CONTENTS

Background Information

- **Fall 2023 Telescope Leading and Learning Survey:** From September 20 to November 15, the Telescope Network shared this survey with educators across Boston Public Schools. We received **452** survey responses from **92** different BPS schools and Central Office Departments. The survey was shared through BPS and BTU announcements. Some schools took the survey as part of their PD time. We also reached out to our network of 2000+ BPS educators who have previously engaged with the Telescope Network.

- **Data Analysis & Methodology**: The Telescope Network data team reviewed and coded responses to look for overall themes and trends among select subgroups of educators. We coded the responses for the two questions pertaining to current learning needs: *"What's a question/topic that you would like to work on or explore with other educators?"* and *"What makes this topic challenging in your context?"* Responses from an individual often indicated more than one code. See appendix for survey questions or coding dictionary.

- **Updates for Fall 2023**: This fall we added several new questions to the survey. We asked for more information from educators of color and also asked about educator leadership experiences.

- **Telescope Network**: The Telescope Network is a partnership between the BTU and BPS to connect educators to learning opportunities, resources, and each other. The Telescope Network is part of the BPS Office of Educator Development & Leadership (OEDL). More on our website.

Major Themes

1. **Inclusion/Inclusive Practices** (**35%** of total responses, 176 total)
   As our school district moves towards promoting inclusion, educators are becoming increasingly interested in the various factors that contribute to creating successful inclusive classrooms. Since last fall, educator responses that mentioned inclusion/inclusive practices rose from **22%** to **35%**.

   *More context: Of the responses coded for Inclusion / Inclusive Practices, educators have been asking questions like: What instructional practices can better support inclusion settings? How can we differentiate and modify instruction (**48%**), especially for multilingual learners (**13%**) and students with disabilities (**10%**)? In addition, educators have been discussing how to improve curriculum implementation and planning (**24%**) and the need for greater staff collaboration (**28%**) to facilitate smoother transitions and enhance the overall school day experience. A few responses have also pointed out that school operations, including district policies and scheduling, can affect the inclusion experience for both students and staff.*

   Sample Responses

   > *"How to best support a group that has a WIDE gap in levels (very low or very high - no middle ground). How can we challenge those that are above grade level and how can we best support those that are struggling at the same time given limits on time and staffing?"*
   > - Upper Elementary Educator

   > *"Intentional small group planning and organization with the various needs within a classroom. I think that we have many students with different abilities in the class and it makes it harder when you have to organize all of it alone and don't have ample time to do so. I need to be able to differentiate all lessons for my students and feel successful at it."*
   > - *Early Childhood Educator*

   > *"Inclusion! Co-teaching! What does it look like to modify curriculum for L4s that are now part of the inclusion environment and keep the integrity of the curriculum? I have several students coming from sub-separate classrooms that are adjusting to the inclusion environment (especially those that are not in co-taught classrooms). "*
   > - Middle Grades Educator

2. **Curriculum & Planning** (**28%** of responses, 125 total)
   Within responses for Curriculum and Planning not related to Inclusion, educators are seeking resources and support for implementing new district curriculums. Since last fall, educator responses that mentioned curriculum and planning rose from **16%** to **28%**.

   *More context: Of the responses coded for curriculum & planning, most educators are seeking specific resources and support with school-adopted curriculum (**54%**). Educators are also seeking support with lesson planning and pacing (**18%**), developing CLSP curriculum (**8%**), planning cognitively demanding tasks (**8%**), and project-based learning (**4%**) while balancing in and out of classroom duties.*

   Sample Responses

   > *"How to cultivate children's love for reading and writing while using the EL curriculum. While the EL curriculum includes rich texts, it is so dense and the pacing so fast that there is minimal time and space to teach about habits of readers and writers, building reader and writer identities, connecting reading/writing to personal lives, or offer authentic choice in what children read and write about. I don't see students enjoying reading and writing the way I did when I taught with other curricula. They are exhausted by it."*
   > - *Upper Elementary Educator*

   > *"Everything and anything on the IM curriculum. New curriculum issues. What to use and what to cut, how to grade assessments, analyze assessment data, etc."*
   > - *Upper Elementary Educator*

3. **Equitable Literacy** (**17%** of responses, 77 total)
With continued district focus on equitable literacy, educators are still requesting support on explicit writing instruction and supporting student foundational skills. Since last fall, educator responses that mentioned equitable literacy decreased from **28%** to **17%.**

More context: High school grade level and SLIFE educators noted multilingual learners need more resources with dual-language complex and enabling texts, reading-based skills, and strategies for integrating grade level curriculum.

Sample Response

> *"How do we support ELD 1's in developing oral academic language with the gradual release of scaffolds? How do we help them generate responses to open-ended questions that access higher-order thinking; i.e., providing sufficient vocabulary without overwhelming them or giving them an answer? In general, how do we balance necessary foundational skills instruction with content and higher-order skills?"*
>
> - High School Educator

4. **Professional Learning / Peer Learning** (**15%** of responses, 67 total)
How do we create professional learning experiences with other educators who teach similar subjects and classroom contexts? How do we create more collaboration opportunities and share resources? Since last fall, educator responses that mentioned professional learning rose from **9**% to **15**%.

*More context: Of the responses coded for professional learning, some educators expressed a desire to see best practices from professionals in fields like nursing, social work, SLIFE, etc. In addition, educators also want to observe a peer (**25%**) and want specific content-based professional development in areas such as Science, Building Blocks, Library Science, Literacy, and SEL curriculum (**40%**). Other responses highlighted preferences for professional advancement (**13%**), differentiation for highly contextualized settings such as serving SWDs and SLIFE (**10%**), and behavior management (**10%**).*

Sample Response

> *What are the best practices for teaching ABA students during specials? As a science specialist and the only one in my building I am never able to observe other science specialists teaching ABA students."*
>
> - Elementary School Educator

5. **Classroom Relationships** (**14%** of responses, 62 total)
How do we improve teacher-student relationships? How do we support social-emotional learning? How do we manage disruptions, disengagement, and other challenging student behaviors? Since last fall, educator responses that mentioned classroom relationships rose slightly from **13%** to **14%**.
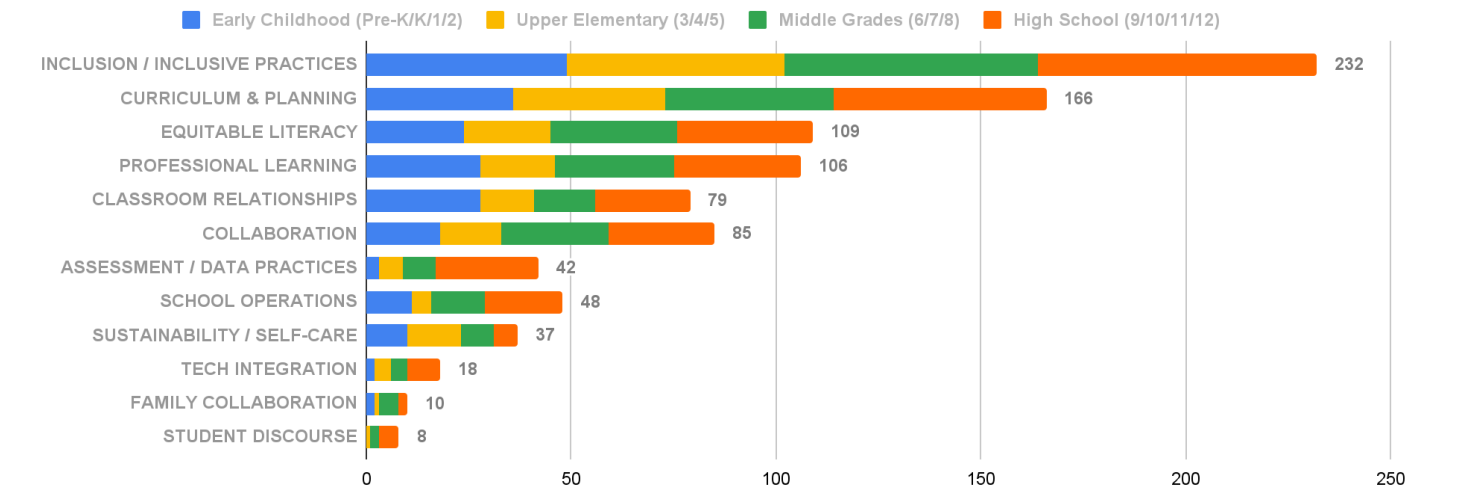
Sample Response

> *"[My learning is] meeting students where they are: teaching in the post-covid generation. Students have more unique behaviors and needs than previously; more easily distracted, more trouble keeping their hands to themselves, etc. (at the middle & early high school level). Finding ways to decrease the chaotic "busy" feeling and help students to find ways to center themselves and focus on learning."*
>
> - High School Educator

Overall Trends

## **Survey Coding** Summary of Responses

Fall Leading and Learning Survey: Main Themes
(452 Responses)

Legend: ■ Early Childhood (Pre-K/K/1/2) ■ Upper Elementary (3/4/5) ■ Middle Grades (6/7/8) ■ High School (9/10/11/12)

Theme	Value
INCLUSION / INCLUSIVE PRACTICES	232
CURRICULUM & PLANNING	166
EQUITABLE LITERACY	109
PROFESSIONAL LEARNING	106
CLASSROOM RELATIONSHIPS	79
COLLABORATION	85
ASSESSMENT / DATA PRACTICES	42
SCHOOL OPERATIONS	48
SUSTAINABILITY / SELF-CARE	37
TECH INTEGRATION	18
FAMILY COLLABORATION	10
STUDENT DISCOURSE	8

For additional information, see our data codebook.

Top Topics Summary of Responses

We asked *"Do any of these topics align with your current learning needs?"* Topics are based on historical trends from previous Telescope Network survey responses. Here is a summary of the responses.
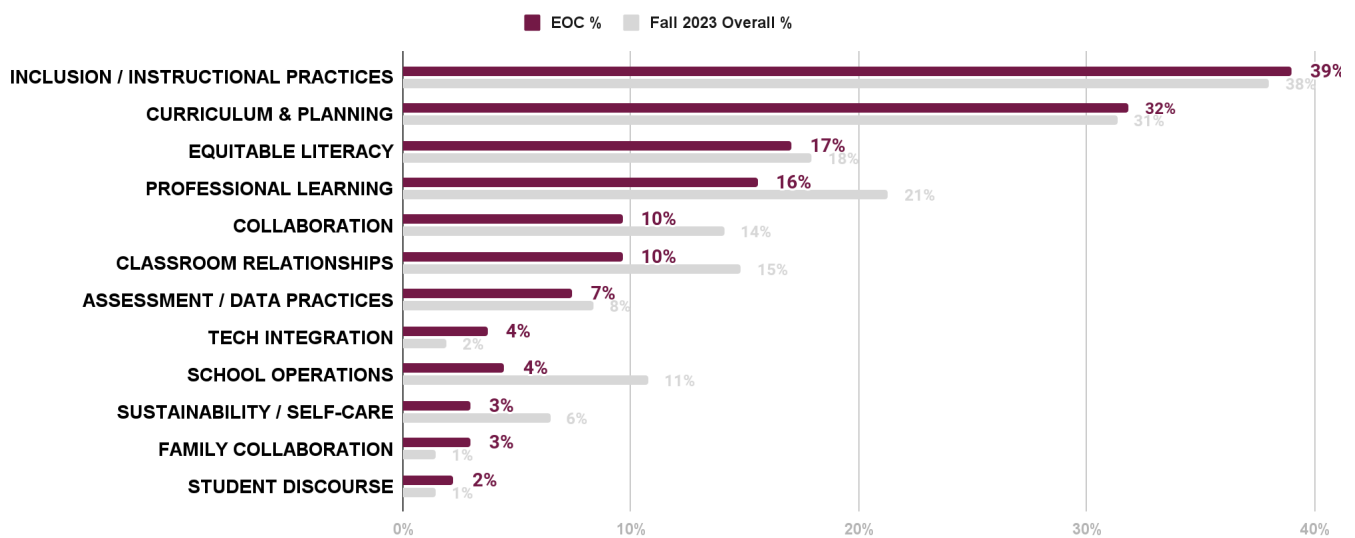
(449 out of 458 total responses)

Legend: ■ Very aligned ■ Somewhat aligned ■ Not aligned ■ Not sure
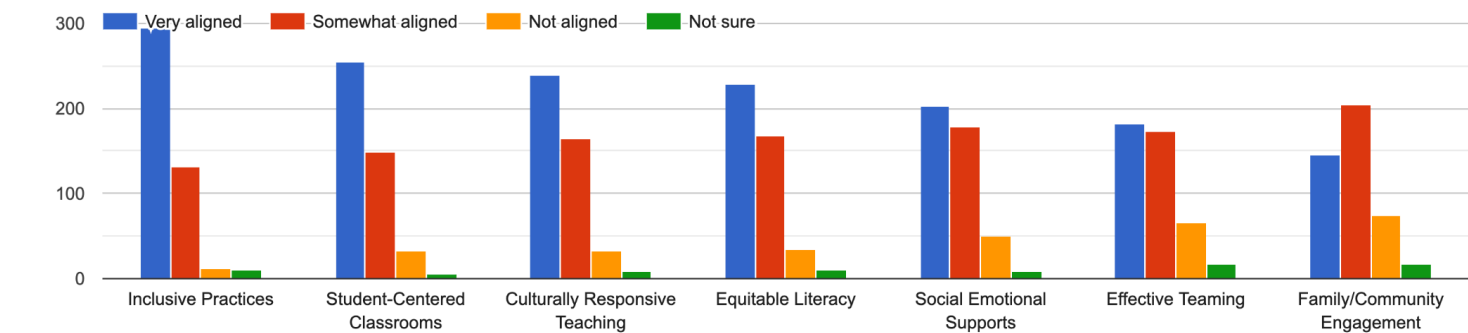
Educators of Color

136 out of 452 survey respondents answered "Yes" to the question: *"Do you identify as an educator of color?"* We then asked this group the following questions:

- Common Challenge: *"What's a question/topic related to teaching and learning that you would like to work on or explore with other educators of color?"*

- Retention: *"What do you believe is the most significant factor determining retention for educators of color?"*

Educators of Color vs. Overall Responses from Fall 2023 Survey

The chart below compares Educators of Color learning needs responses *(purple)* to the overall survey population *(gray)*.

Legend: ■ EOC % ■ Fall 2023 Overall %

Category	EOC %	Fall 2023 Overall %
INCLUSION / INSTRUCTIONAL PRACTICES	39%	38%
CURRICULUM & PLANNING	32%	31%
EQUITABLE LITERACY	17%	18%
PROFESSIONAL LEARNING	16%	21%
COLLABORATION	10%	14%
CLASSROOM RELATIONSHIPS	10%	15%
ASSESSMENT / DATA PRACTICES	7%	8%
TECH INTEGRATION	4%	2%
SCHOOL OPERATIONS	4%	11%
SUSTAINABILITY / SELF-CARE	3%	6%
FAMILY COLLABORATION	3%	1%
STUDENT DISCOURSE	2%	1%

Common Challenges for Educators of Color Sample Responses

Here are some sample responses to the prompt: *"What's a question/topic related to teaching and learning that you would like to work on or explore with other educators of color?"*

- **Family/Community Engagement:** *"How can we channel the diverse voices of our communities to create invigorating learning communities?"* - Middle Grades Educator

- **SEL:** *"Worried about both social and emotional support and the erosion of access to rigorous materials and instruction for students of color in BPS. I'm worried that teachers are forced into more lock-step adherence to initiatives that are not serving our students when those initiatives are labeled as serving equity even when they are going against real principles of antiracist practice."* - High School Educator

- **Racial Identity:** *"How do we continue to teach our students about structures of oppression and self-advocacy while the system we work within actively represses voices of dissent and makes promises to students that are not kept."* - High School Educator

- **Literacy:** *"How can we provide literacy instruction to our Black, Latinx, Indigenous, and POC students that pushes them to consider critical perspectives on policies and practices that may have direct impact on their lives and communities?"* - K-12 Educator

- **Adult SEL:** *"It's okay to say "no" in order to protect and maintain boundaries; How to stay connected to teaching when admin support is minimal."* - High School Educator

- **Agency:** *"Asking for support without appearing to be incapable of doing your job."* - Middle Grades Educator

Retention of Educators of Color Sample Responses

Here are some sample responses to this prompt: *"What do you believe is the most significant factor determining retention for educators of color?"*

- **Respect:** *"How student behaviors are responded to, professional respect from colleagues, microaggressions from colleagues."* - Middle Grades Educator

- **Professional Trust:** *"I think many educators of color (because of the racial semblance we have to students) aren't seen as legitimate, knowledge-bearing individuals, but rather the folks people go to in dealing with behavioral issues."* - Middle Grades Educator

- **Underrepresentation:** *"It feels lonely when my whole identity is not discussed or celebrated."* - Middle Grades and High School Educator

Retention of Educators of Color Word Cloud

Summary of responses to the prompt: *"What do you believe is the most significant factor determining retention for educators of color?"*

Educators of Color Edcamp

In addition to the Fall 2023 Telescope Network survey, we also heard from educators of color as part of our November, 2023 Edcamp for Educators of Color. Read more about the event and educator feedback here.
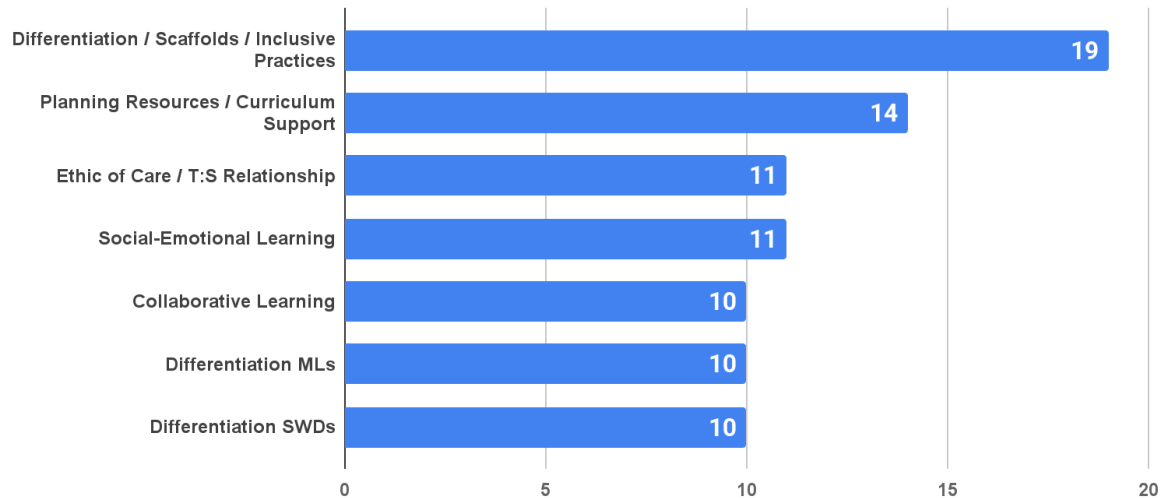
Data by Grade Level

Early Childhood Responses (K0/K1/K2/1/2)

130 early childhood educators completed the survey, representing **47 schools/departments.** Educators in the early childhood have expressed their primary concerns about the availability of curriculum support and resources, as well as social-emotional learning. Their responses emphasize the need for a more integrated approach to curriculum support and social-emotional learning, while also highlighting the importance of collaboration with related service providers. **45** out of 130 early childhood responses show relation to inclusion/inclusive practices.

Top Topics for Early Childhood Educators

Topic	Value
Differentiation / Scaffolds / Inclusive Practices	19
Planning Resources / Curriculum Support	14
Ethic of Care / T:S Relationship	11
Social-Emotional Learning	11
Collaborative Learning	10
Differentiation MLs	10
Differentiation SWDs	10

Overall Learning Need Sample Responses

- *"How can we best teach ALL educators to collect and interpret district assessment data? I feel that I am wearing too many hats in my current role. I am supposed to be servicing students as the reading interventionist, but I find myself spending a lot of time helping educators collect and interpret data. Both are important, but it is challenging to do effectively as one person. "*

- *"[Can we have] PD around successful co teaching, help with collaboration techniques to support inclusion? There needs to be Implementation of more collaboration efforts to support inclusion during the school year as we are teaching can be challenging. Would like to see PD opportunities and expectations around co teaching/collaboration explained clearly, phases of inclusion clearly planned out, and what supports will be available when implementing those inclusion plans."*

Equitable Literacy

Which aspect(s) of equitable literacy instruction do you want to learn more about? (select all that apply)

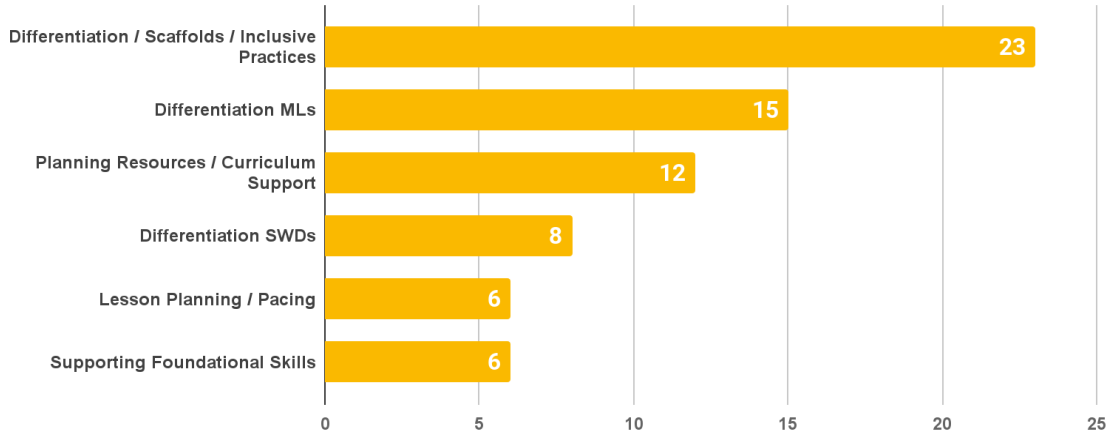(124 out of 130 early childhood responses)

42%	31%	**46%**	39%	25%	27%
Building Content Knowledge	Using Enabling Texts	Explicit Writing Instruction	Foundational Skills	Working with Complex Texts	Other Responses (NA, Not Sure, None, Misc.)

119 upper elementary educators completed the survey, representing **43 schools/departments**. Upper Elementary educators (3-5) are most concerned about differentiation and scaffolders (especially for multilingual learner populations), planning resources / curriculum support, and need for professional development unique to student service providers (i.e. speech language pathologists, librarians, occupational therapists, and social workers). **48** out of 119 upper elementary educator responses show relation to inclusion/inclusive practices.

Top Topics for Upper Elementary Educators

Topic	Count
Differentiation / Scaffolds / Inclusive Practices	23
Differentiation MLs	15
Planning Resources / Curriculum Support	12
Differentiation SWDs	8
Lesson Planning / Pacing	6
Supporting Foundational Skills	6

Overall Learning Need Sample Responses

- *"How do we scaffold without over-scaffolding? It is a tricky balance as there are a wide range of abilities in our classrooms. I would love to hear how other classrooms are navigating this issue."*

- *"How do we engage students who are entirely disengaged from learning? Some students are so discouraged that they seem to have "given up" on their identities as learners and don't have the motivation, investment, or connection to stay engaged if any aspect of the learning is challenging, even when teachers have designed thoughtful, engaging access points "*

- *"How do we plan challenging content in a way that provides access without removing the cognitive lift? There is a wide variety of readiness levels including students with varied disabilities. We need strategies to make the content accessible and engaging for students without actually changing the content or removing the cognitive demand."*

- *"How are other educators making sure that every student feels included in their classroom? How are diverse cultures being represented besides having books and a few pictures on the wall in the classroom? How are families being welcomed in the classroom? What does family engagement look like in their schools as a whole?"*

Equitable Literacy

Which aspect(s) of equitable literacy instruction do you want to learn more about? (select all that apply)
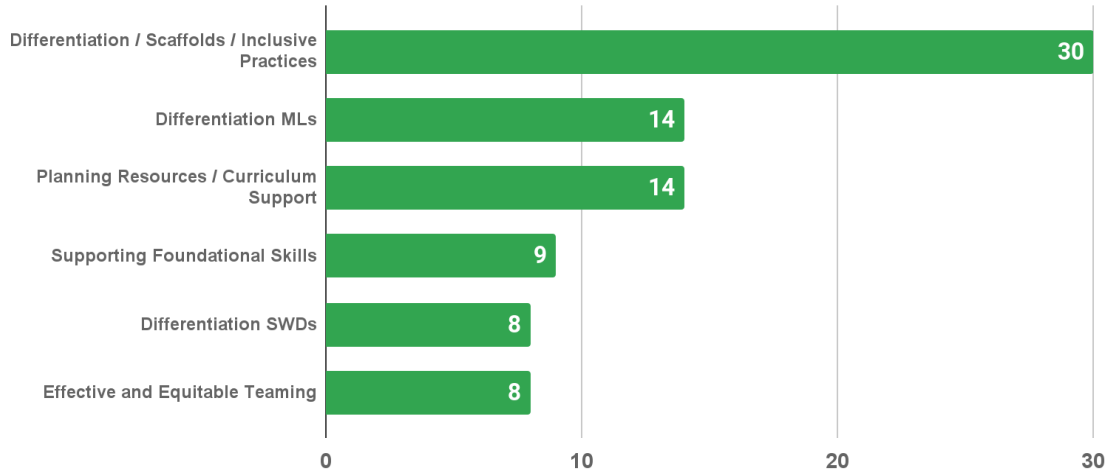
(116 out of 119 upper elementary responses)

Building Knowledge	Using Enabling Texts	Explicit Writing Instruction	Foundational Skills	Working with Complex Texts	Other Responses (NA, Not Sure, None, Misc.)
45%	33%	**50%**	44%	29%	24%

Middle Grades Responses (6/7/8)

160 middle grades educators completed the survey, representing **47 schools/departments**. Middle school educators (6-8) are most concerned about differentiation and inclusive practices (especially with school-mandated curriculum) for multilingual learners. There is also a strong voicing for professional development unique to student service providers (i.e. speech language pathologists, librarians, occupational therapists, and social workers) and how to create effective adult-support structures within the classroom. **61** out of 160 middle grades educator responses show relation to inclusion/inclusive practices.

Top Topics for Middle Grades Educators

Topic	Value
Differentiation / Scaffolds / Inclusive Practices	30
Differentiation MLs	14
Planning Resources / Curriculum Support	14
Supporting Foundational Skills	9
Differentiation SWDs	8
Effective and Equitable Teaming	8

Overall Learning Need Sample Responses

- *"[How do we] get more practical observations of classrooms where we're strategically tackling learning gaps without losing the core, grade level instruction, and the pace required for [curriculum]? There's few people in the District talking about this consistently, and we can't let the ball drop while we're tackling literacy. "*

- *"How do we work with emerging readers in the middle school and high school classrooms? How do we differentiate the curriculum given to us to support those learners far behind grade level?"*

Equitable Literacy

Which aspect(s) of equitable literacy instruction do you want to learn more about? (select all that apply)

(157 out of 160 middle grades responses)

44%	30%	41%	31%	27%	21%
Building Knowledge	Using Enabling Texts	Explicit Writing Instruction	Foundational Skills	Working with Complex Texts	Other Responses (NA, Not Sure, None, Misc.)

High School Responses (9/10/11/12)

199 high school educators completed the survey, representing **39 schools/departments**. High school educators (9-12) are most concerned about finding effective differentiation and inclusive practices (especially for our multilingual learners population). There is also a strong voicing for support of district-mandated curriculum resources implementation for inclusion settings. Additionally, high school educators are concerned about how to best engage students around contexts of social-emotional learning, behaviors, and how to effectively utilize adult-supports within the classroom. **61** out of 199 high school educator responses show relation to inclusion/inclusive practices.
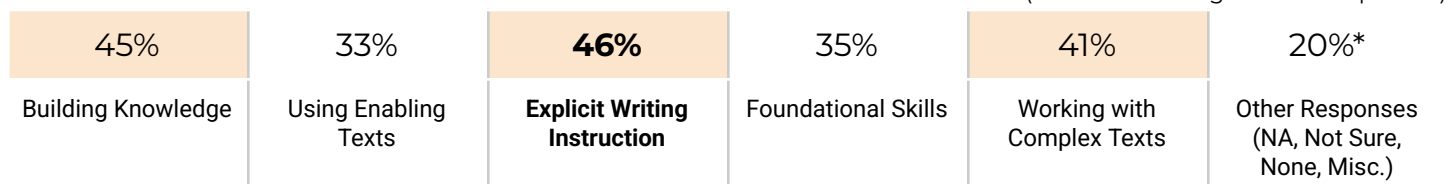
Top Topics for High School Educators
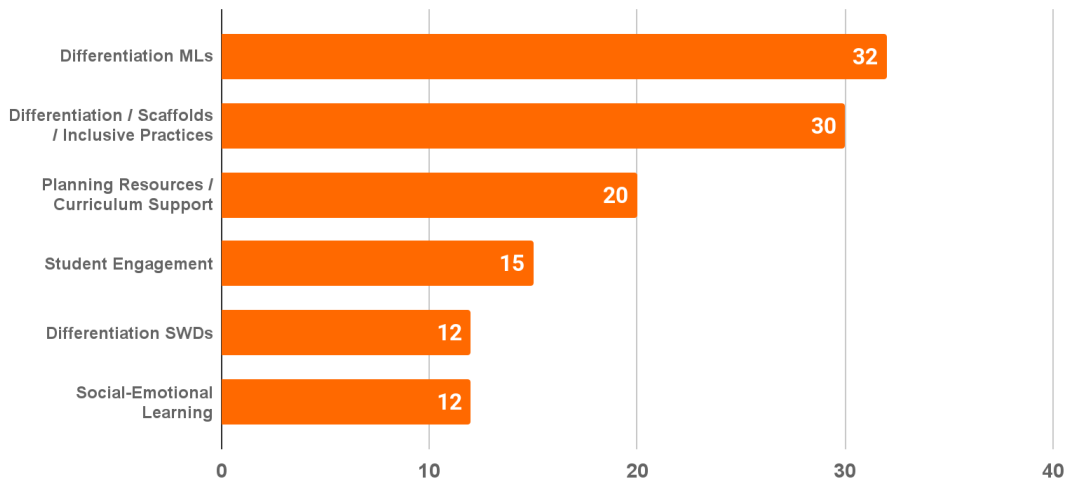
Overall Learning Need Sample Responses

- *"How do we differentiate large classes with abbreviated class times? I have twenty-five ELLs out of thirty-one, with constantly changing class roles, and an abbreviated class time, where I'm also supposed to be teaching literacy as well as my content?"*

- *"How do we adapt structures for a population that is transient/chronically absent, but still using a traditional curriculum? It's a new curriculum, so I am learning it while also trying to adapt it to the needs of my students. When students are absent, it's hard for them to catch up because I don't have good systems for them to catch up independently, know which things are most essential, and get feedback on things that have already passed."*

- *"How would the newly proposed inclusion rules impact ELLs? It seems like this new rule scheduled to be implemented over the next two years is more top-down directives that haven't worked in the past."*

Equitable Literacy

Which aspect(s) of equitable literacy instruction do you want to learn more about?

(195 out of 199 high school responses)

Building Knowledge	Using Enabling Texts	Explicit Writing Instruction	Foundational Skills	Working with Complex Texts	Other Responses (NA, Not Sure, None, Misc.)
45%	33%	**46%**	35%	41%	20%*

Additional Questions

Educator Leadership Experiences

This fall, we asked survey respondents to share a bit about their educator leadership experiences. We asked:

- Leadership Example: *"Give an example of a time when you've demonstrated educator leadership within the past year."*

- Leadership Support: *"What resources/supports would help you grow as an educator leader?"*

Leadership Example Sample Responses

Here are some sample responses to this prompt: *"Give an example of a time when you've demonstrated educator leadership within the past year."*

- *"I've led school-wide professional development sessions on the theme of educational technology."*

- *"I collaborated with the math coach to create art lessons that strengthen students' learning of math concepts."*

- *"I assisted all classroom teachers at my school this year to collect MAP data for their given classroom."*

- *"Offering feedback on my resident teacher's teaching and also reflecting on my own to make the how/why/wonders of my practice transparent."*

- *"I collaborated with other teachers to create lessons and implement inclusive practices.*

- *"I demonstrated leadership by speaking up on behalf of a student who needed additional supports in the classroom that they were not receiving."*

Leadership Support Word Cloud

Summary of responses to the prompt: *"What resources/supports would help you grow as an educator leader?"*

Learning Networks

We asked survey respondents to share more information about their learning networks:

- Peer Recommendation: *"Who is a BPS educator you would like to observe and/or learn from?"*

- Within-School Network: *"Within my school, I have colleagues who I can turn to, learn from, and help."*

- Across BPS Network: *"Across BPS, I have colleagues who I can turn to, learn from, and help." In prior years we asked a broader question ("outside of your school" instead of "across BPS").*

Learning Network Summary of Responses

- **Peer Recommendation**: Since last fall, the percentage of BPS educators who were able to recommend a peer increased from **46% to 56%.**

- **Within-School Network**: Since last fall, the percentage of BPS educators who have a network within their school increased from **69% to 80%.**

- **Across BPS Network**: Since last fall, the percentage of BPS educators who have a network within their school increased from **42% to 57%**.
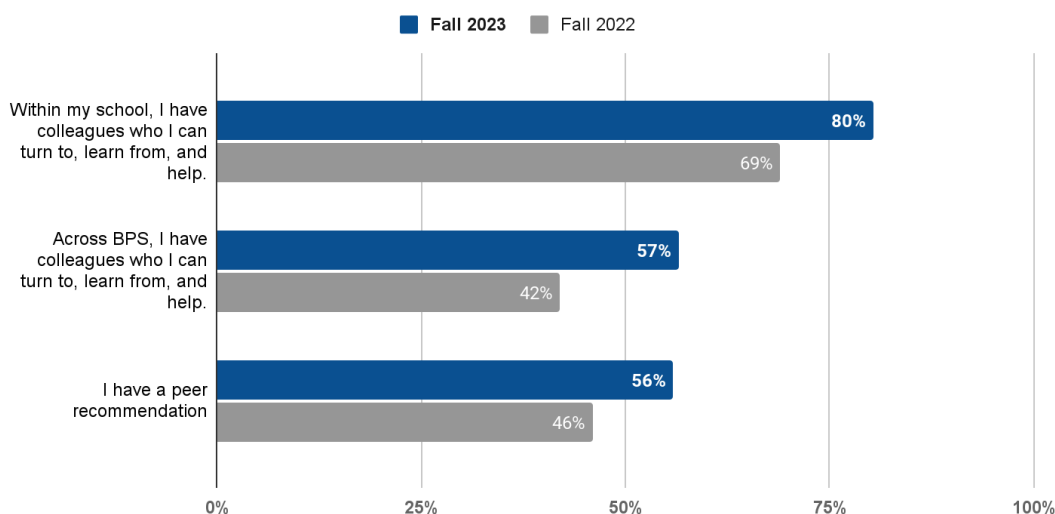
Next Steps

Based on the Fall 2023 Survey results, we are planning future programming to address educator needs in regards to equitable literacy, inclusive practices, and curricula support in collaboration with educators across BPS.

- **Upcoming Programming**: Visit the Telescope Events Menu to see upcoming events and RSVP to attend a session.

- **Data Dates:** Please contact the Telescope Network team (telescope@bostonpublicschools.org) If you would like to set up a time to learn more about our survey, or look more closely at an anonymized subset of data responses.

For a deeper understanding of the needs across BPS educators in the district, check for updates on our website.

Appendix

Survey Questions

Current Successes & Learning Needs
- What's one aspect of your practice that's going well this year?
- What's a question/topic that you would like to work on or explore with other educators?
- What makes this topic challenging in your context?

Top Topics/Equitable Literacy
- Do any of these top topics align with your current learning needs?
    [Equitable Literacy, Inclusive Practices, Student-Centered Classrooms, Culturally Responsive Teaching, Effective Teaming, Social Emotional Supports, Family/Community Engagement]

Your Networks/Peer Recommendation
- Within my school, I have colleagues who I can turn to, learn from, and help.
- Across BPS, I have colleagues who I can turn to, learn from, and help
- Who is a BPS educator who is doing great work?
- Give a few words of explanation about what they're doing well. (School, Role)

Educator Leadership
- Give an example of a time when you've demonstrated educator leadership within the past year.
- What's an aspect of educator leadership that you would like to learn more about in the future?
- What resources/supports would help you grow as an educator leader?

Your Contact Info
- Name, Email, School, Grade-level, Subject Area(s)/Role

Demographic Information
- Years of Experience, Other affiliations, Gender Identity, Race/Ethnicity
- Do you identify as an educator of color?

Educators of Color
- What would it look like for your racial identity to be supported in your school or classroom setting?
- What if any current challenges are you facing in your work this year related to racial identity?
- What's a question/topic related to teaching and learning that you would like to work on or explore with other educators of color?
- What do you believe is the most significant factor determining retention for educators of color?
- How can the district better facilitate connections and networking opportunities for educators of color?

Survey link
Survey rationale & additional information
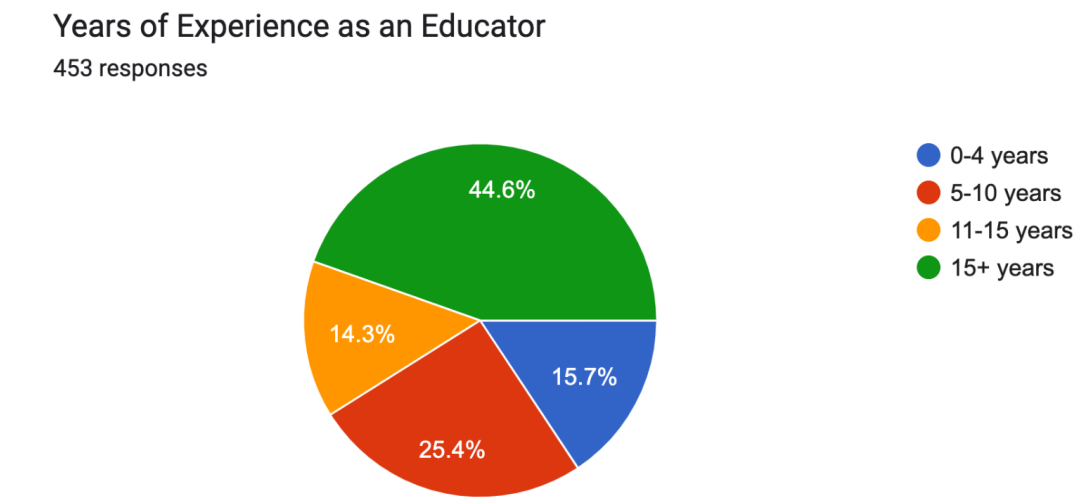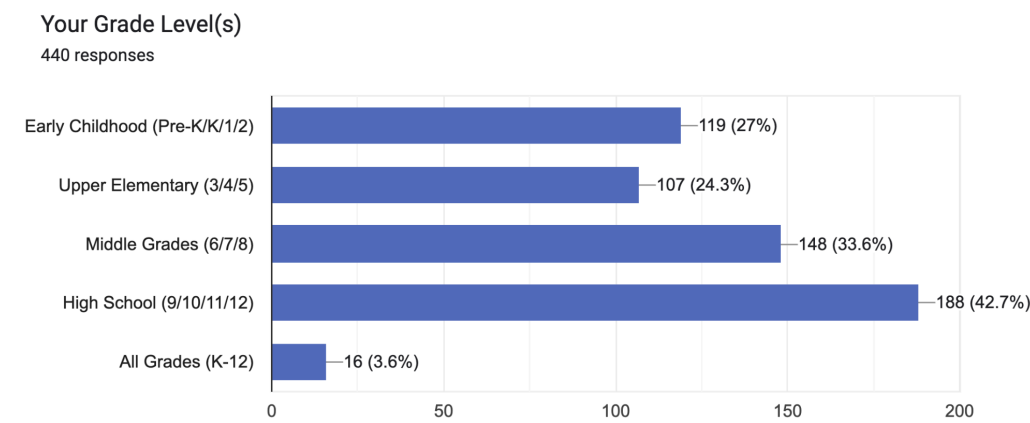
Survey Demographics

*Including responses after the November 1, 2023 deadline.

Total Respondents: 458
Role: Most common responses were **classroom teacher** (count: 370, 81%), **other-school based roles** (count: 75+, 18%+), **instructional coaches** (count: 24, 6%), **paraprofessional** (count: 19, 4%), **other BPS roles** (count: 10+, 2%+).
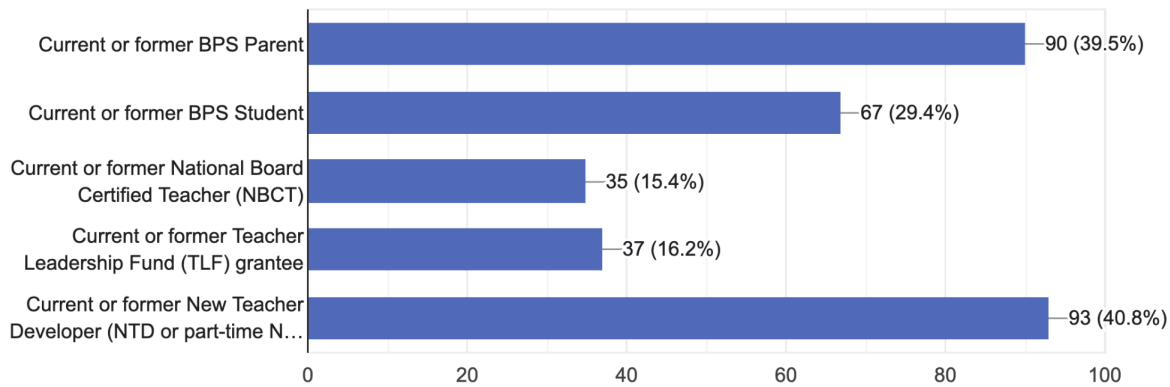
Other roles included: Librarian, LATF. Administrators, Social Workers, Nurses, Speech Language Pathologists, Family Liaisons, COSE (Special Education Coordinators), Guidance Counselor, Inclusion Strand Specialist, Reading Specialist, and Psychologists.

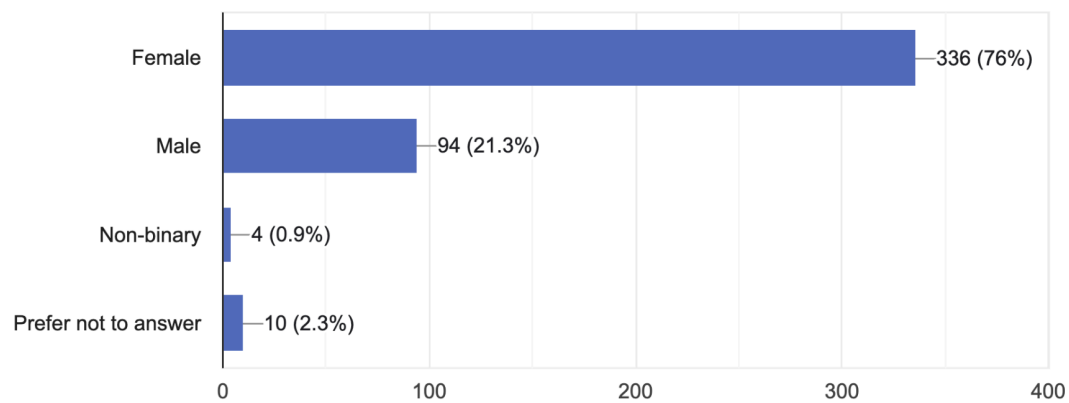***Visuals below:** Appendix graphs show more collected data after the survey officially closed.
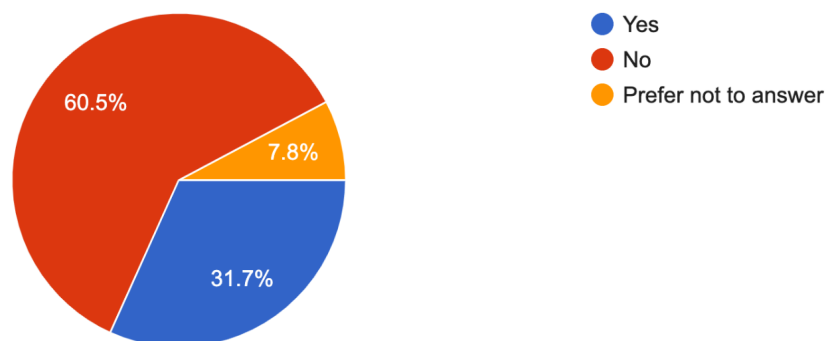
Your Grade Level(s)
440 responses

Years of Experience as an Educator
453 responses

Other Affiliations

228 responses

Current or former BPS Parent	90 (39.5%)
Current or former BPS Student	67 (29.4%)
Current or former National Board Certified Teacher (NBCT)	35 (15.4%)
Current or former Teacher Leadership Fund (TLF) grantee	37 (16.2%)
Current or former New Teacher Developer (NTD or part-time N…	93 (40.8%)

Axis: 0, 20, 40, 60, 80, 100

Gender Identity

442 responses

Female	336 (76%)
Male	94 (21.3%)
Non-binary	4 (0.9%)
Prefer not to answer	10 (2.3%)

Axis: 0, 100, 200, 300, 400

Do you identify as an Educator of Color?

438 responses

- Yes — 31.7%
- No — 60.5%
- Prefer not to answer — 7.8%

Schools Included

Overall

There are **92** BPS schools out of 121 included and **4+** departments within the Central Office.

ABCD University High
Adams Elementary
Baldwin Pilot ELA
Bates Elementary
Blackstone Elementary
Boston Adult Tech. Academy (BATA)
Boston Arts Academy (BAA)
Boston Community Leadership Academy (BCLA)/McCormack
Boston Day and Evening Academy (BDEA)
Boston Green Academy (BGA)
Boston International Newcomers Academy (BINCA)
Boston Latin Academy (BLA)
Boston Latin School (BLS)
Boston Teachers Union (BTU) K-8
Bradley Elementary
Brighton High
Burke High
Carter School
Charlestown High
Clap Elementary
Community Academy
Condon K-8
Conley Elementary
Curley K-8
Dearborn STEM Academy (DSA)
Dudley Street Neighborhood Charter
East Boston EEC
East Boston High
Edison K-8
Eliot Innovation K-8
Ellis Elementary
Ellison/Parks EES
English High
Excel High
Fenway High
Frederick Pilot Middle
Gardner Pilot Academy (GPA) K-8
Greater Egleston High
Greenwood K-8
Grew Elementary
Guild Elementary
Hale Elementary
Harvard/Kent Elementary
Haynes EEC
Henderson Inclusion K-12
Hennigan K-8
Hernández K-8
Higginson Inclusion K0-2

Higginson/Lewis K-8
Holmes Elementary
Kennedy Academy for Health Careers (EMK)
Kennedy, Patrick J. Elementary
Kenny Elementary
King (MLK) Elementary
King, Melvin H. K-12 (formerly McKinley)
Lee Academy Pilot
Lee K-8
Lyndon K-8
Lyon K-12
Madison Park Technical Vocational High
Mann School for Deaf and Hard of Hearing
Manning Elementary
Mason Elementary
Mather Elementary
McKay K-8
Mendell Elementary
Mildred Avenue K-8
Mozart Elementary
Muñiz Academy (MMA)
Murphy K-8
New Mission High
O'Bryant Math & Science
Orchard Gardens K-8
Perkins Elementary
Perry Elementary
Quincy Elementary
Quincy Upper (JQUS)
Roosevelt K-8
Russell Elementary
Shaw Elementary
Snowden International
Sumner Elementary
TechBoston Academy (TBA)
Tobin K-8
Trotter Elementary
Tynan Elementary
Umana Academy
Warren/Prescott K-8
Winship Elementary
Winthrop Elementary
Young Achievers K-8

Central Office
Teaching and Learning
Special Education Department
Library Services
Other

About this report

This report compiled by Camlinh To, Garceline Champagne, Alison Mosher, and Mark Lonergan in collaboration with the rest of the Telescope Network team. Visit bostonpublicschools.org/telescope for more information about the Telescope Network. Email us at telescope@bostonpublicschools.org.

Additional information: Survey Link, Survey Rationale and FAQ, Fall 2022 Report, Data Codebook.