

Boston Public Schools at a Glance

2014-2015

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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 128 schools in the BPS:

- 7 early education schools (K-grade 1 or grade 3)
- 43 elementary schools (K-5)
- 31 elementary & middle schools (K-8)
- 7 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
- 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 the BPS
- 8 are Innovation Schools, a model created by Mass. education reform legislation based on BPS pilot schools

SY2015 enrollment is 57,100 (as of 3/20/15), including:

28,760	students in pre-kindergarten-grade 5
11,030	students in grades 6-8
17,310	students in grades 9-12

Student demographics:

41%	Hispanic	9%	Asian
36%	Black	1%	Other/multiracial
13%	White		
78%	of students are low income.		

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
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

Dr. Carol R. Johnson retired in June 2013 after serving six years as superintendent. John P. McDonough, the district's chief financial officer, was appointed interim superintendent.

In February 2014, Mayor Martin J. Walsh and the Boston School Committee announced the formation of a broad-based Superintendent Search Committee.

In March 2015, the School Committee selected Dr. Tommy Chang as the new superintendent from among four finalists identified by the Search Committee. Dr. Chang is the local instructional superintendent, Intensive Support & Innovation Center (ISIC) at the Los Angeles Unified School District where he oversees 135 schools and approximately 95,000 students. He previously served as special assistant to the superintendent of LAUSD and is a former teacher and principal.

The School Committee approved a 5-year contract with Dr. Chang beginning July 1, 2015. His salary will be \$257,000 annually. He will be eligible for annual increases based on his performance review.

STAFF

The 2014-2015 BPS budget (general fund) includes **8,587** staff positions (FTE), a decrease of 158 positions from SY2014. Here is a comparison of budgeted positions:

SY2015	SY2014	
4,528	4,592	teachers
1,233	1,339	aides
561	554	administrators
559	532	support
1,706	1,727	custodians, secretaries, part time

Demographics:	Black	White	Hisp.	Asian	Other
Teachers	21%	62%	10%	6%	1%
Principals	38%	48%	11%	3%	0%
Central Office	32%	47%	13%	9%	0%

Qualifications of BPS Teachers (SY2014):

- 95.7% are licensed in their teaching assignment (97.6% statewide)
- 76.7% of core academic classes are taught by teachers who are highly qualified (95.9% 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

VISION OF THE BPS GRADUATE

- Loves to learn, views the world as a classroom without walls, and thinks critically about the issues within it.
- Succeeds academically in college-level courses across content areas.
- Masters verbal and written expression in English, with emerging proficiency in a second language.
- Uses mathematical skill, scientific inquiry, and state-of-the-art technology to invent new solutions to persistent and unanticipated problems.
- Exhibits growth, self-discipline and reflection through innovative expression and artistry.
- Acknowledges and respects people with diverse backgrounds, histories, and perspectives.
- Assumes personal responsibility for physical and emotional well-being by making healthy choices.
- Contributes confidently and positively in professional and social settings, both independently and as a member of a team.
- Demonstrates resourcefulness and resilience in the face of setbacks and obstacles, relying on personal assets and support from others to achieve goals.
- Participates actively in a democratic society as a responsible, courageous leader who challenges injustice.

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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, 2014, about **11,000** students aged 3–21 with disabilities (19.5% of total enrollment) are enrolled in special education programs in BPS, of whom:

- 42% are educated in **fully inclusive** settings (80% or more of the school day with their general education peers).
- 15% are educated in **partially inclusive** settings (60% or less of the school day outside of the general education classroom).
- 36% are educated in **substantially separate** classrooms (60% or more of the school day outside of the general education classroom).
- 7% 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:

- 26,266 (46%) speak a language other than English as their first language.
- 16,607 (29%) are Limited English Proficient (LEP) or English Language Learners (ELL)
- 10,559 (64%) 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, grades K2–12, is:

- 3,785 in language-specific Sheltered English Instruction (SEI) programs
- 1,144 in multilingual SEI programs
- 9,685 in general education SEI programs
- 607 in dual language programs where students whose first language is Spanish and whose first language is English learn together in both languages
- 248 in high intensity literacy programs for students with interrupted formal education (SIFE)

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

BPS students come from 275 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). On the **2014** statewide tests, the % of students who performed at *Proficient* or higher levels and % change from 2013 were:

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	22%	+ 2%	53%	+ 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	15%	+ 1%	42%	+ 3%
10	ELA	76%	- 3%	90%	- 1%
10	Math	64%	0%	79%	- 1%
10	Sci/Tech	47%	- 2%	71%	0%

MCAS Competency Determination (CD). As of Spring 2014, 54% of the class of 2016 earned CD by performing at Proficient or higher in both ELA and Math and at Needs Improvement or higher in Science—a 1% drop over the class of 2015 and a 15% increase over the class of 2010.

SAT Results. Average scores on the SAT Reasoning test for test-takers in the class of 2014 were:

	BPS	Mass.
Critical reading	431	507
Mathematics	464	523
Writing	430	498

Advanced Placement Performance. In 2013–2014, BPS students took 4,717 AP tests. Most colleges give credits for scores of 3 and above.

	BPS	Mass.
% scores of 1–2	48.6%	31.6%
% scores of 3–5	51.4%	68.4%

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

FY2015 Gen. Fund: \$974,928,600 (+4% from FY2014)

Salaries	\$ 635,021,049	65%
Benefits	\$ 125,082,035	13%
Transportation	\$ 95,134,240	10%
Purchased Services	\$ 61,124,734	6%
Property Services	\$ 39,552,533	4%
Supplies	\$ 5,455,388	<1%
Equipment	\$ 4,023,254	<1%
Miscellaneous	\$ 2,215,079	<1%
Reserve	\$ 7,318,388	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, poverty, ELL, special education (sped), or vocational education.

FY2015 External Funds (est.): \$114,507,098

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 \$20,659,000 from FY2014 and by more than \$40 million from FY2013.

FY2015 Average Salaries:

Central administrators	\$143,921
Elementary school administrators	\$117,859
Middle school administrators	\$119,153
High school administrators	\$115,536
Professional support	\$93,675
Program support	\$91,756
Nurses	\$90,666
Librarians	\$89,443
Teachers (general education)	\$88,682
Secretaries/clerical staff	\$48,597
Custodians	\$49,422
School police officers	\$47,377
Substitute teachers, <i>per diem</i>	\$137–\$277