

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

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
- 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
- 25,007 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 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: (data from March, 2016) Of the **77,841** (est.) school-age children living in Boston, about **21,390** (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

- 4,522 4,517 teachers
- 1,511 1,536 aides
- 791 847 administrators, managerial
- 820 836 support
- 1,492 1,571 secretaries, custodians
- 955 1092 monitors, part time

Demographics: Black White Hisp. 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 as 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 K1 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 SUPT'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 that serves the development of the whole child.
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.

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-aged populations in the City of Boston by neighborhood, program, and other factors
- **Finances:** analysis of long-term costs for building maintenance and modernization, as well as the development of new schools
- **Community Input:** perspectives from parents, students, staff, and other stakeholders about the present and future of Boston's educational facilities

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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
- Hardin Coleman, Vice-chairperson. 1/1/18
- Michael Loconto 1/1/18
- Jeri Robinson 1/7/19
- Regina Robinson 1/7/19
- 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 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.

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:

- 48.8% 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 K0-grade 12:

- 16,694 (30%) are Limited English Proficient (LEP) or English Learners (EL)
- 10,0749 (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, K2-grade 12, is:
 - 3,460 (21%) in language-specific Sheltered English Immersion (SEI) programs
 - 1,290 (8%) in multilingual SEI programs
 - 1,990 (12%) EL students receive SEI in inclusion or substantially separate programs
 - 8,911 (53%) EL students receive SEI 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 for students with limited or interrupted formal education (SLIFE)

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 & 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.

Grades	Maximum Class Size	
	Gen. ed.	High-needs (level 3 and 4 schools)
K1-Gr.2	22	22
Gr. 3-5	25	25
Gr. 6-8	28	26 (gr. 6)
Gr. 9-12	31	30 (gr. 9)

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 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:

Grade	Test	BPS %	Change	State %	Change
5	Sci/Tech	18%	-1%	47%	-4%
8	Sci/Tech	13%	-1%	41%	-1%
10	ELA	83%	+1%	91%	0%
10	Math	66%	-1%	78%	-1%
10	Sci/Tech	52%	+2%	73%	+1%

Partnership for Assessment of Readiness for College and Careers (PARCC)

Spring 2016 results compared to 2015. In 2016, BPS students in grades 3-8 took the PARCC assessments in ELA and math.

This table shows the % of students who performed at Level 4 (Met Expectations) or Level 5 (Exceeded Expectations) and the % change from the previous year.

Grade	Test	2016	% Change
3	ELA/L	33%	0%
3	Math	40%	+3%
4	ELA/L	37%	-4%
4	Math	38%	+2%
5	ELA/L	43%	+4%
5	Math	40%	+4%
6	ELA/L	40%	+1%
6	Math	33%	+3%
7	ELA/L	47%	+5%
7	Math	35%	+8%
8	ELA/L	42%	+1%
8	Math	30%	+6%
8	ALG 1	70%	+6%

MCAS Competency Determination (CD). As of Spring 2016, 58% of the class of 2018 earned CD by performing at *Proficient* or higher in both ELA and math and at *Needs Improvement* or higher in science—a 1 percentage point decline over the class of 2017 and a 19-point increase over the class of 2010.

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 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, 2016:

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

	BPS	Mass.
Critical reading	433	509
Mathematics	463	522
Writing	430	496

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

	BPS	Mass.
% scores of 1-2	50.6%	33.5%
% scores of 3-5	49.4%	66.5%

2014 & 2015 Graduation Rates:

Outcome	2014	2015
Graduated in 4 years	66.7%	70.7%
Still in school	18.5%	15.4%
Non-grad completers	0.9%	0.9%
GED/High School Equivalent	1.2%	1.0%
Dropped out	12.6%	11.9%
Expelled	0.1%	0.1%

The **annual dropout rate** for grades 9-12 in 2014-2015 was 4.4%. This represents a 0.6 percentage point increase from the previous year, and 111 more students.

After High School. In a survey of the Class of 2015 about post-graduation plans, 3,228 students reported the following intentions at the end of the school year:

Plan	% of District	% of State
4-Year College	54%	60%
2-Year College	12%	22%
Other Post-Secondary	2%	2%
Work	3%	8%
Military	1%	2%
Other or unknown	29%	6%

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	\$ 51,114,636	5%
Property Services	\$ 39,386,710	4%
Supplies, instruc/non-in	\$ 7,612,598	<1%
Equipment	\$ 4,350,840	<1%
Miscellaneous	\$ 2,247,462	<1%
Reserve	\$ 11,994,817	1%

Weighted student funding. Beginning in FY2012, BPS allocates funds to schools based on projected 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.

FY2018 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).

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