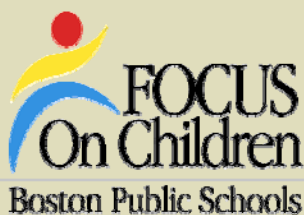


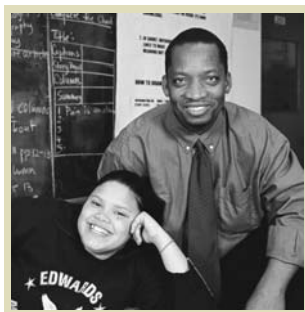
**Acceleration Agenda Phase I:  
Performance Goals, Theory of Action,  
and Strategies**

*“What is, What should be, and How to get there”*

**Superintendent Carol R. Johnson**  
August Leadership Institute  
August 14, 2008



**Phase I of the Acceleration Agenda**



“Our core business is **academic achievement**; thus, what happens **inside and outside our classrooms and in our schools** on an hour-by-hour basis matters – and it matters a lot. Our investments both inside and outside of the classroom matter. Our partnerships with parents matter. Our efforts to develop character and help students make good and healthy choices – our capacity to inspire and engage students to own their success and to put in the extra effort – all matter.

This means making sure our students have **early exposure to experiences that enhance school learning** – enriching experiences in the arts, safe and structured after-school learning programs, numerous athletic opportunities, and robust health and social support systems.

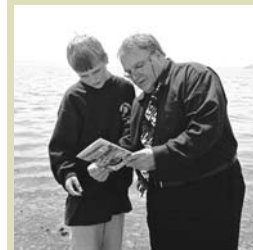
These ingredients, when combined together, offer our students the best and most powerful prescription for lifelong well-being and lifelong success.”



## Fulfilling the Acceleration Agenda

### • Performance Goals

- Major benchmarks or milestones we want every child to accomplish in the Boston Public Schools. They are district-level targets that will direct our individual and collective work. Our objective is to make these performance goals realities for our children by the 2011-2012 school year.



### • Theory of Action

- A logical approach to why we believe this work will lead to results.



### • Strategies, Cultures, and Conditions

- How we are organizing ourselves for the work ahead and how this work is different.

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## Charting the Course to Excellence

### 8. College-ready & Success-bound

7. English Language Learners will acquire academic language mastery & fluency.

6. SAT I 1650 and Excellence for all

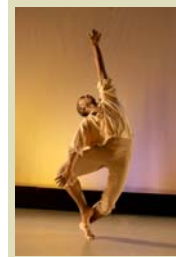
5. “On-track” to Graduate by the end of Grade 10

4. Algebra 1 in Grade 8

3. Skillful, Analytical Writing in Grade 7

2. Reading to Learn in Grade 3

1. Reading by the end of Grade 1



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## Charting the Course to Excellence

Performance Goal	Performance Target for 2012
<b>8. College-ready &amp; Success-bound</b>	3% or Lower Annual Dropout Rate 80% 4-Year Graduation Rate 70% 4-Year Graduation Rate for ELLs
<b>7. Accelerated Mastery of English for ELL Students</b>	90% of ELLs will move 2 or more steps on the MEPA within the same grade span, or one or more steps between grade spans, across all English Language Learner levels.
<b>6. SAT I 1650 and Excellence for all</b>	1650 on SAT I and students enrolled in at least one honors or Advanced Placement class during their high school career.
<b>5. "On-track" to Graduate by the end of Grade 10</b>	Class of 2014: 90% Competency Determination Rate in 10th grade.
<b>4. Algebra 1 in Grade 8</b>	80% of Math 8 students will receive a B or better on the final exam and 30% of non-exam school students will take Algebra I in 8 <sup>th</sup> grade.*
<b>3. Skillful, Analytical Writing in Grade 7</b>	100% of 7 <sup>th</sup> graders will attempt all open-response questions on MCAS. A specific performance target for writing assignments in three content areas will be determined. *
<b>2. Reading to Learn in Grade 3</b>	100% of 3rd graders will pass the ELA MCAS, 85% will be in the proficient or above category, and close the Gap between Highest and Lowest Performing Subgroups to Less Than 5 Points
<b>1. Reading by the end of Grade 1</b>	80% of 1st graders will read at or above grade level.

\* These performance targets were amended and are presented here correctly.

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## Taking the Next Steps at Schools

### School Team Reflection

- Having heard the district's performance targets, what can you and your school teams do to meet the goals for your school? What are the challenges?  
**(20 minutes)**
- Select one performance target. Use the "root cause analysis" of the Problem Solving Approach Strategy to identify action steps you will take at your school to meet the performance target.  
**(15 minutes)**



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## Theory of Action for the Acceleration Agenda



**IF** the district **delivers** rigorous and relevant instruction and **develops** the infrastructure necessary to implement and provide equitable access for all to that instruction, **THEN** effective teaching will increase and the quality of student work will improve.

In addition, **IF** every BPS employee understands how his/her role impacts student performance and accepts **personal responsibility** for enabling all students to excel, **THEN** the achievement of students at all performance levels will accelerate, and we will close the achievement gap.

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## Strategic Levers and Conditions that Support the Acceleration Agenda

### Strategies

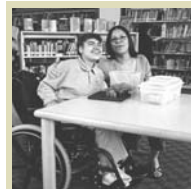
- Refocusing Literacy Education
- Improve Graduation Rates for All Students
- Create Schools of Excitement and Innovation

### Conditions and Cultures to Accelerate This Work

- Expand Organizational Capacity
- Use Data for Accountability and Learning
- Instill Growth Mindset – “Getting Smarter Every Day”

### Operational and Fiscal Performance

- Manage Efficiently and Effectively
- Plan Multi-year Strategy
- Build Greater Community and Family Confidence



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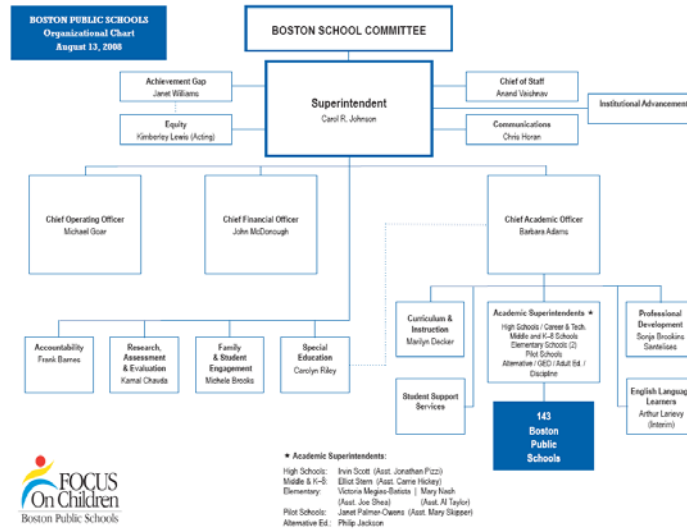
## Condition & Culture: Expand Organizational Capacity Increase alignment and coherence across all departments

- The **Chief Academic Officer** formed a team consisting of **Academic and Assistant Academic Superintendents** organized into Level Offices to perform three functions:
  - Act as the eyes, ears and voices of the schools in an effort to percolate up and down patterns of needs at the school-level and the district-level
  - Design systems of coherence for principals and schools across levels
  - Develop a work plan to transform schools into high-performing organization.
  - **Create networks of principals focused on the key work of improving student achievement.**
- In the summer of 2008 the **Chief Academic Officer** redesigned the **Office of Curriculum and Instruction** to more effectively support schools.
- Additionally, the **Chief Academic Officer** charged the **Office of Professional Development** to deliver professional development linked to strategies, content, and methods for improving student achievement.
- **Academic Superintendents** will regularly seek advice from **principals and headmasters** and form a level based "instructional leadership team" comprised of **content experts** in the following areas: (i) Literacy, (ii) Math, (iii) English Language Learners and (iv) Special Education to scale up best practices that drive student achievement across the schools.

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## Boston Public Schools Organizational Chart



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**Academic Office Organizational Structure  
To Provide Support Needed to Improve Student Achievement**



**143 Schools**

**Development of Core Curriculum**

**Curriculum & Instruction  
English Language Learners  
Student Support Services  
Special Education**

**Purpose**

• Develop common standards, curriculum guides, pedagogy, materials, interventions, and assessments.

• **Define good teaching**

(4 R's: rigorous, relevant, relationships, & results)

**Strengthen Skills & Knowledge**

**Professional Development**

**Purpose**

• Delivers professional development linked to district strategies and targeted towards results.

• Coordinates professional development across the system.

• Ensures that professional development meets National Staff Development Council standards.

• **Strengthen good teaching**

**Implementation & Accountability**

**Level Instructional Leadership Teams**

**Academic Superintendents  
Assistant Academic Superintendents  
Content Experts  
Family & Community Liaisons  
Special Education  
English Language Learners**

**Purpose**

• Act as the eyes, ears, and voice of schools

• Access resources

• Help "percolate" up and down patterns of needs at the school-level and district level

• Design systems of coherence for principals and schools across levels

• **Ensure good teaching**

**Monitor Progress to Inform and Readjust**

**Office of Accountability & Office of Research, Assessment, and Evaluation**

**Charting the Course to Excellence:  
Problem Statements  
Performance History  
Performance Targets**

**Kamal Chavda**

Assistant Superintendent for  
Research, Assessment, and  
Evaluation

**Frank Barnes**

Chief Accountability Officer

<b>Performance Goal: Reading by End of Grade 1</b>				
Statement of Problem	There is currently no common screening for entering Kindergarten students, and no district-wide assessment for 1st grade. Available data suggest that at least a third of 1 <sup>st</sup> graders are not meeting grade-level benchmarks.			
Performance History	<p>Data from a sample of full time kindergartens show that 53% of 4 and 5 year olds score at or above level on the PPVT*. 64% of children who came from homes where English was the only spoken language scored at or above level; 32% of children who came from homes where English was not spoken scored at or above level.</p> <p>GRADE scores for SY 2007-08 in some schools show that 63% of 1<sup>st</sup> graders scored at or above the benchmark in the Spring assessment.</p> <p>DIBELS oral reading fluency scores for SY 2007-08 in some schools show that 63% of 1<sup>st</sup> graders scored at or above the benchmark in the Spring assessment.</p>			
Performance Targets	SY 2008-09 No target yet Identify district wide 1 <sup>st</sup> grade assessment and collect baseline data in the Spring	SY 2009-10 65% of 1 <sup>st</sup> graders will read at or above grade level	SY 2010-11 75% of 1 <sup>st</sup> graders will read at or above grade level	SY 2011-12 80% of 1 <sup>st</sup> graders will read at or above grade level

\*Peabody Picture Vocabulary Test

<b>Performance Goal: Reading to Learn in Grade 3</b>				
Statement of Problem	3 <sup>rd</sup> graders are still learning to read. By the end of 3 <sup>rd</sup> grade, there is already a significant performance gap between the highest and lowest achieving subgroups.			
Performance History	78% of 3 <sup>rd</sup> graders received a passing score on the SY 2006-07 ELA MCAS. Only 32% were proficient or above. 54% of White students were proficient or above. 27% of African American students were proficient or above. 26% of Hispanic students were proficient or above. 46% of Asian students were proficient or above.			
Performance Targets	SY 2008-09 83% of 3 <sup>rd</sup> graders will pass ELA MCAS 46% will score proficient or above Gap between highest and lowest subgroups will be less than 22 points	SY 2009-10 88% of 3 <sup>rd</sup> graders will pass ELA MCAS 59% will score proficient or above Gap between highest and lowest subgroups will be less than 16 points	SY 2010-11 94% of 3 <sup>rd</sup> graders will pass ELA MCAS 72% will score proficient or above Gap between highest and lowest subgroups will be less than 10 points	SY 2011-12 100% of 3 <sup>rd</sup> graders will pass ELA MCAS 85% will score proficient or above Gap between highest and lowest subgroups will be less than 5 points

<b>Performance Goal: Skillful, Analytical Writing in Grade 7</b>				
Statement of Problem	There is currently no district-wide writing assessment.			
Performance History	SY 2006-07 MCAS results for 7 <sup>th</sup> grade show that between 6% and 15% of students do not attempt to answer open-response questions.			
Performance Targets	SY 2008-09 87% of 7 <sup>th</sup> graders will attempt all open-response questions on MCAS Develop and implement common writing assignment in a content area, and collect results for grades 4 through 7 in the Spring as a baseline measure	SY 2009-10 90% of 7 <sup>th</sup> graders will attempt all open-response questions on MCAS Develop and implement writing assignment in 2 content areas	SY 2010-11 94% of 7 <sup>th</sup> graders will attempt all open-response questions on MCAS Develop and implement writing assignment in 3 content areas	SY 2011-12 100% of 7 <sup>th</sup> graders will attempt all open-response questions on MCAS Develop and implement writing assignment in at least 3 content areas

<b>Performance Goal: Algebra 1 in Grade 8</b>				
Statement of Problem	A majority of students who complete 8 <sup>th</sup> grade Math are not exempt from taking Algebra I in 9 <sup>th</sup> grade.			
Performance History	District-wide, 19% of 8 <sup>th</sup> graders took high school Algebra I (45A or 451) in SY 2007-08. (87% of 8 <sup>th</sup> graders took Algebra I in exam schools; 1% of 8 <sup>th</sup> graders took Algebra I in non-exam schools). Of the non-exam school students who took Math 8 in SY 2007-08, 11.5% received a B or better on the final exam, a requirement for placing out of Algebra I in 9 <sup>th</sup> grade.			
Performance Targets	SY 2008-09 28% of Math 8 students will receive a B or better on the final exam  Align Math curriculum and train teachers to teach Algebra I in 8 <sup>th</sup> grade  Develop criteria for selecting students and identify supports for them (e.g. step-up summer program)	SY 2009-10 45% of Math 8 students will receive a B or better on the final exam  10% of non-exam school students will take Algebra I in 8 <sup>th</sup> grade	SY 2010-11 62% of Math 8 students will receive a B or better on the final exam  20% of non-exam school students will take Algebra I in 8 <sup>th</sup> grade	SY 2011-12 80% of Math 8 students will receive a B or better on the final exam  30% of non-exam school students will take Algebra I in 8 <sup>th</sup> grade

<b>Performance Goal: "On-Track" to Graduate by the end of Grade 10</b>				
Statement of Problem	About one-third of 10 <sup>th</sup> graders do not pass MCAS ELA and Math in their first attempt, and therefore must retake one or both subjects in order to meet the competency determination requirement for graduation.			
Performance History	67% of the class of 2008 passed MCAS ELA and Math while in 10 <sup>th</sup> grade (SY 2005-06), in their first attempt. 71% of the class of 2009 passed MCAS ELA and Math while in 10 <sup>th</sup> grade (SY 2006-07), in their first attempt.			
Performance Targets	SY 2008-09 (class of 2011) 70% of 10 <sup>th</sup> graders will meet the competency determination requirement  Develop professional development program to strengthen teaching of science curriculum and provide support to struggling students	SY 2009-10 (class of 2012) 80% of 10 <sup>th</sup> graders will meet the competency determination requirement	SY 2010-11 (class of 2013) 85% of 10 <sup>th</sup> graders will meet the competency determination requirement	SY 2011-12 (class of 2014) 90% of 10 <sup>th</sup> graders will meet the competency determination requirement

\*Beginning with the class of 2010, students must pass MCAS Science in addition to ELA and Math in order to meet the competency determination requirement

<b>Performance Goal: SAT I 1650 and Excellence for All</b>				
Statement of Problem	BPS seniors score well below the national average on the SAT, limiting their chances for college admission, and a very small percentage ever take an Advanced Placement course during their high school career.			
Performance History	66% of all seniors took the SAT in SY 2006-07. The district mean scores were 432 in Critical Reading; 449 in Mathematics; and 430 in Writing, for a combined total of 1311. The respective national mean scores were 502, 515, and 494, for a combined total of 1511. In SY 2007-08, 10% of students enrolled in grades 9-12 were enrolled in at least one AP course (1,943 out of 18,753).			
Performance Targets	SY 2008-09 Combined average SAT score of 1395 Develop strategy to recruit and train teachers for AP courses	SY 2009-10 Combined average SAT score of 1480 30% of students will have taken at least one AP or honors course during their high school career	SY 2010-11 Combined average SAT score of 1565 60% of students will have taken at least one AP or honors course during their high school career	SY 2011-12 Combined average SAT score of 1650 100% of students will have taken at least one AP or honors course during their high school career

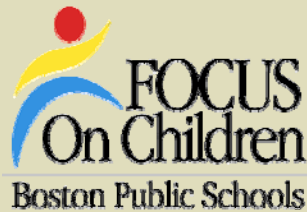
<b>Performance Goal: English Language Learners will acquire academic language mastery and &amp; fluency</b>				
Statement of Problem	More than a third of ELL students are not meeting state progress targets toward English language proficiency.			
Performance History	In SY 2006-07, the state target for progress toward English language proficiency was for 60% of all ELL students in grades 3-12 to increase their performance on MEPA by two or more steps in the same grade span, or one or more steps between grade spans. Overall, the district met the target, but middle and high schools did not: only 54% of middle and K-8 ELL students, and only 53% of high school ELL students demonstrated the required progress.			
Performance Targets	SY 2008-09 75% of ELLs will move 2 or more steps on the MEPA within the same grade span, or one or more steps between grade spans, across all levels (elementary, middle, and high)	SY 2009-10 80% of ELLs will move 2 or more steps on the MEPA within the same grade span, or one or more steps between grade spans, across all levels (elementary, middle, and high)	SY 2010-11 85% of ELLs will move 2 or more steps on the MEPA within the same grade span, or one or more steps between grade spans, across all levels (elementary, middle, and high)	SY 2011-12 90% of ELLs will move 2 or more steps on the MEPA within the same grade span, or one or more steps between grade spans, across all levels (elementary, middle, and high)

<b>Performance Goal: College-Ready and Success-Bound</b>				
Statement of Problem	The high school dropout rate remains high, while the graduation rate is low, especially for ELL students.			
Performance History	<p>In SY 2006-07, the annual dropout rate was 7.9% (of the 20,337 enrolled in grades 9-12, 1,610 dropped out). Among 12<sup>th</sup> grade dropouts, 54% had already earned competency determination.</p> <p>The 4-year graduation rate for cohort 2007 was 57.9%</p> <p>The 4-year graduation rate for ELL students was 38.8% for cohort 2007, down from 54% for cohort 2006. Of all the NCLB subgroups, ELLs have experienced the largest drop by far in the 4-year graduation rate (the next largest drop was 1.8% for Asians and Whites).</p>			
Performance Targets	SY 2008-09 7% or lower annual dropout rate 60% 4-year graduation rate 40% 4-year graduation rate for ELLs	SY 2009-10 5% or lower annual dropout rate 66% 4-year graduation rate 50% 4-year graduation rate for ELLs	SY 2010-11 4% or lower annual dropout rate 73% 4-year graduation rate 60% 4-year graduation rate for ELLs	SY 2011-12 3% or lower annual dropout rate 80% 4-year graduation rate 70% 4-year graduation rate for ELLs

## Specific Strategies, Cultures, and Conditions for Phase I of the Acceleration Agenda

Barbara L. Adams  
Chief Academic Officer

August Leadership Institute  
August 14, 2008



### Strategy 1: Refocus Literacy Education

- **Design** and implement **rigorous, system-wide K-12 content standards** in reading and writing, as well as the **guidelines for effective instruction** necessary to enable students to meet those standards.
- **Evaluate** curriculum options and choose an approach that best meet our needs and to implement it across our schools **during the 2008-2009 school year**.
- **Articulate and begin to implement** the BPS approach to literacy by **fall of 2009** throughout the district.
- In the fall of 2008, from Pre K to 3, we will describe and explain the **five components of reading (phonemic awareness, phonology, vocabulary, comprehension, and fluency) within the workshop model** that are required throughout Pre K to 3. We will begin implementing this approach in the fall of 2008. Teachers and principals will receive **system wide professional development** to support this approach throughout the year.



### Strategy 1: Refocus Literacy Education (continued)

- We will also implement a **common approach to writing assignments across content areas** for grades 4-12; and teachers will receive system-wide professional development to support this approach during the 2008-2009 school year.
- **Implement** a system including diagnostic, formative, and summative assessments to support differentiated instruction to meet students' needs.
- **Review, evaluate, and implement** interventions to support a tiered approach supporting students two or more years behind grade level in reading, including specific attention to Special Education and English Language Learner students.



### Strategy 2: Improve Graduation Rates for All Students

#### Instructional Coherence

- **Expand** access, retention and achievement in AP, IB **(In Progress)**
- **Develop** Instructional Coherence District-wide 9-12 (RIGOR / RELEVANCE) **(2008-2009 School Year)**
- **Develop** Inquiry-based culture around school improvement to begin **fall of 2008**.

#### Structural Design

- **Develop Coherent Dual Enrollment/Early College Program** beginning **fall of 2008**.
- **Develop Educational Options and Safety Nets (In Progress)**
- **Organize high school level office** for differentiated support and accountability of schools **(In Progress)**
- **Develop three year strategic plan** that includes activities, timelines, budgets, targets, and leaders.



## Strategy 2: Improve Graduation Rates for All Students (continued)

### Relational Trust Building

- **Develop district-wide incentive plan** to encourage student/family engagement and achievement during **fall of 2008**.
- **Partner with CBOs** to support students' social, emotional, and mental health needs **with planning beginning fall of 2008**.



## Strategy 3: Create Schools of Excitement and Innovation

- **Create** networks of principals focused on sharing key strategies that accelerate student achievement.
- **Expand** arts & music experiences in all schools Pre-K to 12.
- **Enhance** science inquiry, technology, and world languages.
- **Begin planning** dual enrollment and early college experience.
- **Increase** extra curricular and extended learning opportunities through partnership with other youth serving city departments and community organization.



## Condition & Culture: Use Data for Accountability and Learning

- **Embed thoughtful practices of using data** at the school and central office levels. Particular emphasis should be placed on revealing problems of practice to increase our capacity to self-correct and identify what is working and where by **fall of 2008**.
- **Implement a problem-solving approach to improve performance.**
  - Use data in a more precise manner to identify the “one” root cause of the problem. This problem becomes the entry point and is the one that move the school closer to achieving its goals when resolved.
  - Work on the problem as a community and come up with both in and out of school solutions.
- **Conduct a needs assessment** of our technology infrastructure to determine existing capacity to implement a district-wide accountability system that includes a balanced scorecard and performance management system by **spring of 2009**.

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## Condition & Culture: Use Data for Accountability and Learning (continued)

- **Redesign and strengthen** the district’s technology infrastructure in order to store real time student data that is easily accessible to teachers, principals/headmasters, and central office leadership. Data should be able to be organized in several ways to illuminate both absolute performance and student growth over time.
- **Design and implement** a balanced scorecard that tracks various inputs and indicators at the district, school, and central office department levels by **fall of 2009**.
  - Develop and initiate an engagement strategy with internal and external stakeholders to both inform and communicate indicators and metrics that will support our overarching achievement goals by January 2009.

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### Condition & Culture: Use Data for Accountability and Learning

- **Administer surveys** to teachers, principals, and families to provide greater insight on the capacity and culture of schools and the district as a whole by **spring of 2009**.
- **Improve internal and external reporting tools** that reflect the progress and performance of classrooms, schools, and the district (the balanced scorecard) by **fall of 2009**.
- **Begin implementation a system of formative assessments** in mathematics, literacy, and science across the district that aligns with state standards, demonstration of curriculum mastery and helps teachers in assessing student needs during **fall of 2009**.



### Condition & Culture: Expand Organizational Capacity Increase alignment and coherence across all departments

- Develop **structures** and **systems** where the clarity of **purpose** and **relationships** between and among district teams and departments will lead, over time, to high-levels of communication, explicit priorities, and improvements in student achievement.
  - At the beginning of SY07-08 the **Superintendent** formed an **Executive Team**. This team is designed to lead cross-functional work and decision making to maximize services to schools.
  - Beginning in the spring of 2008 the **Chief Academic Officer** organized all academic offices and school supervisors around the goals of developing, delivering, and implementing high quality teaching and learning and scaling up best practices.



**Condition & Culture: Expand Organizational Capacity**  
Increase alignment and coherence across all departments

- The **Chief Academic Officer** formed a team consisting of **Academic and Assistant Academic Superintendents** organized into Level Offices to perform three functions:
  - Act as the eyes, ears and voices of the schools in an effort to percolate up and down patterns of needs at the school-level and the district-level
  - Design systems of coherence for principals and schools across levels
  - Develop a work plan to transform schools into high-performing organization.
- In the summer of 2008 the **Chief Academic Officer** redesigned the **Office of Curriculum and Instruction** to more effectively support schools.
- Additionally, the **Chief Academic Officer** charged the **Office of Professional Development** to deliver professional development linked to strategies, content, and methods for improving student achievement.

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**Condition & Culture: Expand Organizational Capacity**  
Increase alignment and coherence across all departments

- The **new** organizational structure of **Level Offices** provides an opportunity for a significant **shift** within BPS culture by empowering Academic & Assistant Academic Superintendents (*though the use of people, money & time*) to be the drivers for the implementation of district priorities, principal learning, and individual school support and monitoring.
- **Academic Superintendents** will regularly seek advice from **principals and headmasters** and form a level based “instructional leadership team” comprised of **content experts** in the following areas: (i) Literacy, (ii) Math, (iii) English Language Learners and (iv) Special Education to scale up best practices that drive student achievement across the schools.

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