

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
- 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 Massachusetts Education reform legislation based on BPS pilot schools

SY2018 enrollment is 55,594 (as of 10/1/17), including:

- 3,200 students in pre-kindergarten
- 24,813 students in kindergarten-grade 5
- 10,691 students in grades 6-8
- 16,890 students in grades 9-12

Student demographics:

42% Hispanic 34% Black 14% White
9% Asian 1% Other/multiracial

45% First language not English
31% English learners
20% Students with disabilities (students with an IEP)
7% English learners with disabilities
66% 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 April 6, 2017)
Of the **75,460** (est.) school-age children living in Boston, about **22,724** (30%) do not attend Boston public schools. They are:

45% Black 3% Asian
25% White 6% Other
19% Hispanic

Of these students:

- 9,840 go to public charter schools
- 4,589 go to parochial schools
- 4,116 go to private schools
- 3,482 go to suburban schools through METCO
- 527 are placed by the BPS Special Education Dept. in non-BPS schools and programs
- 136 are home schooled (as of 1/1/2017)

STAFF

The 2017-2018 BPS budget (all funds) includes **10,344** staff positions (FTE), an increase of 89 positions (.87%) from SY2017. Here is a comparison of some of the budgeted positions:

SY2017	SY2018
4,517	4,576 teachers
1,536	1,615 aides
847	849 administrators, managerial
836	855 support
777	779 secretaries, custodians
1104	1150 monitors, cafeteria workers

Demographics: Black White Hisp. Asian Other
Teachers & guidance counselors 21% 61% 11% 6% 1%

Qualifications of BPS Teachers (SY2017):

95.1% are licensed in their teaching assignment (97.4% statewide)

SUPERINTENDENT

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

Dr. Chang's first order of business was to lay the foundation for BPS's 100-Day Plan, which called for the creation of a "Culture of We" – a concept that embraces greater collaboration and two-way communication between the district's staff and the students, families and community members BPS serves at 125 schools. Additionally, in 2016, Dr. Chang oversaw the implementation of the district's five-year Strategic Implementation Plan, titled, "Stronger Schools, Stronger Boston: A Plan to Foster Equity, Coherence, and Innovation," which represents a culmination of ideas and thoughtful planning to implement best practices and effective systems to serve our students.

Under Dr. Chang's leadership, the district operates under the three core values of equity, coherence, and innovation, with a focus on fostering safe, welcoming, and sustaining learning environments for all students. He ensures that the district continues to protect the rights of students of all backgrounds, including immigrant and transgender students.

Prior to joining the Boston Public Schools, Dr. Chang served as the local instructional superintendent of the Intensive Support & Innovation Center (ISIC) at the Los Angeles Unified School District (LAUSD), where he oversaw 135 schools and approximately 95,000 students.

A former biology teacher at Compton High School and a founding principal of a charter school in Venice, Calif., Dr. Chang previously served as special assistant to the superintendent of LAUSD.

A native of Taiwan who immigrated with his family to the U.S. at age six, Dr. Chang grew up in Los Angeles and holds an Ed.D. in Educational Leadership from Loyola Marymount University, a M.Ed. from the Principals Leadership Institute at the University of California Los Angeles (UCLA), a M.Ed. from the Teachers Education Program at UCLA, and a bachelor's degree from the University of Pennsylvania.

THE SUPT'S STRATEGIC PLAN

In 2016, 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.

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	1/4/21
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.

THE ESSENTIALS

The BPS Essentials for Instructional Equity, implemented for the 2017-2018 school year, 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.*

BUILD BPS

In March 2017, Mayor Martin J. Walsh released BuildBPS, a ten-year Educational and Facilities Master Plan for the Boston Public Schools. BuildBPS is designed to guide capital investment over the next decade 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 Vision:** 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.

CONTACTING BPS

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SPECIAL EDUCATION

As of October 1, 2017, about **11,315** students aged 3-21 with disabilities (20% of total enrollment) are enrolled in special education programs in BPS, of whom:

- 46.6% are educated in **fully inclusive** settings (spend 80% or more of the school day with their general education peers).
- 13.8% are educated in **partially inclusive** settings (spend 60% or less of the school day outside of the general education classroom).
- 31.3% are educated in **substantially separate** classrooms (spend 60% or more of the school day outside of the general education classroom).
- 8.3% 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:

- 17,295 (31%) are Limited English Proficient (LEP) or English Learners (EL)
- 10,209 (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:
 - 3,351 (19%) in language-specific Sheltered English Immersion (SEI) programs
 - 1,815 (10%) in multilingual SEI programs
 - 2,121 (12%) EL students receive SEI in inclusion or substantially separate programs
 - 8,756 (51%) EL students receive SEI in other classroom settings
 - 981 (6%) in dual-language programs where students whose first language is Spanish or English and they learn together in both languages
 - 271 (2%) in high intensity literacy programs for students with limited or interrupted formal education (SLIFE)

EL students speak more than **74** 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 136 different countries, ranging from Afghanistan to Zimbabwe.

CLASS SIZE

Class size limits are set in the contract with the Boston Teachers Union.

As reported by the Massachusetts Department of Elementary & Secondary Education, the average BPS class size in SY2016 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 2017, 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	19%	+1%	46%	-1%
8	Sci/Tech	15%	+2%	40%	-1%
10	ELA	81%	-2%	91%	0%
10	Math	67%	+1%	79%	+1%
10	Sci/Tech	49%	-3%	74%	+1%

Next Generation MCAS Tests In 2017, BPS students in grades 3-8 took the next-gen MCAS assessments in ELA and math for the first time. This is a reformatted test from the old MCAS and the scores are not comparable to the prior tests. Next generation MCAS scores fall into four categories: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.

Grade	Test	District	State
3	ELA	29%	47%
3	Math	33%	49%
4	ELA	29%	48%
4	Math	28%	49%
5	ELA	33%	49%
5	Math	31%	46%
6	ELA	31%	51%
6	Math	30%	50%
7	ELA	33%	50%
7	Math	31%	47%
8	ELA	33%	49%
8	Math	30%	48%

MCAS Competency Determination (CD). As of Spring 2017, 57% of the class of 2019 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 2018 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 2017 were:

	BPS	Mass.
Total	997	1103
Mathematics	504	550
Evidence-Based Reading and Writing Score	493	553

Advanced Placement Performance. In 2016-2017, BPS students took 5,697 AP tests. Most colleges give credits for scores of 3 and above.

	BPS	Mass.
% scores of 1-2	51.5%	34.3%
% scores of 3-5	48.5%	65.7%

2015 & 2016 Graduation Rates:

Outcome	2016	2015
Graduated in 4 years	72.4%	70.7%
Still in school	15.4%	15.4%
Non-grad completers	0.7%	0.9%
GED/High School Equivalent	1.1%	1.0%
Dropped out	10.3%	11.9%
Expelled	0%	0.1%

The **annual dropout rate** for grades 9-12 in 2015-2016 was 4.5%. This represents a 0.1 percentage point increase from the previous year, and 18 more students.

After High School. In a survey of the Class of 2016 about post-graduation plans, 3,372 students reported the following intentions at the end of the school year:

Plan	% of District	% of State
4-Year College	47%	60%
2-Year College	10%	21%
Other Post-Secondary	2%	2%
Work	3%	8%
Military	0%	2%
Other or unknown	38%	7%

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:

- 78% of K2 applicants received one of their top three school choices, and 56% received their first choice
- 76% of K1 applicants received one of their top three choices. Additionally, 56% of K1 applicants received their first choice school.
- 84% of K1 applicants received an assignment to a BPS school for the 2017-2018 school year.

BUDGET, SALARIES & PER PUPIL COSTS

FY2018 Gen. Fund: \$1,060,932,783 (+3% from FY2017)

Salaries	\$ 691,829,937	65%
Benefits	\$ 144,149,357	14%
Transportation	\$ 105,784,920	10%
Purchased Services	\$ 46,115,238	4%
Property Services	\$ 39,881,609	4%
Supplies, instrud/non-in	\$ 6,452,538	<1%
Equipment	\$ 2,312,178	<1%
Miscellaneous	\$ 2,597,241	<1%
Reserve	\$ 21,809,765	2%

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.

FY2019 External Funds (est.): \$133,497,603

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).

FY2018 Average Salaries:

Central administrators	\$148,323
Elementary school administrators	\$126,464
Middle school administrators	\$121,597
High school administrators	\$127,434
Professional support	\$98,936
Program support	\$94,274
Nurses	\$89,928
Librarians	\$91,833
Teachers (general education)	\$90,467
Secretaries/clerical staff	\$54,194
Custodians	\$55,319
School police officers	\$52,170
Substitute teachers, per diem	\$142