

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 disadvantaged¹
72% High needs (ELL, SWD, economically disadvantaged)

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

Students who don't attend the BPS²:

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
30% 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

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 135 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.

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
1,329	1,315	aides
764	666	administrators
619	602	support
2,059	1,969	custodians, secretaries, part time
0	141	non-salary

Demographics: Black White Hisp. 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, <i>Chairperson</i>	1/2/17
Hardin Coleman, <i>Vice-chairperson</i>	1/1/18
Meg Campbell.....	1/4/16
Michael Loconto.....	1/1/18
Jeri Robinson.....	1/7/19
Regina Robinson.....	1/7/19
Miren Uriarte.....	1/4/16

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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²Data from March 2015

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.

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 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:

Grade	Test	BPS	% Change	State	% Change
3 [•]	Read	36%	+ 4%	57%	0%
3 [•]	Math	53%	+ 6%	68%	+ 2%
4 [•]	ELA	31%	+ 2%	54%	+ 1%
4 [•]	Math	38%	+ 7%	52%	0%
5 [•]	ELA	41%	- 4%	64%	- 2%
5 [•]	Math	41%	- 1%	61%	0%
5 [•]	Sci/Tech	19%	- 3%	51%	- 2%
6 [•]	ELA	44%	+ 1%	68%	+ 1%
6 [•]	Math	38%	- 5%	60%	- 1%
7 [•]	ELA	52%	0%	72%	0%
7 [•]	Math	34%	- 2%	50%	- 2%
8 [•]	ELA	63%	+ 5%	79%	+ 1%
8 [•]	Math	37%	0%	52%	- 3%
8 [•]	Sci/Tech	14%	- 1%	42%	0%
10 [•]	ELA	82%	+ 6%	91%	+ 1%
10 [•]	Math	67%	+ 3%	79%	0%
10 [•]	Sci/Tech	50%	+ 3%	72%	+ 1%

- 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, 59% of the class of 2017 earned CD by performing at Proficient or higher in both ELA and math and at Needs Improvement or higher in science—a 5 percentage point increase over the class of 2016 and a 20-point increase over the class of 2010.

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

	BPS	Mass.
Critical reading	439	508
Mathematics	472	521
Writing	436	497

Advanced Placement Performance. In 2014–2015, BPS students took 5,008 AP tests. Most colleges give credits for scores of 3 and above.

	BPS	Mass.
% scores of 1–2	48.9%	31.6%
% scores of 3–5	33.7%	66.3%

Classes of 2013 & 2014 Graduation Rates:

Outcome	2014	2013
Graduated in 4 years	66.7%	65.9%
Still in school	18.5%	16.9%
Non-grad completers	0.9%	0.8%
GED	1.2%	1.6%
Dropped out	12.6%	14.7%
Expelled	0.1%	0.1%

The **annual dropout rate** for grades 9–12 in 2013–2014 was 3.8%. This represents a 0.7 percentage point decrease from the previous year, and 127 fewer students. This is lowest annual dropout rate the district has ever seen.

After High School. In a survey of the Class of 2014 about post-graduation plans, 3,231 students reported the following *intentions* at the end of the school year:

Plan	% of District	% of State
4-Year College	50%	59%
2-Year College	16%	22%
Other Post-Secondary	2%	2%
Work	4%	8%
Military	1%	2%
Other or unknown	27%	7%

SCHOOL ASSIGNMENT

Beginning in the 2014–15 school year, a new "home-based" student assignment plan for K–grade 8 replaces the three-zone plan created in 1988. The plan offers families all the choices within a mile of home, plus additional choices to assure their list includes at least four high-quality schools, plus citywide schools and schools with programs for which they are eligible (such as AWC). It maintains sibling priority, a feature of the zone-based plan. Preliminary results for the first round of kindergarten assignments as of March 31, 2014:

- 73% of K2 applicants received one of their top three school choices, and 47% received their first choice. Historically, about 72% of families typically received one of their top three choices under the zone-based plan.
- 64% of K1 applicants received one of their top three choices, up from 58% in 2013–2014.
- The average distance a new K2 student will travel to school has dropped from 1.09 miles to 0.9 miles. For K1, the average distance has dropped from 1.15 miles to 0.95 miles.

BUDGET, SALARIES & PER PUPIL COSTS

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

Salaries	\$ 648,911,147	65%
Benefits	\$ 132,676,840	13%
Transportation	\$ 98,193,987	10%
Purchased Services	\$ 57,771,630	6%
Property Services	\$ 38,183,828	4%
Supplies, instruc/non-in	\$ 8,476,787	<1%
Equipment	\$ 4,742,801	<1%
Miscellaneous	\$ 2,114,921	<1%
Reserve	\$ 22,428,059	2%

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 decreased by an estimated \$15,194,256 from FY2015 and by more than \$50 million from FY2013.

FY2016 Average Salaries:

Central administrators	\$138,489
Elementary school administrators	\$122,001
Middle school administrators.....	\$114,063
High school administrators	\$118,987
Professional support.....	\$95,828
Program support.....	\$91,966
Nurses	\$92,971
Librarians	\$93,113
Teachers (general education)	\$90,347
Secretaries/clerical staff.....	\$52,157
Custodians.....	\$44,776
School police officers.....	\$50,961
Substitute teachers, <i>per diem</i>	\$142