

Innovations in Education

OVERVIEW

Thanks to effective Superintendent leadership and the strong support of the Mayor, City Council and School Committee, the Boston Public Schools (BPS) has made considerable progress over the past seventeen years. To provide students with a successful beginning to their educational careers, the district has prioritized early childhood education, including the opening of new early education centers and full-day kindergarten for four- and five-year-olds. To prepare older students for college and career success, Boston has reorganized many of its high schools into smaller, more personalized learning environments. In recognition of its great strides in public education, in 2006, the district won the distinguished Broad Prize for Urban Education, the highest national award presented to a big city school district.

Since her appointment as Superintendent of the Boston Public Schools in August 2007, Dr. Carol R. Johnson has developed an ambitious agenda for the next chapter in the Boston Public Schools' history. Dr. Johnson is committed to eliminating achievement and access gaps by creating and expanding opportunities for all students. In January 2008, she presented to the Boston School Committee and the community an "Acceleration Agenda" that outlined key priorities for ensuring the success of all children, as well as a reorganization of the district's central offices to strengthen academic supports for schools. Superintendent Johnson's Acceleration Agenda focuses on achieving excellence for all student groups by addressing the persistent achievement gaps across race, gender and special needs populations and turning the tide on the dropout crisis.

BPS Operating Budget

The Boston Public Schools developed its FY11 budget in the midst of a national recession. With budgets shrinking in city governments across the

nation, the Boston Public Schools faced a difficult task – to advance its academic priorities even as the City's revenues fail to keep pace with increasing costs.

The Boston Public Schools' FY11 budget, totaling \$821.4 million, represents a \$3.5 million increase from the FY10 appropriation. In crafting this budget, every effort has been made to support teaching and learning in the classroom and further the Acceleration Agenda. However, this budget does reflect difficult decisions. As a result of budget reductions, the number of positions funded by operating dollars in central departments will drop by 10%. At schools, the number of positions budgeted on the operating fund will decrease by just under one percent.

Still, the FY11 budget does invest in key priorities of the Acceleration Agenda. These include:

- Continuing the City's commitment to early childhood education in order to stop achievement gaps before they start;
- Expanding programs and services for English Language Learners with \$11.7 million in additional funds;
- Increasing funding for students with disabilities so that the schools can adopt a state-of-the-art information management system and electronic Individual Education Plan program;
- Expanding arts and music programming with support from EdVestors; and
- Continuing Parent University, where in FY10 hundreds of BPS parents participated in three day-long sessions that increased their capacity to support their children's education.

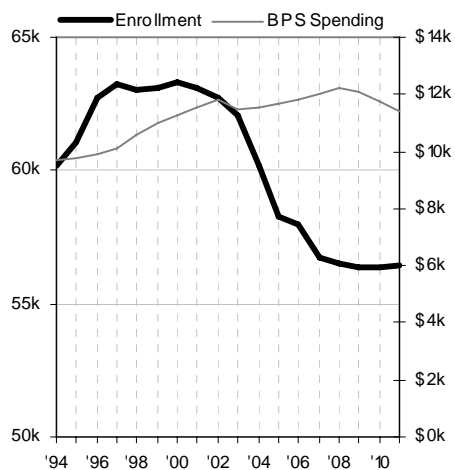
In addition to support for Acceleration Agenda goals in the operating budget, a second year of funding from the federal American Recovery and Reinvestment Act (ARRA) will allow the Boston Public Schools to make strategic investments to improve student achievement and reduce costs over the long term.

year then determines the allocation of resources at the school level.

BPS STUDENTS

Student Enrollment

As of January 2010, 56,340 students were enrolled in the Boston Public Schools. This enrollment level represents a decrease of 47 students from the 56,387 students enrolled in January 2009. The January 2010 enrollment represents a decrease of about 11% (7,015 students) from the most recent enrollment peak of 63,355 reached in December 1999 (See Figure 1).



BPS Enrollment and per Student Spending
 FY94 - FY11 Adjusted to 2005 dollars

Figure 1

The enrollment projection of 56,459 students in FY11 anticipates a 0.2% increase from the FY10 enrollment overall. The Boston Public Schools projects a 0.3% decrease in the number of regular education students from the actual enrollment level in January 2010. Special education enrollment is expected to increase by about 2.9% from the January 2010 enrollment level. Bilingual education/Sheltered English Instruction (SEI) enrollment is projected to decrease by about 0.8% from the January 2010 level.

Student enrollment is a key factor in the Boston Public Schools budget. During the budgeting process, BPS projects enrollment levels for each program, grade, and school. The projected enrollment at each school for the upcoming school

Student Diversity

The BPS student population is racially and ethnically diverse. In FY10, the student body was 37% Black, 39% Hispanic, 13% White, 9% Asian and 2% multi-racial or other. 74% of BPS students are eligible to receive free and reduced-price meals in school (65% free, 9% reduced).

The Boston Public Schools seeks to ensure equal educational opportunities and prevent discrimination and inequalities based on racial, ethnic, or socio-economic status, gender, sexual orientation, or any other reasons.

PROGRAMS AND SERVICES

Currently, approximately 78% of Boston Public Schools students are in regular education programs (including vocational and advanced work, and mainstream special education), 12% are in bilingual education, and 10% are in substantially separate special education programs.

Regular Education

Regular education programs at the Boston Public Schools include grades 1 through 12, kindergarten, and early learning opportunities. BPS programs range from early learning to high school programs, from classical education to technology, and from advanced work classes to remedial and alternative education. In addition, adult basic education and evening high school programs are available for Boston's adult population.

English Language Learners

The Boston Public Schools, through its Office of English Language Learners (OELL), ensures that English Language Learners (ELL)/Limited English Proficient (LEP) students acquire proficiency in English while achieving the same standards as their fluent English-speaking peers. There are approximately 24,120 BPS students for whom English is not their first language.

The Parthenon report on strategies for off-track youth issued in 2007 found that ELLs who enter the Boston Public Schools for the first time during high school are at high risk of dropping out of

school before graduation. To address the needs of these students, the Boston Public Schools opened the Newcomers Academy in March 2009. The Newcomers Academy is a transitional program to help prepare ELLs aged fourteen to eighteen years for successful entry into a diploma-granting high school. In addition, the Boston Public Schools has expanded enrollment at the Boston International High School, a school for ELLs that currently serves students from forty-eight countries.

In April 2009, the Gaston Institute for Latino Community Development and Public Policy released its report on academic outcomes for English Language Learners. This report showed a need for improved implementation of current programs for ELLs. In response, BPS has dedicated \$11.7 million of additional funding in the FY11 budget to support English Language Learners. Almost \$8 million in Title I ARRA fund will be used to acquire English Language Development materials for ESL classrooms, purchase English Language Development formative assessment systems, fund professional development, expand summer programs for ELLs and hire staff.

Special Education

The Boston Public Schools provides special education services in both public schools and special education private schools to approximately 11,520 students. In keeping with BPS's goal to enable all students to achieve high standards, BPS's special education services are geared towards mitigating barriers to teaching and learning so that all students can reach citywide learning standards, graduate from high school, have the tools to choose post-secondary education and/or employment and contribute to the community. All special education services are provided in accordance with the Individuals with Disabilities Education Act (IDEA), Massachusetts State Regulations (CMR 28), and Boston School Committee policies.

Special education teachers work with students with disabilities to meet the goals and objectives specified in their Individualized Educational Plans (IEPs). Speech and language pathologists, occupational therapists, adaptive physical education teachers, and other specialists also

provide services as determined through the IEP process.

BPS strives to provide appropriate services to students with disabilities and to serve more students within regular education settings. While many special education students receive instruction in regular education classrooms and resource rooms, approximately 45% of students with disabilities are educated in substantially separate settings to successfully meet their special education needs.

In addition to in-district placements in mainstream or substantially separate placements, BPS is responsible for the educational services of approximately 390 students in out-of-district placements. Students receive out-of-district placements when it is determined that their needs cannot be met in a public school setting, and that a private day school or private residential school is required to meet their educational goals and objectives. BPS is currently fully or partly responsible for paying for services for most of these students at an average cost of \$59,533 per year. Tuition rates are established by the Commonwealth of Massachusetts Rate Setting Commission.

In FY11, the Boston Public Schools will make strategic investments using ARRA funds to increase inclusionary models and practices in schools, reduce disproportionately high special education referrals and implement an in-class autism service model. These investments will improve the quality of education for special needs students and decrease costs over the long term. In addition, BPS will use ARRA funds to cover some extraordinary costs associated with special education services that were previously reimbursed by the Commonwealth.

Student/School Support Services

Students in all programs take advantage of a wide range of support services in the schools. These support services create a continuum of support for students with and without disabilities. BPS provides prevention services focused on improving school climate and increasing staff capacity to deal with a broad range of issues, direct services provided to students either in groups or individually, and crisis services. BPS collaborates with human services and community agencies to supplement the support services BPS offers.

ALTERNATIVE SCHOOL DESIGNS

Pilot Schools

Innovation is essential to continuous school improvement. In recognition of this fact, BPS and the Boston Teachers Union (BTU) collaborated in 1994 to create pilot schools that could serve as laboratories for innovative ideas in quality instruction. Pilot schools, exempt from the BTU contract and School Committee rules and regulations, can test innovative educational ideas that can later be introduced to the entire BPS community. In February 2006, BPS and the BTU agreed to significantly expand the number of pilot schools over the next few years.

Pilot school students' test scores on national and state tests have shown consistent improvement. Reports by the Center for Collaborative Education have suggested that the flexibility pilot schools have been given with regard to budget, staffing and scheduling has had a positive impact on instruction, the educational environment, post-secondary outcomes and most importantly, student achievement.

As of FY11, twenty-one pilot schools will be in operation, serving an estimated 7,163 students, or 13% of Boston Public Schools students. These pilot schools were created through a request for proposals process.

Boston's pilot schools include: Another Course to College, Baldwin Early Learning Center, Boston Arts Academy, Boston Community Leadership Academy, the Boston Teachers Union School, Fenway High School, Frederick Pilot Middle School, Gardner Pilot Academy, Greater Egleston Community High School, Haley Elementary, the Harbor School, Lee Academy, Lyndon K-8 School, the Lyon 9-12, Mason Elementary School, Mission Hill K-8 School, New Mission High School, Orchard Gardens K-8 School, Quincy Upper School, TechBoston Academy and Young Achievers Science and Math K-8 School.

In addition, the English High School is a Commonwealth Pilot School.

Horace Mann Charter Schools

The City of Boston has two Horace Mann charter schools that will serve an estimated 570 students in FY11. These schools, the Health Careers

Academy and the Boston Day and Evening Academy, were originally founded as pilot schools and were designated as Horace Mann charter schools in 1999.

A Horace Mann charter school represents all or part of a public school operated under a formal charter approved by the local school committee and local bargaining agent and granted by the Commonwealth of Massachusetts. Charters are granted for five years and are renewable. Charter schools must comply with state regulations on testing and assessments, and must measure their progress against the goals specified in their charter and produce a formal annual report. In addition, site visits are used to assess each charter school's progress.

Horace Mann charter schools submit a budget request to the Superintendent and School Committee each year. The cost of Horace Mann charter schools is included in the BPS operating budget. In accordance with the Massachusetts law governing charter schools, a Horace Mann charter school's budget allocation must be consistent with the allocation to other public schools in the district.

Commonwealth Charter Schools

In accordance with the Education Reform Act of 1993, Commonwealth charter schools are public schools established by charters granted by the Board of Education independent of local school committees. Commonwealth charter schools differ from pilot schools and Horace Mann charter schools in that the granting of their charters does not require the approval of the local school committee or school unions, and they do not submit an annual budget request to the local school committee. The sending district of the student attending the Commonwealth charter school bears the cost of their education. Tuition costs for charter school students who live in Boston are paid by the City of Boston through a state assessment separate from the BPS operating budget.

In FY10, approximately 5,162 Boston students attended Commonwealth charter schools. In FY11, enrollment of Boston students in charter schools is expected to increase to approximately 5,417. (*For*

more information on charter school funding, see Revenue Estimates and Analysis)

EXTERNAL RESOURCES

External funds are critical to the success of the Boston Public Schools. They are targeted for specific purposes that enhance teaching and learning and are part of a strategic all-funds approach to budgeting. External funds are provided through formula grants (called entitlements), competitive grants, reimbursement accounts, and other grants, primarily from state and federal sources. BPS expects to receive \$160.2 million in external funds in FY11, an amount equal to 16.3% of its all-funds budget excluding capital funds. The FY11 budget for external funds represents an increase of approximately \$1.8 million or 1.2% from the FY10 budget. At the time of this writing, BPS was in the process of applying for grants that may be awarded for FY11, but are not yet guaranteed. As a result, the FY11 external funds estimate is likely understated.

Federal Aid

Federal and state aid to the Boston Public Schools has varied over the past few fiscal years. The Boston Public Schools' level of federal funding dropped in FY04 when the federal government began using 2000 Census figures in aid formulas, rose in FY05, and leveled off in FY06. Federal aid dropped in FY07 and FY08 due to cuts in federal education program budgets. In FY09, federal aid to Boston's schools increased slightly. In FY10, federal aid to the Boston Public Schools increased as a result of new funding from the American Reinvestment and Recovery Act and higher funding for Boston in other major federal grants.

The Boston Public Schools' primary source of federal education funding is the No Child Left Behind Act (NCLB). NCLB, established during the cyclical reauthorization of the Elementary and Secondary Education Act (ESEA) in 2002, promises resources geared toward improving the quality of education for every child. NCLB funds come with substantial new programmatic requirements including targeting of disadvantaged students, greater choice for parents, flexibility for states and districts, accountability, and scientifically-based instructional strategies and academic content. NCLB now contains all of the

federal formula grants except for those pertaining to students with disabilities.

Funding for students with disabilities is provided through another major source of federal funding, the Individuals with Disabilities Education Act. This funding serves as a revenue source for the district's comprehensive special education program.

American Reinvestment and Recovery Act

On February 17, 2009, President Barack Obama signed the American Recovery and Reinvestment Act (ARRA) into law. This law provided for two years of economic stimulus funding that created an opportunity for school districts across the country to preserve jobs and invest in strategic initiatives that create long-lasting results for students. In FY10, Boston Public Schools received approximately \$31.8 million in ARRA funding. The Boston Public Schools has used this funding to preserve 180 teachers' jobs and acquire additional books and classroom materials. BPS has also used this funding to improve monitoring of student performance, improve educational opportunities for English Language Learners, implement in-class autism service models and reduce unnecessary special education referrals.

In FY11, the Boston Public Schools expect to receive another \$31.8 million in ARRA funds. These will be used for the following priorities:

- Monitoring student progress for improved teaching and learning;
- Improving literacy instruction;
- Closing access gaps for English Language Learners;
- Increasing access to rigorous math and science instruction;
- Expanding safety nets for students to stay on track for graduation;
- Increasing learning time;
- Reducing disproportionately high special education referrals;
- Increasing inclusionary models and practices in schools; and
- Implementing in-class autism models.

In addition, some ARRA funds will go towards staffing and covering a reduction in the state's "circuit breaker" funding for extraordinary special education costs.

State Aid

The primary source of state aid to schools is Chapter 70 education aid. (Note: This funding is not included in the BPS external resources total as it is normally distributed as direct general fund revenue to the City.) The state began distributing dedicated education aid after the enactment of the state’s comprehensive school reform law, the Education Reform Act of 1993. The City received \$210.5 million in Chapter 70 education aid in FY07, and \$215.8 million in FY08. In FY09, \$221.4 million in Chapter 70 general fund revenue was budgeted. The state reduced that amount by \$23.3 million mid-year and offset the reduction with a \$23.3 million grant from the state’s ARRA funds. In FY10, the City received \$217 million in Chapter 70 funds. In FY11, the City expects to receive \$205.8 million in Chapter 70 funds. As in FY09, the state reduced the City’s Chapter 70 allocation during its budget process and offset the cut by awarding state fiscal stabilization funds totaling almost \$4.0 million to the School Committee.

The school funding system in Massachusetts includes a mandated local level of spending (local contribution), state aid to support a minimum level of spending or “foundation budget,” and establishes required annual local spending increases (municipal revenue growth factor). The City has consistently met these requirements, and contributed beyond the level of funding required. (See Figure 2 for changes in school spending and Chapter 70 aid levels.)

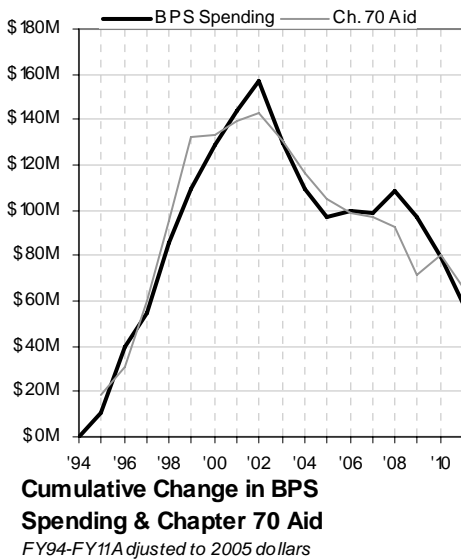


Figure 2

Additionally, the state provides important aid to mitigate the financial costs of educating students with disabilities. With “circuit breaker” reimbursements, the state shares the cost of educating students with disabilities once the cost to educate those students exceeds a threshold amount. Circuit Breaker aid was enacted in 2000 and implemented in 2004. BPS received \$11.8 million in Circuit Breaker funding in FY09. In FY10, circuit breaker funding decreased to \$6.7 million. In FY11, the Boston Public Schools expects to receive \$6.5 million in circuit breaker funding.

Prior to FY05 the Commonwealth provided annual funds to offset the cost of school transportation. The City received \$9.1 million in FY04 for the cost of student transportation, a cost that has since been absorbed by the City.

(Please see the Revenue Estimates Section for more detail on school aid.)

Private Partnerships

The Boston Public Schools, in collaboration with several non-profit partners, has been very successful in leveraging grants and donations from private foundations, corporations, and occasionally individuals to support its educational mission. In FY11, BPS will benefit from major grants from foundations as well as partnerships with local organizations. For instance, an Arts Expansion Fund was created in 2008 by BPS and EdVestors so schools can apply for grants to enhance arts programming. The goal is to distribute at least \$1.5 million over three years for this purpose. Private funding also supports early childhood education, college readiness, and athletics in the district.

BPS has a long-running tradition of working with numerous independent organizations to help bring additional resources, expertise and guidance to Boston’s youth and BPS students in particular. BPS seeks to have each school build a partnership not only with a college or university, but also with a business or foundation, arts or cultural organization, and health or human services provider. Through the Step-Up program, five area universities have made a commitment of resources totaling \$10 million over five years. These

resources will be used to support underperforming schools.

In FY10, the Boston Public Schools hired a director for the new Office of Institutional Advancement to increase the district's capacity to develop and support funding-related partnerships with external organizations. This new office will support a targeted fundraising strategy to advance the Acceleration Agenda. In its first year, the office set a goal of increasing private investment in the Boston Public Schools by \$350,000, equivalent to the multi-year investment in this office from private sources that the BPS received in winter 2008.

PERFORMANCE INDICATORS AND STANDARDS

Overview

BPS has been evaluating its progress using measurable outcomes for a number of years. Through a collaborative process that involved the Superintendent and School Committee, BPS has developed and refined performance indicators and standards to promote continuous improvement in teaching and learning in every classroom and every school. In the Acceleration Agenda, the Boston Public Schools outlined three key goals, and set academic performance measures and targets to measure progress towards these goals. Federal and state funding guidelines also require BPS to track student progress. Changes in federal and state law over the past several years have changed the district's role with respect to accountability. (*Performance Indicator & Standards data can be found in the Education chapter in Volume 2 of the City of Boston FY10 Budget.*)

Federal and State Standards

Under the No Child Left Behind Act (NCLB), federal regulations define the specific criteria for which schools will be held accountable, and on which sanctions and/or rewards are based. NCLB requires that states set standards for achievement and implement testing for students to see whether those standards are being attained, not only by the population as a whole, but also by student subgroups. Subgroups include students with disabilities, students with limited English proficiency and students from all major ethnic and racial groups. Adequate Yearly Progress (AYP) is the amount of improvement toward student proficiency that a school or district must demonstrate each year, on average, to close performance gaps and have all students performing at proficient or advanced levels in English language arts and mathematics by 2014. AYP is determined separately for English language arts and mathematics.

At the state level, a provision in the Massachusetts Education Reform Act of 1993 stipulated that all students from the class of 2003 forward must pass the Massachusetts Comprehensive Assessment System (MCAS) in order to receive a high school diploma. The Massachusetts Comprehensive Assessment System (MCAS) is a statewide standardized test that measures student performance and serves to seek educational accountability from their respective school systems. MCAS data present the percentages of students at each school that fall into each of the four MCAS Performance Levels. Level 1 denotes "failing," Level 2 denotes "needs improvement," Level 3 denotes "proficient," and Level 4 denotes "advanced."

In the analyses of MCAS scores, percentages are based on the total number of students required to take the test. This includes regular education students, students with disabilities tested with standard accommodations, and limited English proficient (LEP) students. BPS expects that the percentage of students in Level 1 will continuously decrease and the percentages of students in Levels 3 and 4 will increase.

Acceleration Agenda Performance

The Acceleration Agenda lays out three key goals for the Boston Public Schools:

- To ensure all students achieve MCAS proficiency;
- To close access and achievement gaps; and
- To graduate all students from high school prepared for college and career success.

BPS has developed performance measures with targets against which they will measure progress towards their academic goals. Boston Public Schools seeks to have all students learn to read by the end of Grade 1 and read to learn in Grade 3. To that end, BPS is paying careful attention to its measure of first graders meeting the DIBELS benchmark. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a formative early literacy assessment. BPS is also monitoring the percentage of third-grade students passing the ELA MCAS, and the gap between the highest and lowest student subgroups in the ELA MCAS.

Boston Public Schools has set a goal of having more eighth grade students prepared to take Algebra I. The district is therefore focusing on measures of the percentage of Math 8 students receiving a B or better on their final exam, and the percentage of non-exam school students enrolled in Algebra I.

Boston Public Schools is also focused on ensuring that English Language Learners (ELLs) acquire language mastery and fluency. In order to monitor this, BPS is looking at the percentage of ELLs who move two or more MEPA steps within the same grade span, or one or more steps between grade spans, across all levels. MEPA is the Massachusetts English Proficiency Assessment.

BPS is monitoring graduation rate, SAT scores and the percentage of eleventh and twelve grade students enrolled in Advanced Placement courses as it focuses on graduating all high school students college-ready and success bound. BPS also monitors the dropout rate, a significant indicator of a school's effectiveness. According to state guidelines established in FY92, students in grades 6-12 are counted as dropouts if they leave school during the year from July 1 to June 30 for any reason other than transfer, graduation, death, or

expulsion with an option to return. BPS expects the dropout rate to continuously decline.

FORMAL BUDGET PROCEDURES

Governance

The seven-member Boston School Committee is appointed by the Mayor to staggered appointment terms and serves as the policy-making body of the Boston Public Schools. This structure was affirmed by the voters of the City of Boston in a referendum held in November 1996. The School Committee appoints a Superintendent who serves as the chief executive officer of the Boston Public Schools. The Superintendent, who is responsible for the management and supervision of the public schools, reports directly to the School Committee and also serves as a member of the Mayor's cabinet. At each school, site councils, consisting of the building administrator, parents, teachers, representatives from collaborating institutions, and a student (at the high school level), assist principals and headmasters in decision-making processes.

The Operating Budget Process

The operating budget serves as the financial plan for carrying out the educational mission of the school system. The operating budget is developed in accordance with the goals and objectives approved by the School Committee and with extensive input from principals, headmasters, school site councils, the Superintendent's leadership team, and the larger school community. The budget reflects the goals that the BPS community seeks to achieve during the next fiscal year.

The public school operating budget is developed under the following statutory schedule:

- The Superintendent is required to submit to the School Committee a proposed budget for the next fiscal year by the first Wednesday in February.
- The School Committee is required to submit to the Mayor estimates of the next fiscal year's operating budget by the fourth Wednesday in February.
- The School Committee is required to take "definite action" on the proposed

budget by the fourth Wednesday in March. The School Committee may adopt, reject, reduce, or increase any item in the Superintendent's recommended operating budget. If the School Committee fails to take action on the Superintendent's recommended operating budget by the fourth Wednesday in March, the budget recommended by the Superintendent is automatically and officially approved.

- After School Committee approval of the next fiscal year's annual budget, the Superintendent submits the budget to the Mayor who may approve or reduce the total recommended budget, but who may not allocate among expenditures.
- The Mayor must submit the school's operating budget to the City Council for appropriation on or before the second Wednesday in April.
- The City Council shall vote on the total amount of the appropriations requested by the Mayor, but neither the Mayor nor City Council shall allocate the appropriations among accounts.

CAPITAL IMPROVEMENTS

The City's capital planning process supports the Mayor's commitment to education and youth achievement in all neighborhoods across the city. The goals of the capital plan are to ensure that Boston's educational facilities are equipped to meet the needs of the City's families. Capital expenditures for schools between FY05 and FY09 totaled \$189.9 million. FY10 capital expenditures for schools are estimated at \$29.6 million.

The FY11-15 capital plan includes \$224.2 million for school facilities. In FY11, \$43.7 million in new authorization is proposed. The proposed capital plan includes the following:

- The second capital phase of the School Department's Pathways to Excellence program is underway this summer. As part of this plan, renovations are scheduled at the Greenwood, Garfield, Thompson and Wilson schools. Work

will include the creation of lab classrooms, bathroom renovations and library and media-lab center improvements.

- At the O'Bryant High School for Math & Science, a new entrance to the building will be created on Malcolm X Blvd. This project, as well as the addition of lab classrooms, is the outcome of the accreditation renewal process.
- Round nine of the City of Boston's partnership with the Boston Schoolyard Initiative will include six new facilities and maintaining equipment installed during prior projects. New schoolyards will be built at the Mozart in Roslindale, at the Mather in Dorchester, and at the Perry in South Boston. Outdoor classrooms will be built at the Russell School in Dorchester, the Mendell in Roxbury and the Condon School in South Boston.
- Major facility upgrades to roofs, masonry, HVAC systems and windows to provide healthier and more efficient schools;
- The Boston Latin Academy in Dorchester will be upgraded to LED lighting throughout the building, improving lighting levels and energy efficiency.

In addition to these highlights, the FY11-FY15 capital plan includes additional maintenance projects for fire alarm replacement, classroom renovations and other internal and external repairs at schools across the City. Project-level detail on capital expenditures can be found in the Education section of Volume 2 of the FY11 Budget.

Capital investment in high schools has resulted in all schools either maintaining or improving their accreditation status over the past year.

The School Building Assistance (SBA) program, administered by the Massachusetts School Building Authority, is an important revenue source for school renovation and construction. The SBA program reimburses municipalities for some of the costs associated with these capital projects. Statements of Interest for funding major

renovations of several schools have been submitted to the SBA for evaluation and two schools, the Quincy Upper and the Dearborn, have been accepted for a feasibility stage.