



The Boston Opportunity Agenda

Fifth Annual Report Card

January 2016

A Historic Partnership

Convening Partners and Investors

Barr Foundation

The Beal Companies, LLP

The Boston Foundation

Boston Public Schools

Catholic Charities Archdiocese
of Boston

City of Boston

Combined Jewish
Philanthropies of Boston

Robert & Myra Kraft Family
Foundation

Nellie Mae Education
Foundation

New Profit Inc.

United Way of Massachusetts
Bay and Merrimack Valley

University of Massachusetts
Boston



Table of Contents

Introduction		2
A Strong Educational Foundation		4
On Track for High School Graduation		8
High School Graduation		10
Postsecondary Attainment		14
Adult Learners		18
Thrive in Five		20
Summer Learning Project		22
High School Redesign		24
Boston Opportunity Youth Collaborative		26
Success Boston: A College Completion Initiative		28
About Us		30
Additional Funders		32

Introduction

Dear Friends,

We are proud to present the fifth annual *Boston Opportunity Agenda Report Card*. There have been numerous changes in Boston's educational landscape over the last two years. Both the Archdiocese of Boston and the Boston Public Schools are under the leadership of new superintendents. The Commonwealth of Massachusetts has been piloting new assessments that better align with Common Core education standards—and Boston's Catholic Schools have been implementing a new set of assessments across all grades. These changes are having a profound impact on students, teachers, administrators and all of us who track and report on the health of our education pipeline. As a result, this report card reflects a system that is evolving—as educational institutions at all levels strive to serve their students in the best possible way.

Here you will find the most up-to-date information available on Boston's education pipeline, from kindergarten through college graduation, including measures for school readiness, 3rd-grade reading proficiency, 10th-grade academic proficiency, high school completion, dropout rates, college enrollment and completion rates for youth and adults.

The measures for the public systems—the Boston Public Schools and Boston's Charter public schools—use the state assessments. The data is gathered from the Boston Public Schools, the Commonwealth of Massachusetts Department of Elementary and Secondary Education and the Archdiocese of Boston. Given the different sizes of the student populations in these systems,

this year we have included the number of actual students represented by the percentages for each measure in each chart. We hope this will allow for a deeper and more accurate understanding of the measures, aid in interpreting rapid shifts in the percentages, whether positive or negative, and temper comparisons across systems until we have better methods for comparing measures with significantly different sample sizes. The Archdiocese of Boston uses the Northwest Evaluation Association Measures of Academic Progress (NWEA).

This report card also marks the final update on our initial goals for the Boston Public Schools in high school completion and dropout reduction. While short of our initial five-year goal of 80% for high school completion, the current 66.7% is higher than the national average for urban school systems and represents a jump of five percentage points from the baseline set in 2008. Meanwhile the annual dropout rate narrowly missed the five-year goal of less than 3%, coming in at 3.8%. Having started at 7.3%, this is a tremendous achievement. It reflects the hard work of many partners and it represents a promising start for hundreds of young people annually.

Over the coming year, we will be working with representatives of the Boston Public Schools, the Archdiocese of Boston and Boston's Charter public schools in partnership with the Boston Compact to set new five-year goals for each of the currently identified measures and collectively agree on common measures of progress. We will also work to identify a common measure

for middle school, a critical time in the life of a young person that currently has no measure. These changes will enable all stakeholders—students, families, nonprofit partners and educators at all levels—to have a better understanding of the health of Boston’s education pipeline and identify areas where we must redouble our efforts to ensure excellence in education for all Boston’s students at all levels and in every system dedicated to serving them.

More than 77,000 school-age children live in the City of Boston. The vast majority, 93%, attend a school in the Boston Public Schools system, a Boston Charter public school, or a Boston Catholic school. Our goal with this report card is to identify points at which we are meeting our obligations to the children of our city and areas in which we are falling short. In this city, where public education was invented, it is imperative that all of our children can have access to a world-class education, graduate from high school college and career-ready and contribute to our highly competitive economy and our way of life.

Thank you for your partnership in the past and for your commitment to joining us. There is a great deal of work ahead of us as we strive to meet these goals. Together we can make it happen.

Ray A. Hammond

Reverend Ray Hammond
Chair

Kristin McSwain

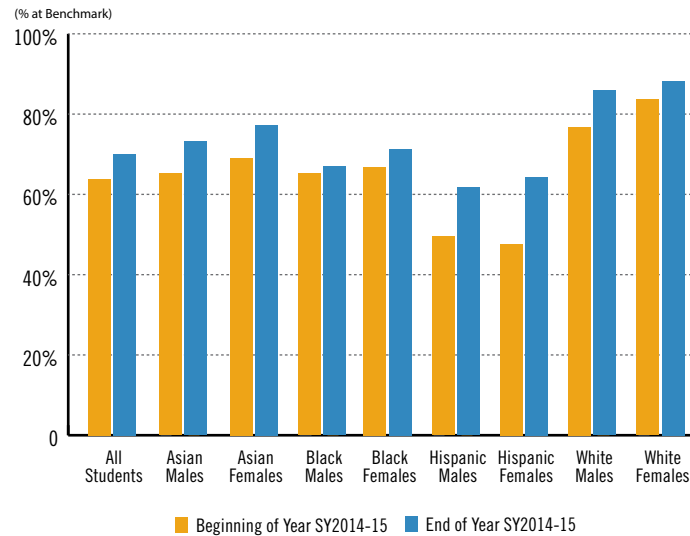
Kristin McSwain
Executive Director



A Strong Educational Foundation

Early Literacy: Percentage of Kindergarteners Achieving the DIBELS* Benchmark

What's Under the Hood: DIBELS NEXT* in Kindergarten
Boston Public Schools Students Only



How is the Boston Public Schools doing?

The DIBELS NEXT assessment is given when children enter kindergarten and when they leave. In 2014-2015, 63% of incoming kindergarteners were assessed as having the necessary early learning skills—an increase of one percentage point from the prior year. Kindergarten achievement continues to be strong, with 70% of students finishing the year at benchmark. In order to maximize the time students spend in kindergarten, the Boston Public Schools has continued to refine the K-2 curriculum, which was rolled out across the district over the last several years. The refinements are based on feedback from teachers who have participated in professional development and coaching throughout the implementation.

A strong kindergarten experience is helping our youngest learners prepare for the demands of elementary school, but more must be done in the birth to age five period in order to increase school readiness. To start, it is critical to have a better understanding of the developmental progress of young children during the first five years. Thrive in 5 and the United Way are working with partners across the early education and care community to build a measurement system that captures this information. Using the Ages and Stages Questionnaire (ASQ) and the Ages and Stages Social Emotional (ASQSE), 20 organizational partners have completed almost 3,000 screens.

*The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade.

“Why does it Matter” source: Strategies for Children, “A Report on the Cost of Universal, High Quality Early Education in Massachusetts.”



Percentage of Entering Kindergarteners Achieving the DIBELS* Benchmark

	Base 2013 / 2014	Current 2014 / 2015	Number of Students	Annual Change
Boston Public Schools	62%	63% (70% at end of year)	2120 (2371 end of year)	↑

The information captured through the screening process will help providers and parents understand children’s developmental progress—individually and citywide—and create opportunities for prevention and intervention in the critical “brain-building” phase of a child’s life when services are more effective and less costly. It also adds additional information to our understanding of our children’s development since DIBELS is focused solely on basic early literacy. As the Screen to Succeed pilot grows, we hope to add additional measures to this report card to track the progress children are making as well as the knowledge base we are building in the early childhood arena.

How are Boston Catholic schools doing?

Individual Catholic elementary schools in the city of Boston measure kindergarten readiness, but no one assessment is used across the Archdiocese of Boston. Instead, schools utilize a variety of early literacy instruments, including DIBELS NEXT and the Bracken School Readiness Assessment. They are working on a multi-year, grant-funded early childhood initiative to establish high-quality classrooms and benchmarks for student learning.

How are Boston Charter public schools doing?

Boston Charter public schools do not have a uniform assessment administered across schools. Many schools, but not all, utilize Strategic Evaluation of Progress (STEP) to measure literacy growth for students. We will be working to identify potential common measures moving forward.

Why does it matter?

A child’s brain develops more during the first five years of life than at any other time. Infants and preschoolers experience enormous social, emotional, physical and cognitive growth during this period. This is also the time when a child’s ability to self-regulate begins to emerge. A high-quality early education program provides preschoolers with the opportunities they need to grow and thrive, and those who participate in these programs are 40% less likely to repeat a grade, 30% more likely to graduate from high school and all are more than twice as likely to go to college. They develop better language skills, score higher on school readiness tests and have fewer behavioral problems once they enter school. Finally, as adults, they have higher annual earnings and are more likely to be homeowners.

A strong kindergarten experience is helping our youngest learners prepare for the demands of elementary school...

A Strong Educational Foundation

3rd-Grade Reading Proficiency

How is the Boston Public Schools doing?

The Boston Public Schools has been strengthening curriculum and instruction over the past several years to align with the new Common Core standards and updated Massachusetts Curriculum Frameworks. These changes are designed to prepare all students for college and career success in the 21st century economy. As a part of this process, BPS participated in the Commonwealth of Massachusetts two-year pilot of a new assessment in 2014—the *Partnership for Assessment of Readiness for College and Careers* (PARCC)—which is aligned to more rigorous curriculum standards.

Statewide, PARCC results showed that in most grades and subjects, students who took PARCC were less likely to score in the “meeting expectations” range than they were to score “proficient or above” in MCAS results. Last year, 36% of Boston students scored “proficient or above” on the English Language Arts (ELA) MCAS. This year, 33% of Boston 3rd-graders scored “Met or Exceeds Expectations” on the ELA PARCC. Four schools saw strong Student Growth Percentiles, which demonstrate gains in student knowledge during the school year. They are Mildred Avenue K-8 in Mattapan, Rafael Hernandez K-8 in Roxbury, Nathan Hale Elementary in Roxbury and the Samuel Adams Elementary School in East Boston.

On November 17, 2015, the State Board of Elementary and Secondary Education voted to transition to a next-generation MCAS in 2017. This version of MCAS will combine items from

MCAS and PARCC as well as new items developed for the Massachusetts test. Given this change, the Boston Opportunity Agenda intends to set goals for 3rd-grade reading proficiency once the ability to compare results on the assessments or a new baseline using the revised MCAS is established. In the interim, we will continue to report student progress using the most currently available assessment and its results, including student growth data.

How are Boston Catholic schools doing?

In lieu of the MCAS and PARCC, Boston Catholic schools administer the NWEA Measures of Academic Progress (MAP) Reading assessment. This nationally normed, adaptive assessment measures student progress and growth for each individual learner. Based on the Fall 2015 MAP administration, 75% of 3rd-graders scored in “proficient” and “advanced” categories. This data represents students’ projected performance on the state assessment, the MCAS, and is based on NWEA alignment and linking studies for Massachusetts.

How are Boston Charter public schools doing?

More than 50% of Massachusetts school districts piloted the PARCC assessment in 2015, and Boston’s Charter public schools were among them. In the aggregate, students in Charter public schools performed better than their BPS peers at 61% “Met or Exceed Expectations,” compared to 61.2% in

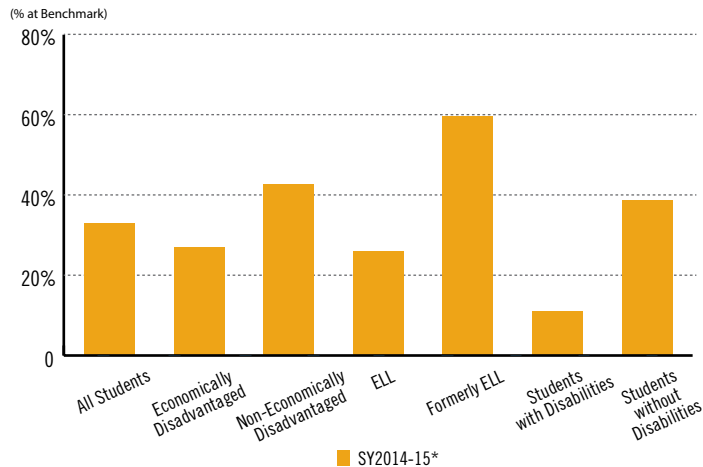


Percentage of 3rd-Graders Reading Proficiently

	Base 2013/2014	Current 2014/2015	Number of Students	Annual Change
Boston Public Schools (MCAS)	36% MCAS	33% (PARCC)	1243	n/a
Boston Catholic schools (Stanford 10)	52% Stanford 10	75% (MAP)	n/a	n/a
Boston Charter public schools (MCAS)	61.2% MCAS	61% (PARCC)	285	n/a

*data from Archdiocese of Boston and DESE

What's Under the Hood: Meeting Expectations for PARCC Boston Public Schools Students Only



*data from Massachusetts Department of Elementary and Secondary Education (DESE)

the aggregate on last year's MCAS. Individual charter school scores on PARCC ranged from a high of 88% to a low of 35%. This similarly resembles their MCAS results, which ranged from 90% to 37%. The aggregate figure reported here includes data from all of Boston's Charter public schools with grade 3: Boston Renaissance, Bridge Boston, Brooke Charter School East Boston, Brooke Charter School Mattapan, Brooke Charter School Roslindale, Conservatory Lab, MATCH Community Day and Neighborhood House.

Why does it matter?

In the first three grades, students are learning to read and from 4th grade on they must be able to read to learn. In grades one through three, pupils are building skills, including all-important reading skills—and the habits they develop become deeply ingrained. Success in 3rd-grade reading provides a foundation that has an impact through students' entire educational experience, even affecting graduation from high school.

In grades one through three, pupils are building skills and interest in reading.

"Why does it Matter" source: Annie E. Casey Foundation, "Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation."

On Track for High School Graduation

Percentage of 10th Graders Who Pass All MCAS Tests*

How is the Boston Public Schools doing?

To earn a high school diploma, students in Massachusetts must meet the Commonwealth's Competency Determination in addition to all local graduation requirements. Despite changes in the assessment of other grades and subjects, MCAS remains the assessment for determining 10th-grade competency in Massachusetts. Overall, 78% of students scored "proficient" or higher on ELA, 64% scored "proficient" or higher in Mathematics and 84% scored needs improvement or higher on the Science MCAS. This year, the percentage of Boston 10th-graders completing the competency requirement on all three tests increased five percentage points to 59%.

While the achievement gap persists, the disparity between African-American and white students continues to decrease as the proficiency rates for African-Americans continue to climb. Other subgroups are experiencing increases as well. ELL students posted 13 percentage points of growth and more than 50% of BPS Students with Disabilities scored "proficient" or higher in ELA for the first time since 2009.

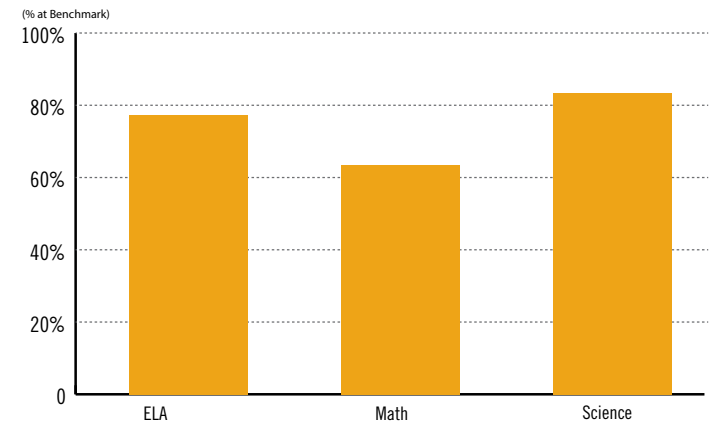
*It is important to note that with the graduating class of 2013, the standards for graduation increased from "needs improvement" on ELA and Math to "proficient" on ELA and Math and "needs improvement" in Science.

"Why does it Matter" source: Center for Labor Market Studies, "The College Enrollment and Graduation Experiences of BPS Graduates."

How are Boston Catholic schools doing?

In lieu of the MCAS, Boston Catholic school 8th-graders take the NWEA Measures of Academic Progress (MAP) Reading assessment. This nationally normed, adaptive assessment measures student progress and growth for each individual learner. Based on the Fall 2015 MAP administration, 92% of 8th-graders scored in the "proficient" and "advanced" categories. This data represents students' projected performance on the MCAS assessment and is based on NWEA alignment and linking studies for Massachusetts.

What's Under the Hood: Percentage of Grade 10 Students Scoring Proficient or Higher in ELA and Mathematics and Needs Improvement or Higher in Science
Boston Public Schools Students Only



10th-Grade Proficiency

	Base 2013/2014	Current 2014/2015	# of Students	Annual Change
Boston Public Schools (MCAS)	54%	59%	2204	↑
Boston Catholic schools	63% (PSAT)	92% (MAP)	n/a	n/a
Boston Charter public schools (MCAS)	ELA 97%	97%	405	↔
	Math 95%	89%	370	↓
	Science 87%	83%	334	↓

*data from Archdiocese of Boston and DESE

How are Boston Charter public schools doing?

Results for 10th-grade 2014-2015 MCAS exams are available for seven Boston Charter public schools: Academy of the Pacific Rim, Boston Collegiate, Boston Preparatory, City on A Hill, City on A Hill Dudley, Codman Academy and MATCH High School. In the aggregate, Boston Charter public schools remained at 97% “proficient” or “advanced” in ELA. They experienced slight decreases in both Mathematics and Science, dipping to 89% and 83% from 95% and 87% respectively. As other Charter public schools add additional grades, their MCAS scores will be included here as well. This year includes the addition of City on A Hill Dudley. Finally, in the coming year we will be working on developing a system for gathering the percentage of students who complete the Commonwealth’s Competency Determination. This data is currently unavailable in the aggregate.

Why does it matter?

While many understand that proficiency on the MCAS is necessary in order to graduate from high school, it also serves as an indicator of whether a student will enroll in and complete postsecondary education. According to a Center for Labor Market Studies report, “Not only are students with strong reading and math scores more likely to attend college, but they are also much more likely to enroll in 4-year colleges and graduate with a Bachelor’s degree.” These students are also less likely to enroll in developmental education courses upon postsecondary enrollment, increasing the likelihood that they will complete a college degree or other postsecondary credential.

...MCAS remains the assessment for determining competency in Massachusetts.

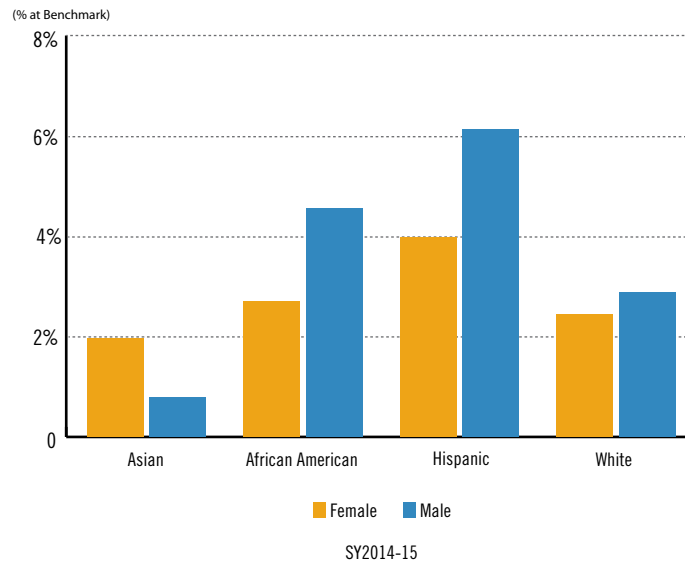
High School Graduation

Annual Dropout Rate



10

What's Under the Hood:
Annual Dropout Rates by Race and Gender
Boston Public Schools Students Only



How is the Boston Public Schools doing?

This year was the second consecutive year that the district has achieved its lowest dropout rate ever and represents the lowest ever for students in all racial groups. The annual dropout rate for grades 9-12 in 2013-2014 was 3.8%. This represents a 0.7 point decrease and 127 fewer students than the previous year. At the school level, dropout rates vary substantially from a low of zero to a high of 16.1%. Again this year, five schools had no dropouts: Boston Latin Academy, Henry Dearborn STEM Academy, Fenway High School, New Mission High School and Josiah Quincy Upper. Five schools ran a close second with dropout rates of less than 1%: Boston Latin School, John D. O'Bryant School of Mathematics and Science, Boston Arts Academy, Margarita Muniz Academy and Boston Community Leadership Academy.

While there is much good news to celebrate, several trends are worth noting and may benefit from additional exploration. Dropout rates across grade levels have fluctuated over the years, however the 12th-grade dropout rate has been the highest for the past two years. Among those 12th-graders who did drop out, 15% had completed the necessary MCAS requirements for graduation. This is also true for 13% of the 11th-graders who left school.

"Why does it matter?" source: U.S. Chamber of Commerce, "The Ugly Truth: A State-by-State Snapshot of Education in America."

Annual Dropout Rate

	Base 2012/2013	Current 2013/2014	Number of Students	Annual Change
Boston Public Schools	4.5%	3.8%	701	↓
Boston Catholic schools	n/a	n/a	n/a	n/a
Boston Charter public schools	2.0%	1.8%	26	↓

*data from Archdiocese of Boston and DESE

How are Boston Catholic schools doing?

Boston Catholic schools are committed to serving diverse student populations and the dropout rate for all students enrolled in Boston Catholic schools is small. For the graduating class of 2013, 97% of all students who enrolled as freshmen in Boston Catholic secondary schools graduated in four years. Of the remaining 3%, most selected either a new public or private school to attend.

How are Boston Charter public schools doing?

Boston's Charter public schools have an even lower dropout rate than the Boston Public Schools. The annual dropout rate for all of the Boston Charter public schools for 2013-2014 was very low, at 1.8%. This represents a 0.2 point decrease from the previous year and continues to be a great trend for students attending these schools. One Charter public school, City On A Hill Dudley Square, had no dropouts in 2013-2014. Other schools included in the data are Academy of the Pacific Rim, Boston Collegiate,

Boston Preparatory, City on A Hill, Codman Academy and MATCH High School.

Why does it matter?

Lost lifetime earnings for Massachusetts Class of 2010 dropouts alone will total nearly \$3.7 billion, according to the Alliance for Excellent Education. If all students who graduate were ready for college, as much as \$57.1 million could be saved each year in remediation costs and lost earnings. If the state's male graduation rate grew by just 5%, the Massachusetts economy would see crime-related savings and additional revenue of about \$115 million each year. Further reductions in the number of dropouts each year would multiply these savings.

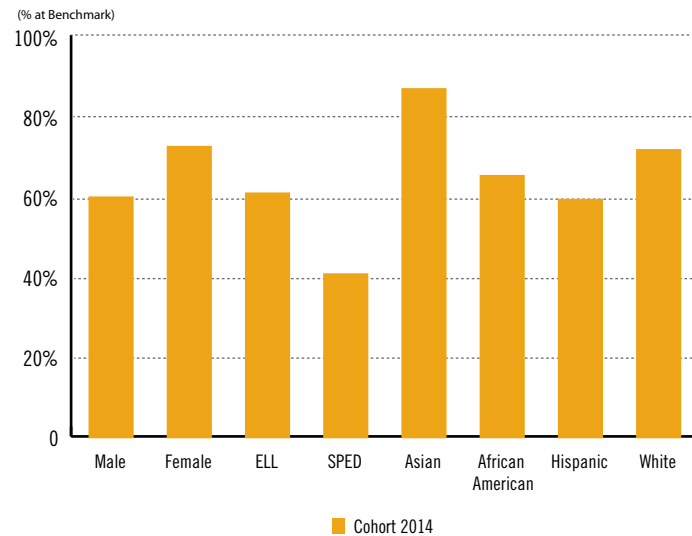
If the state's male graduation rate grew by just 5%, the Massachusetts economy would see crime-related savings and additional revenue of about \$115 million each year.

High School Graduation

Who's Graduating?

What's Under the Hood:

4-Year Completion Rates by Race, Gender, ELL and SPED Status
Boston Public Schools Students Only



How is the Boston Public Schools doing?

Boston continues to have one of the highest urban 4-year graduation rates in the nation, at 66.7%. This year the rate increased 0.8 percentage points. Since 2007, the 4-year graduation rate has steadily increased despite higher MCAS graduation requirements. Compared to the previous 4-year cohort, the 4-year graduation rate for English language learners, Asian students and Black students increased 1.3, 3.9 and 2.2 percentage points respectively. The rates for students with disabilities and white students dropped by 3.7 and 2.7 respectively while the rate for Hispanic students remained the same.

Finally, eight schools met or exceeded the state four-year cohort graduation target of 85%. They are the Edward M. Kennedy Academy for Health Careers, Boston Latin School, the John D. O'Bryant School of Mathematics and Science, Fenway High School, Boston Latin Academy, Boston Arts Academy, New Mission High and the Lyon Upper 9-12.

How are Boston Catholic schools doing?

For the graduating class of 2013, 97% of those who enrolled as freshmen graduated in four years from Catholic secondary schools in the city of Boston. The other 3% reverted back to the Boston Public Schools or chose another private school.



4-Year Graduation Rate

	Base 2012/2013	Current 2013/2014	Annual Change
Boston Public Schools	65.9%	66.7% (2891 students)	↑
Boston Catholic schools	84%	97%	↑
Boston Charter public schools	74.0%	75.3% (177 students)	↑

*data from Archdiocese of Boston and DESE

How are Boston Charter public schools doing?

This year, the combined graduation rate for Charter public schools rose 1.2 percentage points to 75.3%, placing them among the highest in the nation for urban systems. Six Boston Charter public schools are reflected here because they have been serving high school students long enough to have a 4-year cohort graduation rate. Currently, the schools include Academy of the Pacific Rim, Boston Collegiate, Boston Preparatory, City On A Hill, Codman Academy and MATCH High School. As other schools grow their cohort of students, their completion rates will be added to this group in future reports.

Boston continues to have one of the highest urban 4-year graduation rates in the nation, at 66.7%.

Postsecondary Attainment

College Enrollment

How is the Boston Public Schools doing?

This report card marks the first time that the Boston Opportunity Agenda has reported on college enrollment. Boston has traditionally had a strong college-going culture. Our baseline college-going rate for BPS graduates of the class of 2013 is 71%. This figure is specific to enrollment in the first 16 months following high school graduation. The college-going rate for BPS increases if you look at cumulative enrollment beyond the first 16 months following graduation. The Boston Opportunity Agenda focus over the past five years has been on tracking college completion rates of those who enroll in postsecondary pursuits, since college completion rates have lagged behind enrollment.

However, we know from higher education research that one predictor of college completion is enrollment immediately following graduation.* We also know that the majority of careers in the 21st century will require some form of postsecondary education. Our economy demands that larger numbers of BPS graduates complete postsecondary credentials.

How are Boston Catholic schools doing?

Graduates of Boston's Catholic schools have an extremely robust college-going culture and enroll in college at a rate of 96%. This data is reported annually to the National Catholic Education

Association. This rate exceeds the national average and demonstrates Boston Catholic schools' commitment to establishing a very positive college-going culture.

How are Boston Charter public schools doing?

Boston Charter public schools also have a highly robust college-going culture, with their students enrolling in college immediately following high school at a rate of 90%. Of those, a high percentage, 87%, enroll in 4-year institutions of higher education. This rate is higher than the national average. Six Boston Charter public schools have graduates who are enrolling in college as a part of the class of 2013. They include Academy of the Pacific Rim, Boston Collegiate, Boston Preparatory, City on A Hill, Codman Academy and MATCH High School..

What is College Today?

Over the past 30 years, the composition of the postsecondary student population in the United States has fundamentally changed. In 1970, 73% of all students were enrolled in public and private nonprofit four-year colleges and universities. By 2010 that number had fallen to 56%. Today in the United States, "going to college" includes a wide variety of student experiences ranging from residential living at four-year colleges and universities to commuting from home to a nearby community college or for-profit institution.

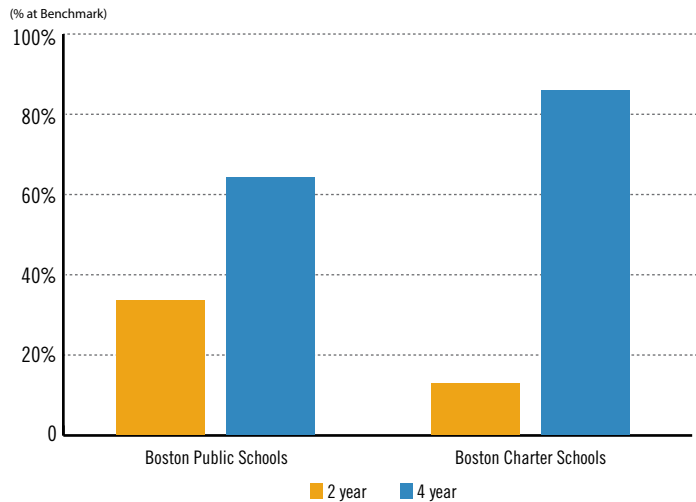


College Enrollment* Rates for High School Graduates

	Base Class of 2013	Current Class of 2013	Number of Students	Annual Change
Boston Public Schools	71%	71%	2520	n/a
Boston Catholic schools	96%	96%		n/a
Boston Charter public schools	90%	90%	175	n/a

What's Under the Hood:

Class of 2013 2yr and 4yr College Enrollment Rate



The reality is that 43% of undergraduate students are enrolled in two-year institutions or non-degree-granting institutions that do not grant Bachelor's degrees. The students enrolled at these types of institutions are working toward postsecondary certificates or Associate's degrees, which comprised 44% of the credentials awarded in 2010-11.

Over the past 30 years, the composition of the postsecondary student population in the United States has fundamentally changed.

*enrolling within 16 months of high school graduation

"What is College?" source: College Board, "How College Shapes Lives: Understanding the Issues."

Postsecondary Attainment

College Completion



How is the Boston Public Schools doing?

The percentage of BPS graduates who enroll in and complete a postsecondary credential within six years of high school graduation remained constant at 50% for the class of 2007. This is a 15 point gain since the original baseline was established with the class of 2000 and is close to the national average of 55%, a tremendous accomplishment. Equally important, the number of students enrolling at public institutions of higher education in Massachusetts who require developmental education or remediation has continued to decline, dropping 2 percentage points from last year to 34%.

The picture is significantly less rosy, when one looks at the cohort of 9th graders who began at BPS in 2003-2004. Of these students, 65% completed high school in five years or less; and only 17% enrolled in and completed college within six years of their projected high school graduation.

Finally, it is worth noting that two BPS schools met or exceeded the state average of 62.9% for students who complete college within six years of high school graduation.

They are Boston Latin School and the John D. O'Bryant School of Mathematics and Science.

“Why does it Matter” source: Center on Education and the Workforce, Georgetown University, “The College Payoff.”

What's Under the Hood:

Percentage of the 2003-2004 9th-grade cohort

	% Completing high school in 5 years	% Enrolled in college and completed	% Enrolled in remedial education
Boston Public Schools	65	17	34
Boston Charter public schools	83	35	10

*data from Mass Department of Elementary and Secondary Education DART

How are Boston Catholic schools doing?

Boston Catholic schools are working to implement a tool to track the postsecondary attainment of their graduates. This includes work with the National Clearinghouse, partnerships with other organizations and a broader strategy to keep track of former students. It is important to report on this data and the Archdiocese of Boston is committed to finding a mechanism to do this work.

College Completion Rates for High School Graduates

	Base 2012/2013	Current 2013/2014	Number of Students	Annual Change
Boston Public Schools	50% (Class of 2006)	50% (Class of 2007)	855	↔
Boston Catholic schools	n/a	n/a	n/a	n/a
Boston Charter public schools	42% (Class of 2006)	51% (Class of 2007)	43	↑

*data from DESE

How are Boston Charter public schools doing?

Graduates of Boston's Charter public schools who enroll in college are completing a postsecondary credential at a rate of 51% within six years of their graduation from high school. The cohort of 9th-graders that entered Charter public schools in 2003 performed better than those in the Boston Public Schools.

Of the students who entered 9th grade in 2003, 83% completed high school in five years or less, 69% enrolled in college and 35% completed a postsecondary credential within six years of high school graduation. They are also enrolling in fewer remedial classes at public higher-education institutions in Massachusetts, an indication that they are entering their postsecondary experience prepared and ready to do college-level work. The figures above include students who graduated from Academy of the Pacific Rim, Boston Collegiate, City on A Hill, Codman Academy and MATCH High School.

Why does it matter?

A postsecondary degree is essential for success in Greater Boston's knowledge economy, where more than half of all job vacancies require at least an Associate's degree—a percentage that is expected only to grow. In addition, a typical Bachelor's degree holder will earn \$1 million more than a high-school dropout over the course of a lifetime.

A postsecondary degree is essential for success in Greater Boston's knowledge economy...

Adult Learners

Credentialed for Success



How are we doing?

In the past, the Boston Opportunity Agenda has reported on the number of adults 25 and older with a postsecondary credential. This year, we are reporting on the percentage of 25- to 64-year olds with postsecondary credentials. This shift is significant because 25- to 64-year olds more accurately represent the city's workforce. The table on the right hand page therefore has an updated baseline that reflects the new data as well as the current percentage for 2014, the most recent data available. By and large, the news is positive; the percentage of adults with a postsecondary credential has grown from a baseline in 2011 of 51% to a current rate of 55%. These credentials consist of an Associate's or Bachelor's degree or an industry-recognized certification that allows individuals to secure higher-paying jobs.

There is much to learn about how to move this metric in meaningful ways that will meet the demands of our regional economy and support each individual's ability to thrive. A great deal of interesting and potentially game-changing work is happening in a variety of places throughout Boston that will ultimately impact the adult population and adult-serving

"Why does it matter?" source: Luminafoundation.org Goal 2025, Why is the Goal so Urgent?

organizations. While each initiative is at a different stage of implementation, all are connected to national or statewide networks of other cities and communities. These networks, detailed below, will allow those of us in Boston to share our challenges, learn from other cities and celebrate our successes.

Aspen Forum for Community Solutions

Described more fully later in this report card, the Boston Opportunity Youth (OY) Collaborative is comprised of 80 different partners, including local community-based organizations, the Boston Public Schools, philanthropy, city and state agencies and postsecondary institutions. While the Collaborative is focused on building pathways for young people between the ages of 16 and 24 to postsecondary and career, it impacts the number of credentialed adults in two ways. First, young people who are connected to postsecondary courses of study will ultimately increase the percentage of Boston adults with a credential. Second, the OY Collaborative is working closely with Bunker Hill and Roxbury Community Colleges as well as Benjamin Franklin Institute of Technology so that the lessons learned from building pathways to market-based careers can have an impact on the larger community college landscape. The OY Collaborative is co-convened by the Boston Opportunity Agenda and the Boston Private Industry Council with funding from the Aspen Forum for Community Solutions and Jobs For the Future.

Percentage of 25- to 64-Year-Olds with Postsecondary Credentials

Base 2011	Current 2013 / 2014	Annual Change	Goal
51%	55%	↑	60%

*data from the American Community Survey

Ford Corridors of College Success

Dudley Street Neighborhood Initiative (DSNI) is in the second year of a planning process designed to secure new—and improve existing—postsecondary pathways for residents of the Dudley neighborhood in Roxbury and Dorchester. For the past year, DSNI has been working closely with residents, youth, Success Boston, the Boston Opportunity Agenda and others to build a common understanding of:

- 🔄 the goals, aspirations and college knowledge of local residents;
- 🔄 the local labor market and high demand careers that are valued by the DSNI community; and
- 🔄 pathways that bridge the two.

This work is particularly important since college completion percentages in the DSNI neighborhood lag behind the city average. Success will have a large impact on our overall goal.

Why does it matter?

Our rapidly evolving, complex economy is causing a surge in demand for skilled employees. Two-thirds of all jobs created in this decade will require some form of postsecondary education, according to the Georgetown Center on Education and the Workforce. Today, only about 40% of adults in the U.S. have achieved that level of education. Americans with a high school diploma or less accounted for four out every five jobs lost in the recent recession.

Two-thirds of all jobs created in this decade will require some form of postsecondary education...

Thrive in 5

A Strong Educational Foundation



Thrive in 5 envisions a Boston where a child's ZIP code does not determine his or her future. Ensuring that all children—particularly those from low-income families, children of color, children with special needs and children who are learning English—have access to resources and opportunities that promote healthy development, early learning and school readiness is critical to ending the achievement gap and securing our city's future prosperity. To achieve this vision, Thrive in 5 focuses on creating sustainable change in organizations, communities and systems by investing in capacity building and developing and supporting effective approaches to achieving positive outcomes for young children and their families. To increase school readiness rates citywide, Thrive in 5 supports three key strategies:

Boston Children Thrive

Boston Children Thrive (BCT), Thrive in 5's signature family engagement model, was created four years ago with parents and partners in five pilot communities: Allston/ Brighton, Dudley, East Boston, Fields Corner and the South End/Lower Roxbury. BCT empowers parents to be leaders and change-makers in a neighborhood-wide campaign that engages all members of the community in supporting school readiness. Parents work alongside professionals to develop and lead innovative programming for young children and their families that respond to the needs of diverse cultural, linguistic and socioeconomic groups. This includes play groups, field trips, workshops and community

events. Over the years, BCT has grown in reach and elements of the model have been sustained by these neighborhoods and introduced into additional communities.

As a result, BCT engages 4,494 families with 6,874 adults and 5,310 children ages birth through 5. The focus is on families that are most likely to be affected by the achievement gap, including low-income families, families of color and English language learners. Families with children with special needs also receive greater supports. Parent leaders have enabled community organizations to reach parents previously disconnected from services and resources. The parent leadership model has been so successful that a state-sponsored Boston-based coalition, "The Boston Family Engagement Network," has now instituted Parent Partners in each of their 10 grantee sites in the city. The Children's Museum of Boston has also replicated the Parent Partner model to increase patronage from previously underrepresented communities.

Ready Educators

Thrive in 5's **Ready Educators** strategy encompasses multiple initiatives to move Boston's early care and education programs to the highest quality, using child outcomes to drive program improvement and supporting innovative models from design to implementation.

- **Boston K1DS** embeds the critical quality drivers of the Boston Public Schools' (BPS) successful K1 (pre-K) program in

14 community-based pre-school classrooms, increasing at-risk children's access to high-quality early education and, ultimately, improving their school readiness. Initial evaluation results from the three-year demonstration project show that children in Boston K1DS classrooms are making substantial strides in their language, literacy, mathematics and self-regulation skills and that Boston K1DS classrooms are improving the learning experiences of young children in high-poverty neighborhoods.

- Through the **Ready Educators Quality Improvement Project**, Thrive in 5 is piloting a new approach to quality improvement that links program-level quality improvement efforts to areas where data indicate that children need additional support. The Project serves nine early education and care programs, one family child-care system and four family child-care providers in the system and provides hands-on technical assistance, professional development and coaching aligned with the state's Quality Rating and Improvement System to program directors and teachers.

Screen to Succeed

Thrive in 5's **Screen to Succeed** (formerly known as the School Readiness Pipeline) is a groundbreaking initiative for achieving universal child development screening for young children in Boston. Screen to Succeed uses a multipronged approach to increase access to and gather data from developmental screening utilizing the Ages and Stages Questionnaire (ASQ). This approach includes data-sharing partnerships with early education and family support organizations that use the ASQ in their programs; ASQ screening offered by trained peer-to-peer

parent screeners; and opportunities for parents to screen their own children with the support of trained staff during parent-child playgroup sessions. The parent screener model was originally piloted in two neighborhoods, Allston/Brighton and Fields Corner, and expanded to a third neighborhood, Dudley, in 2014. The success of peer-to-peer screening has led to an expansion of the parent screener role to an additional eight neighborhoods through the Boston Family Engagement Network.

Through the screening process, families are connected to resources and programs in their community that support early development and they are given information about how they can support learning at home. As of December 2015, more than 2,500 screens have been completed across Boston. Data indicate that 59% of children were developmentally on-track in all five developmental domains screened by the ASQ; however 19% of children needed further assessment in at least one domain, indicating a potential delay. Fine-motor-skill development continues to be the area where the screened children most frequently exhibited a potential or strong concern. The data collected through Screen to Succeed helps families, teachers, health providers and the city take a data-driven approach to early childhood, making informed, strategic decisions to tailor supports and resources to the children, families and communities that need them most.





Summer Learning Project

On Track for High School Graduation

The Boston Summer Learning Project (SLP) is a citywide effort dedicated to advancing a year-round expanded learning system that connects school, out-of-school time and summer learning. Launched by the Boston Opportunity Agenda, the project aims to: reverse summer learning loss; improve skills associated with school, college and career success; and deepen school-community partnerships. In 2015, the SLP partnered with nearly 50 BPS schools and 17 community-based organizations to collectively provide 2,473 students with structured and engaging summer learning opportunities. By offering a common measurement platform to 63 additional summer sites, this initiative reached a total of 5,626 young people—marking the single largest expansion to date. This impressive growth from five sites serving 232 students in 2010 is due to a strong citywide commitment to shared data and year-round learning.

Co-managed by the Boston Public Schools (BPS) and Boston After School & Beyond (BASB), the SLP serves high-need students, identified largely by principals, who are unlikely to access quality summer programming on their own. Across SLP sites, certified academic teachers and enrichment staff co-develop and co-deliver academic and enrichment programming to prepare students for success in the next grade level. The SLP sets standards with common goals and shared evaluation, while allowing flexibility in program approach. Each SLP site employs a different mix of time, location, enrichment and staffing that builds on the specific needs of their students

and the unique characteristics of the partner organization. All of these opportunities allow students to apply content knowledge in hands-on, exciting ways, empowering students to become life-long learners who are equipped for success in school, work and life.

Additionally, the SLP employs a common approach to measurement and data collection, using a specific set of tools comprised of teacher perspectives, student input, third-party evaluations and a shared measurement platform to evaluate programs. During the summer of 2015, 63 additional Aligned summer sites implemented the same measurement tools as the SLP to assess program quality. All sites receive a Program Report for Improvement & System Measurement (PRISM) in the fall. The PRISM shows a program's specific results across all measurement tools and compares them to the summer cohort as a whole. This unified approach to program quality measurement enables program providers to jointly highlight strengths, identify weaknesses and pursue continuous improvement. Representatives from each site gather year round to discuss best practices identified through shared data. This systemic approach is at the forefront of innovation in youth development and summer learning nationally.

Community Partners (SLP & Aligned): 826 Boston; Achieve at Noble and Greenough School; Action for Boston Community Development; America SCORES Boston; Artward Bound; BCYF Leahy Holloran Community Center; Boston Area Health Education Center; Boston Private Industry Council; Boston University

Upward Bound; Boys and Girls Clubs of Greater Boston; BPS Office of English Language Learners; Breakthrough Greater Boston; Brigham and Women's Hospital; Building Educated Leaders for Life (BELL); Camp Harbor View Foundation; Community Music Center of Boston; Courageous Sailing; Crossroads for Kids; Dorchester House; Dudley Street Neighborhood Charter School; For Kids Only Afterschool; Hale Reservation; Here-in Our Motives Evolve (HOME, Inc.); Horizons at Dedham Country Day School; Hyde Square Task Force; Inquilinos Boricuas en Accion (IBA); Let's Get Ready; MathPOWER; MIT Office of Engineering Outreach Programs; Phillips Brooks House Association; Sociedad Latina; Sportsmen's Tennis & Enrichment Center; The Steppingstone Foundation; Thompson Island Outward Bound Education Center; Tierney Learning Center; UMass Boston; Upham's Corner DRAMA Camp; Urbano Project; Wentworth Institute of Technology; YMCA of Greater Boston; and Zoo New England

2015 Summer Results

Skill Development: Summer programs this year recorded steady upward progress in improving critical skills essential for college and career success, even as the numbers of students participating and the number of unique programs throughout the city ballooned. On a pre-post survey used by all SLP sites, teachers reported statistically significant growth in all 8 social-emotional skills, as measured by the Survey of Academic and Youth Outcomes (SAYO T). Youth surveys collected across all 79 sites mirrored these positive upward trends. A total of 83% of participating students reported improvements in academic motivation, 81% reported improvements in learning interest, and 75% reported increased critical thinking, perseverance, and

peer relationships. Only 45% of students reported improvements in self-regulation, though results show that this was one of the most commonly reported strengths among students at the start of the summer.

Program Quality: As rated by third party observers on the Assessment of Program Practices Tool (APT) tool, on average, summer providers in both the SLP and Aligned groups are either at or exceeding the program quality benchmark for all 15 of the domains measured by the APT, such as organization of activities and the extent to which staff build relationships with, and support, youth.

When rated by youth on aspects of program quality through the SAYO Y tool, the SLP and Aligned programs on average performed at the benchmark for 6 out of the 8 domains, with areas for improvement identified as opportunities for youth leadership and youth choice and autonomy. On average, all 79 summer sites have made small but positive improvements in these two domains as compared to 2014, which is again evidence of using measurement for quality improvement.

Local and National Impact

Over the past year, the SLP has garnered both local and national attention, culminating in Boston Mayor Martin J. Walsh's announcement at a press conference on July 13, 2015 held at Sportsmen's Tennis, one of the 2015 SLP sites. Alongside new BPS Superintendent Tommy Chang, Mayor Walsh praised the rapid expansion of summer learning in Boston and challenged the city to enroll 10,000 school children in 100 summer learning programs by 2017.



High School Redesign

Crafting a Future Vision

Design Conversations

Learning must encompass every aspect of the individual—academic, social, emotional, cultural and physical.

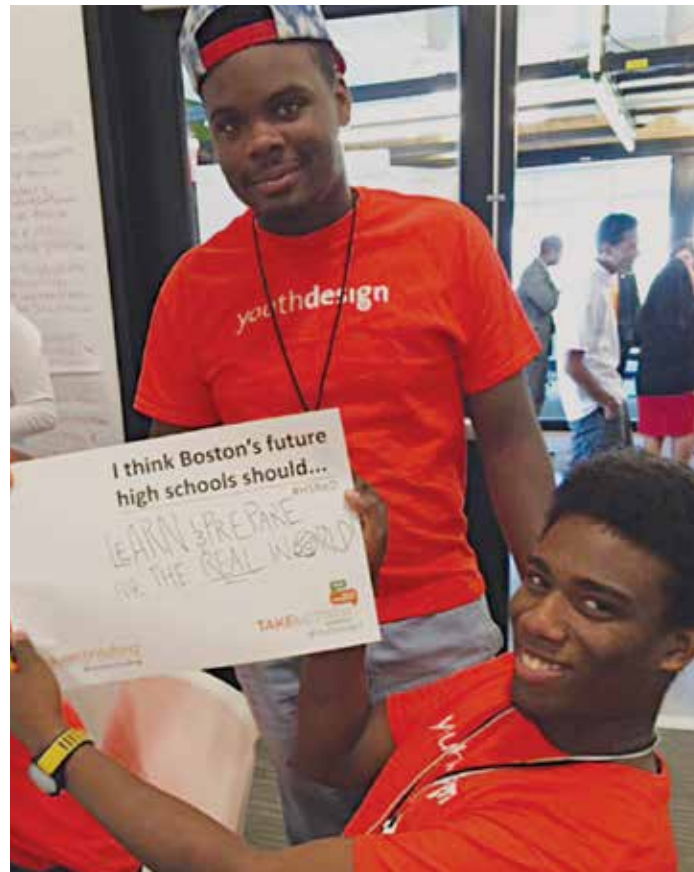
What is the future of high school education in Boston? The High School Redesign (HSReD) project is an initiative with the goal of crafting a future vision for Boston public high schools in which every student graduates prepared for college, career and life. For the past eight months, the Mayor's Education Cabinet and the Boston Public Schools have asked students, parents, educators, business leaders and community partners to join the conversations that will drive the program, practice, policy and system changes needed to create Boston's future high schools.

FHSReD launched in May, engaging students, parents, educators and residents across the city of Boston to participate in and lead design conversations to answer two questions:

What should future high school graduates know and be able to do to succeed in life?

What does the high school learning experience need to look like in order to prepare all graduates for future success?

These design conversations have varied and include both private and public forums at nonprofit organizations and schools throughout Boston. Collectively, more than 2,000 people have participated in some 30 design conversations. In an effort to include as many stakeholders and partners as possible, social media and online engagement have been a key method for receiving feedback.



High School Redesign Principles

The High School Redesign team took the feedback gathered from the design conversations and used it to create a set of four design principles that will steer the High School Redesign project.

Whole Person: Learning must encompass every aspect of the individual—academic, social, emotional, cultural and physical.

Rigorous: Cognitively demanding work is necessary to engage and stimulate our students on a daily basis.

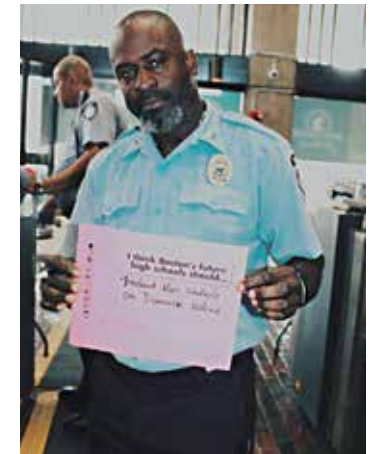
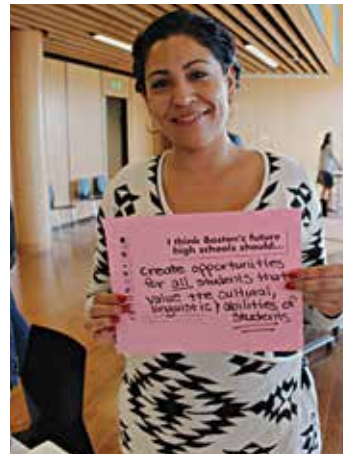
Dynamic: Personalized experiences promote passion, creative exploration and diversity of thought.

Expansive: Meaningful connections, within and beyond the classroom, help our students build pathways to future success.

Where We're Headed

Over the next several months, community groups will be asked to comment on the principles that have been created either online or by hosting a second round of community conversations. At the same time, BPS and the Education Cabinet are working with Continuum to apply the Redesign Principles to Madison Park High School as a part of Superintendent Tommy Chang's 100-Day Plan.

To learn more, visit highschoolredesign-Boston.org.



Boston Opportunity Youth Collaborative

Building Pathways for Opportunity Youth



The Opportunity Youth Collaborative (OYC) is a group of more than 80 stakeholders who have been working together for the last three years to expand and better connect education and employment pathways available to Boston's opportunity youth: 16-24 year olds who are not in school or working. There are approximately 8,000 such young people in Boston. The Collaborative has conducted research, shared data and mapped programs and pathways designed to support youth in their education and careers. A key piece of the research has been to engage a group of young adult peer leaders in a Youth Voice Project, to solicit feedback from young people in the community.

The Collaborative is currently focused on older opportunity youth who have already earned a high school credential, as that is the largest segment within Boston's opportunity youth population. With a grant from Jobs for the Future and the Aspen Institute, Boston was able to launch the Connection Center, run by X-Cel Education. The Connection Center serves as a one-stop resource center that reaches out to young people, assesses their skills, challenges and interests and then refers them to postsecondary and career pathways that will lead to long-term success.

Over the next year, the OYC plans to continue collective impact activities such as building relationships with public officials and institutional leaders, expanding participation in the Youth Voice Project and convening youth and adults around key programming and advocacy goals. Highlights from the past year include:

🔄 In July, Mayor Martin J. Walsh joined the OYC to officially

open the Connection Center inside the Ruggles MBTA station. The event attracted a crowd of more than 300, and featured remarks from Robert Gittens, Public Affairs Vice President for Northeastern University; Secretary Stephanie Pollack of the Massachusetts Department of Transportation; and President and CEO Andy Pond of Justice Resource Institute—three institutions that worked with STRIVE Boston to help make the Connection Center's space a reality. Youth Voice Project peer leader Rommel Glover spoke as well, on the need for the Center and the role that young people played in its creation.

🔄 Facilitated by the Dudley Street Neighborhood Initiative (DSNI) and the Boston Youth Service Network (BYSN), the Youth Voice Project expanded its activities. Peer leaders worked with Connection Center staff to perform outreach to youth in several Boston neighborhoods. They continued to act as key advisors to the OYC, and presented their best practices for youth engagement at a national conference on opportunity youth.

🔄 This spring, the OYC launched its new website. It serves as an introduction to the Collaborative's work and hosts materials for members. For more information, visit the website at www.bostonopportunityyouth.org.

While these efforts help us learn about the best ways to engage opportunity youth, the Collaborative will continue to elevate the profile of these young people and scale pathways through data collection, convening activities and research.

The Boston Opportunity Youth Collaborative (OYC) is made up of 80 different partners, including local community-based organizations, the Boston Public Schools, philanthropy, city and state agencies and postsecondary institutions. The partners first came together in the spring of 2013, co-convened by the Boston Opportunity Agenda and the Boston Private Industry Council through funding from the Aspen Forum for Community Solutions and the Opportunity Youth Incentive Fund.

Community Partners: Action for Boston Community Development, American Student Assistance, America's Promise Alliance, Asian American Civic Association, The Lloyd G. Balfour Foundation, Barr Foundation, Benjamin Franklin Institute of Technology, Bunker Hill Community College, Bird Street Community Center, Black Ministerial Alliance, Boston After School and Beyond, Boston Link, Boston Cares, Boston Centers for Youth and Families, Boston Mayor's Office, Boston Opportunity Agenda, Boston Private Industry Council, Boston Public Schools, Boston STRIVE, Boston Youth Service Network, Boys and Girls Clubs of Boston, Bridge over Troubled Waters, City of Boston, City Year, College Bound Dorchester, Committee for Public Counsel Services, Commonwealth Corporation, Community Work Services, Community Call, Dorchester Bay Economic Development Corporation, Dorchester Youth Collaborative, Dudley Street Neighborhood Initiative, East Boston Neighborhood Health Center, ESAC-GED Plus, Freedom House, Future Chefs, Health Resources in Action, Higher Ground, The Hyams Foundation, Inquilinos Boricuas en Acción (IBA), Innercity Weightlifting, Justice Resource Institute (JRI), Jewish Vocational Service (JVS), KeySteps, Liberty Mutual Foundation, Massachusetts Business Alliance for Education, Massachusetts Department

of Youth Services, Mayor's Office of Workforce Development, More Than Words, Multicultural Dropout Outreach Collaborative, New England Center for Arts and Technology (NECAT), New England Community Services, New Horizons Boston CLC, New Profit, Northeastern University, NorthStar Learning Centers, Notre Dame Education Center, Inc, OneGoal Massachusetts, Robert F. Kennedy Children's Action Corps, Roca Inc; Root Cause, Roxbury Community College, Roxbury Youthworks, Inc; RoxMAPP, SkillWorks, Sociedad Latina, Teen Empowerment, The Boston Foundation, Trinity Church Foundation, United Way of Massachusetts Bay & Merrimack Valley, Urban College of Boston, Whole Foods, X-Cel Education, Year Up, Youth Hub, Youth Options Unlimited, Youth on Board, Youth Voice Project, YouthBuild Boston, Youth Violence Prevention Funder Learning Collaborative.



Success Boston: Boston's College Completion Initiative

Getting Ready, Getting In, Getting Through, Getting Connected



Success Boston is a citywide college completion initiative that is working to dramatically increase the postsecondary completion rate for Boston Public Schools (BPS) graduates. Convened by the Mayor, partner organizations are implementing a four-part strategy to ensure that students are *Getting Ready, Getting In, Getting Through and Getting Connected*. Success Boston was launched in 2008 in response to a longitudinal study by Northeastern University's Center for Labor Market Studies which showed that only 35% of BPS graduates who had enrolled in college completed an Associate's or Bachelor's degree by age 25. Success Boston set a goal of achieving a 70% college completion rate for graduates of the Boston Public Schools by 2017.

Getting Ready

The Boston Public Schools is the lead partner for Getting Ready and is working to strengthen students' readiness for success by increasing the academic rigor of high school, strengthening college advising, and partnering with Boston Afterschool and Beyond to strengthen the social-emotional skills and abilities that will help students navigate postsecondary pathways. Since 2008, core readiness activities have included expanding access to Advanced Placement, International Baccalaureate and dual enrollment courses that will prepare students to meet the demands of college. Moving forward, the BPS is committed to ensuring that more students complete the MassCore curriculum, which is the state's recommended set of college preparatory courses, and is working to build pathways to postsecondary

education that will engage even more students in "getting ready" for success.

Getting In

Convened by the Boston Foundation, nonprofit partners are working to bridge the high school to college experience by providing financial aid advising and "transition coaching." Launched with the class of 2009, nonprofits work with students, typically beginning in their senior year of high school, to help them make the transition from high school to college. Coaches meet with students—individually and in groups, on the college campus and in the community—and maintain regular contact through texting, emails and phone calls. Historically, approximately 300 students per year have received this coaching, the vast majority of whom were low-income students of color and the first in their families to go to college. In 2014, the Boston Foundation was awarded a \$2.7 million Social Innovation Fund (SIF) grant from the Corporation for National and Community Service to expand the coaching model, based on early evidence showing that coaching had a statistically significant impact on a student's ability to remain enrolled in college. That grant was followed in 2015 with a \$3.3 million grant. Indeed, for some vulnerable groups, the impact was more than 20 percentage points. Beginning with the high school class of 2015, 1,000 students annually will receive coaching, including nearly every community college student from a Boston high school. Nonprofit partners include Bottom Line, Boston Private Industry Council, College Bound Dorchester, Freedom House, Hyde Square Task Force, Match

Beyond, Sociedad Latina, Steppingstone and West End House Boys & Girls Club. The organization uAspire provides financial aid advising as well as training and support for nonprofits. These organizations work directly with students and in partnership with student support services at area colleges.

Getting Through

Convened by the University of Massachusetts Boston and Bunker Hill Community College, 37 local postsecondary institutions have committed to support Boston's students through to completion of their postsecondary credential. Campuses are collecting and analyzing their student data, and providing "just in time" supports for students who need it. Campuses also have built strong partnerships with nonprofit partners and other institutions of higher education, and in some instances, have "embedded" coaches—from their own student support staff and from nonprofit partners, on site as part of the campus support offerings.

Pioneered at UMass Boston, Bunker Hill Community College, MassBay Community College, Roxbury Community College and Benjamin Franklin Institute of Technology, the postsecondary institutions have begun to embed coaches on their campuses—expanding their own capacity to support students.

Getting Connected

The efforts around the "Getting Connected" goal are convened by the Boston Private Industry Council (PIC) and focus on building career advising and awareness with students in high school and college, as well as encouraging employers to provide internships and part-time jobs that not only help students afford their education, but expose them to potential career pathways. Boston PIC connects high school and college students to summer jobs, and

is currently working to build career advising capacity in partnership with high schools and colleges.

Results

College enrollment rates for BPS graduates have steadily increased, as has college completion. For the baseline Class of 2000, there were 675 students who earned a college degree within seven years. For the Class of 2008, 1,166 students earned a college degree within six years. Overall, this puts the completion rate at approximately 50%, which is close to the national average of 55%. Success Boston partners believe that improved academic readiness, transition coaching and campus-based supports are contributing to this growth. The Center for Labor Market Studies at Northeastern University completed a quasi-experimental analysis of Success Boston's impact through 2014, comparing similar BPS graduates who did and did not receive coaching. Class of 2009 students who received coaching support had one-year college persistence rates that were 20 percentage points or more above their peers, with black and Latino students experiencing 17 to 22 percentage point gains. Two-year retention rates were also significantly higher, with Success Boston participants showing gains of more than 20 percentage points. Findings indicate that these dramatic results hold over time and across cohorts of students, with similar gains for the class of 2011. Since 2009, more than 2,000 Boston students have received coaching. Even while there is more to be done to achieve the goal of 70% completion, Success Boston's focus on data, partnership efforts and mutual accountability have contributed to the upward trends.



About Us



The Boston Opportunity Agenda (BOA) is a public/private partnership among the City of Boston, the Boston Public Schools, the city's leading public charities and many local foundations to ensure that all Boston residents have access to the education necessary for upward economic mobility, civic engagement and lifelong learning for themselves and their families. We fervently believe that by combining our resources, expertise and influence around a single agenda, we will have a greater impact on Boston's cradle-to-career educational pipeline.

While Boston has many exciting programs and organizations that focus on providing opportunities for individuals, the Boston Opportunity Agenda is a long-term partnership focused on achieving systemic change that will ultimately affect all Boston residents.

As the Boston Opportunity Agenda enters into its sixth year, member organizations have reaffirmed

the three organizing principles that guide our collective work and network structure. The partnership is governed by the CEOs of each member organization who identify strategic issues facing our education pipeline in whole or in part, formulate the Boston Opportunity Agenda priorities and strategies, and provide a call to action for community stakeholders.

The Three Principles

Data drives change: Keeping key performance measures in public view is critical to driving change.

Accurate and timely data is both a call to action and an accountability mechanism. We will hold ourselves accountable for the change we want to see by regularly reporting progress on key metrics and encouraging the use of common metric across the pipeline.

Our investments are designed to incubate solutions and must produce immediate gains and long-term system change.

By making a limited number of data driven and research-based investments, we can:

- 1 Expedite the positive education outcomes for underserved kids currently in the system; and
- 2 Tackle challenges in the education pipeline and use the continuous learning from those investments to recommend large-scale system changes.

Collective impact is required to achieve our goals.

By mobilizing the nonprofit, philanthropic, business and governmental communities to align resources and increase efficiency and effectiveness, we ensure the overall success of Boston's educational pipeline. We have created multiple ways for others to join us:

- 🔄 **Investing Partners** contribute financial and human resources to BOA priority initiatives.
- 🔄 **Philanthropic Partners** align their education investments to support BOA priority initiatives or advance BOA goals. They share common data collection, tools and analysis.
- 🔄 **Community Partners** join one of the priority investment networks and align one or more of their education programs in support of BOA goals. They share common data collection tools and analysis as well as participate in continuous improvement work.

Our current partners are identified in the programmatic updates section of the report card. To learn more about becoming a Boston Opportunity Agenda partner at any level please contact Kristin McSwain at Kristin.McSwain@bostonopportunityagenda.org.

Strategies for Driving Change

In order to operationalize our principles, the Boston Opportunity Agenda has adopted three strategies for driving change in the education pipeline.

Data: Publish an Annual Report Card

This annual report card is used to track progress against the metrics in public view as well as to provide an accountability mechanism for ensuring excellent schools are available to all of Boston's learners.

Investment: Invest in Capacity

We identify targeted, strategic opportunities that can unlock potential, remove obstacles and change the public conversation. The Boston Opportunity Agenda's role in high school redesign is a key example of how we invest in capacity.

Collective Impact: Build and Support Community Action Networks

We bring together groups of cross-sector organizations to:

Build new networks that focus on finding solutions to gaps identified in the pipeline. See the sections on the Opportunity Youth Collaborative and the Summer Learning Project for examples of two networks that the Boston Opportunity Agenda helped start and grow.

Support and strengthen existing networks. We partner with existing networks to help drive the work forward. This ranges from bringing additional members to the table, pushing the data work forward, or placing the work in the context of the education pipeline. Thrive in 5 and Success Boston are two supported networks featured in this report card.

...ensure that all Boston residents have access to the education necessary for upward economic mobility, civic engagement and lifelong learning for themselves and their families

These generous investors have made the Boston Opportunity Agenda's accomplishments possible

Annie E. Casey Foundation	Allan Kamer
Paul & Edith Babson Foundation	Nancy R. Karp
The Lloyd G Balfour Foundation	Klarman Family Foundation
The Beal Companies, LLP	W. K. Kellogg Foundation
Blue Cross Blue Shield	Robert & Myra Kraft Family Foundation
Boston Children's Hospital	Liberty Mutual Foundation
Boston Public Health Commission	Marjorie L. and James M. Lober Fund
Margaret A. Bush	Lumina Foundation
Steven A. Caravello	Massachusetts Department of Early Education and Care
Cox Family Fund	Herman & Frieda L. Miller Foundation
Deloitte LLP	The National Summer Learning Association
Eastern Charitable Foundation	Partners HealthCare
Eos Foundation	Harold Whitworth Pierce Charitable Trust
Jessie B. Cox Charitable Trust	Kazandjian Sargeant Fund
Belden, Pamela and Andrew Daniels Opportunity Fund	Charles S. and Zena A. Scimeca Charitable Fund
Ford Foundation	W. Clement and Jessie V. Stone Foundation
Frieze Family Foundation	Matthew J. & Gilda F. Strazzula Foundation
Hamilton Company Charitable Foundation	Sunrise Fund
The Hayden Foundation	Sally Sutfenfield Webb Fund
Hildreth Stewart Fund	Verizon Foundation
John Hancock Financial Services	The Wallace Foundation
J.P. Morgan Chase Foundation	Charles A. Walsh, III

This report would not be possible without our data partners: the Boston Indicators Project and the Boston Public Schools Office of Data and Accountability. We thank them for their assistance in analyzing and reporting on the enclosed metrics. Any errors are of course our own.



www.bostonopportunityagenda.org

