



Update: Boston School Committee Goals

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Statewide Assessment and Accountability

2021: Due to the Covid-19 pandemic, the Spring 2021 MCAS was substantially modified from previous test administrations. In grades 3-8, testing time was significantly reduced and students were permitted to take MCAS remotely. Participation on the ACCESS assessment was very low, and participation on the MCAS was uneven across schools. The model for calculating student growth was also modified. The intention of the 2021 MCAS administration was to provide diagnostic data to schools and districts. Accountability determinations were not made in the fall of 202.

2022: For the Fall of 2022, DESE has [proposed](#) an “Accountability Lite” model and proposes to produce some, but not all, of the information associated with annual accountability determinations. According to the proposal they would not publish indicator targets, points for progress towards targets, progress ratings, or determinations of each district’s and school’s need for assistance or intervention.

Goal Alignment: School Committee & Strategic Plan

KEY

Strategic
Plan
Goals:



SC Goal 1:

Students will acquire strong foundational reading skills to ensure they arrive in grade 3 ready to thrive in school.

SC Goal 3:

Students with disabilities will thrive and grow in appropriate settings which include but are not limited to inclusive settings.

SC Goal 5:

Students will graduate from high school with the agency to direct their futures.

SC Goal 2:

English learners will demonstrate growth in English language proficiency.

SC Goal 4:

Students will be able to critically reason, discern, and demonstrate academic mastery of math, science, and literacy.

Values:

Equity & Eliminating Opportunity Gaps
Student Voice & Family Engagement
Community Partnerships
Diverse & Effective Staffing
Social, Emotional, & Physical Supports

Values:

Non-negotiable community values that must be honored while we pursue the goals.



Equity & Eliminating Opportunity Gaps:



BPS will implement, with fidelity, opportunity and achievement gap-closing practices that are research-based and data-driven at the district, school, and classroom levels. Black, Latinx, and Asian students must have access to standards-aligned instruction by teachers who are trained in culturally and linguistically sustaining practices (CLSP). Students with special learning needs have a right to be educated in appropriate settings which include but are not limited to inclusive settings. English learners deserve language accessible high-quality curriculum and instruction across content areas that will allow them to reach their full potential and cultivate their native language. Native language access is critical for EL student success and demonstrates respect for the cultures and languages of our students and their families. The district's professional learning will explicitly address these areas to ensure that educators are appropriately meeting the needs of our historically underserved student groups.

Student Voice & Family Engagement:



BPS will leverage the cultural and linguistic wealth of students and families and honor their voices by engaging them in district and school level decision-making at the initiation of developing ideas whenever possible as our primary customers, and creating partnerships that recognize their value, assets, and needs.

Community Partnerships:



BPS will work with community partners to prepare students for unlimited global and local opportunities. BPS will continue to engage key partners in decision-making in order to guide and develop coherent year-round wraparound services, learning experiences, and programming that meets the needs for all students.

Diverse & Effective Staffing:



BPS will recruit and retain a highly effective, racially and linguistically diverse, culturally proficient workforce that can provide rigorous culturally and linguistically affirming inclusive curriculum and experiences that celebrate the assets of our students and provide a joyous and positive school experience.

Social, Emotional, & Physical Supports:



BPS will deliver a universal Multi-Tiered System of Support that addresses the social, emotional, and physical well-being of all our students.

About the Measure: Goal 5

Boston graduates who are ready for college, career, and life have the power to find goals worth seeking, to figure out how to reach them, and to adapt as the world changes around them. These graduates have the power to navigate new situations and the skills that will enable them to move through any barriers they find along the way.

The measure for College, Career, and Life Readiness includes BPS graduates who attain at least 2 of the three following criteria and complete Anywhere, Anytime Learning opportunities:

- Attendance of 94% or better
- Grade Point Average of 2.7 or better
- Completed [MassCore](#) course of study as well as enrolled in [Advanced Coursework](#)

(Anywhere, Anytime Learning gauged by internships and other extracurricular activities) [More information](#)

Measure	2020 Cohort	2021 Cohort
Number of 4-Year Graduates	2,958	3,049
94%+ Attendance	54.0%	51.4%
2.7+ GPA	57.0%	53.1%
Rigorous Coursework	27.4%	38.6%
Completed MassCore	28.5%	40.6%
Enrolled in Advanced Coursework	83.4%	87.8%
Anywhere, Anytime Learning	83.7%	83.6%
2 of 3 high school achievement indicators (attendance, GPA, rigorous coursework) and "Anywhere, Anytime Learning"	43.4%	44.9%

About the Work: **Goal 5**

1	2	3	4
Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP)	International Baccalaureate (IB)	Early College & Dual Enrollment	Career & Technical Programs and Opportunities
MassCore: Universal Graduation Requirements (Foundational)			
Inclusionary Practices and Native Language Literacy (Foundational)			

[In January of 2022 the academics team presented on High School redesign](#) which included information on how we are preparing students for College, Career and Life Readiness.

Goal 5: Students will graduate from high school with the agency to direct their futures.

Measured by the percentage of graduates meeting the city-wide definition of College, Career and Life Readiness.

Group	Baseline SY19-20	Actual SY20-21	1 Year Change	1 Year Goal SY20-21	5 Year Goal SY24-25
All Students	43.4%	44.9%	1.5%	45%	53%
Asian	72.6%	69.5%	-3.1%	75%	83%
Black	35.6%	40.4%	4.8%	38%	46%
Latinx	34.5%	33.9%	-0.6%	37%	45%
White	62.9%	63.7%	0.8%	65%	73%
EL	35.7%	29.0%	-6.7%	38%	46%
SWD	23.1%	26.8%	3.7%	25%	33%
EL SWD	23.5%	19.7%	-3.8%	26%	34%
Economically Disadvantaged	36.7%	38.4%	1.7%	39%	47%

Summary of Remaining Goals

School Committee Goal	Measure definition	When data is available
Goal 1: Students will acquire strong foundational reading skills to ensure they arrive in grade 3 ready to thrive in school.	Percentage of K2 students who meet or exceed grade level expectations on the MAP Reading Fluency assessment at the end of the year.	End of June / July
Goal 2: English learners will demonstrate growth in English language proficiency.	Percentage of students who are English Learners who demonstrate a Student Growth Percentile on the ACCESS assessment of 50 or higher.	September / October
Goal 3: Students with disabilities will thrive and grow in appropriate settings which include but are not limited to inclusive settings.	Percentage of students with disabilities with a Student Growth Percentile (SGP) on the MCAS ELA and Math assessment of 50 or higher.	September / October
Goal 4: Students will be able to critically reason, discern, and demonstrate academic mastery of math, science, and literacy.	Average MCAS scaled score for 3rd-8th grade students in English Language Arts, Mathematics, and Science.	September / October

Appendix

About the Measure: Goal 1

MAP Reading Fluency is an adaptive universal screening and progress monitoring assessment for grades pre-K to 5 developed by NWEA. Phonological awareness, the ability to distinguished letter sounds is a foundational pre-reading skill measured by MAP Fluency.

MAP in BPS

- SY 18-19: MAP was piloted alongside Lexia Rapid in 26 schools
- SY 19-20: MAP end-of-year assessments were not administered
- SY 20-21: MAP Assessments were administered in a mix of remote and in-person settings

MAP participation is not 100% for all students or student groups

MAP is a relatively new assessment and we do not have historic data in order to analyze trends and gaps across the district. NWEA (the vendor providing the MAP assessment) have not made available national or a representative sample of district data in order to better understand student performance. Therefore we are not able to calculate baseline or target information at this time. [More information](#)

Data will be available and presented to School Committee: June or July 2022

About the Measure: **Goal 2**

The ACCESS Assessment for English Learners

- Is administered to Kindergarten through Grade 12 students who have been identified as English language learners (ELLs)
- Is given annually to monitor students' progress in learning academic English
- Meets U.S. federal requirements of the Every Student Succeeds Act (ESSA) for monitoring and reporting ELLs' progress toward English language proficiency
- Is anchored in the WIDA English Language Development Standards
- Assesses the four language domains of Listening, Speaking, Reading and Writing

Educators use ACCESS results, along with other WIDA resources, to make decisions about students' English academic language and to facilitate their language development.

Student Growth Percentile assesses how much a student has progressed compared to his/her academic peers from the previous year. A growth percentile of 50 is considered typical growth. The percentage of students with at least an SGP of 50 indicates the amount of students that are growing at a rate similar to their peers across the state. [More information](#)

Data will be available and presented to School Committee: September or October 2022

About the Measure: Goal 3

The MCAS is the state assessment of students reading and writing skills. While some students with severe disabilities are assessed with an alternative portfolio based assessment, approximately 89% of Students with Disabilities assessed took the traditional MCAS in ELA and Math in 2019.

Student Growth Percentile assesses how much a student has progressed compared to his/her peers. A student growth percentile of 50 is considered typical growth. The percentage of students with at least an SGP of 50 indicates the amount of students with disabilities that are growing at a rate similar to their academic peers across the state. [More information](#)

Data will be available and presented to School Committee: September or October 2022

About the Measure: Goal 4

The MCAS is the state assessment and is administered annually in English Language Arts, and Mathematics in grades 3 through 8, and in Science in grades 5 and 8.

MCAS scaled scores range from 440 to 560

- 440-469: Not Meeting Expectations
- 470-499: Partially Meeting Expectations
- 500-529: Meeting Expectations
- 530-560: Exceeding Expectations

Average scaled score is a Massachusetts state accountability metric. Scaled score targets are set based on schools and district baseline data on an annual basis. State targets have not yet been set for the 20-21 school year. [More Information](#)

Data will be available and presented to School Committee: September or October 2022