Long-Term Facilities Plan: Cycle 4

November 18, 2026

BPS



Long-Term Facilities Plan: History & Goals

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LTFP History: Why was it developed?

Summer 2022

- **Long Term Facilities Plan named as a deliverable** under Systemic Improvement Plan (SIP) agreement between BPS, City of Boston, DESE.
- **Enrollment decline of over 7,000 students** from SY17-18 to SY22-23.

Fall 2022

- Launched a **PreK–6 and 7–12 School Design Study**

Fall 2023/Winter 2024

- Released the **Facilities Condition Assessment**
- Submitted the **LTFP** to DESE, followed by **Building Our Future**, a family-friendly guide to the LTFP
- **Robust engagement process** to understand community's priorities

Spring 2024

- Published **LTFP Data Framework** **to clarify decision-making**

Winter 2025

- Conducted **long-term enrollment projections** and developed rightsizing target for 2030

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Community Engagement

- BPS listened to community input to develop the Long-Term Facilities Plan.
- High-Quality Student Experience defines what community identified as necessary in a school: physical spaces that support learning, academic opportunities, programs and supports, arts, sports, extracurriculars, etc.
- Recommendations are determined by the district based on a clear set of criteria that make sure conditions are in place for students and school communities to be successful.
- Prior to the School Committee vote, school communities are engaged to understand the criteria and recommendations. Following the vote, school communities are engaged to define and implement a successful 18 month transition plan.

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Community Engagement

2023-2024: PRE-LTFP PUBLICATION

Community questions: ***"What are your priorities for BPS? What do you want to be true for all students? Did we hear you right?"***

- **75** small-group conversations at **21** public listening sessions and focus groups, reaching **500** students, families, staff, alumni, and partners.
- **9,000+** survey responses, including from **6,600+** people who identified as belonging to one or more groups included in the OAG Policy

Summary of what we heard.

Community priorities are embedded in decision-making criteria (e.g., Building Experience Score).

2024: POST-LTFP PUBLICATION

Engaged 3,000 community members in applying the data from the LTFP, identifying themes to inform the development of proposals and understand transition priorities.

- **12 community events**
- **425 participants** in webinar
- About **200 community members** participated in workshops
- PD session with **all school leaders**
- Survey with nearly **1,900 survey respondents**

Summary of what we've heard, esp. clear support plans, knowledge of welcoming schools, and having assignment priority.

2022-2026: SCHOOL COMMITTEE

9 presentations to the Boston School Committee

- **5** on the development and production of the LTFP – including 2 on the data and tools to guide decision-making
- **4**, 1 for each cycle of recommendations

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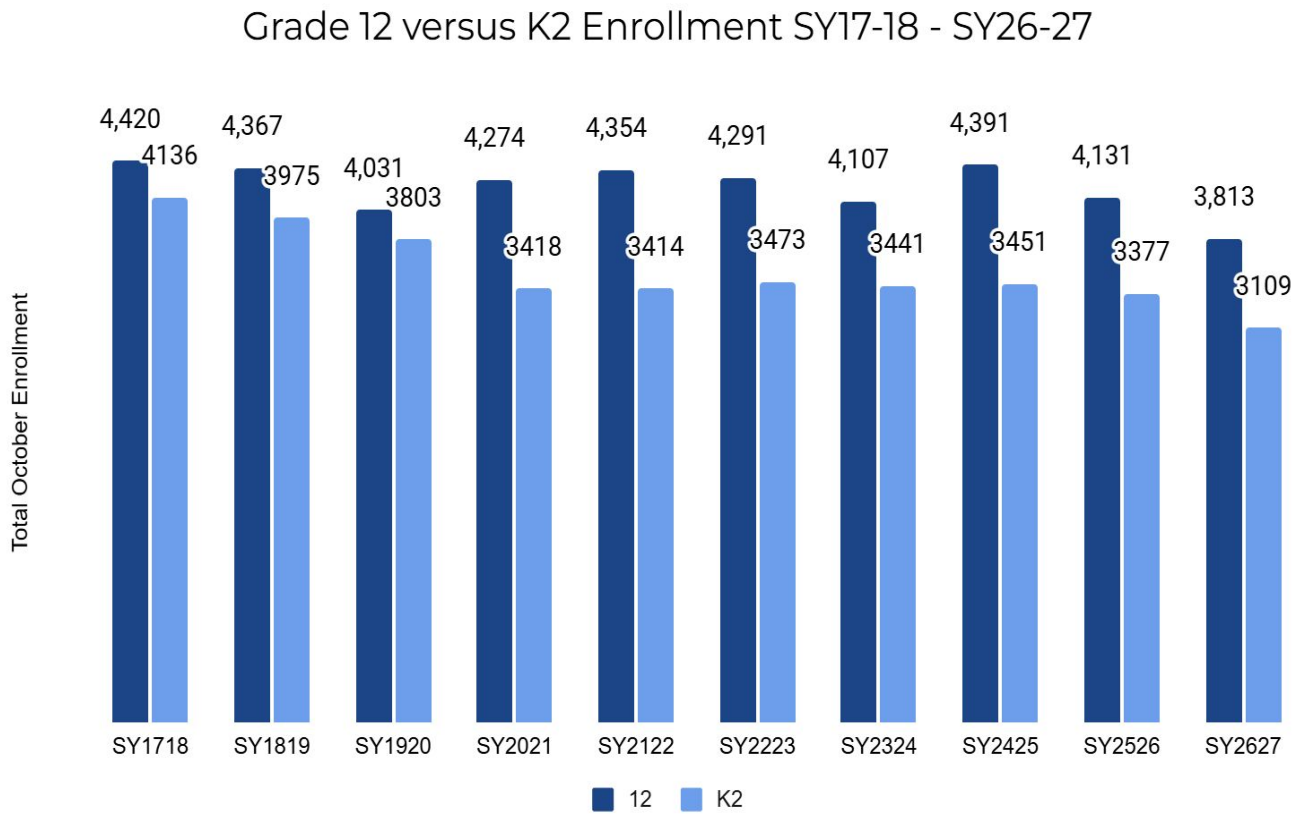
Community Feedback on Rightsizing

Throughout the year-long engagement process, students and families expressed that access to a high quality education was their top criterion for choosing a school. When we engaged communities directly about plans for rightsizing (closures, mergers), we heard clear themes that influenced the implementation of the LTFP.

WHAT WE HEARD (*non-exhaustive*)	WHAT WE DID
PRIORITIES IN TRANSITION: A clear point of contact, a clear transportation plan, knowledge of programs and opportunities well in advance of transition, having assignment priority, and special transition supports for students with disabilities.	• Assign a Senior Project Manager to each project. • On-site High School Fairs and transportation provided to school tours so families/students can learn about prospective new schools and meet with staff. • Provide assignment priority for all students ahead of closure. • OSS provides 1:1 support for all impacted students.
TRAVEL TIME: Travel patterns from home to school should be part of our planning, with the goal of increasing high-quality options for students closer to home.	We included "% of the student body living near the school" in the criteria for decision-making.
STUDENT BENEFIT: Ensure that our most vulnerable students who experience disruption also experience the benefits of these changes.	While we have anecdotal examples, the Office of Data and Accountability will produce a report on the impact of this work on students across the system this winter.
CLARITY ON ENGAGEMENT: Be clear about where there is room for input and where there is not.	The district makes closure and merger proposals based on the decision-making framework. Once announced, BPS engages directly with affected school communities to plan for the transition.

Current State

- Enrollment continues to decline as larger classes graduate and smaller classes enter.
- We need to match the number of schools to fewer students.
- We will be operating 100 schools at the end of this year with a goal of 95 by 2030.
- Closures of EBEEC, GE, and CHS bring us to 97, on track toward the goal.



Data based on internal mid-October enrollment snapshots. Includes Horace Mann charters.

Reminder: Cycle 4 Closure Recommendations

Effective June 30, 2028:

1. Close Charlestown High School
2. Close the East Boston Early Education Center
3. Close Greater Egleston

If approved by the Boston School Committee, the number of schools BPS operates will be 97, on track toward the rightsizing goal of 95 schools.*

This target may need to be revisited in the future in light of continued declining enrollment

Closure & Merger Criteria

Primary Metrics Considered:

- Building Experience Score (2 or below on 4-point scale)
  - Assesses the types and quality of spaces a building offers.
- Building cannot provide a full continuum of services
  - Measures a building's ability to support inclusive education by evaluating 1) Whether there are at least two classrooms for each grade level, 2) The quality of small group instruction and break-out room spaces, 3) The adherence to universal design principles, and 4) The quality of substantially separate spaces.
- Utilization rate (84-115% is considered to be a healthy range)
  - Under-enrolled classrooms can lead to fewer resources for students and limit learning opportunities.

Secondary Metrics Considered:

- % of students administratively assigned to a school
- # of students for whom the school is first, second or third choice
- # of sections per grade in secondary schools
- Concentration of specialized programs for students with high needs
- % of the student body living near the school

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Additional data was considered to further refine recommendations (e.g., student mobility rates).



Feedback from Community Meetings: Clarifications & Responses

Feedback from CHS Community So Far

THEME	RESPONSE
What is the future school?	We are following a similar process to the South Boston HS site following the announcement of closure of Excel High School. If the closure of CHS is approved, we will conduct assessments with PFD on multiple schools. We aim to provide the community with an update in February.
Student pathway at the future school?	After the successor school is named we will work with families and students who wish to remain in the building at the new school through the choice and assignment process.
Will students receive priority in the assignment process?	Yes. All students affected by a school closure will receive priority in the assignment process. Sibling priority comes first, followed by priority for students affected by a closure.
How will staff be supported?	The Office of Human Resources is committed to retaining staff within BPS and will provide transition support through: Resume and interview preparation, Licensure guidance and Massachusetts Tests for Educator Licensure (MTEL) preparation, On-site office hours with Human Resources staff.
Why not a merger?	The district reviewed whether any secondary schools were viable candidates for a merger, and ultimately found none. The district weighed several factors: the partner school lacks facilities for a high-quality student experience; avoiding overly concentrating specialized programming in the new school; pair schools with mixed performance levels; the partner school has a strong enrollment base and has a waitlist; and other academic and policy considerations.

Feedback from Greater Egleston Community So Far

THEME	RESPONSE
Concern about not having an alt ed offering in the southwest corridor.	Exploring adding new school-embedded program(s) in centrally located sites while continuing to offer virtual and hybrid options to support students. New programming will provide intensive, individualized, responsive Tier 3 supports for students.
Concern about student graduation and support.	Provide 1:1 support for students to stay on track to graduate. Ensure all students are connected with programs that meet their individual needs.
Concern about student safety with fewer alt ed schools.	We will continue to offer multiple alternative education schools and programs that are spread across the district. We work closely with students, schools, families, and central office team members to ensure that student placements are safe for all students.
Concern that Greater Egleston was being sacrificed for the greater good despite meeting their enrollment target this school year.	It is true that demand for alternative education seats has decreased across the district. As we have reviewed our portfolio of schools, we determined the Greater Egleston, as the smallest standalone alternative education program, cannot offer the same breadth of courses, programming and flexible pathways are larger schools. Additionally, Greater Egleston is in a leased building that cannot support a high-quality student experience or support a continuum of services.

Feedback from East Boston EEC So Far

THEME	RESPONSE
What happens to surround care?	BPS is committed to after-school programming at the McKay K-8 as an option for all families of students in Grades K0-1 for SY 2028-2029. We are assessing the feasibility of before-school programming.
Desire to maintain K0 capacity in the neighborhood in the appropriate facilities.	BPS will maintain current K0 classrooms at the East Boston EEC in SY27-28, ahead of the recommended closure.
Why is a merger to the McKay not being considered?	Classrooms are under-enrolled on both sides of the facility. Classrooms will need to be combined to create full classrooms, which means not all classrooms would be preserved. A shift is necessary to better utilize the space toward serving student needs. BPS is seeing significant declining enrollment, including in East Boston, and closures are necessary to better align resources to student learning. In this case, the district has decided that recommending the EEC for closure will allow us to better align resources to student need, informed by family choice data, and a clear decision that families, staff, and the district team can work together to implement this plan with students at the center.
What kind of investments will the district make in the McKay?	• After school programming, developed in partnership with school communities • Ensure consistent programming and supports for our youngest learners, particularly in the arts, so there is continuity for students from the EEC into the McKay school • Transitional funding to support student transitions • Modest facility updates to bring the schools—currently in adjoining buildings—into a single school community.



Appendix

School-level data provided at request of School Committee

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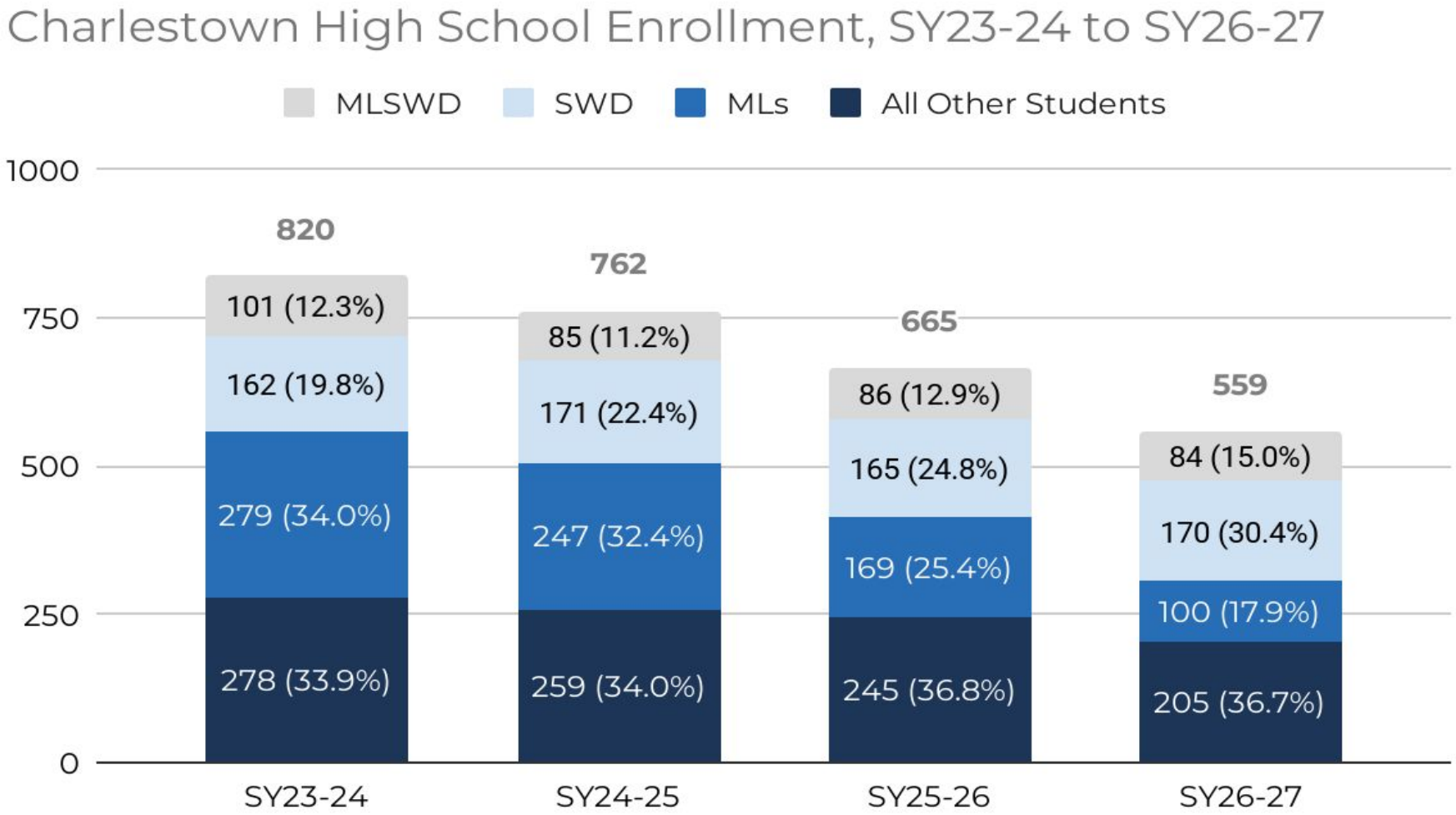
School-level data provided at request of School Committee

CHS enrollment has declined nearly 32% since SY23-24, driven by a decline in students without disabilities

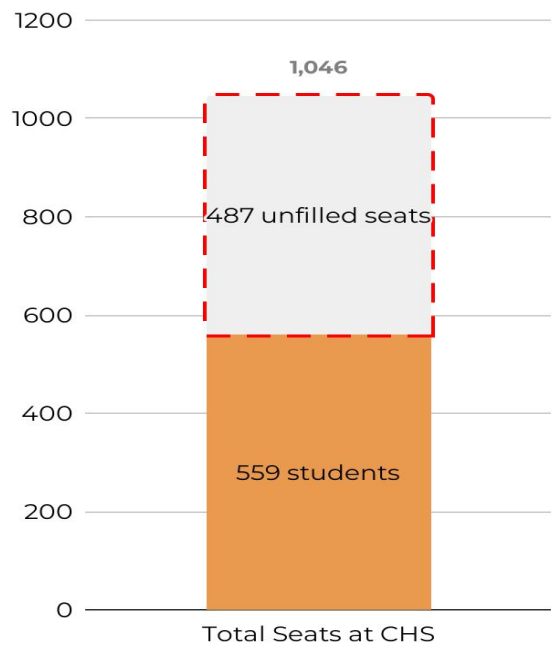
Total enrollment has decreased from 820 in SY23-24 to 559 in SY26-27.



School-level data provided at request of School Committee

CHS utilizes 53% of its building today; utilization is projected to fall to 44% next year

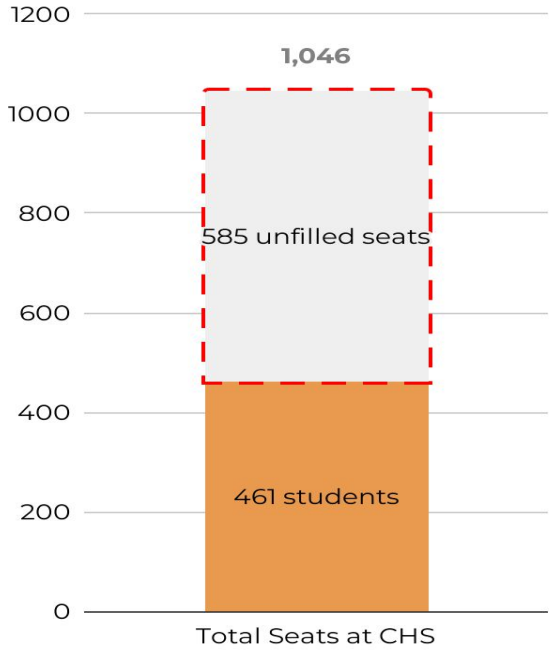
CHS Building Utilization, SY26-27



SY26-27 Enrollment by Grade

7	8	9	10	11	12	Total
48	54	65	81	106	205	559

CHS Projected Building Utilization, SY27-28



When the Class of 2027 graduates, BPS projects 461 students – less than half of what the building can serve. BPS must ensure that quality facilities are filled to capacity.

Building utilization is expected to fall to roughly 44% in SY27-28

School-level data provided at request of School Committee.

Families are choosing CHS less than other comprehensive secondary schools

Number of Rising Grade 7 Students Ranking the School as their First Choice

	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Charlestown HS	18	9	3	8	5
Non-Exam Secondary School Avg.	19	19	31	39	43

The number of students ranking CHS as their first choice has declined since SY22-23; over the same period, the number has increased at other non-exam secondaries, on average. In SY26-27, CHS had the lowest number of students ranking the school as their first choice of any non-exam secondary school.

Number of Rising Grade 7 Students Ranking the School as a Top 3 Choice

	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Charlestown HS	46	30	18	26	30
Non-Exam Secondary School Avg.	46	51	86	107	125

Similarly, fewer students have ranked CHS in their top 3 since SY22-23. In SY26-27, CHS had the lowest number of students ranking the school in their top 3 of any non-exam secondary school.

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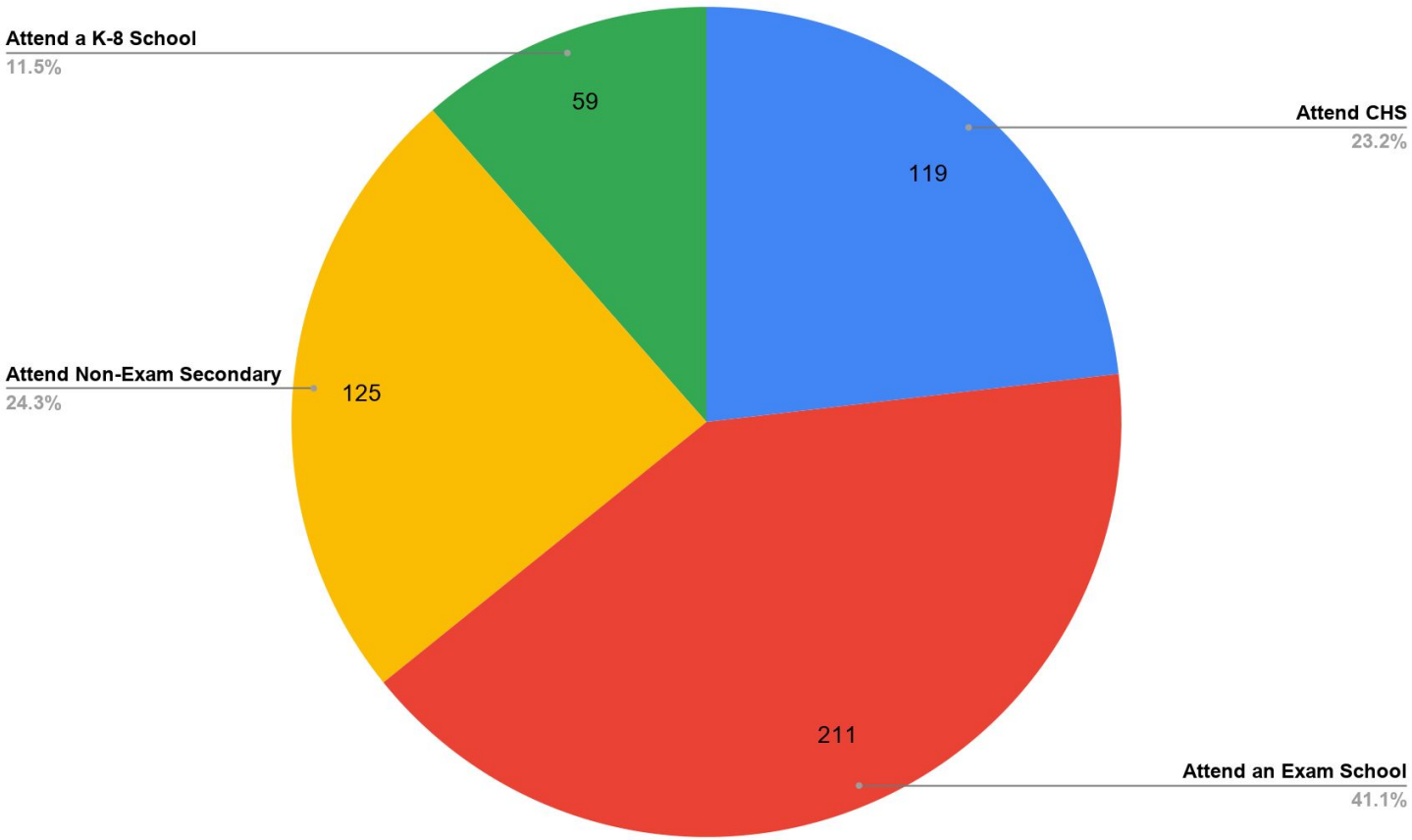
School-level data provided at request of School Committee.

Where do BPS secondary students who live in Charlestown attend school?

There are 514 BPS 7-12 graders who live in Charlestown. Of these students:



School-level data provided at request of School Committee.

Distance Traveled & Home Neighborhood

- **79%** of CHS students live outside of Charlestown (440 out of 559 students).
- Of students who live more than 2 miles from the school, **the average distance traveled to the school is about 4.8 miles**.

CHS STUDENTS WHO LIVE IN CHARLESTOWN (SY26-27)		
Grade	**Total # of Students**	**Live in Charlestown**
7	48	17
8	54	14
9	65	18
10	81	23
11	106	22
12	205	25

DISTANCE TRAVELLED	MILES
Average distance of students who live more than 2 miles from CHS	4.78 miles
Average distance traveled of SWD who live more than 2 miles from CHS	4.97 miles
Average distance traveled of sub sep students who live more than 2 miles from CHS	4.95 miles

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School-level data provided at request of School Committee.

Student Population

- CHS has similar racial demographics as non-exam secondary schools overall.
- CHS serves a higher percentage of students with disabilities and students in sub-separate placements than other secondary schools.

Student Group Enrollment SY26-27

	Charlestown	Non-Exam Secondary Schools	BPS
Asian	8.1%	4.7%	7.8%
Black	32.4%	34.9%	28.9%
Latinx	47.6%	51.3%	44.4%
White	10.0%	6.1%	14.6%
Multi-Racial / Other	2.0%	3.0%	4.3%
Students with Disabilities (SWD)	45.4%	29.7%	24.8%
Students that are not newcomers or SWD	50.6%	68.7%	74.8%
Students in Sub-Separate Programs	28.1%	10.4%	7.7%
Multilingual Learners	32.9%	32.3%	31.0%

Serving a higher percentages of students with disabilities has made meeting CBA obligations challenging.

School-level data provided at request of School Committee.

Student Climate Survey: Percent Favorable Responses

Year	Sense of Belonging		Sense of Safety		Participation Rates	
	CHS	Secondary Excluding Exam and HMC	CHS	Secondary Excluding Exam and HMC	CHS	Secondary Excluding Exam and HMC
2022-2023	38%	62%	67%	38%	38%	62%
2023-2024	37%	61%	58%	39%	37%	61%
2024-2025	55%	57%	55%	47%	55%	57%
2025-2026	64%	56%	53%	53%	64%	56%

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Note: Questions for sense of belonging changed in 2025, so longer historical comparisons are not comparing the same questions.

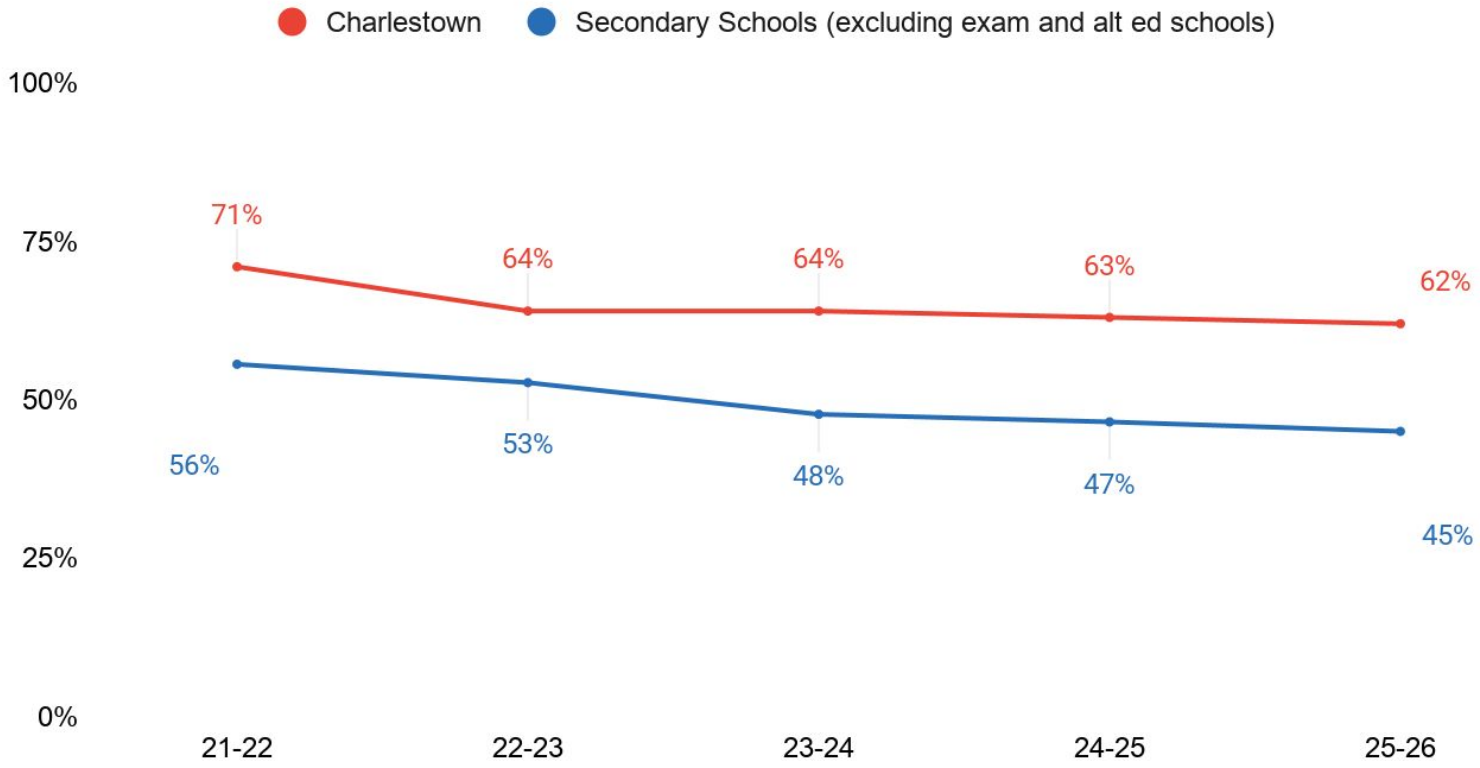
School-level data provided at request of School Committee.

Chronic Absenteeism

62% of Charlestown students miss at least 18 days of school a year*. This rate is significantly above the secondary school average and has been over the past five years.

The average number of days missed in SY25-26 was 28.

Percentage of students
absent for 10% or more of the days they are enrolled

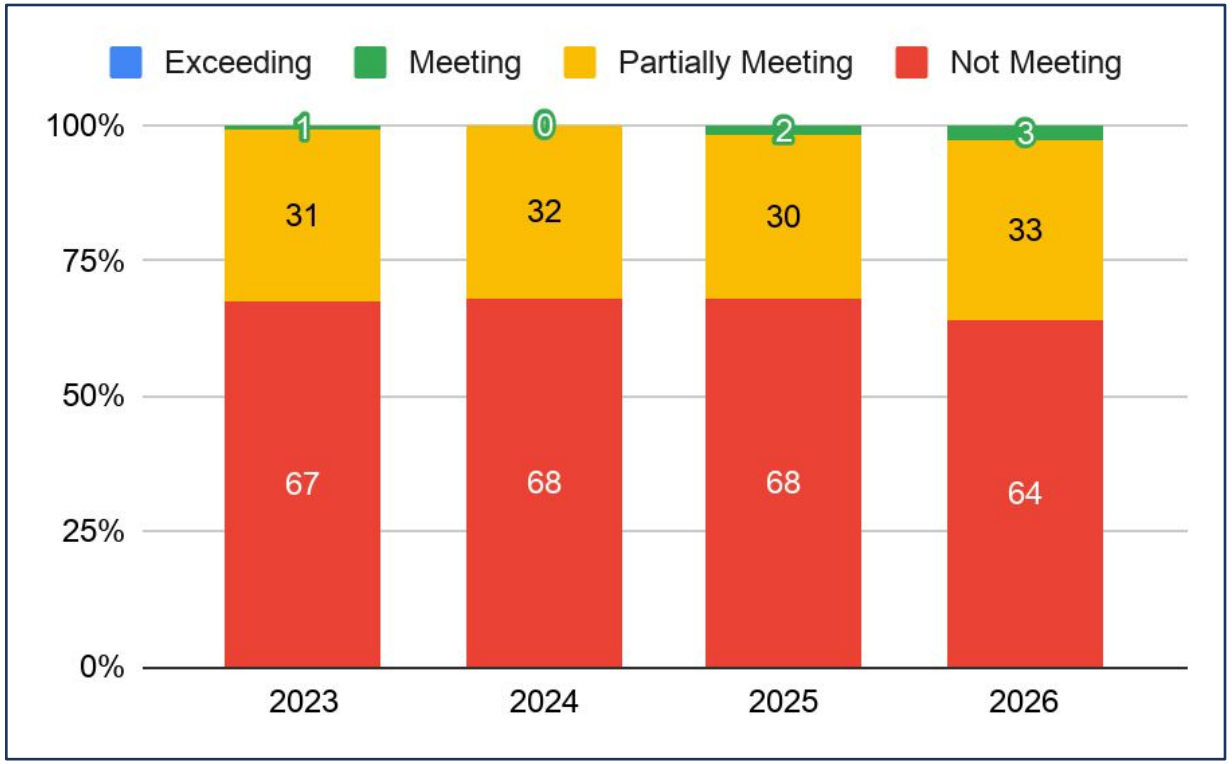


*Assumes 180 days in a school year and that students are enrolled the entire year.

School-level data provided at request of School Committee.

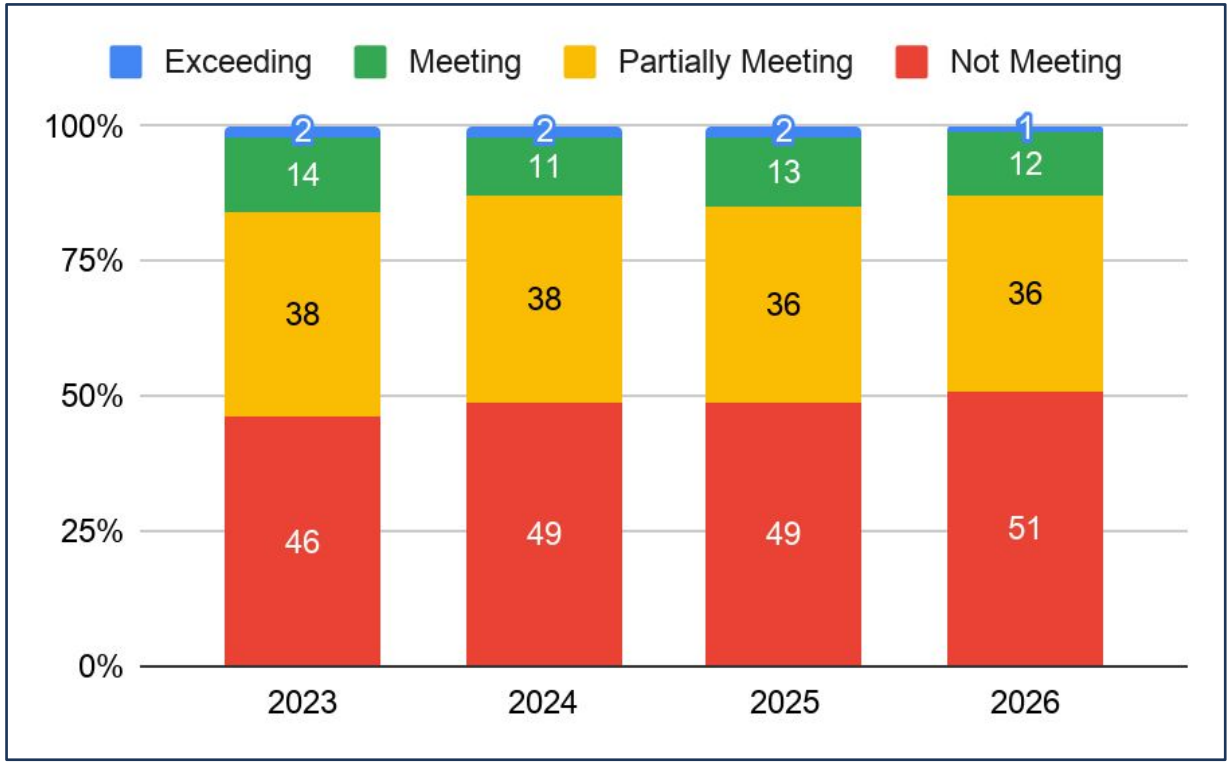
MCAS Performance Category Percent Distribution Grade 7 & 8 ELA

CHS



District Grades 7 & 8

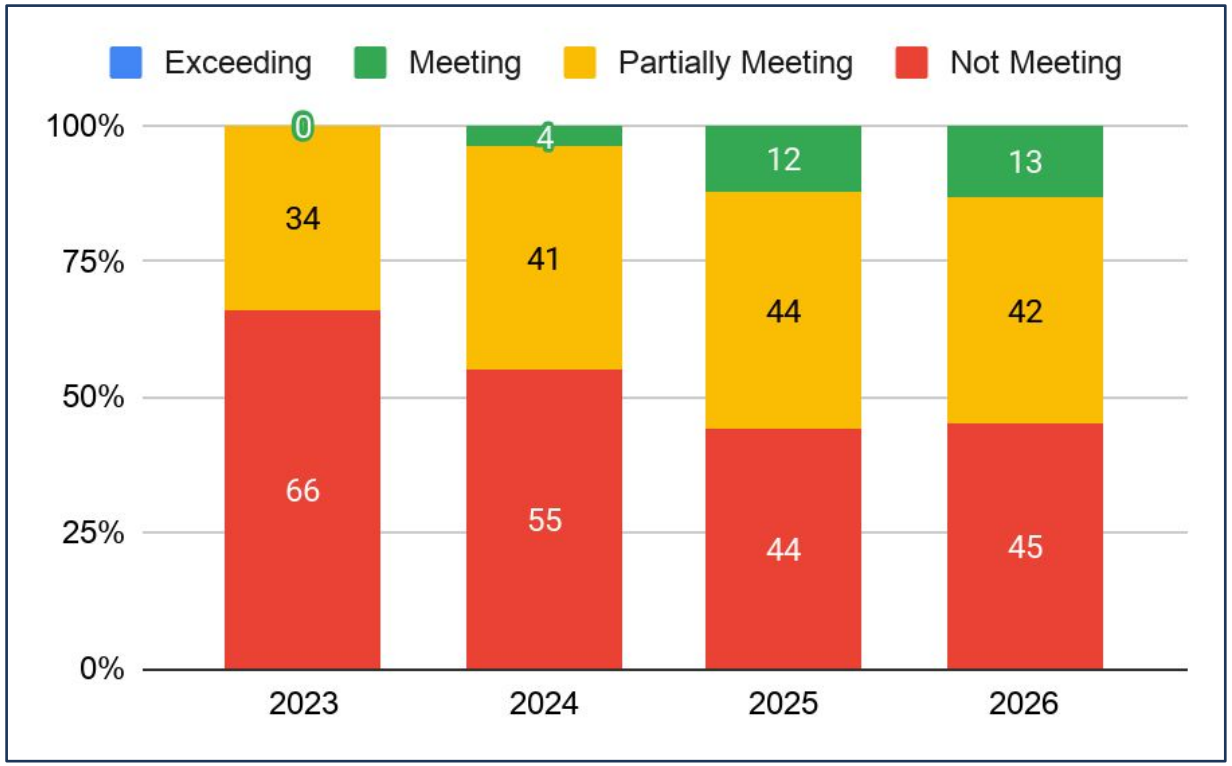
Excludes exam schools



School-level data provided at request of School Committee.

MCAS Performance Category Percent Distribution Grade 7 & 8 Math

CHS



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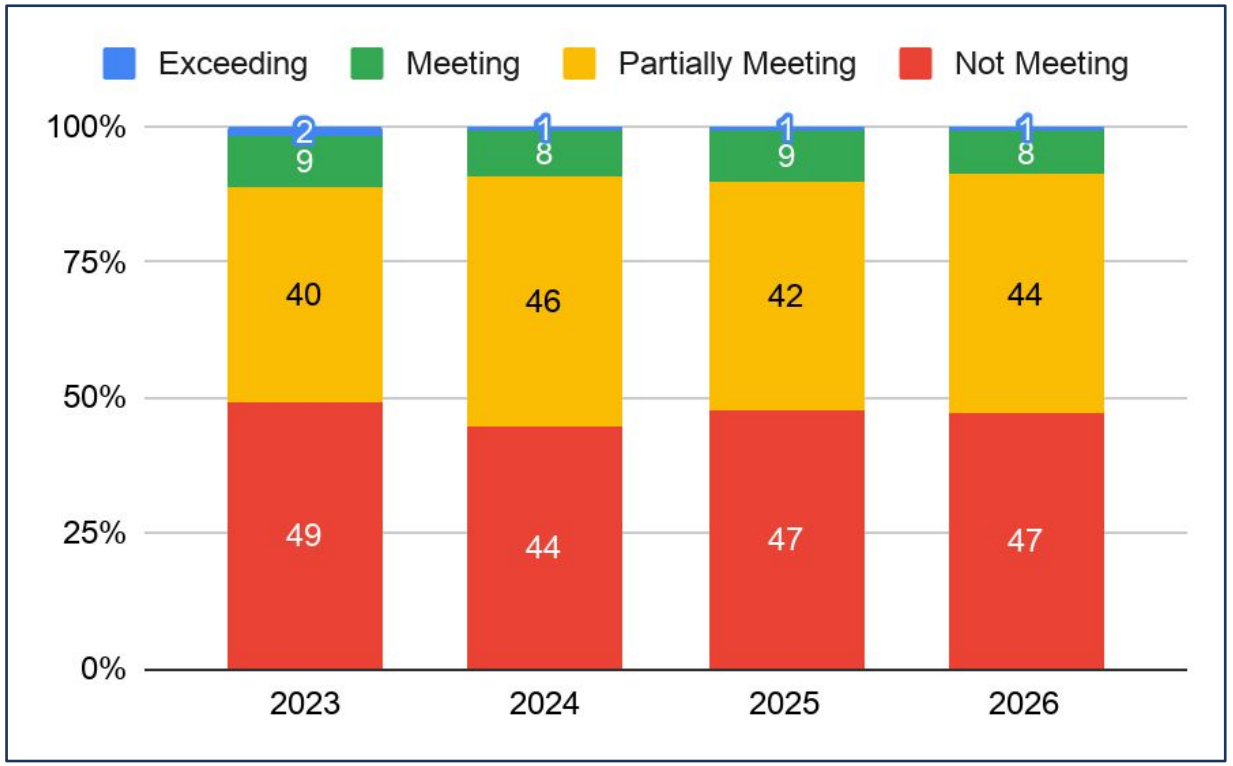

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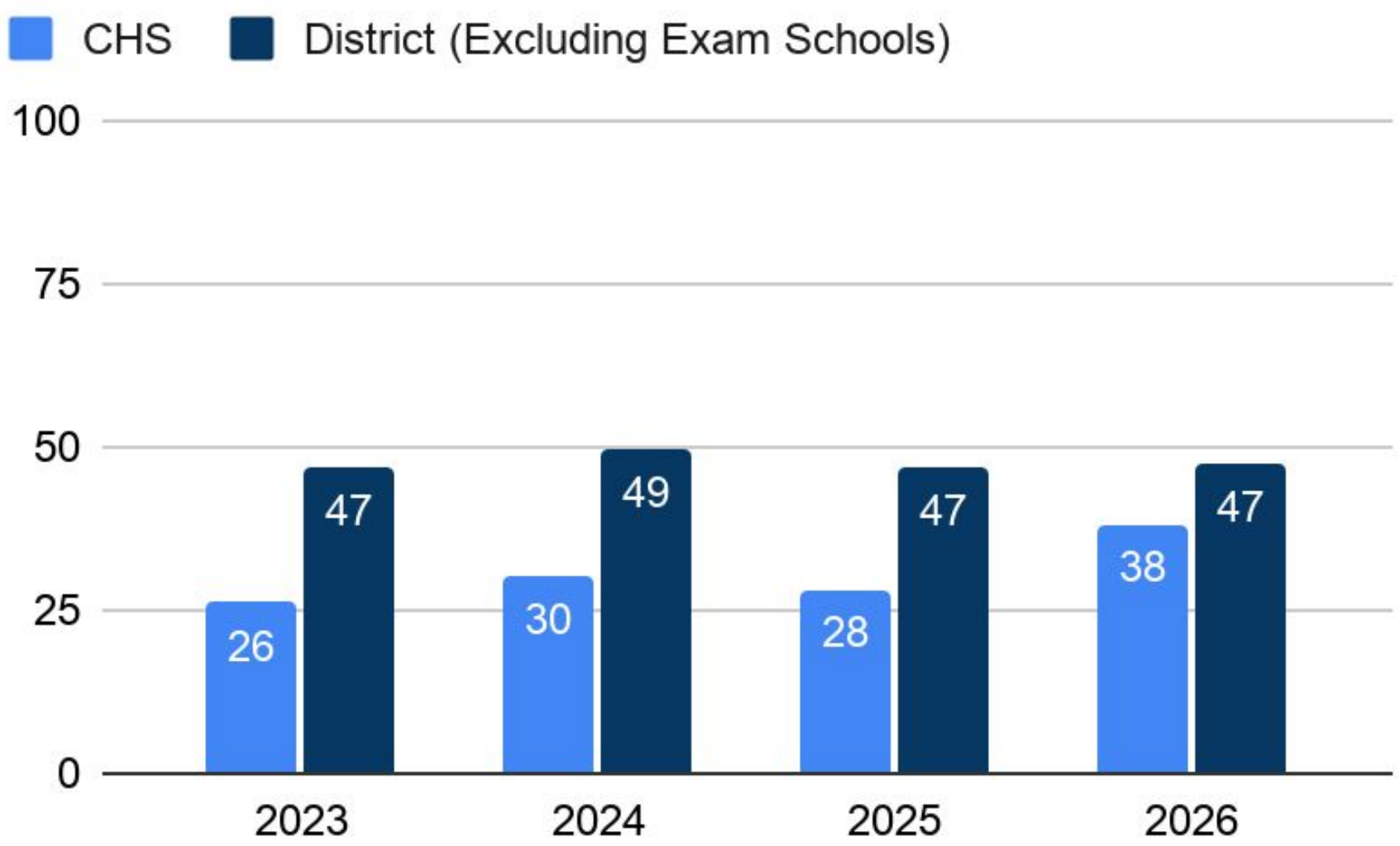
School-level data provided at request of School Committee.

MCAS Average Student Growth Percentile

Grade 7 & 8 ELA MCAS



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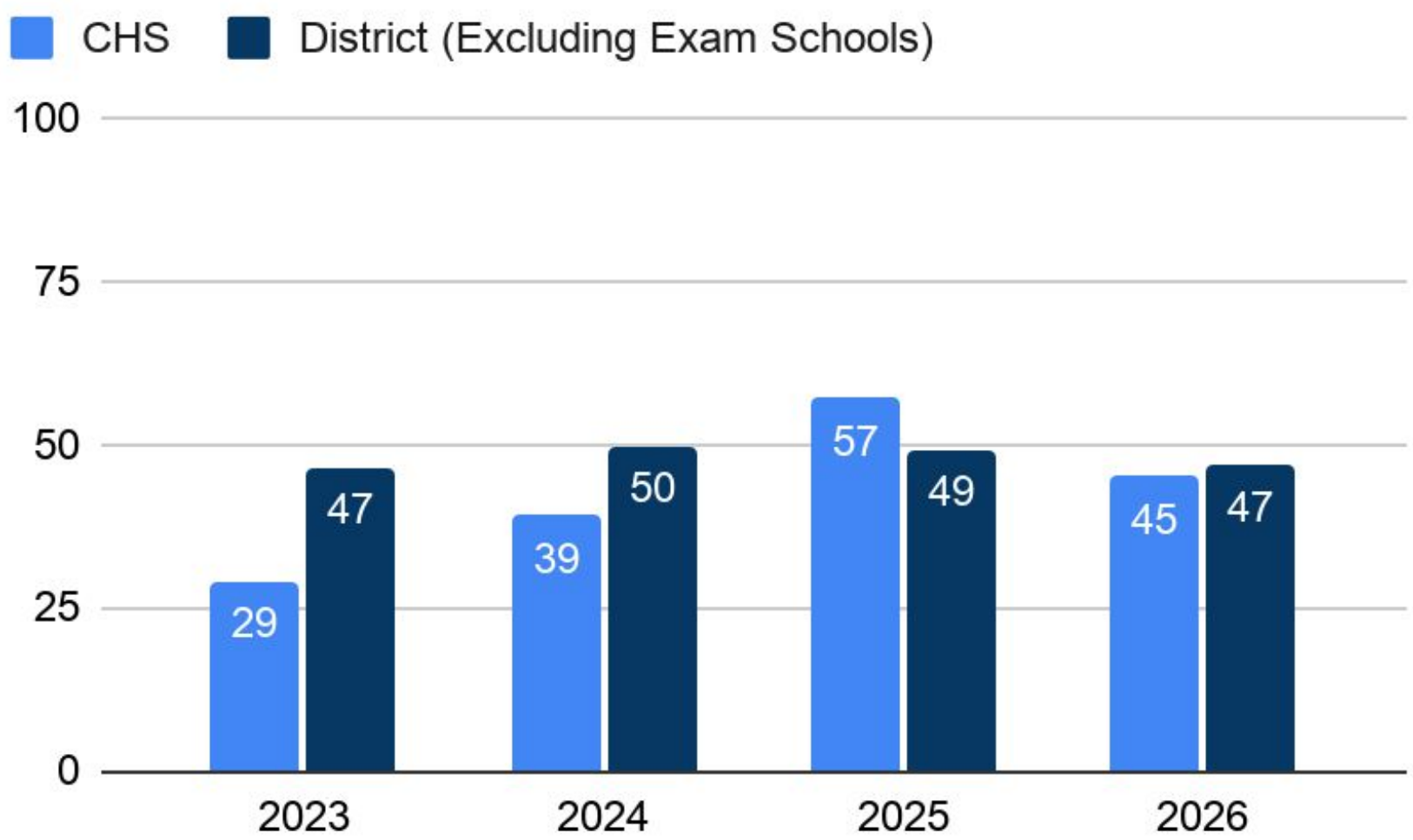
MCAS Average Student Growth Percentile

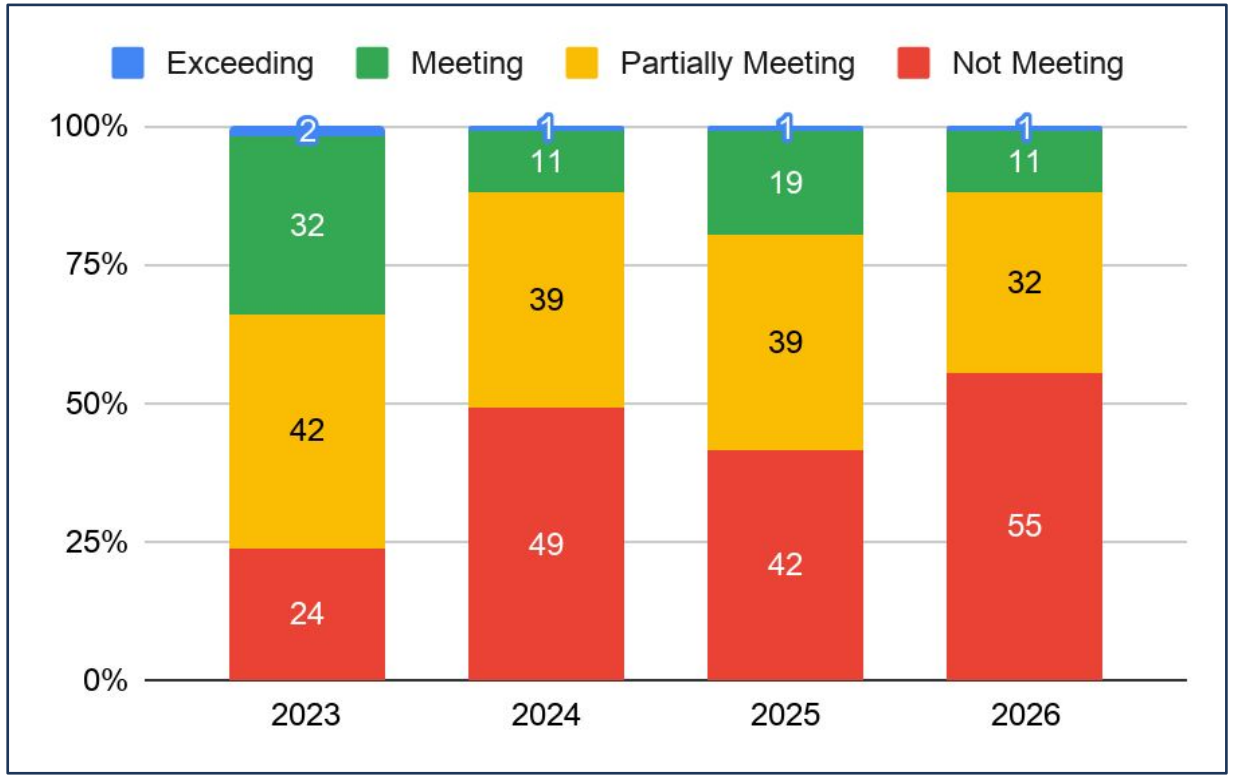
Grade 7 & 8 Math MCAS



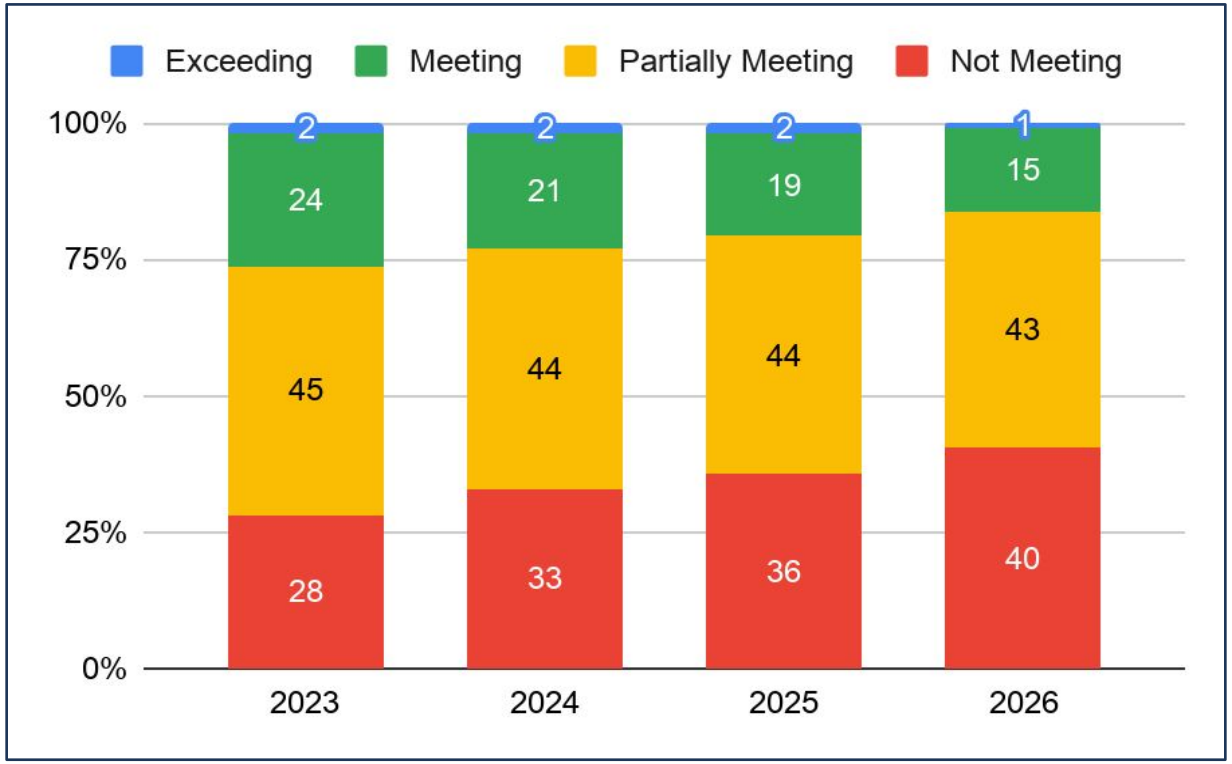
School-level data provided at request of School Committee.

MCAS Performance Category Percent Distribution
Grade 10 ELA

CHS



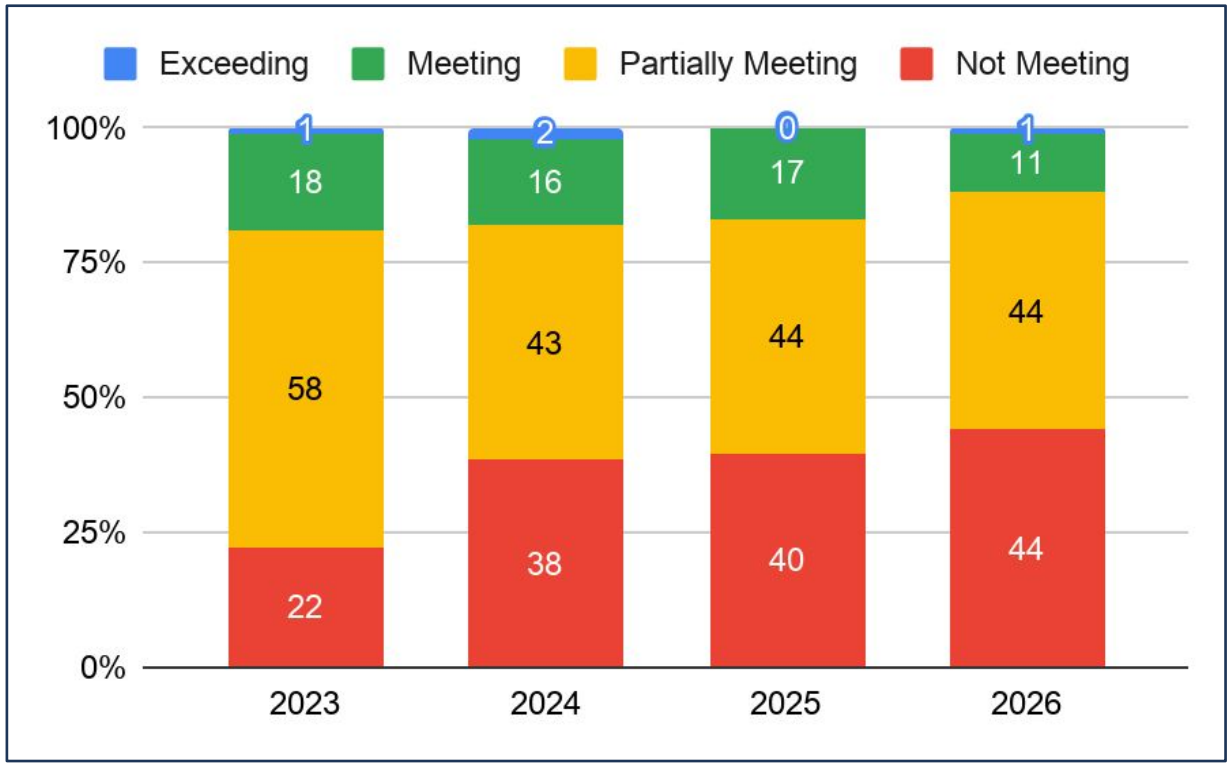
District
Excludes exam schools



School-level data provided at request of School Committee.

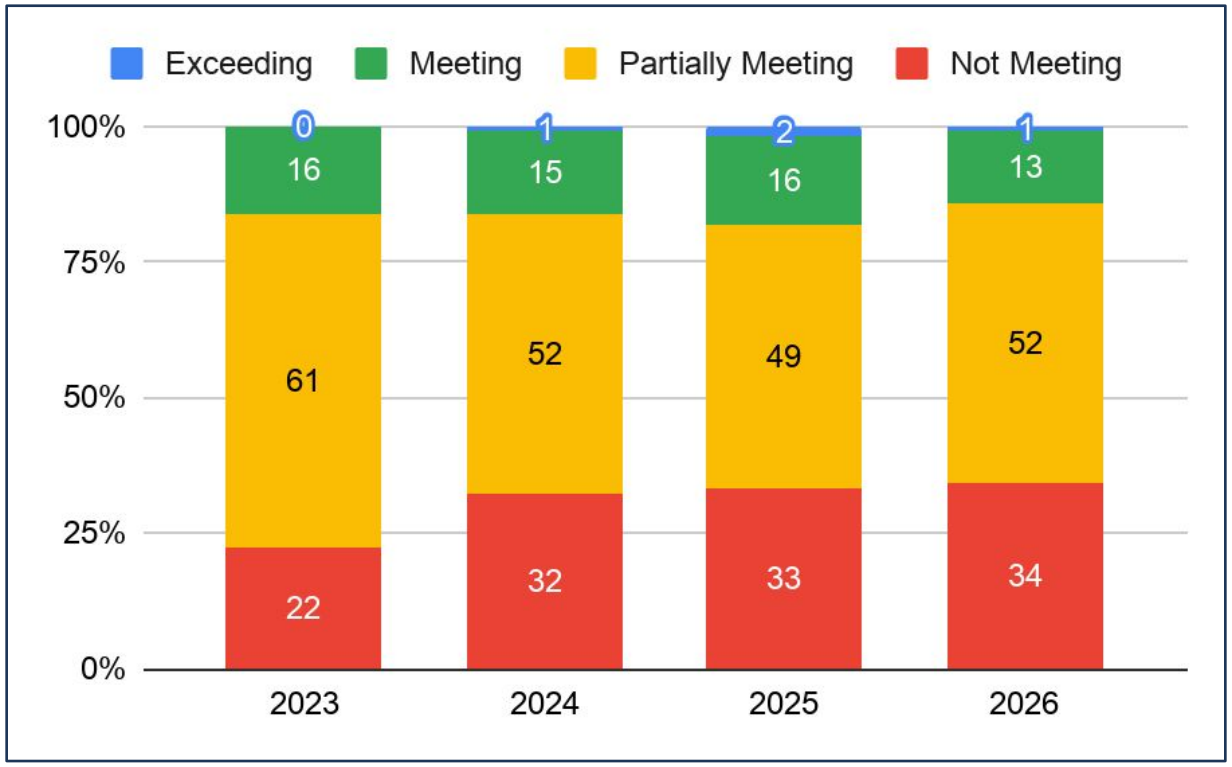
MCAS Performance Category Percent Distribution
Grade 10 Math

CHS



District

Excludes exam schools



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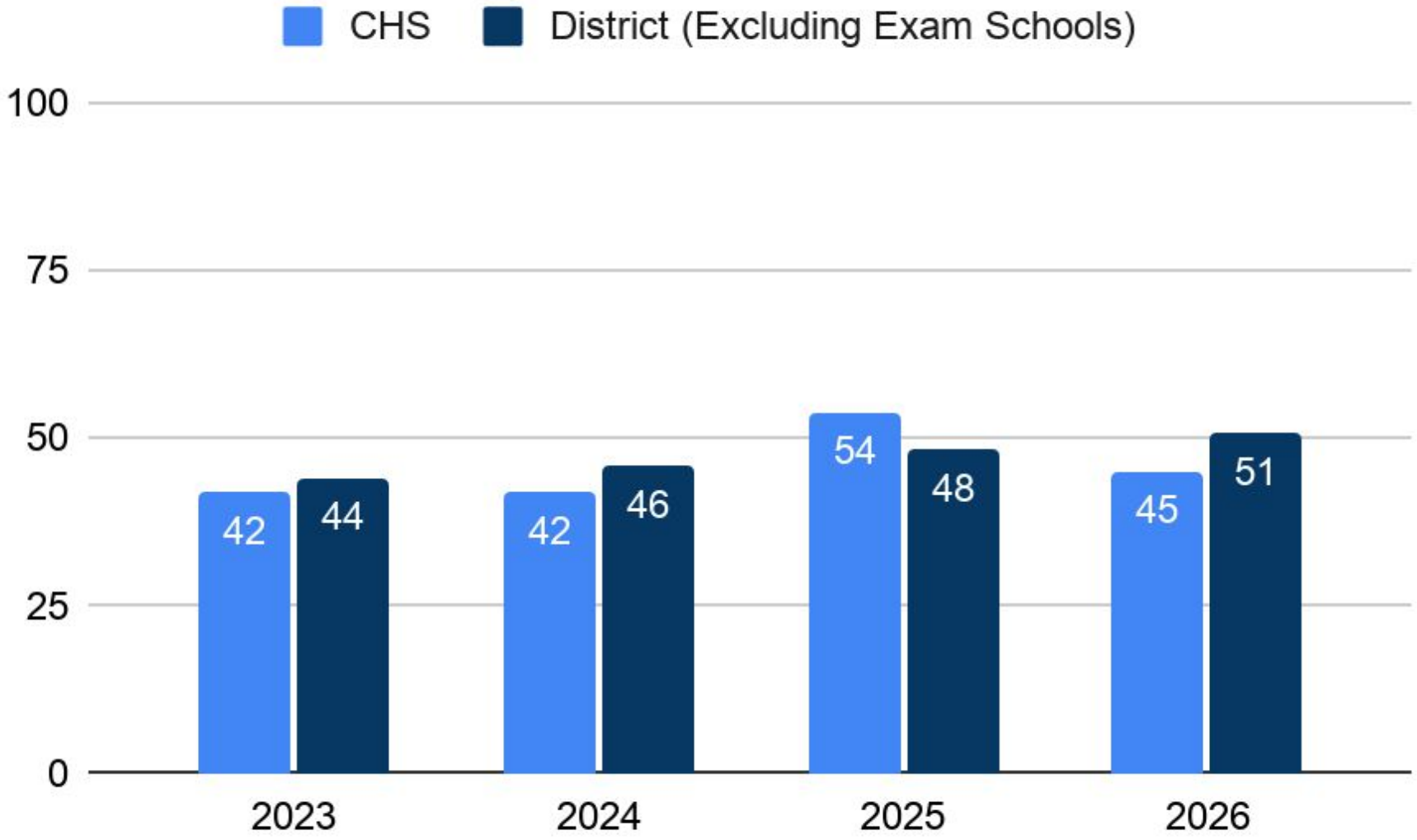
MCAS Average Student Growth Percentile

Grade 10 ELA MCAS



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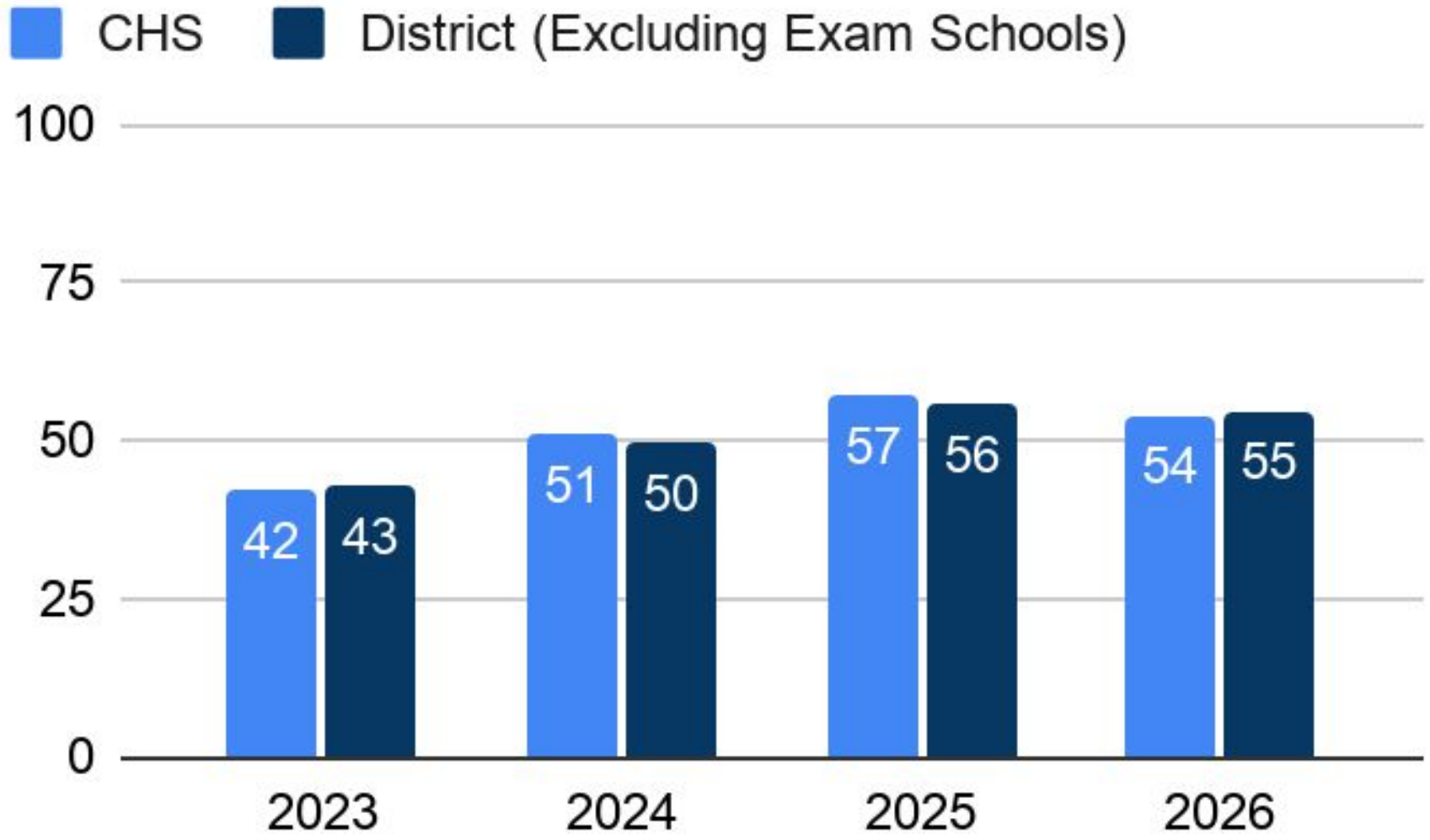
MCAS Average Student Growth Percentile

Grade 10 Math MCAS



School-level data provided at request of School Committee.

High School Outcomes

Measure	CHS			Secondary schools (excluding exam schools and alt ed)		
	SY21-22	SY24-25	SY25-26	SY21-22	SY24-25	SY25-26
Graduation Rate	63%	75%	TBD	79%	79%	TBD
Dropout Rate	7.9%	9.3%	TBD	2.9%	3.1%	TBD
Advanced Coursework Completion	47%	36%	53%	61%	68%	77%

- The **4-year graduation rate** at Charlestown has consistently trailed the secondary school average, though the gap narrowed by SY24-25.
- The **dropout rate** at Charlestown spiked after SY20-21 to more than double the secondary school rate, and has remained significantly above secondary school average since then.
- The percentage of students **completing advanced coursework** reached a low of 30% in SY23-24, and has increased to 53% in SY25-26; however it is still over 20 percentage points below the secondary school rate.

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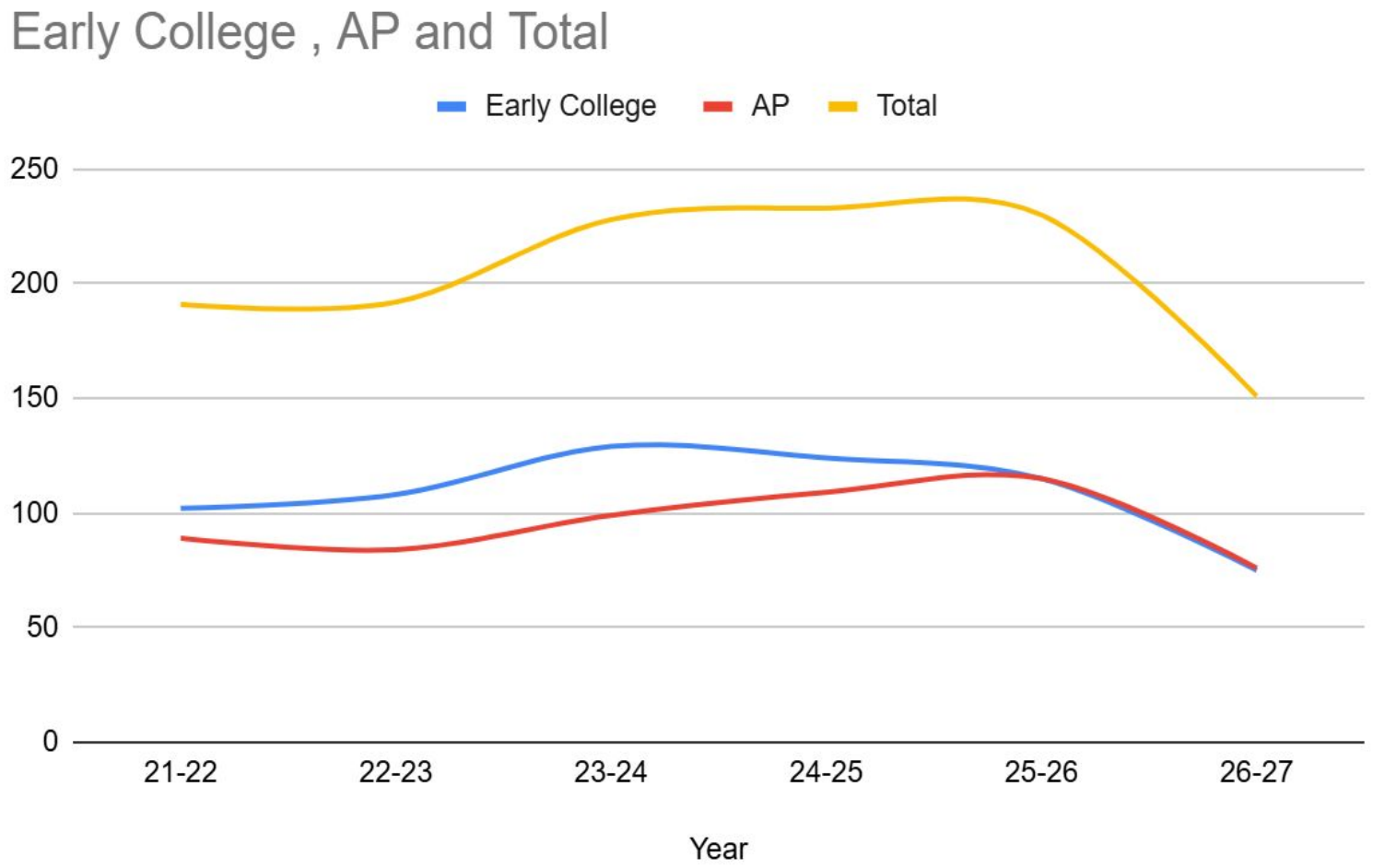
School-level data provided at request of School Committee.

Enrollment in Early College and/or Advanced Placement

Fewer students at CHS are enrolling in early college or AP due to fewer students progressing through the school.



School-level data provided at request of School Committee.

Investments in CHS

The district has provided nearly $2.5 mil in transitional or hold harmless funding over the past three years to ensure the school could maintain programming for students. Due to further enrollment decline, the district estimates an additional $2-3 million budget cut for CHS for next school year.

INVESTMENT	COST
SY24-25: “Hold harmless” funding after enrollment was below enrollment projections	**$562K**
SY25-26: “Hold harmless” funding after enrollment was below enrollment projections	**$562K**
SY26-27: Additional Transitional funding provided after enrollment declined significantly	**$1.2M**

We have also applied **further grant, private, and district funds** to support programs at CHS such as Early College (partnership with Bunker Hill Community College), Dream Academy, and more.

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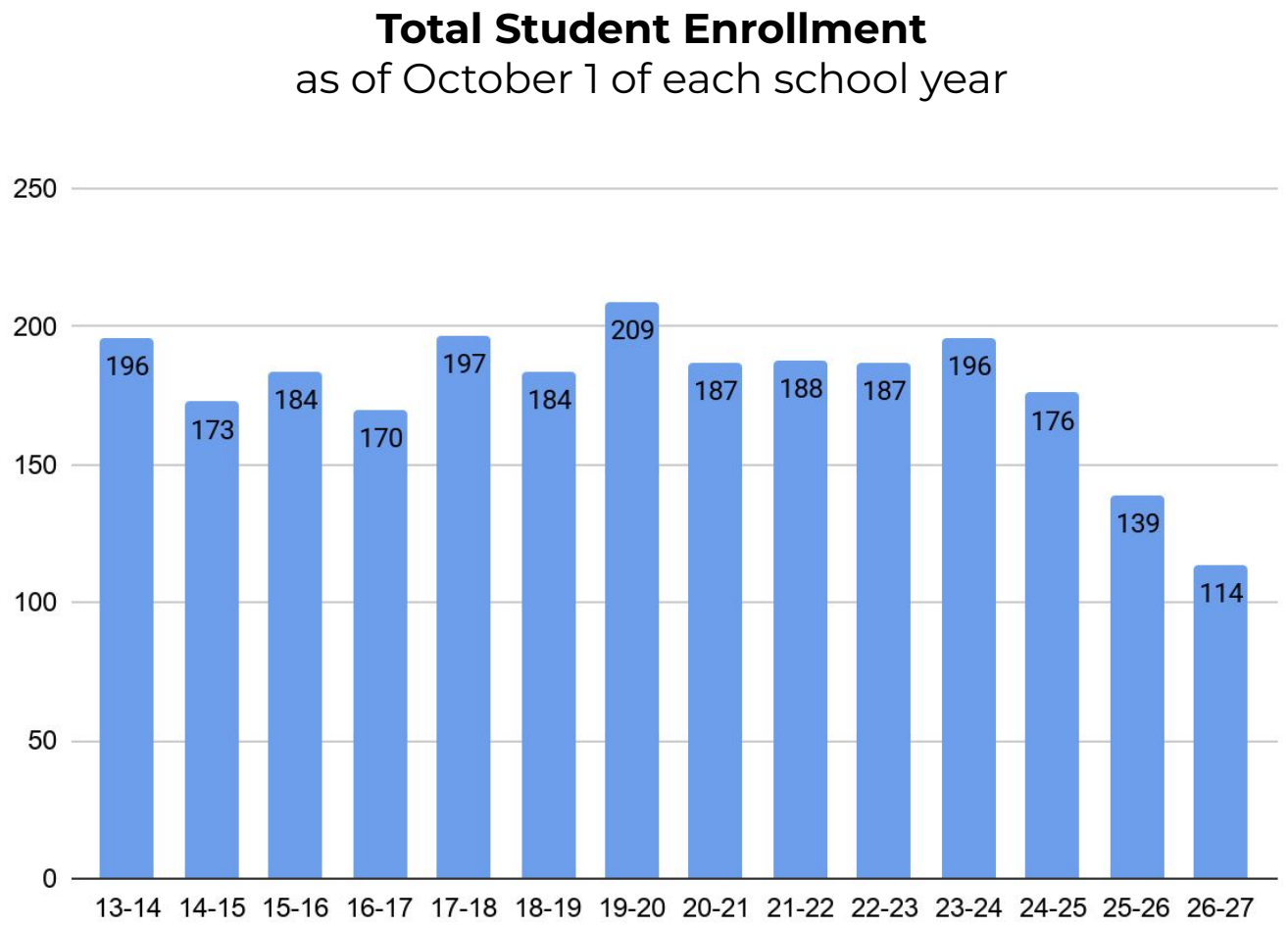
School-level data provided at request of School Committee.

East Boston EEC Enrollment

Note: Total enrollment at East Boston EEC decreased from 196 in SY13-14 to 114 in SY26-27.



Source: https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=00350515&orgtypecode=6&&fycode=2026
26-27: internal enrollment snapshot

School-level data provided at request of School Committee.

3-Year Average Return Rates

We compared return rates for East Boston EEC to the Bradley and Alighieri, which are the other two East Boston elementary schools that have offered standalone K0 seats for the past three years.

	Percentage of students returning to the school, SY23-24 to SY25-26	
	From K0 to K1	**From K1 to K2**
East Boston EEC	78%	62%
Bradley	93%	81%
Alighieri	83%	74%

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School-level data provided at request of School Committee.

3-Year Average Choice Data for K1 and K2 East Boston Elementary Schools

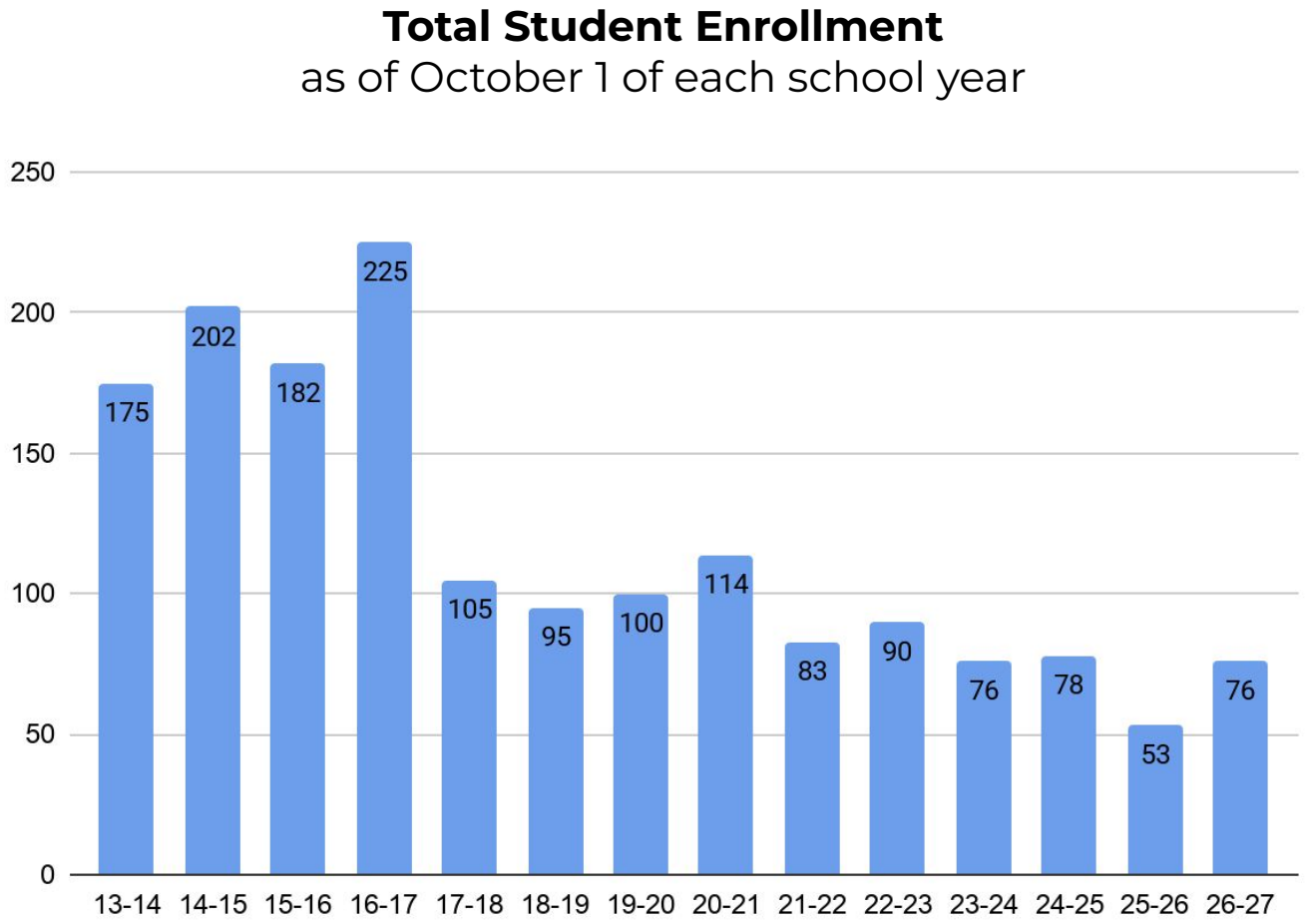
	K1		K2	
	First choice	Top 3 choice	First choice	Top 3 choice
East Boston EEC	5.7%	15.1%	4.4%	12.5%
All other East Boston elementary schools	7.5%	20.3%	8.4%	22.1%

Methodology note: We compared the percentage of families who ranked East Boston EEC as their first choice, or top 3 choice, for K1 or K2 to other East Boston elementary schools. The denominator is all students in that grade who were offered that school on their choice list.

School-level data provided at request of School Committee.

Greater Egleston Enrollment

Note: Total enrollment at Greater Egleston decreased from 175 in SY13-14 to 76 in SY26-27.



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26-27: internal enrollment snapshot

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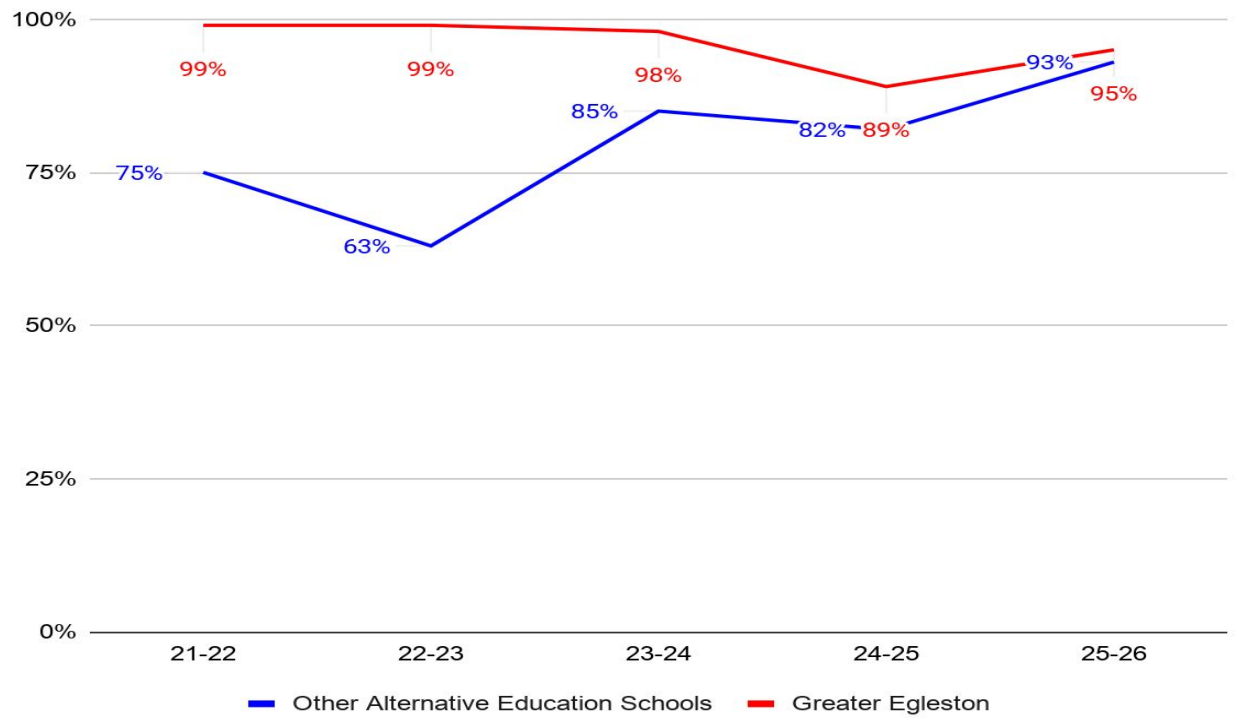
Chronic Absenteeism - Greater Egleston

95% of Great Egleston students miss at least 18 days of school a year*. Historically, Greater Egleston has had a higher chronic absenteeism rate than other alt ed schools, though the gap has narrowed in recent years.

Percentage of students
absent for 10% or more of the days they are enrolled



*Assumes 180 days in a school year and that students are enrolled the entire year.