



Center for
Program
Evaluation

Analysis of the Lowell Public Schools Hispanic-Latino/a/x/e Experience Report

CPE 2205

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Executive Summary

The Center for Program Evaluation was contracted by Lowell Public Schools (LPS) and Fortaleza Inc to conduct an analysis of the Hispanic-Latino/a/x/e students in this school district. To provide a complete picture of the students' experience, this report, along with several supplemental documents, compiles both quantitative and qualitative data and concludes with an assessment of the students' experience, followed by recommendations for potential improvements.

Highlighted Evaluation Findings

- The total student population in LPS has decreased by 3.1% from 2017 to 2022, while the Hispanic-Latino/a/x/e student population increased by 14.5% and the Hispanic-Latino/a/x/e staff increased by 38.2% during the same period. The Henry J. Robinson Middle School, the Charlotte M. Murkland Elementary School, and the Moody Elementary School had the largest increases in Hispanic-Latino/a/x/e students from 2017-2022, while the Laura Lee Therapeutic Day School had the largest decrease in Hispanic-Latino/a/x/e students for that same period.
- During the 2021-2022 school year, the percentage of Hispanic-Latino/a/x/e students in each school ranged from 16.3% to 59% with a district average of 37.7%, which is higher than the state average for this group (23.1%). Six schools had 50% or more students who identify as Hispanic-Latino/a/x/e: LeBlanc Therapeutic Day School (59%), Henry J. Robinson Middle School (55%), Moody Elementary School (52%), Joseph McAvinnue Elementary School (50%), S. Christa McAuliffe Elementary School (50%), and Greenhalge Elementary School (50%).
- A majority of LPS staff identified as White (85%) in 2021-2022, while only 7% of LPS staff identified as Hispanic-Latino/a/x/e; nevertheless, this amount is slightly more than the state's average (5.4%). Six schools have more than 10% of their staff identifying as Hispanic-Latino/a/x/e: S Christa McAuliffe Elementary School (12.1%), Joseph McAvinnue Elementary School (13.7%), Henry J. Robinson Middle School (12.4%), Laura Lee Therapeutic Day School (18.9%), LeBlanc Therapeutic Day School (15.7%), and Peter W. Reilly Elementary School (11.2%).
- Approximately 48% of the ELs in LPS identify as Hispanic-Latino/a/x/e, which is lower than the state average (63.4%). The most common language for ELs is Spanish (38.7%). The ELs come from 53 different countries with the most common country being the United States and the second most common country being Brazil (15%). The Moody Elementary School (53.5%) had the most ELs in 2021-2022.
- Eighteen schools (66.7%) had an average class size larger than the state's average of 16 students during the 2020-2021 school year. During that same year, the district's average student to teacher ratio (12.8 to 1) was higher than the state average (11.9 to 1).
- During 2021-2022, 925 students were disciplined. Of those 925, 52.2% were Hispanic-Latino/a/x/e students. This ethnicity group was disciplined more in LPS compared to all other race/ethnicity groups. Of the 283 students Lowell High School disciplined in 2021-2022, 50% were Hispanic-Latino/a/x/e. The Henry J. Robinson Middle School and

Kathryn P. Stoklosa Middle School had the next highest number of Hispanic-Latino/a/x/e students being disciplined with more than 50 each.

- Overall, at the end of the year of the 2021-2022, the district had a fair attendance rate of 89.7%, while Hispanic-Latino/a/x/e students had a slightly lower rate of 87.5%. All but four of the LPS had attendance rates for Hispanic-Latino/a/x/e students in 2021-2022 over 85%. Those four schools were Lowell High School (83.6%), Laura Lee Therapeutic Day School (79.9%), the LeBlanc Therapeutic Day School (68.7%), and Career Academy (61.8%).
- The retention rate (i.e., repeating a grade rate) for Hispanic-Latino/a/x/e (3.6%) was higher than that of all students in the district (2.8%). The schools with the highest retention rates in LPS during 2021-2022 were the Career Academy (32.6%), Lowell High School (12.9%), and Dr. Janice Adie Day School (8.3%).
- The attrition rate in 2021-2022 was 11.9% for Hispanic-Latino/a/x/e which is only slightly higher than the rate for all students in the district (11.2%). Three schools had attrition rates that exceed 20% for Hispanic-Latino/a/x/e students, they were: the Charlotte M. Murkland Elementary School (20.1%), Dr. Janice Adie Day School (23.1%), and the Career Academy (23.3%).
- During the 2021-2022 school year, the four schools with the highest churn rates (i.e., students transferring into or out of the school) in the district were Career Academy (50%), Washington Elementary School (34.2%), Cardinal O'Connell Early Learning Center (33.3%), Bartlett Community Partnership (32.4%), and Lowell High School (30%). The three school with the lowest churn rates in the district during 2021-2022 were Dr. An Wang Middle School (13.7%), James S. Daley Middle School (15%), and LeBlanc Therapeutic Day School (15.4%).
- The LPS Hispanic-Latino/a/x/e MassCore completion rate (6.8%) was lower than any other subgroup in the entire district. The Grade 9 course passing rate for Hispanic-Latino/a/x/e students in LPS (31.7%) was lower than the all-students' rate (46.1%) in 2020-2021.
- All of the graduation rates (2021 for 4-year, 2020 for 5-year) for Hispanic-Latino/a/x/e students in LPS were lower than the all-students' rates. The dropout rate for Hispanic-Latino/a/x/e students in LPS (4.7%) was slightly higher than the all-students' rate (2.7%) and the special education rate (3.2%), but lower than the ELs' rate (6%).
- In terms of advanced course completion, the Hispanic-Latino/a/x/e students have the lowest rate compared to all other race/ethnicity groups. Approximately 34% of the 2020-2021 Hispanic-Latino/a/x/e graduates attend higher education which was lower than the all-student rate (53.3%). The most common types of higher education the LPS Hispanic-Latino/a/x/e graduates attend are two-year public institution (45%), MA community colleges (43.3%), and four-year public institution (41.7%).
- During focus group interviews, Hispanic-Latino/a/x/e employees, parents, and students were forthcoming with their perspectives on what they liked about LPS, how they define academic success, the challenges Hispanics-Latinos/as/xs/es face in the LPS district, and their recommendations for improvement.

- Employees within the district like the increased diversity, the relationships they have, and the Hispanic-Latino/a/x/e culture. Parents like how the district includes families, has good communication, and had students actively learning during the pandemic. Students like how diverse LPS is. They also like having racial/ethnic discussions, having translation supports, and making community connections.
- The challenges identified by the focus group participants include bullying and harassment, low expectations, assumptions, stereotypes, micro- and macro-aggressions, unfair treatment and inequities, limited opportunities, lack of representation, academic language-related difficulties, language barriers, lack of trust in adults, turnover, stressful transitions, untrained substitute teachers, limited familiarity with the U.S. education system, and external factors.

Conclusions

LPS experienced a 14.5% increase in Hispanic-Latino/a/x/e student enrollment since the 2017-2018 school year. The district hired more Hispanic-Latino/a/x/e staff (38.2%) during that same period. The Hispanic-Latino/a/x/e parents noticed that as the number of Spanish speaking staff increased within the district, the inclusion and communication within the schools improved. The district has dedicated teachers who are actively trying to improve the Hispanic-Latino/a/x/e experience. Employees, parents, and students feel the district acknowledges and celebrates the different cultures within LPS. Even so, the district needs to continue improving the Hispanic-Latino/a/x/e experience within the district by addressing the challenges identified in the focus groups, amending some current practices, and adapting to students' varying needs and cultural backgrounds. Also, it is important to note bullying was a main topic of discussion and concern for students and parents, but employees discussed it only minimally, which is consistent with the finding that several students said they do not have an adult they feel comfortable talking with at school. Thus, they may not feel comfortable telling adults that bullying is occurring. The following section provides recommendations for continued improvement based upon the work that has already been started in LPS.

Recommendations

First and foremost, given the number of Hispanic-Latino/a/x/e students within the district, more Hispanic-Latino/a/x/e educators should be hired. LPS might consider "Grow Your Own Model" that has been successful in Illinois and Washington. More details can be found here: <https://www.doe.mass.edu/teach/NationalModels.html>. To improve the experience of Hispanics-Latinos/as/xs/es in LPS, the recommendations from the employees, parents, and students provided earlier in this report and summarized in the bullets below should be considered and incorporated:

- Employees recommended establishing a welcoming environment with more representation for Hispanic-Latino/a/x/e students, families, and staff, more academic opportunities and supports, more flexibility, and more consistency.
- Parents recommended adding more bilingual adults, more safety trainings, more bullying prevention, more sports and extracurricular programs, more cultural exchanges within the school community, and other recommendations discussed further in the report.
- Students recommended increasing Hispanic-Latino/a/x/e representation in faculty and staff, encourage more connections between members of the school community, provide more language-related academic supports, offer more clubs and social opportunities,

improve awareness issues such as bullying, and other recommendations discussed further in the report.

In addition, the findings in the Best Practices Report should also be considered and incorporated. They include specific recommendations about how to do each of the following essential elements for building the success of Hispanic-Latino/a/x/e students:

- Develop and implement inclusive policies and practices.
- Encourage bilingualism and multilingualism.
- Connect curricula to students' cultural backgrounds.
- Engage Hispanic-Latino/a/x/e students in classes and have high expectations.
- Strengthen communication between schools and Hispanic-Latino/a/x/e families.
- Support and understanding familism.
- Empower students.
- Strengthen relationships between students and school personnel.
- Increase community connections and partnerships.
- Address racial and ethnic inequalities, discrimination, prejudices, and stereotypes.
- Increase resources and supports for students and families.
- Increase mental health resources and supports.

Analysis of the Lowell Public Schools Hispanic-Latino/a/x/e Experience

The Center for Program Evaluation was hired by Lowell Public Schools (LPS) and Fortaleza, Inc to analyze the Hispanic-Latino/a/x/e experience in LPS to determine existing strengths and potential ways to improve the existing academic environment for Hispanic-Latino/a/x/e students. To provide a complete picture of the Hispanic-Latino/a/x/e experience, various types of data were gathered and analyzed. This report is divided into several key sections with a goal of providing formative feedback to LPS. The first section provides a brief overview of Fortaleza, Inc and LPS. Section 2 provides a description of the evaluation objectives and methods. Section 3 provides the results of our secondary data analysis. Then findings from the qualitative data collected from key stakeholder groups are presented in Section 4. Section 5 provides the limitations of this study. The report concludes with an assessment of the Hispanic-Latino/a/x/e experience within LPS based on all of the data described, followed by recommendations for potential improvements.

1. Lowell Public Schools

Lowell Public Schools are located in Lowell, MA, which is a gateway city located 30 miles northwest of Boston. According to the U.S. Census Bureau (2021), 113,994 people live within the city's 13.58 square miles. According to Granberry and Mattos (2017), Lowell's largest subgroup of Hispanic-Latino/a/x/e residents is the Puerto Rican community followed by Dominicans, Colombians, Mexicans, and Guatemalans.

LPS currently has 27 schools: 10 PreK-4, two PreK-8, one PreK-12, one PreK, two K-4, one K-6, one K-8, six 5-8, one 8-12, and two 9-12. The Central Administration for the district is located at 155 Middlesex Street in Downtown Lowell. LPS is currently working with Fortaleza, Inc. Founded in 2017 and incorporated as a non-profit in 2020, Fortaleza Inc is a group of educators, community leaders, and parents advocating for the removal of structural educational inequities and barriers and the elimination of education opportunity gaps for K-12 Latino students in the LPS.

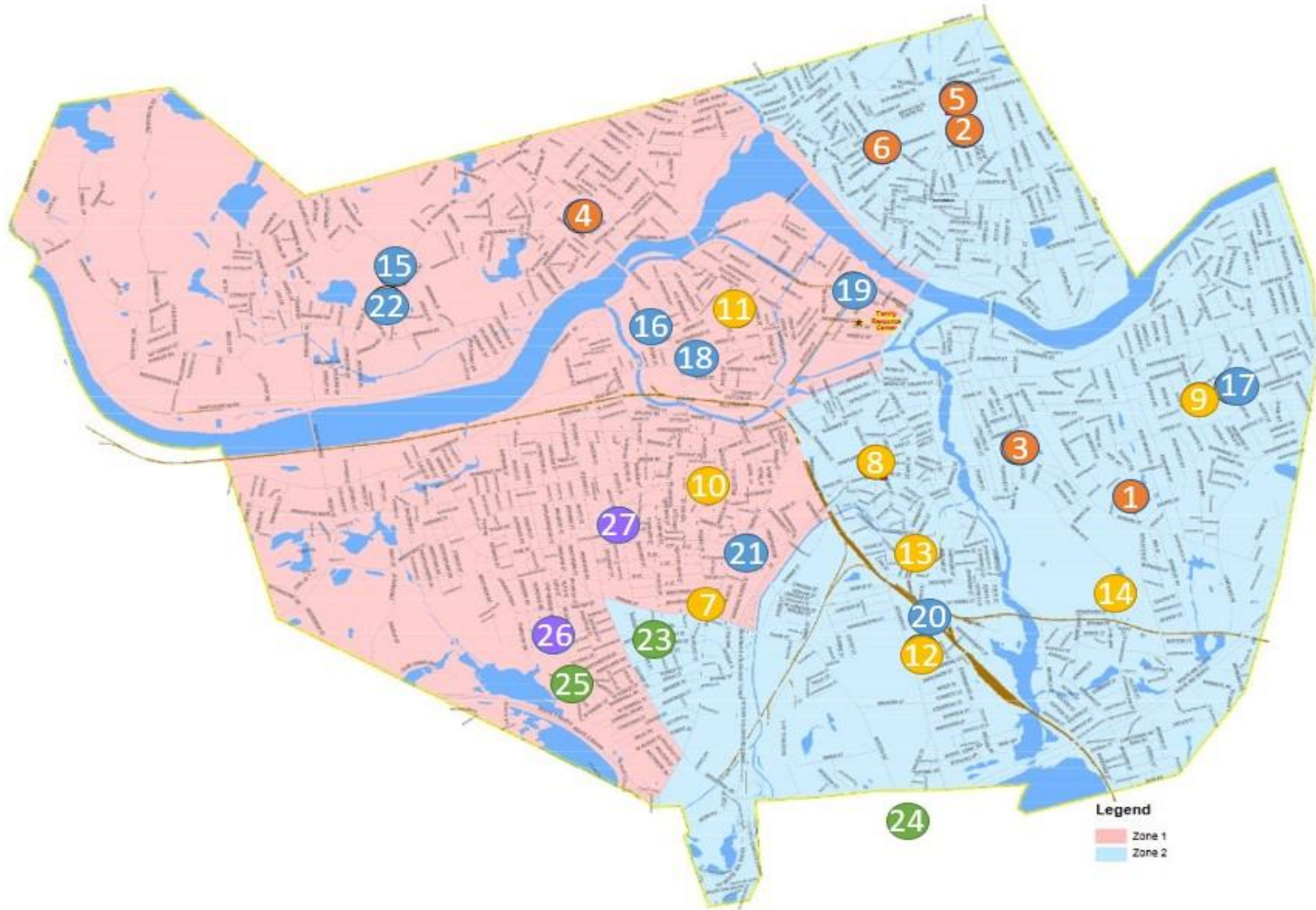
During the 2021-2022 school year, the percentage of Hispanic-Latino/a/x/e students during this year in the district ranged from 16.3% to 59% with an average of 37.7%. Six schools had 50% or more students who identify as Hispanic-Latino/a/x/e: LeBlanc Therapeutic Day School (59%), Henry J. Robinson Middle School (55%), Moody Elementary School (52%), Joseph McAvinnue Elementary School (50%), S. Christa McAuliffe Elementary School (50%), and Greenhalge Elementary School (50%). Table 1 lists the 27 schools in LPS by the percentage of Hispanic-Latino/a/x/e students in 2021-2022. Figure 1 shows where each of the schools are located within the city. Figure 2 provides the LPS organizational chart.

Table 1*Percentage of Hispanic-Latino/a/x/e in Each Lowell Public School in 2021-2022*

No. on Map in Figure 1	2021-2022 % of Hispanic-Latino/a/x/e	Total Enrollment	Name of School	Grade Levels
1	59.0%	39	LeBlanc Therapeutic Day School	8-12
2	54.6%	635	Henry J. Robinson Middle School	5-8
3	51.5%	241	Moody Elementary School	K-4
4	50.2%	444	Joseph McAvinnue Elementary School	PreK-4
5	49.9%	479	S. Christa McAuliffe Elementary School	PreK-4
6	49.7%	465	Greenhalge Elementary School	PreK-4
7	47.1%	17	Laura Lee Therapeutic Day School	K-6
8	45.7%	865	Rogers STEM Academy School	K-8
9	44.9%	644	James Sullivan Middle School	5-8
10	44.3%	97	The Career Academy	9-12
11	43.0%	453	Charlotte M. Murkland Elementary School	PreK-4
12	41.2%	461	John J. Shaughnessy Elementary School	PreK-4
13	40.5%	84	Cardinal O'Connell Early Learning Center	PreK
14	39.5%	453	Pyne Arts School	PreK-8
15	39.2%	665	Dr. An Wang Middle School	5-8
16	37.4%	462	Bartlett Community Partnership	PreK-8
17	36.4%	456	Peter W Reilly Elementary	K-4
18	36.4%	646	Kathryn P. Stoklosa Middle School	5-8
19	34.9%	3,056	Lowell High School	9-12, SP
20	34.8%	515	B. F. Butler Middle School	5-8
21	32.0%	484	Abraham Lincoln Elementary School	PreK-4
22	30.8%	454	Pawtucketville Memorial Elementary School	PreK-4
23	26.4%	246	Washington Elementary School	PreK-4
24	25.0%	52	Dr. Janice Adie Day School	PreK-12
25	23.7%	456	Dr. Gertrude Bailey Elementary School	PreK-4
26	16.9%	649	James S. Daley Middle School	5-8
27	16.3%	473	Charles W. Morey Elementary School	PreK-4

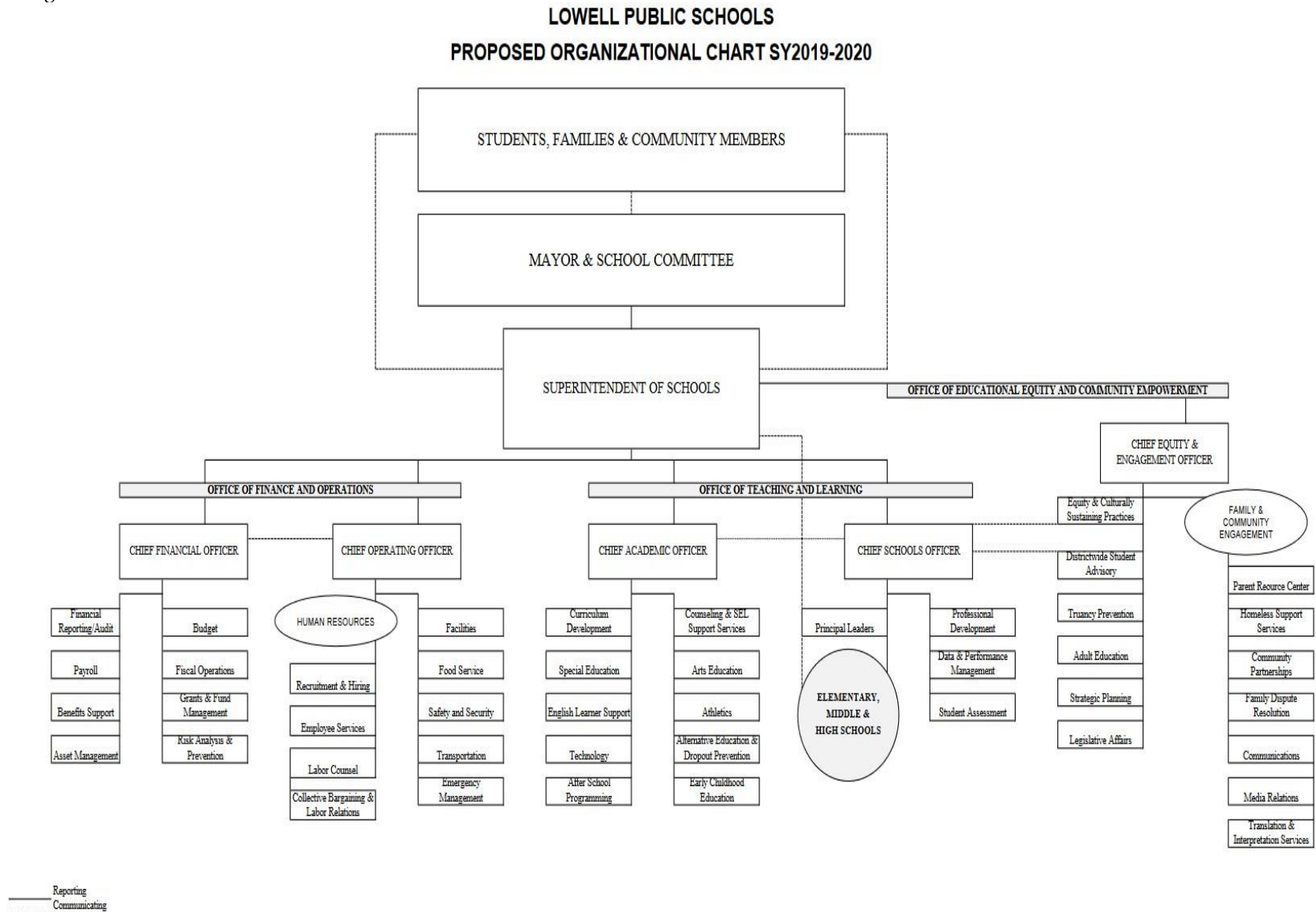
Note. Data were obtained from MA DESE (2022) website.

Figure 1
Map of Lowell Public Schools



Note. Map was adapted from City of Lowell (n.d.) School Zone map.

Figure 2
LPS Organizational Structure



2. Evaluation Objectives, Responsibilities, and Methods

The following section provides descriptions of the evaluation objectives and methods.

2.1 Evaluation Period and Objectives

This evaluation followed a combination of an asset-based community development approach (Green & Haines, 2015) and an improvement-focused evaluation model (Stufflebeam & Coryn, 2014) in which the primary goal is for the evaluators to determine existing strengths and potential ways to improve the experience and academic performance of Hispanic-Latino/a/x/e students in LPS.

2.2 Structure of Evaluation Responsibilities

Jill H. Lohmeier, Ph.D., Associate Professor in the School of Education and Director of the Center for Program Evaluation (CPE), and Teresa I. Gonzales, Assistant Professor of Sociology at UMass Lowell were hired as the external evaluators in 2022. Under the direction of Dr. Lohmeier, the CPE staff assisted with the evaluation. Key evaluation activities included:

- Initial meeting with key LPS district stakeholders and Fortaleza Inc. representatives;
- Recruiting a stakeholder evaluation review panel;
- Conducting a literature review;
- Analyzing relevant LPS-provided secondary data, current strategies, and reports;
- Implementing a district-wide survey;
- Conducting focus groups with Hispanic-Latino/a/x/e students, parents, and employees (e.g., LPS teachers, staff, and administrators);
- Writing up the evaluation results into a final report; and
- Presenting results to LPS key stakeholders and leaders.

2.3 Evaluation Methods

The evaluation of the PK-12 Hispanic-Latino/a/x/e student experience at LPS includes both qualitative and quantitative data collection and analyses. The types of data collected include secondary school data (demographic data, attendance, graduation rates, schedules, test scores, etc.), district-wide survey of Hispanic-Latino/a/x/e students, and focus group data (students, parents, employees). The data were analyzed to identify both the strengths and opportunities for improvement within the Hispanic-Latino/a/x/e student experience in the LPS district as well as determine stakeholders' perspectives, the challenges they are facing, and their recommendations. The methods used for each type of data collected are described below.

Stakeholder Review Panel

A stakeholder review panel was created at the beginning of the evaluation. Members of the panel included people from Fortaleza, LPS, UMass Lowell, and the Lowell community. The panel helped guide the study by reviewing all of the developed instruments (e.g., survey questions, focus group protocols) and consent forms (e.g., focus group consent forms) as well as the evaluation plan.

Secondary School Data

School data was gathered from the Massachusetts Department of Elementary and Secondary Education's (MA DESE) website. Data and documents provided by LPS were also analyzed.

Survey Data

The Hispanic-Latino/a/x/e student survey was designed to learn about the Hispanic-Latino/a/x/e student experience at LPS. The survey contained 18 questions: nine Likert scale items about students' experiences in LPS; four open-ended questions about what their teachers have done and would do to help them do better in school and feel more a part of the school community; and five demographic questions. The survey was offered in both English and Spanish. Participants were entered in a random drawing for a chance to win a pair of AirPods.

Unfortunately, the survey was administered by the school district on the last day of the 2021-2022 school year. Only six students participated. A separate briefing of the survey results was created. The sample size was too small to make any conclusions from the results. The CPE currently has a Community Social Psychology student doing their practicum in the CPE until May 2022. Dr. Thompson has offered to have this student analyze survey data if the school would like to try administering the instrument again during the 2022-2023 school year.

Focus Groups

Six focus groups were conducted during June - August 2022. The length of the focus groups ranged from approximately 53 to 107 minutes. A total of 31 Hispanics-Latinos/as/xs/es (21 females, 10 males) participated. Overall, as a group combined, the focus group participants had experience and familiarity with more than 50% of the LPS schools. All focus groups were recorded verbatim, transcribed by CPE staff and translators, and then thematically analyzed. It is important to note a Spanish speaking CPE staff member assisted with facilitating all of the focus groups except the Employee Focus Group on June 23, 2022, and the High School Focus Group on August 17, 2022. This staff member along with Dr. Gonzales also assisted with the transcription and translation of the Spanish components of the recordings. They also helped translate the focus group consent and assent forms as well as other related materials. Copies of the focus group protocols are provided in Appendices A-C. Table 2 provides a summary of the focus group details while Table 3 provides a breakdown of how the participants identify themselves. The participants shared a wide range of terms they use to identify themselves. However, the identity cited the most was Hispanic.

Table 2
Focus Group Details

Focus Group	Date	Location	Language	Number of Participants	Length
Employees	06/23/2022	Zoom	English	8 (8 F)	107 minutes
Parents	06/15/2022	155 Middlesex Street	Spanish	7 (6 F, 1 M)	90 Minutes
Elementary School Students	06/14/2022	Boys and Girls Club	English & Spanish	6 (1 F, 5 M)	72 minutes
Middle School Students	06/8/2022	Boys and Girls Club	English	4 (1 F, 3 M)	53 Minutes
High School Students	06/17/2022	155 Middlesex Street	English	2 (1 F, 1 M)	103 Minutes
High School Students	08/17/2022	27 Loring Street	English	4 (4 F)	94 Minutes

Table 3
How the Focus Group Participants Identify Themselves

Ethnicities	Students	Parents	Employees	Totals
American	1	-	-	1
Hispanic	3	6	-	9
Hispanic/Puerto Rican	3	-	-	3
Honduran/Latino	1	-	-	1
Latina	-	-	1	1
Latina/Hispanic	-	-	6	6
Latina/Hispanic/Latinx	-	-	1	1
Latino	3	1	-	4
Latinx	-	-	-	-
Puerto Rican	5	-	-	5
Totals	16	7	8	31

3. Secondary Data Analysis Results

This section presents the findings from the secondary data analyses of data provided by the LPS and the MA DESE website.

Gender

A majority of the LPS teachers during the 2021-2022 school year were female (80.7%). During the 2021-2022 school year, LPS had a total student enrollment of 13,991. The gender breakdown for students is 52% male and 48% female. The Laura Lee Therapeutic Day School (91%) and Dr. Janice Adie Day School (80%) both have high male student populations.

Race/Ethnicity

In terms of race/ethnicity, a majority of LPS staff identified as White (85%) in 2021-2022, while the largest race/ethnicity of students was Hispanic-Latino/a/x/e (37.7%) which is higher than the state average for this group (23.1%). Approximately 7% of LPS staff in 2021-2022 identified as Hispanic-Latino/a/x/e which is larger than the state's average (5.4%). Six schools have more than 10% of their staff identifying as Hispanic-Latino/a/x/e: S Christa McAuliffe Elementary School (12.1%), Joseph McAvinnue Elementary School (13.7%), Henry J. Robinson Middle School (12.4%), Laura Lee Therapeutic Day School (18.9%), LeBlanc Therapeutic Day School (15.7%), and Peter W. Reilly Elementary School (11.2%). See Table 4 for further details about LPS student and staff demographics.

Moreover, the total student population decreased by 3.1% from 2017 to 2022, whereas the Hispanic-Latino/a/x/e student population increased by 14.5% and the Hispanic-Latino/a/x/e staff increased by 38.2% during the same period. Figure 3 provides the last five years of student enrollment in LPS broken down by race/ethnicity. From 2017-2022, 18 of the 27 schools experienced an increase in students who identify as Hispanic-Latino/a/x/e. It is important to note, the Cardinal O'Connell Early Learning Center was missing data for the 2017-2018 so we were unable to determine whether they had an increase or decrease. The Henry J. Robinson Middle School, the Charlotte M. Murkland Elementary School, and the Moody Elementary School had the largest increases in Hispanic-Latino/a/x/e students from 2017-2022. During the 2021-2022 school year, the Cardinal O'Connell Early Learning Center, the Moody Elementary School, the LeBlanc Therapeutic Day School, and the Henry J. Robinson Middle School had the largest increases in Hispanic-Latino/a/x/e students. The Laura Lee Therapeutic Day School had the largest decrease in Hispanic-Latino/a/x/e students from 2017-2022 and for the 2021-2022 school year. The figures in Appendix D depict the changes in enrollment broken down by race/ethnicity in all of the LPS schools from 2017-2022.

Table 5 breaks down the race of each type of employed educator in LPS. Over the last three years, all five types of employed educators (i.e., administrator, teacher, paraprofessional, others) had less than 12% identifying as Hispanic-Latino/a/x/e. Also, LPS Hispanic-Latino/a/x/e administrators and teachers have both slightly increased in percentage.

Table 4*2021-2022 Percentage of Race and Gender of Students (n=13,991) and Staff (FTE=2,126.5) in LPS*

School	Student/ Staff	n	Race							Gender		
			African American	Asian	Hispanic	White	Native American	Native Hawaiian, Pacific Islander	Multi- Race, Non- Hispanic	Males	Females	Non- Binary
Abraham Lincoln Elementary School	Students	484	4.1%	46.9%	32%	11.4%	0.2%	0.2%	5.2%	50.2%	49.8%	-
	Staff	64.3	1.6%	7.8%	3.1%	87.6%	-	-	-	5.4%	94.6%	-
Bartlett Community Partnership	Students	462	8.9%	38.1%	37.4%	12.1%	0.2%	-	3.2%	47.6%	52.4%	-
	Staff	90.1	1.1%	5.5%	7.8%	84.5%	1.1%	-	-	17.1%	82.9%	-
B. F. Butler Middle School	Students	515	6.8%	31.7%	34.8%	21.6%	-	-	5.2%	49.9%	50.1%	-
	Staff	67.3	6.7%	3%	1.5%	87.4%	-	-	1.5%	26.3%	73.7%	-
Cardinal O'Connell Early Learning Center	Students	84	11.9%	23.8%	40.5%	16.7%	1.2%	-	6%	64.3%	36.9%	-
	Staff	35	-	12.9%	7.1%	80%	-	-	-	-	100%	-
Charles W. Morey Elementary School	Students	473	4.2%	59.4%	16.3%	15%	-	-	5.1%	49.5%	50.5%	-
	Staff	70.4	-	5.7%	5.7%	88.6%	-	-	-	5.7%	94.3%	-
Charlotte M. Murkland Elementary School	Students	453	7.3%	30.5%	43%	16.1%	0.2%	-	2.9%	51.9%	48.1%	-
	Staff	68.3	-	9.5%	4.4%	86.1%	-	-	-	13.9%	86.1%	-
Dr. An Wang Middle School	Students	665	9.8%	18.2%	39.2%	27.2%	-	-	5.6%	50.8%	49.2%	-
	Staff	73.7	-	2.7%	2.7%	94.6%	-	-	-	16.3%	83.9%	-
Dr. Gertrude Bailey Elementary School	Students	456	4.4%	42.5%	23.7%	24.3%	-	-	5%	51.5%	48.5%	-
	Staff	69.2	0.7%	2.9%	-	96.4%	-	-	-	2.9%	97.1%	-
Dr. Janice Adie Day School	Students	52	15.4%	15.4%	25%	36.5%	1.9%	-	5.8%	76.9%	23.1%	-
	Staff	50.6	2%	7.9%	7.9%	82.2%	-	-	-	25.7%	74.3%	-
Greenhalge Elementary School	Students	465	12.9%	12.3%	49.7%	21.5%	-	-	3.7%	52.7%	47.4%	-
	Staff	80.4	3.1%	4.4%	3.7%	86.3%	1.2%	-	1.2%	3.7%	96.3%	-

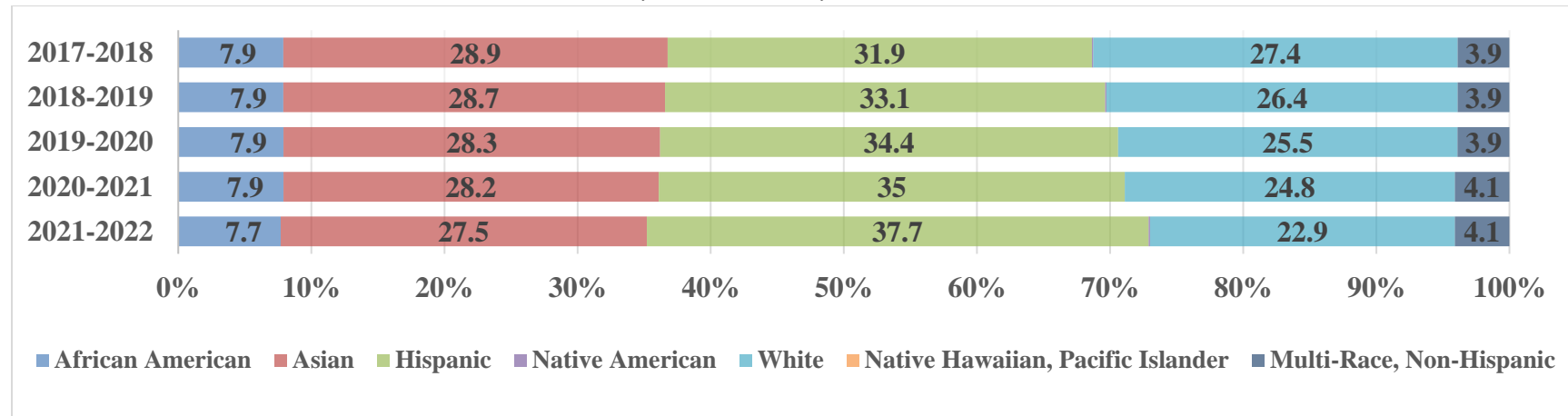
Henry J. Robinson Middle School	Students	635	7.2%	11.3%	54.6%	24.6%	-	-	2.2%	47.9%	52.1%	-
	Staff	80.6	3.7%	6.8%	12.4%	75.8%	-	-	1.2%	24.8%	75.2%	-
James S. Daley Middle School	Students	649	4.5%	49.3%	16.9%	23.9%	-	-	5.4%	54.1%	45.9%	-
	Staff	86.4	2.3%	6.9%	3.5%	87.3%	-	-	-	17.9%	82.1%	-
James Sullivan Middle School	Students	644	6.2%	13.8%	44.9%	30.7%	-	0.2%	4.2%	51.2%	48.8%	-
	Staff	87.2	5.2%	1.1%	8%	85.7%	-	-	-	24.1%	75.9%	-
John J. Shaughnessy Elementary School	Students	461	6.1%	29.5%	41.2%	20.4%	-	-	2.8%	50.5%	49.5%	-
	Staff	68.1	4.4%	-	4.4%	91.2%	-	-	-	8.8%	91.2%	-
Joseph McAvinnue Elementary School	Students	444	7.4%	15.3%	50.2%	22.1%	-	-	5%	52%	48%	-
	Staff	72.4	-	2.8%	13.7%	83.6%	-	-	-	11%	89%	-
Kathryn P. Stoklosa Middle School	Students	646	4.5%	45.2%	36.4%	11.6%	-	-	2.3%	55.1%	44.9%	-
	Staff	81.8	2.4%	8.6%	4.9%	83.5%	-	0.6%	-	32%	68%	-
Laura Lee Therapeutic Day School	Students	17	5.9%	-	47.1%	29.4%	-	-	17.6%	82.4%	17.6%	-
	Staff	17.5	5.7%	-	18.9%	73.7%	-	-	1.7%	33.1%	66.9%	-
LeBlanc Therapeutic Day School	Students	39	2.6%	2.6%	59%	33.3%	-	-	2.6%	53.8%	43.6%	2.6%
	Staff	20.4	2.5%	-	15.7%	80.9%	-	-	1%	30.9%	69.1%	-
Lowell High School	Students	3056	11%	29.4%	34.9%	20.7%	-	-	3.9%	52.9%	47%	0.1%
	Staff	323.9	2.5%	6%	8.8%	81.3%	-	-	1.4%	37%	63%	-
Moody Elementary School	Students	241	6.2%	11.6%	51.5%	29%	0.4%	-	1.2%	46.5%	53.1%	0.4%
	Staff	36.6	-	-	8.7%	91.3%	-	-	-	5.5%	94.5%	-
Pawtucketville Memorial Elementary School	Students	454	8%	24%	30.8%	32.8%	-	-	5.3%	50.9%	49.1%	-
	Staff	67	2.2%	4.5%	-	93.3%	-	-	-	7.5%	92.5%	-
Peter W. Reilly Elementary	Students	456	2.9%	10.3%	36.4%	45.2%	-	-	5.3%	49.1%	50.9%	-
	Staff	66.9	1.5%	0.4%	11.2%	86.8%	-	-	-	4.5%	95.5%	-
Pyne Arts School	Students	453	5.7%	13.1%	39.5%	36.9%	-	0.2%	3.6%	56.1%	43.9%	-
	Staff	75.4	2.7%	4%	6.6%	86.7%	-	-	-	13.5%	86.5%	-

Rogers STEM Academy School	Students	865	9.5%	19.8%	45.7%	21.2%	0.2%	-	3.7%	53.6%	46.4%	-
	Staff	103.3	2.4%	8.2%	5.2%	83.2%	1%	-	-	21.8%	78.2%	-
S. Christa McAuliffe Elementary School	Students	479	5.8%	9.2%	49.9%	30.9%	-	0.2%	4%	48%	52%	-
	Staff	74.4	2.7%	1.3%	12.1%	83.9%	-	-	-	8.6%	91.4%	-
The Career Academy	Students	97	6.2%	21.6%	44.3%	20.6%	-	-	7.2%	61.9%	38.1%	-
	Staff	17.1	-	5.8%	5.8%	88.3%	-	-	-	33.3%	66.7%	-
Washington Elementary School	Students	246	7.3%	42.7%	26.4%	17.5%	0.4%	0.4%	5.3%	63%	37%	-
	Staff	50.9	-	2.4%	3.9%	93.7%	-	-	-	12.8%	87.2%	-
District	Students	13,991	7.7%	27.5%	37.7%	22.9%	0.1%	-	4.1%	52.1%	47.9%	-
	Staff	2,126.5	2.2%	5.1%	7.1%	85.0%	0.1%	-	0.5%	19.3%	80.7%	-
State	Students	911,529	9.3%	7.2%	23.1%	55.7%	0.2%	0.1%	4.3%	51.3%	48.7%	-
	Staff	140,800.7	4.8%	1.8%	5.4%	87.2%	0.1%	-	0.6%	20.5%	79.5%	-

Note. Data were obtained from MA DESE (2022) website.

Figure 3

5-Year Student Enrollment in Lowell Public Schools by Race/Ethnicity



Note. For 2017-2018, n = 14,436; 2018-2019, n = 14,548; 2019-2020, n = 14,434; 2020-2021, n = 14,023; 2021-2022, n = 13,991.

Table 5*3-Years of Employed Educators in LPS Broken down by Race/Ethnicity*

Employed Educators	Total (n)	American Indian or Alaska Native	Asian	African American/Black	Hispanic/Latino	Native Hawaiian or Pacific Islander	Multi-Race, Non-Hispanic	White
Administrator								
2019-2020	98	-	4.1%	4.1%	8.2%	-	2%	81.6%
2020-2021	109	-	5.5%	5.5%	9.2%	-	1.8%	78%
2021-2022	115	-	3.5%	4.3%	10.4%	-	2.6%	79.1%
Teacher								
2019-2020	1,079	0.1%	2.3%	1.1%	3.2%	0.2%	0.2%	93%
2020-2021	1,093	0.1%	3.1%	1.6%	4.3%	-	0.3%	90.7%
2021-2022	1,089	0.2%	3.4%	1.5%	4.7%	-	0.3%	90%
Paraprofessional								
2019-2020	437	0.7%	5.3%	2.5%	11.9%	-	0.5%	79.2%
2020-2021	394	0.5%	5.8%	2.3%	11.2%	-	0.5%	79.7%
2021-2022	460	0.2%	8.7%	3.7%	10.9%	-	0.4%	76.1%
Other - Licensed								
2019-2020	128	-	4.7%	0.8%	7.8%	-	-	86.7%
2020-2021	121	-	5.8%	1.7%	7.4%	-	1.7%	83.5%
2021-2022	151	-	6%	1.3%	7.3%	-	1.3%	84.1%
Other - Non-Licensed								
2019-2020	373	-	6.2%	2.9%	4.3%	0.5%	0.3%	85.8%
2020-2021	280	-	6.8%	2.9%	8.6%	0.4%	-	81.4%
2021-2022	455	-	5.9%	2.9%	7.3%	0.2%	-	83.7%

Special Populations

LPS has a higher percentage of all special population students, except students with disabilities, when compared to the state averages. Approximately 48% of the ELs in LPS identify as Hispanic-Latino/a/x/e, which is lower than the state average (63.4%). A total of 48 languages are represented in the district. The most common language for ELs is Spanish (38.7%). The ELs come from 53 different countries with the most common country being the United States and the second most common country being Brazil (15%). The Moody Elementary School (53.5%) had the most ELs in 2021-2022. Tables 6 and 7 provide further details on LPS special populations and selected demographics in the district and state while Table 8 provides further details on special populations at the school level.

Table 6
2021-2022 LPS Special Populations Compared to State

	% of District (n = 13,991)	% of State (n =911,529)
Special Populations		
First Language not English	36.7%	23.9%
English Learner	26.3%	11%
Students With Disabilities	18.6%	18.9%
High Needs	84.1%	55.6%
Economically Disadvantaged	75%	43.8%

Note. Data were obtained from MA DESE (2022) website.

Table 7
2021 - 2022 Percentage of ELs in LPS by Selected Demographics

Demographic	Percentage of ELs			
	District		State	
	All Students (n=13,991)	ELs (n=3,682)	All Students (n=911,529)	ELs (n=100,231)
Students With Disabilities	18.8%	2.3%	19.1%	3.4%
Low Income	75%	69%	43.8%	62.8%
First Language not English	36.7%	100%	23.9%	100%
African American/Black	7.7%	7%	9.3%	12.7%
Asian	27.5%	30%	7.2%	10.2%
Hispanic	37.7%	48.4%	23.1%	63.4%
White	22.9%	13.1%	55.7%	12.3%

Note. Data were obtained from MA DESE (2022) website.

Table 8*2021-2022 Selected Student Populations by School (n=13,991)*

School	Special Populations				
	First Language Not English	English Learners	Students With Disabilities	High Needs	Low Income
Abraham Lincoln Elementary School	47.9%	34.9%	17.4%	89.5%	80.8%
Bartlett Community Partnership	40.5%	27.7%	20.3%	88.3%	78.8%
B. F. Butler Middle School	30.5%	17.1%	19%	85.8%	75.3%
Cardinal O'Connell Early Learning Center	29.8%	-	29.8%	83.3%	73.8%
Charles W. Morey Elementary School	42.5%	33.4%	13.7%	82.9%	69.1%
Charlotte M. Murkland Elementary School	45.7%	36%	15.5%	93.6%	88.5%
Dr. An Wang Middle School	33.8%	23.8%	16.5%	80.6%	71.3%
Dr. Gertrude Bailey Elementary School	37.5%	31.8%	18.4%	77.4%	67.1%
Dr. Janice Adie Day School	17.3%	5.8%	100%	100%	73.1%
Greenhalge Elementary School	41.3%	31.4%	18.7%	94.2%	88.6%
Henry J. Robinson Middle School	38.3%	28.3%	19.4%	92.9%	86.6%
James S. Daley Middle School	33%	13.4%	21.7%	74.7%	61.9%
James Sullivan Middle School	44.1%	33.7%	20.7%	85.7%	76.6%
John J. Shaughnessy Elementary School	38.4%	29.5%	18.2%	88.1%	78.7%
Joseph McAvinnue Elementary School	39%	32.7%	17.6%	90.8%	82.9%
Kathryn P. Stoklosa Middle School	45.2%	27.1%	16.3%	89.5%	81.4%
Laura Lee Therapeutic Day School	11.8%	11.8%	100%	100%	94.1%
LeBlanc Therapeutic Day School	17.9%	15.4%	97.4%	100%	89.7%
Lowell High School	31.2%	21.8%	15.1%	79.1%	70.9%
Moody Elementary School	60.2%	53.5%	8.7%	95%	89.2%
Pawtucketville Memorial Elementary School	28.9%	22%	18.5%	73.6%	63%

Peter W. Reilly Elementary	29.4%	23.2%	18%	67.1%	58.1%
Pyne Arts School	27.8%	17%	27.4%	72.8%	59.4%
Rogers STEM Academy School	43.1%	32%	13.2%	91.9%	82.7%
S. Christa McAuliffe Elementary School	29%	22.1%	16.9%	86.8%	81%
The Career Academy	18.6%	11.3%	20.6%	95.9%	90.7%
Washington Elementary School	48.4%	42.3%	21.1%	88.6%	76%
District	36.7%	26.3%	18.6%	84.1%	75%
State	23.9%	11%	18.9%	55.6%	43.8%

Note. Data were obtained from MA DESE (2022) website.

Class Size

Eighteen schools (66.7%) had an average class size larger than the state's average of 16 students during the 2020-2021 school year (see Table 9).

Table 9

2020-2021 Class Size by School (n= 14,364)

Schools	Student Groups	% of Students	Average Class Size
Abraham Lincoln Elementary School	Hispanic-Latino/a/x/e	33.3%	17.5
	EL	36%	
	SPED	21%	
Bartlett Community Partnership	Hispanic-Latino/a/x/e	34%	17.2
	EL	26.8%	
	SPED	23.6%	
B. F. Butler Middle School	Hispanic-Latino/a/x/e	35.4%	22.6
	EL	16.2%	
	SPED	21.5%	
Cardinal O'Connell Early Learning Center	Hispanic-Latino/a/x/e	35.6%	8.2
	EL	21.1%	
	SPED	45.6%	
Charles W. Morey Elementary School	Hispanic-Latino/a/x/e	13.1%	17
	EL	37.5%	
	SPED	16.3%	
Charlotte M. Murkland Elementary School	Hispanic-Latino/a/x/e	39.6%	18.4
	EL	39.6%	
	SPED	16.7%	
Dr. An Wang Middle School	Hispanic-Latino/a/x/e	39.7%	21.5
	EL	23.2%	
	SPED	16.6%	
Dr. Gertrude Bailey Elementary School	Hispanic-Latino/a/x/e	23.5%	16.8
	EL	31.9%	
	SPED	18.6%	
Dr. Janice Adie Day School	Hispanic-Latino/a/x/e	28.3%	2.8
	EL	6.5%	
	SPED	100%	
Greenhalge Elementary School	Hispanic-Latino/a/x/e	49.4%	17.4
	EL	31.1%	
	SPED	18.7%	
Henry J. Robinson Middle School	Hispanic-Latino/a/x/e	49.8%	25
	EL	24.9%	
	SPED	20.8%	

James S. Daley Middle School	Hispanic-Latino/a/x/e	18.5%	18.8
	EL	8.7%	
	SPED	20.9%	
James Sullivan Middle School	Hispanic-Latino/a/x/e	44.4%	21.8
	EL	23.5%	
	SPED	20.7%	
John J. Shaughnessy Elementary School	Hispanic-Latino/a/x/e	39.1%	15.6
	EL	32%	
	SPED	18.7%	
Joseph McAvinnue Elementary School	Hispanic-Latino/a/x/e	46.4%	13.9
	EL	33.1%	
	SPED	19.8%	
Kathryn P. Stoklosa Middle School	Hispanic-Latino/a/x/e	32.9%	20.7
	EL	24.8%	
	SPED	17%	
Laura Lee Therapeutic Day School	Hispanic-Latino/a/x/e	60.9%	2.8
	EL	13%	
	SPED	100%	
LeBlanc Therapeutic Day School	Hispanic-Latino/a/x/e	55.3%	4
	EL	13.2%	
	SPED	100%	
Lowell High School	Hispanic-Latino/a/x/e	31.1%	19.7
	EL	20%	
	SPED	13.5%	
Moody Elementary School	Hispanic-Latino/a/x/e	46.6%	23.9
	EL	51.7%	
	SPED	10.3%	
Pawtucketville Memorial Elementary School	Hispanic-Latino/a/x/e	28%	18
	EL	20%	
	SPED	17.4%	
Peter W. Reilly Elementary	Hispanic-Latino/a/x/e	36.4%	18.3
	EL	22.8%	
	SPED	20%	
Pyne Arts School	Hispanic-Latino/a/x/e	38.6%	15.1
	EL	17.2%	
	SPED	24.7%	
Rogers STEM Academy School	Hispanic-Latino/a/x/e	44.5%	26.9
	EL	29.1%	
	SPED	15%	

S. Christa McAuliffe Elementary School	Hispanic-Latino/a/x/e	47.3%	19.3
	EL	22.2%	
	SPED	18.1%	
The Career Academy	Hispanic-Latino/a/x/e	52.4%	8.7
	EL	20.7%	
	SPED	23.2%	
Washington Elementary School	Hispanic-Latino/a/x/e	21.5%	9.8
	EL	37.8%	
	SPED	25.6%	
District	Hispanic-Latino/a/x/e	35.6%	18.1
	EL	25%	
	SPED	18.6%	

Note. Data were obtained from MA DESE (2022) website.

Student to Teacher Ratios

During the 2021-2022 school year, the district's average student to teacher ratio (12.8 to 1) was higher than the state average (11.9 to 1). However, eight schools had a lower student to teacher ratio than the state average (See Table 10).

Table 10
2021-2022 LPS Student to Teacher Ratios

School	Student to Teacher Ratio
Abraham Lincoln Elementary School	13.1 to 1
Bartlett Community Partnership	11.4 to 1
B. F. Butler Middle School	12.5 to 1
Cardinal O'Connell Early Learning Center	10.5 to 1
Charles W. Morey Elementary School	13.1 to 1
Charlotte M. Murkland Elementary School	12.6 to 1
Dr. An Wang Middle School	15.1 to 1
Dr. Gertrude Bailey Elementary School	12.7 to 1
Dr. Janice Adie Day School	4.3 to 1
Greenhalge Elementary School	12.2 to 1
Henry J. Robinson Middle School	13.2 to 1
James S. Daley Middle School	13.9 to 1
James Sullivan Middle School	14.1 to 1
John J. Shaughnessy Elementary School	12.5 to 1
Joseph McAvinnue Elementary School	12 to 1
Kathryn P. Stoklosa Middle School	12.4 to 1
Laura Lee Therapeutic Day School	2.7 to 1
LeBlanc Therapeutic Day School	4.7 to 1
Lowell High School	13.9 to 1
Moody Elementary School	12.1 to 1
Pawtucketville Memorial Elementary School	13.4 to 1

Peter W. Reilly Elementary	13.4 to 1
Pyne Arts School	11.6 to 1
Rogers STEM Academy School	15.2 to 1
S. Christa McAuliffe Elementary School	12.9 to 1
The Career Academy	9.9 to 1
Washington Elementary School	11.2 to 1
District	12.8 to 1
State	11.9 to 1

Note. Data were obtained from MA DESE (2022) website.

Student Discipline

During 2021-2022, 925 students were disciplined. Of those 925, 52.2% were Hispanic-Latino/a/x/e students. This ethnicity group was disciplined more in LPS compared to all other race/ethnicity groups. Of the 283 students Lowell High School disciplined in 2021-2022, 50% were Hispanic-Latino/a/x/e. The Henry J. Robinson Middle School and Kathryn P. Stoklosa Middle School had the next highest number of Hispanic-Latino/a/x/e students being disciplined with more than 50 each. Table 11 provides an overview of discipline rates by school.

Table 11
2021-2022 Student Discipline Rates by School

School	Student Group	Total Students	# of Students Disciplined
Abraham Lincoln Elementary School	Hispanic-Latino/a/x/e	169	-
	All Students	528	1
Bartlett Community Partnership	Hispanic-Latino/a/x/e	207	24
	All Students	537	43
B. F. Butler Middle School	Hispanic-Latino/a/x/e	215	24
	All Students	566	59
Cardinal O'Connell Early Learning Center	Hispanic-Latino/a/x/e	47	-
	All Students	114	-
Charles W. Morey Elementary School	Hispanic-Latino/a/x/e	91	-
	All Students	515	2
Charlotte M. Murkland Elementary School	Hispanic-Latino/a/x/e	212	2
	All Students	502	4
Dr. An Wang Middle School	Hispanic-Latino/a/x/e	277	24
	All Students	701	42
Dr. Gertrude Bailey Elementary School	Hispanic-Latino/a/x/e	117	3
	All Students	495	9
Dr. Janice Adie Day School	Hispanic-Latino/a/x/e	17	-
	All Students	61	-
Greenhalge Elementary School	Hispanic-Latino/a/x/e	264	11

	All Students	520	16
Henry J. Robinson Middle School	Hispanic-Latino/a/x/e	376	56
	All Students	697	103
James S. Daley Middle School	Hispanic-Latino/a/x/e	127	4
	All Students	693	12
James Sullivan Middle School	Hispanic-Latino/a/x/e	314	36
	All Students	691	65
John J. Shaughnessy Elementary School	Hispanic-Latino/a/x/e	220	7
	All Students	521	16
Joseph McAvinnue Elementary School	Hispanic-Latino/a/x/e	236	-
	All Students	491	2
Kathryn P. Stoklosa Middle School	Hispanic-Latino/a/x/e	260	52
	All Students	699	99
Laura Lee Therapeutic Day School	Hispanic-Latino/a/x/e	10	1
	All Students	22	3
LeBlanc Therapeutic Day School	Hispanic-Latino/a/x/e	26	14
	All Students	48	25
Lowell High School	Hispanic-Latino/a/x/e	1216	142
	All Students	3356	283
Moody Elementary School	Hispanic-Latino/a/x/e	139	-
	All Students	272	-
Pawtucketville Memorial Elementary School	Hispanic-Latino/a/x/e	160	1
	All Students	512	4
Peter W. Reilly Elementary	Hispanic-Latino/a/x/e	193	7
	All Students	514	8
Pyne Arts School	Hispanic-Latino/a/x/e	214	16
	All Students	530	27
Rogers STEM Academy School	Hispanic-Latino/a/x/e	429	25
	All Students	931	38
S. Christa McAuliffe Elementary School	Hispanic-Latino/a/x/e	267	2
	All Students	534	4
The Career Academy	Hispanic-Latino/a/x/e	61	28
	All Students	143	60
Washington Elementary School	Hispanic-Latino/a/x/e	72	5
	All Students	269	6
District	Hispanic-Latino/a/x/e	5849	483
	All Students	15264	925

Note. Data were obtained from MA DESE (2022) website.

Student Attendance and Retention Rates

Overall, at the end of the year of the 2021-2022, the district had a fair attendance rate of 89.7%, while Hispanic-Latino/a/x/e students had a slightly lower rate of 87.5%. Seven schools had attendance rates for Hispanic-Latino/a/x/e students that were higher than the district average in 2021-2022. They were the Pyne Arts School (90.7%), Pawtucketville Memorial Elementary School (90.5%), Charlotte M. Murkland Elementary School (90.5%), Kathryn P. Stoklosa Middle School (90.3%), James S. Daley Middle School (90.3%), Abraham Lincoln Elementary School (90%), and Dr. An Wang Middle School (90%). All but four of the LPS had attendance rates for Hispanic-Latino/a/x/e students in 2021-2022 over 85%. Those four schools were Lowell High School (83.6%), Laura Lee Therapeutic Day School (79.9%), the LeBlanc Therapeutic Day School (68.7%), Career Academy (61.8%).

The retention rate (i.e., repeating a grade rate) for Hispanic-Latino/a/x/e students (3.6%) was higher than that of all students in the district (2.8%). The schools with the highest retention rates in LPS during 2021-2022 were the Career Academy (32.6%), Lowell High School (12.9%), and Dr. Janice Adie Day School (8.3%). Table 12 provides further details on students' attendance and retention rates during the 2021-2022 school year.

Student Mobility

In LPS, some of the Hispanic-Latino/a/x/e population is transient. As shown in Table 13, the attrition rate in 2021-2022 was 11.9% for Hispanic-Latino/a/x/e which is only slightly higher than the rate for all students in the district (11.2%). Three schools had attrition rates that exceed 20% for Hispanic-Latino/a/x/e students, they were: the Charlotte M. Murkland Elementary School (20.1%), Dr. Janice Adie Day School (23.1%), and the Career Academy (23.3%). From 2021-2022, the average stability rate of the Hispanic-Latino/a/x/e students in LPS (86.7%) was lower than the all-students in the district average of 89.5%. The churn and intake rates for Hispanic-Latino/a/x/e students were also higher than the all-students average. During the 2021-2022 school year, the four schools with the highest churn rates (i.e., students transferring into or out of the school) in the district were Career Academy (50%), Washington Elementary School (34.2%), Cardinal O'Connell Early Learning Center (33.3%), Bartlett Community Partnership (32.4%), and Lowell High School (30%). The three school with the lowest churn rates in the district during 2021-2022 were Dr. An Wang Middle School (13.7%), James S. Daley Middle School (15%), and LeBlanc Therapeutic Day School (15.4%). Table 14 provides further details on students' mobility in LPS.

Table 12*2021-2022 Student Attendance and Retention Rates by School*

School	Student Group	Attendance Rates	Retention Rates
Abraham Lincoln Elementary School	Hispanic-Latino/a/x/e	90.0%	2.3%
	All Students	91.4%	0.8%
Bartlett Community Partnership	Hispanic-Latino/a/x/e	86.5%	0.7%
	All Students	88.9%	0.3%
B. F. Butler Middle School	Hispanic-Latino/a/x/e	88.7%	-
	All Students	91.5%	0.2%
Cardinal O'Connell Early Learning Center	Hispanic-Latino/a/x/e	85.6%	-
	All Students	88.5%	-
Charles W. Morey Elementary School	Hispanic-Latino/a/x/e	88.7%	-
	All Students	92.0%	0.3%
Charlotte M. Murkland Elementary School	Hispanic-Latino/a/x/e	90.5%	2.2%
	All Students	90.9%	0.9%
Dr. An Wang Middle School	Hispanic-Latino/a/x/e	90.0%	0.8%
	All Students	92.1%	0.9%
Dr. Gertrude Bailey Elementary School	Hispanic-Latino/a/x/e	88.4%	2.7%
	All Students	91.2%	1.4%
Dr. Janice Adie Day School	Hispanic-Latino/a/x/e	87.3%	8.3%
	All Students	87.7%	2.0%
Greenhalge Elementary School	Hispanic-Latino/a/x/e	88.3%	-
	All Students	89.2%	-
Henry J. Robinson Middle School	Hispanic-Latino/a/x/e	88.1%	-
	All Students	88.0%	0.2%
James S. Daley Middle School	Hispanic-Latino/a/x/e	90.3%	-
	All Students	93.4%	0.2%
James Sullivan Middle School	Hispanic-Latino/a/x/e	89.2%	-
	All Students	90.1%	-
John J. Shaughnessy Elementary School	Hispanic-Latino/a/x/e	87.7%	-
	All Students	90.2%	0.3%
Joseph McAvinnue Elementary School	Hispanic-Latino/a/x/e	88.6%	0.6%
	All Students	89.9%	0.3%
Kathryn P. Stoklosa Middle School	Hispanic-Latino/a/x/e	90.3%	-
	All Students	91.8%	0.2%
Laura Lee Therapeutic Day School	Hispanic-Latino/a/x/e	79.9%	-
	All Students	80.8%	-
LeBlanc Therapeutic Day School	Hispanic-Latino/a/x/e	68.7%	4.3%
	All Students	61.6%	7.7%

Lowell High School	Hispanic-Latino/a/x/e	83.6%	12.9%
	All Students	87.1%	8.9%
Moody Elementary School	Hispanic-Latino/a/x/e	88.9%	1.1%
	All Students	90.1%	0.5%
Pawtucketville Memorial Elementary School	Hispanic-Latino/a/x/e	90.5%	1.0%
	All Students	91.8%	0.6%
Peter W. Reilly Elementary	Hispanic-Latino/a/x/e	88.6%	-
	All Students	91.2%	0.3%
Pyne Arts School	Hispanic-Latino/a/x/e	90.7%	-
	All Students	91.8%	-
Rogers STEM Academy School	Hispanic-Latino/a/x/e	88.4%	-
	All Students	89.8%	0.3%
S. Christa McAuliffe Elementary School	Hispanic-Latino/a/x/e	88.3%	-
	All Students	89.2%	-
The Career Academy	Hispanic-Latino/a/x/e	61.8%	32.6%
	All Students	70.1%	35.1%
Washington Elementary School	Hispanic-Latino/a/x/e	86.9%	-
	All Students	89.7%	0.6%
District	Hispanic-Latino/a/x/e	87.5%	3.6%
	All Students	89.7%	2.8%

Note. Data were obtained from MA DESE (2022) website. It is important to note, no retention rates were reported for the Cardinal O'Connell Early Learning Center.

Table 13
2021-2022 Student Attrition Rate by School

School	Hispanic-Latino/a/x/e Attrition Rate	All Students Attrition Rate
Abraham Lincoln Elementary School	11.9%	11.2%
Bartlett Community Partnership	12.4%	14.7%
B. F. Butler Middle School	8.8%	7.6%
Cardinal O'Connell Early Learning Center	-	-
Charles W. Morey Elementary School	5.8%	10.3%
Charlotte M. Murkland Elementary School	20.1%	19.7%
Dr. An Wang Middle School	8.3%	8.7%
Dr. Gertrude Bailey Elementary School	16.4%	12.3%
Dr. Janice Adie Day School	23.1%	12.5%
Greenhalge Elementary School	11.7%	13.1%
Henry J. Robinson Middle School	11.4%	14.3%
James S. Daley Middle School	11.8%	6.1%
James Sullivan Middle School	13.1%	13.2%
John J. Shaughnessy Elementary School	14.4%	15.8%
Joseph McAvinnue Elementary School	13.6%	15.2%
Kathryn P. Stoklosa Middle School	14.9%	11.3%
Laura Lee Therapeutic Day School	-	-
LeBlanc Therapeutic Day School	-	7.4%
Lowell High School	11.2%	8.0%
Moody Elementary School	16.5%	20.0%
Pawtucketville Memorial Elementary School	15.0%	14.6%
Peter W. Reilly Elementary	18.9%	16.6%
Pyne Arts School	8.2%	9.2%
Rogers STEM Academy School	15.6%	15.9%
S. Christa McAuliffe Elementary School	16.9%	16.6%
The Career Academy	23.3%	21.1%
Washington Elementary School	18.9%	15.3%
District	11.9%	11.2%

Note. Data were obtained from MA DESE (2022) website. It is important to note, no attrition rates were reported for the Cardinal O'Connell Early Learning Center.

Table 14*2021-2022 Student Mobility Rate by School*

School	Student Group	Churn/ Intake Enroll	Churn	Intake	Stability Enroll	Stability
Abraham Lincoln Elementary School	Hispanic-Latino/a/x/e	169	22.5%	18.9%	157	89.7%
	All Students	529	18.7%	13.4%	495	86.9%
Bartlett Community Partnership	Hispanic-Latino/a/x/e	207	32.4%	20.8%	175	80.0%
	All Students	539	24.5%	17.3%	468	87.0%
B. F. Butler Middle School	Hispanic-Latino/a/x/e	215	22.8%	17.7%	181	91.7%
	All Students	567	13.9%	9.3%	518	94.2%
Cardinal O'Connell Early Learning Center	Hispanic-Latino/a/x/e	48	33.3%	27.1%	38	84.2%
	All Students	118	38.1%	30.5%	88	83.0%
Charles W. Morey Elementary School	Hispanic-Latino/a/x/e	91	19.8%	17.6%	77	94.8%
	All Students	518	14.5%	9.1%	480	92.3%
Charlotte M. Murkland Elementary School	Hispanic-Latino/a/x/e	213	26.8%	20.7%	196	79.6%
	All Students	507	26.2%	19.5%	463	80.8%
Dr. An Wang Middle School	Hispanic-Latino/a/x/e	278	13.7%	8.6%	261	92.0%
	All Students	705	12.2%	7.2%	669	92.5%
Dr. Gertrude Bailey Elementary School	Hispanic-Latino/a/x/e	118	19.5%	9.3%	111	85.6%
	All Students	497	16.3%	10.5%	462	90.0%
Dr. Janice Adie Day School	Hispanic-Latino/a/x/e	17	23.5%	23.5%	13	100.0%
	All Students	61	18.0%	16.4%	52	96.2%
Greenhalge Elementary School	Hispanic-Latino/a/x/e	264	24.2%	15.2%	235	85.1%
	All Students	520	23.1%	13.7%	469	85.3%
Henry J. Robinson Middle School	Hispanic-Latino/a/x/e	377	17.8%	12.7%	347	89.3%
	All Students	697	18.5%	12.3%	648	87.7%
James S. Daley Middle School	Hispanic-Latino/a/x/e	127	15.0%	11.8%	112	96.4%
	All Students	693	9.4%	6.2%	653	96.2%

James Sullivan Middle School	Hispanic-Latino/a/x/e	313	18.8%	11.5%	292	87.0%
	All Students	692	16.8%	10.1%	646	89.2%
John J. Shaughnessy Elementary School	Hispanic-Latino/a/x/e	220	25.0%	16.8%	192	85.9%
	All Students	521	23.2%	15.4%	465	86.0%
Joseph McAvinnue Elementary School	Hispanic-Latino/a/x/e	238	16.4%	11.3%	227	87.7%
	All Students	497	19.7%	12.7%	458	87.1%
Kathryn P. Stoklosa Middle School	Hispanic-Latino/a/x/e	259	19.7%	14.7%	237	87.8%
	All Students	702	15.4%	9.7%	660	90.0%
Laura Lee Therapeutic Day School	Hispanic-Latino/a/x/e	10	20.0%	20.0%	8	100.0%
	All Students	22	22.7%	22.7%	17	100.0%
LeBlanc Therapeutic Day School	Hispanic-Latino/a/x/e	26	15.4%	15.4%	23	95.7%
	All Students	48	31.3%	20.8%	39	84.6%
Lowell High School	Hispanic-Latino/a/x/e	1229	30.0%	18.3%	1097	78.4%
	All Students	3381	21.0%	12.3%	3121	85.6%
Moody Elementary School	Hispanic-Latino/a/x/e	139	21.6%	16.5%	127	85.8%
	All Students	273	22.7%	16.5%	246	85.8%
Pawtucketville Memorial Elementary School	Hispanic-Latino/a/x/e	160	17.5%	15.6%	140	94.3%
	All Students	512	15.4%	11.5%	462	93.7%
Peter W. Reilly Elementary	Hispanic-Latino/a/x/e	194	24.7%	17.5%	168	86.9%
	All Students	516	18.6%	14.0%	464	90.5%
Pyne Arts School	Hispanic-Latino/a/x/e	214	22.4%	17.3%	184	90.2%
	All Students	530	19.6%	16.0%	459	92.8%
Rogers STEM Academy School	Hispanic-Latino/a/x/e	430	18.1%	11.9%	400	88.0%
	All Students	938	16.2%	9.1%	887	88.6%
S. Christa McAuliffe Elementary School	Hispanic-Latino/a/x/e	267	20.6%	15.4%	238	89.1%
	All Students	533	19.3%	15.0%	477	90.1%
The Career Academy	Hispanic-Latino/a/x/e	61	50.8%	29.5%	44	68.2%
	All Students	141	48.9%	29.8%	100	72.0%

Washington Elementary School	Hispanic-Latino/a/x/e	73	34.2%	24.7%	66	72.7%
	All Students	270	18.9%	13.3%	249	88.0%
District	Hispanic-Latino/a/x/e	5872	22.0%	15.0%	5346	86.7%
	All Students	15338	17.9%	11.6%	14216	89.5%

Note. Data were obtained from MA DESE (2022) website.

Students Completion Rates

Table 15 provides MassCore Completion Rates during the 2020-2021. The LPS Hispanic-Latino/a/x/e MassCore completion rate (6.8%) was lower than any other subgroup in the entire district, with their completion rate being statistically different from the overall rate ($X^2(1) = 11.91, p < .001$). The Grade 9 course passing rate for Hispanic-Latino/a/x/e students in LPS (31.7%) was statistically different from the all-students' rate (46.1%) in 2020-2021 ($X^2(1) = 19.11, p < .0001$) (see Table 16). All of the graduation rates for Hispanic-Latino/a/x/e students in LPS (Tables 17-20) were lower than the all-students' rates. The dropout rate (Table 21) for Hispanic-Latino/a/x/e students in LPS (4.7%) was slightly higher than the all-students' rate (2.7%) ($X^2(1) = 20.90, p < .0001$) and the special education rate (3.2%), but lower than the ELs' rate (6%). In terms of advanced course completion, there is a significant relationship between race and advanced completion rate ($X^2(4) = 21.258, p < .001$). The Hispanic-Latino/a/x/e students have the lowest rate compared to all other race/ethnicity groups (Table 22). As shown in Table 23, the 2020-2021 Hispanic-Latino/a/x/e graduates attend higher education at statistically significantly different rates than the all-student rate (34.1% and 53.3% respectively; $X^2(1) = 11.50, p < .0001$). The most common types of higher education the LPS Hispanic-Latino/a/x/e graduates attend are two-year public institution (45%), MA community colleges (43.3%), and four-year public institution (41.7%).

Table 15
MassCore Completion Rates during 2020-2021 School Year

Student Group	# Graduated	# Completed MassCore	% Completed MassCore
Hispanic-Latino/a/x/e	176	12	6.8%
All Students	730	120	16.4%

Note. Data were obtained from MA DESE (2022) website.

Table 16
Grade Nine Course Passing Rate during 2020-2021 School Year

Student Group	# Grade Nine Students	# Passing All Courses	% Passing All Courses
Hispanic-Latino/a/x/e	357	113	31.7%
All Students	908	419	46.1%

Note. Data were obtained from MA DESE (2022) website.

Table 17
4-Year Graduation Rate (2021)

Student Group	# in Cohort	% Graduated	% Still in School	% Non-Grad Completers	% H.S. Equiv.	% Dropped Out
Hispanic-Latino/a/x/e	241	68%	16.2%	0.4%	-	15.4%
All Students	866	80%	10%	0.7%	0.2%	9%

Table 18*4-Year Adjusted Cohort Graduation Rate (2021)*

Student Group	# in Cohort	% Graduated	% Still in School	% Non-Grad Completers	% H.S. Equiv.	% Dropped Out
Hispanic-Latino/a/x/e	180	70.6%	14.4%	0.6%	-	14.4%
All Students	657	82.8%	9.1%	0.3%	0.2%	7.6%

Note. The adjusted graduation rate does not include students who transfers into the district.

Table 19*5-Year Graduation Rate (2020)*

Student Group	# in Cohort	% Graduated	% Still in School	% Non-Grad Completers	% H.S. Equiv.	% Dropped Out
Hispanic-Latino/a/x/e	227	77.5%	3.1%	2.2%	2.2%	15%
All Students	863	83.4%	3.5%	1.2%	2.1%	9.8%

Table 20*5-Year Adjusted Cohort Graduation Rate (2020)*

Student Group	# in Cohort	% Graduated	% Still in School	% Non-Grad Completers	% H.S. Equiv.	% Dropped Out
Hispanic-Latino/a/x/e	170	79.4%	2.4%	1.8%	1.8%	14.7%
All Students	662	87%	2.9%	0.8%	2.0%	7.4%

Note. The adjusted graduation rate does not include students who transfers into the district.

Table 21*Dropout Rate for Hispanic-Latino/a/x/e during the 2020-2021 School Year*

Student Group	# Enrolled Grades 9-12	# Dropout All Grades	% Dropout All Grades	% Dropout Grade 9	% Dropout Grade 10	% Dropout Grade 11	% Dropout Grade 12
Hispanic-Latino/a/x/e	991	47	4.7%	2.3%	5.7%	4%	8.6%
EL	645	39	6%	1.8%	4.8%	9.2%	13.2%
SPED	441	14	3.2%	-	3.9%	7.8%	3.6%
All Students	3,161	86	2.7%	1.8%	2.8%	2.9%	3.6%

Note. Data were obtained from MA DESE (2022) website.

Table 22*2020-2021 Advanced Course Completion*

Student Group	Grades 11 & 12 Students	# Students Completing Advanced	% Students Completing Advanced	Advanced Course Completion Rate by Subject				
				ELA	Math	Science & Technology	History & Social Sciences	All Other Subjects
Hispanic-Latino/a/x/e	402	181	45%	2.7%	23.9%	29.9%	6.5%	4%
African American/Black	192	126	65.6%	4.7%	34.4%	45.3%	12%	-
Asian	491	370	75.4%	2.6%	50.3%	48.7%	15.9%	-
Multi-Racial, Non-Hispanic	55	33	60%	1.8%	38.2%	34.5%	9.1%	-
White	437	281	64.3%	3.2%	35.7%	43.5%	18.8%	0.9%
All Students	1,577	991	62.8%	3%	37.2%	41.5%	13.6%	1.3%

Note. Data were obtained from MA DESE (2022) website.

Table 23*2020-2021 Graduates Attending Institutions of Higher Education*

Student Group	High School Graduates	Attending Coll./ Univ.	Private 2-Yr	Private 4-Yr	Public 2-Yr	Public 4-Yr	MA Comm. College	MA State Univ.	UMass	Percent By
Hispanic-Latino/a/x/e	176	60 (34.1%)	-	13.3%	45%	41.7%	43.3%	5%	33.3%	College Attendee
	176	60 (34.1%)	-	4.5%	15.3%	14.2%	14.8%	1.7%	11.4%	High School Grad
All Students	730	389 (53.3%)	-	17.2%	32.1%	50.6%	30.3%	5.9%	37.8%	College Attendee
	730	389 (53.3%)	-	9.2%	17.1%	27%	16.2%	3.2%	20.1%	High School Grad

Note. Data were obtained from MA DESE (2022) website.

4. LPS Stakeholders' Perspectives: Focus Group Results

According to Taylor and Whittaker (2009), individuals frame problems based on their personal values, experiences, cultures, and assumptions. Understanding the beliefs that each stakeholder possesses in a school community enables a group to find common ground and select appropriate alternatives. For this evaluation, it was important to gain an understanding of LPS stakeholders' perspectives. More specifically, Hispanic-Latino/a/x/e employees, parents, and students were consulted. To gather these perspectives, we conducted focus groups during the Summer of 2022. Members of each stakeholder group were asked questions related to what they liked about LPS, how they define academic success, the challenges Hispanic-Latino/a/x/e face in LPS, and their recommendations for improving the Hispanic-Latino/a/x/e experience in LPS (See Appendices A-C). The following section presents each group's perspectives.

4.1 Hispanic-Latino/a/x/e Employee Focus Group Results

Hispanic-Latino/a/x/e employees were forthcoming with their perspectives on what they liked about LPS, how they define academic success, the challenges Hispanics-Latinos/as/xs/es face in the LPS district, and their recommendations for improvement.

What Hispanic-Latino/a/x/e Employees Like About LPS

The Hispanic-Latino/a/x/e employees who took part in the focus group identified several aspects they like about working in LPS.

Increased diversity. The employees especially like how diversity has increased over the years, that each school has a balance of cultures, and that they feel they have colleagues who are true allies that value inclusivity. They also like that there are now more bilingual or multilingual employees in the district which makes students feel more comfortable. In addition, such exposure to other cultures, languages, and backgrounds allows LPS employees and students to feel more accepted. They also like the various community events that are held to celebrate the district's diversity such as Asian American Pacific Islander (AAPI) celebrations, the Juneteenth celebration, pride month, and Hispanic heritage month. Another employee likes that the district is now "in a great place to really develop and grow."

Relationships. One employee likes building community relationships. In addition, she gains personal satisfaction from developing relationships with students that encourage and help them to persevere. She further shared, "It is an honor for me to be able to work with my kids and see them succeed." Another employee likes being an advocate for the students, working to show others in the community that the students are more than the labels that are applied to them.

Hispanic-Latino/a/x/e culture. Other employees spoke highly of the Hispanic-Latino/a/x/e culture. They described this ethnic group as loving family people who respect their elders and stay optimistic and persistent during difficult times in addition to sticking together no matter what.

How Employees Define Academic Success for Hispanic-Latino/a/x/e Students

When asked how they would define academic success for Hispanic-Latino/a/x/e students, employees shared a few thoughts. For one employee, academic success was achieving college readiness which includes knowing what services are available and how to take exams. Another employee defined academic success as Hispanics-Latinos/as/xs/es being held to the same

standards, receiving the same opportunities, and obtaining just as much recognition as White students when they excel (e.g., article in the newspaper). In addition, academic success was defined as a love for learning and reading.

Challenges Employees Think the LPS Hispanic-Latino/a/x/e Community Face

Employees shared some challenges they feel the Hispanic-Latino/a/x/e community face within the LPS district.

Underlying assumptions and beliefs. First, members of the LPS community have some underlying assumptions and beliefs about Hispanics-Latinos/as/xs/es that are not true. For instance, parents are stereotyped as not caring about their children’s education when a student does not complete homework. However, the parents actually do care they just do not know how to help their children with the assignments. Similar sentiments are expressed when parents do not participate in school events. However, many Hispanic-Latino/a/x/e parents have to work more than one job, so they have limited free time.

Language barriers. Moreover, some family members do not speak English and need a translator, but sometimes the availability of a translator does not match the times a parent is available.

Challenges Hispanic-Latino/a/x/e Employees Face

Hispanic-Latino/a/x/e employees also face challenges within the LPS district.

Micro-aggressions. Hispanic-Latino/a/x/e employees mentioned that they experience microaggressions often. For instance, a couple of the employees have been questioned about their credentials, backgrounds, and their capabilities. Such actions give off the impression that others do not think they are qualified.

Employment barriers. According to the participants, Hispanic-Latino/a/x/e employees must work twice as hard to get acknowledged and prove they are capable. In other words, it is difficult for them to “break the barrier” and “move up.” Moreover, a limited number of administrators are people of color.

Lack of representation. Additionally, the lack of Hispanic-Latino/a/x/e representation in leadership roles in the district and larger community was cited as another challenge (e.g., school board, city council).

Turnover. New employee turnover was also mentioned as a challenge. As one employee put it, “You don't know if they're going to be in the building the following year.” In addition to staff turnover, the employees cited the transient nature of the Hispanic-Latino/a/x/e students as a challenge for LPS.

Challenges Employees Think Students in LPS Face

Employees shared several challenges they feel Hispanic-Latino/a/x/e students face within the LPS district.

Academic language-related difficulties. When English is not a student’s primary language, the student experiences challenges at school. For instance, a student may have done well in math in their own country but may now struggle in math due to word problems written in English. Also, newcomers who are still developing their bilingual or multilingual skills might experience stress when they are forced to speak only in English.

Inequities and limited opportunities. Hispanic-Latino/a/x/e students do not have the same academic opportunities or receive the same level of recognition when they excel as one employee explained, “the opportunities are not there, the recognition is not there and accessibility to classes, to honor classes” are not there. Another employee shared, “many times students get looped in or kind of funneled into a specific tiered academics, which then limits their ability and even those who say I'm going to go to college, they will not be prepared.” Another employee stated, “It's sad ... to see how many times Hispanic kids do something great at the academic level and nothing is said. You don't see it in the newspaper, you don't see it anywhere. But when a White kid does something, you know it's everywhere.” In addition, a lack of consistency exists among schools, deans, and principals on the consequences they impose for infractions. A lack of knowledge about cultures may explain why Hispanic-Latino/a/x/e students are disproportionately disciplined.

Limited opportunities for extracurricular activities like sports exist for Hispanic-Latino/a/x/e students because they do not feel welcomed in those groups. In addition, limited after-school programs are offered so students might struggle to find a place to do their homework or get some tutoring. The dropout rate for Hispanic-Latino/a/x/e students is significant which indicates more academic supports are needed. One employee explained, “some students don't know that they have the right to take higher level classes. And there are certain policies in place that would limit students to transition to higher levels.” Another employee added that certain gatekeepers and some educators manage the courses that keep kids from attending honors or Advanced Placement (AP) classes. Moreover, college and career readiness opportunities are very limited.

Stressful transitions. Newcomers face stress when transitioning to the U.S. education system. They have to learn all new customs, cultures, foods, and lifestyles in addition to content knowledge. Thus, they are under tremendous pressure.

Hispanic-Latino/a/x/e Employees’ Recommendations

Employees shared several recommendations that they feel would improve the experience of Hispanics-Latinos/as/xs/es within the LPS district. They include making LPS a more welcoming environment with more representation, more academic opportunities and supports, more flexibility, and more consistency.

More welcoming environment. Hispanic-Latino/a/x/e employees assert a more welcoming and approachable environment needs to be established, especially for newcomers. When a family comes to register a student with the LPS district, an orientation in their native language should be provided with information on the district, school, and child’s education. The information session should also review expectations for students and families (e.g., attendance, homework). During this process, each family should be connected with a representative or liaison that can help them navigate all aspects of this new educational system. In addition to a newcomer orientation, a

more welcoming environment within the schools can be created by having more bilingual and multilingual people working, providing educators training about cultures, and offering English as a Second Language (ESL) classes for families. In addition, English speaking teachers could learn some greetings in other languages to make their classrooms more welcoming. Lastly, the sports program could find ways to become a more welcoming place for Hispanic-Latino/a/x/e students as well.

More representation. More people of color are needed in leadership positions. As one employee put it, “we need to have leaders that look like us, speak like us, think like us, not because we are divisive, but we need to be included.” One suggestion was to increase the diversity of interview committees and the use of different recruitment approaches for finding diverse candidates. They also mentioned that their affinity groups need more people. Another employee asserted that the schools could benefit from Hispanic-Latino/a/x/e leaders and professionals being brought in from the community to talk to students (e.g., doctors, lawyers, government employees). In addition, dialogues within the Hispanic-Latino/a/x/e community as well as with allies need to continue.

More academic opportunities and support. The employees noted that Hispanic-Latino/a/x/e students need more academic opportunities and support, especially in terms of access to rigorous higher-level coursework. Practices at the elementary and middle school level need to be reviewed to make sure students are being set up for future success when they transition to high school. Policies should be reviewed to make sure they are not marginalizing any groups from academic success. When a Hispanic-Latino/a/x/e student comes to this country, the tendency to label them as a special education student needs to stop as well. Not all Hispanic-Latino/a/x/e students need such services. The employees believe standards should be the same for everybody and Hispanic-Latino/a/x/e students should receive the same amount of recognition as White students when they excel. Also, more college and career opportunities are needed.

More flexibility. Hispanic-Latino/a/x/e employees also advocated for more flexibility in several areas. For instance, educators need to be willing to call parents at times that work for them. Hispanic-Latino/a/x/e parents often work long hours, so their availability is limited. Schools should be willing to go out into a community and meet parents within places they feel more comfortable (e.g., churches, community centers, homes). In addition, teachers should let newcomers speak in their native language when they first arrive instead of restricting all communications to English only. Providing language flexibility to students will help reduce stress and increase feelings of comfort. One teacher felt providing language flexibility would also reduce incidents of bullying related to students’ language capabilities.

More consistency. Hispanic-Latino/a/x/e employees emphasized the importance of consistency. Once something is started and made a priority, efforts need to remain consistent to keep families excited, engaged, and active. To increase consistency, political willingness, an allocated budget, and a timeline with planned changes need to be developed.

4.2 Hispanic-Latino/a/x/e Parent Focus Group Results

Like the employees, the Hispanic-Latino/a/x/e parents were forthcoming with their perspectives on what they like about LPS, how they define academic success, the challenges Hispanics-Latinos/as/xs/es face in the LPS district, and their recommendations for improvement.

What Hispanic-Latino/a/x/e Parents Like about LPS

The Hispanic-Latino/a/x/e parents who participated in the focus group also shared several aspects they like about LPS.

Inclusion of families. First, the parents feel the district has done a good job of including or welcoming people from different backgrounds into the community. They invite people to activities and projects even if they do not speak English. Parents are given the opportunity to give suggestions when something is happening, and those suggestions and perspectives are considered by LPS. They also shared that when a concern or situation occurs, the school addresses it; as one parent shared, “there is no negligence.” Other aspects parents liked about the LPS school system were activities related to cultural traditions from other countries, seminars on racism, and the way Hispanic-Latino/a/x/e families and students help each other.

Good communication. When asked about the school’s communication efforts, the parents said there is a lot of good communication. According to the parents, schools use Classdojo, Zoom, email, and phone calls to contact them. The parents especially like it when teachers put information on the Classdojo app, so they know what their children are working on or learning. They especially like the app and email when they are at work and unable to answer their phones or attend a Zoom call. The app and email allow them to quickly check in to make sure everything is okay. The translations available via Zoom have also been very helpful. They have noticed that as the number of Spanish speaking staff has increased within the district, inclusion and communication within the schools has improved.

Active learning during pandemic. Lastly, one parent noted that they were happy that the children were actively learning during the pandemic and that homework was being sent home.

How Hispanic-Latino/a/x/e Parents Define Academic Success

When asked how they would define academic success for Hispanic-Latino/a/x/e students, parents shared a variety of definitions. For one parent, academic success was passing classes and being able to interact with and adapt to people who speak other languages. Another parent asserted academic success is striving to perform academically and obtaining honors, but also developing as an individual as well. In addition, this parent felt academic success includes doing service or positive things for the school. Another parent defined academic success as a student who understands, comprehends, writes, and speaks in English; develops into someone who can function professionally; and knows how to serve not only themselves, but also society when they finish their studies. Another parent added that academic success includes enriching Americans in their language, culture, music, and folklore while another parent stated that it is about setting and achieving goals, whether those goals are going to a university, obtaining an apprenticeship, or starting a career.

Challenges Hispanics-Latinos/as/xs/es in LPS Face

Parents shared several challenges they feel Hispanics-Latinos/as/xs/es face within the LPS district. They include language barriers, untrained substitute teachers, limited familiarity with the U.S. education system, stereotypes, bullying, and low expectations. In addition, they mentioned a few external factors that create challenges for parents and students.

Language barriers. Language barriers can inhibit school participation from both student and family members. As one parent shared, when “a child comes in and only knows how to speak Spanish, and they take him to a classroom where they only know how to speak English. That’s terrible, that’s terrible!” Moreover, different dialects can affect communication. For instance, Portuguese-speaking students and families have a harder time because most of the bilingual people who are available in LPS speak English and Spanish, but not Portuguese. As a result, some of the bilingual students are asked to serve as translators for languages they do not know. More specifically, if no one speaks Portuguese a Spanish speaking child will be asked to serve as a translator but this child struggles serving as a language broker because Spanish and Portuguese are not the same language.

Untrained substitute teachers. According to the parents, substitute teachers make mistakes and sometimes mark their child(ren) absent when they are in fact present in class. For example, a parent received a phone call that made them nervous because they had just taken their child to school, but a substitute called them in error to tell them that their child was not in school.

Limited familiarity with the U.S. education system. Some of LPS’s Hispanic-Latino/a/x/e parents come from very different education backgrounds, so they are not familiar with the U.S. assessments and grading systems, as well as the school rituals and routines. One parent was unclear about how homework is handled as her child does not bring homework home, and when the parent asks, the child says it was finished at school. It is important to note that this parent’s experience with homework is significantly different from the aforementioned parent who said homework was being sent home consistently. Also, the food in U.S. schools is unfamiliar to the students as they do not always like pizza, hamburgers, and hotdogs, instead they want foods that are familiar to them: “rice, broth, beans, and lentils”.

Stereotypes. The parents shared several stereotypes they encountered in the LPS system that create challenges for Hispanics-Latinos/as/xs/es. They include, “Hispanics/Latinos are loud”, “Hispanics/Latinos move into a neighborhood and damage it”, and “Hispanics/Latinos are scandalous.” In addition, they have encountered people who just assume everyone who is Hispanic-Latino/a/x/e is from Mexico, but this ethnic group is not monolithic. Instead, it is composed of a wide range of cultural and ethnic backgrounds.

Bullying. Several parents also brought up bullying as challenge Hispanics-Latinos/as/xs/es students face. One parent shared, “my child is being bullied a lot at school and it affects them emotionally.” Another parent mentioned that her two children have been bullied multiple times. She then spoke about how aggressive or uncontrolled behaviors of classmates can negatively affect children. Another parent had to report a bullying incident that involved a classmate sending her elementary student inappropriate text messages.

Low expectations. According to one parent, Hispanic-Latino/a/x/e students are not being pushed enough. This parent further shared that her child told her they do not do anything in English class, so the parent wonders, “What are they learning?” if they are not doing anything.

External factors. Parents also mentioned a few external factors that are affecting both parents and students. For instance, they want to participate in school activities, but they are busy with work. Parents also mentioned their children are affected by external factors like music, the internet, and technological devices. One parent asserted, “we are raising mummies” when she explained how technology is influencing children's development.

Hispanic-Latino/a/x/e Parent Recommendations for Improvement

Parents shared several recommendations that they feel would improve the experience of Hispanics-Latinos/as/xs/es within the LPS district. They include adding more bilingual adults, more safety trainings, more bullying prevention, more sports and extracurricular programs, and more cultural exchanges within the school community, in addition to other recommendations.

More bilingual adults. LPS needs more bilingual adults (Spanish as well as Portuguese) who can help the teachers. Another suggestion was to have two teachers team instruct the children together, one who speaks English and one who speaks Spanish. The parent felt a bilingual teacher would be welcoming for the children during the learning process. In addition, parents believe English speaking teachers should work on becoming bilingual. As one parent shared, “Education is two-way, the teacher learns from the student just as the student learns from the teacher. A teacher who only masters their language does not have effective communication with the student.” In addition, parents and the community also learn as well. “Everyone gets rich and grows.” Another suggestion was to have bilingual mentors within the same school who teach children how to adapt to the new school system as well as a mentor for the parents to help them learn about the district and navigate U.S. school systems. Some families also need help with knowing how to fill out applications, how to communicate with the nurse or social worker, how transportation works, and how to access English classes for parents.

More safety trainings. Parents also want more security related trainings. They are concerned about the shootings that have been happening inside U.S. schools and they want LPS to teach the children how they can handle such situations without panicking. One parent noted that emergency drills used to happen more before Covid. They want the reestablishment of drills, trainings, and seminars that help children know how to stay safe during various types of emergencies. They also suggested that the district establish plans for how to communicate with non-English speaking parents during such emergencies and share those plans with the parents. In addition, parents would like information sessions that teach parents about the dangers on the internet for children and how to put parental controls on electronic devices.

More bullying prevention. Parents would like the adults in the schools to take better action on bullying matters. They would like to see a program that helps children overcome bullying and provides a platform for children to be heard. They said schools need to give a lot more talks about what bullying is and how to react to it. Also, each school should be provided with a counselor or a psychologist, someone beyond a teacher, who can talk to the children involved. A program that “follows up with the aggressor because they really need the most help.”

More sports and extracurricular programs. Parents want more sports programs to be made available to the students. They feel sports are great because they teach discipline, education, character, healthy mental and physical habits, as well as encourage students to keep their grades up. In addition to sports, parents believe more extracurricular activities like afterschool programs, crafts, and community service opportunities that promote responsibility are needed.

More cultural exchanges. Parents suggested that more cultural exchanges should occur within LPS. The Hispanics-Latinos/as/xs/es within this district are not a monolithic group, but instead have rich diversity. One parent asserted that every American could be enriched learning about Hispanic-Latino/a/x/e cultures (e.g., folklore, customs, history, food). Another parent suggested holding cultural weeks where students and families in the entire district get to discover all of the different cultures present in LPS. They also suggested reaching out to retired family members (i.e., grandparents) who might be able to join in on school activities in the place of parents who cannot attend because of work. In addition, they would like to see a more inclusive cafeteria menu that offers a variety of cultural dishes.

Other recommendations. Parents had a few more recommendations. First, they believe establishing a few newcomer schools that provide bilingual education until children are ready for English only education. Parents would like more support, rules, and trainings for substitute teachers. They would also like more links, connections, or information about additional community resources such as emotional therapists and speech therapists.

4.3 Hispanic-Latino/a/x/e Student Focus Group Results

Like the Hispanic-Latino/a/x/e parents and employees, the elementary, middle, and high school students were also very forthcoming with their perspectives on what they like about LPS, how they define academic success, the challenges Hispanics-Latinos/as/xs/es face in the LPS district, and their recommendations for improvement.

What Hispanic-Latino/a/x/e Students Like about LPS

During the focus groups, Hispanic-Latino/a/x/e students were asked what they liked about LPS.

Diversity. Overall, the students like how racially and ethnically diverse LPS is. One student shared that diversity makes life more interesting. Another student mentioned the different flags that are hanging up in their school while another highlighted the cultural celebrations or potlucks that are held because both feel they acknowledge and celebrate the different LPS cultures.

Racial/ethnic discussions. Students especially like when race/ethnicity is talked about in school because they believe such discussions increase people's understanding and awareness of others which helps the overall community. One student, in particular, liked that the school was holding these focus groups because they gave the students an opportunity to share their school experiences, which was viewed as a gesture from caring people who are trying to make things better.

Translation supports. They appreciated the use of adult translators, translated materials, peers/buddies who translate, and translation tools like Google Translate because such supports help to improve their understanding and communications.

Community connections. The students also liked the connections they have made with other students, and some of the adults in the school community (e.g., guidance counselor, social workers, and translators). Students especially like it when teachers contact parents for positive reasons (e.g., doing a good job, earning a field trip for good behavior) or when parents advocate for them (e.g., need extra time or help). They also looked favorably upon the opportunities they have had to learn about other cultures (e.g., new vocabulary, customs). Lastly, a student described the Hispanics-Latinos/as/xs/es within LPS as a large accepting, “nice community” that “feels like home.”

How LPS Hispanic-Latino/a/x/e Students Define Academic Success

LPS Hispanic-Latino/a/x/e students had a variety of definitions for academic success. About half of the students defined academic success as having good grades in school. Some students further clarified that good grades meant getting straight As. Other definitions included having perfect attendance, demonstrating good behavior, paying attention, skipping a grade, being on time, being really smart, having a positive attitude, earning free time and bonus stuff, learning how to speak English, being an active member in the school community, attending honors classes, graduating from high school, and going to college. One student said academic success occurs when a student tries their hardest or best to “to keep up with schoolwork and their family stuff.” Another student clarified that academic success is more than just getting a job, it is having “the knowledge to do whatever you want in the future.” Lastly, an academically successful student not only gets along with their classmates, but they also help their peers to succeed by sharing what they have learned.

Challenges LPS Hispanic-Latino/a/x/e Students Face

Students shared several challenges they feel Hispanics-Latinos/as/xs/es face within the LPS district. They include assumptions and stereotypes, micro- and macro-aggressions, bullying and harassment, unfair treatment and inequities, lack of representation, academic language-related difficulties, lack of trust in adults, and other challenges.

Assumptions and stereotypes. According to the focus group participants, people often jump to conclusions about the Hispanic-Latino/a/x/e students based on color of their skin, the languages they speak, and their cultural backgrounds. The most common assumptions or stereotypes students have heard within the school community include Hispanics-Latinos/as/xs/es are “trouble”, “loud”, “aggressive”, “poor”, “illegal immigrants”, “on government help”, and “dumb”. In addition, students have experienced people in the school system who assume because someone is Hispanic-Latino/a/x/e they are more likely to “go to church”, eat “tacos” and “spicy food” “do something wrong”, “steal something”, “pick or start a fight”, “have an attitude”, “get into trouble”, or “have abusive parents”. One middle school student shared, “Everyone always says that they hate the Portuguese and Brazilian kids because of how loud they are.” One student has noticed when something bad happens on the news that involves a Hispanic-Latino/a/x/e, people are more likely to make negative assumptions about others from that culture. When we asked the students why they thought the discipline rates for Hispanic-Latino/a/x/e students in

LPS were so high, they said that they believe “culture clashes” are occurring and “mannerisms are being misinterpreted” or “perceived as disrespectful” by the teachers. The students further explained that Hispanic-Latino/a/x/e students cannot be themselves because they will be told they are acting inappropriately or wrong. Lastly, students who identify as Hispanic-Latino/a/x/e but only speak English often encounter people who assume they speak Spanish or Portuguese. When they are unable to converse, they are told they are not really Hispanic-Latino/a/x/e often by others from the same ethnic group. Similar sentiments have been expressed towards students whose skin tones do not match what others assume Hispanics-Latinos/as/xs/es should look like.

Micro- and macro-aggressions. Hispanic-Latino/a/x/e students often experience micro- and macro-aggressions. They shared various back-handed compliments they encounter from teachers and other students. For instance, “Oh, you’re quiet for a Hispanic girl!”, “Wow, you’re very polite for a Puerto Rican!”, “Why are you trying to act like you’re White?”, “You’re really smart for a Hispanic or Puerto Rican!”, “You’re more intelligent than I would’ve thought you were!”, “You’re a lot more well-spoken than I would’ve expected!”, and “I’m surprised how good your grades are!” One student clarified that comments like those mentioned above were usually stated in a friendly manner, but the deliverer’s intentions did not have the desired impact. In addition, this student experienced people touching and commenting on their hair in uncomfortable ways (e.g., your hair is like rope). Hispanic-Latino/a/x/e students also experience racial slurs, blatant insults, or putdowns. Another student commented that “negative people are mean to successful people”. Students in LPS who are viewed as acting White are referred to as “White-washed.” Students from multiple cultural backgrounds in LPS have been called “mutts” or from a “mixed breed”. The students said even when people are joking around (e.g., “You dirty Mexican”, “You tiny Hispanic”), they do not find it funny.

Bullying and harassment. LPS Hispanic-Latino/a/x/e students get bullied for their race and culture, the way they look, and how they talk. Bullying occurs both verbally and physically. Cyberbullying often trickles into the school and fights that started online will escalate into a physical altercation when students come into contact with one another. The “No sabo kids”, Hispanic-Latino/a/x/e students who do not speak Spanish or Portuguese, are often invalidated by their peers. They are told they are not Hispanics-Latinos/as/xs/es if they do not speak Spanish and/or Portuguese. For those who do speak Spanish, some have encountered English speakers who have told them to “go back to your country if you want to speak Spanish.” In addition to bullying, the female students we interviewed experienced harassment in elementary, middle, and high school. Some of the girls shared that they have been touched in uncomfortable ways by their peers without their consent. When the students were asked if they had ideas on how to stop bullying, one student did not think there was a way to stop it because “we can’t control how other people act.”

Unfair treatment and inequities. Hispanics-Latinos/as/xs/es have experienced unfair treatment and inequities in the LPS school system. As one student explained, “they say they don’t treat you [Hispanic-Latino/a/x/e] differently, but they do...especially teachers.” Students reported being looked down upon by some teachers, guidance counselors, and security guards. Some students do not go to school because they do not like the way they are treated by the adults. They would rather not be in school, so they do not have to be in an environment that makes them feel inferior. A student said that some parents also avoid going to the schools because of how they are

treated. One student was called a racial slur by another student in class and the teacher did not address it. Instead, the student felt the teacher was kind of “egging on” the offending student. Then the teacher did something that the student referred to as “racist”, and according to the student the teacher did not experience any consequences. The student felt it was “not fair” because the school “didn’t really acknowledge” the teacher’s inappropriate behaviors. When the system incorrectly had the wrong schedule for another Hispanic-Latino/a/x/e student, multiple adults jumped to the conclusion that the student was skipping classes when in fact the issue was a logistical error in the system. Another student had a guidance counselor who was perceived as unsupportive and having low expectations of the student. Hispanics-Latinos/as/xs/es in LPS are more often placed in lower-level classes. Hispanic-Latino/a/x/e students have been racially profiled by security guards when they happen to be in the wrong place at the wrong time. They have also experienced inequities in discipline responses. They have noticed when White students get in trouble the consequences are less harsh than the ones Hispanic-Latino/a/x/e receive. Like Hispanic-Latino/a/x/e employees, Hispanic-Latino/a/x/e students also felt they have to work harder than other racial or ethnic groups to achieve similar goals (e.g., scholarship opportunities, place in higher level courses). One student described the systematic differences in the LPS as follows “it [going to school] is kind of normal ... for regular Americans.” For this reason, another student explained, some immigrants feel they need to Americanize themselves because it is required to be successful because as another student put it, you “might live in America, but it doesn’t mean you’re American.” This student also emphatically shared, “I don’t like when people use that term, American, I feel like it is putting you in a certain class that you shouldn’t be put in.”

Lack of representation. Hispanic-Latino/a/x/e students do not feel represented within the school and within the city as one student exclaimed, “It’s to the point that we don’t have any kind of representation anywhere.” Very few multilingual teachers and teachers of color are working in the district. Very few Hispanics-Latinos/as/xs/es are enrolled in higher level classes so some students who are eligible will not take those classes because they do not want to “feel out of place”, “isolated”, and “awkward”. They are also not represented in their textbooks or in the curriculum. As one student shared, “our ethnicity and culture are not really brought to life” in the classroom. Another student felt the teachers appear to feel awkward when talking about race so such discussions are not being held as often as they should.

Academic language-related difficulties. Some Hispanic-Latino/a/x/e students experience academic language-related difficulties. The students felt there was not enough help for students learning English and they “don’t have the same opportunities to perform and get the same grades as other students.” Newcomer or multilingual students can find it difficult to pass tests when they do not know English yet and tests like MCAS are only provided in English. Multiple students told us that their EL class was not helpful because they were not engaging in English lessons instead the course was treated like a study hall, and they were told to do the homework they had for other classes. One student said the EL class was, “a waste of time.” Another student told us that when they were younger, teachers would pull them out of class to have them serve as a translator for an EL in another class. Because the student was constantly being pulled out of class to serve as a translator for someone else, they got behind in their own studies.

Lack of trust in adults. Many of the students who participated in the focus groups did not have an adult at school they feel comfortable going to if they had an issue or a problem. One said they are scared of them, another said they do not trust them, while another said the teachers do not really understand them. In addition, one student avoids telling teachers something during class because other students are nosy and eavesdrop.

Other challenges. A few other challenges were cited by students. They included coping with trauma and mental health related issues, being involved with gangs, having limited knowledge of their rights as students, having to work to support their families, and being the first generation to finish high school or attend college. They also mentioned a lack of connection and communication between teachers and the Hispanic-Latino/a/x/e parents as well as the pandemic as additional challenges.

LPS Hispanic-Latino/a/x/e Students' Recommendations for Improvement

Students shared several recommendations that they feel would improve the Hispanic-Latino/a/x/e experience within the LPS district. They include increasing Hispanic-Latino/a/x/e representation, educator-related suggestions, encourage more connections, provide more language-related academic supports, offer more clubs and social opportunities, improve awareness, and other recommendations.

More Hispanic-Latino/a/x/e representation. LPS needs more diversity in their staff so the adults' backgrounds match those of the students. Hispanic-Latino/a/x/e students would like more teachers of color and more multilingual educators. The students feel more comfortable and calmer with teachers of color that understand them and can relate to their experiences. The students think students would be more respectful if more teachers of color were present because they would be able to be themselves. If students need help, they are more likely to approach a staff member who has a similar background to theirs. In addition to the educators, students would also like more representation within the city, the curriculum, their textbooks, their daily lessons, and the community (e.g., memorials). Moreover, students would like culture and race related topics integrated into their classes (e.g., slavery). They believe teachers should start talking about race early so students understand at a young age that it is inappropriate to speak badly about other races and cultures. They would also like more students of color in higher level classes. Lastly, the students suggested having world language classes in all grades not just in the high school.

Educator-related suggestions. In addition to teachers of color and multilingual teachers, students would like more culturally responsive White educators who are understanding and accepting of differences. They would like for teachers, counselors, and other adults in the school district to treat students fairly. They would like for them to have higher standards for Hispanic-Latino/a/x/e students. They want them to encourage students to do better and to prepare to go to college. They would like for their educators to provide more guidance as well as academic and social support. Lastly, they would like for teachers to be held accountable when they do say or do something inappropriate.

Encourage more connections. Students would like to see more connections between teachers and parents. They would also like students to develop connections with each other more through

integrated opportunities where they can get to know each other and learn from each other. A student suggested adding a community service requirement so students can make connections to their community. They suggested drawing upon community resources like the Latinx Community Center for Empowerment, Teen Block, and Mill City Grows.

Provide more language-related academic supports. Another recommendation students made was to provide more academic support, especially for reading in English as that skill affects every class. Students felt more time to practice English was needed. Classes should have bilingual teachers or access to translators as well as tools like Spanish-English dictionaries and Google Translate when needed. The MCAS and other standardized tests should be provided in multiple languages. They would like to see bilingual study groups established for doing homework and more group work being employed in classrooms.

Offer more clubs and social opportunities. Students would like to see more clubs and social opportunities in all grades, especially those that are related to culture and language. For high school clubs that exist, consider holding some or all meetings during lunch so students who have to work after school still have an opportunity to participate. They also think existing clubs (e.g., Gear Up, Tenacity Challenge, Black Unity Club, Latino Club, Anti-Bias Club, etc.) need to be promoted more so students know such opportunities exist. In addition, they suggested having more inclusive sports programs. They are also interested in dance groups, as well as more recess and socializing time.

Improve awareness. The Hispanic-Latino/a/x/e students identified several issues that need more awareness and prevention efforts in LPS. First, they suggested starting a bullying prevention campaign. One student suggested having students make signs with sticks they could hold. Other students said the campaign could tell people, “If you don’t have anything nice to say don’t say it at all!”, “Don’t jump to conclusions!”, and “Stop talking behind people’s backs!” Another student suggested having students work through bullying in groups. Second, another student thinks LPS should educate students on what their rights are. Third, an orientation for transfer students should be implemented so they become more aware of what LPS has to offer them (e.g., social workers, clubs, and various kinds of support). Fourth, students believe more should be done about mental health awareness especially because the pandemic exacerbated already existing issues.

Other recommendations. Students provided a few other recommendations. They include having elevators that students can use, providing bigger playgrounds with swings, installing a trampoline park and a playroom inside. They also want equitable disciplinary practices (e.g., suspensions) implemented. Lastly, they recommended that LPS increase merit-based scholarship opportunities for Hispanic-Latino/a/x/e students.

5. Limitations

All studies have limitations which shed light on possible avenues for future studies or evaluations. The most salient limitations for this formative evaluation include:

- It took a long time to establish the contract and data sharing agreement;
- The likely impact of Covid-19 pandemic on the school data;
- Small sample size on student survey; and
- A limited number of current EL students participating in the focus groups.

Although this evaluation had these limitations, our findings are still important for the program and for future evaluations of similar programs.

6. Conclusions

LPS has experienced a 14.5% increase in Hispanic-Latino/a/x/e student enrollment since the 2017-2018 school year. The district has hired more Hispanic-Latino/a/x/e staff (38.2%) during that same period. The Hispanic-Latino/a/x/e parents have noticed that as the number of Spanish speaking staff has increased within the district, the inclusion and communication within the schools has improved. The district has dedicated teachers who are actively trying to improve the Hispanic-Latino/a/x/e experience. Employees, parents, and students feel the district acknowledges and celebrates the different cultures within LPS. Employees within the district like the increased diversity, the relationships they have, and the Hispanic-Latino/a/x/e culture. Parents like how the district includes families, has good communication, and had students actively learning during the pandemic. Students like how diverse LPS is. They also like having racial/ethnic discussions, having translation supports, and making community connections.

However, the district needs to continue improving the Hispanic-Latino/a/x/e experience within the district by amending some current practices and adapting to students' varying needs and cultural backgrounds. The various types of challenges identified need to be addressed: bullying and harassment, low expectations, assumptions, stereotypes, micro- and macro-aggressions, unfair treatment and inequities, limited opportunities, lack of representation, academic language-related difficulties, language barriers, lack of trust in adults, turnover, stressful transitions, untrained substitute teachers, limited familiarity with the U.S. education system, and external factors. Also, it is important to note bullying was a main topic of discussion and concern for students and parents, but for employees it was minimally discussed. Considering that several students said they do not have an adult they feel comfortable talking with at school, this fact might explain why the employees do not know such incidents are occurring. The following section provides recommendations for continued improvement based upon the work that has already been started in LPS.

7. Recommendations

First and foremost, given the number of Hispanic-Latino/a/x/e students within the district, more Hispanic-Latino/a/x/e educators should be hired. LPS might consider “Grow Your Own Model” that has been successful in Illinois and Washington. More details can be found here:

<https://www.doe.mass.edu/teach/NationalModels.html>. To improve the experience of Hispanics-Latinos/as/xs/es in LPS, the recommendations from the employees, parents, and students provided earlier in this report and summarized in the bullets below should be considered and incorporated:

- Employees recommended establishing a welcoming environment with more representation for Hispanic-Latino/a/x/e students, families, and staff, more academic opportunities and supports, more flexibility, and more consistency.
- Parents recommended adding more bilingual adults, more safety trainings, more bullying prevention, more sports and extracurricular programs, more cultural exchanges within the school community, and other recommendations discussed further in the report.
- Students recommended increasing Hispanic-Latino/a/x/e representation in faculty and staff, encourage more connections between members of the school community, provide more language-related academic supports, offer more clubs and social opportunities, improve awareness issues such as bullying, and other recommendations discussed further in the report.

In addition, the findings in the Best Practices Report should also be considered and incorporated. They include specific recommendations about how to do each of the following essential elements for building the success of Hispanic-Latino/a/x/e students:

- Develop and implement inclusive policies and practices.
- Encourage bilingualism and multilingualism.
- Connect curricula to students’ cultural backgrounds.
- Engage Hispanic-Latino/a/x/e students in classes and have high expectations.
- Strengthen communication between schools and Hispanic-Latino/a/x/e families.
- Support and understanding familism.
- Empower students.
- Strengthen relationships between students and school personnel.
- Increase community connections and partnerships.
- Address racial and ethnic inequalities, discrimination, prejudices, and stereotypes.
- Increase resources and supports for students and families.
- Increase mental health resources and supports.

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Appendices

Appendix A
Student Focus Group Protocols
English Version

Topics	Question Examples
Perceptions of School/District	<ul style="list-style-type: none"> • How do you identify racially or ethnically? Do you prefer Latina/Latino/Latinx/Latine or Hispanic? • Can you tell me about your experiences as a Latina/o/x/e or Hispanic student in Lowell Public Schools? • What, if anything, do you like about your experience as a Latina/o/x/e or Hispanic in this school district? • What, if anything, would you like to change about the Latina/o/x/e or Hispanic experience in this school district? • How would you describe academic success for Latina/o/x/e or Hispanic students in Lowell Public Schools? • What, if anything, do you like about the school you are attending or this school district? • What, if anything, would you like to change about the school you are attending or this school district? • Have you noticed any positive or negative outcomes for Latinas/os/xs/es or Hispanics in this district? If so, what are they? • How many of your classes focus on Latinas/os/xs/es or Hispanics? Do any of your classes link to your own experiences outside of school? <ul style="list-style-type: none"> ○ (If yes) Can you tell me about these classes? ○ (If no) Why do you think that is? • Can you tell me about any clubs that support you as a Latina/o/x/e or Hispanic student?
Communicating with Parents	<ul style="list-style-type: none"> • What are some ways the school contacts you and your family? Do you think these methods are effective?
Supports or Resources	<ul style="list-style-type: none"> • What kinds of school provided resources or supports have you used? (translators, afterschool programs, ESL classes, phone calling system, etc.). Which ones are working for you and which ones aren't? • What kinds or supports or resources do you think Latinas/os/xs/es or Hispanics need? • Do you feel comfortable talking to somebody in the school district about your needs? Do you think other Latinas/os/xs/es or Hispanics in the district feel comfortable going to the schools? Why or why not?
Family and Community Connections	<ul style="list-style-type: none"> • In what ways are you supported by your family in terms of your education – at home? – at school?

	<ul style="list-style-type: none"> • What are some underlying assumptions or beliefs that people in your school community have about Latinas/os/xs/es or Hispanics students and their families? • What are some ways the school has tried to involve you and other Latina/o/x or Hispanic students? • What are some ways you would like to participate? How often would you like to participate?
Assets & Needs	<ul style="list-style-type: none"> • What do you think is the benefit of having Latina/o/x/e or Hispanic students in the school system? • What, if anything, do you or other Latina/o/x/e or Hispanic students need to be successful in school? • Are there any other needs that Latinas/os/xs/es or Hispanics in this district have that are not being met?
External Factors	<ul style="list-style-type: none"> • Are there any things outside of school that influence you or other Latina/o/x/e students' ability to be successful?
Recommendations	<ul style="list-style-type: none"> • What are some ways the school can reach out to Latina/o/x/e or Hispanic students and their families? • What are some recommendations you have to help improve the Latina/o/x/e or Hispanic experience in your school and/or in your district?
Additional Comments	<ul style="list-style-type: none"> • Are there any other comments or suggestions you like to share?

Spanish Version

Temas	Ejemplos de preguntas
Percepciones de la escuela/Distrito	<ul style="list-style-type: none"> • ¿Cómo identificas su raza o etnia? ¿Prefieres Latina/Latino/Latinx/Latine o Hispano? • ¿Me puede contar sobre sus experiencias como estudiante latina/o/x/e o hispana en las Escuelas Públicas de Lowell? • ¿Qué le gusta de sus experiencias como latina/o/x/e o hispana en este distrito escolar? • ¿Qué le gustaría cambiar sobre la experiencia latina/o/x/e o hispana en este distrito escolar? • ¿En su opinión, que es el éxito académico para las estudiantes latinas/os/xs/es o hispanos en las Escuelas Públicas de Lowell? • ¿Qué le gusta de la escuela a la que asiste o de este distrito escolar? • ¿Qué le gustaría cambiar de la escuela a la que asiste o de este distrito escolar? • ¿Ha notado algún resultado positivo o negativo para las latinas/os/xs/es o hispanas en este distrito? Si es así, ¿Que son? • ¿Cuántas de sus clases se enfocan en latinas/os/xs/es o hispanas? ¿Alguna de sus clases se relaciona con sus propias experiencias fuera de la escuela? <ul style="list-style-type: none"> ○ (En caso afirmativo) ¿Puede hablarme de estas clases? ○ (Si no) ¿Por qué crees que es eso? • ¿Puedes hablarme de algún club que te apoye como estudiante latina/o/x/e o hispana?
Comunicarse con los Padres	<ul style="list-style-type: none"> • ¿Cuáles son algunas formas en que la escuela se comunica con usted y su familia? ¿Crees que estos métodos son efectivos?
Apoyos o Recursos	<ul style="list-style-type: none"> • ¿Qué tipo de recursos o apoyos proporcionados por la escuela ha utilizado? (traductores, programas extracurriculares, clases de ESL, sistema de llamadas telefónicas, etc.). ¿Cuáles te funcionan y cuáles no? • ¿Qué tipo de apoyos o recursos cree que necesitan las latinas/os/xs/es o las hispanas? • ¿Se siente cómodo hablando con alguien en el distrito escolar sobre sus necesidades? ¿Crees que otras estudiantes latinas/os/xs/es o hispanas en el distrito se sienten cómodas yendo a las escuelas? ¿Por qué o por qué no?
Conexiones familiares y comunitarias	<ul style="list-style-type: none"> • ¿De qué manera recibe apoyo de su familia en términos de su educación, en el hogar? - ¿en la escuela?

	<ul style="list-style-type: none"> • ¿Cuáles son algunas suposiciones o creencias que tienen las personas en su comunidad escolar acerca de los estudiantes latinos/os/xs/es o hispanos y sus familias? • ¿Cuáles son algunas de las formas en que la escuela ha tratado de incluir a usted y a otras estudiantes latinas/os/xs/es o hispanos? • ¿Cuáles son algunas formas en las que le gustaría participar? ¿Con qué frecuencia le gustaría participar?
Activos y necesidades	<ul style="list-style-type: none"> • ¿Cuál cree que es el beneficio de tener estudiantes latinas/os/xs/es o hispanos en el sistema escolar? • ¿Qué necesitan usted y otras estudiantes latinas/os/xs/es o hispanos para tener éxito en la escuela? • ¿Hay otras cosas que las latinas/os/xs/es o las hispanas en este distrito necesitan?
Factores externos	<ul style="list-style-type: none"> • ¿Hay cosas fuera de la escuela que influyan en la capacidad de usted o de otras estudiantes latinas/os/xs/es para tener éxito?
Recomendaciones	<ul style="list-style-type: none"> • ¿Cuáles son algunas otras formas en que la escuela puede comunicarse con las estudiantes latinas/os/xs/es o hispanos y sus familias? • ¿Qué otras recomendaciones tiene para mejorar la experiencia latina/o/x/e o hispana en su escuela y/o en su distrito?
Comentarios adicionales	<ul style="list-style-type: none"> • ¿Hay algún otro comentario o sugerencia que le gustaría compartir?

Appendix B
Parent/Guardian Focus Group Protocols
English Version

Topics	Question Examples
Perceptions of School/District	<ul style="list-style-type: none"> • How do you identify racially or ethnically? Do you prefer Latina/Latino/Latinx/Latine or Hispanic? • Can you tell me about your experiences as a Latina/o/x/e or Hispanic parent in Lowell Public Schools? • What, if anything, do you like about your experience as a Latina/o/x/e or Hispanic in this school district? • What, if anything, would you like to change about the Latina/o/x/e or Hispanic experience in this school district? • How would you describe academic success for Latina/o/x/e or Hispanic students in Lowell Public Schools? • What, if anything, do you like about the school your child is attending or this school district? • What, if anything, would you like to change about the school your child is attending or this school district? • Have you noticed any positive or negative unanticipated outcomes for Latinas/os/xs/es or Hispanics in this district? If so, what are they? • Do you know if your child has any classes that have a focus on Latinas/os/xs/es or Hispanics in the U.S.?
Communicating with Parents	<ul style="list-style-type: none"> • What are some ways the school contacts you? Do you think these methods are effective?
Supports or Resources	<ul style="list-style-type: none"> • What kinds of school provided resources or supports have you used? (translators, afterschool programs, ESL classes, phone calling system, etc.). Which ones are working well, and which ones aren't? • What kinds or supports or resources do Latinas/os/xs/es or Hispanics need? • Do you feel comfortable talking to somebody in the district about your child's and your needs? Do you think other Latinas/os/xs/es or Hispanics in the district feel comfortable going to the schools? Why or why not?
Family and Community Connections	<ul style="list-style-type: none"> • In what ways do you support your child in terms of their education – at home? – at school? • What are some underlying assumptions or beliefs that people in your school community have about Latina/o/x/e or Hispanic students and their families? • What are some ways the school has tried to involve you and other Latina/o/x/e or Hispanic parents? • What are some ways you would like to participate? How often would you like to participate?

Assets & Needs	<ul style="list-style-type: none"> • What do you think is the benefit of having Latina/o/x/e or Hispanic students and families in the school system? • How might the school tap into those benefits? • What does your child(ren) or other Latina/o/x/e or Hispanic students need to be successful in school? • What, if anything, do you or other Latina/o/x/e or Hispanic parents need in supporting your/their child(ren)'s education? • Are there any other needs that Latinas/os/xs/es or Hispanics have in this district that are not being met?
External Factors	<ul style="list-style-type: none"> • What kinds of external factors (things that are outside of your control) have an influence on Latinas/os/xs/es or Hispanics in this school district?
Recommendations	<ul style="list-style-type: none"> • What are some other ways the school can reach out to Latina/o/x/e or Hispanic parents? • What are some other recommendations you would provide to the Lowell Public Schools to help improve the Latina/o/x/e or Hispanic experience in your school and/or in your district?
Additional Comments	<ul style="list-style-type: none"> • Are there any other comments or suggestions you like to share?

Spanish Version

Temas	Ejemplos de Preguntas
Percepciones de la escuela/Distrito	<ul style="list-style-type: none"> • ¿Cómo identificas su raza o etnia? ¿Prefieres Latina/Latino/Latinx/Latine o Hispano? • ¿Puede contarme sobre sus experiencias como pariente latina/o/x/e o hispana en las Escuelas Públicas de Lowell? • ¿En su opinión, que es el éxito académico para las estudiantes latinas/os/xs/es o hispanos en las Escuelas Públicas de Lowell? • ¿Qué le gusta de ser latina/o/x/e o hispana en este distrito escolar? • ¿Qué le gusta de la escuela a la que asiste su hijo o de este distrito escolar? • ¿Qué le gustaría cambiar de la escuela a la que asiste su hijo o de este distrito escolar? • ¿Ha notado algún resultado positivo o negativo para las latinas/os/xs/es o hispanas en este distrito? Si es así, ¿Que son? • ¿Sabe si su hijo tiene alguna clase que tiene un enfoque en latinas/os/xs/es o hispanas en los estados unidos?
Comunicarse con los Padres	<ul style="list-style-type: none"> • ¿Cuáles son algunas formas en que la escuela se comunica con usted? ¿Crees que estos métodos son efectivos?
Apoyos o Recursos	<ul style="list-style-type: none"> • ¿Qué tipo de recursos o apoyos proporcionados por la escuela ha utilizado? (traductores, programas extracurriculares, clases de ESL, sistema de llamadas telefónicas, etc.). ¿Cuáles funcionan bien y cuáles no? • ¿Qué tipos de apoyos o recursos necesitan las latinas/os/xs/es o las hispanas? • ¿Se siente cómodo hablando con alguien en el distrito sobre las necesidades de su hijo y las suyas? ¿Crees que otras latinas/os/xs/es o hispanas en el distrito se sienten cómodas hablando con alguien en las escuelas? ¿Por qué o por qué no?
Conexiones Familiares y Comunitarias	<ul style="list-style-type: none"> • ¿De qué manera apoya a su hijo en términos de su educación, en casa? - ¿en la escuela? • ¿Cuáles son algunas suposiciones o creencias que tienen las personas en su comunidad escolar acerca de los estudiantes latinos/os/xs/es o hispanos y sus familias? • ¿Cuáles son algunas formas en que la escuela ha tratado de incluir a usted y a otros padres latinas/os/xs/es o hispanos? • ¿Cuáles son algunas formas en las que le gustaría participar? ¿Con qué frecuencia le gustaría participar?
Activos y necesidades	<ul style="list-style-type: none"> • ¿Cuál cree que es el beneficio de tener estudiantes y familias latinas/os/xs/es o hispanas en el sistema escolar?

	<ul style="list-style-type: none"> • ¿Cómo podría la escuela aprovechar esos beneficios? • ¿Qué necesitan su(s) hijo(s) o otras estudiantes latinas/os/xs/es o hispanos para tener éxito en la escuela? • ¿Qué necesitan usted o otros parientes latinas/os/xs/es o hispanos para apoyar la educación de su(s) hijo(s)? • ¿Hay otras cosas que las latinas/os/xs/es o las hispanas en este distrito necesitan?
Factores externos	<ul style="list-style-type: none"> • ¿Qué tipo de factores externos (cosas que están fuera de su control) tienen influencia en las latinas/os/xs/es o hispanas en este distrito escolar?
Recomendaciones	<ul style="list-style-type: none"> • ¿Cuáles son algunas otras formas en que la escuela puede comunicar con las parientes latinas/os/xs/es o hispanos? • ¿Qué otras recomendaciones tienen para mejorar la experiencia latina/o/x/e o hispana en su escuela y en su distrito?
Comentarios Adicionales	<ul style="list-style-type: none"> • ¿Hay algún otro comentario o sugerencia que le gustaría compartir?

Appendix C
Employee Focus Group Protocols

English Version

Topics	Question Examples
Perceptions of School	<ul style="list-style-type: none"> • How do you identify racially or ethnically? Do you prefer Latina/Latino/Latinx/Latine or Hispanic? • Can you tell me about your experiences as a Latina/o/x/e or Hispanic employee in Lowell Public Schools? • How would you describe academic success for Latina/o/x/e or Hispanic students in Lowell Public Schools? • What, if anything, do you like about your experience as a Latina/o/x/e or Hispanic in this school district? • What, if anything, would you like to change about the Latina/o/x/e or Hispanic experience in this school district? • Have you noticed any positive or negative unanticipated outcomes for Latinas/os/xs/es or Hispanics in this district? If so, what are they? • Do you or any other teachers offer classes that focus on Latinas/os/xs/es? Do you have sections of your classes that center Latina/o/x/e or Hispanic histories or culture in the U.S.?
Supports or Resources	<ul style="list-style-type: none"> • What kinds of resources or supports does the district provide for Latinas/os/xs/es or Hispanics? Which ones are working well, and which ones aren't? • What kinds or supports or resources do Latinas/os/xs/es or Hispanics need? • Do you feel comfortable talking to somebody in the district about your experiences as a Latino/a/x/e? Do you think other Latinas/os/xs/es or Hispanics in the district feel comfortable in this district? Why or why not?
Family and Community Connections	<ul style="list-style-type: none"> • What are some underlying assumptions or beliefs that people in your school community have about Latinas/os/xs/es or Hispanic students and their families? • What are some ways the school or district has tried to involve Latinas/os/xs/es or Hispanics? • What are some ways you think Latinas/os/xs/es or Hispanics would like to participate? How often do you think they would like to participate?
Assets & Needs	<ul style="list-style-type: none"> • What benefits do Latina/o/x/e or Hispanic students & families bring to the district? • How might the district capitalize on those benefits? • What, if anything, do Latina/o/x/e or Hispanic students need to be successful in school?

	<ul style="list-style-type: none"> • What, if anything, do Latina/o/x/e or Hispanic parents need to support their child(ren)'s education? • Are there any other needs that Latinas/os/xs/es or Hispanics have in this district that are not being met?
External Factors	<ul style="list-style-type: none"> • Are there any things outside of school that influence Latina/o/x/e students' ability to be successful?
Recommendations	<ul style="list-style-type: none"> • What are some ways the school can reach out to Latinas/os/xs/es or Hispanics in the district? • What are some recommendations you would provide to the Lowell Public Schools to help improve the Latina/o/x/e or Hispanic experience in your school and/or in your district?
Additional Comments	<ul style="list-style-type: none"> • Are there any other comments or suggestions you would like to share?

Spanish Version

Temas	Ejemplos de preguntas
Percepciones de la escuela	<ul style="list-style-type: none"> • ¿Cómo identificas su raza o etnia? ¿Prefieres Latina/Latino/Latinx/Latine o Hispano? • ¿Puede contarme sobre sus experiencias como empleada latina/o/x/e o hispana en las Escuelas Públicas de Lowell? • ¿En su opinión, que es el éxito académico para las estudiantes latinas/os/xs/es o hispanos en las Escuelas Públicas de Lowell? • ¿Qué le gusta de ser latina/o/x/e o hispana en este distrito escolar? • ¿Qué le gustaría cambiar sobre la experiencia latina/o/x/e o hispana en este distrito escolar? • ¿Ha notado algún resultado positivo o negativo para las latinas/os/xs/es o hispanas en este distrito? Si es así, ¿Que son? • ¿Usted o algún otro maestro ofrece clases que se enfocan en latinas/os/xs/es? ¿Tiene secciones de sus clases que se centren en historias o cultura latina/o/x/e o hispana en los estados unidos?
Apoyos o Recursos	<ul style="list-style-type: none"> • ¿Qué tipo de recursos o apoyos brinda el distrito a las latinas/os/xs/es o hispanas? ¿Cuáles funcionan bien y cuáles no? • ¿Qué tipo de apoyos o recursos necesitan las latinas/os/xs/es o las hispanas? • ¿Se siente cómodo hablando con alguien en el distrito sobre sus experiencias como latino/a/x/e? ¿Cree que otras latinas/os/xs/es o hispanas en el distrito se sienten cómodas en este distrito? ¿Por qué o por qué no?
Conexiones familiares y comunitarias	<ul style="list-style-type: none"> • ¿Cuáles son algunas suposiciones o creencias que tienen las personas en su comunidad escolar acerca de los estudiantes latinos/os/xs/es o hispanos y sus familias? • ¿Cuáles son algunas formas en que la escuela o el distrito ha tratado de incluir a las latinas/os/xs/es o hispanas? • ¿En su opinión, cuáles son algunas formas que las latinas/os/xs/es o hispanas les gustaría participar? ¿Con qué frecuencia cree que les gustaría participar?
Activos y necesidades	<ul style="list-style-type: none"> • ¿Qué beneficios traen los estudiantes y familias latinas/os/xs/es o hispanas al distrito? • ¿Cómo podría el distrito capitalizar esos beneficios? • ¿Qué necesitan las estudiantes latinas/os/xs/es o hispanos para tener éxito en la escuela? • ¿Qué necesitan los padres latinos/as/xs/es o hispanos para apoyar la educación de sus hijos?

	<ul style="list-style-type: none"> • ¿Hay otras necesidades que tienen las latinas/os/xs/es o los hispanos en este distrito que no se están satisfaciendo?
Factores externos	<ul style="list-style-type: none"> • ¿Hay cosas fuera de la escuela que influyen las estudiantes latinas/os/xs/es para tener éxito?
Recomendaciones	<ul style="list-style-type: none"> • ¿Como puede la escuela comunicarse mejor con las latinas/os/xs/es o hispanas en el distrito? • ¿Qué otras recomendaciones le darían a las Escuelas Públicas de Lowell para ayudar a mejorar la experiencia latina/o/x/e o hispana en su escuela y/o en su distrito?
Comentarios adicionales	<ul style="list-style-type: none"> • ¿Hay algún otro comentario o sugerencia que le gustaría compartir?

Appendix D
5-Year Student Enrollment in Each of the Lowell Public Schools by Race/Ethnicity

It is important to note the total student enrollment provided in Table D.1 for each year applies to all of the figures in this Appendix.

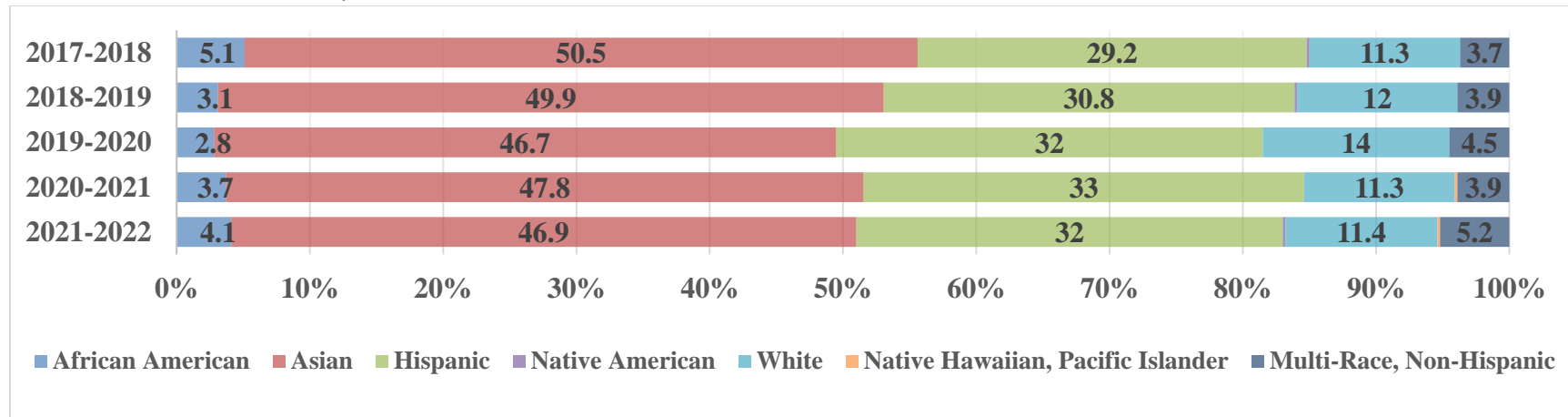
Table D.1

5-Year LPS Student Enrollment Totals for Each School Year

School Year	n
2017-2018	14,436
2018-2019	14,548
2019-2020	14,434
2020-2021	14,023
2021-2022	13,991

Figure D.1

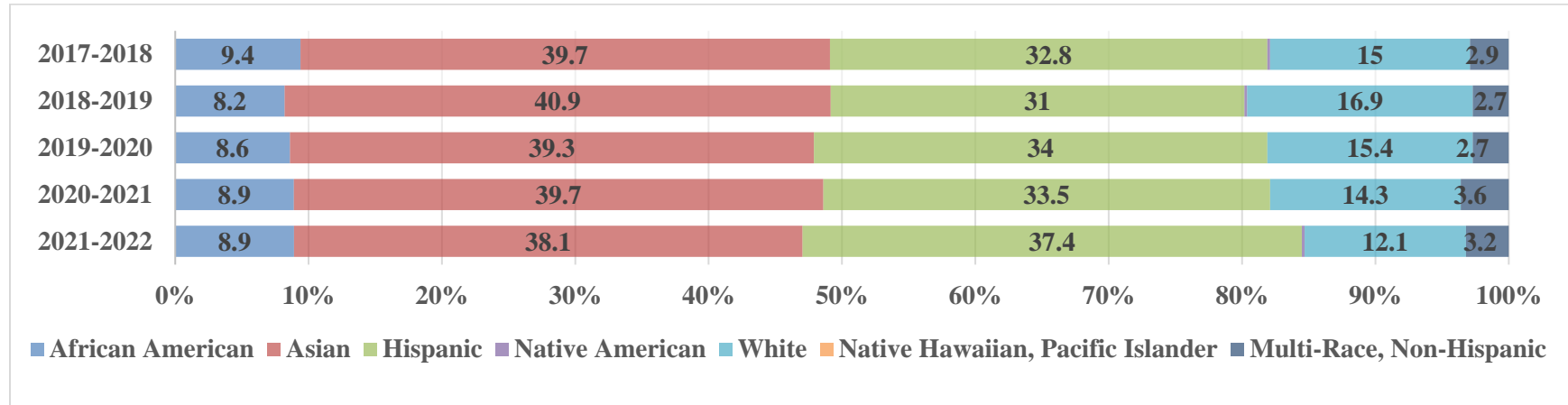
Abraham Lincoln Elementary School



Note. 2017-2018, n = 487; 2018-2019, n = 509; 2019-2020, n = 493; 2020-2021, n = 460; 2021-2022, n = 484.

Figure D.2

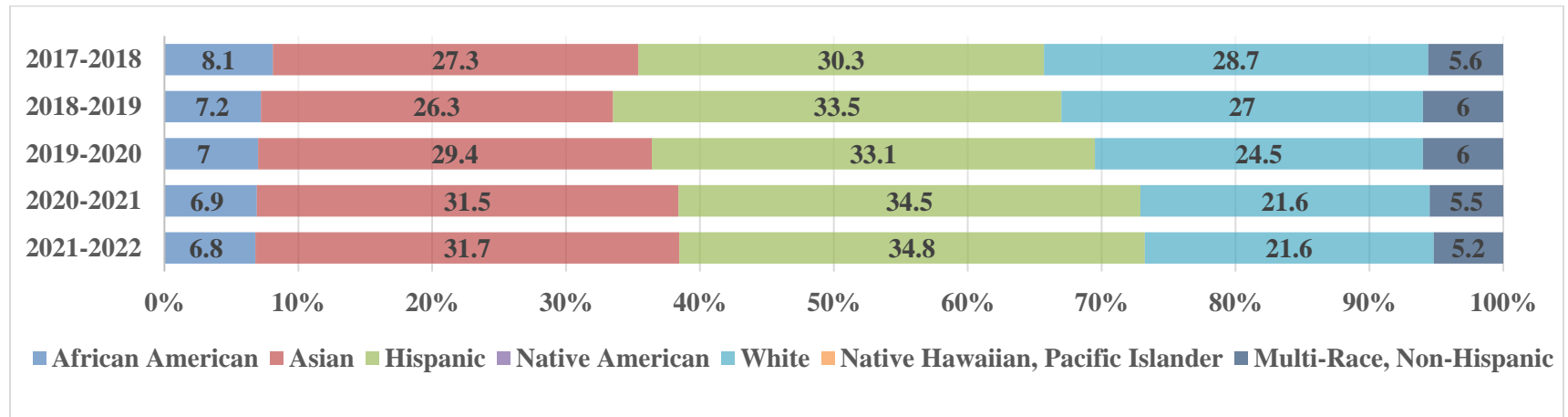
Bartlett Community Partnership



Note. 2017-2018, n = 521; 2018-2019, n = 474; 2019-2020, n = 488; 2020-2021, n = 474; 2021-2022, n = 462.

Figure D.3

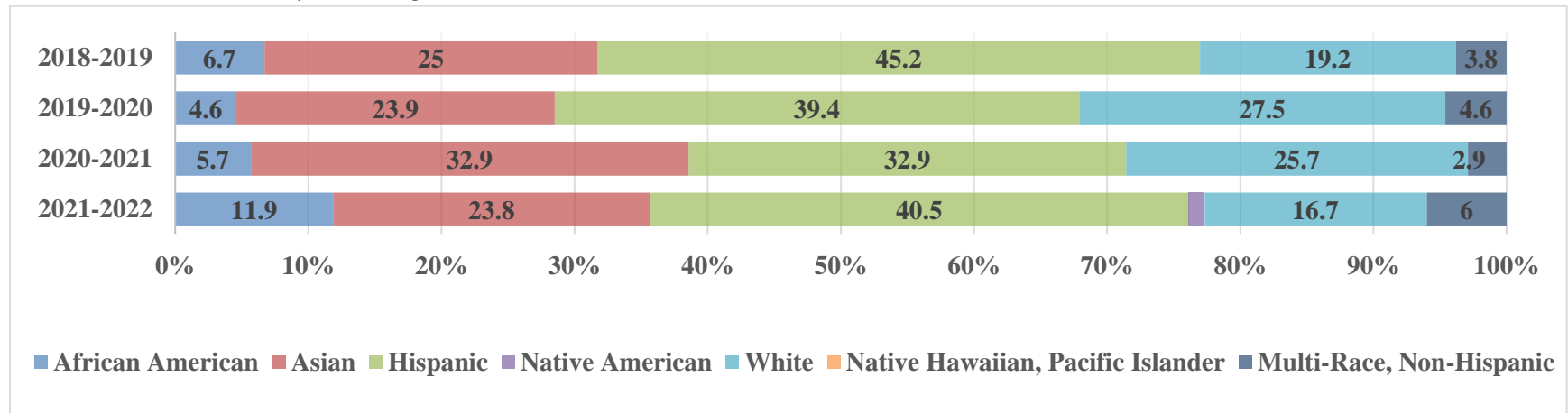
B.F. Butler Middle School



Note. 2017-2018, n = 534; 2018-2019, n = 567; 2019-2020, n = 571; 2020-2021, n = 550; 2021-2022, n = 515.

Figure D.4

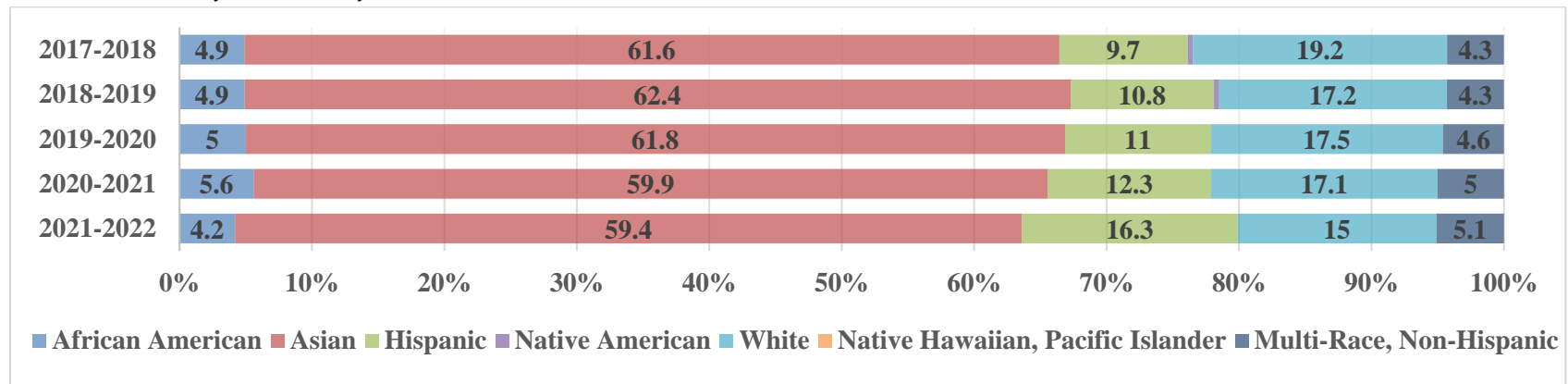
Cardinal O'Connell Early Learning Center



Note. 2018-2019, n = 104; 2019-2020, n = 109; 2020-2021, n = 70; 2021-2022, n = 84; No data was available for 2017-2018.

Figure D.5

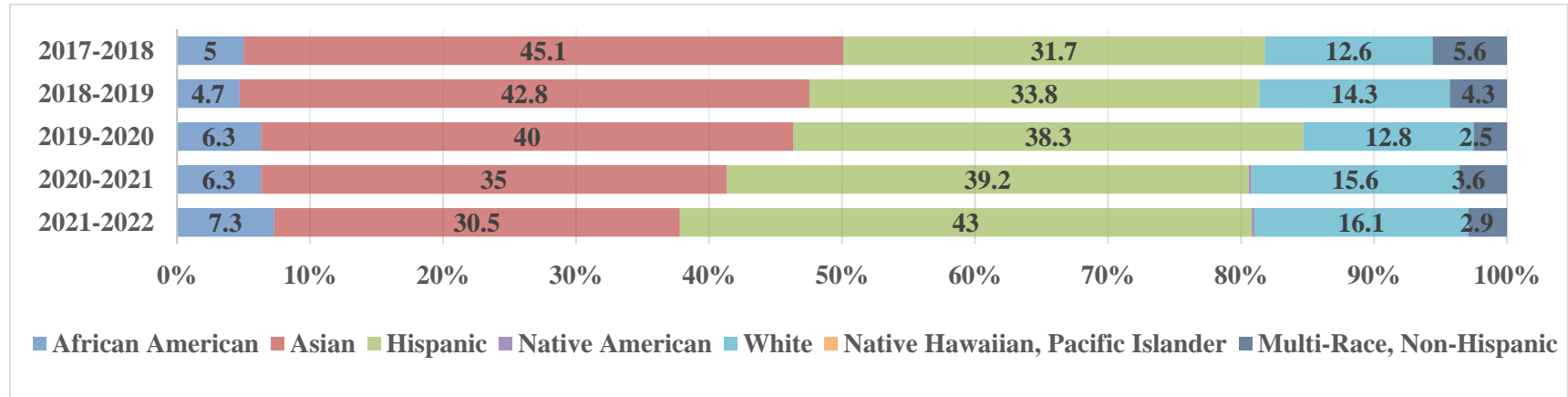
Charles W. Morey Elementary School



Note. 2017-2018, n = 515; 2018-2019, n = 511; 2019-2020, n = 498; 2020-2021, n = 479; 2021-2022, n = 473.

Figure D.6

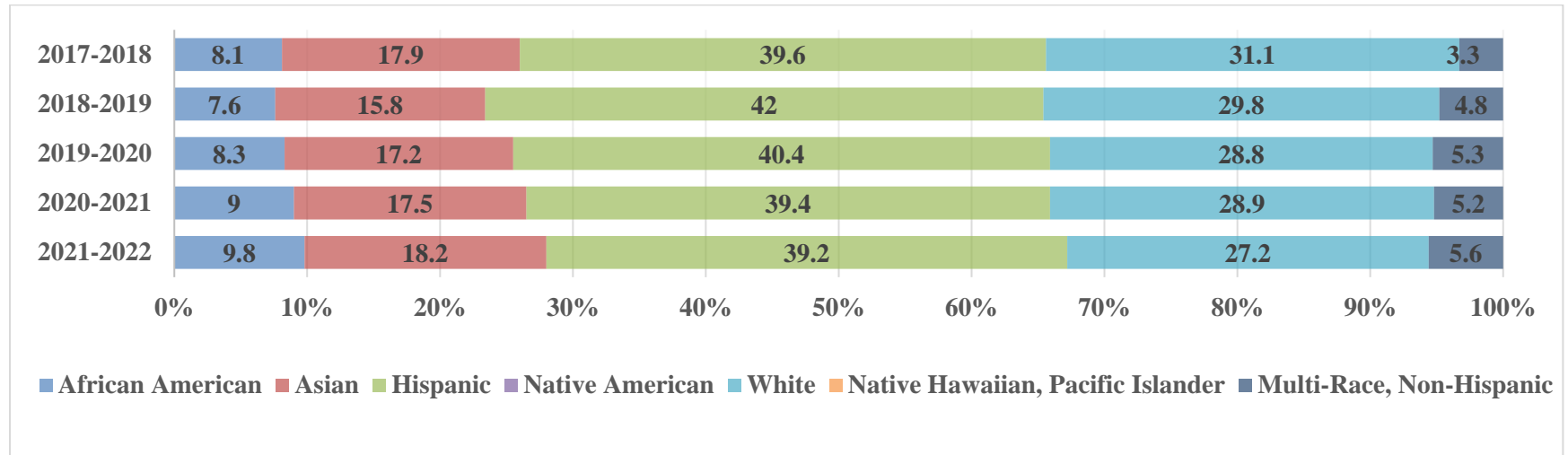
Charlotte M. Murkland Elementary School



Note. 2017-2018, n = 501; 2018-2019, n = 509; 2019-2020, n = 475; 2020-2021, n = 474; 2021-2022, n = 453.

Figure D.7

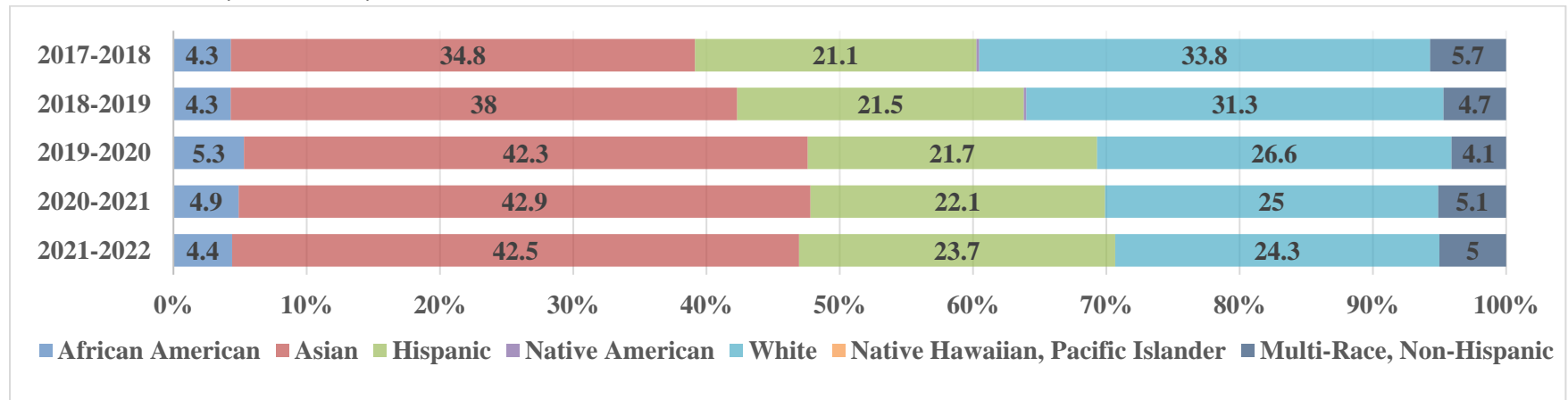
Dr. An Wang Middle School



Note. 2017-2018, n = 692; 2018-2019, n = 688; 2019-2020, n = 715; 2020-2021, n = 668; 2021-2022, n = 665.

Figure D.8

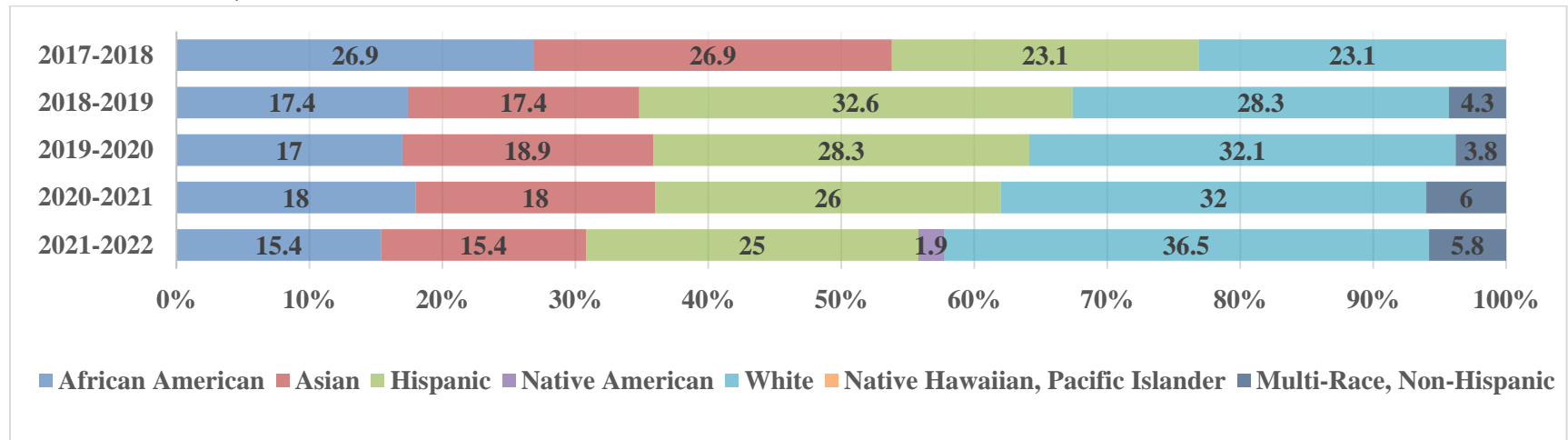
Dr. Gertrude Bailey Elementary School



Note. 2017-2018, n = 488; 2018-2019, n = 508; 2019-2020, n = 489; 2020-2021, n = 452; 2021-2022, n = 456.

Figure D.9

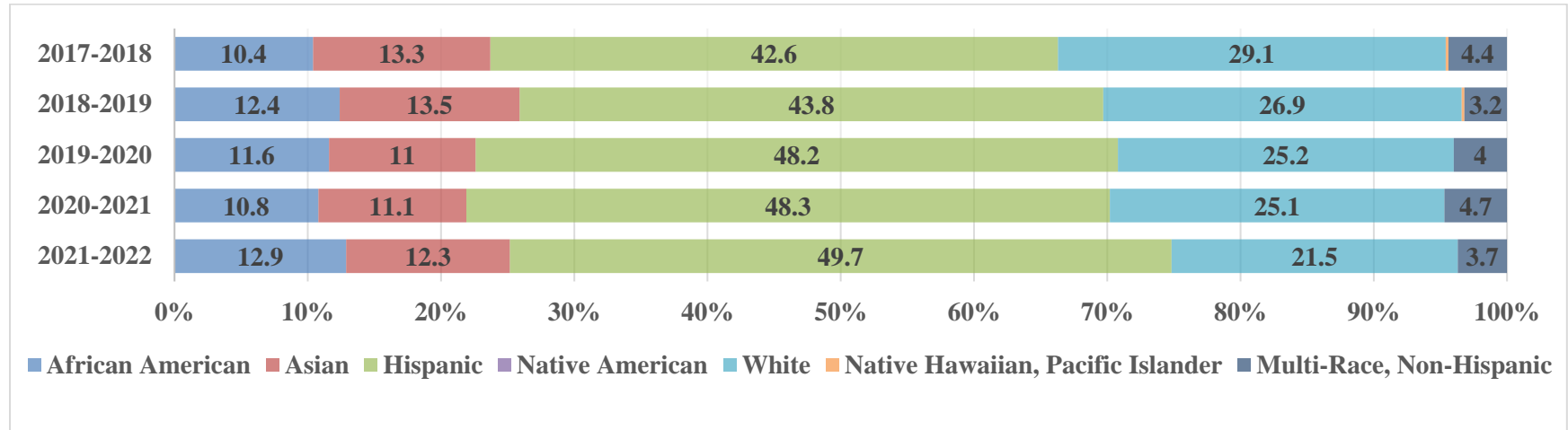
Dr. Janice Adie Day School



Note. 2017-2018, n = 26; 2018-2019, n = 46; 2019-2020, n = 53; 2020-2021, n = 50; 2021-2022, n = 52.

Figure D.10

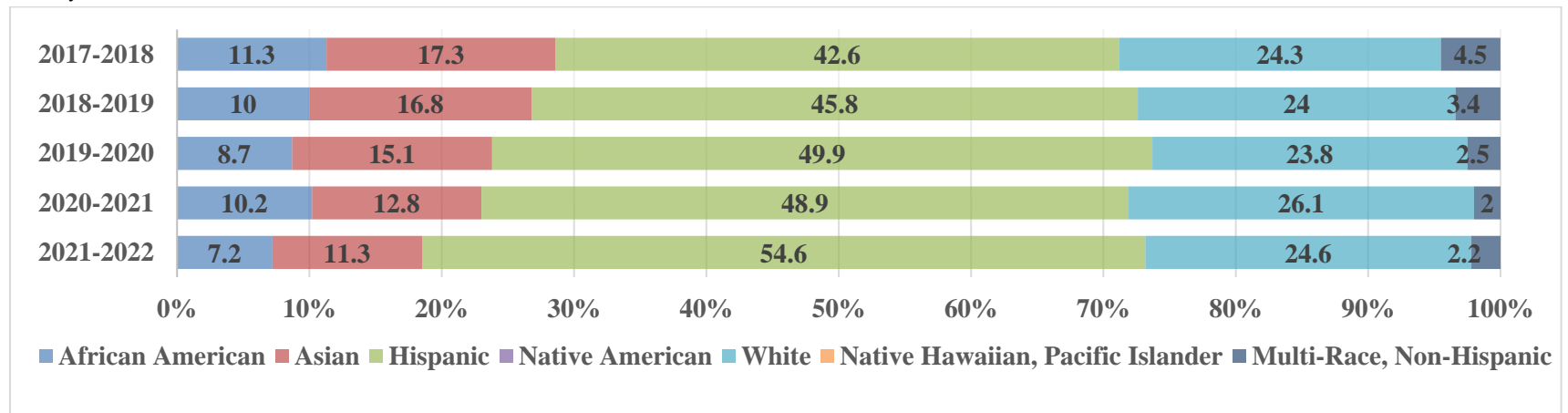
Greenhalge Elementary School



Note. 2017-2018, n = 502; 2018-2019, n = 502; 2019-2020, n = 473; 2020-2021, n = 443; 2021-2022, n = 465.

Figure D.11

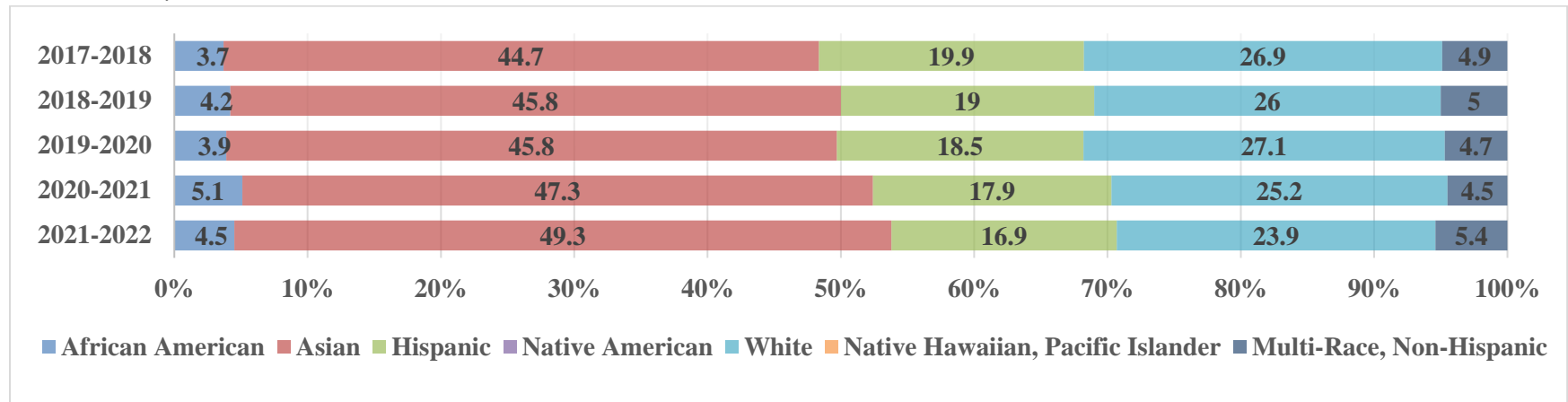
Henry J. Robinson Middle School



Note. 2017-2018, n = 666; 2018-2019, n = 638; 2019-2020, n = 643; 2020-2021, n = 658; 2021-2022, n = 635.

Figure D.12

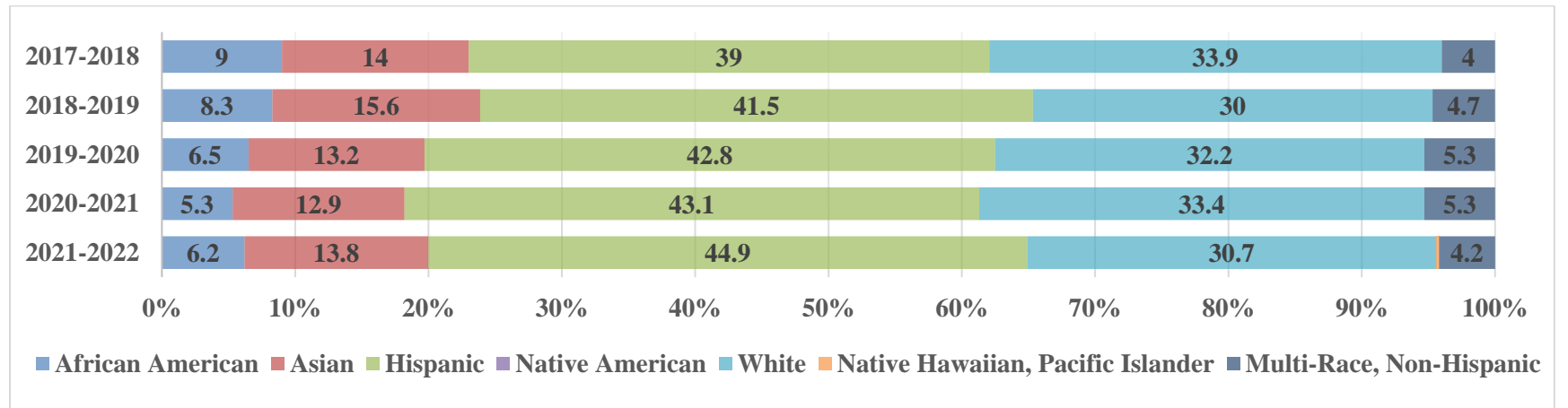
James S Daley Middle School



Note. 2017-2018, n = 700; 2018-2019, n = 695; 2019-2020, n = 697; 2020-2021, n = 691; 2021-2022, n = 649.

Figure D.13

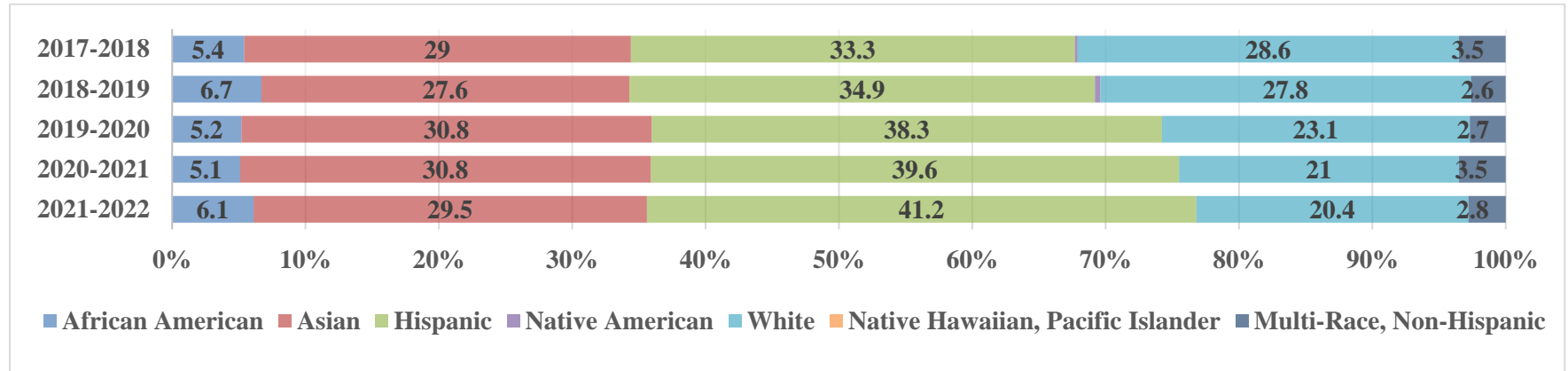
James Sullivan Middle School



Note. 2017-2018, n = 643; 2018-2019, n = 494; 2019-2020, n = 676; 2020-2021, n = 641; 2021-2022, n = 644.

Figure D.14

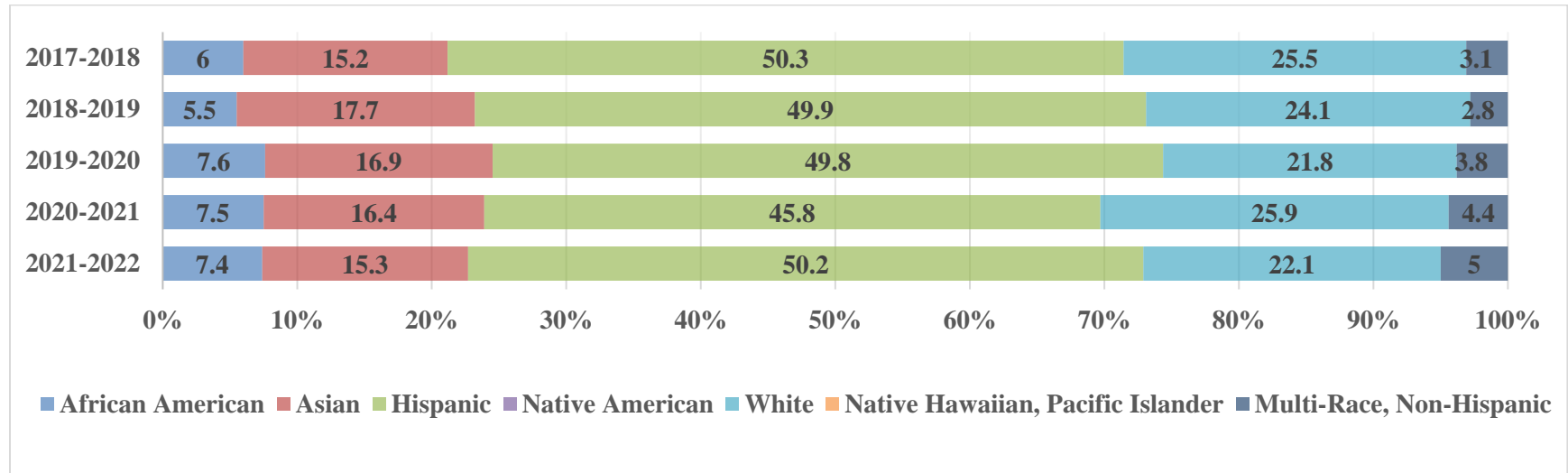
John J. Shaughnessy Elementary School



Note. 2017-2018, n = 462; 2018-2019, n = 493; 2019-2020, n = 481; 2020-2021, n = 452; 2021-2022, n = 461.

Figure D.15

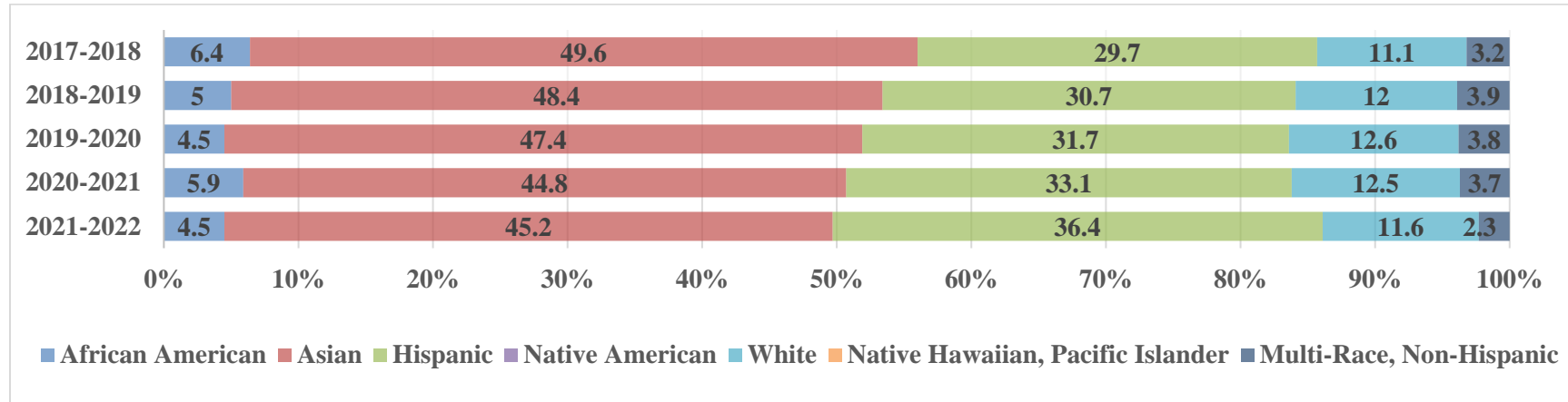
Joseph McAvinnue Elementary School



Note. 2017-2018, n = 487; 2018-2019, n = 469; 2019-2020, n = 472; 2020-2021, n = 428; 2021-2022, n = 444.

Figure D.16

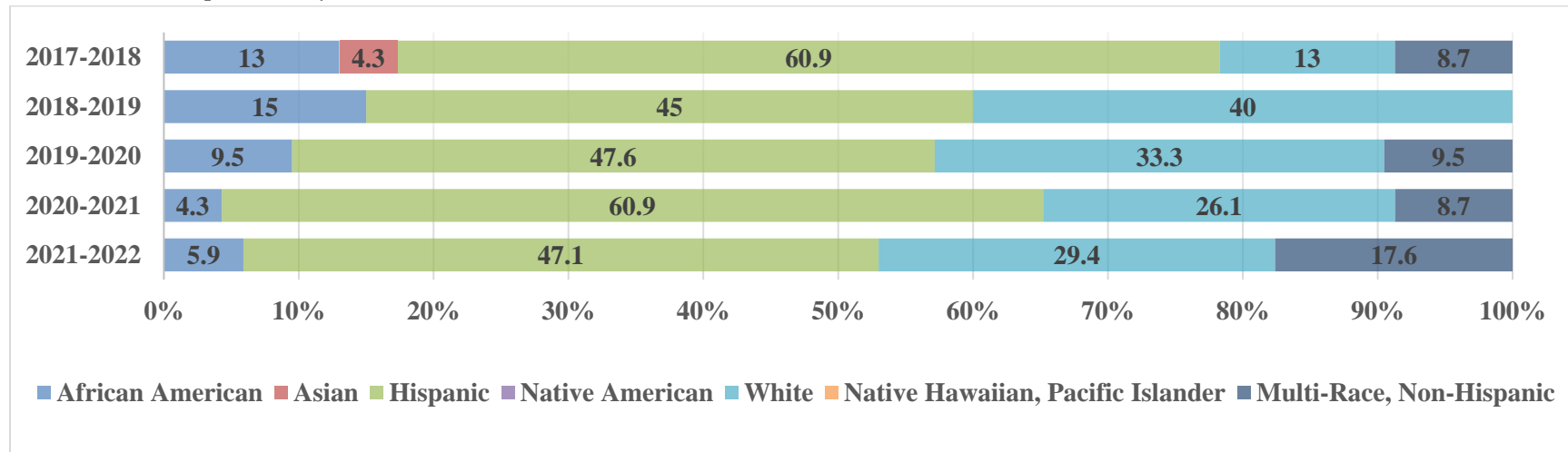
Kathryn P. Stoklosa Middle School



Note. 2017-2018, n = 684; 2018-2019, n = 675; 2019-2020, n = 682; 2020-2021, n = 656; 2021-2022, n = 646.

Figure D.17

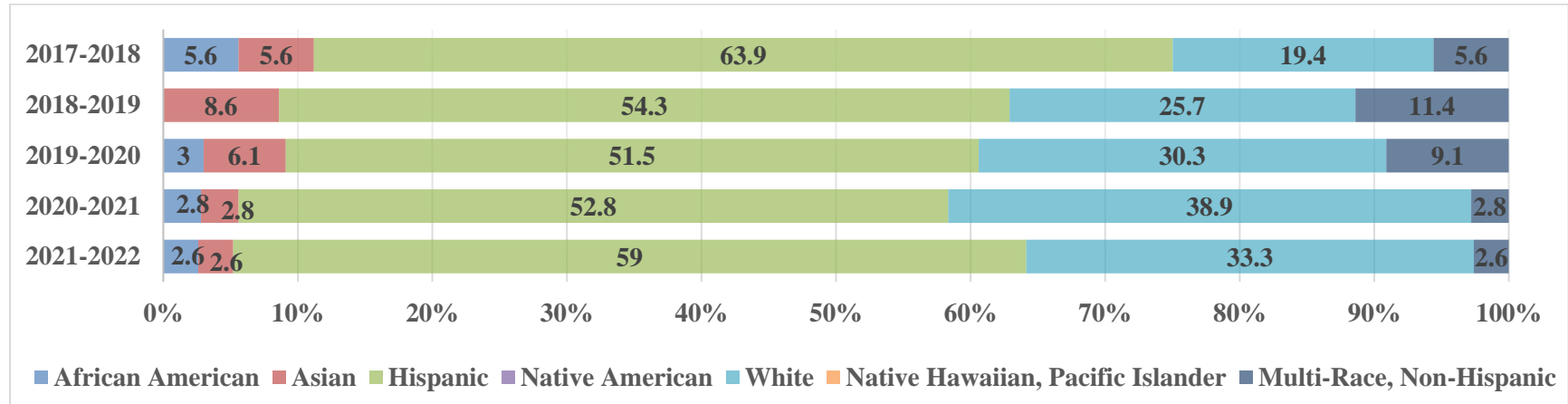
Laura Lee Therapeutic Day School



Note. 2017-2018, n = 23; 2018-2019, n = 20; 2019-2020, n = 21; 2020-2021, n = 23; 2021-2022, n = 17.

Figure D.18

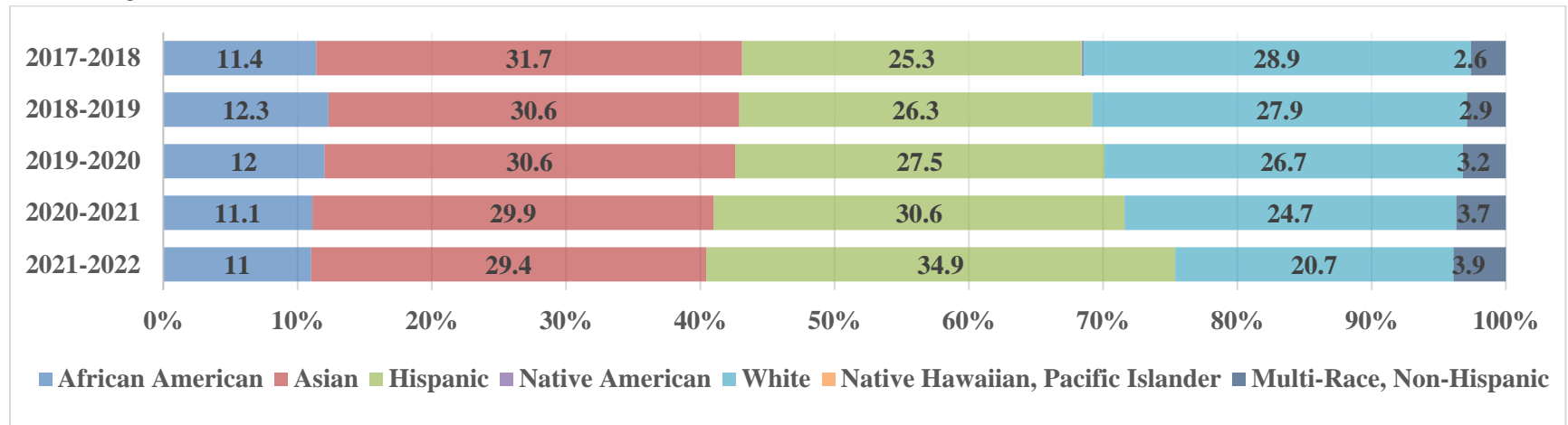
LeBlanc Therapeutic Day School



Note. 2017-2018, n = 36; 2018-2019, n = 35; 2019-2020, n = 33; 2020-2021, n = 36; 2021-2022, n = 39.

Figure D.19

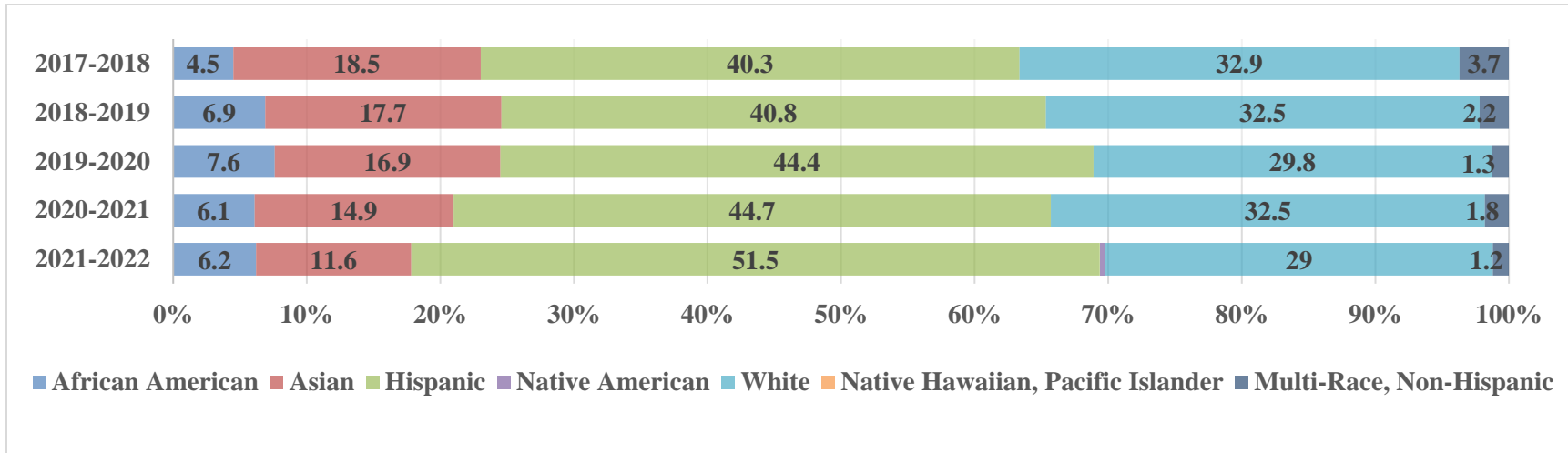
Lowell High School



Note. 2017-2018, n = 3154; 2018-2019, n = 3174; 2019-2020, n = 3011; 2020-2021, n = 3048; 2021-2022, n = 3056.

Figure D.20

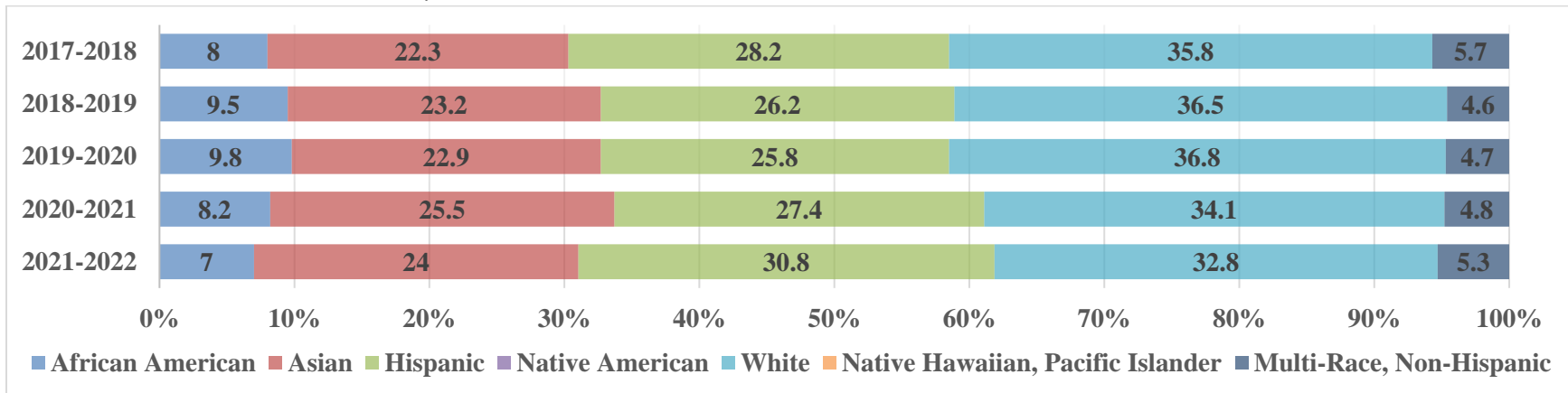
Moody Elementary School



Note. 2017-2018, n = 243; 2018-2019, n = 277; 2019-2020, n = 225; 2020-2021, n = 228; 2021-2022, n = 241.

Figure D.21

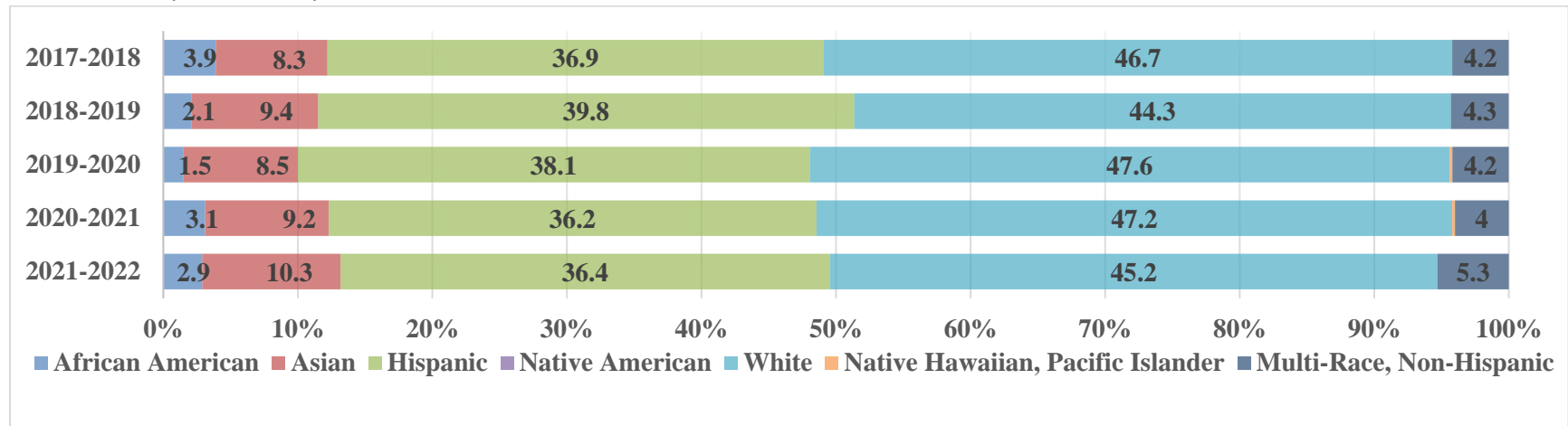
Pawtucketville Memorial Elementary School



Note. 2017-2018, n = 511; 2018-2019, n = 496; 2019-2020, n = 489; 2020-2021, n = 463; 2021-2022, n = 454.

Figure D.22

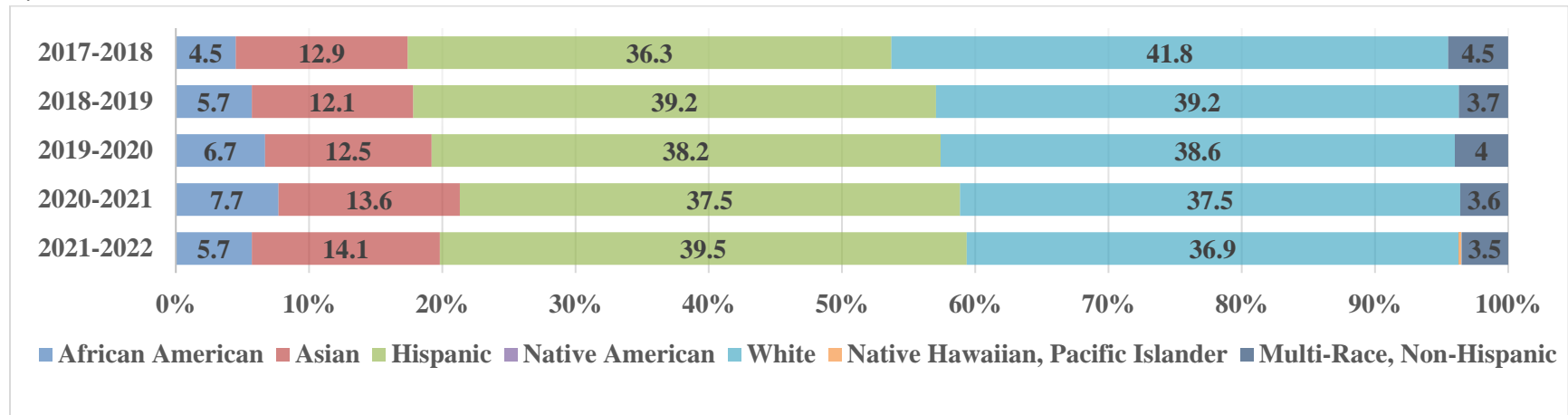
Peter W. Reilly Elementary



Note. 2017-2018, n = 542; 2018-2019, n = 575; 2019-2020, n = 473; 2020-2021, n = 445; 2021-2022, n = 456.

Figure D.23

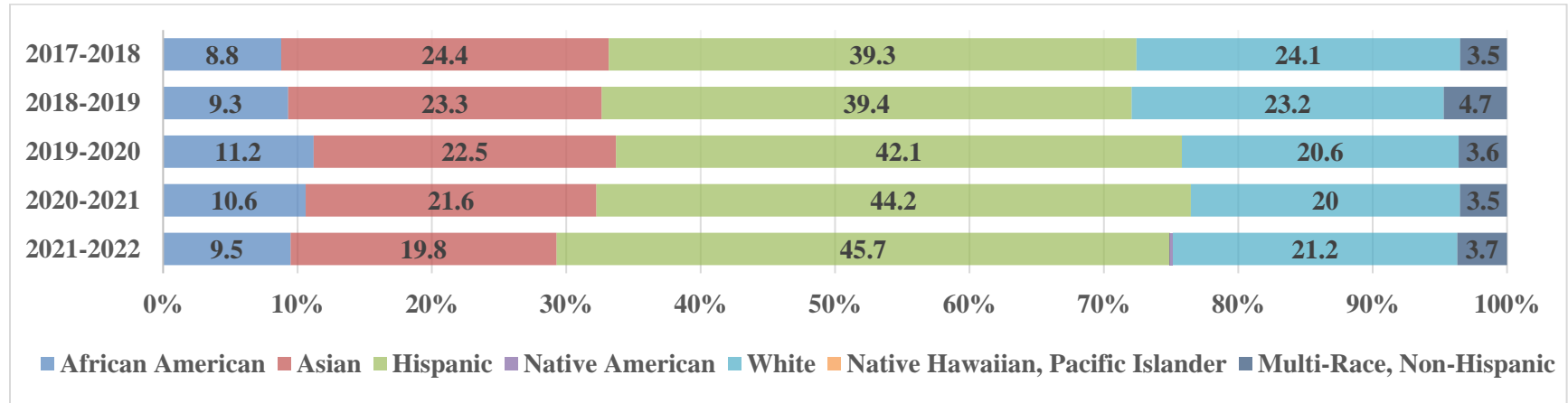
Pyne Arts School



Note. 2017-2018, n = 490; 2018-2019, n = 487; 2019-2020, n = 505; 2020-2021, n = 469; 2021-2022, n = 453.

Figure D.24

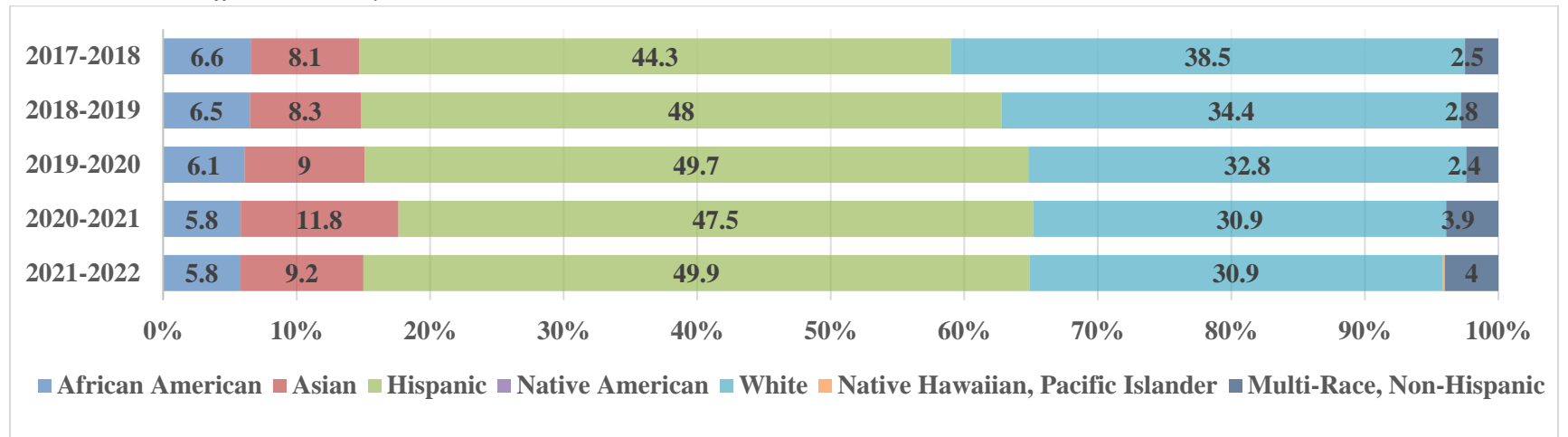
Rogers STEM Academy School



Note. 2017-2018, n = 685; 2018-2019, n = 738; 2019-2020, n = 843; 2020-2021, n = 848; 2021-2022, n = 865.

Figure D.25

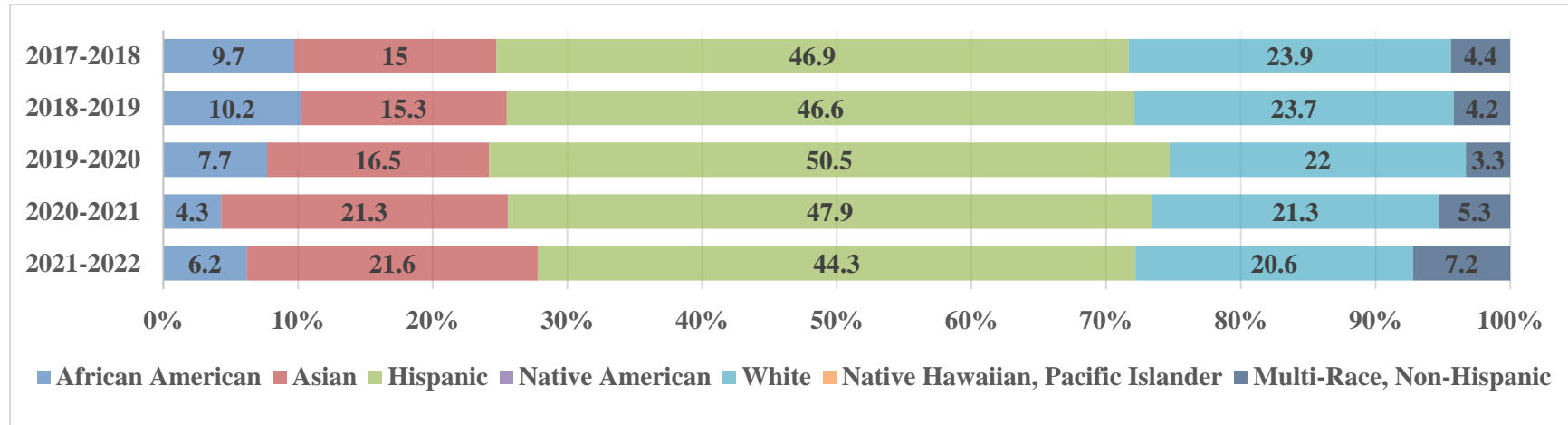
S. Christa McAuliffe Elementary School



Note. 2017-2018, n = 483; 2018-2019, n = 506; 2019-2020, n = 491; 2020-2021, n = 482; 2021-2022, n = 479.

Figure D.26

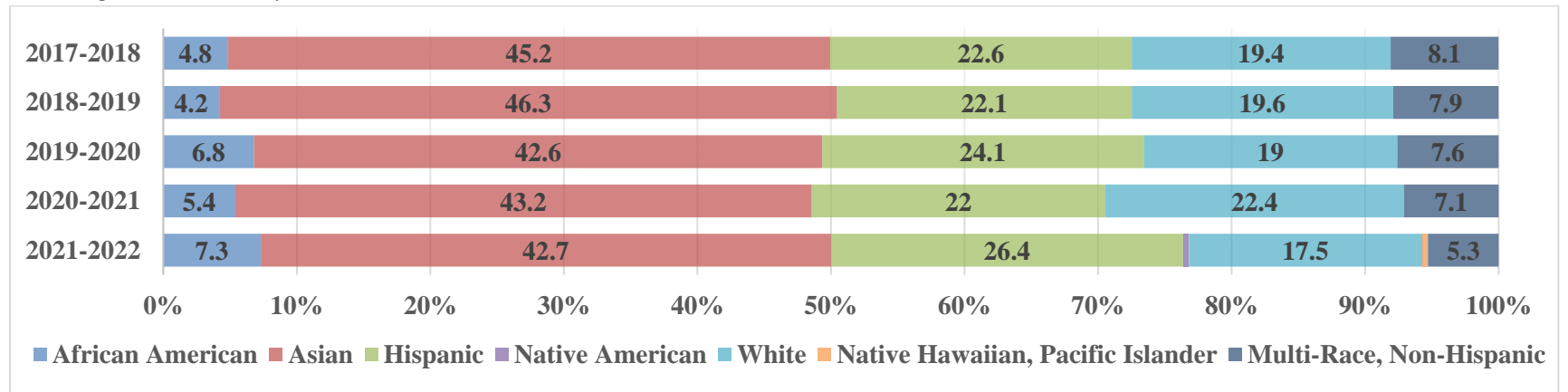
The Career Academy



Note. 2017-2018, n = 113; 2018-2019, n = 118; 2019-2020, n = 91; 2020-2021, n = 94; 2021-2022, n = 97.

Figure D.27

Washington Elementary School



Note. 2017-2018, n = 248; 2018-2019, n = 240; 2019-2020, n = 237; 2020-2021, n = 241; 2021-2022, n = 246.