



BPE: Results from 2014-2015

Results from the Dudley Street School

- **Students Served.** We served **224 students** at the Dudley Street School, 85% of whom came from low-income families. 99% of students are Black or Latino. 50% are residents of the Dudley neighborhood. 11% were homeless at some point during the school year.
- **Literacy.** Just 36% of third-grade students in the Boston Public Schools (BPS) score Proficient or above on the English language arts MCAS test. At the end of the 2014-15 school year, **62% of Dudley Street School students in Kindergarten and above were reading on grade level** according to the University of Chicago's STEP literacy assessment system. 55% of students were writing on grade level according to the Lucy Calkins rubric. **71% of all students met or exceeded growth targets** for reading. Our oldest students completed second grade in June 2014. When they entered the school in September 2012 as first graders, just 14% were reading on grade level. At the end of third grade, 50% were reading proficiently.
- **Math.** One set of assessments we are using to measure students' progress against grade-level goals is the BPS end-of-unit assessments. Over time, these tests measure different standards and so cannot be used to assess growth against a constant measure. However, we are seeing a pattern of increasingly higher scores as the year progresses. On the first end-of-unit assessment, just 49% of first graders, 25% of second graders, and 7% of third graders met the benchmark for Proficient/Advanced. On the final end-of-unit assessment, 66% of first graders, 49% of second graders, and 40% of third graders met the same benchmark. This means that **over twice as many students scored Proficient/Advanced on the last assessment as on the first**, and that approximately **52% of all students in first through third grade achieved grade-level mastery on the standards assessed by the final assessment**.
- **Attendance.** Our attendance rate was **95%** for the second year in a row (among the highest of BPS elementary schools).
- **Family Satisfaction.** **1102 students entered the lottery** for 48 seats for the 2015-16 school year, demonstrating both family satisfaction and demand. 100% of families attended at least one parent teacher conference. **100% of parents agree with the statement, "This school is a good place to learn."** 97% of families reported being satisfied with the academic progress of their children. 95% of families would recommend the Dudley Street School to other families.
- **Teacher Preparation.** 100% of BTR residents placed at the Dudley Street School reported that BTR met their expectations, compared to 88% overall.

Results from the Boston Teacher Residency (BTR)

- **Students Served.** BTR residents served over 4,000 students. **BTR graduates served over 20,000 students** in BPS.
- **Educators Served.** BTR prepared **40 residents** (31 of whom passed our rigorous requirements and graduated in July 2015), and supported **over 500 graduates** teaching in BPS.
- **Induction.** We provided intensive coaching to 31 BTR graduates from the Class of 2014 who opted into BTR coaching services. **97% of these new graduates scored proficient on the state's new teacher evaluation system.**

- **Special Populations.** 24 graduates completed our dual licensure program in either ESL or special education.
- **Job Placement.** 94% of 2015 BTR graduates were placed in BPS teaching jobs for the 2015-16 school year.
- **Teacher Diversity.** Half of the new BTR graduates are people of color. 48% of all BTR graduates in BPS are people of color.
- **Teacher Retention.** Among all graduates three or more years out of the residency, 91% have served at least three years inside a BPS school. Among all BTR graduates five or more years out of the residency and initially placed in BPS, 77% have served at least five years in BPS. In 2011, Harvard's Center for Education Policy Research reported that BPS had a 63% three-year retention rate and 51% five-year retention rate for non-BTR teachers.
- **Student Achievement.** Each student with at least two consecutive years of MCAS scores receives a student growth percentile (SGP), which measures how much the student's performance changed relative to other students statewide with similar scores in previous years. Expected growth is an SGP of 40 or above. The data set we received from BPS most recently did not include information on teachers' specific teaching assignments, and thus we had to assume that teachers were teaching in the subjects for which BTR initially certified them. Across the classrooms of the 127 BTR graduates teaching in BPS in 2013-14 for whom SGP data were available, 57% of students had English SGPs above 40, and 61% of students had math SGPs above 40. 2015 data is not yet available.
- **Principal Satisfaction.** On our latest principal survey, in which we asked principals to rate BTR graduates in comparison with other teachers with similar levels of experience, principals rated 88% of BTR graduates as average or above for ambitious teaching, 93% of BTR graduates as average or above for planning effective lessons, and 92% of BTR graduates as average or above for using effective teaching strategies. 97% of principals would hire another BTR-prepared teacher.

Results from the Dudley Promise Corps (DPC)

- **Students Served.** 39 Dudley Promise Corps members supported 602 students in two schools.
- **Classroom Impact.** At the Dudley Street School, 70% of teachers agree or strongly agree that "DPC members were an important resource in helping support literacy efforts in the classroom this year." 83% agree or strongly agree that "DPC members were an important resource in helping me engage students this year." 77% agree or strongly agree that "DPC contributed to building positive school culture for students this year."

Dissemination

- BPE staff presented at 8 local and national conferences.
- BPE staff provided 13 consultations with other organizations.
- BPE staff participated in several national networks, including the Core Practices Consortium, Deans for Impact, Urban Teacher Residency United's Data Literacy Initiative, and the 100Kin10 network.
- BPE continued to convene the Boston School Data Network.
- BPE Executive Director Jesse Solomon was tapped to advise incoming Superintendent Tommy Chang as part of his Transition Team.
- BPE Executive Director Jesse Solomon presented a TED talk at TEDx Boston. (<https://www.youtube.com/watch?v=6Ov92oOSe3k>)