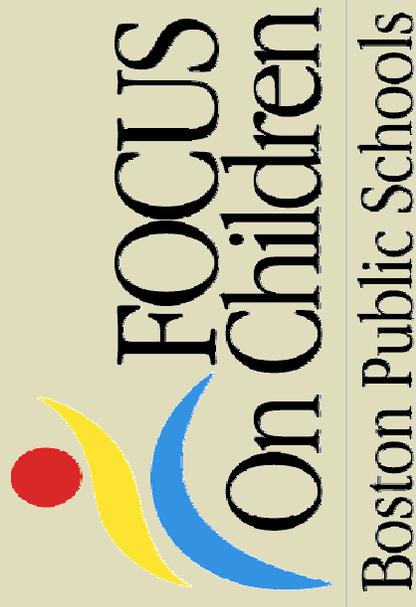


The Acceleration Agenda: 2008-2012

**Presentation to the Boston School Committee
September 24, 2008**



Boston Public Schools



Goals of the Acceleration Agenda

1. **Accelerate academic achievement and graduation for all; close achievement and access gaps.**
 - See following slides
2. **Provide effective and efficient operational and fiscal services.**
 - Completion of implementation plan for Phase II / multi-year operational and fiscal strategies
3. **Strengthen community confidence and engagement to increase the active participation of adults in children's education and development.**
 - Collection of consistent baseline data from survey of students and families
4. **Develop partnerships with others to support students' academic, non-academic, and post-secondary success.**
 - Establishment of a fully operational Institutional Advancement Office to solicit external resources to support students' needs





Pathways to Academic Excellence

- 8. College-ready & Success-bound**
- 7. English Language Learners will acquire academic language mastery & fluency.**
- 6. SAT I 1650 and Excellence for all**
- 5. “On-track” to Graduate by the End of Grade 10**
- 4. Algebra 1 in Grade 8**
- 3. Skillful, Analytical Writing in Grade 7**
- 2. Reading to Learn in Grade 3**
- 1. Reading by the End of Grade 1**





Goal: Reading by the End of Grade 1

Statement of Problem	<ul style="list-style-type: none">• No common screening for entering Kindergarten students.• No district-wide assessment for 1st grade.				
Performance History	<ul style="list-style-type: none">• 53% of 4- and 5-year-olds score at or above grade level, according to a sample of full-time kindergarteners.<ul style="list-style-type: none">o 64% of them came from English-speaking homes.o 32% of them came from non-English-speaking homes.• 63% of 1st graders scored at or above the benchmark, according to an oral reading fluency assessment.				
Performance Targets	<table border="1"><tr><td data-bbox="1105 1262 1437 1623">SY 2008-09 Identify district wide 1st grade assessment and collect baseline data in the Spring.</td><td data-bbox="1105 900 1437 1262">SY 2009-10 65% of 1st graders will read at or above grade level.</td><td data-bbox="1105 539 1437 900">SY 2010-11 75% of 1st graders will read at or above grade level.</td><td data-bbox="1105 182 1437 539">SY 2011-12 80% of 1st graders will read at or above grade level.</td></tr></table>	SY 2008-09 Identify district wide 1 st grade assessment and collect baseline data in the Spring.	SY 2009-10 65% of 1 st graders will read at or above grade level.	SY 2010-11 75% of 1 st graders will read at or above grade level.	SY 2011-12 80% of 1 st graders will read at or above grade level.
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Goal: Reading to Learn in Grade 3

<p>Statement of Problem</p>	<ul style="list-style-type: none"> • 3rd graders are still learning to read. • A significant performance gap between the highest- and lowest-achieving subgroups exists by the end of 3rd grade. 																			
<p>Performance History</p>	<ul style="list-style-type: none"> • 74 % of 3rd graders passed the ELA and math sections of the MCAS. • Results for proficient/advanced were lower. <table border="1" data-bbox="568 220 982 1039"> <thead> <tr> <th>Student Group</th> <th>% at or above proficient</th> </tr> </thead> <tbody> <tr> <td>All 3rd graders</td> <td>29%</td> </tr> <tr> <td>Asian</td> <td>50%</td> </tr> <tr> <td>White</td> <td>48%</td> </tr> <tr> <td>African-American</td> <td>24%</td> </tr> <tr> <td>Hispanic</td> <td>23%</td> </tr> <tr> <td>ELLs</td> <td>21%</td> </tr> <tr> <td>Special Education</td> <td>10%</td> </tr> </tbody> </table>				Student Group	% at or above proficient	All 3 rd graders	29%	Asian	50%	White	48%	African-American	24%	Hispanic	23%	ELLs	21%	Special Education	10%
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<p>Performance Targets</p>	<p>SY 2008-09</p> <ul style="list-style-type: none"> • 83% of 3rd graders will pass ELA MCAS. • 46% will score proficient or above. • Gap between highest and lowest subgroups will be less than 22 points. 	<p>SY 2009-10</p> <ul style="list-style-type: none"> • 88% of 3rd graders will pass ELA MCAS. • 59% will score proficient or above. • Gap between highest and lowest subgroups will be less than 16 points. 	<p>SY 2010-11</p> <ul style="list-style-type: none"> • 94% of 3rd graders will pass ELA MCAS. • 72% will score proficient or above. • Gap between highest and lowest subgroups will be less than 10 points. 	<p>SY 2011-12</p> <ul style="list-style-type: none"> • 100% of 3rd graders will pass ELA MCAS. • 85% will score proficient or above. • Gap between highest and lowest subgroups will be less than 5 points. 																



Goal: Skillful, Analytical Writing in Grade 7

Statement of Problem	<ul style="list-style-type: none"> • There is currently no district-wide writing assessment. 			
Performance History	<ul style="list-style-type: none"> • Between 6% and 15% of 7th graders did not attempt open-response questions on the 2007 MCAS. 			
Performance Targets	SY 2008-09 <ul style="list-style-type: none"> • 87% of 7th graders will attempt all open-response questions on MCAS. • Develop and implement common writing assignment in a content area, and collect results for grades 4 through 7 in the Spring as a baseline measure. 	SY 2009-10 <ul style="list-style-type: none"> • 90% of 7th graders will attempt all open-response questions on MCAS. • Develop and implement writing assignment in 2 content areas. 	SY 2010-11 <ul style="list-style-type: none"> • 94% of 7th graders will attempt all open-response questions on MCAS. • Develop and implement writing assignment in 3 content areas. 	SY 2011-12 <ul style="list-style-type: none"> • 100% of 7th graders will attempt all open-response questions on MCAS. • Develop and implement writing assignment in at least 3 content areas.



Goal: Algebra I in Grade 8

Statement of Problem	<ul style="list-style-type: none"> A majority of students who complete 8th grade Math do not perform well enough to place out of Algebra I in 9th grade. 			
Performance History	<ul style="list-style-type: none"> District-wide, 19% of 8th graders took high school Algebra I in SY 2007-08. <ul style="list-style-type: none"> o 87% of 8th graders took Algebra I in exam schools. o 1% of 8th graders took Algebra I in non-exam schools. <ul style="list-style-type: none"> ▪ Of the non-exam school students who took Math 8 in SY 2007-08, 11.5% received a B or better on the final exam, a requirement for placing out of Algebra I in 9th grade. 			
Performance Targets	SY 2008-09 <ul style="list-style-type: none"> • 28% of Math 8 students will receive a B or better on the final exam. • Align Math curriculum and train teachers to teach Algebra I in 8th grade. • Develop criteria for selecting students and identify supports for them (e.g. step-up summer program). 	SY 2009-10 <ul style="list-style-type: none"> • 45% of Math 8 students will receive a B or better on the final exam. • 10% of non-exam school students will take Algebra I in 8th grade. 	SY 2010-11 <ul style="list-style-type: none"> • 62% of Math 8 students will receive a B or better on the final exam. • 20% of non-exam school students will take Algebra I in 8th grade. 	SY 2011-12 <ul style="list-style-type: none"> • 80% of Math 8 students will receive a B or better on the final exam. • 30% of non-exam school students will take Algebra I in 8th grade.



Goal: On Track to Graduate by the End of Grade 10

Statement of Problem	<ul style="list-style-type: none"> • About one-third of 10th graders do not pass MCAS ELA and Math in their first attempt. • They must retake one or both subjects in order to meet the competency determination requirement for graduation. 			
Performance History	<ul style="list-style-type: none"> • Class of 2008: 67% passed ELA and Math on their first attempt in 10th grade. • Class of 2009: 71% passed ELA and Math on their first attempt in 10th grade. 			
Performance Targets	SY 2008-09 (class of 2011*) <ul style="list-style-type: none"> • 75% of 10th graders will meet the competency determination requirement. • Develop professional development program to strengthen teaching of science curriculum and provide support to struggling students. 	SY 2009-10 (class of 2012) 80% of 10 th graders will meet the competency determination requirement.	SY 2010-11 (class of 2013) 85% of 10 th graders will meet the competency determination requirement.	SY 2011-12 (class of 2014) 90% of 10 th graders will meet the competency determination requirement.

* Beginning with the class of 2010, students must pass MCAS Science in addition to ELA and Math in order to meet the competency determination requirement.



Goal: SAT I 1650 and Excellence for All

<p>Statement of Problem</p>	<ul style="list-style-type: none"> • BPS seniors score well below the national average on the SAT. • A very small percentage ever take an Advanced Placement course during their high school career. 															
<p>Performance History</p>	<table border="1" data-bbox="600 808 893 1575"> <thead> <tr> <th>Subject</th> <th>BPS average</th> <th>Nat'l average</th> </tr> </thead> <tbody> <tr> <td>Critical reading</td> <td>432</td> <td>502</td> </tr> <tr> <td>Math</td> <td>449</td> <td>515</td> </tr> <tr> <td>Writing</td> <td>430</td> <td>494</td> </tr> <tr> <td>Total</td> <td>1311</td> <td>1511</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Advanced Placement: 10% of high school students were enrolled in at least one AP course (1,943 out of 18,753) last year. 	Subject	BPS average	Nat'l average	Critical reading	432	502	Math	449	515	Writing	430	494	Total	1311	1511
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<p>Performance Targets</p>	<p>SY 2008-09</p> <ul style="list-style-type: none"> • Combined average SAT score of 1395. • Develop strategy to recruit and train teachers for AP courses. 	<p>SY 2009-10</p> <ul style="list-style-type: none"> • Combined average SAT score of 1480. • 30% of students will have taken at least one AP or honors course during their high school career. 	<p>SY 2010-11</p> <ul style="list-style-type: none"> • Combined average SAT score of 1565. • 60% of students will have taken at least one AP or honors course during their high school career. 	<p>SY 2011-12</p> <ul style="list-style-type: none"> • Combined average SAT score of 1650. • 100% of students will have taken at least one AP or honors course during their high school career. 												



Goal: ELLs Will Acquire Academic Language Mastery & Fluency

Statement of Problem	<ul style="list-style-type: none"> • More than a third of ELL students are not meeting state progress targets toward English language proficiency. 											
Performance History	<ul style="list-style-type: none"> • State target for progress toward English language proficiency: 60% of students making progress* • BPS met the target as a district. • Middle/K-8 schools did not: 54% of students made progress. • High schools: 53% of students made progress. 											
Performance Targets	<p>* Progress is defined as moving 2+ steps in the same grade, or 1+ steps between grades</p> <table border="1" data-bbox="906 541 1448 1623"> <thead> <tr> <th data-bbox="906 1262 954 1623">SY 2008-09</th> <th data-bbox="906 898 954 1262">SY 2009-10</th> <th data-bbox="906 541 954 898">SY 2010-11</th> <th data-bbox="906 182 954 541">SY 2011-12</th> </tr> </thead> <tbody> <tr> <td data-bbox="954 1262 1448 1623">75% of ELLs will move 2 or more steps on the MEPA within the same grade span, or one or more steps between grade spans, across all levels (elementary, middle, and high).</td> <td data-bbox="954 898 1448 1262">80% of ELLs will move 2 or more steps on the MEPA within the same grade span, or one or more steps between grade spans, across all levels (elementary, middle, and high).</td> <td data-bbox="954 541 1448 898">85% of ELLs will move 2 or more steps on the MEPA within the same grade span, or one or more steps between grade spans, across all levels (elementary, middle, and high).</td> <td data-bbox="954 182 1448 541">90% of ELLs will move 2 or more steps on the MEPA within the same grade span, or one or more steps between grade spans, across all levels (elementary, middle, and high).</td> </tr> </tbody> </table>				SY 2008-09	SY 2009-10	SY 2010-11	SY 2011-12	75% of ELLs will move 2 or more steps on the MEPA within the same grade span, or one or more steps between grade spans, across all levels (elementary, middle, and high).	80% of ELLs will move 2 or more steps on the MEPA within the same grade span, or one or more steps between grade spans, across all levels (elementary, middle, and high).	85% of ELLs will move 2 or more steps on the MEPA within the same grade span, or one or more steps between grade spans, across all levels (elementary, middle, and high).	90% of ELLs will move 2 or more steps on the MEPA within the same grade span, or one or more steps between grade spans, across all levels (elementary, middle, and high).
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Goal: College-Ready and Success-Bound

Statement of Problem	<ul style="list-style-type: none"> The high school dropout rate remains high, while the graduation rate is low, especially for ELL students. 			
Performance History	<ul style="list-style-type: none"> Annual dropout rate (2007): 7.9% 4-year graduation rate for all students (2007): 57.9% 4-year graduation rate for ELL students: 38.8% 4-year graduation rate for Special Education students: 35.8% 			
	SY 2008-09 <ul style="list-style-type: none"> 7% or lower annual dropout rate. 60% 4-year graduation rate. 40% 4-year graduation rate for ELLs. 40% 4-year graduation rate for SpED students. 	SY 2009-10 <ul style="list-style-type: none"> 5% or lower annual dropout rate. 66% 4-year graduation rate. 50% 4-year graduation rate for ELLs. 50% 4-year graduation rate for SpED students. 	SY 2010-11 <ul style="list-style-type: none"> 4% or lower annual dropout rate. 73% 4-year graduation rate. 60% 4-year graduation rate for ELLs. 60% 4-year graduation rate for SpED students. 	SY 2011-12 <ul style="list-style-type: none"> 3% or lower annual dropout rate. 80% 4-year graduation rate. 70% 4-year graduation rate for ELLs. 70% 4-year graduation rate for SpED students.