



Boston Public Schools

Transformation Accountability Update SY 2025-26

Wednesday, October 29

Mike Sabin

Executive Director of District and School Transformation



Presentation Agenda

Part I: School Update

Part II: Strategy Overview

Part III: Performance Overview

Part IV: School Leaders

TechBoston: Pat Cleary

Dearborn: Darlene Marcano

Part V: Staffing Update

Part VI: Budget Commitments





Who are our Transformation Schools?

Transformation schools are BPS schools identified by DESE as “requiring assistance or intervention.”

Schools Identified from 2023 Accountability Data or Earlier (multiple years of support)			Identified from 2024 Accountability Data (full year of support)	Identified from 2025 Accountability Data (newly identified)
Albert Holland Blackstone Brighton HS Charlestown HS (12) Clap CASH Condon K-8 Dearborn (16) Edison Ellis English HS Excel HS Greenwood K-8 Hennigan	Higginson/Lewis K-8 Kenny (11) King Lee K-8 Lyon HS Madison Park Margarita Muñiz Mario Umana Mason (11) Mildred Avenue K-8 Orchard Gardens K-8 Ruth Batson Shaw-Taylor Snowden	TechBoston (14) Tobin K-8 Young Achievers K-8 <u>EXITING STATUS</u> Frederick (closure) Chittick (19) Curley K-8 (13) Grew (46) Holmes (19) Philbrick (51) Perkins (18)	ACC BINCA BTU K-8 Russell Trotter (17) Melvin H. King	Conley

In Bold = All schools in **BOLD** are currently above the the 10th Percentile.

In Green = Schools in **BOLD GREEN** are above the 10th Percentile for 2+ years and are exiting Transformation Status based on our new criteria..



End-of-Year Student Demographics Comparison

The demographics of Transformation Schools are different than Non-Transformation Schools.

There is a higher percentage of low income students, students with disabilities and English Learners in Transformation Schools than in Non-Transformation Schools.

Transformation Schools have more Black and Latinx students. Non-Transformation schools have higher proportions of White, Asian, and Multiracial/Other students.

	Transformation	Non-Transformation
Low Income	83.2%	60.8%
Students with disabilities	27.1%	19.3%
English Learners	43.5%	28.4%
High Needs	92.2%	73.8%

	Transformation	Non-Transformation
Black	36.5%	23.7%
Latinx	51.4%	40.2%
White	6.2%	19.9%
Asian	2.8%	11.7%
Multiracial	2.8%	4.2%

Data source: DESE, aggregated for 42 SY24-25 Transformation schools. Non-Transformation comparison excludes Horace Mann Charters. High needs students fall into at least one of the following categories: 1) Low Income, 2) Students with disabilities, and/or 3) English Learners.



BPS Transformation Strategy (2025-26)

- **Tier 1 Universal Systems (All BPS Schools – BPS Universal Expectations)**
 - ◆ Regional support for strategic planning with the QSP
 - ◆ Grade Level Curriculum (HQIM) materials and training
 - ◆ Professional Learning through school and district PD
 - ◆ Attendance and Culture support from district and regional teams
- **Tier 2 Targeted Support (All Transformation Schools)**
 - ◆ Funding for school Instructional Coaches to support teacher development
 - ◆ Prioritized support from regional staff and Transformation Office for QSP development and implementation
 - ◆ Additional liaison support as needed through regional deployment plans
 - ◆ Additional funds for teacher leadership
 - ◆ Hiring support through priority postings and recruitment assistance
- **Tier 3 Intensive Support (Prioritized Transformation Schools – focus area 2025–26)**
 - ◆ Intensive support for leadership team development from the Division of Schools
 - ◆ Prioritized attention from central departments to ensure streamlined assistance



Expected Measurable Impact

→ **Student Learning**

- ◆ MCAS Achievement (increase in Scaled Score and % Meeting/Exceeding in Math/ELA/Science)
- ◆ MCAS Growth (SGP consistently over 50 in Math/ELA)
- ◆ MAP Achievement (increase in MAP Achievement Percentile in Math/ELA K-12)
- ◆ MAP Growth MAP (CGP consistent over 50 in Math/ELA)
- ◆ ACCESS (increase in the % of students meeting ACCESS targets)

→ **School Culture and Climate**

- ◆ Student Surveys (rise in student Sense of Belonging ratings)
- ◆ Faculty Surveys (rise in Faculty Professional Learning ratings)

→ **Attendance**

- ◆ Chronic Absenteeism (decrease in Chronic Absenteeism)

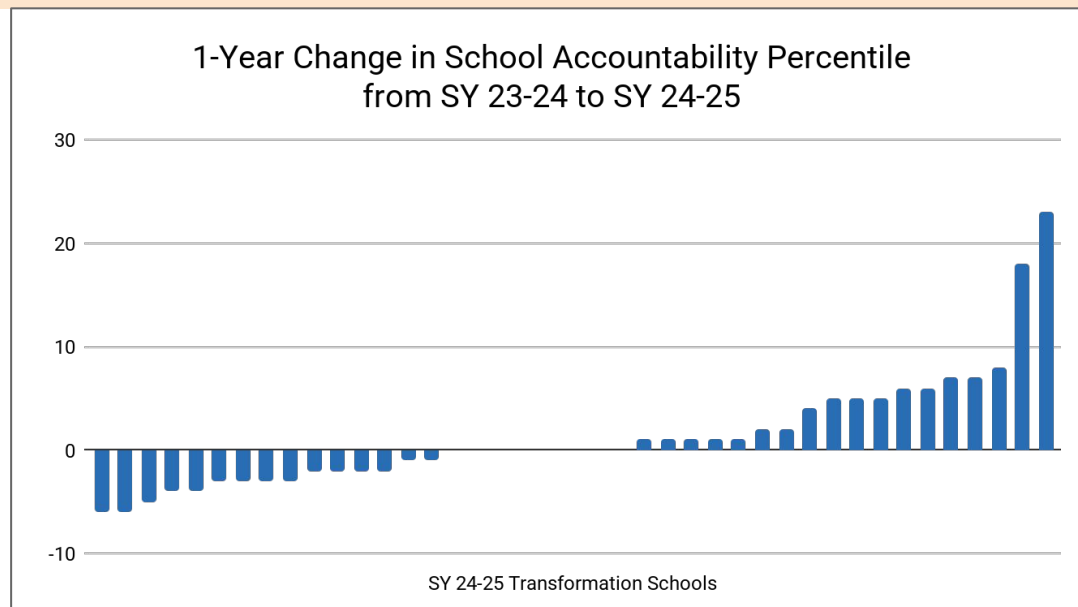
→ **Other**

- ◆ Accountability Percentile (increase in Accountability Percentile)
- ◆ Number of Transformation Schools (reduction in number of BPS Transformation Schools)
- ◆ Staffing (Reduction in churn, increase in % properly licensed and staff diversity)



Transformation School Accountability Percentiles

Of the 41 Transformation Schools with accountability percentiles last year and this year, 18 schools improved their accountability percentile with improvement ranging from 1-24 ppts. 15 schools declined in accountability, with a range from 1-6 ppts. 8 schools remained at the same accountability percentile.

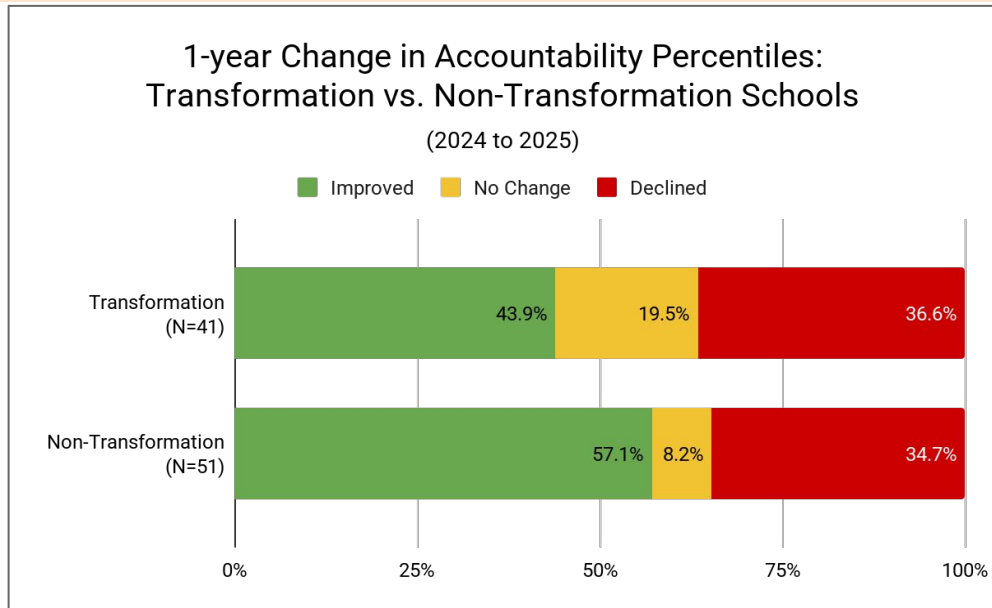


Schools enter Transformation status by falling into the bottom 10% of schools in the state serving similar grade spans.



1-year Change: Transformation vs. Non-Transformation

Both Transformation Schools and Non-Transformation Schools showed a higher percentage of schools improving than declining in accountability percentile. In contrast to the previous two years, Non-Transformation schools showed more improvement than Transformation schools.

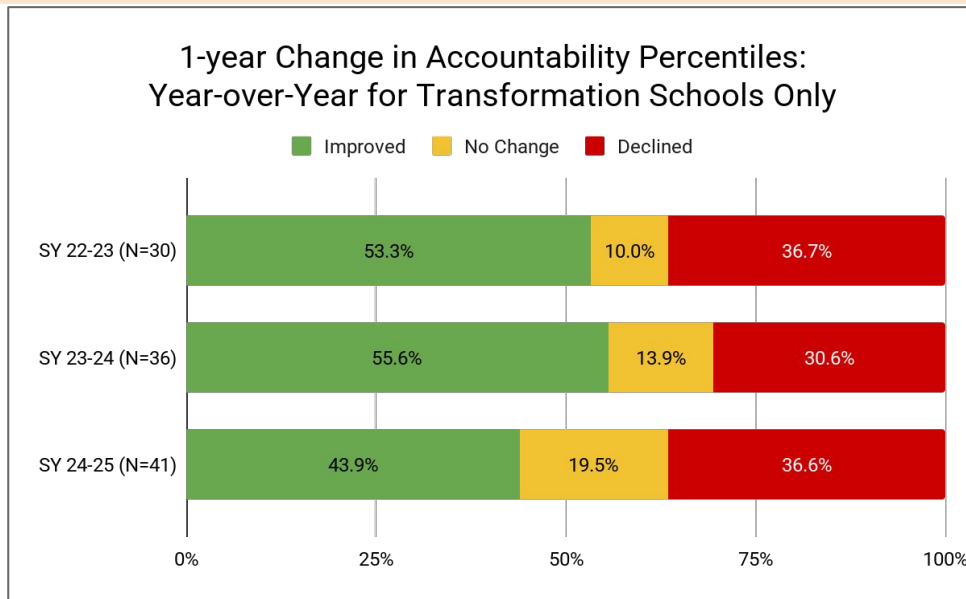


Three Transformation schools didn't receive accountability percentiles in one or both years and were excluded from analysis.



Year-over-Year: Transformation Schools Only

During each of the past three years, the proportion of Transformation schools improving their accountability percentiles has been higher than the proportion of schools declining in accountability percentile. This suggests the overall Transformation strategy is providing some upward lift to schools.



Schools who did not receive accountability percentiles in one or both years are excluded from change analysis (i.e. Schools who earned an accountability percentile in SY22-23 but not in SY 23-24 would be excluded from the SY23-24 and SY24-25 calculations).



Multi-Year Improvement in Accountability Percentile

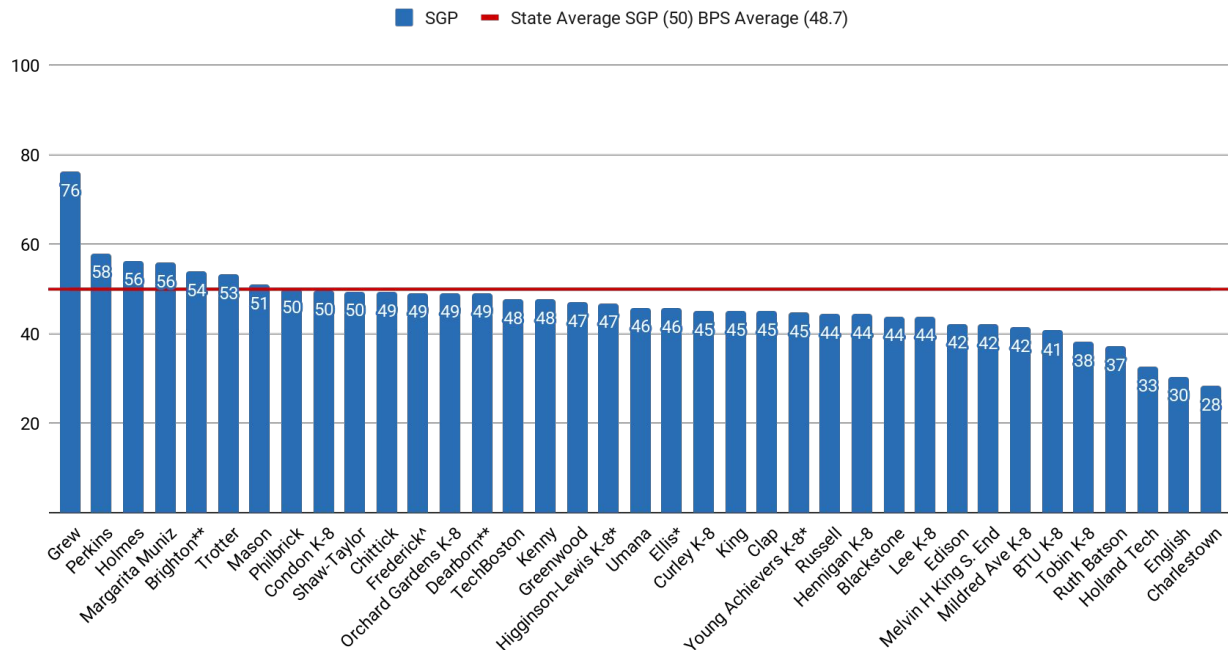
Eight (8) Transformation Schools improved their accountability percentile over consecutive years. Four of these schools (*) improved their accountability percentile since 2022.

School	2022	2023	2024	2025	2-Year Diff
Higginson-Lewis K-8 School*	1	2	3	4	+2
Greenwood Sarah K-8 School*	3	7	8	9	+2
Brighton High School	-	1	3	5	+4
TechBoston Academy*	5	8	9	14	+6
Dearborn 6-12 STEM Academy*	2	10	14	16	+6
Charlestown High School	10	2	4	12	+10
Perkins Elementary School	9	7	12	18	+11
Holmes Elementary School	11	7	13	19	+12



ELA Student Growth Percentile (Grades 3-8)

Grades 3-8: ELA Student Growth Percentile by School (SY 24-25)



Transformation Grade 3-8 ELA Mean SGP by individual schools ranges from 28 to 76.

14/37 schools (38%) have SGP over the BPS average of 49.

7/37 schools have SGP over the state average of 50.

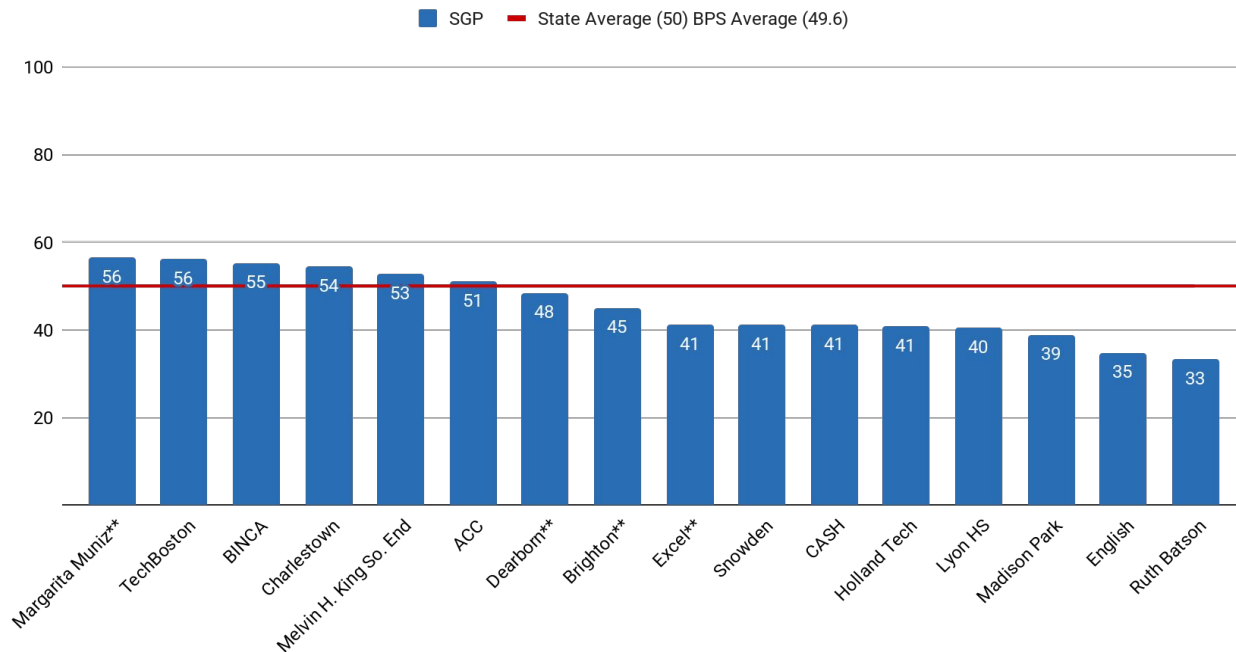
The lowest four Mean SGPs are in 7-12 schools.

*DESE Warning Schools. **DESE Underperforming Schools.



ELA Student Growth Percentile (Grade 10)

Grade 10: ELA Student Growth Percentile by School (SY 24-25)



Transformation Grade 10 ELA Mean SGP by individual schools ranges from 33 to 56.

6/16 Transformation High Schools have SGP at or over the BPS average of 49.

6/16 schools (38%) have SGP over 50.

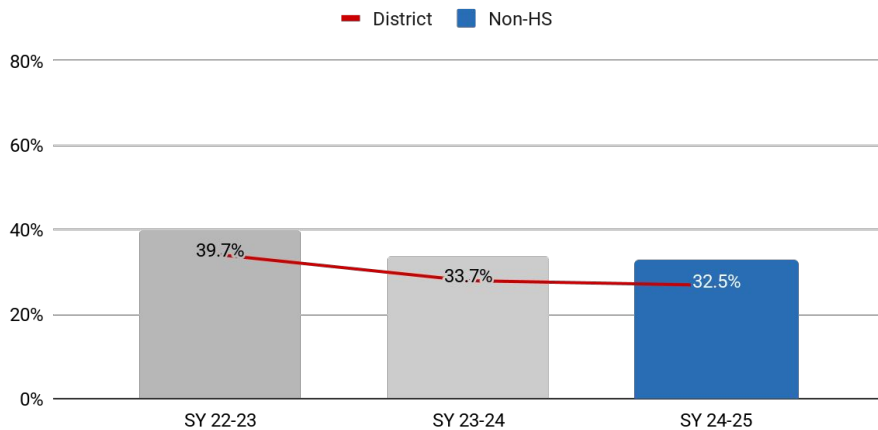
*DESE Warning Schools. **DESE Underperforming Schools.



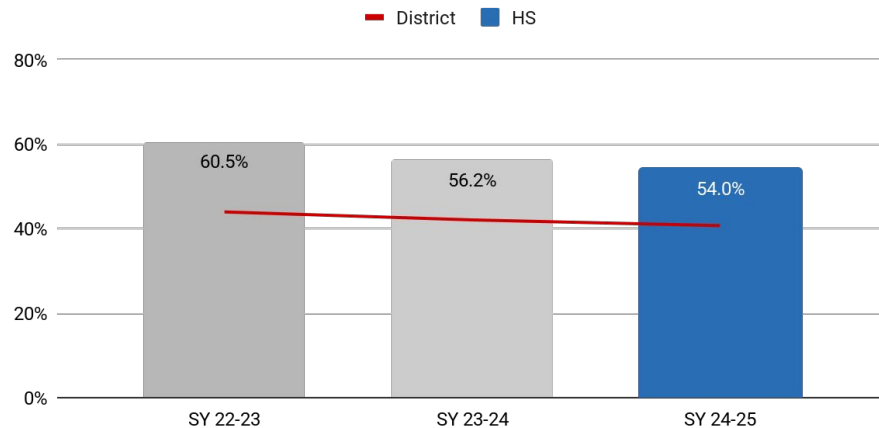
Transformation Chronic Absenteeism

Chronic absenteeism was lower in 2025 than 2024 at both high school and non-high school levels. High School absenteeism in Transformation Schools remains over 50% and 20pp higher than Non-HS (see Slide 17).

Transformation Non-HS: End of Year Chronic Absenteeism
Year-over-Year



Transformation HS: End of Year Chronic Absenteeism
Year-over-Year



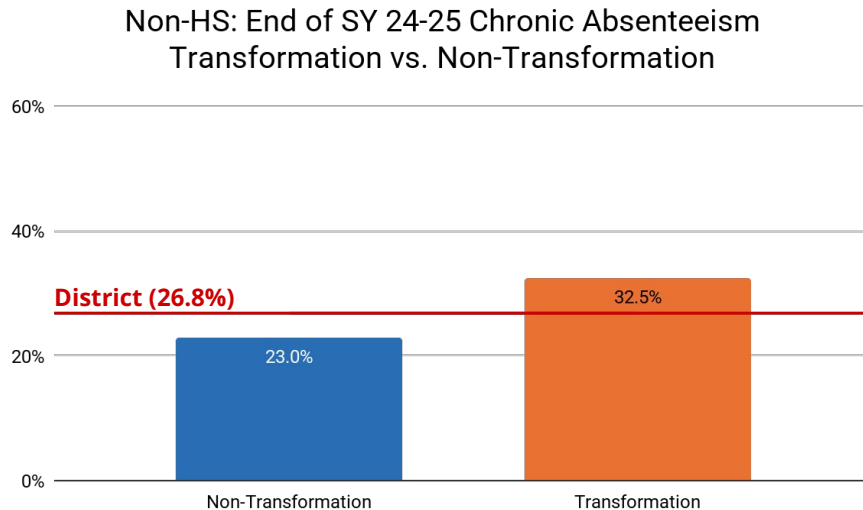
Chronic absenteeism data reported for grades PK-12 for end of school year SY 24-25 for the current 44 Transformation schools.



Non-HS: Chronic Absenteeism Comparison by Student Group

All student groups in Transformation schools at the non-high school level showed higher chronic absenteeism than in Non-Transformation schools in both 2024 and 2025. Despite improvements to overall Transformation school attendance, these gaps remain approximately the same size.

Chronic Absenteeism (Non-HS)				
Student Group	2024		2025	
	Transf	Non-Transf	Transf	Non-Transf
All Students	33.7%	24.0%	32.5%	23.0%
Asian	24.5%	10.8%	22.2%	11.0%
Black	30.1%	28.2%	28.6%	26.2%
Latinx	37.9%	30.8%	36.8%	30.7%
White	23.8%	13.1%	22.2%	10.8%
Low Income	36.9%	30.6%	35.3%	29.7%
SWD	40.5%	32.4%	39.0%	31.6%
Current EL	33.7%	28.0%	32.0%	26.9%



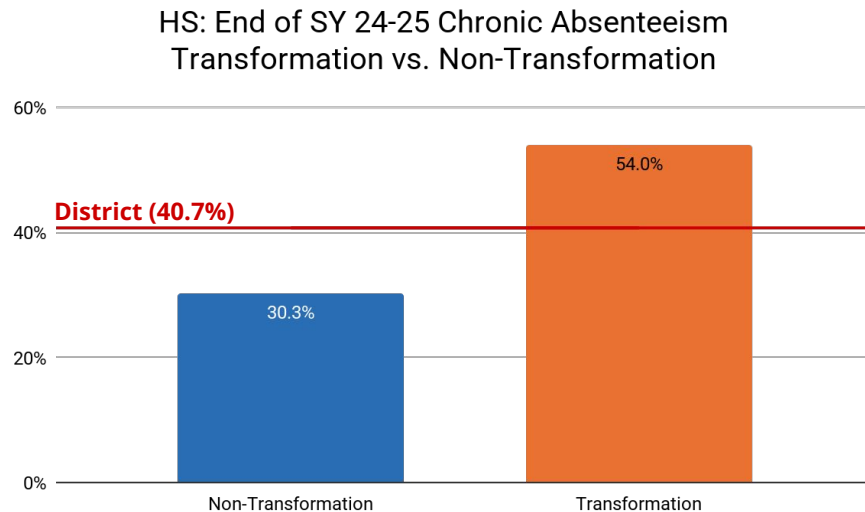
Chronic absenteeism data reported for grades PK-12 for end of school year SY 24-25 by student groups for the SY 24-25 Transformation Non-High schools (N=29). Non-Transformation does not include Horace Mann Charters. PK-12 schools not included in the non-high school breakdown.



HS: Chronic Absenteeism Comparison by Student Group

All student groups in Transformation schools at the high school level showed higher chronic absenteeism than in Non-Transformation schools in both 2024 and 2025. These gaps narrowed slightly between 2024 and 2025, but are also wider than the gaps at the non-high school level.

Chronic Absenteeism (HS)				
Student Group	2024		2025	
	Transf	Non-Transf	Transf	Non-Transf
All Students	56.2%	31.2%	54.0%	30.3%
Asian	38.1%	12.9%	34.9%	13.7%
Black	49.5%	34.2%	46.5%	32.7%
Latinx	61.6%	40.5%	59.9%	39.4%
White	62.6%	23.7%	57.4%	21.2%
Low Income	57.6%	38.0%	55.0%	37.6%
SWD	61.9%	44.1%	61.4%	43.8%
Current EL	50.8%	41.8%	47.8%	42.6%



Chronic absenteeism data reported for grades PK-12 for end of school year SY 24-25 by student groups for the SY 24-25 Transformation High schools (N=16). Non-Transformation does not include Horace Mann Charters. PK-12 schools **are** included in the high school breakdown.

A collage of eight photographs showing students in various school activities. The top row includes a basketball player in a white jersey with the number 12, a group of five students holding certificates, two students holding awards, and a student holding a 'STUDENT OF THE MONTH' shirt. The bottom row features a group of five friends posing, two students sitting at a table, a student standing next to a large black bear mascot, and a student running on a blue track.

[illegible]

Title	% of School
High Needs	91.6
English Learners	34.9
First Language Not English	50.1
Low Income	85.6
Students with Disabilities	24.0

TBA Focus Areas: **Academic Culture and Targeted Intervention**

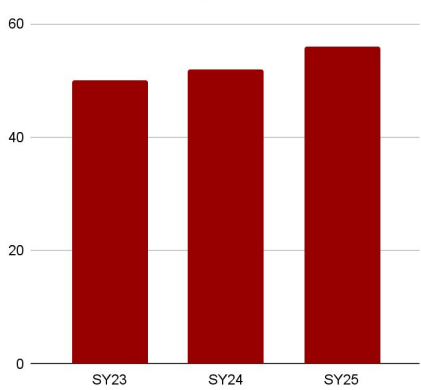
ACADEMIC CULTURE

- Teachers are implementing **High Quality Instructional Materials**
- Our Instructional Coaches have instituted **regular Common Planning Time (CPT)**
- Our Instructional Leadership Team (ILT) designs **professional development** with a specific focus on supporting our **Multilingual Learners**
- Introduced Multi Tiered Systems of Support (**MTSS**)
- Newly designated Early College Program!
- Nationally competitive AP Scores

TARGETED INTERVENTION

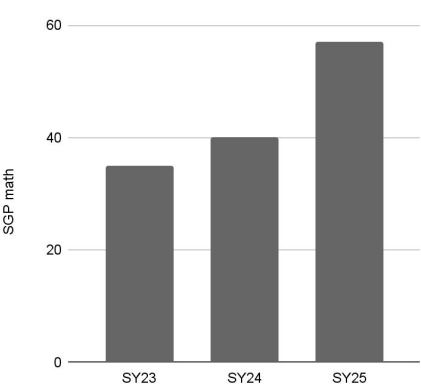
- All students in grades 7-9 are placed in intervention groups targeting specific academic needs
- Small groups are based in the science of reading, morphology, math skills and executive function skills as well as advancing groups
- Teachers are utilizing Orton Gillingham, Reading Horizons, Lexia, IXL and Zones of Development programs
- Introduced **Social Emotional Learning classes** in Grades 7-9

10th Grade Reading SGP

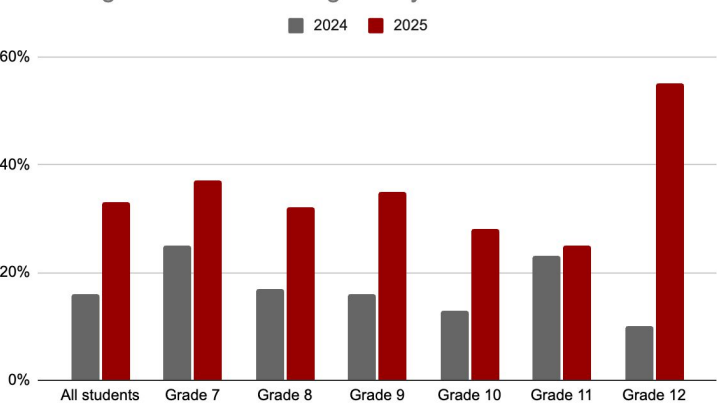


TBA reached 5 year highs in Math and ELA MCAS SGP in SY 2024-25, seen here compared year over year.

10th Grade Math SGP



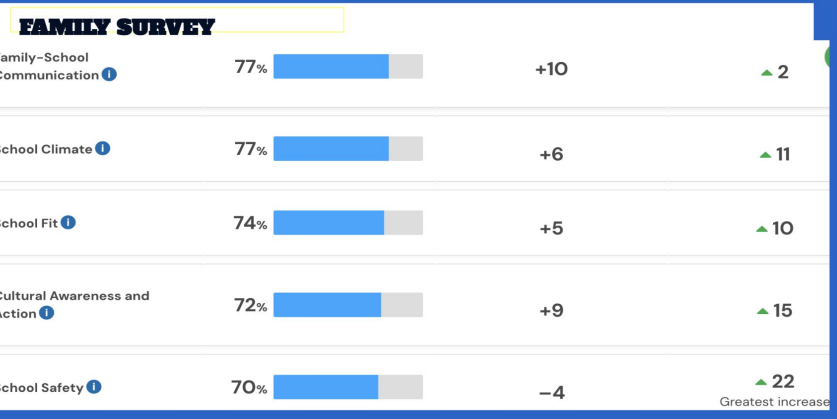
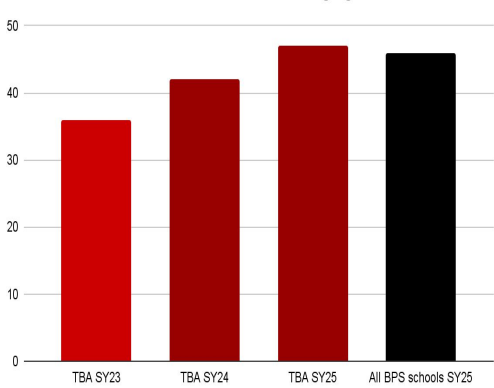
Percentage of ELs Made Progress by Grade



Our school-wide focus on English Learners resulted in large improvements in ACCESS progress last year.

Our Progress

Student Climate & Culture Sense of Belonging



We are proud to see significant increases in all categories of our Panorama Family Survey

We continue to strengthen our community, as shown by growth in our student Sense of Belonging, now higher than the district average

TechBoston Academy

Learning → Next Steps

HQIM

- Equitable Grading
- Supporting MLs through Discourse

Teaming

- Action Teams

Coaching

- Student Centered & Real Time Coaching

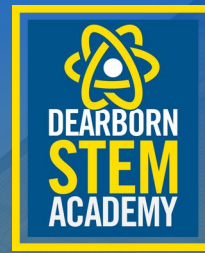
Targeted Intervention

- Earlier identification & implementation of Tier 2 & 3 supports with progress monitoring

Community Development

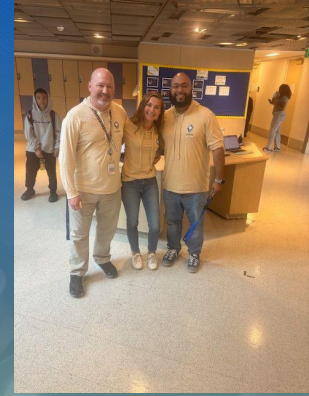
- Family & Partnerships Action Team
- Classroom Climate Action Team





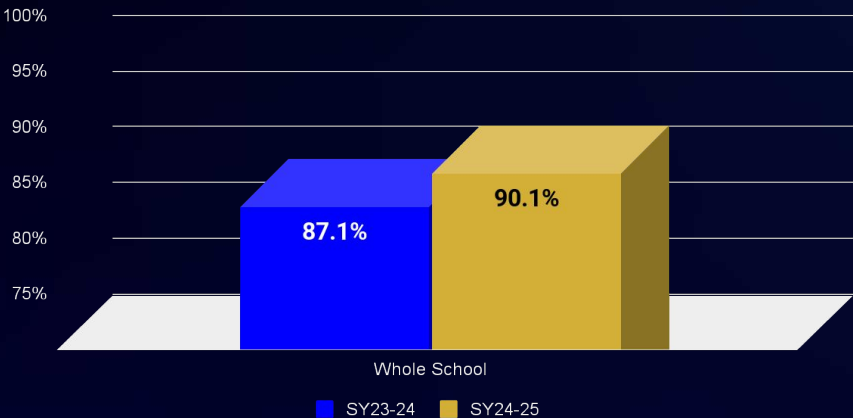
The Dearborn STEM Academy is an
open-enrollment Boston Public School in the
vibrant Roxbury neighborhood serving
570 students in grades 7-12.

Our mission is
to graduate students with the 21st century
skills required for college and career success,
prepared to serve as thoughtful, engaged
citizens, who contribute to the health, vibrancy
and development of their community.



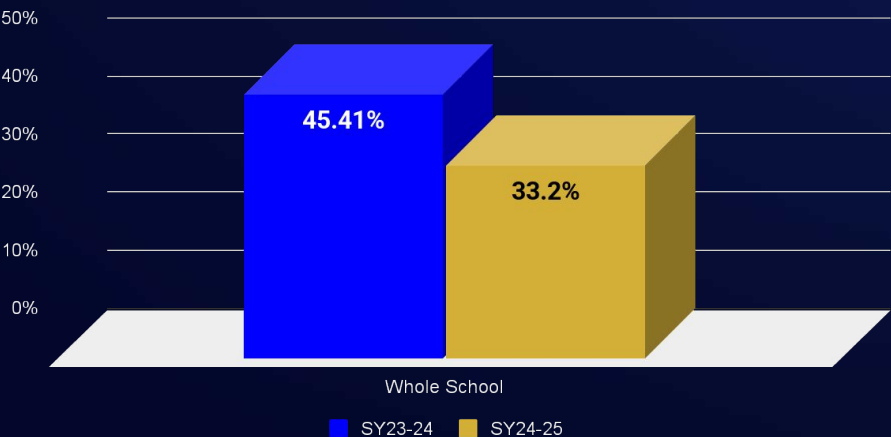
DSA YTY Whole School Attendance Comparison

SY23-24 vs SY24-25



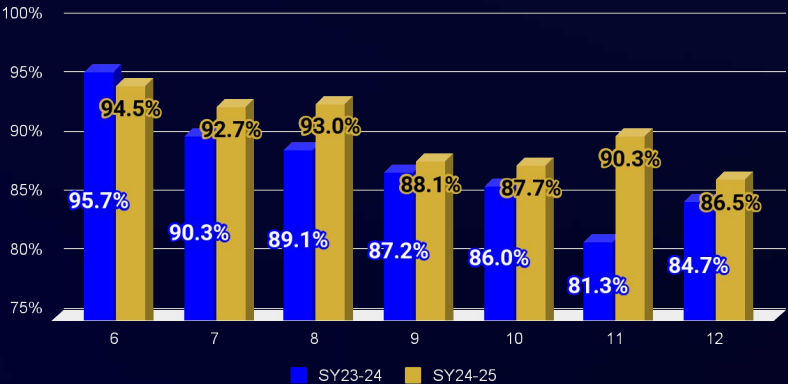
DSA YTY Chronic Absenteeism Comparison

SY23-24 vs SY24-25



DSA YTY Grade Level Attendance Comparison

SY23-24 vs SY24-25



ACCESS Improvements 2024-2025

	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	
Middle School	18.9	29.2	+10.3	24.1	65	4	Exceeded Target
High School	14.1	19.6	+5.5	15.6	102	4	Exceeded Target

Accountability Growth

School	2022	2023	2024	2025	4 - Year Diff
Dearborn 6-12 STEM Academy	2	10	14	16	+14



Dearborn Improvement Strategies

- All staff implemented strong writing tasks and using common rubrics, including content-based and WIDA Speaking/Writing rubric to build stronger vertical alignment in each content and improve English Language Development.
- All staff engaged in professional learning provided by the district on the application of inclusive practices grounded in the implementation of HQIM.
- Teachers used data to adjust their instruction that leads to improved student learning outcomes as evidenced by data over time.
- The Climate and Culture Team implemented whole school and targeted community building strategies to increase student sense of belonging.
- Student and family outreach targeting the entire school (Tier 1) and addressing chronic absenteeism.
 - ❖ Home visits
 - ❖ Phone conferences
 - ❖ Back-to-school cookout
 - ❖ Attendance Letters

What's Next?

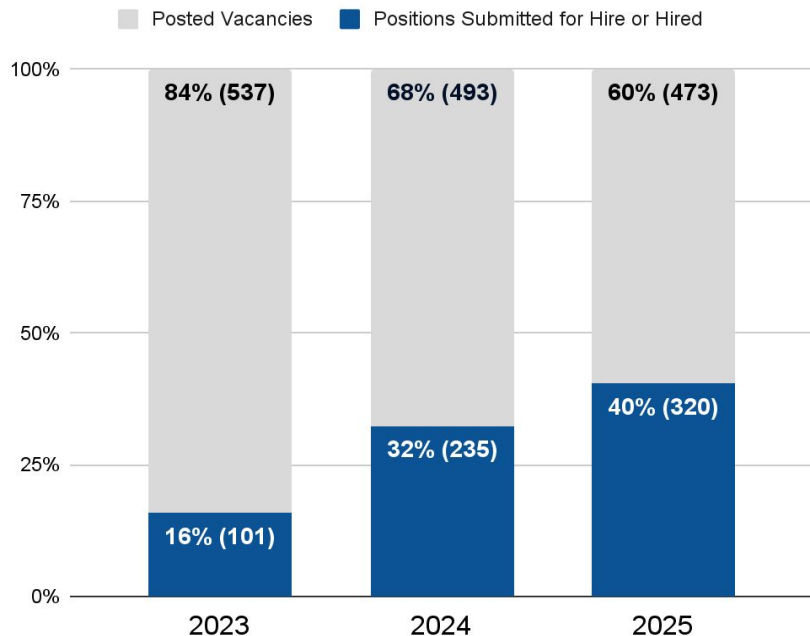


- Deepen the use of HQIM across content areas with support for students needing access and those needing acceleration.
- Ensure concrete supports for English learners across all content areas.
- Expand attendance initiatives to sustain gains.
- Strengthen and expand pathways to graduation and college readiness.
- Continue to work on writing instruction across content.
- Reaffirming the use of data *with* students to increase their understanding and buy in to data.
- Remain consistent!

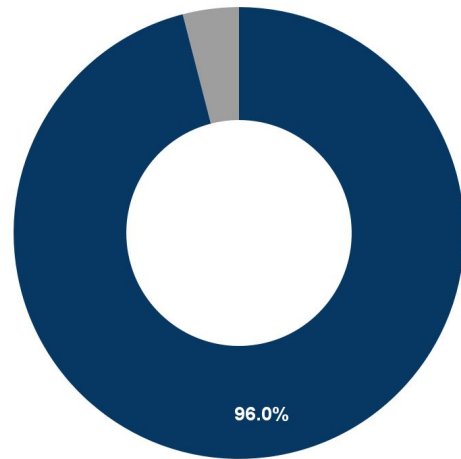


Transformation Hiring Update

Hiring Status: Year-over-Year Comparison April 2023-April 2025
Transformation Schools



As of October 3, 2025, **96%** of 746 Transformation school teacher positions have been filled.



Note: In 2023 the Transformation Schools cohort included 32 schools identified from 2019 and 2022 Accountability Data. In 2024, the Transformation Schools cohort includes 39 schools, also including schools identified from 2023 Accountability Data. Data reflects the number of schools identified as Transformation in each year (i.e. 32 schools in 2023, 39 schools in 2024, and 45 schools in 2025).

Specific Budget Allocations to Transformation Schools



Targeted (TAG) and Intensive (IAG) Assistant Grant Funds

- 41 schools provided with TAG funds (\$640,000 total)
- 3 schools provided with IAG funds (\$1,260,534 total)

Transformation (Instructional) Coaches

- 44 schools allocated Instructional Coaches in FY26
- \$6,224,666/49 FTE total

Transformation Office Funding

- 7 positions (6 Transformation Office Staff, ODA Analyst)
- Funds for professional learning, stipends, supplies
- \$ 1,288,000 total

STEAM Specialists

- 25 schools allocated STEAM Specialists in FY26
- \$3,041,646/27.4 FTE total

Turnaround Transition Funds (Underperforming Schools)

- \$610,508 total

TOTAL: \$13,065,354 (Note: Acceleration Academies not included)

QUESTIONS and COMMENTS



Appendix



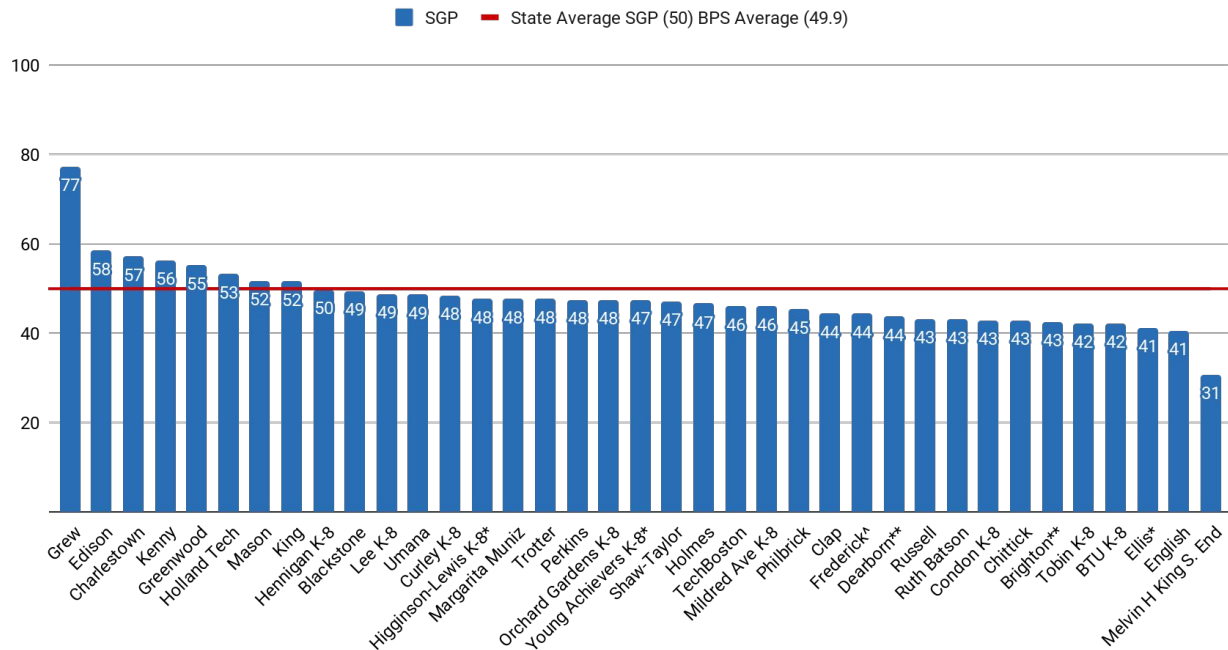
School-Level Stoplight Report

- This spreadsheet includes school-level data for Transformation schools related to the following indicators:
 - Progress towards State Accountability Targets
 - Accountability Percentile
 - Chronic Absenteeism
 - MCAS Meet & Exceed Expectations (M+E)
 - MCAS Student Growth Percentile (SGP)



Math Student Growth Percentile (Grades 3-8)

Grade 3-8: Math Student Growth Percentile by School (SY 24-25)



Transformation Grade 3-8 Math Mean SGP by individual schools ranges from 31 to 77.

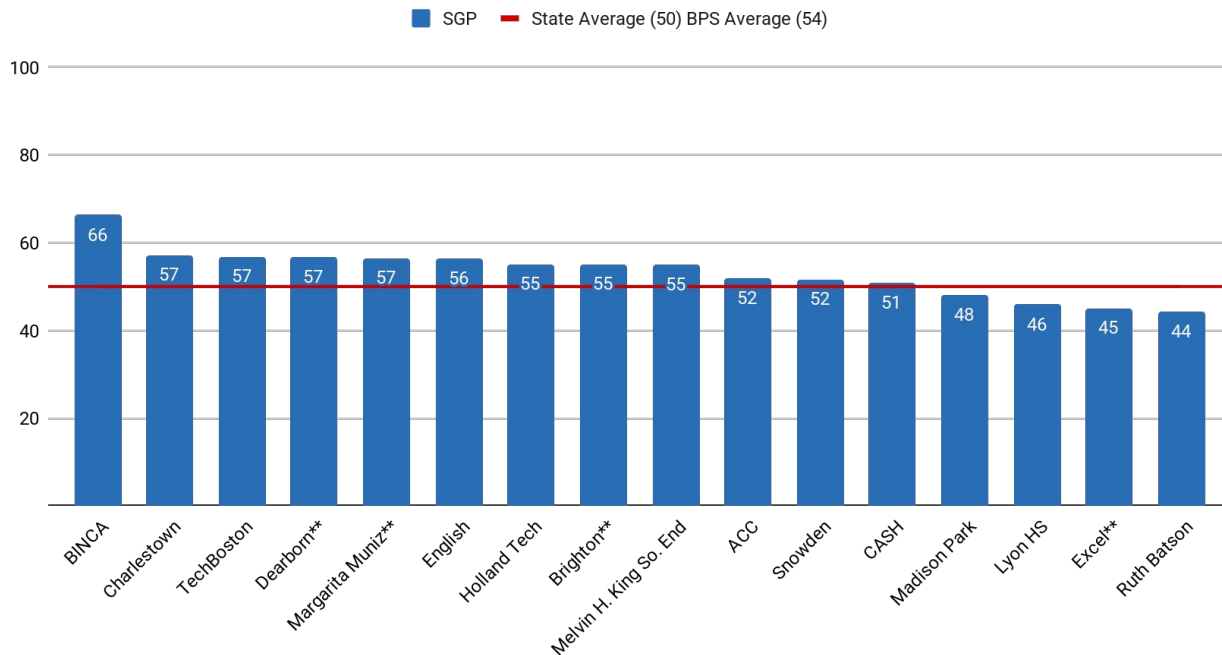
9/37 (24%) have Math SGP at or over the BPS average of 49.9.

8/37 have Math SGP over 50.



Math Student Growth Percentile (Grade 10)

Grade 10: Math Student Growth Percentile by School (SY 24-25)



Transformation Grade 10 Math Mean SGP by individual schools ranges from 44 to 66.

9/15 schools have SGP over the BPS average of 54.

12/16 schools have SGP over 50.

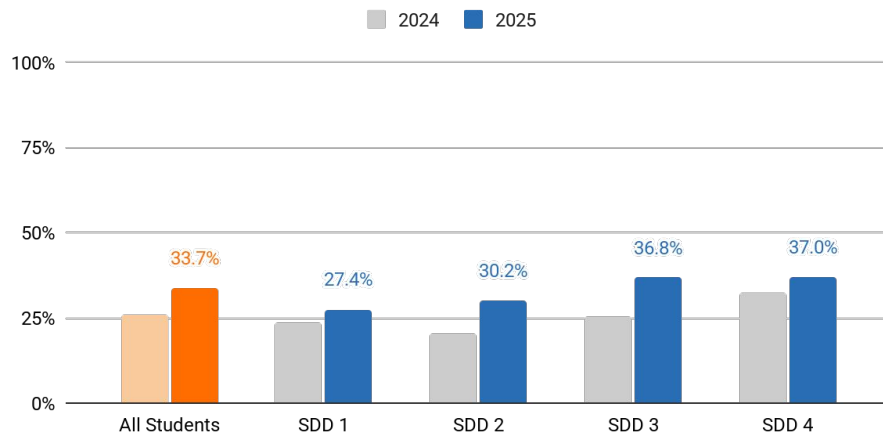


Transformation Making Progress by SDD Level

Transformation MLL students increased the percentage of students making progress toward attaining english proficiency overall and at all Service Delivery Determination (SDD) levels. The largest gain was for SDD 3s (+11.5ppts) and the smallest gain was observed for SDD 1s (+3.8ppts).

Percent of Students Making Progress			
Student Group	2024	2025	1 Year Trend
All Students	25.8%	33.7%	8.0
SDD 1	23.6%	27.4%	3.8
SDD 2	20.5%	30.2%	9.6
SDD 3	25.3%	36.8%	11.5
SDD 4	32.5%	37.0%	4.5

Percent of Students Making Progress by English Language Development (ELD) Level





Accountability Percentiles: Non-High Schools

School Name	2022	2023	2024	2025	1-yr trend
Blackstone Elementary School	3	6	3	3	0
Boston Teachers Union K-8 Pilot	28	13	8	5	-3
Chittick Elementary School	8	15	21	19	-2
Clap Elementary School	6	4	6	6	0
Condon K-8 School	6	3	3	3	0
Conley Elementary School	24	16	13	8	-5
Curley K-8 School	9	11	19	13	-6
Edison Elementary School	12	17	13	9	-4
Ellis Elementary School	3	3	4	4	0
Frederick Pilot Middle School	1	3	2	2	0
Greenwood Sarah K-8 School	3	7	8	9	1
Grew Elementary School	30	42	23	46	23
Hennigan K-8 School	6	4	4	3	-1
Higginson-Lewis K-8 School	1	2	3	4	1
Holmes Elementary School	11	7	13	19	6

School Name	2022	2023	2024	2025	1-yr trend
Kenny Elementary School	15	7	4	11	7
King Elementary School	7	10	5	5	0
Lee K-8 School	7	4	5	5	0
Mario Umana Academy	7	8	8	5	-3
Mason Elementary School	7	8	6	11	5
Mildred Avenue K-8 School	13	9	8	4	-4
Orchard Gardens K-8 School	7	4	9	7	-2
Perkins Elementary School	9	7	12	18	6
Philbrick Elementary School	19	36	33	51	18
Russell Elementary School	25	12	8	5	-3
Shaw-Taylor Elementary School	-	-	-	10	-
Tobin K-8 School	6	4	9	4	-5
Trotter Elementary School	11	12	10	17	7
Young Achievers K-8 School	2	1	3	2	-1



Accountability Percentiles: High Schools

School Name	2022	2023	2024	2025	1-year trend
Albert D Holland School of Technology	20	9	14	8	-6
Another Course to College	14	11	9	13	4
Boston International High School & Newcomers Academy	-	17	9	-	-
Brighton High School	-	1	3	4	1
Charlestown High School	10	2	4	12	8
Community Academy of Science and Health	5	5	5	6	1
Dearborn 6-12 STEM Academy	2	10	14	16	2
English High School	9	3	7	5	-2
Excel High School	5	6	8	6	-2
Lyon High School	12	-	-	-	-
Madison Park Technical Vocational High School	1	1	1	3	2
Margarita Muñiz Academy	11	8	5	10	5
Melvin H. King South End Academy	-	-	1	2	1
Ruth Batson Academy	3	7	6	3	-3
Snowden International High School	8	5	10	10	0
TechBoston Academy	5	8	9	14	5



Transformation K-12 Performance Overview (SY 24-25)

		2024	2025	1-yr trend
MCAS Achievement	ELA Scaled Score (3-8)	476.3	475.6	-0.8
	ELA Scaled Score (10)	480.7	476.0	-4.7
	Math Scaled Score (3-8)	475.8	474.8	-1.0
	Math Scaled Score (10)	479.5	478.1	-1.4
MCAS Growth	ELA SGP (3-8)	48.3	46.3	-2.0
	ELA SGP (10)	43.5	44.5	1.0
	Math SGP (3-8)	47.1	47.9	0.7
	Math SGP (10)	44.5	52.6	8.1
ACCESS For ELLs*	% of ELs Making Progress	25.8%	33.7%	8.0
Chronic absenteeism		42.9%	41.5%	-1.4

Transformation schools showed mixed results on the accountability metrics.

Overall achievement declined in all areas, with the largest decline in Grade 10 ELA.

SGP was higher in most areas, with the important exception of Grade 3-8 ELA.

Chronic absenteeism and EL Progress both improved.

Non-HS MCAS Growth (SGP) Comparative Student Groups (Transformation/Non-Transformation 2025 MCAS)

Consistent with last year, Non-HS SGP is lower for all student groups (except Asian students) in Transformation schools than in Non-Transformation schools in Math and ELA.

Students with Disabilities in Transformation schools had the lowest SGP in ELA (41.7) and Math (42.9).

While Transformation School growth is somewhat higher in 2025 than 2024, the majority of student groups still show growth below the national norm of 50.

ELA SGP	Transformation	Non-Transformation	2025 Gap
Students w/ disabilities	41.7	44.6	-2.9
English Learners	44.4	47.9	-3.5
Black	46.3	47.2	-0.9
Latinx	45.1	48.8	-3.7
White	50.9	53.6	-2.7
Asian	57.5	52.8	+4.7
Math SGP	Transformation	Non-Transformation	2025 Gap
Students w/ disabilities	42.9	45.2	-2.3
English Learners	46.9	50.1	-3.2
Black	45.9	49.3	-3.5
Latinx	48.4	49.6	-1.2
White	49.5	53.4	-3.9
Asian	58.3	55.7	+2.6

HS MCAS Growth (SGP) Comparative Student Groups (Transformation/Non-Transformation 2025 MCAS)

HS SGP is lower for all student groups in Transformation schools than in Non-Transformation schools in Math and ELA, with wider gaps in ELA growth than in Math.

Students with Disabilities in Transformation schools showed the lowest SGP in ELA (40.8) and Math (45.9).

The majority of student groups show growth below the target of 50 in ELA. The majority of subgroups show growth above the target of 50 in Math.

ELA SGP	Transformation	Non-Transformation	2025 Gap
Students w/ disabilities	40.8	55.9	-15.1
English Learners	44.4	56.8	-12.4
Black	44.4	50.8	-6.4
Latinx	44.1	54.7	-10.6
White	42.9	53.2	-10.2
Asian	51.7	51.8	-0.2
Math SGP	Transformation	Non-Transformation	2025 Gap
Students w/ disabilities	45.9	55.5	-9.5
English Learners	50.7	57.3	-6.6
Black	53.1	57.3	-4.2
Latinx	51.6	61.5	-9.9
White	50.1	61.2	-11.1
Asian	60.3	64.6	-4.3



Grades 3-8 MCAS ELA & Math Performance by Student Group

Transformation students in grades 3-8 show an overall decline and a decline for most student groups in Average CSS (achievement) and SGP (growth) in ELA and in Math.

ELA MCAS Grades 3-8 (Non-HS)				
Student Group	Average Composite Scaled Score (CSS)		Student Growth Percentile (SGP)	
	2024	2025	2024	2025
All Students	476.3	475.6	48.3	46.3
Asian	487.3	489.1	49.3	57.5
Black	474.8	474.5	47.5	46.3
Latinx	473.4	472.5	48.1	45.1
White	494.4	494.8	53.4	50.9
Low Income	473.6	472.8	47.7	45.6
SWD	467.0	466.0	42.5	41.7
Current EL	464.4	463.4	45.6	44.4

Math MCAS Grades 3-8 (Non-HS)				
Student Group	Average Composite Scaled Score (CSS)		Student Growth Percentile (SGP)	
	2024	2025	2024	2025
All Students	475.8	474.8	47.1	47.9
Asian	492.1	494.9	54.2	58.3
Black	473.7	472.6	45.3	45.9
Latinx	473.3	472.6	47.2	48.4
White	493.9	493.5	52.8	49.5
Low Income	473.0	472.1	46.2	47.2
SWD	467.7	466.0	43.3	42.9
Current EL	468.4	467.1	47.1	46.9

Average composite scaled score results include performance for all students, including students participating in MCAS Alt.



Grade 10 MCAS ELA & Math Performance by Student Group

Transformation students in Grade 10 show improvement for most student groups in Math SGP (growth). ELA SGP (growth) and Average CSS (achievement) in ELA and Mathematics declined for most student groups.

ELA MCAS Grade 10 (HS)				
Student Group	Average Composite Scaled Score (CSS)		Student Growth Percentile (SGP)	
	2024	2025	2024	2025
All Students	480.7	476.0	43.5	44.5
Asian	490.9	482.5	50.4	51.7
Black	482.8	477.7	44.3	44.4
Latinx	477.5	473.0	42.3	44.1
White	487.7	489.8	44.3	42.9
Low Income	480.1	475.2	42.8	44.5
SWD	475.0	469.8	41.2	40.8
Current EL	465.1	462.3	38.1	44.4

Math MCAS Grade 10 (HS)				
Student Group	Average Composite Scaled Score (CSS)		Student Growth Percentile (SGP)	
	2024	2025	2024	2025
All Students	479.5	478.1	44.5	52.6
Asian	498.2	489.7	63.5	60.3
Black	478.8	478.8	43.6	53.1
Latinx	477.4	475.9	43.3	51.6
White	490.2	486.7	47.9	50.1
Low Income	479.0	477.5	44.2	52.6
SWD	473.9	471.7	39.6	45.9
Current ELs	473.0	472.9	39.8	50.7

Average composite scaled score results include performance for all students, including students participating in MCAS Alt.



Grades 3-8 MCAS ELA & Math Transformation Performance

ELA MCAS Grades 3-8 (Non-HS)				
Student Group	Average Composite Scaled Score (CSS)		Student Growth Percentile (SGP)	
	2024	2025	2024	2025
All Students	476.3	475.6	48.3	46.3
Grade 3	482.5	479.4	--	--
Grade 4	480.5	478.7	47.6	43.9
Grade 5	479.5	480.2	46.9	45.6
Grade 6	475.7	477.3	49.8	52.2
Grade 7	470.1	469.2	49.5	46.1
Grade 8	469.4	468.3	47.7	43.5
Asian	487.3	489.1	49.3	57.5
Black	474.8	474.5	47.5	46.3
Latinx	473.4	472.5	48.1	45.1
White	494.4	494.8	53.4	50.9
Low Income	473.6	472.8	47.7	45.6
SWD	467.0	466.0	42.5	41.7
Current EL	464.4	463.4	45.6	44.4

Math MCAS Grades 3-8 (Non-HS)				
Student Group	Average Composite Scaled Score (CSS)		Student Growth Percentile (SGP)	
	2024	2025	2024	2025
All Students	475.8	474.8	47.1	47.9
Grade 3	476.9	475.5	--	--
Grade 4	478.6	476.5	45.3	43.1
Grade 5	478.5	477.9	45.3	49.9
Grade 6	477.4	478.5	49.3	52.6
Grade 7	471.5	470.1	48.9	48.6
Grade 8	471.6	470.5	46.9	45.3
Asian	492.1	494.9	54.2	58.3
Black	473.7	472.6	45.3	45.9
Latinx	473.3	472.6	47.2	48.4
White	493.9	493.5	52.8	49.5
Low Income	473.0	472.1	46.2	47.2
SWD	467.7	466.0	43.3	42.9
Current EL	468.4	467.1	47.1	46.9

This detailed chart of growth and performance helps identify patterns to guide continuous improvement:

- Overall Math and ELA performance declined.
- Grade 6 and Asian students had achievement and growth increases in both subjects.
- Only a handful of student groups across subjects are reaching growth of 50+.



Overall Accountability Shifts since 2022

The table below displays the accountability status of all BPS schools. The baseline accountability percentile for these schools was set at the end of SY 2021-2022. The table shows BPS schools accountability trends since the launch of our Regional Model and Transformation strategy in 2022.

2025 Overall Summary (movement from SY21-22 to SY24-25)		
Status	Number	Percent
Remained above bottom 10 percent (since SY 21-22)	48	44%
Moved above and currently above bottom 10 percent	7	6%
Moved into bottom 10 percent and then back above 10 percent	5	5%
Moved above 10 percent and then back into bottom 10	1	1%
Moved into bottom 10 percent and still in bottom 10	6	5%
Remained in bottom 10 percent (for all three years)	22	20%
No annual percentile calculations to compare	19	18%
Total	108	



Definition: What are Transformation Schools?

Transformation schools are BPS schools identified by DESE as “requiring assistance or intervention.”

**Schools without required assistance or intervention
(approx. 85% state-wide)**

**Schools requiring assistance or intervention
(approx. 15% state-wide)**

Not requiring assistance or intervention

Requiring assistance or intervention

Schools of Recognition

*Recognized for high
achievement, high
growth, or
exceeding targets*

Meeting or exceeding targets

*Cumulative
criterion-referenced
target percentage
75-100*

Substantial progress toward targets

*Cumulative
criterion-referenced
target percentage
50-74*

Moderate progress toward targets

*Cumulative
criterion-referenced
target percentage
25-49*

Limited or no progress toward targets

*Cumulative
criterion-referenced
target percentage 0-24*

Focused/targeted support

- Percentiles 1-10 **and/or**,
- Low graduation rate **and/or**,
- Low performing groups **and/or**
- Low participation rate

Broad/comprehensive support

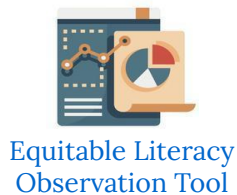
- Underperforming schools
- Chronically underperforming schools



Transformation Schools Support



Regional Structure



Additional Supports and Tools



School Focus: TechBoston and Dearborn

TechBoston Academy	
Number of Students	870
Demographics (SY24-25)	
Asian	2.2%
Black	61.8%
Latinx	30.6%
White	1.8%
Students with Disabilities	24.0%
Multilingual Learners	34.9%
Low Income	85.6%
Accountability Percentiles (2025)	
Overall Percentile	14
High Needs	18
Low Income	15
EL and Former EL	39
Students with Disabilities	34
Black	13
Hispanic or Latino	16
White*	-

Dearborn STEM Academy	
Number of Students	565
Demographics (SY24-25)	
Asian	0.4%
Black	61.6%
Latinx	33.5%
White	1.6%
Students with Disabilities	22.8%
Multilingual Learners	34.5%
Low Income	83.2%
Accountability Percentiles (2025)	
Overall Percentile	16
High Needs	21
Low Income	18
EL and Former EL	18
Students with Disabilities	32
Black	8
Hispanic or Latino	34
White*	-

*Groups did not have sufficient data to calculate an accountability percentile