives students high fives after they read sight words correctly to their peers. ▪ In classrooms that are rated in the high range, teachers and students are often respectful of one another. In these classrooms, teachers and students use one another's names, help one another, and use respectful language, such as "*please*" and "*thank you*." ▪ Approximately 44 percent of Pre-K–3 classrooms are rated in the middle range for Positive Climate. In these classrooms, teachers occasionally ask students about their lives outside of school to get to know them better. For example, one teacher discusses the upcoming New England Patriots football game with a few students as the students pass out materials, asking what they think the outcome will be. In an English as a second language (ESL) class, the teacher asks students to share what they did over the weekend. These examples are typically isolated to a few students in the class.
4–8	▪ Approximately 56 percent of classrooms serving students in Grades 4–8 are rated in the middle range for Positive Climate. In these classrooms, there are some indications that teachers and students enjoy warm and supportive relationships with one another. For example, a fifth-grade teacher admires a student's new haircut ("*Oh you got a new hair cut! Let me see! Ah!*"). This teacher also asks another student about the health of the student's sister, knowing that she had been ill. However, these instances are limited or only involve a few students. ▪ Approximately 42 percent of classrooms serving students in Grades 4–8 are rated in the high range for Positive Climate. In these classrooms, teachers and students frequently express positive communications, both verbally and nonverbally. These communications include, but are not limited to, students snapping their fingers when they agree with a classmate's comments. For example, during a fourth-grade discussion of a text, students "snap" and nod their heads in agreement with comments made by their peers. These nonverbal cues signal students' support for one another. ▪ In classrooms that are rated in the high range, teachers and students are often respectful of one another. For example, teachers and students use one another's names, turn to look at whomever is speaking, and make eye contact when they are having conversations.

[54] The district percentage for each dimension was computed as the number of classrooms by grade band that scored within a specific range, divided by the total number of classrooms observed in that grade band, multiplied by 100. For example, the percentage of Pre-K–3 classrooms that scored in the high range was calculated as (116 + 102 ÷ 392) x 100 = 55.6%.

9–12	▪ Approximately 47 percent of classrooms serving students in Grades 9–12 are rated in the high range for Positive Climate. In these classrooms, there are many indications that teachers and students enjoy warm and supportive relationships with one another. For example, during a discussion about female representation in literature, a student contributes a literary reference about Barbie dolls. The teacher searches the term *Barbie dolls* and then makes a joke that he will be receiving interesting advertisements about Barbies, to which the class laughs. In classrooms that are rated in the low or middle range, teachers' and students' affects are sometimes mismatched or flat, and there is not consistent evidence that they enjoy spending time together. ▪ In classrooms that are rated in the high range, teachers appear genuinely interested in what students are saying, as demonstrated by teachers making eye contact and nodding along while students are speaking, elaborating on what students say, and giving students enthusiastic high fives for their contributions. ▪ Approximately 49 percent of classrooms serving students in Grades 9–12 are rated in the middle range for Positive Climate. In these classrooms, teachers inconsistently communicate positive expectations for students. For example, a 10th-grade history teacher tells the class that the teacher knows students will be able to do the assignment, even though it is challenging (e.g., "*I know you can do this!"*). However, in some classrooms such communications do not occur. ▪ In classrooms that are rated in the middle range, there are few social conversations between teachers and students. Teachers may engage in a social conversation with one or a few students, such as when an English teacher asks a student about a recent job interview. However, such opportunities are not available to the majority of students.

Teacher Sensitivity

Emotional Support domain, Grades Pre-K–12

Teacher Sensitivity encompasses the teacher's awareness of and responsiveness to students' academic and emotional needs. High levels of sensitivity facilitate students' abilities to actively explore and learn because the teacher consistently provides comfort, reassurance, and encouragement (*CLASS Pre-K Manual,* p. 32; *CLASS K–3 Manual,* p. 32; *CLASS Upper Elementary Manual,* p. 27; *CLASS Secondary Manual,* p. 27).

Ratings in the Low Range. In these sessions, the teacher has not been aware of students who need extra support and pays little attention to students' needs. As a result, students are frustrated, confused, and disengaged. The teacher is unresponsive to and dismissive of students and may ignore students, squash their enthusiasm, and not allow them to share their moods or feelings. The teacher is not effective in addressing students' needs and does not appropriately acknowledge situations that may be upsetting to students. Students rarely seek support from the teacher and minimize conversations with the teacher, not sharing ideas or responding to questions.

Ratings in the Middle Range. The teacher is sometimes aware of student needs or aware of only a limited type of student needs, such as academic needs, not social-emotional needs. Or the teacher may be aware of some students and not of other students. The teacher does not always realize a student is confused and needs extra help or when a student already knows the material being taught. The teacher may be responsive at times to students but at other times may ignore or dismiss students. The teacher may respond only to students who are upbeat and positive and not support students who are upset. Sometimes, the teacher is effective in addressing students' concerns or problems, but not always.

Ratings in the High Range. The teacher's awareness of students and their needs is consistent and accurate. The teacher may predict how difficult a new task is for a student and acknowledge this difficulty. The teacher is responsive to students' comments and behaviors, whether positive or negative. The teacher consistently addresses students' problems and concerns and is effective in doing so. Students are obviously comfortable with the teacher and share ideas, work comfortably together, and ask and respond to questions, even difficult questions.

Table 6. Teacher Sensitivity: Classroom Ratings at Each Grade Band

Grade Band	Number of Classrooms	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
Pre-K–3	392	0	3	10	50	100	117	112	5.67
4–5	170	0	2	6	20	48	44	50	5.62
6–8	179	1	3	15	35	36	53	36	5.26
9–12	248	1	6	12	44	63	78	44	5.31
BPS Total	**989**	**2**	**14**	**43**	**149**	**247**	**292**	**242**	**5.50**

Note: The average rating is an average of the observation scores in each grade band.

Table 7. Teacher Sensitivity: Classroom Ratings at Each Grade Band by Academic Subject

Subject	Grade Band	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
ELA	Pre-K–3	0	1	7	22	58	65	63	5.70
	4–5	0	2	2	9	15	29	25	5.73
	6–8	0	1	4	11	9	15	7	5.15
	9–12	0	2	4	8	19	26	9	5.32
Mathematics	Pre-K–3	0	2	1	16	27	40	31	5.67
	4–5	0	0	3	8	23	12	16	5.48
	6–8	1	1	3	11	11	16	16	5.41
	9–12	0	2	4	15	18	21	10	5.17
Science/STEM	Pre-K–3	0	0	1	5	6	1	1	4.71
	4–5	0	0	0	3	2	1	4	5.60
	6–8	0	0	5	5	8	11	6	5.23
	9–12	1	1	3	9	13	12	13	5.31
History/Social Studies	Pre-K–3	0	0	1	1	1	1	2	5.33
	4–5	0	0	1	0	5	1	3	5.50
	6–8	0	1	2	7	6	10	6	5.25
	9–12	0	1	1	9	11	15	8	5.38
Other	Pre-K–3	0	0	0	6	8	10	15	5.87
	4–5	0	0	0	0	3	1	2	5.83
	6–8	0	0	1	1	2	1	1	5.00
	9–12	0	0	0	3	2	4	4	5.69

Note: The average rating is an average of the observation scores in each grade band.

Table 8. Teacher Sensitivity: Sample Observation Comments by Grade Band

Grade Band	Sample Observation Comments for Teacher Sensitivity
Pre-K–3	▪ Approximately 58 percent of Pre-K–3 classrooms are rated in the high range for Teacher Sensitivity. In these classrooms, teachers are consistently aware of students who need extra support (i.e., students who are struggling to understand or appear upset or anxious). Teachers frequently monitor the classroom by walking around the room, scanning the class, and gauging students' understanding using "thumbs up" signals. Teachers immediately respond to students with raised hands and provide assistance, asking questions such as, "*How are we doing with this?*" and "*Is this getting easier?"* ▪ In classrooms that are rated in the high range, teachers are consistently responsive to students' academic and social-emotional needs. Teachers check-in with individual students and ask them probing or clarifying questions to better understand their thinking and address their needs. For example, during a mathematics activity, the teacher asks individual students, "*Do you understand how to draw the graph*?" During a science class, the teacher asks students questions such as, "*Do you recognize that plant? You've seen plants like that before*." ▪ Approximately 41 percent of classrooms are rated in the middle range for Teacher Sensitivity. In these classrooms, teachers inconsistently address students' problems and concerns. For example, a teacher takes aside a student who was absent the previous day and provides the student with a short lesson so that the student can catch up. That student is then able to go back to the group and start working. However, at other times, teachers are less successful at addressing student needs. For example, a teacher is unable to identify why a student is struggling to solve a math problem, and that student is not able to move forward with the assignment.
4–8	▪ Approximately 52 percent of classrooms serving students in Grades 4–8 are rated in the high range for Teacher Sensitivity. In these classrooms, teachers are consistently responsive to students who need extra support. For example, teachers frequently pull small groups of students to provide more individualized support. For example, in a fourth-grade classroom, the teacher pulls a small group to discuss the meaning of a poem. The teacher asks students questions such as the following: "*What conflict is happening in the poem*?" "*What is a conflict?*" "*How do you know?*" Following this conversation, students summarize the poem in their own words, evidence that their confusion has been resolved. ▪ In classrooms that are rated in the high range, teachers often adjust the pacing of lessons in response to student needs. For example, teachers provide verbal prompts (e.g., "*Are you almost done?*") and have students provide visual cues (e.g., thumbs up when they are done) to indicate they are ready to move on. If needed, teachers provide students with more time. ▪ Approximately 46 percent of classrooms in Grades 4–8 are rated in the middle range. In these classrooms, teachers are sometimes aware of students who need extra support, assistance, or attention. For example, one teacher notices some students have been quieter than other students and asks, "*Can someone who hasn't gotten to share yet give me a beautiful multiplication sentence?"* However, teachers do not appear to be consistently aware of student needs within or across classrooms.

9–12	▪ Forty-nine percent of classrooms serving students in Grades 9–12 are rated in the high range for Teacher Sensitivity. In these classrooms, teachers successfully respond to students' academic and social-emotional needs. For instance, a mathematics teacher notices a student's anxiety about an upcoming quiz and provides reassurance with comments such as, "*You know how to do this. Just take it one step at a time*." At the low and middle range, teachers are less responsive to students' needs. For example, a physics teacher moves quickly through the lesson despite students talking among themselves that they are confused. When the teacher announces that they are moving on, one student exclaims, "*Moving on?*" ▪ In classrooms that are rated in the high range, teachers notice if students are not focused on the lesson and successfully reengage these students in the activity. For example, during a group discussion in ELA, the teacher notices that the same students are participating. The teacher reengages the other students with comments such as, "*I want to recognize that the same three people are participating,*" and *"I want to hear from others in the room.*" As a result, all students in the class contribute to the group discussion. ▪ Approximately 48 percent of classrooms serving students in Grades 9–12 are rated in the middle range for Teacher Sensitivity. In these classrooms, students inconsistently share their ideas with the class. For example, in a social studies class, students eagerly raise their hands to answer questions from the previous night's homework assignment. However, in other classes, few students volunteer to respond to teacher questions. In an ELA class, only one student volunteers to read aloud a response to the Do Now. Similarly, in an ESL class, one student volunteers to share the writing assignment. ▪ In classrooms that are rated in the middle range, teachers inconsistently anticipate problems, which may result in the loss of instructional time. In a history class, students are working on a multiday assignment. The teacher advises groups to select a leader who will be in school the next day, to prevent future challenges. However, in another history class, the teacher does not anticipate that students would be concerned about their grades posted on the school's online platform, and instructional time is lost because the teacher responds individually to several students' questions about their grades rather than helping them start the day's assignment.

Regard for Student/Adolescent Perspectives

Emotional Support domain, Grades Pre-K–12

Regard for Student Perspectives captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy (*CLASS Pre-K Manual,* p. 38; *CLASS K–3 Manual,* p. 38; *CLASS Upper Elementary Manual,* p. 35; *CLASS Secondary Manual*, p. 35).

Ratings in the Low Range. At the low range, the teacher exhibits an inflexible, rigid adherence to his or her plan, without considering student ideas or allowing students to make contributions. The teacher inhibits student enthusiasm by imposing guidelines or making remarks that inhibit student expression. The teacher may rigidly adhere to a lesson plan and not respond to student interests. The teacher does not allow students any autonomy on how they conduct an activity, may control materials tightly, and may offer few opportunities for students to help out with classroom responsibilities. There are few opportunities for students to talk and express themselves.

Ratings in the Middle Range. The teacher exhibits control at times and at other times follows the students' lead and gives them some choices and opportunities to follow their interests. There are some opportunities for students to exercise autonomy, but student choice is limited. The teacher may assign students responsibility in the classroom, but in a limited way. At times, the teacher dominates the discussion, but, at other times, the teacher allows students to share ideas, although only at a minimal level or for a short period of time.

Ratings in the High Range. The teacher is flexible in following student leads, interests, and ideas and looks for ways to meaningfully engage students. Although the teacher has a lesson plan, students' ideas are incorporated into the lesson plan. The teacher consistently supports student autonomy and provides meaningful leadership opportunities. Students have frequent opportunities to talk, share ideas, and work together. Students have appropriate freedom of movement during activities.

Table 9. Regard for Student/Adolescent Perspectives: Classroom Ratings at Each Grade Band

Grade Band	Number of Classrooms	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
Pre-K–3	392	6	34	83	110	104	44	11	4.14
4–5	170	7	19	57	40	30	15	2	3.71
6–8	179	10	34	53	44	28	8	2	3.44
9–12	248	13	35	70	63	46	18	3	3.65
BPS Total	**989**	**36**	**122**	**263**	**257**	**208**	**85**	**18**	**3.81**

Note: The average rating is an average of the observation scores in each grade band.

Table 10. Regard for Student/Adolescent Perspectives: Classroom Ratings at Each Grade Band by Academic Subject

Subject	Grade Band	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
ELA	Pre-K–3	1	20	48	63	55	22	7	4.13
	4–5	1	8	26	17	19	10	1	3.96
	6–8	1	9	15	10	11	0	1	3.53
	9–12	3	11	14	20	14	5	1	3.74
Mathematics	Pre-K–3	5	11	27	36	27	9	2	3.89
	4–5	6	8	25	15	5	3	0	3.23
	6–8	6	7	20	15	10	1	0	3.32
	9–12	4	13	26	15	11	1	0	3.27
Science/STEM	Pre-K–3	0	1	0	6	4	3	0	4.57
	4–5	0	2	2	2	3	0	1	4.00
	6–8	0	8	11	10	4	1	1	3.49
	9–12	6	5	16	11	8	5	1	3.56
History/Social Studies	Pre-K–3	0	0	4	0	2	0	0	3.67
	4–5	0	1	3	3	3	0	0	3.80
	6–8	2	8	5	8	3	6	0	3.63
	9–12	0	6	11	10	11	7	0	4.04
Other	Pre-K–3	0	2	4	5	16	10	2	4.87
	4–5	0	0	1	3	0	2	0	4.50
	6–8	1	2	2	1	0	0	0	2.50
	9–12	0	0	3	7	2	0	1	4.15

Note: The average rating is an average of the observation scores in each grade band.

Table 11. Regard for Student/Adolescent Perspectives: Sample Observation Comments by Grade Band

Grade Band	Sample Observation Comments for Regard for Student/Adolescent Perspectives
Pre-K–3	▪ Approximately 76 percent of Pre-K–3 classrooms are rated in the middle range for Regard for Student Perspectives. In these classrooms, teachers occasionally ask for students' thoughts or ideas related to the lesson. For example, in a kindergarten classroom, the teacher prompts for students to reflect on new vocabulary terms by asking, "*Can we think about times that we've seen these words outside of school? Does anyone want to share?*" In another classroom, students are discussing emotions, and the teacher asks, "*Have you all ever been to an amusement park and felt any of these emotions?*" However, teachers vary in how frequently these opportunities are incorporated into the lesson; at times, the lesson is led entirely by the teacher, without the addition of student perspectives or ideas. ▪ In classrooms that are rated in the middle range, teachers are somewhat controlling of students' movements during activities. At times, teachers allow for some freedom, such as allowing students to move around the classroom to sharpen their pencils. At other times, teachers are more controlling, such as instructing students to sit "*criss-cross applesauce*" on the rug. Students occasionally appear confused about teachers' expectations of when to move freely around the classroom versus when they need to get teacher permission. ▪ Approximately 14 percent of Pre-K–3 classrooms are rated in the high range. Within these classrooms, students have opportunities to make meaningful choices within the lesson. For example, in a kindergarten classroom, students are provided with a variety of shapes and are instructed to classify the shapes on criteria of their choosing (e.g., size, shape, color). In classrooms across multiple grade levels, students have opportunities to select a book of their own choosing during independent reading time. ▪ Approximately 10 percent of Pre-K–3 classrooms are rated in the low range. Within these classrooms, students are rarely provided with authentic leadership opportunities. In most instances, leadership opportunities are logistical in nature (e.g., collecting worksheets from students, passing out materials) rather than related to instruction. In a few instances, students read the instructions or a selection of text aloud or explain their solution to the class. However, these instances are short in duration and do not include a majority of students.

Grade Band	Sample Observation Comments for Regard for Student/Adolescent Perspectives
4–8	▪ Seventy-two percent of classrooms serving students in Grades 4–8 are rated in the middle range for Regard for Student Perspectives. In these classrooms, students have inconsistent opportunities for leadership. For example, in one classroom, students take turns facilitating small-group discussions about the text; however, these opportunities are not consistently available to students throughout the lesson. ▪ Twenty percent of classrooms in Grades 4–8 are rated in the low range. In these classrooms, teachers rarely make meaningful connections to students' lives and experiences. When connections are made, they are brief. For example, a science teacher makes a connection between the purpose of the vacuole organelle to preparing for a winter storm. The teacher asks, "*What do people do when there is a storm? What do they store?*" Students reply that people buy water and food in preparation for a storm, and the science teacher explains that the function of the vacuole is to store water, food, and waste for a cell. Making these connections more frequently may result in a higher rating on this dimension. ▪ Fewer than 10 percent of classrooms in Grades 4–8 are rated in the high range. In these classrooms, teachers frequently ask students for their thoughts or ideas related to the lesson. For example, in a fourth-grade mathematics class, students solve an open-ended problem, for which they had to create five expressions totaling 156 that included a multiple of 10 and no 6s. Students volunteered multiple expressions using multiplication and division (e.g., (50 x 3) + 5 + 1 and (10 x 10) + 50 + 4 +2). Within classes that are rated in the low or middle range, teachers vary in how frequently these opportunities are incorporated into the lesson; at times, the lesson is led entirely by the teacher, without the addition of student perspectives or ideas.
9–12	▪ Seventy-two percent of classrooms serving students in Grades 9–12 are rated in the middle range for Regard for Adolescent Perspectives. In these classrooms, teachers sometimes make meaningful connections between the materials and students' current experiences. For example, a science teacher makes a brief connection about cultural changes by explaining, "*Our favorite song from three years ago probably isn't our favorite song now . . .*" In an ELA class, students are encouraged to connect new vocabulary to their own lives (e.g., when students have heard the terms previously, such as in video games). However, these types of connections are brief. ▪ In classrooms that are rated in the middle range, teachers sometimes encourage student ideas and opinions related to the lesson. For example, in an 11th-grade mathematics class, students discuss strategies for solving a mathematics equation. In a humanities class, students follow their own line of inquiry and pursue their own interests while conducting a research project on ancient Nubia. However, at other times, the lesson is led entirely by the teacher, without the addition of student perspectives or ideas. ▪ Nineteen percent of classrooms are rated in the low range for Regard for Adolescent Perspectives. In these classrooms, teachers rarely make salient how or why the material is of value to students. In a ninth-grade ELA class, students read an article discussing whether a college education is necessary to be successful. However, the teacher does not discuss how the article's

	arguments relate to students' own future educations. Similarly, in another classroom, students are studying ancient religions. A student asks the teacher a question that suggests the student is trying to make a meaningful connection, but the teacher is dismissive, stating, "*Good question—I don't know*," before moving on. ▪ Fewer than 10 percent of classes are rated in the high range for Regard for Adolescent Perspectives. In these classrooms, students have opportunities for meaningful peer-to-peer interactions. In an ELA class, students participate in a Socratic Seminar, during which they discuss characters in a novel. During this time, students lead the discussion and respond directly to one another, while the teacher listens. In other classrooms, students work with partners to solve mathematics or science problems. In classes that are rated in the low or middle range, students may have some opportunities for peer interactions, although the opportunities are superficial in nature, or interactions are discouraged by the teacher.

Negative Climate

Emotional Support domain, Grades Pre-K–3
Classroom Organization domain, Grades 4–12

Negative Climate reflects the overall level of expressed negativity in the classroom. The frequency, quality, and intensity of teacher and student negativity are key to this dimension (*CLASS Pre-K Manual,* p. 28; *CLASS K–3 Manual*, p. 28; *CLASS Upper Elementary Manual,* p. 55; *CLASS Secondary Manual,* p. 55). For the purposes of this report, we have inversed the observers' scores, to be consistent with the range scores across all dimensions. Therefore, a high range score in this dimension indicates an absence of negative climate, and a low range score indicates the presence of negative climate.[55]

Ratings in the Low Range. Negativity is pervasive. The teacher may express constant irritation, annoyance, or anger; unduly criticize students; or consistently use a harsh tone and/or take a harsh stance as he or she interacts with students. Threats or yelling are frequently used to establish control. Language is disrespectful and sarcastic. Severe negativity, such as the following actions, would lead to a low rating on Negative Climate, even if the action is not extended: students bullying one another, a teacher hitting a student, or students physically fighting with one another.

Ratings in the Middle Range. There are some expressions of mild negativity by the teacher or students. The teacher may express irritability, use a harsh tone, and/or express annoyance—usually during difficult moments in the classroom. Threats or yelling may be used to establish control over the classroom, but not constantly; they are used more as a response to situations. At times, the teacher and students may be sarcastic or disrespectful toward one another.

Ratings in the High Range. There is no display of negativity. No strong expressions of anger or aggression are exhibited, either by the teacher or students; if there is such a display, it is contained and does not escalate. The teacher does not issue threats or yell to establish control. The teacher and students are respectful and do not express sarcasm.

Table 12. Negative Climate: Classroom Ratings at Each Grade Band

Grade Band	Number of Classrooms	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
Pre-K–3	392	0	0	0	2	3	53	334	6.83
4–5	170	0	0	1	0	6	17	146	6.81
6–8	179	0	0	2	0	6	26	145	6.74
9–12	248	0	0	0	1	5	27	215	6.84
BPS Total	**989**	**0**	**0**	**3**	**3**	**20**	**123**	**840**	**6.81**

Note: The average rating is an average of the observation scores in each grade band.

[55] When observers rate this dimension, it is scored so that a low rating (indicating little or no evidence of a negative climate) is better than a high rating (indicating abundant evidence of a negative climate). To be consistent across all ratings, for the purposes of this report we have inversed this scoring.

Table 13. Negative Climate: Classroom Ratings at Each Grade Band by Academic Subject

Subject	Grade Band	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
ELA	Pre-K–3	0	0	0	1	2	30	183	6.83
	4–5	0	0	0	0	2	9	71	6.84
	6–8	0	0	0	0	1	8	38	6.79
	9–12	0	0	0	0	0	10	58	6.85
Mathematics	Pre-K–3	0	0	0	0	0	17	100	6.85
	4–5	0	0	1	0	3	8	50	6.71
	6–8	0	0	1	0	0	9	49	6.78
	9–12	0	0	0	1	5	6	58	6.73
Science/STEM	Pre-K–3	0	0	0	0	1	4	9	6.57
	4–5	0	0	0	0	1	0	9	6.80
	6–8	0	0	1	0	1	7	26	6.63
	9–12	0	0	0	0	0	9	43	6.83
History/Social Studies	Pre-K–3	0	0	0	1	0	0	5	6.50
	4–5	0	0	0	0	0	0	10	7.00
	6–8	0	0	0	0	4	0	28	6.75
	9–12	0	0	0	0	0	2	43	6.96
Other	Pre-K–3	0	0	0	0	0	2	37	6.95
	4–5	0	0	0	0	0	0	6	7.00
	6–8	0	0	0	0	0	2	4	6.67
	9–12	0	0	0	0	0	0	13	7.00

Note: The average rating is an average of the observation scores in each grade band.

Table 14. Negative Climate: Sample Observation Comments by Grade Band

Grade Band	Sample Observation Comments for Negative Climate
Pre-K–3	▪ In nearly all Pre-K–3 classes (approximately 99 percent), there is no evidence of negative climate. Teachers and students are not observed using harsh voices, yelling, or showing sarcasm or disrespect to each other. ▪ In the five Pre-K–3 classrooms that are rated in the middle range, there are occasional instances where teachers use a harsh voice or exhibit irritability. For example, in a second-grade classroom, the teacher appears irritable when students continue to answer a math problem incorrectly after the teacher has re-explained the concept. In a kindergarten class, the teacher appears frustrated that students are not actively participating in a mathematics lesson. ▪ In the middle range, teachers occasionally use threats to handle misbehavior. In a third-grade classroom, the teacher threatens to reduce the amount of time students have for recess by the equivalent number of minutes being lost due to students engaging in social conversations with their peers.
4–8	▪ In nearly all Grades 4–8 classes (approximately 96 percent), there is no evidence of negative climate. Teachers and students are not observed using harsh voices, yelling, or showing sarcasm or disrespect to each other. ▪ In the 4 percent of Grades 4–8 classes that are rated in the middle range, there are instances of mild disrespect. For example, some students display disrespect by talking over the teacher, repeatedly ignoring the instructions, and yelling at other students. In one classroom, students make disrespectful comments to one another, but the behaviors do not escalate.
9–12	▪ In nearly all secondary classes (approximately 97 percent), there is no evidence of negative climate. Teachers and students are not observed using harsh voices, yelling, or showing sarcasm or disrespect to each other. ▪ In the six classrooms that are rated in the middle range, there are instances of mild irritation. In one mathematics class, a teacher displays mild irritability when students do not appear to be paying attention. Some teachers have difficulty keeping students on task and must repeatedly redirect students. The need for frequent redirection leads to teacher frustration (teachers using an irritated tone of voice when redirecting student behavior). However, these behaviors do not escalate.

Behavior Management

Classroom Organization domain, Grades Pre-K–12

Behavior Management refers to the teacher's ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior (*CLASS Pre-K Manual,* p. 44; *CLASS K–3 Manual*, p. 45; *CLASS Upper Elementary Manual,* p. 41; *CLASS Secondary Manual*, p. 41).

Ratings in the Low Range. At the low range, the classroom is chaotic. There are no rules and expectations, or they are not enforced consistently. The teacher does not monitor the classroom effectively and only reacts to student disruption, which is frequent. There are frequent instances of misbehavior in the classroom, and the teacher's attempts to redirect misbehavior are ineffective. The teacher does not use cues, such as eye contact, slight touches, gestures, or physical proximity, to respond to and redirect negative behavior.

Ratings in the Middle Range. Although rules and expectations may be stated, they are not consistently enforced, or the rules may be unclear. Sometimes, the teacher proactively anticipates and prevents misbehavior, but, at other times, the teacher ignores behavior problems until it is too late. Misbehavior may escalate because redirection is not always effective. Episodes of misbehavior are periodic.

Ratings in the High Range. At the high range, the rules and guidelines for behavior are clear, and they are consistently reinforced by the teacher. The teacher monitors the classroom and prevents problems from developing, using subtle cues to redirect behavior and address situations before they escalate. The teacher focuses on positive behavior and consistently affirms students' desirable behaviors. The teacher effectively uses cues to redirect behavior. There are no, or very few, instances of student misbehavior or disruptions.

Table 15. Behavior Management: Classroom Ratings at Each Grade Band

Grade Band	Number of Classrooms	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
Pre-K–3	392	0	1	10	36	70	98	177	6.00
4–5	170	0	2	5	10	31	42	80	6.04
6–8	179	3	5	9	17	18	53	74	5.78
9–12	248	1	2	7	18	30	70	120	6.08
BPS Total	**989**	**4**	**10**	**31**	**81**	**149**	**263**	**451**	**5.99**

Note: The average rating is an average of the observation scores in each grade band.

Table 16. Behavior Management: Classroom Ratings at Each Grade Band by Academic Subject

Subject	Grade Band	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
ELA	Pre-K–3	0	1	4	20	40	51	100	6.02
	4–5	0	1	4	4	12	16	45	6.11
	6–8	0	1	1	8	6	16	15	5.70
	9–12	1	0	2	3	7	19	36	6.18
Mathematics	Pre-K–3	0	0	5	10	20	31	51	5.97
	4–5	0	1	0	5	13	19	24	5.95
	6–8	1	1	3	1	7	20	26	5.98
	9–12	0	0	4	8	12	15	31	5.87
Science/STEM	Pre-K–3	0	0	0	4	4	3	3	5.36
	4–5	0	0	1	0	5	1	3	5.50
	6–8	1	0	3	5	3	9	14	5.63
	9–12	0	1	1	4	7	15	24	6.04
History/Social Studies	Pre-K–3	0	0	1	0	2	1	2	5.50
	4–5	0	0	0	0	1	4	5	6.40
	6–8	1	2	2	3	1	7	16	5.69
	9–12	0	1	0	3	4	18	19	6.11
Other	Pre-K–3	0	0	0	2	4	12	21	6.33
	4–5	0	0	0	1	0	2	3	6.17
	6–8	0	1	0	0	1	1	3	5.67
	9–12	0	0	0	0	0	3	10	6.77

Note: The average rating is an average of the observation scores in each grade band.

Table 17. Behavior Management: Sample Observation Comments by Grade Band

Grade Band	Sample Observation Comments for Behavior Management
Pre-K–3	▪ Approximately 70 percent of Pre-K–3 classrooms are rated in the high range for Behavior Management. In these classrooms, teachers often call attention to positive behavior, such as praising students for their listening abilities and thanking students for following directions (e.g., "*Nice job listening, friends,*" "*Thank you [student's name] for being so responsible with the materials*"). Another teacher thanks students for reading calmly and later says, "*Thank you for sitting so quietly and cleaning up so fast*." ▪ Within classrooms that are rated in the high range, teachers often use proactive strategies to prevent problems. For example, a kindergarten teacher asks students sitting on the rug to "*sit like a pretzel so that we all fit"* to prevent potential problems once students get to the rug. ▪ Approximately 30 percent of Pre-K–3 classrooms are rated in the middle range for Behavior Management. In classrooms that are rated in the middle range, behavioral expectations are not always understood by everyone in the class. In several classrooms, teachers require students to repeat transitions until all students follow behavioral expectations, resulting in a loss of instructional time.
4–8	▪ Approximately 71 percent of classrooms serving students in Grades 4–8 are rated in the high range for Behavior Management. In these classrooms, teachers often call attention to positive behavior and make behavioral expectations clear to everyone in the classroom. In a fourth-grade classroom, a teacher reminds students of behavioral expectations by saying, "*You have to raise your hand and wait for me to call on you before you can talk*." Later in the lesson, the teacher points out students who are following that direction by saying, "*Thank you to students X, Y, and Z for raising their hands and waiting for me to call on them*." One seventh-grade teacher applauds the class for all their hard work as the teacher walks around the classroom. ▪ Approximately 25 percent of classrooms serving students in Grades 4–8 are rated in the middle range for Behavior Management. Teachers occasionally ignore instances of misbehavior or are less successful in addressing them. In one classroom, a teacher reprimands a small group for having an off-task conversation, but the conversation resumes shortly after the teacher walks away. In another classroom, a student is unprepared to give a presentation due to off-task behavior, resulting in a loss of learning time for the entire class. ▪ Within classrooms that are rated in the high range, behavioral expectations are understood by everyone in the class. In one class, students are allowed to engage in quiet social conversations as long as they are also working on their group projects. In another classroom, students understand that they are expected to remain in their seats unless they are getting supplies or using the restroom.

Grade Band	Sample Observation Comments for Behavior Management
9–12	▪ Approximately 76 percent of classrooms serving students in Grades 9–12 are rated in the high range for Behavior Management. In these classrooms, behavioral expectations are understood by everyone in the class. In one 10th-grade ELA class, the teacher reminds students before the start of class to put their phones away for the duration of the lesson, and, as a result, no students are on their phones. Teachers occasionally also use subtle redirection strategies, such as touching the shoulder of a student who is off task. ▪ Approximately 22 percent of classrooms serving students in Grades 9–12 are rated in the middle range for Behavior Management. In these classrooms, there are a few behavioral incidences that result in a loss of instructional time. For example, a teacher continuously must stop the lesson to remind students to stop talking. At times, students appear to meet expectations for behavior, but, at other times, they engage in off-task behavior, such as putting their heads on their desks, taking out their phones, or engaging in social conversations with peers. ▪ Within classrooms that are rated in the middle range, there are instances where misbehavior is not well managed by the teacher. In a ninth-grade mathematics class, students repeatedly talk among themselves and move around the room as their peers attempt to present at the front of the classroom. Although the teacher repeatedly asks the students to take their seats and be respectful, the students continue to interrupt the presenters and ignore the teacher's instructions.

Productivity

Classroom Organization domain, Grades Pre-K–12

Productivity considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities (*CLASS Pre-K Manual,* p. 49; *CLASS K–3 Manual,* p. 51; *CLASS Upper Elementary Manual,* p. 49; *CLASS Secondary Manual*, p. 49).

Ratings in the Low Range. At the low level, the teacher provides few activities for students. Much time is spent on managerial tasks (such as distributing papers) and/or on behavior management. Frequently, during the observation, students have little to do and spend time waiting. The routines of the classroom are not clear, and, as a result, students waste time, are not engaged, and are confused. Transitions take a long time and/or are too frequent. The teacher does not have activities organized and ready and seems to be caught up in last-minute preparations.

Ratings in the Middle Range. At the middle range, the teacher does provide activities for students but loses learning time to disruptions or management tasks. There are certain times when the teacher provides clear activities to students, but there are other times when students wait and lose focus. Some students (or all students, at some point) do not know what is expected of them. Some of the transitions may take too long, or classrooms may be productive during certain periods but then not productive during transitions. Although the teacher is mostly prepared for the class, last-minute preparations may still infringe on learning time.

Ratings in the High Range. The classroom runs very smoothly. The teacher provides a steady flow of activities for students, so students do not have downtime and are not confused about what to do next. The routines of the classroom are efficient, and all students know how to move from one activity to another and where materials are. Students understand the teacher's instructions and directions. Transitions are quick, and there are not too many of them. The teacher is fully prepared for the lesson.

Table 18. Productivity: Classroom Ratings at Each Grade Band

Grade Band	Number of Classrooms	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
Pre-K–3	392	0	0	8	23	51	99	211	6.23
4–5	170	0	1	6	11	15	46	91	6.19
6–8	179	1	5	11	14	26	37	85	5.85
9–12	248	0	2	7	10	34	61	134	6.21
BPS Total	**989**	**1**	**8**	**32**	**58**	**126**	**243**	**521**	**6.15**

Note: The average rating is an average of the observation scores in each grade band.

Table 19. Productivity: Classroom Ratings at Each Grade Band by Academic Subject

Subject	Grade Band	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
ELA	Pre-K–3	0	0	3	11	24	48	130	6.35
	4–5	0	1	3	3	5	26	44	6.24
	6–8	0	2	3	6	9	9	18	5.57
	9–12	0	1	3	2	5	13	44	6.32
Mathematics	Pre-K–3	0	0	2	9	17	32	57	6.14
	4–5	0	0	3	3	7	14	35	6.21
	6–8	1	1	2	2	8	15	30	6.05
	9–12	0	0	1	3	13	19	34	6.17
Science/STEM	Pre-K–3	0	0	2	2	1	5	4	5.50
	4–5	0	0	0	2	1	2	5	6.00
	6–8	0	0	4	2	5	5	19	5.94
	9–12	0	0	2	3	9	15	23	6.04
History/Social Studies	Pre-K–3	0	0	0	0	1	0	5	6.67
	4–5	0	0	0	2	1	3	4	5.90
	6–8	0	2	1	3	3	8	15	5.84
	9–12	0	1	1	2	5	8	28	6.27
Other	Pre-K–3	0	0	1	1	8	14	15	6.05
	4–5	0	0	0	1	1	1	3	6.00
	6–8	0	0	1	1	1	0	3	5.50
	9–12	0	0	0	0	2	6	5	6.23

Note: The average rating is an average of the observation scores in each grade band.

Table 20. Productivity: Sample Observation Comments by Grade Band

Grade Band	Sample Observation Comments for Productivity
Pre-K–3	▪ Approximately 79 percent of Pre-K–3 classrooms are rated in the high range for Productivity. In these classrooms, teachers offer students a choice of activities to work on when they complete the main lesson or activity early. In a second-grade classroom, students who have successfully passed an addition and subtraction quiz move to the carpet, where they quiz their classmates. In a third-grade classroom, students who complete their mathematics worksheet are given permission to get a Chromebook and complete independent work on an academic computer program. ▪ In the Pre-K–3 classrooms that are rated in the high range, teachers provide cues for transitions (e.g., "*Students, we have three minutes to go.*"), and very little instructional time is lost during transitions. Teachers provide clear directions to ensure that transitions are as efficient as possible (e.g., "*We are now going to transition into writing. Please put away your books and take out your notebooks quietly.*") ▪ Approximately 18 percent of classrooms are rated in the middle range. Within classrooms that are rated in the middle range, students appear to know some of the classroom routines and teacher expectations. For example, students know to stop working and listen for directions when the timer rings. However, at other times, students appear confused by the expectations, for example, students are wandering in the classroom during transitions, seemingly not knowing where to go or where to find materials.
4–8	▪ Approximately 74 percent of classrooms serving students in Grades 4–8 are rated in the high range for Productivity. In these classrooms, teachers are prepared for lessons and activities by having worksheets ready to give to students and slides displayed on the screen before class begins. A mathematics teacher has a stack of worksheets on a table at the front of the room, ready for students to pick up as they enter the classroom. ▪ Within classrooms rated in the high range, teachers often provide a choice of activities for students who complete the main assignment early. In a mathematics classroom, a teacher tells students, who are waiting for the teacher, to attempt the harder problems on the back of their worksheets until the teacher can come check their work. In an eighth-grade mathematics class, students who complete homework early are assigned new problems as their classmates finish. ▪ Approximately 23 percent of classrooms serving Grades 4–8 are rated in the middle range for Productivity. In some classrooms, teachers provide options for students who complete a task early. In an ELA class, the teacher pairs students who have finished their writing assignments so that they can edit each other's work. However, this practice does not occur consistently across all classrooms. In a humanities class, the last several minutes of class are devoted solely to students handing in their work.

Grade Band	Sample Observation Comments for Behavior Management
9–12	▪ Approximately 78 percent of classrooms serving students in Grades 9–12 are rated in the high range for Productivity. In these classrooms, routines are clearly in place and students understand the expectations. In a history class, students work intently on developing their personal vision of the American Dream using online and paper-based resources. Students seek out feedback from their peers as they progress with their work. ▪ Within classrooms rated in the high range, students efficiently transition from one activity to another activity. In one classroom, all the directions for the class period are written on the whiteboard so that students can refer to the directions throughout the period. As a result, no instructional time is lost. ▪ Approximately 20 percent of classrooms serving students in Grades 9–12 are rated in the middle range for Productivity. In these classrooms, some instructional time is lost, often due to the teacher addressing student behavior or lengthy transitions.

Instructional Learning Formats

Classroom Organization domain, Grades Pre-K–3

Instructional Support domain, Grades 4–12

Instructional Learning Formats refer to the ways in which the teacher maximizes students' interest, engagement, and abilities to learn from the lesson and activities (*CLASS Pre-K Manual,* p. 55; *CLASS K–3 Manual*, p. 57; *CLASS Upper Elementary Manual*, p. 63; *CLASS Secondary Manual,* p. 61).

Ratings in the Low Range. The teacher exerts little effort in facilitating engagement in the lesson. Learning activities may be limited and seem to be at the rote level, with little teacher involvement. The teacher relies on one learning modality (e.g., listening) and does not use other modalities (e.g., movement, visual displays) to convey information and enhance learning. Or the teacher may be ineffective in using other modalities, not choosing the right props for the students or the classroom conditions. Students are uninterested and uninvolved in the lesson. The teacher does not attempt to guide students toward learning objectives and does not help them focus on the lesson by providing appropriate tools and asking effective questions.

Ratings in the Middle Range. At the middle range, the teacher sometimes facilitates engagement in the lesson but at other times does not, or the teacher facilitates engagement for some students and not for other students. The teacher may not allow students enough time to explore or answer questions. Sometimes, the teacher uses a variety of modalities to help students reach a learning objective, but, at other times, the teacher does not. Student engagement is inconsistent, or some students are engaged, and other students are not. At times, students are aware of the learning objective, and, at other times, they are not. The teacher may sometimes use strategies to help students organize information but, at other times, does not.

Ratings in the High Range. The teacher has multiple strategies and tools to facilitate engagement and learning and encourage participation. The teacher may move around, talk and play with students, ask open-ended questions of students, and allow students to explore. A variety of tools and props are used, including movement and visual/auditory resources. Students are consistently interested and engaged in the activities and lessons. The teacher focuses students on the learning objectives, which students understand. The teacher uses advanced organizers to prepare students for an activity, as well as reorientation strategies that help students regain focus.

Table 21. Instructional Learning Formats: Classroom Ratings at Each Grade Band

Grade Band	Number of Classrooms	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
Pre-K–3	392	0	4	38	84	142	100	24	4.94
4–5	170	0	1	18	37	72	36	6	4.84
6–8	179	0	5	28	29	70	38	9	4.75
9–12	248	3	3	22	53	83	59	25	4.96
BPS Total	**989**	**3**	**13**	**106**	**203**	**367**	**233**	**64**	**4.87**

Note: The average rating is an average of the observation scores in each grade band.

Table 22. Instructional Learning Formats: Classroom Ratings at Each Grade Band by Academic Subject

Subject	Grade Band	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
ELA	Pre-K–3	0	3	18	44	80	60	11	4.97
	4–5	0	1	8	18	36	16	3	4.82
	6–8	0	1	6	12	23	4	1	4.55
	9–12	1	3	7	12	23	16	6	4.84
Mathematics	Pre-K–3	0	1	13	28	42	24	9	4.87
	4–5	0	0	9	11	26	13	3	4.84
	6–8	0	2	8	7	19	17	6	5.00
	9–12	0	0	10	17	22	15	6	4.86
Science/STEM	Pre-K–3	0	0	1	2	6	4	1	5.14
	4–5	0	0	1	4	2	3	0	4.70
	6–8	0	0	7	4	14	9	1	4.80
	9–12	2	0	2	16	18	10	4	4.81
History/Social Studies	Pre-K–3	0	0	2	0	1	2	1	5.00
	4–5	0	0	0	2	4	4	0	5.20
	6–8	0	2	5	5	12	7	1	4.63
	9–12	0	0	3	6	14	15	7	5.38
Other	Pre-K–3	0	0	4	10	13	10	2	4.90
	4–5	0	0	0	2	4	0	0	4.67
	6–8	0	0	2	1	2	1	0	4.33
	9–12	0	0	0	2	6	3	2	5.38

Note: The average rating is an average of the observation scores in each grade band.

Table 23. Instructional Learning Formats: Sample Observation Comments by Grade Band

Grade Band	Sample Observation Comments for Instructional Learning Formats
Pre-K–3	▪ Approximately 67 percent of Pre-K–3 classrooms are rated in the middle range for Instructional Learning Formats. In these classrooms, teachers sometimes present information using a variety of modalities and materials. For example, in a mathematics class, one teacher teaches a lesson on grouping by having students move around the classroom and sort themselves into different groups based on the color of their shirts. Students then represent the groups using graph paper and geometric figures. However, in other classes, teachers rely on non-hands-on modalities such as reading a book aloud or conducting a whole-group conversation with no visual aids. ▪ Within classrooms that are rated in the middle range, teachers inconsistently make connections to previous lessons. In one classroom, a teacher begins her lesson on division by asking students to recall what they know about multiplication. Another teacher asks students what they previously learned about folk tales in order to make predictions about the book they are going to read. These instances are not consistent across all classrooms. ▪ Approximately 31 percent of classrooms are rated in the high range for Instructional Learning Formats. In these classrooms, most students appear to be consistently actively engaged. In one first-grade classroom, all students participate in a vocabulary lesson by clapping out the number of syllables in the new words they are learning. Students ask questions about the material, actively work on their assignments, and make eye contact with the teacher.
4–8	▪ Approximately 73 percent of classrooms serving students in Grades 4–8 are rated in the middle range for Instructional Learning Formats. Within these classrooms, teachers sometimes facilitate student participation in the lesson. For example, teachers engage students by moving around the classroom and asking some questions but at other times let students work independently for extended periods. ▪ Within classrooms that are rated in the middle range, teachers sometimes use a variety of modalities and strategies (e.g., verbal, visual, and hands-on). For example, a high school mathematics teacher uses students' reflections about their personal experiences, a television program, sports scenarios, and statistical examples to explain the concept of *regression to the mean*. However, other teachers rely on very few modalities throughout the lesson. ▪ Approximately 26 percent of classrooms serving students in Grades 4–8 are rated in the high range for Instructional Learning Formats. Within these classrooms, teachers present information through multiple modalities and strategies and use multiple materials. For example, students use individual whiteboards and engage in quick peer conversations about their various solutions. At the middle or low range, teachers rely on fewer modalities and strategies, such as extended periods of lecturing or working independently on worksheets. ▪ Within classrooms that are rated in the high range, teachers maintain focus on the learning objective using strategies such as previewing, reorienting, and summarizing. For example, a fourth-grade teacher reorients students to the day's focus on past tense verbs during their word study time. In a mathematics class, the teacher refocuses students' attention on the *process*

	for finding the answer, with statements such as, "*Remember our goal is not just to find the math answer but to understand how that answer fits in the world problem*" and "*Remember, I don't just want the answer because right now we're working on showing our work*." Within classrooms that are rated in the middle range, learning objectives may be discussed but are not always clear to students.
9–12	▪ Some teachers clearly communicate learning objectives and reorient students to these objectives if necessary. For example, a ninth-grade teacher describes the learning objective as, "*Applying Newton's laws to everyday experiences*." When needed, some teachers reorient students to learning objectives, such as when a 10th-grade science teacher says to a student comment, "*That's a good point, but remember right now we're thinking about the function of the digestive system*." The clear stating and reorienting to objectives does not happen consistently across all classrooms.

Concept Development

Instructional Support domain, Grades Pre-K–3

Concept Development refers to the teacher's use of instructional discussions and activities to promote students' higher order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction (*CLASS Pre-K Manual,* p. 62; *CLASS K–3 Manual*, p. 64).

Ratings in the Low Range. At the low range, the teacher does not attempt to develop students' understanding of ideas and concepts; focusing instead on basic facts and skills. Discussion and activities do not encourage students to analyze and reason. There are few, if any, opportunities for students to create or generate ideas and products. The teacher does not link concepts to one another and does not ask students to make connections with previous content or their actual lives. The activities and the discussion are removed from students' lives and from their prior knowledge.

Ratings in the Middle Range. To some extent, the teacher uses discussions and activities to encourage students to analyze and reason and focuses somewhat on understanding of ideas. The activities and discussions are not fully developed, however, and there is still instructional time that focuses on facts and basic skills. Students may be provided some opportunities for creating and generating ideas, but the opportunities are occasional and not planned out. Although some concepts may be linked and also related to students' previous learning, such efforts are brief. The teacher makes some effort to relate concepts to students' lives but does not elaborate enough to make the relationship meaningful to students.

Ratings in the High Range. At the high range, the teacher frequently guides students to analyze and reason during discussions and activities. Most of the questions are open ended and encourage students to think about connections and implications. Teachers use problem solving, experimentation, and prediction; comparison and classification; and evaluation and summarizing to promote analysis and reasoning. The teacher provides students with opportunities to be creative and generate ideas. The teacher consistently links concepts to one another and to previous learning and relates concepts to students' lives.

Table 24. Concept Development: Classroom Ratings at Each Grade Band

Grade Band	Number of Classrooms	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
Pre-K–3	392	15	80	128	97	53	17	2	3.39
BPS Total	**392**	**15**	**80**	**128**	**97**	**53**	**17**	**2**	**3.39**

Note: The average rating is an average of the observation scores in each grade band.

Table 25. Concept Development: Classroom Ratings at Each Grade Band by Academic Subject

Subject	Grade Band	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
ELA	Pre-K–3	8	41	71	52	30	12	2	3.46
Mathematics	Pre-K–3	4	26	42	28	15	2	0	3.26
Science/STEM	Pre-K–3	2	4	0	5	3	0	0	3.21
History/Social Studies	Pre-K–3	0	2	1	1	1	1	0	3.67
Other	Pre-K–3	1	7	14	11	4	2	0	3.41

Note: The average rating is an average of the observation scores in each grade band.

Table 26. Concept Development: Sample Observation Comments by Grade Band

Grade Band	Sample Observation Comments for Concept Development
Pre-K–3	▪ Approximately 71 percent of classrooms are rated in the middle range for Concept Development. In these classrooms, teachers inconsistently link concepts and activities to previous learning. For example, in a third-grade classroom, the teacher connects the vocabulary term *cargo* to a book the class read previously about coal production (e.g., "*The coal was the cargo*.") In a mathematics class, the teacher reminds students of subtraction strategies they learned the week prior that they could use to solve the current problem. However, these attempts are typically brief. ▪ In classrooms that are rated in the middle range, there are some opportunities for students to be creative and/or generate their own ideas or products. When studying the term *outbreak* in a third-grade classroom, students brainstorm what they can do to prevent a flu outbreak at their school during the winter months (e.g., get a flu shot, use hand sanitizer and tissues). In an ESL classroom, students have the opportunity to write a story about any topic they would like. However, at other times, teachers do not provide students with opportunities to be creative. For example, in a prekindergarten classroom, students complete a worksheet where they trace the letter *N*. ▪ Approximately 24 percent of classrooms are rated in the low range for Concept Development. In these classrooms, some teachers create few opportunities for analysis and reasoning, although these moments are typically brief or do not involve a majority of students. For example, teachers may ask a few *why* or *how* questions (e.g., "W*hy do we know that the letter we put in the middle is 'a' not 'e'?*"), although most questions are focused on factual recall. ▪ Fewer than 5 percent of classrooms are rated in the high range for Concept Development. In classrooms that are rated in the high range, teachers consistently make connections between the content and students' lives. For example, a kindergarten teacher uses a family photo that a student brought to class to introduce a lesson on families and illustrate the concept that "*All families are different, and all families are special*." In a first-grade classroom, the teacher connects the concept of literary genres to donuts at Dunkin Donuts, by saying, "*Genre is like going to Dunkin Donuts; there are many different kinds of donuts*." When learning about different types of tools, the teacher shows students a picture of a girl using chopsticks and asks, "*Who has used chop sticks before?"* At the middle and low levels, teachers make few connections between concepts and students' lives.

Content Understanding

Instructional Support domain, Grades 4–12

Content Understanding refers to the depth of lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures in an academic discipline. At a high level, this dimension refers to interactions among the teacher and students that lead to an integrated understanding of facts, skills, concepts, and principles (*CLASS Upper Elementary Manual*, p. 70; *CLASS Secondary Manual,* p. 68).

Ratings in the Low Range. At the low range, the focus of the class is primarily on presenting discrete pieces of topically related information, absent broad, organizing ideas. The discussion and materials fail to effectively communicate the essential attributes of the concepts and procedures to students. The teacher makes little effort to elicit or acknowledge students' background knowledge or misconceptions or to integrate previously learned material when presenting new information.

Ratings in the Middle Range. At the middle range, the focus of the class is sometimes on meaningful discussion and explanation of broad, organizing ideas. At other times, the focus is on discrete pieces of information. Class discussion and materials communicate some of the essential attributes of concepts and procedures, but examples are limited in scope or are not consistently provided. The teacher makes some attempt to elicit and/or acknowledge students' background knowledge or misconceptions and/or to integrate information with previously learned materials; however, these moments are limited in depth or are inconsistent.

Ratings in the High Range. At the high range, the focus of the class is on encouraging deep understanding of content through the provision of meaningful, interactive discussion and explanation of broad, organizing ideas. Class discussion and materials consistently communicate the essential attributes of concepts and procedures to students. New concepts and procedures and broad ideas are consistently linked to students' prior knowledge in ways that advance their understanding and clarify misconceptions.

Table 27. Content Understanding: Classroom Ratings at Each Grade Band

Grade Band	Number of Classrooms	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
4–5	170	2	23	35	45	53	12	0	3.94
6–8	179	7	31	40	42	40	19	0	3.75
9–12	248	5	22	42	66	71	37	5	4.24
BPS Total	**597**	**14**	**76**	**117**	**153**	**164**	**68**	**5**	**4.01**

Note: The average rating is an average of the observation scores in each grade band.

Table 28. Content Understanding: Classroom Ratings at Each Grade Band by Academic Subject

Subject	Grade Band	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
ELA	4–5	2	13	23	15	24	5	0	3.74
	6–8	1	12	14	15	4	1	0	3.26
	9–12	4	10	13	17	16	6	2	3.84
Mathematics	4–5	0	7	9	19	23	4	0	4.13
	6–8	3	8	10	11	17	10	0	4.03
	9–12	0	4	10	21	20	14	1	4.47
Science/STEM	4–5	0	1	1	6	0	2	0	4.10
	6–8	0	4	12	5	11	3	0	3.91
	9–12	1	4	10	13	16	6	2	4.25
History/Social Studies	4–5	0	2	0	3	4	1	0	4.20
	6–8	3	4	4	10	7	4	0	3.81
	9–12	0	2	6	12	16	9	0	4.53
Other	4–5	0	0	2	2	2	0	0	4.00
	6–8	0	3	0	1	1	1	0	3.50
	9–12	0	2	3	3	3	2	0	4.00

Note: The average rating is an average of the observation scores in each grade band.

Table 29. Content Understanding: Sample Observation Comments by Grade Band

Grade Band	Sample Observation Comments for Content Understanding
4–8	▪ Approximately 73 percent of classrooms serving students in Grades 4–8 are rated in the middle range for Content Understanding. In classrooms that are rated in the middle range, teachers sometimes incorporate connections between the content and real-world events to make concepts more meaningful. For example, in one upper elementary classroom, the teacher asks students what they can learn from the characters in the text. In a fourth-grade science class, the teacher connects the activity (building circuits to light a bulb) to the lights that students use every day. However, most of these connections are brief. ▪ Approximately 18 percent of classrooms serving students in Grades 4–8 are rated in the low range for Content Understanding. In classrooms that are rated in the low range, teachers primarily provide discrete pieces of topically related information, rather than providing explanations of broad, organizing ideas. For example, during a science class focused on the water cycle, students are asked to identify different parts of the water cycle on their worksheets. The teacher asks closed-ended questions, such as, "*What do we call rain, hail, or snow?"* and "*What is it called when a liquid turns into a gas?"* Broader conversations about the water cycle and forces that drive it are not present. ▪ Fewer than 10 percent of classrooms serving students in Grades 4–8 are rated in the high range for Content Understanding. In classrooms that are rated in the high range, teachers consistently communicate the essential attributes of concepts and procedures. For example, in a fourth-grade classroom, the teacher reviews the essential components of poetry (including line breaks, stanzas, rhythm and rhyme, and repetition) with students. The teacher asks students about each of these elements, with questions such as, "*What are line breaks?" "Is a line break a stanza?*" and *"Why are the authors repeating the line?"* to ensure student understanding. ▪ In classrooms that are rated in the high range, students have opportunities for supervised or independent practice of procedures and skills. For example, in a fifth-grade mathematics class, the teacher provides students with various problems that require them to practice using order of operations (e.g., 3 x (55 - 32) + 7 = X; (12 - 2 x 4) x 5 = X). The teacher then has students share how they found the answer with the class and asks prompting questions, such as, "*Where do I start?*" *"Why do I do that first?"* and *"What did you do next?"* During independent practice, students receive timely and specific feedback from the teacher.

9–12	▪ Seventy-two percent of classrooms serving students in Grades 9–12 are rated in the middle range for Content Understanding. At this range, teachers make meaningful connections among ideas, tap background knowledge, or provide organizing frameworks and procedures for students in *some* instances, but not in all instances. Some teachers encourage deep understanding of the lesson by emphasizing meaningful relationships among facts. For example, in a history classroom, students determine whether Columbus's expansion was ethical or unethical by examining political, economic, religious, social, intellectual, and artistic developments of that period. In a science class, students explore the concept of adaptation through a game that demonstrates the relationships between rabbits' fur colors and various environments and the likelihood of their survival. However, in other classrooms, the lesson focuses primarily on the recall of discrete facts (e.g., in a mathematics class, students work through an online review of discrete skills in solving quadratic equations by the square root method). ▪ Teachers occasionally relate new concepts to students' background knowledge and encourage students to make connections between new concepts and previously learned information. For example, a history teacher has students create social media posts by historical figures from the American Revolution; however, these types of activities are not consistently observed across all classrooms. For example, in another history classroom, students read an article to answer questions about a key concept in colonial America.

Analysis and Inquiry

Instructional Support domain, Grades 4–12

Analysis and Inquiry assesses the degree to which students are engaged in higher level thinking skills through their application of knowledge and skills to novel and/or open-ended problems, tasks, and questions. Opportunities for engaging in metacognition (thinking about thinking) also are included (*CLASS Upper Elementary Manual*, p. 81; *CLASS Secondary Manual*, p. 76).

Ratings in the Low Range. At the low range, students do not engage in higher order thinking skills. Instruction is presented in a rote manner, and there are no opportunities for students to engage in novel or open-ended tasks. Students are not challenged to apply previous knowledge and skills to a new problem, nor are they encouraged to think about, evaluate, or reflect on their own learning. Students do not have opportunities to plan their own learning experiences.

Ratings in the Middle Range. Students occasionally engage in higher order thinking through analysis and inquiry, but the episodes are brief or limited in depth. The teacher provides opportunities for students to apply knowledge and skills within familiar contexts and offers guidance to students but does not provide opportunities for analysis and problem solving within novel contexts and/or without teacher support. Students have occasional opportunities to think about their own thinking through explanations, self-evaluations, reflection, and planning; these opportunities, however, are brief and limited in depth.

Ratings in the High Range. At the high range, students consistently engage in extended opportunities to use higher order thinking through analysis and inquiry. The teacher provides opportunities for students to independently solve or reason through novel and open-ended tasks that require students to select, utilize, and apply existing knowledge and skills. Students have multiple opportunities to think about their own thinking through explanations, self-evaluations, reflection, and planning.

Table 30. Analysis and Inquiry: Classroom Ratings at Each Grade Band

Grade Band	Number of Classrooms	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
Pre-K–3	0	0	0	0	0	0	0	0	
4–5	170	9	44	54	37	19	7	0	3.20
6–8	179	28	47	57	23	21	3	0	2.84
9–12	248	23	54	65	44	37	20	5	3.40
BPS Total	**597**	**60**	**145**	**176**	**104**	**77**	**30**	**5**	**3.17**

Note: The average rating is an average of the observation scores in each grade band.

Table 31. Analysis and Inquiry: Classroom Ratings at Each Grade Band by Academic Subject

Subject	Grade Band	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
ELA	4–5	3	21	30	17	8	3	0	3.18
	6–8	10	17	13	5	2	0	0	2.40
	9–12	8	14	24	11	9	2	0	3.07
Mathematics	4–5	5	15	15	17	9	1	0	3.21
	6–8	3	12	27	6	9	2	0	3.20
	9–12	5	18	21	13	10	2	1	3.21
Science/STEM	4–5	0	4	3	1	1	1	0	3.20
	6–8	7	6	11	8	3	0	0	2.83
	9–12	5	15	10	6	7	6	3	3.48
History/Social Studies	4–5	1	3	4	1	1	0	0	2.80
	6–8	7	9	6	4	5	1	0	2.81
	9–12	3	6	6	10	9	10	1	4.11
Other	4–5	0	1	2	1	0	2	0	4.00
	6–8	1	3	0	0	2	0	0	2.83
	9–12	2	1	4	4	2	0	0	3.23

Note: The average rating is an average of the observation scores in each grade band.

Table 32. Analysis and Inquiry: Sample Observation Comments by Grade Band

Grade Band	Sample Observation Comments for Analysis and Inquiry
4–8	▪ Sixty percent of classrooms serving students in Grades 4–8 are rated in the middle range for Analysis and Inquiry. Within these classrooms, teachers provide students with some opportunities to engage in higher order thinking. For example, in a fifth-grade classroom, students develop arguments for why they deserve more time for recess. In a fourth-grade classroom, students have an informal debate about whether pizza or burgers are a better food choice. However, these instances are brief or limited in depth. ▪ In classrooms that are rated in the middle range, students have occasional opportunities for metacognition or to think about thinking. In preparing for a debate in an eighth-grade ELA class, students are given the rubric that the teacher will use to grade them. Students then plan their debate strategy with an eye toward meeting the criteria laid out. However, most students rarely have opportunities to plan, reflect on their work, and self-evaluate. ▪ Approximately 37 percent of classrooms serving students in Grades 4–8 are rated in the low range for Analysis and Inquiry. Within these classrooms, students do not have opportunities to engage in novel or open-ended tasks. For example, in a sixth-grade classroom, the teacher reads a text aloud and then asks students to recall and summarize events that occurred earlier in the book. For example, the teacher asks, *"What did the character say about their name earlier in the book?"* and *"How did the character feel earlier in the book when a similar event happened*?" These tasks involve less rigorous thinking, such as identification and memorization. ▪ Fewer than 5 percent of classrooms serving students in Grades 4–8 are rated in the high range for Analysis and Inquiry. Within these classrooms, teachers provide extended opportunities for students to engage in open-ended tasks that are cognitively challenging for students. For example, in a fourth-grade classroom, students are responding to a writing prompt on the text *Esperanza Rising*. This activity appears challenging, because the teachers are circling around the classroom and checking in with students. Teachers ask students prompting questions, such as, "*Why do you think Esperanza's mom fainted?" "What does it mean when it says that her heart dropped in the text?"* and *"What do you think* despair *and* disbelief *mean?"* In a fifth-grade mathematics class, students have opportunities to design their own floor plan on grid paper and then create and solve equations to find the area of certain aspects of that floor plan. At the middle or low range, instruction is presented in more of a rote manner that provides few opportunities for novel application.

Grade Band	Sample Observation Comments for Behavior Management
9–12	▪ Fifty-nine percent of classrooms serving students in Grades 9–12 are rated in the middle range for Analysis and Inquiry. In this range, teachers provide occasional opportunities for students to engage in higher order thinking, and students are sometimes presented with cognitively challenging tasks. For example, a teacher asks students if they agree with an answer given by another student. However, the teacher rarely asks why or why not they agree with their classmates' answers or to reflect on their thinking. ▪ Ten percent of classrooms serving students in Grades 9–12 are rated in the high range; in these classrooms, teachers engage in almost entirely student-directed, open-ended tasks and ask students to reflect on their thinking. For example, in a 10th-grade mathematics classroom, the teacher asks students "*How did you know what to do for this problem*?" and "*How did you know to set [the problem] up like that?*" thus engaging in metacognitive reflection. In a science class, the teacher presents evidence from a real criminal trial that students have to evaluate, and the student have to think about whether the provided eyewitness testimony is reliable. The teacher then asks a student to provide justification for how they got the answer they did. In a health vocational class, students brainstorm what factors could explain the results of the quick experiment they conducted (e.g., blood circulation, emotions, air flow, heart rate). In these cases, students are bearing the cognitive load and are explaining their thinking.

Quality of Feedback

Instructional Support domain, Grades Pre-K–12

Quality of Feedback refers to the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation in the learning activity (*CLASS Pre-K Manual,* p. 69; *CLASS K–3 Manual*, p. 72). In the upper elementary and secondary classrooms, significant feedback also may be provided by peers (*CLASS Upper Elementary Manual*, p. 89; *CLASS Secondary Manual*, p. 93). Regardless of the source, the focus of the feedback motivates learning.

Ratings in the Low Range. At the low range, the teacher dismisses incorrect responses or misperceptions and rarely scaffolds student learning. The teacher is more interested in students providing the correct answer than understanding. Feedback is perfunctory. The teacher may not provide opportunities to learn whether students understand or are interested. The teacher rarely questions students or asks them to explain their thinking and reasons for their responses. The teacher does not provide or rarely provides information that might expand student understanding and rarely offers encouragement that increases student effort and persistence.

Ratings in the Middle Range. In the middle range, the teacher sometimes scaffolds students, but this scaffolding is not consistent. On occasion, the teacher facilitates feedback loops so that students may elaborate and expand on their thinking, but these moments are not sustained long enough to accomplish a learning objective. Sometimes, the teacher asks students about or prompts them to explain their thinking and provides information to help students understand, but sometimes the feedback is perfunctory. At times, the teacher encourages student efforts and persistence.

Ratings in the High Range. In this range, the teacher frequently scaffolds students who are having difficulty, providing hints or assistance as needed. The teacher engages students in feedback loops to help them understand ideas or reach the right response. The teacher often questions students, encourages them to explain their thinking, and provides additional information that may help students understand. The teacher regularly encourages students' efforts and persistence.

Table 33. Quality of Feedback: Classroom Ratings at Each Grade Band

Grade Band	Number of Classrooms	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
Pre-K–3	392	5	40	86	108	104	47	2	4.06
4–5	170	4	9	40	44	48	21	4	4.19
6–8	179	11	35	36	50	33	9	5	3.59
9–12	248	3	33	46	50	64	43	9	4.23
BPS Total	**989**	**23**	**117**	**208**	**252**	**249**	**120**	**20**	**4.04**

Note: The average rating is an average of the observation scores in each grade band.

Table 34. Quality of Feedback: Classroom Ratings at Each Grade Band by Academic Subject

Subject	Grade Band	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
ELA	Pre-K–3	1	26	44	60	56	28	1	4.07
	4–5	4	5	15	20	24	11	3	4.22
	6–8	3	12	11	12	9	0	0	3.26
	9–12	2	11	9	19	14	12	1	4.06
Mathematics	Pre-K–3	4	6	26	33	34	13	1	4.11
	4–5	0	3	19	14	19	6	1	4.15
	6–8	2	6	10	17	14	7	3	4.15
	9–12	0	5	15	17	21	11	1	4.30
Science/STEM	Pre-K–3	0	4	4	3	1	2	0	3.50
	4–5	0	0	1	4	3	2	0	4.60
	6–8	2	10	8	9	4	0	2	3.31
	9–12	1	11	10	6	16	4	4	4.02
History/Social Studies	Pre-K–3	0	1	2	0	1	2	0	4.17
	4–5	0	1	4	3	1	1	0	3.70
	6–8	4	5	6	10	5	2	0	3.41
	9–12	0	3	9	7	10	13	3	4.67
Other	Pre-K–3	0	3	10	12	12	2	0	4.00
	4–5	0	0	1	3	1	1	0	4.33
	6–8	0	2	1	2	1	0	0	3.33
	9–12	0	3	3	1	3	3	0	4.00

Note: The average rating is an average of the observation scores in each grade band.

Table 35. Quality of Feedback: Sample Observation Comments by Grade Band

Grade Band	Sample Observation Comments for Quality of Feedback
Pre-K–3	▪ Seventy-six percent of Pre-K–3 classrooms are rated in the middle range for Quality of Feedback. In these classrooms, feedback is most often perfunctory in nature, although there may be occasional feedback loops between teachers and students. When a kindergarten student incorrectly states that a hexagon has four sides, the teacher holds up a hexagon shape and says, "*Hmm, let's check that,"* before they count the sides together. More often, teachers quickly acknowledge student responses before moving on to another student in search of the right answer. For example, when a third-grade student volunteers an incorrect response, a teacher repeats the student's answer in a questioning tone and then calls on another student. ▪ In classrooms that are rated in the middle range, teachers provide students with positive comments, although the comments are often more general and do not consistently provide individualized feedback or encourage students' continued involvement and persistence. Most teachers make comments such as, "*Good job!"* and "*I am proud of you,"* rather than more specific comments such as, "*[Student] tried to spell the word in the air; that's a really good trick*!" ▪ Approximately 13 percent of Pre-K–3 classrooms are rated in the high range for Quality of Feedback. In these classrooms, there are multiple instances when the teacher engages students in sustained back-and-forth exchanges. For example, a first-grade teacher engages students in a series of questions about a word problem, such as, "*What information does the problem give you?*" "*What operation is that?*" and "*What should we do to show we didn't miscount?*" In another class, the teacher asks questions that require students to justify their thinking, including, "*Can you provide some evidence for that?"* and "*What makes you say that?*" ▪ Eleven percent of Pre-K–3 classrooms are rated in the low range for Quality of Feedback. At the low range, teachers rarely provide students with opportunities to explain their thinking. Specifically, teachers often answer their own questions or move too quickly for students to answer questions. For example, one teacher asks, "*If you were [a specific character] would you have done that?*" but then quickly answers that question by saying, "*No, you wouldn't have done that,"* and moves on.
4–8	▪ Approximately 72 percent of classrooms serving students in Grades 4–8 are rated in the middle range for Quality of Feedback. In these classrooms, teachers occasionally offer encouragement that increases students' efforts. For example, a teacher comments, "*I love how you used a sentence frame during our discussion!*" However, at other times, teachers rely on more perfunctory feedback, such as "*Good job*" or "*Excellent*." ▪ Approximately 17 percent of classrooms serving students in Grades 4–8 are rated in the low range for Quality of Feedback. In these classrooms, students are not consistently provided with assistance, hints, or prompting from the teacher. In one mathematics classroom, the teacher circulates the classroom, nodding briefly after looking at each student's work, but moves on to the next student without providing any detailed feedback. ▪ Eleven percent of classrooms serving students in Grades 4–8 are rated in the high range for Quality of Feedback. Within these classrooms, there are

	frequent feedback loops between the teacher and students. For example, a fourth-grade teacher engages students in a series of questions related to a word problem, asking students to use the standard algorithm and a tape diagram to add 43,278 and 27,924. The teacher asks students questions such as, "*What is our first step?*" "*What do you think are key words [in this problem]?*" "*How do I find the answer*?" and "*What does this represent? Am I done?*" In another example, a sixth-grade teacher engages students in a series of questions regarding their ability to read a map and correctly use a key. Questions the teacher asks include *"[Student name] can you explain why you chose Oklahoma*?" "*How do you know that's correct?*" "*Where do you see oil on the map?*" and "*How do you know which state it is in?*" ▪ In classrooms that are rated in the high range, teachers build on student responses to expand students' learning and understanding. In an eighth-grade mathematics class, the teacher clarifies that a bar underneath a number can mean multiple things, including representing a fraction, representing the mathematics operation division, and representing a ratio. In the middle or low range, teachers move quickly between students in search of the "right" answer.
9–12	▪ Sixty-five percent of secondary classrooms are rated in the middle range for Quality of Feedback. Within this range, there are some feedback loops, with many follow-up questions to prompt deeper thinking, and some instances where feedback is nonexistent or perfunctory. Teachers provide some hinting and scaffolding but do not often ask additional follow-up questions to deepen student thinking. For example, in a mathematics classroom, a teacher prompts students with a formula (e.g., "*Remember slope is rise over . . .")* but does not engage students further in deepening responses to evaluating their own answers. In another mathematics class, a teacher responds to a student by saying, "*That would not be the best way to go about it. Who else?"* and then moves on to another student. ▪ Twenty-one percent of classrooms serving students in Grades 9–12 are rated in the high range. In these classrooms, there are back-and-forth exchanges between teachers and students or among students that lead to deeper understanding of the material. These exchanges are sustained interactions (e.g., they include multiple follow-up questions). For example, an 11th-grade teacher engages students in a series of questions such as "*What does that mean?*" "*How did you come to that conclusion?*" and "*What affect does that have?*" In another example, an ELA teacher invites a student to contribute to the class literary analysis of a text. The student notes an instance of irony in the text. The teacher asks, "*Can you say any more about the irony?*" The student, with the teacher's prompting, goes on to cite a specific passage from the text, and the teacher further prompts the student to explain how the passage supports the student's interpretation. The sustained interaction with the teacher leads to the student's deeper understanding of irony as a literary tool.

Language Modeling

Instructional Support domain, Grades Pre-K–3

Language Modeling refers to the quality and amount of the teacher's use of language stimulation and language facilitation techniques (*CLASS Pre-K Manual,* p. 75; *CLASS K–3 Manual*, p. 79).

Ratings in the Low Range. In the low range, there are few conversations in the classroom, particularly between the students and the teacher. The teacher responds to students initiating talk with only a few words, limits students' use of language (in responding to questions), and asks questions that mainly elicit closed-ended responses. The teacher does not extend or rarely extends students' responses or repeats them for clarification. The teacher does not engage in self-talk or parallel talk—explaining what he or she or the students are doing. The teacher does not use new words or advanced language with students. The language used has little variety.

Ratings in the Middle Range. In this range, the teacher talks with students and shows some interest in students, but the conversations are limited and are not prolonged. Usually, the teacher directs the conversations, although the conversations may focus on topics of interest to students. More often, there is a basic exchange of information but limited conversation. The teacher asks a mix of closed- and open-ended questions, although the closed-ended questions may require only short responses. Sometimes, the teacher extends students' responses or repeats what students say. Sometimes, the teacher maps his or her own actions and the students' actions through language and description. The teacher sometimes uses advanced language with students.

Ratings in the High Range. There are frequent conversations in the classroom, particularly between students and the teacher, and these conversations promote language use. Students are encouraged to converse and feel they are valued conversational partners. The teacher asks many open-ended questions that require students to communicate more complex ideas. The teacher often extends or repeats student responses. Frequently, the teacher maps his or her actions and student actions descriptively and uses advanced language with students.

Table 36. Language Modeling: Classroom Ratings at Each Grade Band

Grade Band	Number of Classrooms	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
Pre-K–3	392	9	39	94	121	101	26	2	3.9
BPS Total	**392**	**9**	**39**	**94**	**121**	**101**	**26**	**2**	**3.9**

Note: The average rating is an average of the observation scores in each grade band.

Table 37. Language Modeling: Classroom Ratings at Each Grade Band by Academic Subject

Subject	Grade Band	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
ELA	Pre-K–3	3	19	49	63	67	15	0	4.00
Mathematics	Pre-K–3	6	16	29	39	22	4	1	3.61
Science/STEM	Pre-K–3	0	2	3	2	5	2	0	4.14
History/Social Studies	Pre-K–3	0	0	1	3	1	1	0	4.33
Other	Pre-K–3	0	2	12	14	6	4	1	4.03

Note: The average rating is an average of the observation scores in each grade band.

Table 38. Language Modeling: Sample Observation Comments

Grade Band	Sample Observation Comments for Language Modeling
Pre-K–3	▪ Approximately 81 percent of classrooms are rated in the middle range for Language Modeling. In these classrooms, teachers sometimes use advanced language with students. For example, one teacher defines the vocabulary term *cot* as, "*a small bed*," and another teacher defines *grin* as "*to smile*." In a few instances, a teacher uses context clues to prompt students to come up with their own synonyms, by asking questions such as "W*hat's another word for that?*" However, these instances are brief. ▪ Twelve percent of classrooms are rated in the low range for Language Modeling. In these classrooms, there are few conversations. For example, in a third-grade classroom, students read books at centers but do not talk to their peers about what they are reading. In a first-grade classroom, the teacher asks students to turn-and-talk to each other to discuss a book they are reading at the rug, although this activity is brief. ▪ Fewer than 10 percent of classrooms are rated in the high range for Language Modeling. In these classrooms, teachers ask many open-ended questions to encourage conversations. For example, during a mathematics class, the teacher asks students questions such as "*If I had never done something like this, how would I approach this problem?"* and "*How do I figure out the pattern?"* At the middle and low levels, teachers ask many closed-ended questions (e.g., "*Is it greater or less than?"* and "*Where do you move the decimal point?"*).

Instructional Dialogue

Instructional Support domain, Grades 4–12

Instructional Dialogue captures the purposeful use of content-focused discussion among teachers and students that is cumulative, with the teacher supporting students to chain ideas together in ways that lead to deeper understanding of content. Students take an active role in these dialogues, and both the teacher and students use strategies that facilitate extended dialogue (*CLASS Upper Elementary Manual*, p. 97; *CLASS Secondary Manual*, p. 101).

Ratings in the Low Range. At the low range, there are no or few discussions in the class, the discussions are not related to content or skill development, or the discussions contain only simple question–response exchanges between the teacher and students. The class is dominated by teacher talk, and discussion is limited. The teacher and students ask closed-ended questions; rarely acknowledge, report, or extend other students' comments; and/or appear disinterested in other students' comments, resulting in many students not being engaged in instructional dialogues.

Ratings in the Middle Range. At this range, there are occasional content-based discussions in class among teachers and students; however, these exchanges are brief or quickly move from one topic to another without follow-up questions or comments from the teacher and other students. The class is mostly dominated by teacher talk, although there are times when students take a more active role, or there are distributed dialogues that involve only a few students in the class. The teacher and students sometimes facilitate and encourage more elaborate dialogue, but such efforts are brief, inconsistent, or ineffective at consistently engaging students in extended dialogues.

Ratings in the High Range. At the high range, there are frequent, content-driven discussions in the class between teachers and students or among students. The discussions build depth of knowledge through cumulative, contingent exchanges. The class dialogues are distributed in a way that the teacher and the majority of students take an active role or students are actively engaged in instructional dialogues with each other. The teacher and students frequently use strategies that encourage more elaborate dialogue, such as open-ended questions, repetition or extension, and active listening. Students respond to these techniques by fully participating in extended dialogues.

Table 39. Instructional Dialogue: Classroom Ratings at Each Grade Band

Grade Band	Number of Classrooms	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
4–5	170	5	20	31	46	41	20	7	4.09
6–8	179	15	47	37	32	31	15	2	3.39
9–12	248	25	29	41	62	45	40	6	3.88
BPS Total	**597**	**45**	**96**	**109**	**140**	**117**	**75**	**15**	**3.79**

Note: The average rating is an average of the observation scores in each grade band.

Table 40. Instructional Dialogue: Classroom Ratings at Each Grade Band by Academic Subject

Subject	Grade Band	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
ELA	4–5	4	7	18	20	21	9	3	4.05
	6–8	4	15	12	10	5	1	0	3.00
	9–12	8	7	12	15	13	12	1	3.85
Mathematics	4–5	1	11	11	14	18	5	2	3.97
	6–8	3	14	13	12	6	10	1	3.64
	9–12	6	9	14	15	12	11	3	3.90
Science/STEM	4–5	0	0	1	5	0	3	1	4.80
	6–8	2	10	5	5	11	1	1	3.57
	9–12	5	8	10	13	11	4	1	3.63
History/Social Studies	4–5	0	2	1	3	1	2	1	4.30
	6–8	5	5	6	5	9	2	0	3.44
	9–12	4	4	4	13	7	12	1	4.22
Other	4–5	0	0	0	4	1	1	0	4.50
	6–8	1	3	1	0	0	1	0	2.67
	9–12	2	1	1	6	2	1	0	3.62

Note: The average rating is an average of the observation scores in each grade band.

Table 41. Instructional Dialogue: Sample Observation Comments by Grade Band

Grade Band	Sample Observation Comments for Instructional Dialogue
4–8	▪ Sixty-two percent of classrooms serving students in Grades 4–8 are rated in the middle range for Instructional Dialogue. In these classrooms, there are occasional content-based discussions in class. For example, fifth-grade students discuss the events of a chapter book they are reading. In a fourth-grade classroom, students discuss the "food for thought" question in pairs. However, these opportunities are usually brief. ▪ Approximately 25 percent of classrooms serving students in Grades 4–8 are rated in the low range for Instructional Dialogue. In these classrooms, there is no discussion, or the class is dominated by teacher talk. For example, in a sixth-grade ELA classroom, a teacher provides a strong explanation of what stereotyping is and how it differs from other forms of prejudice. However, the discussion is teacher centered, and students are not given a chance to contribute to the discussion. In other classrooms, students work independently for long lengths of time. ▪ Thirteen percent of classrooms serving students in Grades 4–8 are rated in the high range for Instructional Dialogue. In the high range, teachers use a variety of facilitation strategies to encourage more elaborate dialogue. In a seventh-grade classroom, a teacher prompts students by stating, "Tell me more about that" and then encourages other students to add on by stating, "I'd like to know who disagrees with [student name]. You know I welcome disagreement, so please let us know if you disagree and why." At the middle or low range, there are more closed-ended questions that require short, rote responses from teachers.
9–12	▪ Sixty percent of high school classrooms are rated in the middle range for instructional dialogue. In these classrooms, discussions of content are brief and without follow-up questions or comments from the students. For example, mathematics teachers typically asks closed-ended questions such as "*What is the answer?*" or "*What is my next step in solving the problem?*" These questions elicit brief responses from students, and teachers do not attempt to chain student responses together. All discussion in these classrooms consists of brief snippets that all flow through the teacher. ▪ Nineteen percent of classrooms are rated in the high range. In these classrooms, there are frequent and extended content-related discussions among teachers and students. For example, in a 10th-grade ELA classroom, students discuss a writing prompt about why someone may take the blame for something they did not do. Students are very engaged in the discussion, volunteering possible reasons and personal anecdotes. The teacher frequently repeats and connects students' thoughts, with comments such as, "*What you are saying is that someone may take the blame for friends or family,*" *"What I am hearing is that people take the blame for those that they love,*" and "*You are saying . . .*" The teacher's comments keep the discussion going and support students in building on one another's comments. Similarly, a social studies teacher uses a paired turn-and-talk to begin and extend the whole-class discussion of their study of cultures in Latin America. ▪ Twenty-two percent of classrooms are rated in the low range. In these classrooms, teachers use closed-ended questions (i.e., short right/wrong questions), and teacher talk dominates. In some cases, teachers do most of the talking while solving a problem at the board and explain the procedure to complete the problem, without students having the opportunity to meaningfully contribute. Similarly, in a 12th-grade English class, the teacher explains and previews a play the students will read, without calling on any students.

Student Engagement

Student Engagement domain, Grades 4–12

Student Engagement refers to the extent to which all students in the class are focused and participating in the learning activity that is presented or facilitated by the teacher. The difference between passive engagement and active engagement is reflected in this rating (*CLASS Upper Elementary Manual*, p. 105; *CLASS Secondary Manual*, p. 101).

Ratings in the Low Range. In the low range, the majority of students appear distracted or disengaged.

Ratings in the Middle Range. In the middle range, students are passively engaged, listening to or watching the teacher; student engagement is mixed, with the majority of students actively engaged for part of the time and disengaged for the rest of the time; or there is a mix of student engagement, with some students actively engaged and some students disengaged.

Ratings in the High Range. In the high range, most students are actively engaged in the classroom discussions and activities.

Table 42. Student Engagement: Classroom Ratings at Each Grade Band

Grade Band	Number of Classrooms	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
Pre-K–3	0	0	0	0	0	0	0	0	
4–5	170	0	1	4	27	68	53	17	5.29
6–8	179	0	2	10	42	62	51	12	5.04
9–12	248	0	2	9	46	102	80	9	5.11
BPS Total	**597**	**0**	**5**	**23**	**115**	**232**	**184**	**38**	**5.14**

Note: The average rating is an average of the observation scores in each grade band.

Table 43. Student Engagement: Classroom Ratings at Each Grade Band by Academic Subject

Subject	Grade Band	Low Range		Middle Range			High Range		Average Rating
		1	2	3	4	5	6	7	
ELA	4–5	0	1	3	14	26	26	12	5.33
	6–8	0	1	0	11	21	12	2	5.04
	9–12	0	2	4	11	25	23	3	5.06
Mathematics	4–5	0	0	1	7	32	19	3	5.26
	6–8	0	0	1	16	16	22	4	5.20
	9–12	0	0	2	14	31	22	1	5.09
Science/STEM	4–5	0	0	0	1	6	2	1	5.30
	6–8	0	0	4	9	11	8	3	4.91
	9–12	0	0	1	10	21	17	3	5.21
History/Social Studies	4–5	0	0	0	3	2	4	1	5.30
	6–8	0	1	4	6	10	9	2	4.88
	9–12	0	0	2	7	22	13	1	5.09
Other	4–5	0	0	0	2	2	2	0	5.00
	6–8	0	0	1	0	4	0	1	5.00
	9–12	0	0	0	4	3	5	1	5.23

Note: The average rating is an average of the observation scores in each grade band.

Table 44. Student Engagement: Sample Observation Comments by Grade Band

Grade Band	Sample Observation Comments for Student Engagement
4–8	▪ Sixty-one percent of classrooms serving students in Grades 4–8 are rated in the middle range for Student Engagement. At the middle range, there is a mix of student engagement, with the majority of students actively engaged for part of the time and passively engaged or disengaged for the rest of the time. Occasionally, students appear to be merely listening, waiting passively for the teacher's assistance, having off-topic conversations, or wandering the classroom. ▪ Thirty-eight percent of classrooms serving students in Grades 4–8 are rated in the high range for Student Engagement. In these classrooms, students are actively engaged for sustained periods. For example, a majority of students consistently raise their hands to participate in classroom discussions and work constructively in partnerships. In some classrooms, teachers encourage more participation with statements such as, "*Only a few hands? Only a few people noticed things?*" Following these statements, more students raise their hands to participate.
9–12	▪ Sixty-three percent of classrooms serving students in Grades 9–12 are rated in the middle range for Student Engagement. In these classrooms, there is a mix of engagement. At times, students volunteer answers when the teacher asks questions, pay attention when the teacher is presenting information, actively take notes, and work on task with their peers during group activities. At other times, some students are disengaged, as seen by students looking at their phones, listening to music instead of working on the assigned activity, and occasionally leaving the classroom without permission or when they should be working. ▪ Approximately 36 percent of classrooms serving students in Grades 9–12 are rated in the high range for Student Engagement. In these classrooms, students are actively engaged for sustained periods. For example, students are observed getting straight to work during the Do Now at the start of class, and many students raise their hands to answer the teacher's questions during whole-class instruction.

Summary of Average Ratings

The following tables summarize ratings by grade band for all dimensions.

Table 45. Summary Table of Average Ratings for Each Dimension in Classrooms, Grades Pre-K–3

	Low Range		Middle Range			High Range		Average Rating*
	1	2	3	4	5	6	7	
Emotional Support Domain	**6**	**40**	**102**	**207**	**324**	**330**	**559**	**5.57**
Positive Climate	0	3	9	45	117	116	102	5.63
Negative Climate**	0	0	0	2	3	53	334	6.83
Teacher Sensitivity	0	3	10	50	100	117	112	5.67
Regard for Student Perspectives	6	34	83	110	104	44	11	4.14
Classroom Organization Domain	**0**	**5**	**56**	**143**	**263**	**297**	**412**	**5.72**
Behavior Management	0	1	10	36	70	98	177	6.00
Productivity	0	0	8	23	51	99	211	6.23
Instructional Learning Formats	0	4	38	84	142	100	24	4.94
Instructional Support Domain	**29**	**159**	**308**	**326**	**258**	**90**	**6**	**3.78**
Concept Development	15	80	128	97	53	17	2	3.39
Quality of Feedback	5	40	86	108	104	47	2	4.06
Language Modeling	9	39	94	121	101	26	2	3.90

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([1 x 0] + [2 x 3] + [3 x 9] + [4 x 45] + [5 x 117] + [6 x 116] + [7 x 102]) ÷ 392 classrooms = 5.63

**Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: ([7 x 334] + [6 x 53] + [5 x 3] + [4 x 2]) ÷ 392 classrooms = 6.83

Table 46. Summary Table of Average Ratings for Each Dimension in Classrooms, Grades 4–5

	Low Range		Middle Range			High Range		Average Rating*
	1	2	3	4	5	6	7	
Emotional Support Domain	**7**	**22**	**74**	**87**	**129**	**106**	**85**	**4.90**
Positive Climate	0	1	11	27	51	47	33	5.36
Teacher Sensitivity	0	2	6	20	48	44	50	5.62
Regard for Student Perspectives	7	19	57	40	30	15	2	3.71
Classroom Organization Domain	**0**	**3**	**12**	**21**	**52**	**105**	**317**	**6.34**
Behavior Management	0	2	5	10	31	42	80	6.04
Productivity	0	1	6	11	15	46	91	6.19
Negative Climate**	0	0	1	0	6	17	146	6.81
Instructional Support Domain	**20**	**97**	**178**	**209**	**233**	**96**	**17**	**4.05**
Instructional Learning Formats	0	1	18	37	72	36	6	4.84
Content Understanding	2	23	35	45	53	12	0	3.94
Analysis and Inquiry	9	44	54	37	19	7	0	3.20
Quality of Feedback	4	9	40	44	48	21	4	4.19
Instructional Dialogue	5	20	31	46	41	20	7	4.09
Student Engagement	**0**	**1**	**4**	**27**	**68**	**53**	**17**	**5.29**

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([1 x 0] + [2 x 1] + [3 x 11] + [4 x 27] + [5 x 51] + [6 x 47] + [7 x 33]) ÷ 170 classrooms = 5.36

**Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: ([7 x 146] + [6 x 17] + [5 x 6] + [3 x 1]) ÷ 170 classrooms = 6.81

Table 47. Summary Table of Average Ratings for Each Dimension in Classrooms, Grades 6–8

	Low Range		Middle Range			High Range		Average Rating*
	1	2	3	4	5	6	7	
Emotional Support Domain	**11**	**44**	**88**	**118**	**111**	**106**	**59**	**4.54**
Positive Climate	0	7	20	39	47	45	21	4.93
Teacher Sensitivity	1	3	15	35	36	53	36	5.26
Regard for Student Perspectives	10	34	53	44	28	8	2	3.44
Classroom Organization Domain	**4**	**10**	**22**	**31**	**50**	**116**	**304**	**6.12**
Behavior Management	3	5	9	17	18	53	74	5.78
Productivity	1	5	11	14	26	37	85	5.85
Negative Climate**	0	0	2	0	6	26	145	6.74
Instructional Support Domain	**61**	**165**	**198**	**176**	**195**	**84**	**16**	**3.66**
Instructional Learning Formats	0	5	28	29	70	38	9	4.75
Content Understanding	7	31	40	42	40	19	0	3.75
Analysis and Inquiry	28	47	57	23	21	3	0	2.84
Quality of Feedback	11	35	36	50	33	9	5	3.59
Instructional Dialogue	15	47	37	32	31	15	2	3.39
Student Engagement	**0**	**2**	**10**	**42**	**62**	**51**	**12**	**5.04**

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([1 x 0] + [2 x 7] + [3 x 20] + [4 x 39] + [5 x 47] + [6 x 45] + [7 x 21]) ÷ 179 classrooms = 4.93

**Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: ([7 x 145] + [6 x 26] + [5 x 6] + [3 x 2]) ÷ 179 classrooms = 6.74

Table 48. Summary Table of Average Ratings for Each Dimension in Classrooms, Grades 9–12

	Low Range		Middle Range			High Range		Average Rating*
	1	2	3	4	5	6	7	
Emotional Support Domain	**15**	**49**	**95**	**143**	**182**	**170**	**90**	**4.74**
Positive Climate	1	8	13	36	73	74	43	5.28
Teacher Sensitivity	1	6	12	44	63	78	44	5.31
Regard for Student Perspectives	13	35	70	63	46	18	3	3.65
Classroom Organization Domain	**1**	**4**	**14**	**29**	**69**	**158**	**469**	**6.38**
Behavior Management	1	2	7	18	30	70	120	6.08
Productivity	0	2	7	10	34	61	134	6.21
Negative Climate**	0	0	0	1	5	27	215	6.84
Instructional Support Domain	**59**	**141**	**216**	**275**	**300**	**199**	**50**	**4.14**
Instructional Learning Formats	3	3	22	53	83	59	25	4.96
Content Understanding	5	22	42	66	71	37	5	4.24
Analysis and Inquiry	23	54	65	44	37	20	5	3.40
Quality of Feedback	3	33	46	50	64	43	9	4.23
Instructional Dialogue	25	29	41	62	45	40	6	3.88
Student Engagement	**0**	**2**	**9**	**46**	**102**	**80**	**9**	**5.11**

*The district average is an average of the scores. For example, for Positive Climate, the district average is computed as: ([1 x 1] + [2 x 8] + [3 x 13] + [4 x 36] + [5 x 73] + [6 x 74] + [7 x 43]) ÷ 249 classrooms = 5.28

**Negative Climate is rated on an inverse scale. An original score of 1 is given a value of 7. The scoring in the table reflects the normalized adjustment: ([7 x 215] + [6 x 27] + [5 x 5] + [4 x 1]) ÷ 249 classrooms = 6.84

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Appendix

The following tables compare specialized groups of schools within the Boston Public Schools on their ratings on CLASS dimensions.

Exam School Status

Table A1. Exam School Status: Differences in Ratings of Each Indicator for Exam and Non-Exam Schools

	Emotional Support			Classroom Organization			Instructional Support					Student Engagement
	PC	TS	RSP	BM	P	NC**	ILF	CU**	AI**	QF	ID**	SE
Exam Schools	5.63	5.00	3.70	6.38	6.66	6.93	4.86	4.30	3.30	4.29	4.34	5.34
Grades 6–8	5.76	5.62	3.71	6.10	6.29	6.86	4.71	3.76	2.76	4.05	3.95	5.33
Grades 9–12	5.54	4.63	3.69	6.54	6.89	6.97	4.94	4.63	3.63	4.43	4.57	5.34
Non-Exam Schools	5.06	5.33	3.54	5.89	5.96	6.78	4.88	3.99	3.14	3.91	3.57	5.04
Grades 6–8	4.82	5.22	3.40	5.73	5.79	6.73	4.76	3.75	2.85	3.53	3.32	5.00
Grades 9–12	5.24	5.42	3.64	6.00	6.09	6.82	4.97	4.17	3.36	4.19	3.76	5.08

Note: CLASS dimensions abbreviated: PC = Positive Climate; TS = Teacher Sensitivity; RSP = Regard for Student Perspectives (Adolescent Perspectives in upper elementary and secondary); BM = Behavior Management; P = Productivity; NC = Negative Climate; ILF = Instructional Learning Formats; CD = Concept Development; CU = Content Understanding; AI = Analysis & Inquiry; QF = Quality of Feedback; LM = Language Modeling; ID = Instructional Dialogue; SE = Student Engagement
** Upper elementary and secondary classes only

Excellence for All

Table A2. Excellence for All: Differences in Ratings of Each Indicator for Excellence for All and Non-Excellence for All Schools

	Emotional Support				Classroom Organization				Instructional Support							Student Engagement
	PC	TC	TS	RSP	BM	P	NC**	ILF*	ILF	CD*	CU**	AI**	QF	LM*	ID**	SE
Excellence for All Schools	**5.39**	**6.88**	**5.64**	**3.77**	**6.18**	**6.20**	**6.80**	**4.71**	**5.06**	**3.24**	**3.84**	**3.22**	**4.17**	**3.65**	**4.31**	**5.27**
Grade 3	5.53	6.88	5.29	3.76	6.35	6.18	--	4.71	--	3.24	--	--	4.35	3.65	--	--
Grade 4	5.53	--	5.89	3.95	6.21	6.26	6.63	--	5.16	--	3.95	3.37	4.32	--	4.42	**5.26**
Grade 5	5.74	--	5.89	3.89	6.00	6.16	6.84	--	4.89	--	3.89	3.47	4.47	--	4.42	**5.37**
Grade 6	4.36	--	5.27	3.27	6.18	6.18	7.00	--	5.18	--	3.55	2.55	3.09	--	3.91	**5.09**
Non-Excellence for All Schools	**5.30**	**6.87**	**5.48**	**3.75**	**6.04**	**6.17**	**6.80**	**4.77**	**4.76**	**3.67**	**3.89**	**3.08**	**4.03**	**3.86**	**3.85**	**5.26**
Grade 3	5.56	6.87	5.60	4.07	6.16	6.23	--	4.77	--	3.67	--	--	4.23	3.86	--	--
Grade 4	5.39	--	5.61	3.79	5.99	6.24	6.81	--	4.93	--	4.06	3.31	4.27	--	4.09	**5.36**
Grade 5	5.09	--	5.34	3.47	6.00	6.15	6.81	--	4.64	--	3.92	3.00	4.00	--	3.98	**5.17**
Grade 6	4.91	--	5.20	3.43	5.97	5.94	6.77	--	4.63	--	3.51	2.74	3.20	--	3.17	**5.20**

Note: CLASS dimensions abbreviated: PC = Positive Climate; TS = Teacher Sensitivity; RSP = Regard for Student Perspectives (Adolescent Perspectives in upper elementary and secondary); BM = Behavior Management; P = Productivity; NC = Negative Climate; ILF = Instructional Learning Formats; CD = Concept Development; CU = Content Understanding; AI = Analysis & Inquiry; QF = Quality of Feedback; LM = Language Modeling; ID = Instructional Dialogue; SE = Student Engagement

* K–3 classrooms only

** Upper elementary and secondary classes only

Pilot and Innovation Schools

Table A3. Pilot and Innovation Schools: Differences in Ratings of Each Indicator for Pilot and Innovation Schools and All Other Schools

	Emotional Support				Classroom Organization				Instructional Support							Student Engagement
	PC	NC*	TS	RSP	BM	P	NC**	ILF*	ILF	CD*	CU**	AI**	QF	LM*	ID*	SE
Pilot and Innovation Schools	**5.23**	**6.86**	**5.32**	**3.76**	**5.90**	**5.97**	**6.77**	**4.87**	**4.93**	**3.59**	**3.95**	**3.19**	**3.94**	**3.80**	**3.66**	**5.05**
Grades Pre-K–3	5.68	6.86	5.51	4.25	5.96	6.07	--	4.87	--	3.59	--	--	4.26	3.80	--	--
Grades 4–5	5.00	--	5.47	3.50	5.77	5.87	6.73	--	4.73	--	3.77	3.27	4.20	--	4.00	5.20
Grades 6–8	4.74	--	5.00	3.04	5.81	5.83	6.79	--	4.74	--	3.72	2.81	3.17	--	3.47	4.91
Grades 9–12	5.21	--	5.29	3.87	5.95	6.01	6.78	--	5.12	--	4.15	3.40	4.03	--	3.65	5.08
All Other BPS Schools	**5.41**	**6.83**	**5.55**	**3.83**	**6.01**	**6.20**	**6.81**	**4.95**	**4.84**	**3.34**	**4.03**	**3.17**	**4.07**	**3.92**	**3.84**	**5.17**
Grades Pre-K–3	5.62	6.83	5.70	4.12	6.01	6.26	--	4.95	--	3.34	--	--	4.02	3.92	--	--
Grades 4–5	5.44	--	5.66	3.75	6.09	6.26	6.82	--	4.86	--	3.98	3.19	4.19	--	4.11	5.31
Grades 6–8	4.99	--	5.36	3.58	5.77	5.86	6.73	--	4.76	--	3.76	2.85	3.74	--	3.36	5.08
Grades 9–12	5.32	--	5.31	3.54	6.14	6.29	6.86	--	4.89	--	4.28	3.39	4.32	--	3.98	5.13

Note: CLASS dimensions abbreviated: PC = Positive Climate; TS = Teacher Sensitivity; RSP = Regard for Student Perspectives (Adolescent Perspectives in upper elementary and secondary); BM = Behavior Management; P = Productivity; NC = Negative Climate; ILF = Instructional Learning Formats; CD = Concept Development; CU = Content Understanding; AI = Analysis & Inquiry; QF = Quality of Feedback; LM = Language Modeling; ID = Instructional Dialogue; SE = Student Engagement

* K–3 classrooms only

** Upper elementary and secondary classes only

Differences in School Learning Networks

Table A4. Differences in School Learning Networks: Redesign and Transformation Schools Compared to Learning Network Schools

	Emotional Support				Classroom Organization				Instructional Support							Student Engagement
	PC	NC*	TS	RSP	BM	P	NC**	ILF*	ILF	CD*	CU**	AI**	QF	LM*	ID**	SE
Redesign and Transformation Schools	**5.31**	**7.00**	**5.30**	**3.64**	**6.08**	**6.16**	**6.85**	**5.50**	**4.93**	**4.00**	**4.18**	**3.37**	**4.18**	**4.00**	**3.84**	**5.09**
Grades Pre-K–3	6.00	7.00	6.00	5.00	7.00	6.50	--	5.50	--	4.00	--	--	4.00	4.00	--	--
Grades 4–5	5.00	--	5.00	4.00	6.50	6.00	7.00	--	5.50	--	5.00	4.50	5.00	--	3.50	5.50
Grades 6–8	5.43	--	5.23	3.37	5.97	6.11	6.89	--	4.60	--	3.77	2.97	3.74	--	3.63	5.06
Grades 9–12	5.29	--	5.31	3.67	6.08	6.16	6.84	--	4.98	--	4.24	3.42	4.23	--	3.87	5.09
Learning Network Schools	**5.39**	**6.83**	**5.57**	**3.88**	**5.95**	**6.14**	**6.76**	**4.94**	**4.81**	**3.38**	**3.86**	**3.01**	**3.99**	**3.90**	**3.75**	**5.18**
Grades Pre-K–3	5.63	6.83	5.67	4.14	6.00	6.23	--	4.94	--	3.38	--	--	4.06	3.90	--	--
Grades 4–5	5.36	--	5.63	3.70	6.03	6.19	6.80	--	4.83	--	3.93	3.18	4.18	--	4.10	5.29
Grades 6–8	4.81	--	5.27	3.45	5.73	5.78	6.71	--	4.79	--	3.74	2.81	3.56	--	3.33	5.03
Grades 9–12	5.23	--	5.31	3.23	6.08	7.00	6.77	--	4.69	--	4.23	3.00	4.08	--	3.92	5.54

Note: CLASS dimensions abbreviated: PC = Positive Climate; TS = Teacher Sensitivity; RSP = Regard for Student Perspectives (Adolescent Perspectives in upper elementary and secondary); BM = Behavior Management; P = Productivity; NC = Negative Climate; ILF = Instructional Learning Formats; CD = Concept Development; CU = Content Understanding; AI = Analysis & Inquiry; QF = Quality of Feedback; LM = Language Modeling; ID = Instructional Dialogue; SE = Student Engagement

* K–3 classrooms only

** Upper elementary and secondary classes only

Differences in School Structure

Table A5. Differences in School Structure: Pre-K–5 and 6–8 Schools Compared to Pre-K–8 Schools

	Emotional Support				Classroom Organization				Instructional Support							Student Engagement
	PC	NC*	TS	RSP	BM	P	NC**	ILF*	ILF	CD*	CU**	AI**	QF	LM*	ID**	SE
Grades Pre-K–5 Schools[1]	**5.64**	**6.84**	**5.78**	**3.99**	**6.01**	**6.30**	**6.83**	**4.93**	**4.90**	**3.39**	**4.07**	**3.32**	**4.22**	**4.12**	**4.31**	**5.33**
Grades Pre-K–3	5.73	6.84	5.80	4.17	6.00	6.29	--	4.93	--	3.39	--	--	4.15	4.12	--	--
Grades 4–5	5.46	--	5.74	3.63	6.03	6.33	6.83	--	4.90	--	4.07	3.32	4.35	--	4.31	5.33
Grade 6–8 Schools	**4.93**		**5.80**	**3.80**	**5.86**	**6.14**	**6.59**		**5.48**		**4.23**	**3.11**	**3.98**		**3.50**	**5.32**
Pre-K–8 Schools[1]	**5.20**	**6.83**	**5.32**	**3.78**	**5.90**	**5.92**	**6.77**	**4.92**	**4.55**	**3.25**	**3.58**	**2.74**	**3.70**	**3.54**	**3.48**	**5.03**
Grades Pre-K–3	5.52	6.83	5.44	4.09	6.01	6.12	--	4.92	--	3.25	--	--	3.80	3.54	--	--
Grades 4–5	5.25	--	5.49	3.88	6.04	6.01	6.79	--	4.72	--	3.69	2.90	3.99	--	3.88	5.22
Grades 6–8	4.70	--	5.02	3.25	5.63	5.57	6.75	--	4.43	--	3.50	2.63	3.35	--	3.21	4.90

[1] Pre-K–5 schools and Pre-K–8 schools also include K–5 and K–8 schools.

Note: CLASS dimensions abbreviated: PC = Positive Climate; TS = Teacher Sensitivity; RSP = Regard for Student Perspectives (Adolescent Perspectives in upper elementary and secondary); BM = Behavior Management; P = Productivity; NC = Negative Climate; ILF = Instructional Learning Formats; CD = Concept Development; CU = Content Understanding; AI = Analysis & Inquiry; QF = Quality of Feedback; LM = Language Modeling; ID = Instructional Dialogue; SE = Student Engagement

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Differences in School Groups

Table A6. Differences in School Groups: Accountability and Support Schools Compared to Non-Support Schools

	Emotional Support				Classroom Organization				Instructional Support							Student Engagement
	PC	NC*	TS	RSP	BM	P	NC**	ILF*	ILF	CD*	CU**	AI**	QF	LM*	ID**	SE
Support Schools	5.15	6.85	5.50	3.78	5.92	6.02	6.78	4.79	4.91	3.29	3.95	3.18	3.98	3.77	3.78	5.12
Grades Pre-K–3	5.49	6.85	5.50	4.17	5.90	6.09	--	4.79	--	3.29	--	--	3.98	3.77	--	--
Grades 4–5	5.20	--	5.47	3.71	6.08	6.17	6.83	--	4.76	--	3.71	3.07	3.93	--	3.86	5.29
Grades 6–8	4.81	--	5.44	3.59	5.75	5.76	6.73	--	4.93	--	3.82	2.88	3.62	--	3.42	5.09
Grades 9–12	5.06	--	5.56	3.59	5.98	6.05	6.79	--	4.97	--	4.16	3.47	4.28	--	4.01	5.04
Non-Support Schools	5.50	6.83	5.49	3.84	6.03	6.22	6.82	4.99	4.83	3.42	4.05	3.16	4.07	3.94	3.80	5.16
Grades Pre-K–3	5.69	6.83	5.73	4.13	6.04	6.28	--	4.99	--	3.42	--	--	4.09	3.94	--	--
Grades 4–5	5.44	--	5.70	3.70	6.01	6.20	6.79	--	4.87	--	4.06	3.27	4.32	--	4.22	5.29
Grades 6–8	5.03	--	5.11	3.30	5.80	5.93	6.76	--	4.60	--	3.68	2.80	3.56	--	3.36	4.99
Grades 9–12	5.48	--	5.08	3.69	6.17	6.34	6.88	--	4.95	--	4.30	3.33	4.18	--	3.76	5.17

Note: CLASS dimensions abbreviated: PC = Positive Climate; TS = Teacher Sensitivity; RSP = Regard for Student Perspectives (Adolescent Perspectives in upper elementary and secondary); BM = Behavior Management; P = Productivity; NC = Negative Climate; ILF = Instructional Learning Formats; CD = Concept Development; CU = Content Understanding; AI = Analysis & Inquiry; QF = Quality of Feedback; LM = Language Modeling; ID = Instructional Dialogue; SE = Student Engagement

* K–3 classrooms only

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Accountability Percentile Comparison

Table A7. Differences in School Groups: Accountability Percentile Comparison

Accountability Percentile	Emotional Support				Classroom Organization				Instructional Support							Student Engagement
	PC	NC*	TS	RSP	BM	P	NC**	ILF*	ILF	CD*	CU**	AI**	QF	LM*	ID**	SE
1 to 10 Percentile	5.12	6.84	5.48	3.78	5.90	5.96	6.78	4.68	4.93	3.24	3.94	3.13	3.96	3.67	3.78	5.10
11 to 20 Percentile	5.43	6.86	5.44	3.78	5.90	6.06	6.70	4.96	4.71	3.37	3.76	3.07	3.98	3.94	3.54	5.00
21 to 40 Percentile	5.48	6.87	5.57	3.76	6.03	6.16	6.83	5.13	4.85	3.22	4.08	3.26	4.06	3.87	3.62	5.21
41 to 60 Percentile	5.74	6.79	5.85	4.39	6.08	6.54	7.00	5.16	5.61	3.37	4.61	3.78	4.03	3.98	4.72	5.78
61+ Percentile	5.54	6.68	5.19	3.76	6.26	6.55	6.92	4.59	4.82	3.86	4.26	3.30	4.14	4.05	4.21	5.27
Overall	**5.37**	**6.83**	**5.50**	**3.81**	**5.99**	**6.15**	**6.80**	**4.94**	**4.86**	**3.39**	**4.01**	**3.17**	**4.04**	**3.90**	**3.79**	**5.14**

Note: CLASS dimensions abbreviated: PC = Positive Climate; TS = Teacher Sensitivity; RSP = Regard for Student Perspectives (Adolescent Perspectives in upper elementary and secondary); BM = Behavior Management; P = Productivity; NC = Negative Climate; ILF = Instructional Learning Formats; CD = Concept Development; CU = Content Understanding; AI = Analysis & Inquiry; QF = Quality of Feedback; LM = Language Modeling; ID = Instructional Dialogue; SE = Student Engagement

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