

## Boston Public Schools

# ACCELERATION AGENDA, 2009-2014

### O V E R V I E W

#### Mission *(proposed)*

“

**Boston Public Schools**, the birthplace of public education, is committed to transforming the lives of children through exemplary teaching in a world-class system of innovative, welcoming schools, where we partner with families and the community to develop in every student the knowledge, skill, and confidence to excel in college, career, and life.

”

#### Goals

- ❖ Ensure all students achieve **MCAS proficiency**
- ❖ Close **access and achievement gaps**
- ❖ Graduate all students from high school prepared for **college and career success**

#### Academic Targets

- ❖ Reading by the end of Grade 1
- ❖ Reading to learn in Grade 3
- ❖ Skillful, analytical writing in Grades 4-12
- ❖ Algebra 1 in Grade 8
- ❖ English Language Learners acquire academic language mastery and fluency
- ❖ Academic growth for students with disabilities
- ❖ “On-track” to graduate by the end of Grade 10
- ❖ High school graduation
- ❖ College-ready and success-bound

#### Key Strategies

- ❖ Strengthen **teaching** and school **leadership**
- ❖ Replicate **success** and **turn around** low-performing schools
- ❖ Deepen partnerships with **parents, students, and the community**
- ❖ Redesign district services for **effectiveness, efficiency, and equity**



# Academic Targets

The Acceleration Agenda includes a set of specific annual targets to measure academic progress across key areas. The following table outlines the five-year targets to be achieved by 2014. For additional detail, including annual targets for each school year, visit [www.bostonpublicschools.org/agenda](http://www.bostonpublicschools.org/agenda).

ACADEMIC GOAL	TARGET BY 2014
Reading by the end of Grade 1	<ul style="list-style-type: none"> <li>80% of 1<sup>st</sup> Graders reading at or above grade level on DIBELS assessment</li> </ul>
Reading to learn in Grade 3	<ul style="list-style-type: none"> <li>100% of 3<sup>rd</sup> Graders pass MCAS English</li> <li>85% score proficient or advanced</li> <li>Racial achievement gap fewer than 5 percentage points</li> </ul>
Skillful, analytic writing in Grades 4-12	<ul style="list-style-type: none"> <li>20 point increase (compared to 2009-10 baseline) in the percentage of students scoring Level 3 or 4 across all content areas</li> </ul>
Algebra I in Grade 8	<ul style="list-style-type: none"> <li>80% of Math 8 students receive a “B” or better on the final exam</li> <li>40% of non-exam school students take Algebra I in Grade 8</li> </ul>
English Language Learners acquire academic language mastery and fluency	<ul style="list-style-type: none"> <li>90% of ELLs improve two or more steps on the MEPA within the same grade span, or one or more steps between grade spans</li> </ul>
Academic growth for students with disabilities	<ul style="list-style-type: none"> <li>40% of special education students demonstrate “high” or “very high” growth on MCAS English and Math</li> </ul>
“On-track” to graduate by the end of Grade 10	<ul style="list-style-type: none"> <li>90% of 10<sup>th</sup> graders pass Math and ELA MCAS exams required for graduation</li> <li>75% of 10<sup>th</sup> graders also will pass Science MCAS exams required for graduation</li> <li>100% of students not proficient in ELA or Math fulfill an Educational Proficiency Plan (EPP)</li> </ul>
High school graduation	<ul style="list-style-type: none"> <li>Annual dropout rate 3% or lower</li> <li>80% four-year graduation rate</li> <li>70% four-year graduation rate for ELLs and special education students</li> <li>85% five-year graduation rate</li> <li>75% five-year graduation rate for ELLs and special education students</li> </ul>
College-ready and success-bound	<ul style="list-style-type: none"> <li>Average combined SAT score of 1650 or better</li> <li>100% of students take at least one college-level course (Advanced Placement, Honors, International Baccalaureate, dual enrollment) during high school</li> </ul>