OUR MISSION

As the birthplace of public education in this nation, the Boston Public Schools is committed to transforming the lives of all children through exemplary teaching in a world-class system of innovative and welcoming schools. We partner with the community, families, and students to develop within every learner the knowledge, skill, and character to excel in college, career, and life.

SCHOOLS & STUDENTS

There are 125 schools in BPS:
7 schools for early learners
40 elementary schools (K-5)
33 elementary & middle schools (K-8)
6 middle schools (6-8)
4 middle & high schools (6-12)
1 K-12 school
20 high schools (9-12)
3 exam schools (7-12)
6 special education schools
5 alternative (at-risk) schools and programs

Of these:
• 20 are pilot schools, created to be models of educational innovation with more flexibility and autonomy
• 6 are Horace Mann charter schools funded by BPS
• 5 are Innovation Schools, a model created by Massachusetts Education reform legislation based on BPS pilot schools

SY2019 enrollment is 54,300 (as of 10/1/18), including:
3,040 students in pre-kindergarten (K0-K1)
23,934 students in kindergarten (K2) grade 5
10,921 students in grades 6-8
16,405 students in grades 9-12

Student demographics:
42% Hispanic
34% Black
14% White
9% Asian
1% Other/multiracial
45% First language not English
32% English learners
21% Students with disabilities (students with an IEP)
7% English learners with disabilities
71% Economically disadvantaged1

1 Participating in one or more of these state-administered programs: SNAP, TAFDC, DCF foster care, and MassHealth

Students who don’t attend BPS: (from March 2018)
Of the 74,429 (est.) school-age children living in Boston, about 21,626 (29%) do not attend Boston public schools.
They are:
45% Black
3% Asian
24% White
9% Other
19% Hispanic

Of these students:
10,356 go to public charter schools
3,730 go to parochial schools
3,584 go to private schools
3,361 go to suburban schools through METCO
469 are placed by the BPS Special Education Dept. in non-BPS schools and programs
126 are home schooled (as of 1/1/18)

BPS STRATEGIC PRIORITIES

Late September, 2018, Laura Perille presented strategic priorities to the School Committee.
1. Improve Opportunities for Students. Establish the systemic conditions necessary to improve opportunities for students in order to narrow achievement gaps at all BPS schools.
2. Differentiate School Supports. Position Central Office to enable rapid and sustainable improvement to teaching and learning in all schools while prioritizing supports to lower performing schools.
3. Plan for the Future. Align long-term investment decisions of BuildBPS around new or improved facilities with decisions about grade configurations, program placements, and minimizing transitions for students.

SUPERINTENDENT SEARCH

Laura Perille was named Interim Superintendent of the Boston Public Schools in a unanimous appointment by the Boston School Committee in July 2018. A former BPS parent and longtime Boston resident, Laura previously served as President and CEO of EdVestors, a school improvement organization that raised and helped investors direct more than $26 million in funds for urban school improvement. Laura has announced that she will not seek the permanent Superintendent position.

In October 2018, Boston School Committee Chairperson Michael Loconto announced the formation of a Superintendent Search Committee, which is co-chaired by School Committee member Alexandra Oliver-Davila, the executive director of Sociedad Latina, and former University of Massachusetts Boston Chancellor Dr. J. Keith Motley.

STAFF

The 2018-2019 BPS budget (all funds) includes 10,695 staff positions (FTE), an increase of 351 positions (3.37%) from SY2018. Here is a comparison of some of the budgeted positions:

SY2018 SY2019
4,517 4,464 teachers
1,536 1,823 aides
847 810 administrators, managerial
836 1,073 support
777 804 secretaries, custodians
1104 1211 monitors, cafeteria workers

Demographics: Black Hispanic Asian Other
Teachers & guidance counselors 22% 60% 11% 6% 1%

Qualifications of BPS Teachers (SY2018):
94.9% are licensed (97.2% statewide)

BOSTON SCHOOL COMMITTEE

BPS is governed by a 7-member School Committee, appointed by the Mayor from nominees recommended by a broad-based nominating committee. Members serve 4-year terms. Current members and term expiration dates are:

Michael Loconto, Chairperson 1/3/22
Hardin Coleman, Vice-chairperson 1/3/22
Alexandra Oliver-Davila 1/16/20
Michael D. O’Neill 1/4/21
Jeri Robinson 1/7/19
Regina Robinson 1/7/19
Miren Uriarte 1/6/20

In 1989, in a non-binding referendum, residents voted to replace the 13-member elected School Committee with an appointed committee. In 1991, the state legislature approved Boston’s home rule petition establishing the 7-member, Mayor-appointed committee. The appointed committee took office in January 1992. In a 1996 referendum, residents voted overwhelmingly to retain the appointed committee.

THE ESSENTIALS

The BPS Essentials for Instructional Equity establishes a coherent, research-based vision of instruction and related competencies. This initiative is intended to help close opportunity and achievement gaps with inclusive, rigorous, and culturally and linguistically sustaining instructional programs. It focuses on the whole child to ensure that when BPS students graduate, they are ready for college, career, and life. There are resources, tools, and professional learning opportunities that school teams and individual educators can draw upon.

The competencies comprising the BPS Essentials for Instructional Equity are:
1. Create and Maintain a Safe, Healthy, and Sustaining Learning Environment. People learn best in environments that feel physically, mentally, and emotionally healthy and safe.
2. Design Learning Experiences for Access and Agency. Learning experiences must be designed to engage the brains of the learners and offer opportunities for application and processing.
3. Facilitate Cognitively Demanding Tasks and Instruction. Articulate rigorous goals for student learning that are likely to prepare students to be competitive in the 21st century workforce.
4. Assess for Learning. Gather information about student thinking in order to determine next steps and provide instructive feedback to students.

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SPECIAL EDUCATION
As of October 1, 2018, about 11,360 students aged 3-21 with disabilities (21% of total enrollment) are enrolled in special education programs in BPS, of whom:
- 46.1% are educated in fully inclusive settings (spend 80% or more of the school day with their general education peers).
- 12.3% are educated in partially inclusive settings (spend 60% or less of the school day outside of the general education classroom).
- 31.5% are educated in substantially separate classrooms (spend 60% or more of the school day outside of the general education classroom).
- 8.0% are enrolled in special schools in public or private day or residential settings, including six BPS day schools (Horace Mann School for the Deaf, Carter Development Center, and the four McKinley schools).

ENGLISH LEARNERS
Among BPS students in K-grade 12:
- 17,115 (32%) are Limited English Proficient (LEP) or English Learners (EL)
- 10,076 (59%) of EL students were born in the US
- All EL students are entitled to receive English as a Second Language (ESL) instruction and core content instruction from highly qualified teachers. Approximate EL enrollment by program, K2-grade 12, is:
  - 3,268 (19%) in language-specific Sheltered English Immersion (SEI) programs
  - 1,714 (10%) in multilingual SEI programs
  - 2,272 (13%) EL students receive SEI in inclusion or substantially separate programs
  - 8,572 (50%) EL students receive SEI in other classroom settings
  - 1,041 (6%) in dual-language programs where students whose first language is Spanish or English and they learn together in both languages
  - 215 (1%) in high intensity literacy programs for students with limited or interrupted formal education (SLIFE)

EL students speak more than 72 different languages as their home language. The top nine first languages spoken are Spanish (59%), Haitian creole (7%), Cape Verdean creole (7%), Chinese (5%), Vietnamese (4%), Portuguese (2%), Arabic (2%), Somali (1%), and French (1%). BPS students come from 134 different countries, ranging from Afghanistan to Zimbabwe.

CLASS SIZE
As reported by the Massachusetts Department of Elementary & Secondary Education, the average BPS class size in SY2018 was 18.2 students. The state average is 18.0. Average class size is calculated by dividing the total number of students in classes by the total number of classes.

HISTORY: FIRST IN AMERICA
- Boston Latin School: first public school, 1635
- Mather: first public elementary school, 1639
- BPS: first public school system, 1647
- English High: first public high school, 1821
- Horace Mann School for the Deaf & Hard of Hearing: first public day school for the deaf, 1869

STUDENT ACHIEVEMENT & OUTCOMES
Mass. Comprehensive Assessment System (MCAS)
In 2018, students in grade 10 continued to take the MCAS assessment in English Language Arts (ELA), Math, and High School Sci/Tech. Students in grades 5 and 8 also took MCAS Sci/Tech. This table shows the percentage of students who performed at Proficient or higher levels and the % change from the previous year in MCAS:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Test</th>
<th>BPS % Change</th>
<th>State % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Sci/Tech</td>
<td>20%</td>
<td>+1%</td>
</tr>
<tr>
<td>6</td>
<td>Sci/Tech</td>
<td>12%</td>
<td>-3%</td>
</tr>
<tr>
<td>7</td>
<td>ELA</td>
<td>82%</td>
<td>+1%</td>
</tr>
<tr>
<td>8</td>
<td>ELA</td>
<td>66%</td>
<td>-1%</td>
</tr>
<tr>
<td>9</td>
<td>ELA</td>
<td>53%</td>
<td>+4%</td>
</tr>
</tbody>
</table>

Next Generation MCAS Tests
In 2018, BPS students in grades 3-8 took the Next-gen MCAS assessments in ELA and math for the second time. This is a reformatted test from the old MCAS and the scores are not comparable to the prior tests. Next-gen MCAS scores fall into four categories: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations. The new categories emphasize readiness for higher-level work at the next grade level. This table shows the % of students who were Meeting or Exceeding Expectations and the change from the previous year, as compared to the state.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Test</th>
<th>BPS % Change</th>
<th>State % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ELA</td>
<td>33%</td>
<td>+4%</td>
</tr>
<tr>
<td>4</td>
<td>ELA</td>
<td>35%</td>
<td>-6%</td>
</tr>
<tr>
<td>5</td>
<td>Math</td>
<td>31%</td>
<td>+3%</td>
</tr>
<tr>
<td>6</td>
<td>Math</td>
<td>37%</td>
<td>+4%</td>
</tr>
<tr>
<td>7</td>
<td>Math</td>
<td>31%</td>
<td>0%</td>
</tr>
<tr>
<td>8</td>
<td>Math</td>
<td>28%</td>
<td>-2%</td>
</tr>
<tr>
<td>9</td>
<td>Math</td>
<td>33%</td>
<td>-3%</td>
</tr>
</tbody>
</table>

SAT Results
Average scores on the SAT Reasoning test for test-takers in the class of 2018 were:

<table>
<thead>
<tr>
<th>Test</th>
<th>BPS</th>
<th>Mass.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Reading</td>
<td>513</td>
<td>552</td>
</tr>
<tr>
<td>Writing</td>
<td>496</td>
<td>550</td>
</tr>
</tbody>
</table>

2016 & 2017 Graduation Rates:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated in 4 yrs</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>Still in school</td>
<td>15%</td>
<td>14%</td>
</tr>
<tr>
<td>Non-completers</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>GED/High School Equivalent</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Dropped out</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Expelled</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The annual dropout rate for grades 9-12 in 2016-2017 was 4.4%. This represents a 1.1 percentage point decrease from the previous year, and 18 more students.

After High School
In a survey of the Class of 2017 about post-graduation plans, 3,366 students reported the following intentions at the end of the school year:

<table>
<thead>
<tr>
<th>Plan</th>
<th>% of District</th>
<th>% of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Year College</td>
<td>54%</td>
<td>61%</td>
</tr>
<tr>
<td>2-Year College</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Other Post-Secondary</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Work</td>
<td>5%</td>
<td>9%</td>
</tr>
<tr>
<td>Military</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Other or unknown</td>
<td>24%</td>
<td>6%</td>
</tr>
</tbody>
</table>

SCHOOL ASSIGNMENT
In the 2014-15 school year, BPS began assigning students using a “home-based” assignment plan for students in grades K-8. This plan offers families a list of choices that includes all the schools within a mile of their home, plus additional choices to ensure their list includes at least four high-quality schools. It also adds several citywide options and additional schools with programs for which they are eligible (such as AWC). The home-based assignment plan maintains sibling priority in an effort to keep families together. Preliminary results for the first round of Kindergarten assignments as of March 31, 2018:

- 74% of K2 applicants received one of their top three school choices, and 48% received their first choice.
- 81% of K1 applicants received one of their top three choices. Additionally, 59% of K1 applicants received their first choice school.
- 92% of K1 applicants received an assignment to a BPS school for the 2018-2019 school year.

BUDGET, SALARIES & PER PUPIL COSTS
FY2019 Gen. Fund: $1,031,684,000 (+1.8% from FY2018)

<table>
<thead>
<tr>
<th>Category</th>
<th>FY2019</th>
<th>FY2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$679,857,709</td>
<td>$665,875,093</td>
</tr>
<tr>
<td>Benefits</td>
<td>$140,295,211</td>
<td>$140,295,211</td>
</tr>
<tr>
<td>Transportation</td>
<td>$94,824,015</td>
<td>$94,824,015</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>$51,014,636</td>
<td>$51,014,636</td>
</tr>
<tr>
<td>Property Services</td>
<td>$39,386,710</td>
<td>$39,386,710</td>
</tr>
<tr>
<td>Supplies, instr/non-in</td>
<td>$7,612,596</td>
<td>$7,612,596</td>
</tr>
<tr>
<td>Equipment</td>
<td>$4,350,840</td>
<td>$4,350,840</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$2,247,462</td>
<td>$2,247,462</td>
</tr>
<tr>
<td>Reserve</td>
<td>$11,994,817</td>
<td>$11,994,817</td>
</tr>
</tbody>
</table>

Weighted student funding. Beginning in FY2012, BPS allocates funds to schools based on project enrollment and the needs of individual students enrolled. In this system, dollars follow students, no matter what school they attend. Weights are based on target class size and average teacher salary. Students are given higher weights and are allocated additional funds if they meet additional criteria: high risk at grade 9 or 10, poverty, EL, students with disabilities (SWD), or vocational education.

FY2020 External Funds (est.): $131,103,600
Includes formula/entitlement grants (e.g. Title I, II, III, IDEA, Perkins), reimbursement grants (School Lunch, ROTC), and competitive grants (e.g. Extended Learning Time).

FY2019 Average Salaries:
Central administrators..........................$139,792
Elementary school administrators.................$125,488
Middle school administrators....................$119,358
High school administrators.......................$126,103
Professional support............................$97,336
Program support..................................$94,325
Nurses.............................................$93,772
Librarians........................................$92,434
Teachers (general education)....................$90,891
Secretaries/clerical staff........................$83,372
Custodians.......................................$54,404
School police officers..........................$51,666
Substitute teachers, per diem....................$142