Focus on Children

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, welcoming schools. We partner with the community, families, and students to develop in every learner the knowledge, skill, and character to excel in college, career, and life.

SCHOOLS & STUDENTS

There are 125 schools in the BPS:
- 7 schools for early learners
- 41 elementary schools (K-5)
- 32 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 the BPS
- 8 are Innovation Schools, a model created by Mass. education reform legislation based on BPS pilot schools

SY2016 enrollment is 56,650, including:
- 28,370 students in pre-kindergarten-grade 5
- 10,680 students in grades 6-8
- 17,600 students in grades 9-12

Student demographics:
- 41% Hispanic
- 35% Black
- 14% White
- 9% Asian
- 1% Other/multiracial
- 46% First language not English
- 29% English language learner
- 20% Students with disabilities (students with an IEP)
- 49% Economically disadvantaged
- 72% High needs (ELL, SWD, economically disadvantaged)

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

Students who don’t attend the BPS:
Of the 77,900 (est.) school-age children living in Boston, about 20,780 (27%) do not attend Boston public schools. They are:
- 45% Black
- 4% Asian
- 40% White
- 4% Other
- 18% Hispanic

Of these students:
- 8,100 go to public charter schools
- 5,160 go to parochial schools
- 4,120 go to private schools
- 2,800 go to suburban schools through METCO
- 510 are placed by the BPS Special Education Dept. in non-BPS schools and programs
- 90 are home schooled

STAFF

The 2015-2016 BPS budget (all funds) includes 9,125 staff positions (FTE), a decrease of 285 positions (3%) from SY2015. Here is a comparison of budgeted positions:

SY2015 SY2016
4,640 4,573
teachers
1,320 1,315
aids
764 666
administrators
619 602
support
2,059 1,969
custodians, secretaries, part time
0 141
non-salary

Demographics: Black White Hispanic Asian Other Teachers & guidance counselors
- 21% 62% 10% 6% 1%

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

THE BOSTON SCHOOL COMMITTEE

The 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
Harden Coleman, Vice-Chairperson .................................... 1/1/18
Meg Campbell ................................................................. 1/4/16
Michael Locanto ............................................................... 1/1/18
Jen Robinson ................................................................. 1/17/19
Regina Robinson .............................................................. 1/17/19
Miren Uriarte ................................................................. 1/4/16

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.

SUPERINTENDENT

Superintendent Tommy Chang took over as leader of the Boston Public Schools on July 1, 2015, succeeding retired Interim Superintendent John P. McDonough.

The Boston School Committee in March 2015 selected Dr. Chang as the new superintendent from a field of four finalists, awarding him a five-year contract – the longest of any in the country for the head of a large urban district. He will earn a starting salary of $257,000 and will be eligible for annual increases based on his performance review.

Prior to joining BPS, Dr. Chang served as the local instructional superintendent of the Intensive Support & Innovation Center (ISIC) at the Los Angeles Unified School District, where he oversaw 133 schools and approximately 95,000 students.

Dr. Chang, a former biology teacher at Compton High School and a founding principal of a charter school in Venice, California, also previously served as special assistant to the superintendent of LAUSD. A native of Taiwan, he immigrated to the U.S. with his family at age six and grew up in Los Angeles. 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 100-DAY PLAN

Dr. Chang and his team launched the BPS 100-day Plan on September 8, 2015. It was developed by the Supt. Transition Team over three months based on extensive input from school staff, families, community members, and other stakeholders. It is centered around five value statements:

1. All youth can and must achieve at high levels.
2. We must innovate and transform teaching and learning to inspire excellence.
3. Those closest to students must be empowered and held accountable for making the most critical decisions that lead to student achievement.
4. Every child should have access to a high quality school of their choice close to home.
5. We must build a “Culture of WE” that is embraced by students, staff, families, and community.

Under each value statement are projects that district leaders intend to complete by the end of January 2016. Among the eight projects are:

- Create a plan to expand AWC to all students who wish to enroll
- Examine the use of student and adult time in the 16 Expanded Learning Time schools.

The work of the 100-Day Plan will inform a 3-Year Plan that will be unveiled in September 2016.

CONTACTING BPS

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communications@bostonpublicschools.org
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School Committee .................................... 617-635-9014

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THE 100-DAY PLAN

1 Data from March 2015

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### SPECIAL EDUCATION

As of October 21, 2015, about 11,300 students aged 3-21 with disabilities (20% of total enrollment) are enrolled in special education programs in BPS, of whom:

- 45% are educated in fully inclusive settings (spend 80% or more of the school day with their general education peers).
- 14% are educated in partially inclusive settings (spend 60% or less of the school day outside of the general education classroom).
- 33% are educated in substantially separate classrooms (spend 60% or more of the school day outside of the general education classroom).
- 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 LANGUAGE LEARNERS

Among BPS students in K2-grade 12:

- 24,757 (46%) speak a language other than English as their first language.
- 15,503 (29%) are Limited English Proficient (LEP) or English Language Learners (ELL)
- 10,559 (62%) of ELL students were born in the US

All ELL students are entitled to receive ESL instruction and core content instruction from highly qualified teachers. Approximate ELL enrollment by program, K2-grade 12, is:

- 3,483 in language-specific Sheltered English Instruction (SEI) programs
- 1,541 in multilingual SEI programs
- 9,626 in general education SEI programs
- 701 in dual language programs where students whose first language is Spanish and whose first language is English learn together in both languages
- 152 in high intensity literacy programs for students with interrupted formal education (SIFE)

ELL students speak more than 75 different languages as their home language. The top nine first languages spoken are Spanish, Haitian creole, Cape Verdean creole, Chinese, Vietnamese, Arabic, Portuguese, Somali, and French.

BPS students come from 139 different countries, from Afghanistan to Zimbabwe.

### CLASS SIZES

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 SY2014 was 17.3 students. The state average is 18.1. Average class size is calculated by dividing the total number of students in classes by the total number of classes.

### HISTORY: FIRST IN THE U.S.

- 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)

This table shows the % of students who performed at Proficient or Higher levels and the % change from the previous year:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Test</th>
<th>BPS % Change</th>
<th>State % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read</td>
<td>+4%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>+6%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>+2%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>-7%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>-4%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>-1%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>-6%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>-3%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>-1%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Sci/Tech</td>
<td>+2%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>-5%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>-2%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>+3%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Sci/Tech</td>
<td>+1%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>+5%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>+5%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>+3%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>-1%</td>
<td>0%</td>
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<td>ELA</td>
<td>+3%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>+1%</td>
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</tr>
<tr>
<td></td>
<td>ELA</td>
<td>+3%</td>
<td>0%</td>
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<tr>
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<td>Math</td>
<td>-1%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>+3%</td>
<td>1%</td>
</tr>
</tbody>
</table>

- Spring 2014 results compared to 2013. In 2015, BPS students in grades 3-8 took the PARCC assessments in ELA and math. Spring 2015 results compared to 2014.

#### MCAS Competency Determination (CD)

As of Spring 2015, 39% of the class of 2017 earned CD by performing at Proficient or higher in both ELA and math at the end of grade 10. If they met additional criteria: high risk at grade 9, poverty, ELL, or residential settings, including six BPS day schools (Horace Mann School for the Deaf, Carter Development Center, and the four McKinley schools).

#### SAT Results

Average scores on the SAT Reasoning test for test-takers in the class of 2015 were:

- Critical reading: 439 (Mass. 508)
- Mathematics: 472 (Mass. 521)
- Writing: 436 (Mass. 497)

#### Advanced Placement Performance

In 2014-2015, BPS took 5,008 AP tests. Most colleges give credits for scores of 3 and above.

<table>
<thead>
<tr>
<th>Grade</th>
<th>% scores of 3-5</th>
<th>% scores of 4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BPS</td>
<td>Mass.</td>
</tr>
<tr>
<td></td>
<td>48%</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>33%</td>
<td>65%</td>
</tr>
</tbody>
</table>

### BUDGET, SALARIES & PER PUPIL COSTS

#### FY2016 Gen. Fund: $1,013,500,000 (+4% from FY2015)

<table>
<thead>
<tr>
<th>Category</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$648,911,147</td>
</tr>
<tr>
<td>Benefits</td>
<td>$132,676,840</td>
</tr>
<tr>
<td>Transportation</td>
<td>$98,193,967</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>$57,771,630</td>
</tr>
<tr>
<td>Property Services</td>
<td>$38,183,228</td>
</tr>
<tr>
<td>Supplies, instr/non-instr</td>
<td>$8,476,787</td>
</tr>
<tr>
<td>Equipment</td>
<td>$4,742,801</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$2,114,921</td>
</tr>
<tr>
<td>Reserve</td>
<td>$22,428,059</td>
</tr>
</tbody>
</table>

**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, poverty, ELL, students with disabilities (SWD), or vocational education.

#### FY2016 External Funds (est.): $119,626,487

Includes: formula grants (e.g. No Child Left Behind), reimbursement grants (National School Lunch, Impact Aid), and competitive grants (e.g. National Science Foundation). External funds have been decreased by an estimated $5,194,256 from FY2015 and by more than $50 million from FY2013.

#### FY2016 Average Salaries:

<table>
<thead>
<tr>
<th>Category</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central administrators</td>
<td>$138,489</td>
</tr>
<tr>
<td>Elementary school administrators</td>
<td>$122,001</td>
</tr>
<tr>
<td>Middle school administrators</td>
<td>$114,063</td>
</tr>
<tr>
<td>High school administrators</td>
<td>$116,987</td>
</tr>
<tr>
<td>Professional support</td>
<td>$95,828</td>
</tr>
<tr>
<td>Program support</td>
<td>$91,866</td>
</tr>
<tr>
<td>Nurses</td>
<td>$92,971</td>
</tr>
<tr>
<td>Librarians</td>
<td>$93,113</td>
</tr>
<tr>
<td>Teachers</td>
<td>$90,347</td>
</tr>
<tr>
<td>Secretaries/clerical staff</td>
<td>$52,157</td>
</tr>
<tr>
<td>Custodians</td>
<td>$44,776</td>
</tr>
<tr>
<td>School police officers</td>
<td>$50,961</td>
</tr>
<tr>
<td>Substitute teachers, per diem</td>
<td>$142</td>
</tr>
</tbody>
</table>