



Boston Public Schools

FY22 Budget: Commitment 1 Eliminate Opportunity & Achievement Gaps - Overall Alignment & Wraparound Supports

Dr. Brenda Cassellius, Superintendent

Nathan Kuder, Chief Financial Officer

Miriam Rubin, Budget Director

Overview of the Fiscal Year 2022 Budget Proposal

Proposed General Fund Budget of \$1.3B

\$36M

We expect the City's Fiscal Year 2022 Budget Proposal to include an \$36M increase for BPS.

100%

New investments directly in school budgets or in school services budgeted centrally.

95

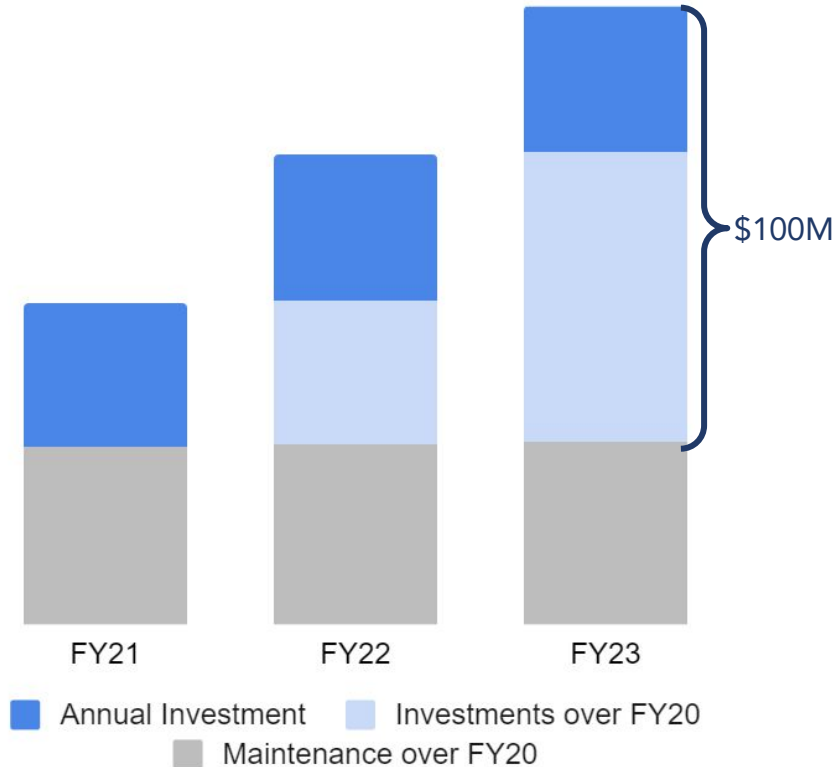
New FTE for Social Workers

80.5

New FTE for Multilingual Family Liaisons

We begin with a
\$36M
commitment
from the City
for FY22

Each year, BPS will have more to invest in student supports over and above maintenance cost increases



Resources available to meet this challenge

We need to leverage our resources to create lasting change for our students and District

Funding	Description	Available Resources
General Funds	City funding, Education funding represents over 40% of the City's budget	\$36M in new funding for FY22
Federal Funding	Federal funding to address the impact of COVID-19 on schools.	Estimated \$393M for FY22-FY24 from new relief funding
Capital Budget	City funding for new schools and upgrading existing school facilities	BuildBPS is a \$1B investment over 10 years

Federal funding to Prevent, Prepare for, and Respond to Impacts of COVID-19

\$32.3M

ESSER Part I funding (CARES), which includes \$5M allocated to private and parochial schools. Eligible expenses in FY20 and FY21.

\$23.2M

City CARES Act Funding. Despite directly receiving funding, the City provided funding to BPS. Eligible expenses in FY21.

\$123M

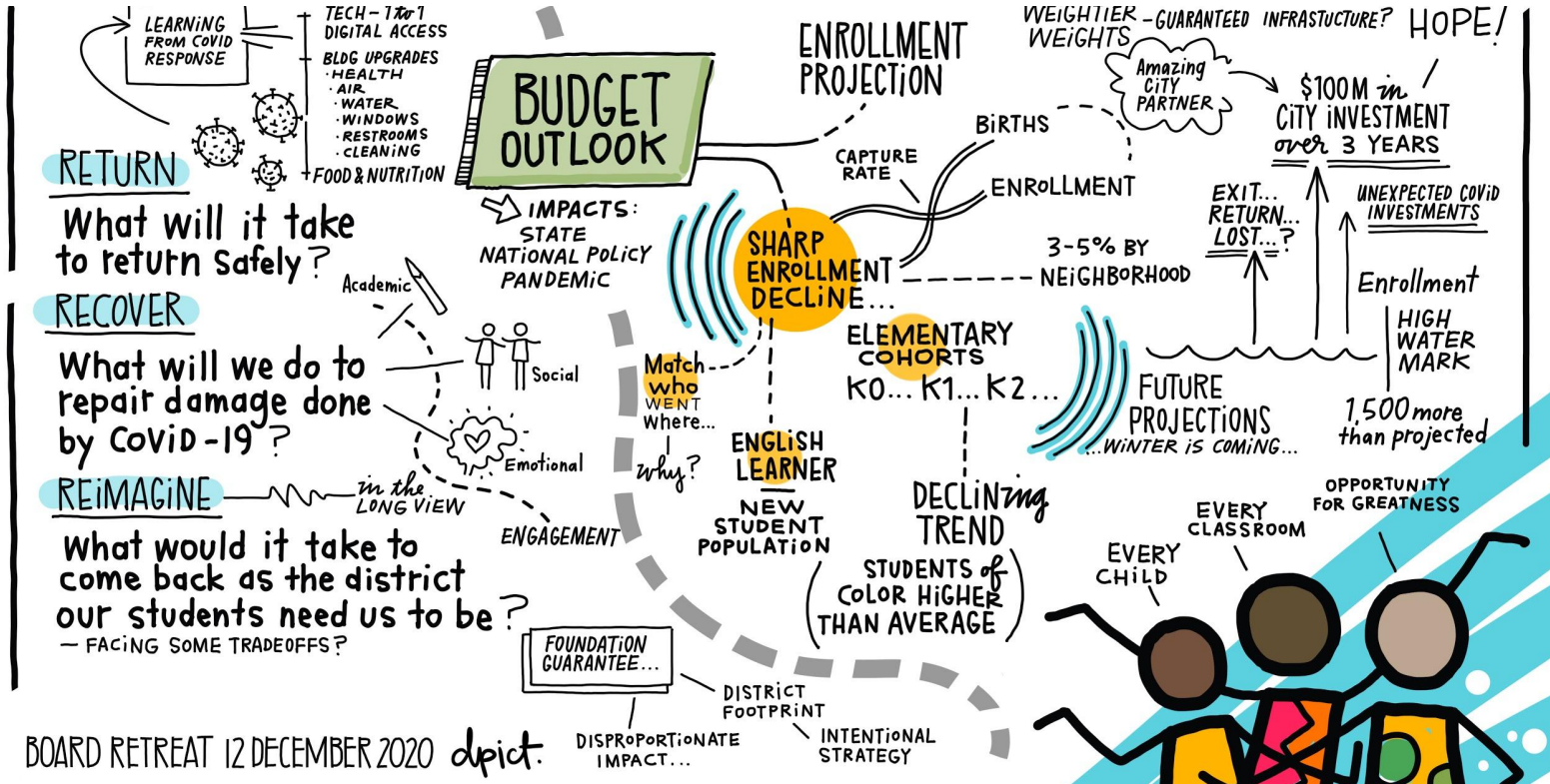
ESSER Part II Funding. Eligible expenses from 7/1/21 (FY22) through 9/30/23 (FY23)

\$270M

President Biden's stimulus bill that includes \$125.8 billion for K-12 Education.

Federal support
for recovery

The District is also facing a multi-year challenge to emerge from this pandemic



RETURN | RECOVER | REIMAGINE



Our plan to take the District to a place we've never been before.



2021 BPS Federal Relief Funding



RETURN | RECOVER | REIMAGINE

Using the strategic plan as our northstar, we will use this one time federal relief funding to help us return well, recover strong, and reimagine what's possible for our children's future.





RETURN

Investments to reopen schools strongly and restart work that was paused due to COVID-19.



Every child in every classroom is entitled to an equitable, world-class, high-quality education. Every student should have the same unfettered access to every conceivable resource to unlock the greatness within them.



Derived from 2016
Opportunity & Achievement Gap Policy Preamble

“Every child in every classroom in every school gets what they need.”
BPS Strategic Vision 20-25

OAG Policy as Logic Model

OAG Policy as Logic Model

1. Focus on cultural proficiency across the district
 - a. Diversity and cultural proficiency in leadership and human capital
 - b. Holistic, culturally affirming approach to school and teacher quality
2. Dismantling structural barriers and providing greater access to opportunities
3. Ecological Supports: Students, families, and communities as authentic partners

Blueprint

OAG Implementation planning as a Blueprint

1. Initial consultation meetings with the Assistant Superintendent of Opportunity Gaps and drafting of SMARTIE Goals
2. Division/Department leaders present during feedback sessions with the OAG Task Force
3. Based on feedback, edit and finalize: Multiple rounds depending on division and department progress
 - Every Division: Equity as everyone's work to live out district's mission
 - Continuum of readiness at all levels

Key Accomplishments

Cultural Proficiency

1. Progress Towards Cultural Proficiency
 - Culturally and Linguistically Sustaining Practices (CLSP)
 - Implementation of Culturally Responsive Instructional Observation Protocol (CRIOP); operationalizes CLSP competencies 2-3
 - School diversity hiring targets
 - Delivery of CLSP and CRIOP professional development to thousands of BPS employees and partners
 - CLSP Pilot with Boston Student Advisory Committee (BSAC)

Culturally and Linguistically Sustaining Practices (CLSP)

CLSP draw upon, infuse and evoke students' existing schema, experiences, funds of knowledge, and perspectives to optimally facilitate learning. CLSP also intentionally seek racial and cultural equity and pluralism in order to deliberately tailor district-wide norms, policies and practices to affirm the identities of and expand opportunities for historically marginalized students. CLSP heavily relies upon the scholarship and research of its preceding models, namely culturally relevant, culturally responsive and culturally sustaining pedagogies.

Culturally Responsive Instructional Observation Protocol (CRIOP)

Classroom Relationships:

Establishing teacher care and a culturally responsive classroom environment.



Family Collaboration:

Promoting open communication between families and the teacher, developing partnerships with parents and caregivers, and valuing “funds of knowledge”.



Assessment Practices:

Discovering students’ strengths and literacy competencies, and observing students’ potential for learning.



Instructional Practices:

Incorporating students’ cultural knowledge and affirms students’ racial and cultural identities.



Discourse:

Providing abundant opportunities for student conversation and explicitly teach the “language of power”.



Critical Consciousness:

Exploring issues important to students and their families, encouraging students to engage in problem-solving of real-world issues, and analyzing biases in texts and aspects of popular culture.



Adapted from University of Kentucky Project PLACE: www.uky.edu/projectplace/criop

Diversity Targets

Cultural Proficiency

Workforce Diversity - Projections

Research has shown that all students—and students of color in particular—benefit from having teachers who share their racial/ethnic background. This is one of many reasons BPS is committed to making progress towards parity when it comes to teacher diversity. That is why we are introducing a new metric, the Teacher/Student Parity Index (TSPI), a measure of how closely the teachers in your school represent your student population. We hope, in consultation with your Academic Superintendent, this will help you set your diversity goals and prioritize closing the largest gaps first.

		Net increases needed to achieve specific ratios		
	Teacher/ Student Parity Index ¹	3:5 Ratio	2:3 Ratio	3:4 Ratio
Asian	0.00	+1	+1	+1
Black	4.09	Met	Met	Met
Latino	0.27	+7	+8	+10

Avg. Vacancies per Year
2

Net Hires Needed	8	9	11

If X% of your hires increase your TSPI, it will take Y years to meet benchmarks.

50% of Hires	8 years	9 years	11 years
75% of Hires	6 years	6 years	8 years
100% of Hires	4 years	5 years	6 years

Structural Barriers and Providing Access

Key Accomplishments

2. Structural Barriers

- Creation and implementation of Racial Equity Planning Tool
- Updated Racial Equity Impact Statement
- New Ethnicity/Nationality Codes
- Excellence For All; demographics mirror BPS student population
- Expansion of Universal Pre-k
- Lowered student to technological device ratio
- 2020 Exam School Admissions Policy
- Expansion of Exam School Initiative (ESI), increase in access to exam school admissions
- Launching of Strategies 4 Success (S4S)
- Additional racial equity embedded practices and initiatives including but not limited to: 10 Boys/10 Girls, Peer Group Connection, Early Warning Indicator Systems, Building Assets Reducing Risks (BARR), Success Mentors and more...

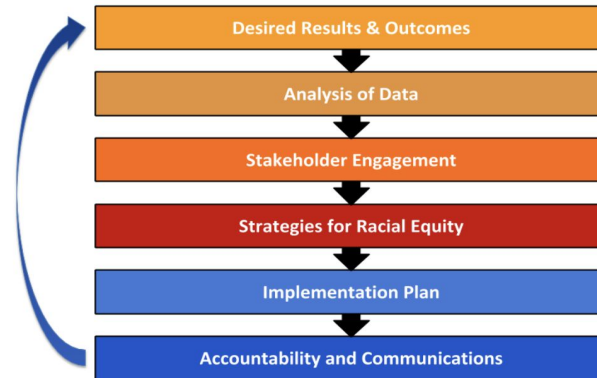


Office of the Superintendent Equity, Strategy, and Opportunity Gaps

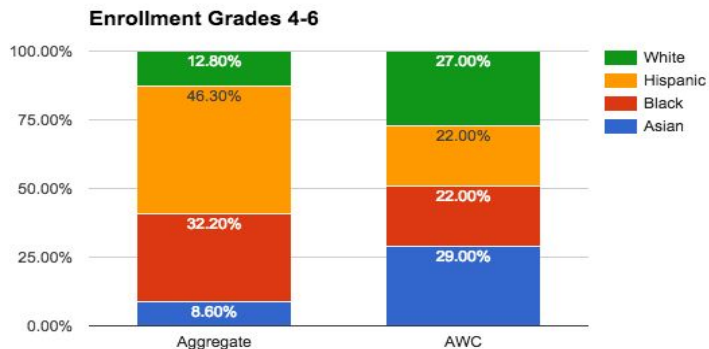
BPS RACIAL EQUITY PLANNING TOOL¹

There is no higher priority for the Boston Public Schools than providing equitable access, and opportunity for every student. Research indicates that racial disparities exist in virtually every key indicator of child, family, and community well-being. Individual, institutional and structural impacts of race, racism, and other biases are pervasive, and significantly affect key life indicators of success.

BPS RACIAL EQUITY PLANNING TOOL COMPONENTS



GENESIS & PURPOSE OF EXCELLENCE FOR ALL



- [The Opportunity and Equity Gap](#) :
Showed Advanced Work Class (AWC) - example of inequity. Only 8% of BPS students are served by AWC & African-American and Latinx students are significantly underrepresented
- EFA expands access to rigor in academic studies and enrichments in grade 3-6

EFA PILLARS

EFA is capacity-building, flexible, responsive to needs of students, educators, and schools

Rigorous Instruction

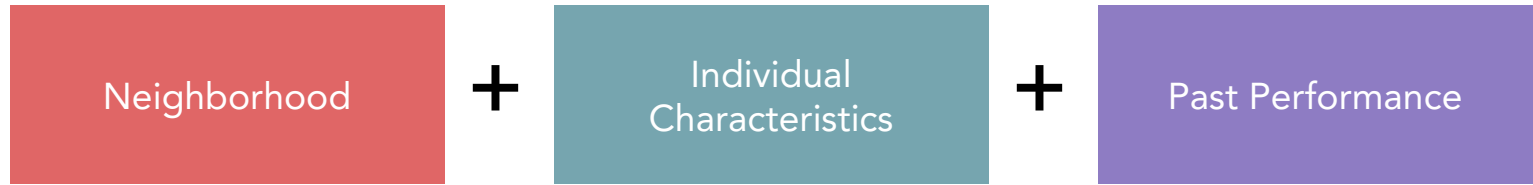
Quality Enrichments

SEL/CLSP

Executive Function

Personalized Learning

Key Accomplishments: What is the Opportunity Index?



Each school receives an Opportunity Index Score between .01-.99; this score is a weighted composite of the neighborhood factors, individual student characteristics, and student past performance of each school's population

**Students, Family
and Community
as Authentic
Partners**

Key Accomplishments

3. Ecological Supports

- Opportunity Index
- Opportunity Portfolio- vetting and analysis process of current BPS partners and PartnerBPS Profiles; aligned with Opportunity Index and also includes elements of CLSP
- Foundational CLSP trainings with Partners
- More intentional alignment with partners, universities, City Hall and State of MA DESE for equitable outcomes
- Intentional and authentic engagement w/ various stakeholders in Racial Equity Planning and Community and School Based Equity Roundtables
- BSAC partnership

OAG Policy Implementation Next Steps

Next Steps in Implementation 2020-2025

- Continue to organize and implement in alignment w/ Strategic Planning
- Ensure that BPS policies, plans, and budgets advance the Opportunity and Achievement Gaps (OAG) Policy so that our schools are equitably funded to provide robust academic programming and social-emotional supports, giving every child what they need (1.1)
- Starting with Division Goals to further guide departments and schools
- Begin measuring impact of new structures/initiatives where possible; further flesh out “through line” from central office to schools
- Some streams of work in each division require reanalysis while others need next progressive steps
- Design updated website that holds policy, implementation plan, and new tracker for 2020-2025
- Design systematic process and supports for implementation of Racial Equity Planning Tool

Key Questions: How do we...

- ensure the continuation of work regardless of turnover and changes in BPS?
- better differentiate support to divisions, departments and initiatives especially if there are challenges?
- create systematic structures to achieve goals that require multiple departments?
- deeply embed the coaching and accountability structures needed throughout the entire system for successful implementation that result in positive student outcomes?



01 ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS

*Equitable and Excellent
Student Outcomes.*



05 CULTIVATE TRUST

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

1.2 Workforce Diversity

- Fully launch 4 BPS Affinity Recruitment Advisory Councils - To invite the community and BPS Staff to advise in recruiting Latinx, Asian, Deaf and Hard of Hearing and HBCUs
- All BPS Schools set School Based Diversity Hiring Goals signifying district wide commitment and coherence.

5.1 Increase diversity through cultivation and retention programming

- BPS MTEL Prep Program collaborates with OEL to license bilingual educators
- Expand the BPS Teacher Cadet program to students in grades 7 to 16
- Launch the George B. Cox Equity in Urban Education Fellowship
- Exit Interviews for all Educators of Color (School based and central office)
- Growth of School based and Central Office Affinity Groups

Retention Is As Important As Recruitment

Exit Interviews

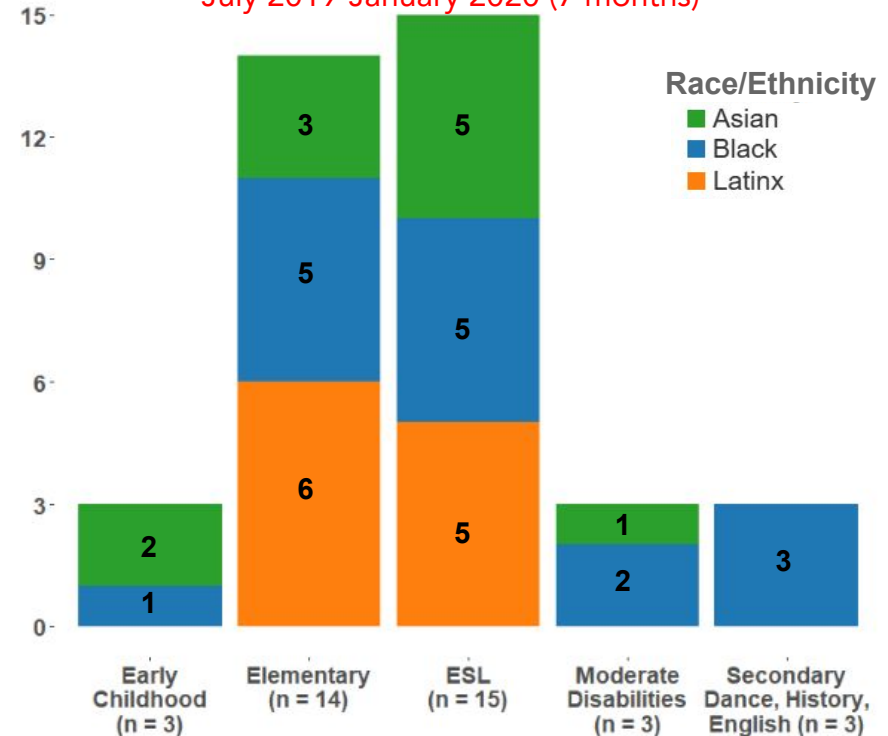
- In SY 19-20, BPS concluded the first comprehensive exit interview process for all Educators of color who exited the district - this includes School Leaders of Color and central office and School based staff.
- All findings compiled are being used to inform our SY 20-21 retention services programming.

Affinity Groups

Increase creation of race specific affinity groups for staff in response to the racial unrest in our country:

- Central Office:
 - Black/Brown,
 - APIDA,
 - White Anti-Racist
- Applied Behavior Analysts of Color
- School Leaders of Color
- School and District Administrators of Color

MTEL Prep Support Programs licensed
38 Educators of Color
July 2019-January 2020 (7 months)



Our Pipelines and Partnerships are important sources to recruit, hire, and develop educators of color

University Partners (6)



Boston University Wheelock College of Education & Human Development



BPS “Grow Your Own” Pipeline Programs (3)

Teacher Cadets

- The **BPS Teacher Cadet Program** - launched in October 2020 - expanded to support grades 7-16
- **Current Cohort: (18)** HS students, **(6)** 1st year, **(16)** 2nd years & **(3)** 3rd year college students
- **Partners:** Regis College, City Year, The Young People’s Project, and the HBCU Alumni Network
- DESE Grants -**\$10k** CTE grant + **\$47,500** curriculum redesign.
- **New Partner:** The Young People’s Project

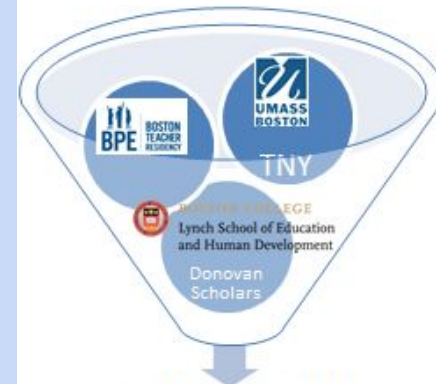
Accelerated Community to Teacher Program

- **97%** are Candidates of Color
- **30/36 (83%)** are Paraprofessionals
- **7/8 (87.5%)** are Female Math/Science Candidates

BPS Teacher Fellowship Program

- Launching **new cohort** in June 2021
- **BPS** only district in the state that **can issue ESL and Moderate disabilities initial licensure**

Teacher Preparation Partner Programs (3)



Yields:

36 Educators of Color:

17 African American, 14 Latinx, and 5 Asian Educators



Expansion of Health Services


FY22 Proposal of \$1M builds on current investments in school nurses and health services

- Increased nursing coverage
- Increased professional development
- Support for testing and vaccine roll out
- Increased and diversified department leadership team: Senior Director, Assistant Director, and Project Manager
- Current Snapshot of Nursing Capacity:
 - 148 FTE school based Nurses
 - 7.0 FTE centrally deployed capacity building coverage nurses
 - 4.0 FTE centrally based school nurses
 - 6.0 FTE health paraprofessionals



RECOVER

Investments to support students whose lives and education were disrupted.



Building upon
the success
of FY21

Prioritize strategies with demonstrated ability to improve outcomes for our neediest students

Supporting children and families with a social worker and family liaison in every school:

- \$6.8M** Family Liaisons who reflect the culture and language of the community they serve, to address the needs and questions of families.
- \$10M** Social Workers assigned to schools for a coordinated, multi-tiered system of support to meet the social-emotional needs of our students and families.
- \$1.1M** Expand Hub Schools initiative

Hub Schools

"Liberating education is the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."
— Paulo Freire



Boston Community Hub Schools present an opportunity to reimagine schools and partnerships that offer liberating educational opportunities that transform the lives and outcomes of our students, communities and city.

Boston Community Hub School Pilot - SY 21-22

YMCA of Greater
Boston

Grove Hall Alliance
+

Boston Public
Schools

**Dual Language
Schools**

Burke High
Frederick Middle
Haynes EEC
King K-8
Trotter K-8
&
Gardner Pilot
Academy K-8
Russell Elementary

Greenwood K-8
Hernández K-8
Horace Mann K-12
Hurley K-8
Mattahunt's
Toussaint
L'Ouverture Academy
(K-1)
Muñiz Academy
Umana K-8

- \$1.1M investment in 12 new Hub School Managers
- Deep collaboration with YMCA leveraging BPS schools' experience as community schools.
- Asset-based, participatory approach to securing opportunities and services that increase access and agency

An environment where every child can thrive is the foundation for academic achievement

78% of Social Workers hired in FY21 were persons of Color and coordinated services and support staff to serve students more effectively.

One-to-One

Individual counseling support and high-leverage interventions for highest needs students.

Small Group

Leveraging partners and staff to provide small group and targeted supports to students.

Whole School

BPS SEL Signature Practices support all students by developing culturally-appropriate, positive, whole school rituals, routines, habits, and norms.

Investment
Highlight:
Coordinated
Student Supports

SOCIAL WORKERS

50% Direct Service;
50% Antiracist Systems
(Macro) Work

An investment that
centers individual and
collective healing

Central Office Infrastructure for Social Workers

Recruitment and Hiring Process

- ❑ Conducting targeted outreach to ensure diverse pool, such as reaching out to local schools of social work, social worker associations, social media, current social worker word of mouth
- ❑ Central vetting process firmly centered on racial equity & CLSP and that considers school community languages and cultures

Professional Development and Support

- ❑ Monthly professional development sessions with focus on building capacity for antiracism systems work & Restorative Practices
- ❑ Coaching and observation that includes a peer coaching
- ❑ Case Consultation

Partnerships

- ❑ Pipeline programs with local colleges
- ❑ Strengthening internship program

Waiver Process - 15 Approved

- ❑ Schools received waivers for: Psychologist, CLSP Practitioner, Hub School Coordinator, Restorative Justice Practitioner
- ❑ Comprehensive review process including REPT, inclusion of Equity Round Table/School Site Council and meetings with School Leaders

Behavioral Health Services Staffing

Spring 2020

- Director of Social Work
- 57 Transformation Social Workers Hired

SY 20-21

- 25 schools with one FT School Psychologist
- 30 schools with at least one FT Transformation Social Worker
- 10 schools with <1.0 TSW support

SY 21-22

- 31 schools with FT School Psychologist
- 89 schools with at least one FT Social Worker

BHS COVID REMOTE SUPPORTS

- Individual and group counseling
- Case management
- Crisis services and student check-ins
- Psychoeducational and sociological assessments
- Home visits (virtual and in-person)
- Parent webinars on a variety of topics such as anxiety, mental health, community resources (language specific)
- Parent Coffee hours (language specific)
- Referrals to community partners
- District and school-based staff trainings
- Use of Restorative Justice (RJ) practices to build school climate
- Support staff affinity groups
- Support school Equity Roundtables



Investment Highlight: Family Liaisons

Engaging Families as Partners in Education

Family liaisons provide a direction connection for families and their child's school. They will

- Provide support to families in their home language to create a welcoming and inclusive school culture and environment.
- Support school staff with building relationships with the students, families, and the surrounding community.
- Connect families with community resources for needs like housing, food, counseling, and more.
- Work with the School Leader to strengthen school-based management and decision making through School Site Councils.

Family Liaisons

School-based support
for families

Creating the space for
families to co-construct
their role in their child's
education

Central Office Infrastructure for Family Liaisons

Recruitment and Hiring Process

- ❑ The Office of Family and Community Advancement conduct extensive outreach through it's network and leverages the range of recruitment vehicles available through the district
- ❑ Focus on linguistic diversity
- ❑ Assess for skills, knowledge and ability related to culturally proficient and relevant family engagement

Professional Development and Support

- ❑ Biweekly professional professional learning to build the liaisons' capacity
 - ❑ Effective engagement strategies
 - ❑ Work as part of a school teams to assess family engagement and creating a plan linked to the Quality School Plan
 - ❑ Work planning and time management
 - ❑ Meeting facilitation
 - ❑ Coaching educators
- ❑ Technical Assistance and Coaching
 - ❑ Peer to peer
 - ❑ Group Consultation
 - ❑ OFCA Engagement Facilitator



Homeless Education Resource Network (HERN)

- \$1.9M** Funding allocated to school budgets to support precariously housed students and families
- 93%** Homeless investment funds expended YTD
- 578** Housing vouchers issued to BPS families
- 509** Families housed YTD (1,000+ children)
- 80%** Voucher families who remained in Boston
- 85%** Students experiencing homelessness who opted in to receive a chromebook
- 250K** Investment in additional case management
- 21,440** Meals delivered to BPS families displaced outside of Boston due to homelessness

A background image showing a group of diverse children in a classroom setting, some sitting at desks and others standing, engaged in various activities.

**COVID
RESPONSE
HIGHLIGHTS**



REIMAGINE

Investments to come back as the District our students deserve and revisit "ImagineBPS", our strategic plan.

7 FORMS OF BIAS IN INSTRUCTIONAL MATERIALS

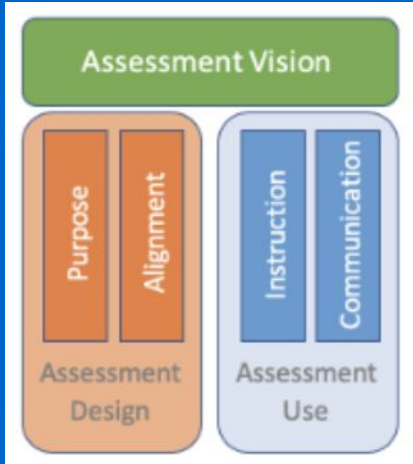
Curriculum Bias Review

7 Forms of Bias in Instructional Materials

- Tool is incorporated in CLSP Continuum and Essentials for Instructional Equity
- Supplementary tool for vetting bias in Instructional Materials
- Tool for individual self-reflection and content teams for vetting bias
- Includes graphic organizer to further guide academic teams through implementation
- Multi-departmental effort (Opportunity Gaps, Academics, and more)

Curriculum Bias Review

DESE Assessment Framework



- Assessment strategy built on four pillars of meaningful inputs and outputs for assessments
- Incorporated 7 Forms of Bias and [DESE Bias Review](#)
- While no tool is perfect, these tools are intended to be used to ensure test items are not advantaging/disadvantaging groups
- Multi-departmental effort (Data & Accountability, Opportunity Gaps, Academics, and more)

Commitment 1, Priority 8: Develop capacity to address health and social contributors to opportunity gaps



BPS Office Of
Health & Wellness

Serving the Development of the Whole Child

The Boston Public Schools aims to actively promote the social, emotional and physical health and wellness of all students to advance both their healthy development and readiness to learn. The BPS Wellness Policy strives to **reduce health inequities** that interfere with learning. OHW leads this work.

Office of Health & Wellness

Building capacity - Building systems - Building healthier schools

The OHW provided direct support to school staff through professional development, instructional coaching, technical assistance and student-focused resources.



- ★ 16 Synchronous PD opportunities reaching **114 schools** and **600+ teachers**
- ★ 8 Asynchronous PDs with **over 5000 cumulative views**
- ★ 1825 Coaching sessions in **109 schools** reaching nearly **500 teachers**
- ★ 9 Professional Learning Communities in **93 Schools** reaching **250+ teachers**
- ★ **123 schools** reached with Technical Assistance from OHW program areas
- ★ **\$343,414** in resource dissemination **directly to schools**



Learning Environments that Meet the Needs of All Students

Create joyful learning environments that are engaging, healthy, supportive, inclusive, challenging, and safe -- serving the development of the whole child and reducing inequities



Culturally responsive teaching & curricula



Safe, clean & cheerful environments



Access to healthy, nutritious food



Trusting & supportive relationships



Opportunities for movement & play



Support for the health needs of students



Building knowledge & self-efficacy for health



Healthy, happy staff supporting students

Implement a Whole School Whole Community Whole Child Approach to Instruction as outlined in the BPS Wellness Policy and the Essentials for Instructional Equity



Improving the quality, quantity and equity of Tier 1 Whole Child Instruction



**BPS Office Of
Health & Wellness**

Fully implement Physical Education (PE) & Comprehensive Health Education (HE) according to the BPS Wellness Policy.

PE & HE are essential to a young person's overall education and a foundation for lifelong healthy living. PE & HE provide students with a planned, sequential, K-12 standards-based program of curricula and instruction.



HE builds knowledge, attitudes, and self-efficacy necessary for healthy habits, healthy relationships, and health literacy that impact social, emotional & physical well-being



PE develops motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence.

Implement BPS Transformative SEL standards and practices in the classroom and throughout the school that aligned with CLSP.

SEL is essential for young people and adults to build strong relationships that facilitate co-learning to critically examine root cause of inequity, and to develop collaborative solutions that lead to personal, community and societal well-being.



SEL builds essential life skills and competencies that promote a positive identity, a well-managed self, healthy relationships and agency to successfully navigate their future.

Ensuring Equity & Transparency

We provide extensive information online, including:

- School Committee & City Council budget presentations
- FY22 Weighted Student Funding School-by-School comparison
- Weighted Student Funding Summaries for all schools
- FY22 General fund account code budget

For more information, please visit:

www.bostonpublicschools.org/budget

All documents are translated.

Upcoming Budget Hearings

Date

Topic

Tuesday, April 27, 10:00AM:	BPS Overview: Strategic Plan & FY22 Budget
Tuesday, April 27, 2:00PM:	BPS School Budgets
Wednesday, April 28, 6:00PM:	Public Testimony
Tuesday, May 11, 10:00AM:	BPS Commitment #1, Part I: Eliminate Opportunity & Achievement Gaps – Overall Alignment & Wraparound Supports
Tuesday, May 11, 2:00PM:	BPS Commitment #1, Part II: Eliminate Opportunity & Achievement Gaps – Specialized Academic Supports
Tuesday, May 18, 10:00AM:	BPS Commitment #2: Accelerate Learning
Tuesday, May 18, 2:00PM:	BPS Commitment #3: Amplify All Voices BPS Commitment #4: Expand Opportunity
Tuesday, May 25, 10:00AM:	BPS Commitment #5: Cultivate Trust BPS Commitment #6: Activate Partnerships

bostonpublicschools.org/budget | budget@bostonpublicschools.org

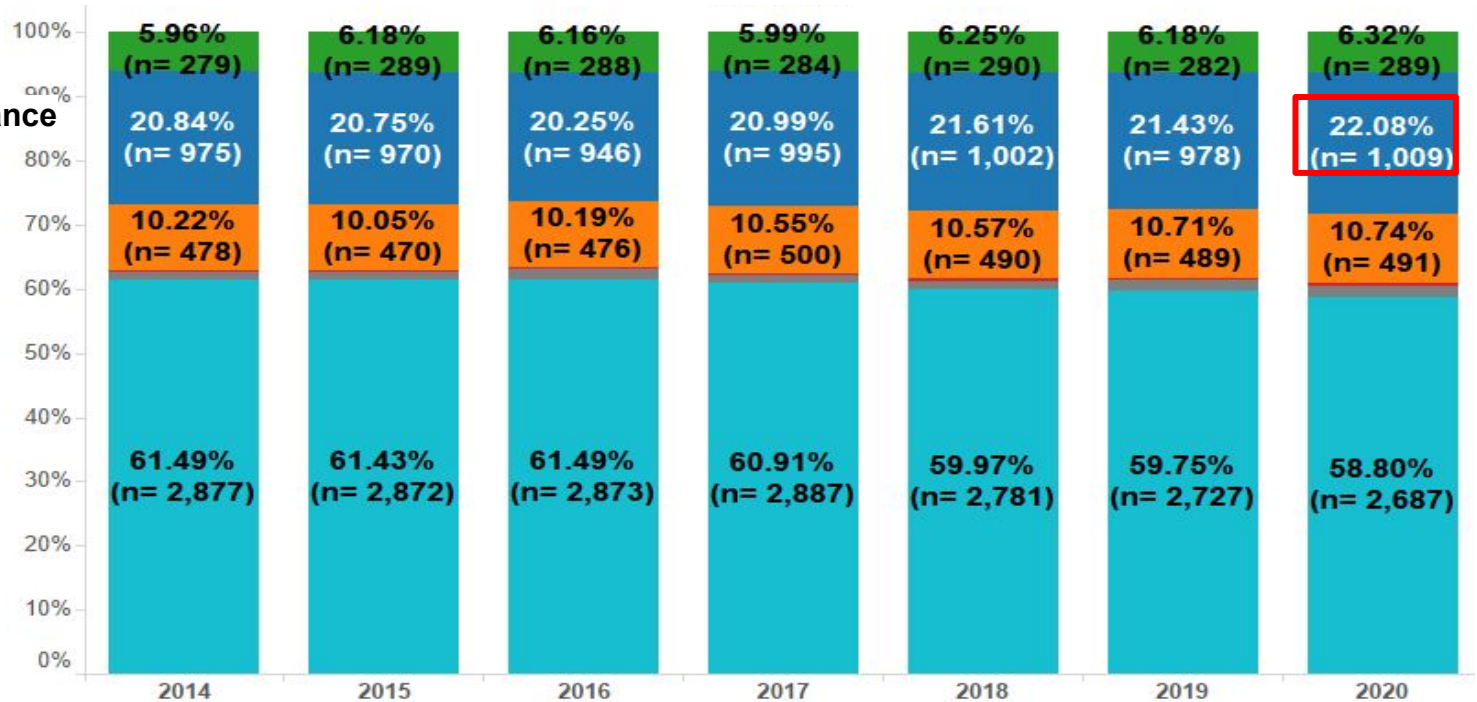
APPENDIX

Workforce Diversity 2014-2020

Garrity Educators
(Teachers & Guidance
Counselors)

Race/Ethnicity

- Asian
- Black
- Latinx
- Other
- Decline
- White



Data is as of 10/1 each year.

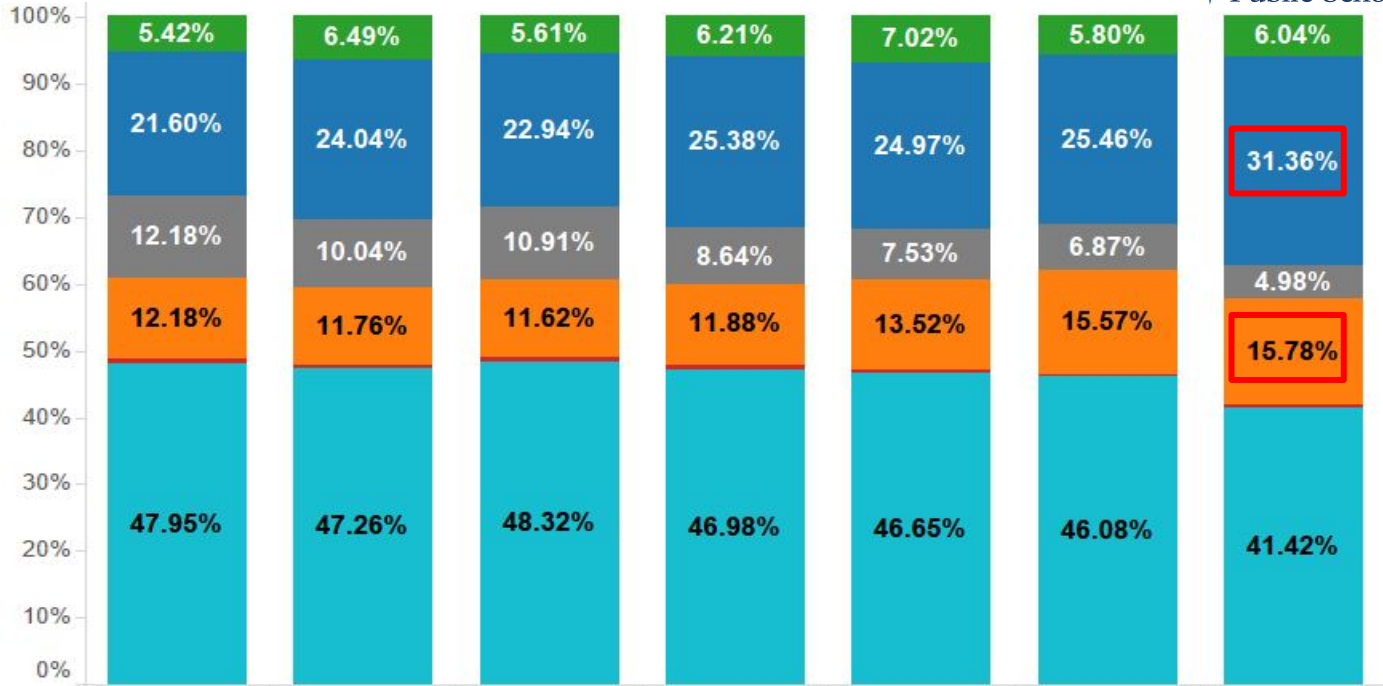
	2014	2015	2016	2017	2018	2019	2020
Total Educators	4679	4,675	4,672	4,740	4,637*	4,564*	4570
% Educators of Color	37.42%	37.35%	36.92%	37.91%	38.80%	38.58%	39.45%

Hiring - 2014-2020

**Garrity Educators
(Teachers & Guidance
Counselors)**

Race/Ethnicity

- Asian
- Black
- Decline
- Latinx
- Other
- White



Data is as of 10/1 each year.

Total Educator Hires	1,051	986	981	1,111	969	931	944
% Educator Hires of Color	39.9%	42.7%	40.8%	44.4%	45.8%	47.0%	53.6%

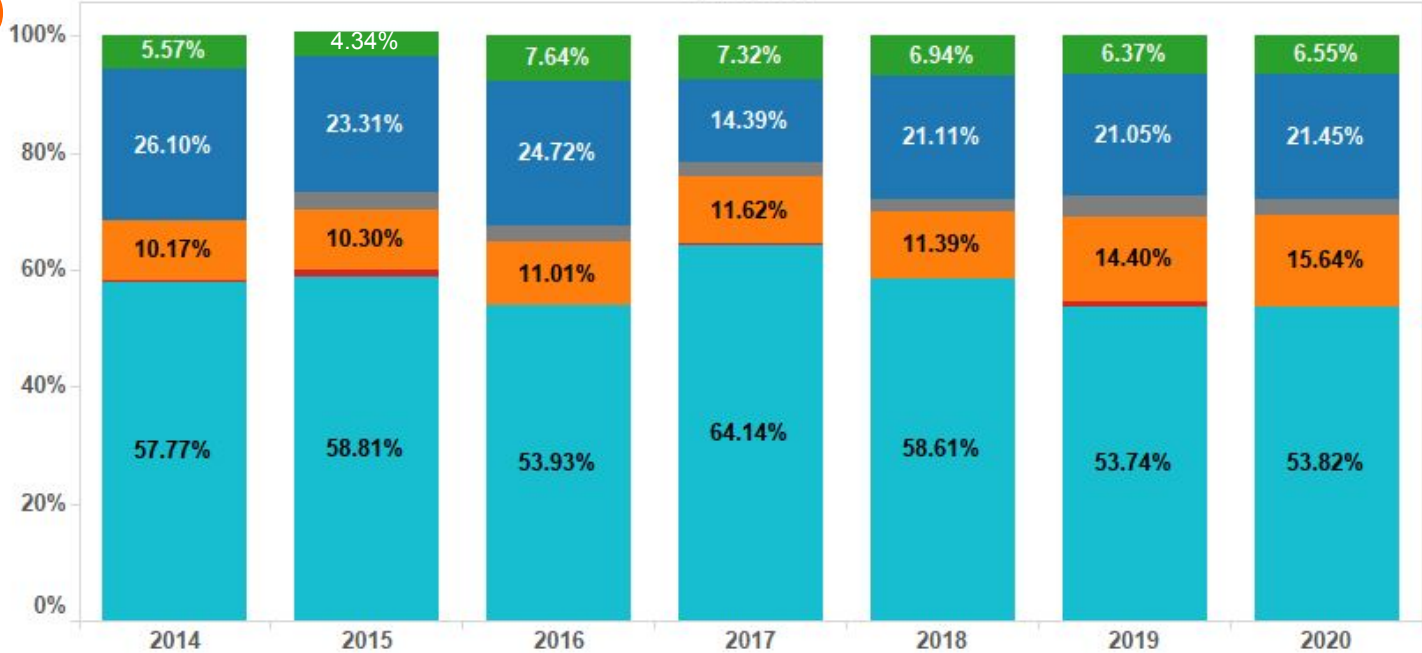
Exits (Retirements, Resignations, Non-Renewal, etc.) 2014-2020

Garrity Educators
(Teachers & Guidance Counselors)

Race/Ethnicity

Ethnicity

- Asian
- Black
- Decline
- Latinx
- Other
- White



Data is as of 10/1 each year.

Total Educator Exits	521	369	445	396	360	361	275
% Educator Exits of Color	42.2%	39.0%	43.4%	33.6%	39.4%	42.7%	43.6%