



# Mayor's Performance Report

## Boston Public Schools

### Fiscal Year 2010

Reporting Date: August 31, 2010



Thomas M. Menino, Mayor

## Mission

As the birthplace of public education in this nation, the Boston Public Schools is committed to transforming the lives of all children through exemplary teaching in a world-class system of innovative, welcoming schools. We partner with the community, families and students to develop within every learner the knowledge, skill, and character to excel in college, career, and life.

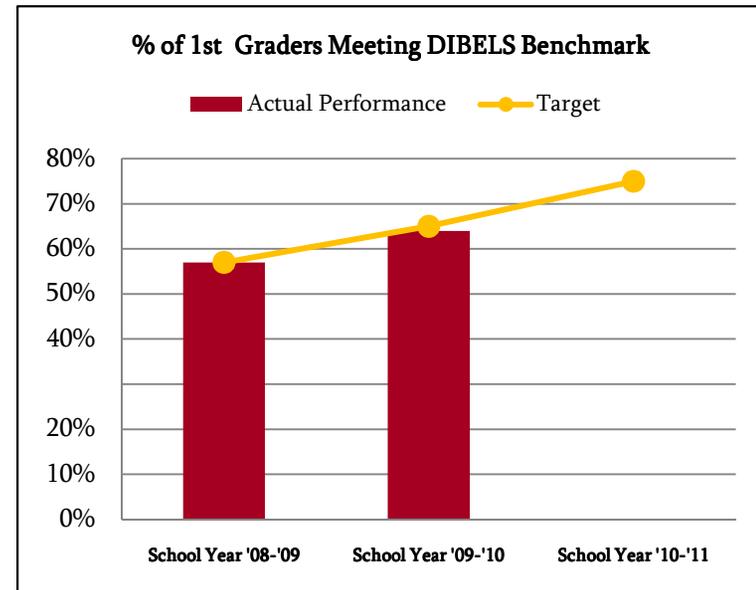
## Highlighted FY10 Department Priorities

### Establish Reading By Grade 1

Strategy Description: To establish basic early literacy skills by achieving 80% of 1<sup>st</sup> Graders reading at or above grade level as measured by the DIBELS assessment by 2014

Recent Highlights:

- BPS came within 1% of achieving its performance target during the '09-'10 school year. With 64% of students at or above grade level on DIBELS, the Department is well on its way to achieving its goal of 80% by 2014





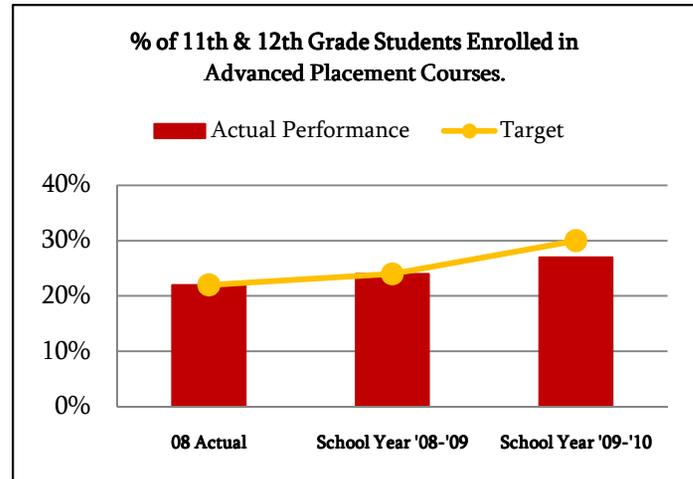
**Highlighted FY10 Department Priorities (continued)**

**Prepare College-Ready and Success-Bound Students**

Strategy Description: To prepare students for college success by increasing the percentage of students enrolled in advance placement courses in the 11<sup>th</sup> and 12<sup>th</sup> grades.

Recent Highlights:

- The goal for school year '09-'10 was to enroll 30% of BPS 11<sup>th</sup> and 12<sup>th</sup> graders in advanced placement courses. The actual result was 27%. While falling short by 3% this result is still represents a meaningful improvement over previous years.

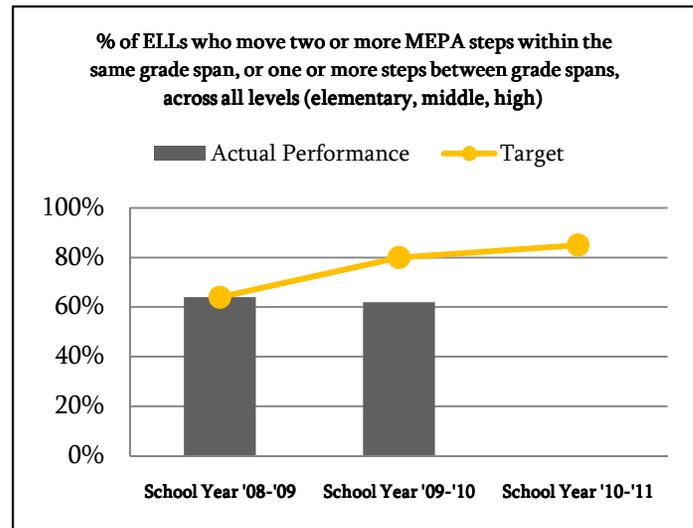


**Ensure English Language Learners (ELLs) acquire academic language mastery and fluency**

Strategy Description: To support mastery in fluency by ensuring 90% of ELLs improve two or more steps on the MEPA within the same grade span, or one or more steps between grade spans, by 2014.

Recent Highlights:

- While the goal for the '09-'10 school year was 80% of ELLs improving, the actual performance was only 62% which is a two percent decline from last year.



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## Academic Key Performance Indicators

	School	School	School	School Year 09-10		
	Year 07-08	Year 07-08	Year 08-09	FY10		
	FY07	FY08	FY09	Jun		
	Jun	Jun	Jun	YTD Result	YTD Target	Status
% of 11th & 12th Grade Students Enrolled in Advanced Placement Courses.		0.22	0.24	0.27	0.30	
% of 1st graders meeting DIBELS benchmark*		-	0.57	0.64	0.65	
% Math 8 students receive B or better on final exam*		0.12	0.10	-	0.45	
% non-exam school students enrolled in Algebra I *		0.01	0.04	-	0.10	
% passing Grade 3 ELA MCAS **		0.74	0.77	-	0.88	
% proficient & advanced Grade 3 ELA MCAS **		0.29	0.31	-	0.59	
MCAS ELA Proficiency Gap Between Highest and Lowest Student Subgroups (in percentage points) - Grade 3 **		40.00	30.00	-	10.00	
% special education students in the "high" or "very high" growth categories for MCAS Math **		-	0.30	-	0.32	
% special education students in the "high" or "very high" growth categories for MCAS English **		-	0.29	-	0.32	
% 10th Graders passing ELA and Math MCAS as Part of Graduation Requirement **		0.73	0.75	-	0.80	
% 10th Graders passing ELA, Math and Science MCAS as Part of Graduation Requirement **		0.57	0.65	-	0.66	
Average Combined SAT   scores **		1,331.00	1,321.00	-	1,480.00	
% 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) *		-	0.64	0.62	0.80	
4-year graduation rate, all students ***		0.60	0.61	-	0.66	
4-year graduation rate, ELL students ***		0.45	0.48	-	0.50	
4-year graduation rate, special education students ***		0.37	0.41	-	0.50	
5-year graduation rate, all students ***		0.65	0.66	-	0.71	
5-year graduation rate, ELL students ***		0.48	0.55	-	0.55	
5-year graduation rate, special education students ***		0.45	0.47	-	0.55	
Annual dropout rate % - High School ***		0.07	0.06	-	0.05	

\* These metrics become available in September for the previous School Year

\*\* These metrics become available in October for the previous School Year

\*\*\* These metrics become available in January for the previous School Year



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## Measure Notes

- **Annual and Lagging Nature of Education Indicators:** All major indicators for measuring School District performance are annual by nature and often lag, significantly, between when they are recorded and when they are reported. This situation arises because some of the most important indicators, such as test scores, are only gathered once a year. Moreover, in the case of the City of Boston's MCAS scores, there can be a delay before the results are reported because of the volume of tests that need to be scored.
- **Annual Dropout Rate:** It is important to note that the City has followed both State and National standards for defining the dropout rate. This standard has changed multiple times in the last two decades, making long-term comparisons difficult.
- **Massachusetts Comprehensive Assessment System (MCAS):** MCAS is a statewide program to test, measure and report academic performance at the district, school and student levels. Tests cover four subjects: English Language Arts, Mathematics, Science & Technology/Engineering, and History & Social Science. Student results are reported in one of four categories: Advanced, Proficient, Needs Improvement, Warning or Failing. For more information on MCAS, visit the state's MCAS website at: [www.doe.mass.edu/mcas/overview.html](http://www.doe.mass.edu/mcas/overview.html).

## Measure Definitions

**% of 1st graders meeting DIBELS benchmark:** Dynamic Indicators of Basic Early Literacy Skills (DIBELS) measures 5 facets of early literacy identified by the National Reading Panel.

**% passing Grade 3 ELA MCAS:** Percentage of students who received "Needs Improvement" or above on the MCAS ELA exam.

**% proficient & advanced Grade 3 ELA MCAS:** This measure represents the percentage of students in Grade 3 who scored proficient or above proficient (advanced) on the ELA MCAS.

**MCAS ELA Proficiency Gap Between Highest and Lowest Student Subgroups - Grade 3:** Largest difference in percentage points between any of the following racial subgroups: Asian, White, Black, and Hispanic students.

**% special education students in the "high" or "very high" growth categories for MCAS Math and English:** Percent of special education students who are in the 61<sup>st</sup> percentile or above relative to all other students statewide according to the State's Student Growth Percentile (SGP).

**% 10th Graders passing ELA and Math MCAS as Part of Graduation Requirement:** Students in the Class of 2009 and earlier must either pass the grade 10 MCAS ELA and Mathematics tests, or earn a scaled score between 220 and 238 on these tests and fulfill the requirements of an Educational Proficiency Plan (EPP).

**% 10th Graders passing ELA, Math and Science MCAS as Part of Graduation Requirement:** Starting with the class of 2010, Students must pass the grade 10 MCAS ELA and Mathematics tests, or earn a scaled score between 220 and 238 on these tests and fulfill the requirements of an Educational Proficiency Plan (EPP). and must pass one of the high school MCAS Science and Technology/Engineering (STE) tests.

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## Measure Definitions Continued

**% Math 8 students receive B or better on final exam and % non-exam school students enrolled in Algebra I:** These two measures are early indicators of college readiness; they indicate students who are on track to take calculus by their senior year.

**% of 11th & 12th Grade Students Enrolled in Advanced Placement Courses.:** AP Enrollment is calculated based on students' schedules on October 1.

**Average Combined SAT I scores:** BPS mean scores were calculated as weighted means and may be slightly different from the College Board release due to rounding. Starting in 2006, mean scores include critical reading (formerly called "verbal"), mathematics, and writing.

**% 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):** The Massachusetts English Proficiency Assessment (MEPA) tests limited English Language Learner (ELL) students in four areas: reading, writing, speaking, and listening.

**4-year graduation rate:** The rate tracks a cohort of students from 9th grade through high school and represents the percentage of the cohort that graduates within 4 years time. This measure is disaggregated by the following subgroups: English Language Learners (ELL) and Special Education students.

**5-year graduation rate:** The rate tracks a cohort of students from 9th grade through high school and represents the percentage of the cohort that graduates within 4 years time. This measure is disaggregated by the following subgroups: English Language Learners (ELL) and Special Education students.

**Annual dropout rate % - High School :** This measure represents the percentage of students in grades 9 through 12 who drop out during that year.