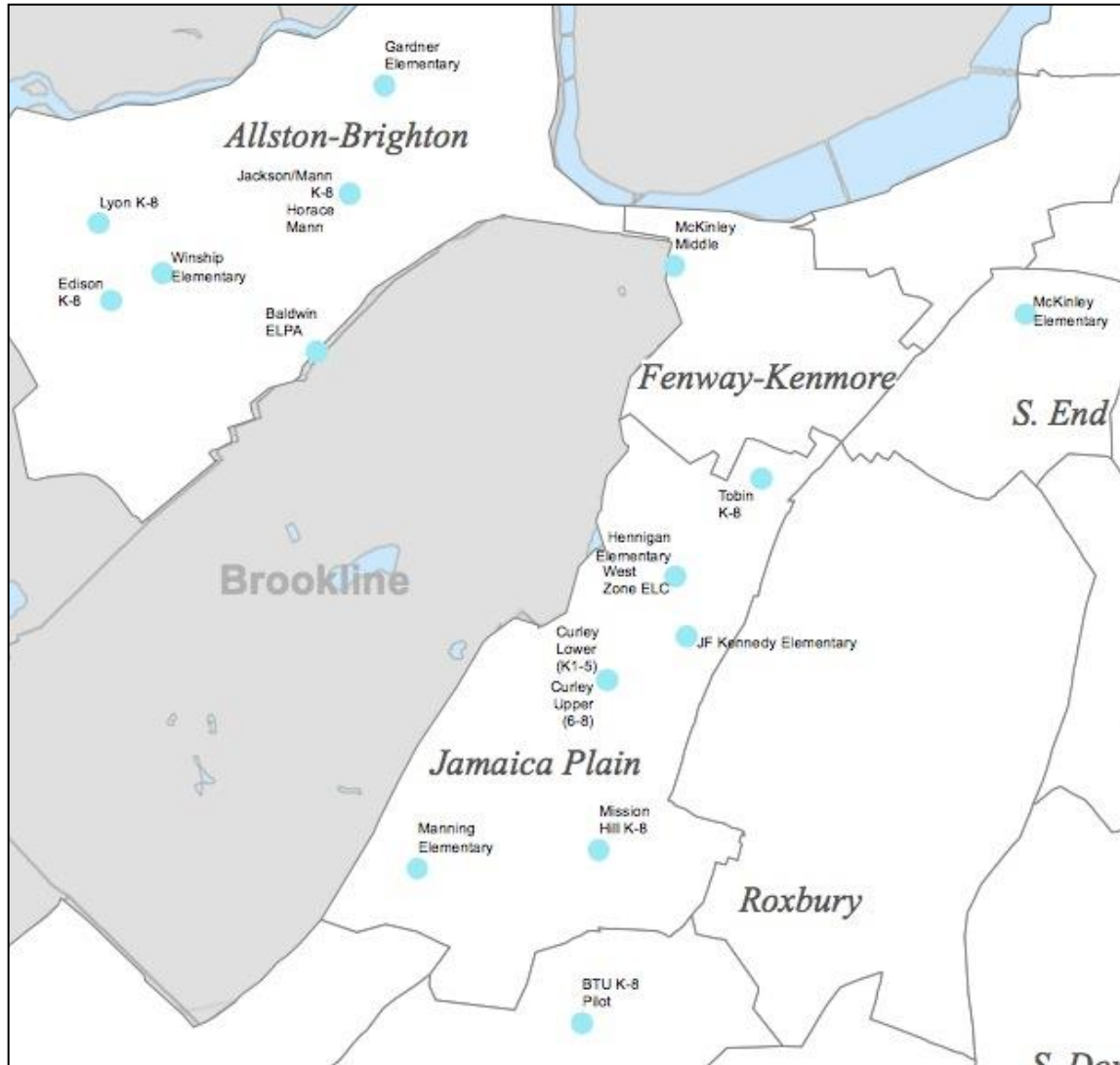




Network D

Presentation to School Committee
December 18, 2013

Network D: Geography



Network D: Geography & Partners

Geography Highlights

Network D is comprised of 16 Schools and 18 buildings in the vibrant, diverse and resource rich Boston neighborhoods of Mission Hill, Jamaica Plain, Brighton, Allston, South End and Fenway.

Making A Difference

Main Community Based Partners in Network A

Our Professional Learning Community – “A vision of collaboration and collective responsibility across schools in partnership with our communities for the success of every Scholar.”

- **Higher Education:** Harvard, Lesley, Simmons, Boston University, Boston College, and Wheelock
- **Faith-based:** International Community Church, GBJLC
- **Youth Development/Expanded Opportunities for Learning:** Sociedad Latina, American SCORES, PlayWorks, Community Music Center, Museum of Fine Arts, Read Boston, City Year, and
- City Connects, Tutors for All, South End Technology Center
- **Health/Mental Health:** Franciscan Hospital for Children, Home for Little Wanderers, Boston Institute for Psychotherapy, Children’s Hospital Neighborhood Partnerships, Brigham and Women’s Hospital, Wediko
- **Network D Partnership Council – Launching 2014**



Network D at a glance

There are 16 schools in Network D:

- 2 Early Learning Centers
- 4 K-5
- 8 K-8
- 2 K-12 (in collaboration with the High School Network)

Of these:

- 4 are Pilot Schools: Baldwin, BTU, GPA, and Mission Hill K-8
- 3 are Specialized Program Schools: McKinley, Lyons, Horace Mann
- 1 Level 1 School
- 2 Level 2 Schools
- 13 Level 3 schools, with the JFK exiting Turnaround status in 2013

NAEYC Accreditation: West Zone ELC, Baldwin ELC, Curley K-8, Winship, Gardner Pilot, and JFK Schools

Student demographics (5,950 Students)

- 380 (6.4%) - Asian
- 1,511 (25.4%) - Black
- 3,038 (51.1%) - Hispanic
- 0.3% Native American
- 174 (2.9%) Other/Multiracial
- 857 (13.9%) - White

- 26.6% are Students with Disabilities
- 45.1% are English Language Learners

* Network D has the largest % of SWDs of all networks and the largest % of students identified as Emotionally Impaired



Network D: Strengths

- The JFK School exited Level 4 status
- The Hennigan and Winship Schools exited High Support Status
- Manning School moved up to a Level 1 school
- **ELA:**
 - Schools with CPI gains greater than 5 points: John F. Kennedy
 - Schools with Median SGP greater than 60: Lyon, Manning
 - Schools with 80% or more Low Income students with CPI gains greater than one point: Hennigan, Tobin
 - The Hennigan increased their overall SGP in ELA by 14 points from 2012 to 2013
- **Math:**
 - Schools with Median SGP greater than 60: Manning, Mission Hill
- **DIBELS:**
 - On average, 76% of students reach Benchmark by the end of the year at the Baldwin Early Learning Center
 - Kindergarten: 83% at Benchmark at the end of the year
 - Grade 1: 73% at Benchmark at the end of the year
 - On average, 70% of students reach Benchmark by the end of the year at the West Zone Early Learning Center
 - Kindergarten: 67% at Benchmark at the end of the year
 - Grade 1: 70% at Benchmark at the end of the year



Network D: Data Challenges

- Low levels of proficiency across the network , particularly for specific subgroups (SWDs, African American students)
- ELLs at ELD levels 4 and 5 have low rates of proficiency (although they are improving at a greater rate than SWDs and African American students)
- SWDs are performing and improving at a lower rate than their non-disabled peers and below the district and state average for performance; 10% are Advanced/ Proficient; 39 Median SGP in ELA and 33 Median SGP in Math
- The percentage of Network D students performing in the Adv/ Prof Math MCAS levels decreases in grades 6-8 and the percentage failing increases. From grade 5 to grade 8, the percentage of students failing increases from 32% to 48% and percentage scoring Adv/ Prof decreases from 42% to 25%.
- African American students are performing and improving at lower rates than their peers. African American students are also being suspended at a greater rate than their peers.
- Network D students struggled most with Key Ideas and Details in ELA and Expression and Equations in Grades 7 and 8



Network D: Goals & Action Plans

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>#1 SWDs (R1/R2 and EI) In Network D are failing at alarming rates in Math and ELA.</p> <p><u>Partners and Tools:</u></p> <ul style="list-style-type: none"> • ANET • ODA • C&I (ELA and Math specialists) • Special Education Department • OELL liaisons • Harvard University Instructional Rounds • Goal Book • Cultural Proficiency Training/10 Boys Initiative - OFSE • Tutors for All 	<p>Goal 1: Students with disabilities will increase their average CPI by 6 points in 2014 and 6 points in 2015 in ELA and 7 points in 2014 and 7 points in 2015 in Math. The median SGP will increase from 38 to 51 in 2014 and 51 to 60 in 2015 in ELA and from 33 to 51 in 2014 and 51 to 60 in 2015 in math. Meeting these goals will meet the average PPI targets for the Network D Schools.</p>	<p>1. <u>Data inquiry cycles:</u></p> <ul style="list-style-type: none"> • Driven by the Common Core Standards • Planning towards the major work at each grade; differentiated instruction and interventions for specific disabilities <p>2. <u>Targeted Professional Development/ Support:</u></p> <ul style="list-style-type: none"> • Support for principals and lead teachers on the Common Core standards and PARCC readiness • Training and support for principals and teachers to differentiate instruction for SWDs (specific to disabilities) • Identify and provide training on interventions that will address specific disabilities of SWDs in the Network • Use of Assistive Technology that will help SWDs access content/ curriculum • School visits/liaison-supported classroom observation; Learning Walks/ Instructional Rounds <p>3. <u>Monitoring:</u></p> <ul style="list-style-type: none"> • Bi-monthly school visits/paced interim data reviews; monthly data meetings with principals



Network D: Goals & Action Plans

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>#2: Network D Middle School Math Students have low levels of proficiency and higher failure rates than their peers in other Networks.</p> <p><u>Partners and Tools:</u></p> <ul style="list-style-type: none"> • ANET • ODA • C&I (Math specialists) • Common Core School Observation Guides • Special Education Department • OELL liaisons • Harvard University Instructional Rounds • Goal Book • Cultural Proficiency Training/10 Boys Initiative - OFSE • Tutors For All 	<p>Goal 2: Students in grades 6, 7, and 8 will increase their CPI average by 5 points in 2014 and 5 points in 2015 on the Math MCAS. The median SGP will increase from 43.5 to 51 in 2014 and from 51 to 60 in 2015. Meeting these goals will meet the average PPI targets for the Network D Schools</p>	<p>1. <u>Data Inquiry Cycles:</u></p> <ul style="list-style-type: none"> • Driven by the Common Core Standards • Planning towards the major work at each grade; lesson plan development; assessment; reteaching/interventions/reassessment <p>2. <u>Targeted Professional Development and Support:</u></p> <ul style="list-style-type: none"> • Support for principals and lead teachers on the Common Core standards and PARCC readiness • Professional Development in Math for Principals and Teachers through the Curriculum & Instruction office; teachers to attend unit planning sessions on the math curriculum; Math Data Inquiry Teams at the school level • Develop learning lab classrooms at each school • Identify schools with strong instructional practices in these areas to become network learning sites • Create a learning network of Network D lead teachers and math facilitators <p>3. <u>Monitoring:</u></p> <ul style="list-style-type: none"> • Bi-monthly school visits/paced interim data reviews; monthly data meetings with principals



Network D: Goals & Action Plans

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>#3: Low levels of proficiency across the network, particularly for specific subgroups (SWDs, African American students). While ELDs at levels 4 and 5 have low rates of proficiency, they are improving at a greater rate than SWDs and African American students in ELA and Math.</p> <p><u>Partners and Tools:</u></p> <ul style="list-style-type: none"> • ANET • ODA • C&I ELA and Math specialists) • Special Education Department • OELL liaisons • Harvard University Instructional Rounds • Goal Book • Cultural Proficiency Training/10 Boys Initiative - OFSE • Tutors for All 	<p>Goal 3: All Network D schools will meet or exceed their ELA CPI targets as defined by the PPI and in accordance with their Quality School Plans.</p>	<ol style="list-style-type: none"> 1. <u>Data inquiry cycles:</u> <ul style="list-style-type: none"> • Driven by the <u>Common Core Standards</u> • Planning towards the major work at each grade; lesson plan development; assessment; reteach/interventions/ reassessment 2. <u>Targeted Professional Development/ Support:</u> <ul style="list-style-type: none"> • Support for principals and lead teachers on the Common Core standards and PARCC readiness • Training and support to differentiate instruction for SWDs (specific to disabilities) and for ELL students (emphasis on 4/5s) • Provide professional development and support on effective instructional practices for English Language Learners and Students with Disabilities • Deploy liaison supports targeted to gaps in the data • Instructional Rounds 3. <u>Monitoring:</u> <ul style="list-style-type: none"> • Bi-monthly school visits/monthly data meetings with principals



Network D: Leveraging the Network

Key Actions	Network Levers	Results so far...
Development of Professional Learning Community	Network “Think Tank,” liaisons	Network principals sharing best practices, visiting each other's schools, <u>moving from competition to collaboration</u>
Data Inquiry Cycles in all Schools	ANET/ODA Data Inquiry Facilitator/Data Liaison	Principals developing greater comfort with data and <u>planning towards the Common Core Standards</u>
Professional Development for Principals & Teachers	Liaisons/Central Office Department Supports	School leaders and teachers <u>developing a growing proficiency in the Common Core Standards</u> and shared instructional expectations for all schools
High Support Schools	Liaisons/ODA	School Success Plans created for each High Support Schools.
10 Boys Initiative Network	C&I, Omekongo Dabinga	10 Boys groups started in 14 schools