OUR MISSION
As the birthplace of public education in this nation, 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 our 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
21 high schools (9-12)
3 exam schools (7-12)
6 special education schools
4 alternative (at-risk) schools and programs

These schools:
• 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
• 6 are Innovation Schools, a model created by Mass. Education reform legislation based on BPS pilot schools

SY2017 enrollment is 55,843 (as of 11/2/16), including:
3,006 students in pre-kindergarten
25,003 students in kindergarten-grade 5
10,668 students in grades 6-8
17,162 students in grades 9-12

Student demographics:
42% Hispanic
35% Black
14% White
9% Asian
1% Other/multiracial
45% First language not English
30% English learners
20% Students with disabilities (students with an IEP)
6% English learners with disabilities
70% Economically disadvantaged
1 Participating in one or more of these state-administered programs: SNAP, TAFDC, DCF foster care, and MassHealth

Students who don’t attend BPS: (data from March, 2016)
Of the 77,841 (est.) school-age children living in Boston, about 20,990 (27%) do not attend Boston public schools. They are:
45% Black
4% Asian
30% White
3% Other
18% Hispanic

Of these students:
9,618 go to public charter schools
4,558 go to parochial schools
4,070 go to private schools
2,539 go to suburban schools through METCO
531 are placed by the BPS Special Education Dept.
in non-BPS schools and programs
74 are home-schooled (as of 10/01/16)

STAFF
The 2016-2017 BPS budget (all funds) includes 10,255 staff positions (FTE), an increase of 130 positions (1.3%) from SY2016. Here is a comparison of budgeted positions:

SY2016 SY2017
4,527 4,517 teachers
1,511 1,536 aides
791 847 administrators, managerial
820 836 support
1,492 1,571 secretaries, custodians
953 1092 monitors, part time

Demographics:
Black White Hispanic
Asian Other Teachers & guidance
counselors 20% 62% 10% 6% 2%

Qualifications of BPS Teachers (SY2015):
94.9% are licensed in their teaching assignment (97.4% statewide)

SUPERINTENDENT
Tommy Chang became the leader of Boston Public Schools (BPS) on July 1, 2015, succeeding retired Interim Superintendent John P. McDonough.
During his tenure in Boston, Superintendent Chang has overseen the creation of a strategic implementation plan (see below) that will serve as a road map to guide the district’s work in closing achievement and opportunity gaps, as well as promoting greater equity, coherence and innovation throughout BPS. This plan evolved from work carried out as part of a 100-Day Plan that Dr. Chang implemented in his first month at BPS superintendent.

Other key initiatives that emerged from the 100-Day Plan include:
• Establishing “Excellence for All,” a pilot program designed to provide students starting in the fourth grade the same rigorous instruction and enriched learning opportunities offered to those enrolled in the district’s “Advanced Work Class” or “AWC,” which is traditionally open to only those students who score high enough in standardized tests.
• Developing a long-term financial plan that identifies bold, multi-year changes needed to reverse the school system’s structural deficit and allow BPS to better reinvest in what works best for kids.
With support from Boston Mayor Martin J. Walsh, Dr. Chang and his BPS finance team also made strategic investments that enabled the continued expansion of the district’s nationally recognized early education programming. This school year, BPS created more than 200 additional pre-K seats at five schools, including forming the first dual language K-1 class to serve East Boston.
In March 2015, the Boston School Committee selected Dr. Chang as the new BPS superintendent from a field of four finalists, awarding him a five-year contract. A former biology teacher at Compton High School in the Los Angeles area and a founding principal of a charter school in Venice, California, Dr. Chang previously served as special assistant to the superintendent and area superintendent of the Los Angeles Unified School District. He immigrated to the U.S. from Taiwan at age six and grew up in Southern California. Dr. Chang holds an Ed.D. in Educational Leadership from Loyola Marymount University, two M.Ed. degrees from UCLA, and a bachelor’s degree from the University of Pennsylvania.

THE SPT’S STRATEGIC PLAN
This year, Dr. Chang and his team put into action the Strategic Implementation Plan for Boston Public Schools. It is grounded in values of equity, coherence, and innovation.

Equity: Eliminating system bias and providing authentic learning opportunities for all students; developing our future leaders into self-determined independent learners, who are able to pursue their aspirations.
Coherence: Focusing BPS’ business model on teaching and learning, and building an efficient way to deliver resources to students, families, teachers, and staff.
Innovation: Building a culture of change; generating new solutions, not just relying on current operational models.

The Implementation Focus Areas include:
1. Implement an inclusive, rigorous, and culturally/linguistically sustaining PK-12 instructional program in all schools.
2. Attract, develop, and retain a highly effective instructional team that is responsive to the diverse racial, cultural, and linguistic needs of Boston youth.
3. Engage students, families, and community organizations as advocates and partners for equity, access, and results for all students.
4. Develop and deliver a coordinated system of high-quality support, customer service, and communications centrally and at schools.
5. Build a sustainable financial system that invests resources equitably and strategically.

BOSTON SCHOOL COMMITTEE
BPS is governed by a 7-member School Committee, appointed by the Mayor from among nominees recommended by a broad-based Nominating Committee. Members serve 4-year terms. Current members and term expiration dates are:
Michael D. O’Neill, Chairperson .......1/2/17
Harold Coleman, Vice-chairperson ..1/1/18
Michael Leontzo ..................................1/1/18
Jeri Robinson .......................................1/7/19
Regina Robinson ................................1/1/19
Miren Uriarte ......................................1/6/20
Alexandra Oliver-Dávila ..................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 BPS’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.

BUILD BPS
Launched in September 2015, BuildBPS is designed to guide capital investment over the next 10 years in an equitable way, based on the district’s educational vision for the schools, as well as several sets of new and existing data.

To bring data and vision together, the master planning process examines the following variables:
• Educational: the district’s plans and priorities for teaching and learning in the years ahead, and the resulting facility and space needs for most effective instruction
• Facilities: the existing condition and uses of BPS buildings, as well as their capacity to house various educational programs
• Demographics: current and projected school-age populations in the City of Boston by neighborhood, program, and other factors
• Finances: analyses of long-term costs for building maintenance and modernization, as well as the development of new schools

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Boston Public Schools does not discriminate on the basis of race, color, age, disability, sex/gender, gender identity, religious beliefs, national origin, ancestry, retaliation, sexual orientation, genetics or military status and does not tolerate any form of intimidation, threat, coercion and/or harassment.
**SPECIAL EDUCATION**

As of October 1, 2016, about 11,443 students aged 3-21 with disabilities (20% of total enrollment) are enrolled in special education programs in BPS, of whom:

- 48% are educated in fully inclusive settings (spend 80% or more of the school day with their general education peers).
- 11.2% are educated in partially inclusive settings (spend 60% or less of the school day outside of the general education classroom).
- 32.4% are educated in substantially separate classrooms (spend 60% or more of the school day outside of the general education classroom).
- 7.8% 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-12 grade:

- 16,694 (30%) are Limited English Proficient (LEP) or English Learners (EL)
- 10,074 (60%) 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, K-2 grade 12, is:
  - 3,460 (21%) in language-specific Sheltered Immersion (SEI) programs
  - 1,290 (8%) in multilingual SEI programs
  - 1,990 (12%) EL students receive ESL in inclusion or substantially separate programs
  - 8,911 (53%) EL students receive ESL in other classroom settings
  - 852 (5%) in dual-language programs where students whose first language is Spanish or English and they learn together in both languages
  - 191 (1%) in high intensity literacy programs

EL students speak more than 71 different languages as their home language. The top nine first languages spoken are Spanish (58%), Haitian creole (7%), Cape Verdean creole (7%), Chinese (5%), Vietnamese (5%), Portuguese (2%), Somali, (2%), Arabic (2%), and French (1%).

BPS students come from 138 different countries, from Afghanistan to Zimbabwe.

**CLASS SIZE**

Class size limits are set in the contract with the Boston Teachers Union. As reported by the Mass. Dept. of Elementary and Secondary Education, the average BPS class size in SY2015 was 17.9 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 school day school for the deaf, 1869

**STUDENT ACHIEVEMENT & OUTCOMES**

Mass. Comprehensive Assessment System (MCAS)

In 2016, 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>ELA</td>
<td>82%</td>
<td>71%</td>
</tr>
<tr>
<td>6</td>
<td>ELA</td>
<td>79%</td>
<td>70%</td>
</tr>
<tr>
<td>7</td>
<td>ELA</td>
<td>76%</td>
<td>69%</td>
</tr>
<tr>
<td>8</td>
<td>ELA</td>
<td>73%</td>
<td>68%</td>
</tr>
<tr>
<td>9</td>
<td>ELA</td>
<td>72%</td>
<td>67%</td>
</tr>
</tbody>
</table>

**SCHOOL ASSIGNMENT**

In the 2014-15 school year, BPS began assigning students using a new “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 AMSC). 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, 2016:

**BUDGET, SALARIES & PER PUPIL COSTS**

FY2017 Gen. Fund: $1,031,684,000 (+1.8% from FY2016)

- Salaries: $ 679,857,709 66%
- Benefits: $ 140,295,211 14%
- Transportation: $ 94,824,015 9%
- Purchased Services: $ 1,174,636 4%
- Property Services: $ 39,386,710 4%
- Supplies, instruction in: $ 7,612,958 1%
- Equipment: $ 4,530,840 1%
- Miscellaneous: $ 2,247,462 1%
- Reserve: $ 11,994,817 1%

FY2018 External Funds (est.): $131,103,600

- Includes formula/entitlement grants (e.g. Title I, II, III, IDEA, Perkins), reimbursement grants (School Lunch, ROIC), and competitive grants (e.g. Extended Learning Time).

FY2017 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: $38,372
- Custodians: $54,404
- School police officers: $51,666
- Substitute teachers, per diem: $142

**SAT Results**

Average scores on the SAT Reasoning test for test-takers in the class of 2016 were:

<table>
<thead>
<tr>
<th>Test</th>
<th>Critical reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPS</td>
<td>423</td>
<td>509</td>
<td>490</td>
</tr>
</tbody>
</table>

Advanced Placement Placement:

In 2015-2016, BPS students took 4,524 AP tests. Most colleges give credits for scores of 3 and above.