



Boston Public Schools

Career, College and Life Readiness

Superintendent Brenda Cassellius
3.24.2021

School Committee Goal:

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

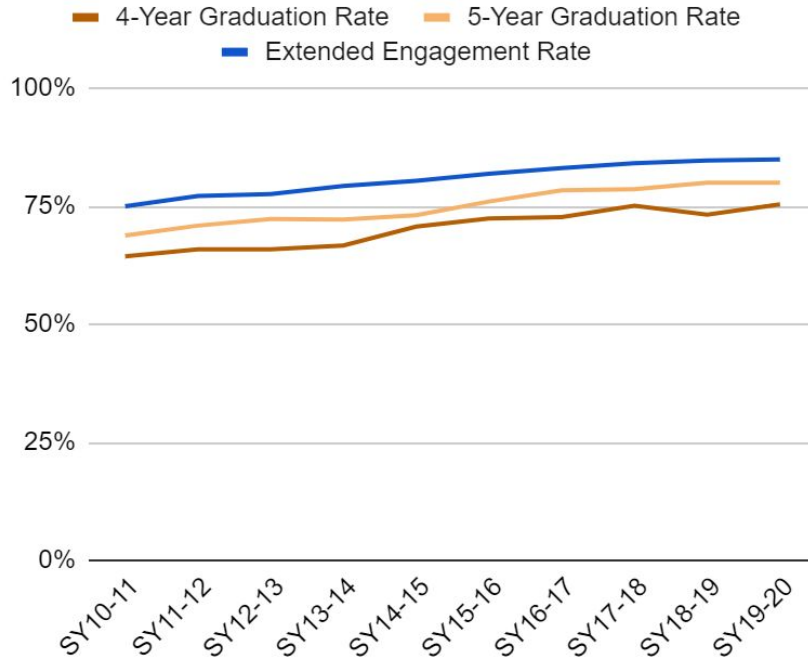
Measured by the percentage of graduates meeting the city-wide definition of College, Career and Life Readiness.



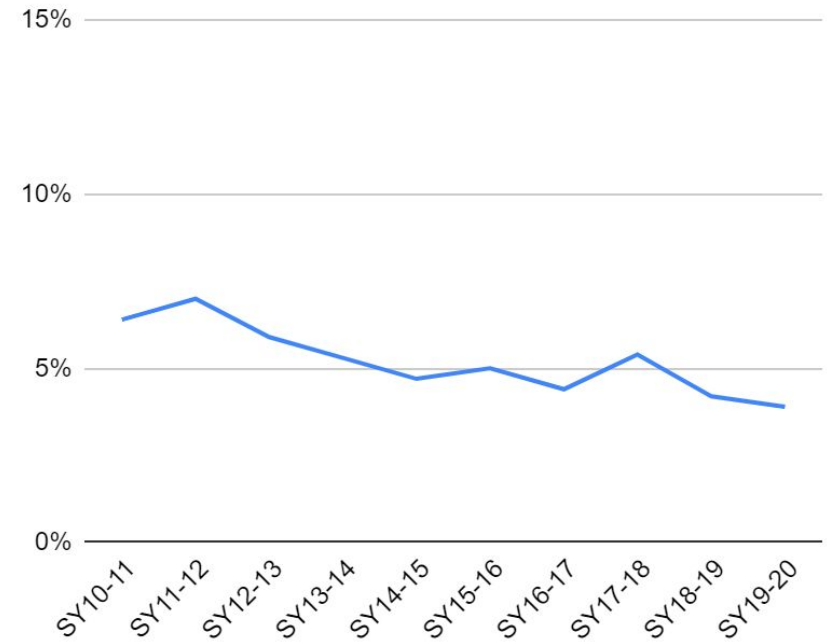
Graduation and Dropout Rates Have Steadily Improved Over Time

The graduation rate has increased 11 percentage points over the past decade. The dropout decreased by 2.5 points over the same period, a reduction of over one-third.

Graduation & Extended Engagement Rates



Annual Drop-out Rate



Graduation and Dropout Rates for School Year 2019-2020

For SY19-20, BPS saw a 2.2 percentage point increase in the four-year graduation rate, and a 0.3 point decrease in the dropout rate compared to SY18-19. Colored cells show changes that DESE deems as significant in the state accountability system.

Student Group	2020 4-Year Graduation Rate		2020 Annual Dropout Rate	
	1-yr Change	% Graduated	1-yr Change	% Dropout
All Students	+2.2	75.4%	-0.3	3.9%
Male	+1.5	69.4%	-0.2	4.8%
Female	+2.8	81.5%	-0.4	2.9%
English Learners	+2.0	65.2%	-1.5	6.3%
Students with Disabilities	-0.6	53.4%	-0.1	5.0%
Economically Disadvantaged	+3.0	72.6%	-0.3	4.5%
African-American/Black	+2.7	74.6%	+0.1	3.9%
Asian	+0.4	91.9%	-0.2	0.6%
Latinx	+2.8	69.8%	-0.8	5.0%
White	+2.0	83.9%	-0.1	2.7%
Multi-race, Non-Hisp./Lat.	-7.6	76.0%	+0.8	4.3%

CCLR Definition Components

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
- Engaged in Rigorous Coursework (completed the [MassCore](#) course of study as well as enrolled in [Advanced Coursework](#))

Anywhere, Anytime Learning is gauged by internships and other extracurricular activities.

This measure was validated through a [research study](#) conducted by Robert Balfanz in 2019.

Measure	2020 4-Yr Grad Cohort
Number of 4-Year Graduates	2958
94%+ Attendance	54.0%
2.7+ GPA	57.0%
Rigorous Coursework	27.4%
Completed MassCore	28.5%
Enrolled in Advanced Coursework	83.4%
Anywhere, Anytime Learning	83.7%
2 of 3 high school achievement indicators (attendance, GPA, rigorous coursework) and “Anywhere, Anytime Learning”	43.4%

Percent of Graduates: College, Career, and Life Ready (CCLR) by Student Group

Group	1 Year Change	2019 4-Yr Grad Cohort			2020 4-Yr Grad Cohort		
		Total	Number	Percent CCLR	Total	Number	Percent CCLR
All Students	-1.5	3181	1427	44.9%	2958	1284	43.4%
Asian	-3.1	387	293	75.7%	361	262	72.6%
Black	-3.2	1099	426	38.8%	1030	367	35.6%
Latinx	+0.5	1201	408	34.0%	1118	386	34.5%
White	-2.2	416	271	65.1%	369	232	62.9%
Students with Disabilities	-3.2	430	113	26.3%	403	93	23.1%
English Learner	+3.9	942	300	31.8%	847	302	35.7%
Economically Disadvantaged	-0.5	1960	729	37.2%	2093	769	36.7%

MassCore

Policy Proposal Headlines

Proposed MassCore Policy

- Class of 2026
 - SY 2021-22 is a “Year 0”/planning year
- Goals:
 - Clarity and transparency on BPS graduation requirements
 - Focus on rigor and school- based flexibility
 - Sets expectation that all students graduate prepared for college, career, and life
 - Closing the gaps between White and Asian students and Black, Latinx, EL, and Special Education in the % of MassCore course completion

Equity and MassCore

- 30 Different BPS Graduation Requirements
- In SY19-20 25.9% of BPS graduates meet MassCore requirements, while 82.2% of students statewide graduate with MassCore requirements
- 50% of BPS graduates who enter college do not earn a degree in 6 years
- 25% of BPS Valedictorians do not earn a college degree in 6 years
- 75% of BPS graduates who attend community college need to take at least one remedial class

MassCore Completion - BPS

Student Group	2018-19			2019-20		
	# Graduated	# Completed MassCore	% Completed MassCore	# Graduated	# Completed MassCore	% Completed MassCore
All Students	3,515	1,005	28.6%	3,328	863	25.9%
Asian	394	166	42.1%	374	146	39.0%
Black	1,228	265	21.6%	1,164	207	17.8%
Latinx	1,375	326	23.7%	1,307	306	23.4%
White	436	225	51.6%	397	184	46.3%
Female	1,795	577	32.1%	1,737	512	29.5%
Male	1,719	428	24.9%	1,589	350	22.0%
Econ. Disadvantaged	2,440	531	21.8%	2,393	484	20.2%
English Learner	1,108	129	11.6%	1,005	153	15.2%
Students with Disabilities	547	99	18.1%	570	68	11.9%

Source: [DESE District Profile](#). Does not include Horace Mann charter schools.

MassCore Completion - State

Student Group	2018-19			2019-20		
	# Graduated	# Completed MassCore	% Completed MassCore	# Graduated	# Completed MassCore	% Completed MassCore
All Students	68,233	55,523	81.4%	68,405	56,233	82.2%
Asian	4,636	3,605	77.8%	4,678	3,716	79.4%
Black	6,175	3,949	64.0%	6,262	3,992	63.7%
Latinx	11,181	7,978	71.4%	11,987	8,663	72.3%
White	44,107	38,272	86.8%	43,335	38,115	88.0%
Female	34,151	28,565	83.6%	34,146	28,773	84.3%
Male	34,048	26,930	79.1%	34,192	27,403	80.1%
Econ. Disadvantaged	25,204	18,170	72.1%	26,157	18,915	72.3%
English Learner	5,535	3,245	58.6%	5,850	3,568	61.0%
Students with Disabilities	11,636	8,599	73.9%	11,654	8,565	73.5%

Source: [DESE District Profile](#).

2020 School Leader Feedback

Feedback	Proposed Action
Funding	Review of each school's budget, staffing plan, and schedule, providing additional funding when necessary
Support of Overage Under Credited Students	Policy outlines specific circumstances to waivers for graduation requirements and development of opportunities to accelerate course of study
English Learners	Implementation plan will focus on how to create support structures for all our students to graduate with MassCore.
Students with Special Needs	Implementation plan will focus on how to create support structures for all our students to graduate with MassCore.
Rigor	Provide training, development, and curricular materials that define rigor beyond AP, and beyond MassCore as a compliance measure

2020 School Leader Feedback: Funding

- Individual review of each school's budget, schedule, and staffing plan with finance team, academics team, and school leader
- Use of community resources when necessary, such as Physical Education and Art spaces
- Additional funding will be allocated to support schools with staffing, professional learning, materials and space needs
- Expected range of cost of implementation = \$5-10M

2020 School Leader Feedback: Strategies to Support Overage and Under Credited

- Work and Learn Programs
- Explore options for concurrent credits
- Competency-based grading and crediting
- Interdisciplinary learning to increase engagement and opportunities to accumulate credits
- MassCore alignment to Credit Recovery Classes
- Transcribing processes to credit students for previously completed courses (including internationally)
- Ensure students can be awarded credit for demonstrated mastery of content, regardless of “seat time” in a required course

2020 SL Feedback: Strategies to Support English Learners

- Multilingual and English Learner students can be credited for their previously acquired linguistic assets through a common, equitable process.
- Increased AP access for multilingual learners earlier in their high school career
- Credit for ESL classes
- Transcribing processes credit students for previously completed courses (including internationally)
- Ensure students can be awarded credit for demonstrated mastery of content, despite not having acquired “seat time” in a required course
- Alignment with LOOK Act Implementation

2020 SL Feedback: Strategies to Support Students with Special Needs

- Implementation plan will focus on how to create support structures for all our students to graduate with MassCore
- Redefine rigorous experience beyond compliance
- Enhance out of school time learning opportunities to provide a boost toward access to rigor
- Interdisciplinary and project-based learning to increase engagement and opportunities to amass credits
- Credit for work and learn experiences
- Alignment with inclusion work

MassCore Implementation

2020-
2021

- Stakeholder Engagement
- School Leaders PLC
- MassCore Policy Approval
- Course Catalog Review Process

2021-
2022

- Budget, Schedule and Staffing Analysis
- Course alignment
- Competency Based Process Development
- Launch Educator Professional Learning
- Develop Circulars for waivers, transcription and other key district-wide practices
- Framework Development

2022-
2023

- Launch first MassCore cohort
- Investments begin
- Launch competency based credit accumulation
- Continue Educator PLCs
- Grade Specific Course Review
- Continued Budget, Space, Staff, and Resource review

2026

- Graduate first Class with MassCore Diploma
- Continue Educator Professional Learning



Advanced Courses

Advanced Courses

2019-20 Advanced Coursework Completion (District)

Student Group	# Gr. 11 & 12 Students	# Students Completing Advanced Coursework	% Students Completing Advanced Coursework
All Students	7,029	4,053	57.7%
Asian	802	687	85.7%
Black	2,406	1,237	51.4%
Latinx	2,759	1,339	48.5%
White	883	686	77.7%
Female	3,470	2,190	63.1%
Male	3,554	1,859	52.3%
Econ. Disadvantaged	4,261	2,119	49.7%
English Learner	1,654	457	27.6%
Students with Disabilities	1,199	413	34.4%

Source: DESE District Profile. Does not include Horace Mann charter schools. Advanced coursework includes but is not limited to AP, IB, Project Lead the Way (PLTW), dual enrollment for credit, Chp-74 programs and articulation agreement courses, and other DESE-selected rigorous courses.

Increasing Access to Advanced Coursework

- SY20-21 grade 11/12/SP course enrollment as of 3.17.21:
 - AP: 2,972 students
 - IB: 288 students
 - Dual Enrollment: 335 students
- Launch of College Board's pre-AP curricular strategies in 9th and 10th grade
- New STEM AP Access Expansion Opportunity
- Deepening dual enrollment partnerships with 18 colleges & universities
- Early College designations at 3 BPS high schools - Charlestown, Madison Park, & Dearborn STEM
- Expansion of International Baccalaureate (IB) Middle Years & Career-related Programme

Course Grades

Update on Course Failures

Consistent with nationwide trends, there is an increase in course failures across all four core subjects and all racial groups.

Course Failure Rate for Core Subjects
Grades 6-12

Subject	Q1 2019	Q1 2020	Change
ELA	13.7%	18.5%	4.8%
Math	14.1%	17.4%	3.3%
Science	12.7%	16.3%	3.6%
Social Studies	11.5%	17.3%	5.8%
Total: 4 Core Subjects	13.0%	17.4%	4.4%
Subject	Q2 2019	Q2 2020	Change
ELA	16.8%	19.3%	2.5%
Math	17.3%	18.0%	0.7%
Science	16.2%	16.6%	0.4%
Social Studies	15.9%	18.5%	2.6%
Total: 4 Core Subjects	16.6%	18.2%	1.6%

Percentage of Students Failing 1+ Course
Grades 6-12

Race	Q1 2019	Q1 2020	Change
Asian	6.2%	9.8%	3.6%
Black	30.4%	35.6%	5.2%
Latinx	31.5%	35.2%	3.7%
Multi-Race/Other	18.6%	26.7%	8.1%
White	9.9%	15.0%	5.1%
Race	Q2 2019	Q2 2020	Change
Asian	8.6%	11.7%	3.1%
Black	34.7%	36.5%	1.7%
Latinx	36.3%	38.6%	2.3%
Multi-Race/Other	19.9%	27.3%	7.4%
White	14.7%	16.5%	1.8%

Note: Data reflects grades entered in Aspen as of 2/22/21, for BPS secondary schools.

Suspending All NC Marks & Emphasizing no-F Strategies

The Office of Secondary Schools is implementing the School Committee's suspension of the district no-credit policy.

Only 3 schools have 25+ no-credit marks for Term 2. All NC marks are being actively resolved.

Schools have made strong efforts to engage students who are not yet passing, often suspending use of F's for term grades.

Many schools are using "incomplete" marks. 21 schools have 25+ "incomplete" marks Term 2. This mark encourages students to make up work, recover learning, and earn passing grades.

Note: Data reflects grades entered in Aspen as of 3/22/21, for BPS secondary schools.

Panorama Student Success Platform Drives Best Practices

Parthenon Report, 2018:

“Put success indicator data in the hands of educators and families as a first step in enabling a more strategic use of data district-wide. According to data analysis performed, nearly 80% of off-track youth can be identified with a limited number of data indicators either before or during the 9th grade year.”

Panorama Implementation, Beginning Fall 2019:

Establish a uniform system that provides school level views for teachers and leaders to access data, **in order to foster a collaborative approach as we take action** through a system of supports.



MyCAP + Postsecondary Readiness

My Career and Academic Plan (MyCAP)

MyCAP Process & Instrument

- A Self-directed, multi-year planning process that begins no later than grade 9 in BPS
- Connects academic learning with future plans
- Every student has at least one caring adult advocate - counselor, teacher, administrator, partner paraprofessional, or other school staff person
- BPS uses the Naviance college & career platform as an e-portfolio to capture learning and document achievement of milestones, goals, interests, actions steps, and reflections
- MyCAP is implemented in a variety of settings across the school community

Building the MyCAP Culture in BPS

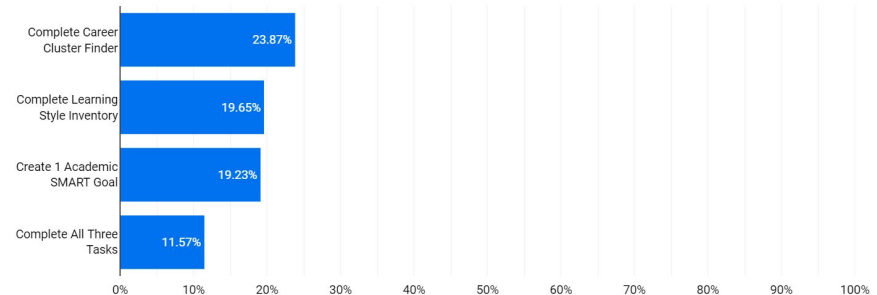
- Generation Success: Class of 2024 MyCAP Challenge
- Collaboration with partners to build out the MyCAP workshop experience for students
- MyCAP for middle grades as part of the Transformative Mentoring Initiative



Task Completion as of: Mar 10, 2021

District

9th Grade Enrollment: 3,552



Class of 2024 MyCAP Challenge Progress Dashboard



SAT

SAT Participation and Performance (District)

Student Group	SY18-19			SY19-20		
	# Test Takers	Mean Reading Writing Score	Mean Math Score	# Test Takers	Mean Reading Writing Score	Mean Math Score
All Students	3,583	500	516	1,733	508	522
Asian	560	552	611	313	574	625
Black	1,161	458	468	568	463	468
Latinx	1,207	470	480	549	472	481
White	556	592	595	262	594	599
Female	2,024	501	509	993	508	514
Male	1,559	499	526	740	508	533
Econ. Disadvantaged	1,895	468	486	924	473	488
English Learner	525	385	408	208	398	415
Students with Disabilities	283	443	447	157	443	444

Source: DESE Public Profiles. Does not include Horace Mann charter schools.
 Note: The College Board considers students to be college- and career-ready when their SAT section scores meet the Evidence-Based Reading and Writing benchmark score of 480 and Math benchmark score of 530.

Increasing SAT Access

- Offered SAT in the School Day to 12th grade students in Fall 2020
 - 894 students participated. A number of schools had to cancel due to city-wide COVID surge in mid October 2020.
- FY21 investment to provide SAT in the School Day to all 11th grade students. Schools have chosen among March 24, April 13 and April 27 as test administration dates.
- SAT in the School Day will continue to be administered to 11th grade students in the spring of each year - this is an ongoing investment.

Improving SAT Performance

- MyCAP task to link College Board account with Khan Academy for personalized SAT practice
- Deepening partnership with organizations like Let's Get Ready who provide SAT preparation
- Administration of PSAT for 10th & 11th graders

FAFSA Completion

SY20-21 FAFSA Completion Rate as of 03.03.21 (District)

Student Group	# Gr. 12/SP Students	# With Complete FAFSA	% With Complete FAFSA
All Students	4,051	1,652	41%
Asian	456	330	72%
Black	1,345	491	37%
Latinx	1,666	490	29%
White	495	303	61%
Female	1,922	952	50%
Male	2,124	699	33%
Econ. Disadvantaged	2,906	992	34%
English Learner	974	132	14%
Students with Disabilities	839	132	16%

Source: MA DESE CR607 FAFSA completion report as of 03.03.21 and internal BPS analysis. Does not include Horace Mann charter schools.

Increasing SY20-21 FAFSA Completion Rate

- BPS Class of 2021 FAFSA Initiative
 - Public campaign
 - Increased coordination with partners who can provide FAFSA application support (e.g. uAspire, MassEdCO)
 - Virtual student & family application sessions
 - Regular monitoring and sharing of FAFSA completion data to support coordinated action and service delivery
 - Two mailings to BPS senior families in January and March 2021, including info about the Mayor's Tuition Free CC program
- BPS has recently been awarded \$45,000 FAFSA Completion Opportunity Grant from the state
 - Increased access to bilingual financial aid advisers
 - Evening and weekend FAFSA application support
 - Launch a more robust communication campaign to reach student groups with lower percentage of FAFSA completion

Appendix

2019-20 Advanced Coursework Completion (by School)

School	# Gr. 11 & 12 Students	# Students Completing Adv Coursework	% Students Completing Adv Coursework
Another Course To College	111	28	25.2
Boston Adult Academy	201	0	0.0
Boston Arts Academy	203	113	55.7
Boston Collaborative High School	153	0	0.0
Boston Community Leadership Academy	218	104	47.7
Boston International High School	168	49	29.2
Boston Latin School	812	802	98.8
Boston Latin Academy	591	519	87.8
Brighton High	251	124	49.4
Carter School	5	*	*
Charlestown High	402	250	62.2
Community Academy	24	0	0.0
Community Academy of Science and Health	188	69	36.7
Dearborn	90	30	33.3
Dr. William Henderson Upper	132	49	37.1
East Boston High	518	162	31.3

School	# Gr. 11 & 12 Students	# Students Completing Adv Coursework	% Students Completing Adv Coursework
Excel High School	252	128	50.8
Fenway High School	182	110	60.4
Greater Egleston Community High School	55	0	0.0
Horace Mann School for the Deaf	17	0	0.0
Jeremiah E Burke High	218	109	50.0
Lyon Upper 9-12	59	19	32.2
Madison Park High	341	185	54.3
Margarita Muniz Academy	2	*	*
New Mission High School	151	140	92.7
O'Bryant School Math/Science	576	505	87.7
Quincy Upper School	114	112	98.2
Snowden International School at Copley	216	161	74.5
TechBoston Academy	265	90	34.0
The English High	261	114	43.7
Urban Science Academy	36	34	94.4
West Roxbury Academy	24	22	91.7

Source: DESE Public Profiles. Does not include Horace Mann charter schools. Advanced coursework includes but is not limited to AP, IB, Project Lead the Way (PLTW), dual enrollment for credit, Chp-74 programs and articulation agreement courses, and other DESE-selected rigorous courses. * - suppressed by DESE because of small n size.