

### 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 (KO-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 disadvantaged<sup>1</sup>

<sup>1</sup> 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 1/1/2018)

### 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 White Hisp. Asian Other  
Teachers & guidance counselors 22% 60% 11% 6% >1%

**Qualifications of BPS Teachers (SY2018):**

94.9% are licensed (97.2% statewide)

### 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.*

### CONTACTING BPS

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### 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-Dávila ..... 1/6/20

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.

## 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 K0-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.

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 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:

Grade	Test	BPS	% Change	State	% Change
5	Sci/Tech	20%	+1%	47%	+1%
8	Sci/Tech	12%	-3%	35%	-5%
10	ELA	82%	+1%	91%	0%
10	Math	66%	-1%	78%	*1%
10	Sci/Tech	53%	+4%	74%	0%

**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.

Grade	Test	BPS	% Change	State	% Change
3	ELA	33%	+4%	52%	+5%
3	Math	33%	0%	50%	+1%
4	ELA	35%	+6%	53%	+5%
4	Math	31%	+3%	48%	-1%
5	ELA	37%	+4%	54%	+5%
5	Math	31%	0%	46%	0%
6	ELA	31%	0%	51%	0%
6	Math	28%	-2%	47%	-3%
7	ELA	33%	0%	46%	-4%
7	Math	34%	+3%	46%	-1%
8	ELA	35%	+2%	51%	+2%
8	Math	33%	+3%	50%	+2%

## 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:

**MCAS Competency Determination (CD).** As of Spring 2018, 58% of the class of 2020 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 cohort of 2019 and a 18-point increase over the class of 2010.

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

	BPS	Mass.
Total	1,009	1,102
Mathematics	513	552
Evidence-Based Reading and Writing Score	496	550

### 2016 & 2017 Graduation Rates:

Outcome	2016	2017
Graduated in 4 years	72.4%	72.7%
Still in school	15.4%	14.4%
Non-grad completers	0.7%	1.4%
GED/High School Equivalent	1.1%	1.2%
Dropped out	10.3%	10.3%
Expelled	0%	0%

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:

Plan	% of District	% of State
4-Year College	54%	61%
2-Year College	15%	20%
Other Post-Secondary	2%	2%
Work	5%	9%
Military	1%	2%
Other or unknown	24%	6%

## BUDGET, SALARIES & PER PUPIL COSTS

### FY2019 Gen. Fund: \$1,031,684,000 (+1.8% from FY2018)

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.

### 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	\$38,372
Custodians	\$54,404
School police officers	\$51,666
Substitute teachers, per diem	\$142