

## Boston Public Schools Acceleration Agenda: Annual Academic Targets, 2009-2014

	<b>CURRENT</b>	2009-10 target	2010-11 target	2011-12 target	2012-13 target	2013-14 target
<b>Reading by Grade 1</b>						
% of 1 <sup>st</sup> graders meeting DIBELS benchmark	57%	65%	75%	80%	80%	80%
<b>Reading to learn by Grade 3</b>						
% passing Grade 3 ELA MCAS	77%	88%	94%	100%	100%	100%
% proficient Grade 3 ELA MCAS	31%	59%	72%	85%	85%	85%
Gap between highest and lowest racial subgroups	<b>30 points</b>	Fewer than 25	Fewer than 20	Fewer than 15	Fewer than 10	<b>Fewer than 5</b>
<b>Skillful, analytical writing in Grades 4-12</b>						
Implement common writing assignment	<b>3 content areas</b> (ELA, Science, History)	3 content areas	4 content areas (add Math)	5 content areas (add World Languages)	6 content areas (add Arts)	<b>All 6 content areas</b>
% students scoring Level 3 or 4 on writing assignment	<b>N/A</b>	Establish baseline	5 points higher than 2009-2010	10 points higher than 2009-2010	15 points higher than 2009-2010	<b>20 points higher than 2009-2010</b>
<b>Algebra I in Grade 8</b>						
% Math 8 students receive B or better on final exam	<b>10%</b>	45%	62%	80%	80%	<b>80%</b>
% non-exam school students enrolled in Algebra I	<b>4%</b>	10%	20%	30%	35%	<b>40%</b>
<b>English Language Learners acquire academic language mastery and fluency</b>						
% of ELLs who move two or more MEPA steps within the same grade span, or one or more steps between grade spans, across all levels (elementary, middle, high)	<b>64%</b>	80%	85%	90%	90%	<b>90%</b>

	<b>CURRENT</b>	2009-10 target	2010-11 target	2011-12 target	2012-13 target	2013-14 target
<b>Academic growth for students with disabilities</b>						
% special education students in the “high” or “very high” growth categories for MCAS Math	<b>30%</b>	32%	34%	36%	38%	<b>40%</b>
% special education students in the “high” or “very high” growth categories for MCAS English	<b>29%</b>	32%	34%	36%	38%	<b>40%</b>
<b>On-track to graduate by the end of Grade 10</b>						
% 10 <sup>th</sup> Graders passing ELA and Math MCAS	<b>75%</b>	80%	85%	90%	90%	<b>90%</b>
% 10 <sup>th</sup> Graders passing ELA, Math and Science MCAS	<b>65%</b>	66%	70%	75%	75%	<b>75%</b>
% students not at proficient level who fulfill EPP	<b>TBD</b>	100%	100%	100%	100%	<b>100%</b>
<b>High school graduation *</b>						
4-year graduation rate, all students	<b>59.9%</b>	66%	73%	80%	80%	<b>80%</b>
4-year graduation rate, ELL students	<b>45%</b>	50%	60%	70%	70%	<b>70%</b>
4-year graduation rate, special education students	<b>36.9%</b>	50%	60%	70%	70%	<b>70%</b>
5-year graduation rate, all students**	<b>65.4%</b>	71%	78%	85%	85%	<b>85%</b>
5-year graduation rate, ELL students**	<b>48%</b>	55%	65%	75%	75%	<b>75%</b>
5-year graduation rate, special education students**	<b>45%</b>	55%	65%	75%	75%	<b>75%</b>
Annual dropout rate	<b>7.2%</b>	5% or lower	4% or lower	3% or lower	3% or lower	<b>3% or lower</b>
<b>College-ready and success-bound</b>						
Combined SAT I scores	<b>1321</b>	1480	1565	1650	1650	<b>1650</b>
% students enrolled in at least one AP, IB, Honors, dual enrollment course during high school	<b>71%***</b>	76%	88%	100%	100%	<b>100%</b>

\* Graduation and dropout rates are reported with a one-year lag.

\*\* Based on previous year’s cohort.

\*\*\* Dual enrollment is not yet reported centrally and therefore not included in this count.