



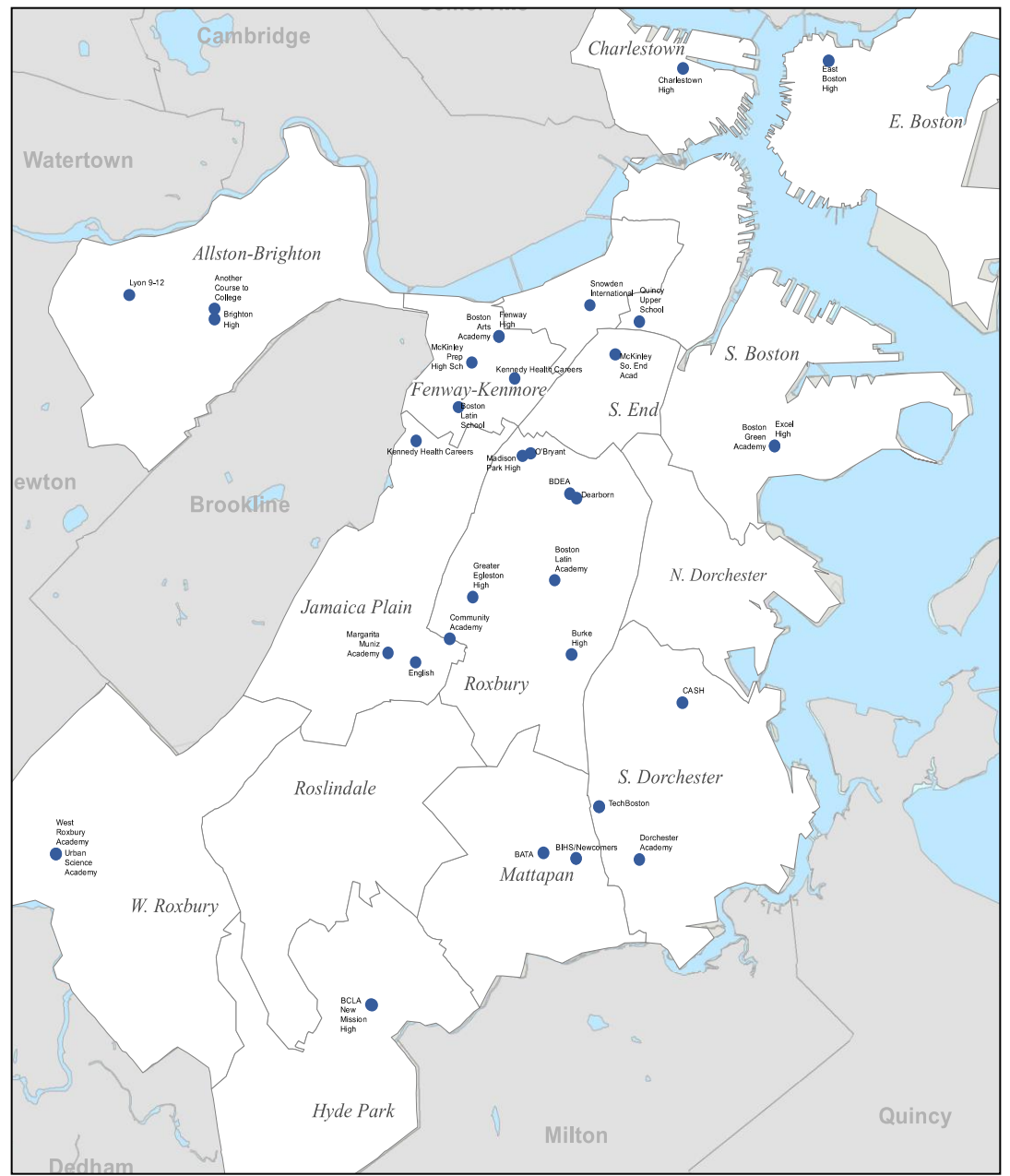
Network G

Presentation to School Committee
December 18, 2013



Network G: Geography

The City of Boston is our map!



Network G at a glance

There are 35 high schools in Network G:

- 9 Pilot schools
- 3 Exam schools
- 3 Horace Mann Charters
- 2 Innovation schools
- 4 Alternative schools
- 3 Alternative programs
- 3 Turnaround
- 1 High support
- 4 Grades 6-12 schools
- 3 Grades 7-12 schools

Student demographics:

- 2,265 (12%) - Asian
- 7,361 (39%) - Black
- 6,040 (32%) - Hispanic
- 378 (2%) - Other/Multiracial
- 2,831 (15%) - White
- 3,209 (17%) are Students with Disabilities
- 7,928 (42%) are English Language Learners

Level 1	6 schools
Level 2	0 schools
Level 3	15 schools
Level 4	3 schools
No status	11 schools

Network G: Data Strengths

- The grade 7, 8, and 10 aggregates for ELA were all above 80 CPI
- The grade 10 SGP in ELA is strong at 55%
- The grade 10 aggregate for math included 38% of students scoring in the Advanced category
- Graduation rates over the last 5 years have increased each year for the aggregate (65.9) and particularly for males and ELL students
- In 2012-2013, 10 new AP courses launched, 25 H.S. teachers participated in AP training and 65+ middle and high school Math & Science teachers were trained in “Laying the Foundation” curriculum
- From 2009-2011, the percentage of BPS graduates needing to take remedial courses in college fell from 44% to 35%
- Percent of BPS graduates enrolling in 2- or 4-year college has risen from 67% to 71%, and overall enrollment of BPS graduates within 3 years of graduating is 76%!

Network G: Data Challenges

- Retention rate for 9th graders in 2011-2012 showed that, at some high schools, 1 in 5 ninth graders repeated the grade
- There is a significant gap in Grade 10 Math CPI scores for students with disabilities and students without disabilities (29 point gap) and for ELL and non-ELL students(18 point gap)
- The attendance rate for high schools has remained at or below 90%
- Our overall five-year SAT participation and performance rates remain stagnant, with a significant gap between Exam and non-Exam schools
- Aggregate drop-out rate in 2011-2012 increased to 6.4%



Network G: Data Narrative

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>#1: In 2011-2012, 17.1% of our 9th graders in non-exam schools were retained in the 9th grade and 14.3% of all 9th graders were retained in the 9th grade.</p>	<p>Goal 1: With strategic interventions in the spring and summer of 2013, we were able to reduce the percentage of 9th graders in non-exam schools being retained to 15.5% and reduce the percentage of the overall 9th grade population being retained to 12.8% (a 10% reduction).</p> <p>Our Network goal remains to reduce the overall percentage of 9th graders being retained by 20% from the 2011-2012 benchmark.</p>	<ul style="list-style-type: none"> • Monitor 9th grade term grades by school • Increase specific BPS summer programming for 9th graders (Chromebooks 1:1) • Create academy models in 9th grade with targeted intervention systems • Use Logon Boston (APEX-Blended Learning) for credit and unit recovery year-round • Increase Ed Options for over-aged under-credited 9th graders and double repeaters • Pilot and expand successful intervention programming focusing on the most at-risk 9th grade cohorts (e.g. East Boston Accelerated Learning Center)



Network G: Data Narrative

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>#2: There exists a significant performance gap in mathematics CPI between students with disabilities and students without disabilities (29 pts.) and between ELL students and non-ELL students (18 pts.).</p>	<p>Goal 2: We will reduce the MCAS math performance gap between general education students and students who need special services (SWDs and ELLs) by half over a 2-year period.</p>	<ul style="list-style-type: none"> • Invest in QTEL training for 5 schools with greatest performance gaps • Invest in 2 SPED pathway programs for 60 educators across network • Use data inquiry cycles and instructional rounds increase direct feedback to educators on addressing diverse learner needs • Provide targeted leader and staff development from Landmark Institute to strengthen differentiated instructional practice and to promote Universal Design strategies • Provide targeted Math PD to leaders and teachers with BPS C&I • Provide technical support to schools to ensure schedule and resources are directed appropriately to ELLs and SWDs by OELL and Office of Special Education



Network G: Data Narrative

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>#3: SAT scores have remained stagnant for the past five years, with participation at about 58% for non-exam schools and performance at about 371 (Math), 374 (Critical Reading), and 400 (Writing).</p>	<p>Goal 3: We will increase the percentage of students taking the SAT from non-exam schools by 10%, and we will increase the performance on the SAT at both exam and non-exam schools by 20 points per subject over a two-year period.</p>	<ul style="list-style-type: none"> • Expand the number of BPS SAT testing sites • Provide SAT prep materials to all high schools through the State College and Career Portal and Success Boston • Support all high school students in completing the FAFSA before the end of August. Promote early college and career awareness at the school level through Success Boston • Work closely with BSA to establish more SAT prep classes within the BSA zones • Share best practices of SAT performance across Network G for the schools showing significant increases in SAT scores



Network G: Data Narrative

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>#4: High school attendance average is 90%, which is 5-6% below the other grade levels. If students are not present in school, they are not learning.</p>	<p>Goal 4: We will increase the network attendance average to 92% by June 2014 and to 95% by June 2015.</p>	<ul style="list-style-type: none"> • Employ school-based awareness campaigns to increase attendance in conjunction with BSAC • Use BPS SIS system to monitor high school attendance monthly and the BPS SIS Parent Portal to communicate to families about attendance • Utilize our network attendance officer to build capacity in each high school to have an effective attendance system • Work with high schools with the greatest chronic attendance problems to create an attendance task force • Work with city Street Workers and Social Service Agencies to support students who are homeless, gang-involved, or caretakers to get the services they need to stay in school



Network G: Data Narrative

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>#5: The high school drop-out rate increased to 6.4% in 2011-2012.</p>	<p>Goal 5: We will reduce the drop-out rate to 6.1% by June 2014 and to 5.9% by June 2015.</p>	<ul style="list-style-type: none"> • Build on and expand Career Tech Pathways from current 7 schools to all non-autonomous high schools to keep kids engaged and connected to school • Establish strong data systems to ensure timely/monthly review of drop-out lists so that the Re-Engagement Center can do outreach • Together with schools, monitor course completion and attendance data more closely to establish a 'preventative' approach to the drop-out issue rather than a reactive approach • Employ additional blended learning options through Logon Boston and Ed Options to address needs of cohorts of students that are more at risk of dropping out (e.g. over-aged ELLs, expectant/ parenting students) • Redesign Summer School by region and partner with PIC to create a Work/Learn program for our most at-risk students • Expand Twilight programming beyond 12th graders to include 11th graders at risk of dropping out



Network G: Data Narrative

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>#6: Only 34% of high schools have functioning Parent Councils and 56% have functioning SSC/Governing Boards.</p>	<p>Goal 6: We will support ALL high schools in creating and sustaining fully functional School Site Councils and Parent Councils, with by-laws in place by June 2014.</p>	<ul style="list-style-type: none"> • Survey all high schools to establish current status of School Site Councils/Governing Boards and Parent Councils • Establish a visitation schedule so that the High School Office in collaboration with Family and Community Engagement attends an SSC/GB and PC in each high school • Establish a tiered system of training needs along with a PD schedule targeting those high schools without a functioning SSC/GB and/or PC • Collect by-laws and membership for every high school to ensure both committees are fully functional by June 2014

Network G: Leveraging the Network

Key Actions	Network Levers	Results so far...
<p>QTEL Training</p> <p>Expand to 5 additional schools in network</p>	<ul style="list-style-type: none"> • Network Superintendent • OELL 	<ul style="list-style-type: none"> • English High is flagship site for QTEL in 2012-2013 • Expansion at English High, CASH, BATA, Fenway and one additional school to begin in February 2014
<p>Focus on Differentiated Instruction in all high schools</p> <p>Partner with Landmark School and with Human Capital to offer 2 Special Education Pathways within the High School network</p>	<ul style="list-style-type: none"> • Office of Special Education • Special Education liaisons • OEE • C&I • OELL • Human Capital • Network Superintendent 	<ul style="list-style-type: none"> • Providing targeted PD to school leaders to support differentiation within all high schools • Providing targeted PD to teachers within the Network on differentiated instruction • Certify 60 additional dual-certified Special Education educators by the end of Spring 2014

Network G: Leveraging the Network

Key Actions	Network Levers	Results so far...
<p>9th grade interventions to reduce retention rates</p> <p>Chromebook Pilot in BPS Summer School 2013</p> <ul style="list-style-type: none"> Targeted 300 9th graders at risk for retention and provided a cohort model of teaching with blended learning in a 1:1 chromebook environment during Summer School in 2013 	<ul style="list-style-type: none"> Network Superintendent OIIT Liaison and support staff High School Office 	<ul style="list-style-type: none"> Of the 300 9th grade students identified in Summer School as needing English 9, Algebra I or both credits for promotion (about 250), 95% successfully completed summer school and earned their credits for promotion Teachers reported greater student engagement, far fewer discipline issues and much improved attendance We were able to reduce the percentage of 9th graders in non-exam schools being retained to 15.5% and reduce the percentage of the overall 9th grade population being retained to 12.8%