



Boston's Efforts to Turnaround Underperforming Schools: A Year in Review

Presentation to the Boston School Committee
June 8, 2011

Presentation Objectives

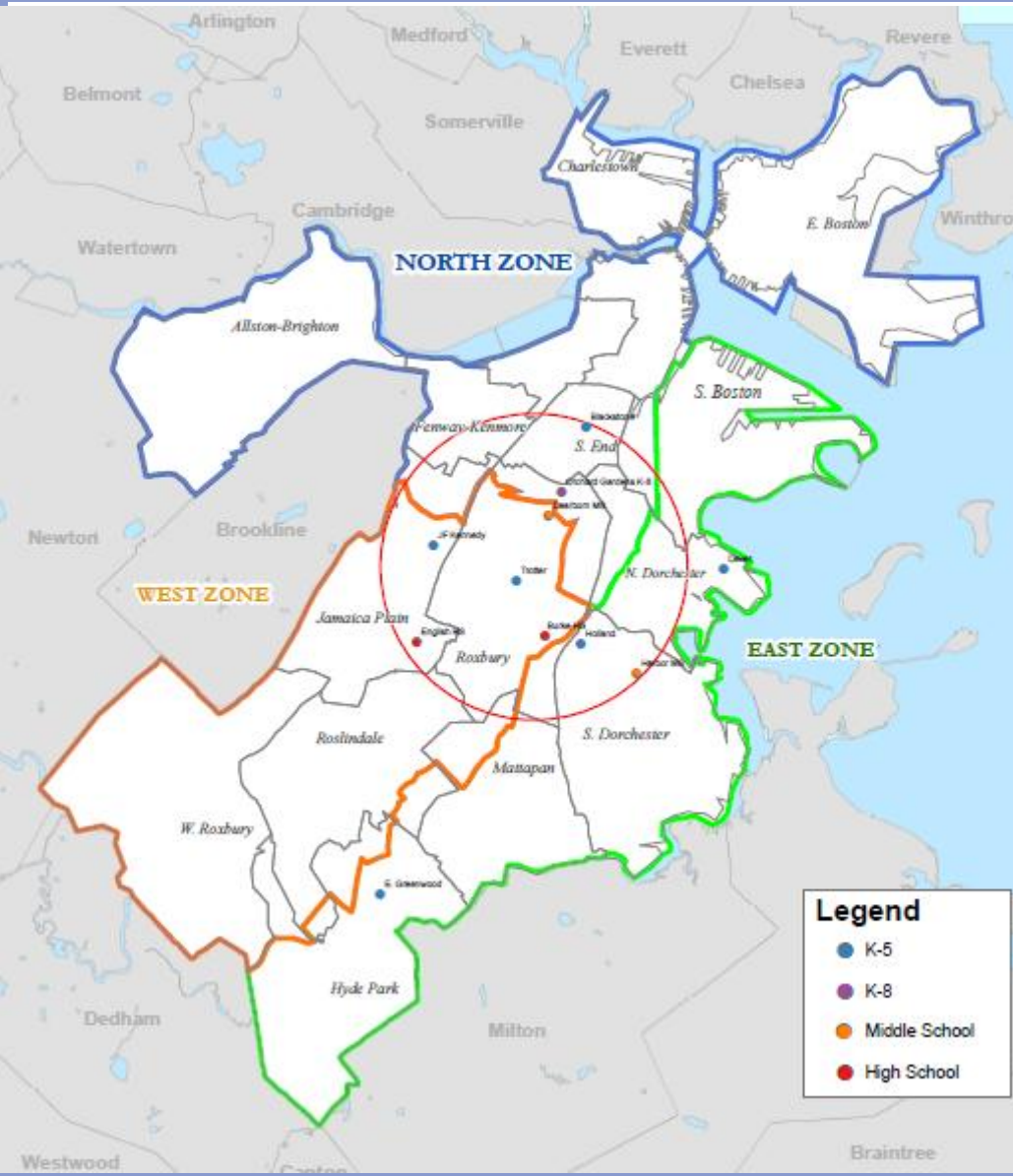
1. **Provide an overview** of work thus far from this year and the previous year
2. **Present a description of our progress to date** from the perspective of school leaders and central office
3. **Outline our future direction** for Year 2 based on lessons learned and progression of our turnaround strategy

Our Turnaround Schools

1. Agassiz Elementary**
2. Blackstone Elementary
3. Burke High
4. Dearborn Middle
5. Dever Elementary
6. E. Greenwood Elementary
7. English High
8. Holland Elementary
9. Harbor Pilot Middle
10. Kennedy Elementary
11. Orchard Gardens Pilot K-8
12. Trotter Elementary

** - *To be closed at the end of the 2010-11 school year*

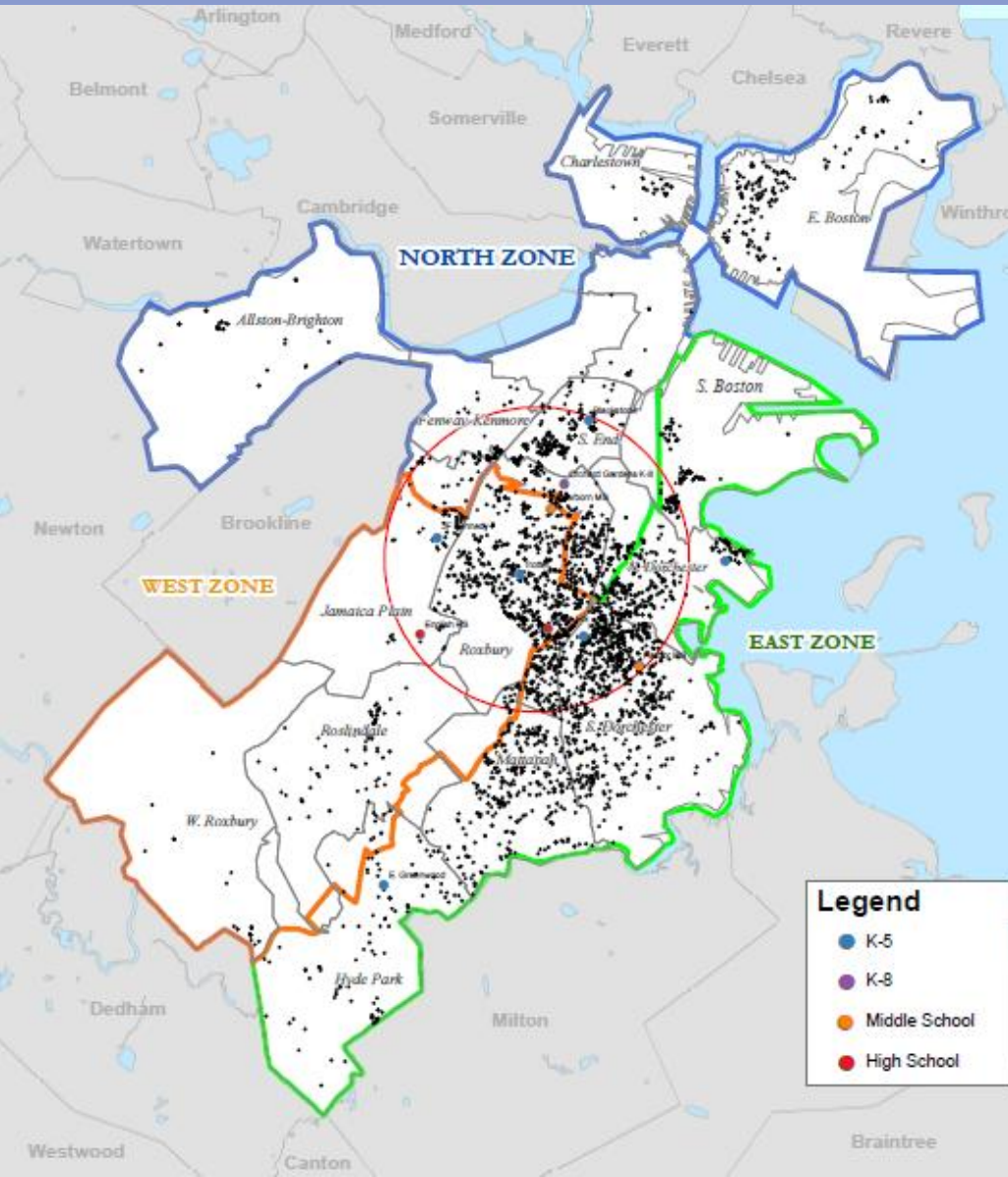
Our Turnaround Schools



State Criteria for School Identification:

- MCAS performance
- Student growth
- Percent of students in warning
- High school graduation rates

Our Students in Turnaround Schools



- 6,009 students
- 92% Black or Hispanic
- 86% Eligible for Free/Reduced Price Meals
- 40% Limited English Proficient
- 22% Special Needs
- Nearly 2/3 live in Circle of Promise

Theory of Change: Seven Core Elements

1. Transformational school leaders
2. Effective classroom teachers
3. Culture of teamwork, high expectations, and ownership for results
4. Focus on instruction – *time, data use, tiered supports*
5. Social & emotional support for students
6. Family engagement linked to student learning
7. Accountability

What We Did: July 2009 – August 2010

Element	Strategic Intervention
Transformational Leaders	Changed Leadership: Replaced 5 of 12 school leaders
Effective Teachers	Changed Teaching Staff: Replaced more than 50% of teachers in 7 of 12 schools; Recruited instructional leaders at 3 schools
High Expectations & Ownership for Results	Sought Teachers with High Expectations: Asked teachers to recommit to their positions in 7 of 12 looking for teachers with a growth mindset
Focus on Instruction	Extended School Day: Added 90 hours of instruction & 100 additional hours for professional development & teacher planning
Social –Emotional Supports	Increased Access to Supports: Initiated relationships with key partners to increase access to wraparound supports
Family and Community Engagement	Targeted District Resources: Assigned FCOCs or Family Engagement Specialists to each school
Accountability	Defined Success: Identified measureable annual goals (MAGs) for each school

What We're Doing: September 2010 - present

- **Creating new cultures and new expectations:** Summer team building
- **Using data:** Monitoring student progress and attendance
- **Providing interventions:** Offering in-school and out-of-school time support, accompanied by 11 Acceleration Academies
- **Training our teachers:** Providing category training and targeted content support
- **Engaging families:** Making schools welcoming and improving overall perceptions of safety
- **Reaching out to the surrounding community:** City liaisons connecting students and families from each school to City resources

Accountability: Measurable Annual Goals

Student Rates	Student Achievement	College Readiness & School Culture
<ul style="list-style-type: none">• Student Attendance• Truancy Rate• Suspension Rate• Violent incidents• Retention Rates• Dropout Rates	<ul style="list-style-type: none">• 4-yr Grad Rate• CPI for ELA• CPI for Math• % of students W/F (ELA)• % of students W/ F (Math)• Median SGP (ELA)• Median SGP (Math)• MEPA	<ul style="list-style-type: none">• Mass Core Subjects• PSAT participation• Teacher Attendance• Climate Survey

Student Rates: Early Indicators

	Attendance	Chronically Absent	School Choice	# of Students Suspended
Aggregate	↑	↓	↑	↓
Blackstone	↑	↓	↑	↑
Dever	↓	↑	↑	↓
E. Greenwood	↑	↓	↑	↓
Holland	↑	↓	↑	↑
JF Kennedy	↑	↑	↑	↓
Trotter	↓	↑	↑	↑
Orchard Gardens	↓	↓	↑	↓
Dearborn	↑	↓	↓	↑
Harbor	↓	↑	↓	↓
Burke	↑	↓	↑	↓
English	↓	↓	↑	↑

Student Achievement: Early Indicators

DIEBELS (K-2):

- Every elementary and K-8 school showed growth in the percentage of students reaching benchmark from the Beginning-of-Year (BOY) to the Middle-of-Year (MOY)

Learnia (3-8), A-Net (3-8), and ATI (9-12)

- There are early indicators of success in every school
- Each school has at least one area in which growth has outpaced the district

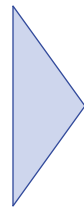
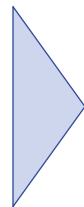
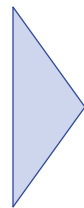
Perspectives from School Leaders

- **Ms. Waleska Landing-Rivera, John F. Kennedy Elementary School**
- **Mr. Andrew Bott, Orchard Gardens Pilot K-8 School**
- **Dr. Sito Narcisse, The English High School**

Lessons Learned and Action Steps

Lessons Learned

- More instructional support is needed to help teachers address the diverse range of student needs
- Schools want more data and better capacity to monitor student progress
- Need for more efficient use of additional time
- Need for greater cross-functional oversight & reciprocal accountability



Key Actions: July 2011 – July 2012

- Hold instructional institutes on effective teaching
- Provide on-going instructional support & monitoring
- Implement a progress monitoring schedule aligned with instructional cycles
- Analyze and guide use of additional learning and planning time
- Manage performance through cross-functional Quarterly Review

Appendix

Baseline Data: School Attendance

School	Enrollment	Avg. Days Absent	ADA/ADM	Change
Agassiz	515	8	93.0%	-0.3%
Blackstone	589	9.4	93.8%	1.5%
Burke	694	13.4	88.6%	1.1%
Dearborn	259	9	93.2%	0.5%
Dever	482	7.8	92.6%	-1.1%
E Greenwood	338	7.3	94.1%	0.2%
English	777	14.4	87.8%	-0.2%
Harbor	257	7.5	94.0%	-0.4%
Holland	703	9.2	93.2%	0.6%
JFK	365	7.8	94.6%	0.8%
Orchard Gardens	698	8.1	92.9%	-0.8%
Trotter	332	7.7	92.8%	-1.0%
Total	6,009	9.7	91.6%	0.4%

Note : Enrollment Data as of October 1, 2010. Attendance data through April 25.

Baseline Data: Chronic Absenteeism

Percent of Students Chronically Absent (<80%)

School	SY2009	SY2010	Change
Agassiz	4.7%	4.6%	-0.1%
Blackstone	6.6%	3.5%	-3.1%
Burke	25.7%	23.9%	-1.8%
Dearborn	8.6%	7.1%	-1.5%
Dever	2.5%	5.2%	2.7%
E Greenwood	3.7%	3.5%	-0.2%
English	20.2%	20.0%	-0.2%
Harbor	2.4%	3.2%	0.8%
Holland	7.5%	4.1%	-3.4%
JFK	2.1%	3.2%	1.1%
Orchard Gardens	5.2%	4.7%	-0.5%
Trotter	3.3%	5.5%	2.2%
Total	9.6%	8.5%	-1.1%

Baseline Data: Suspensions

Percent of Students Receiving a Suspension

School	SY2009	SY2010	Change
Agassiz	9.9%	9.5%	-0.4%
Blackstone	2.9%	4.7%	1.8%
Burke	10.8%	6.4%	-4.4%
Dearborn	18.8%	20.9%	2.1%
Dever	11.8%	7.7%	-3.9%
E Greenwood	14.2%	10.3%	-3.9%
English	15.9%	16.3%	0.4%
Harbor	29.5%	21.6%	-7.9%
Holland	2.8%	3.1%	0.3%
JFK	8.5%	4.9%	-3.7%
Orchard Gardens	11.4%	10.4%	-1.0%
Trotter	4.8%	6.8%	2.0%
Total	10.8%	9.3%	-1.5%

Baseline Data: School Choice

Number of First, Second or Third Choices, Round 1

School	SY2009	SY2010	Change
Blackstone	99	118	19%
Burke	59	70	19%
Dearborn	68	63	-7%
Dever	104	119	14%
E Greenwood	33	35	6%
English	146	156	7%
Harbor	143	134	-6%
Holland	74	123	66%
JFK	19	28	47%
Orchard Gardens	154	176	14%
Trotter	17	36	112%
Total	916	1,058	16%

Drilling Down on Instruction

- *High Quality Teaching* in every classroom, for every child, every day
- *Progress Monitoring* of student growth multiple times a year in 6-7 week intervals
- *Differentiated Supports* during and after school
- *Strategic Data Use* for on-going continuous improvement

