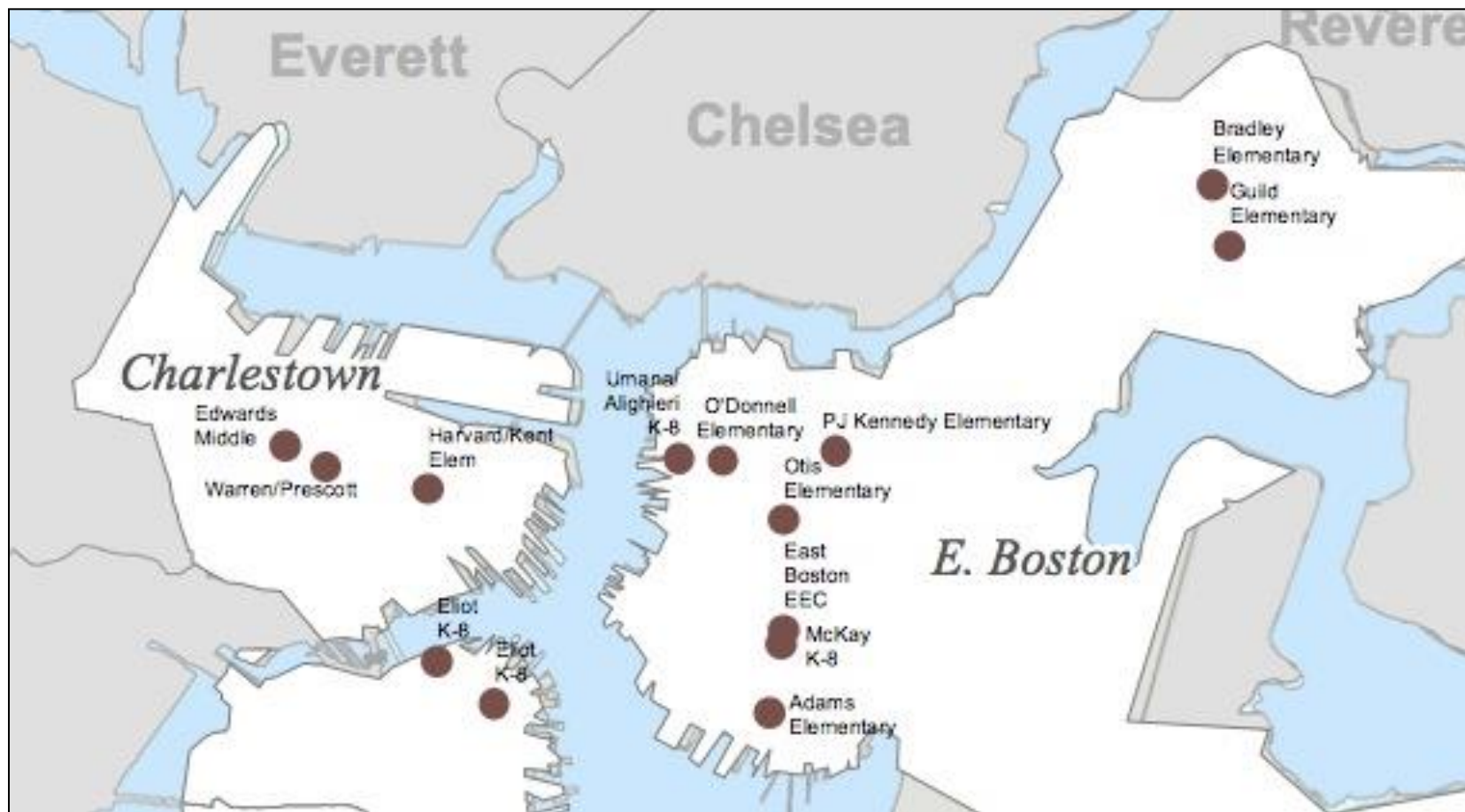


Network A: Geography



Network A at a glance

There are 14 schools in Network A

- 1- Early Learning Center
- 8 - K-5 schools
- 4 - K-8 schools K-8
- 1 - Middle School
- **Special Programming:**
- The Eliot is an Innovation School
- EEC has the only Montessori Program in BPS
- The Edwards Middle and Umana Academy are ELT schools.
- Four Level 1, two Level 2 and six Level 3 schools. No Turnaround Schools in the network.

Student demographics (6,757 students)

- 3,851 (57%) - Hispanic
- 743 (11%) - Asian
- 878 (13%) - Black
- 1,081 (16%) - White
- 203 (3%) - Other/multiracial

- 1,149 (17%) are Students with Disabilities
- 3,851 (57%) are English Language Learners

Network A: Data Strengths

- The chief strength of Network A is growth. The median SGP for ELA is 51 and Math is 56.
- 7 Network A schools met or exceeded the DESE target of 51 minimum SGP in ELA.
- Schools in Network A scored higher than the district in all ELA question types and anchor standards.
- Schools in Network A (grades 7 and 8) scored higher than the district in all Math question types and anchor standards.

Network A: Data Challenges

- The largest struggle for schools in Network A is meeting their CPI targets, as set by DESE for PPI requirements. In ELA, only 2 schools made their CPI target and 5 schools made their Math target CPI.
- In Math, performance in grades 7 and 8 drops with a spike in the percentage of Warning / Failing students.
- In ELA, performance is lowest in grades 3 and 4, with 63% of students in each of those grade levels falling into W/F or NI.

Therefore the focus of the network goals must be on increasing rates of proficiency (CPI) in ELA and Math.



Network A: Data Narrative

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>#1: Students with Disabilities make up the underperforming subgroup in ELA and Math</p> <p>Partners and Tools:</p> <ul style="list-style-type: none"> ▪ANet ▪Office of Data and Accountability (data inquiry cycles, ATI, DIBELS/TRC data) ▪Curriculum & Instruction (ELA and Math content specialists) ▪Special Education Department ▪Office of English Language Learners liaisons. 	<p>Goal 1: Students with Disabilities will increase their CPI in ELA by 6.5 and Math by 6 points in 2014 and every year until 2016.</p> <p>However, individual schools are still being held accountable for making their Special Education Subgroup CPI target.</p>	<p>1. Data Inquiry:</p> <ul style="list-style-type: none"> ▪Data inquiry cycles and action planning with an added focus on students with disabilities. <p>2. Common Core:</p> <ul style="list-style-type: none"> ▪implementing and leveraging students' accommodations to make Common Core content accessible during instruction. ▪Implementation of Close Reading and Analytical writing in all substantially separate and inclusion classrooms in the network. <p>3. Curriculum and Instruction for Students with Disabilities:</p> <ul style="list-style-type: none"> ▪Provide training and interventions for the specific learning disabilities in the network. ▪Provide training on differentiating instruction for students in inclusive as well as substantially separate classrooms. ▪Students with Disabilities in Resource Room settings are consistently being exposed to core instruction in addition to special education services.



Network A: Goals & Action Plans

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>#2: In ELA MCAS performance 54% of all students are in the NI or W categories.</p> <p>#3: In math MCAS performance 53% of students in Network A fall in the NI or W categories in grades 3 to 6 and 66% in grades 7 and 8.</p> <p><u>Partners and Tools:</u></p> <ul style="list-style-type: none"> •ANet •Office of Data and Accountability data liaisons, paced interim assessments, district level ELA (ATI and DIBELS/TRC, Access) 	<p>Goals 2 & 3: Network A will increase its average ELA and Math CPI by 4 points each year until 2016 to be on track to making our 2016 ELA CPI target of 86.3.</p> <p>Individual schools are still being held accountable for making their state ELA CPI target.</p>	<p><u>1. Data Inquiry:</u></p> <ul style="list-style-type: none"> ▪Data inquiry cycles and action planning in all schools. ▪Track and monitor the ELA & Math proficiency levels in all schools. Review and give feedback on data analysis and action planning process to principals. Identify schools in need of instructional audits. ▪Track and monitor Math proficiency levels in grades 7 – 8. <p><u>2. Common Core & Instruction:</u></p> <ul style="list-style-type: none"> ▪Support and implement: <ul style="list-style-type: none"> ✓ Analytical reading and writing in all schools in the network. ✓ Close Reading and Analytical performance tasks in History and Science. ✓ Common Core shifts in math. ▪Conduct instructional and curriculum audits of schools with stagnant student performance data. The audits will focus on: <ul style="list-style-type: none"> ✓ instruction ✓ materials ✓ structures to support instructional agenda (leadership teams, common planning teams, etc.) ▪The audits will result on specific supports/resources that the academic departments can give to theses schools in order to accelerate student outcomes.



Network A: Data Narrative

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<i>Continued...</i>		<p><u>3. Curriculum and Instruction for Specific Student Populations:</u></p> <ul style="list-style-type: none">▪ Support implementation of instructional strategies that support the learning of English Language Learners such as the SIOP Model and the Learning, Language and Literacy Close Reading Model (3 L's).▪ Train leaders on differentiating instruction according to students IEP's or ELD levels.▪ Schools in the network are providing the mandated ESL and content instruction to all ELLs according to their ELD levels.▪ Provide training and support on the leveraging of students' IEP accommodations to make content accessible to students with disabilities.

Network A: Leveraging the Network

Key Actions	Network Levers	Results so far...
<p>Data Inquiry Cycles</p> <p>All schools in Network</p>	<ul style="list-style-type: none"> Network Superintendent Liaisons (ODA, C&I, OELL) ANet 	<ul style="list-style-type: none"> Data cycles with action planning in all schools Coaching cycles in schools with low CPI data in ELA & Math
<p>Curriculum Audits Curtis Guild School</p> <p>Accelerate the improvement of student outcomes through re-structuring key elements of the school.</p>	<ul style="list-style-type: none"> Network Superintendent Department Heads & Liaisons (OEE, ODA, C&I, OELL) Department of Special Education 	<ul style="list-style-type: none"> Efficient structures for leadership to drive instructional agenda forward Data cycles with action planning Inquiry and implementation instruction that addresses student data.

Network A: Leveraging the Network

Key Actions	Network Levers	Results so far...
<p>Support Principals as Instructional Leaders</p> <ul style="list-style-type: none"> ▪ 2 Principal Inquiry Groups on Teacher Evaluations - 1st year and experienced principals ▪ One on one coaching of 1st year principals on leadership issues. ▪ Establish the Network A Professional Learning Community. 	<ul style="list-style-type: none"> ▪ Network Superintendent ▪ OEE Liaison and support staff ▪ All Network A liaisons & department resources 	<ul style="list-style-type: none"> ▪ Principals receive differentiated support (one on one and small group) based on their level of experience and knowledge on the teacher evaluation process and leadership issues. ▪ Focus of the Network A PD is to learn from the successes and best practices in our schools and conduct inquiry as a PLC. ▪ Network A liaisons participate by supporting learning of our PLC.



Accomplishments in Network A

- Focus on data cycles and action planning in Network A = **equal or higher to district % mastery of ELA and Math Standards (Interim Assessments):**

Math Data Interim 3	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
District	67%	67%	73%	59%	43%	34%
Network	69%	72%	73%	59%	50%	37%

ELA Data Interim 3	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
District	67%	59%	60%	59%	58%	55%
Network	68%	59%	60%	60%	61%	57%

Network A's ATI Predictive CPI in **ELA is 75.7** and in **Math is 75.6**, both are **higher than the district average.**

Reducing the Achievement Gap in Network A

Network A is closing the achievement gap in ELA and Math for students with disabilities!
ATI predictive data from our two High Support (Edwards & McKay) and the one Transforming (Guild) school show great growth:

School	2013 CPI Math	Predicted	2013 CPI ELA	Predicted
Guild	33.2	52.6	50.0	61.4
McKay	36.2	53.5	40.2	62.5
Edwards	35.8	42.2	54.9	59.5

The overall CPI for the Network for students with disabilities is also poised for gains.

2013 MCAS Network CPI for SWDs:

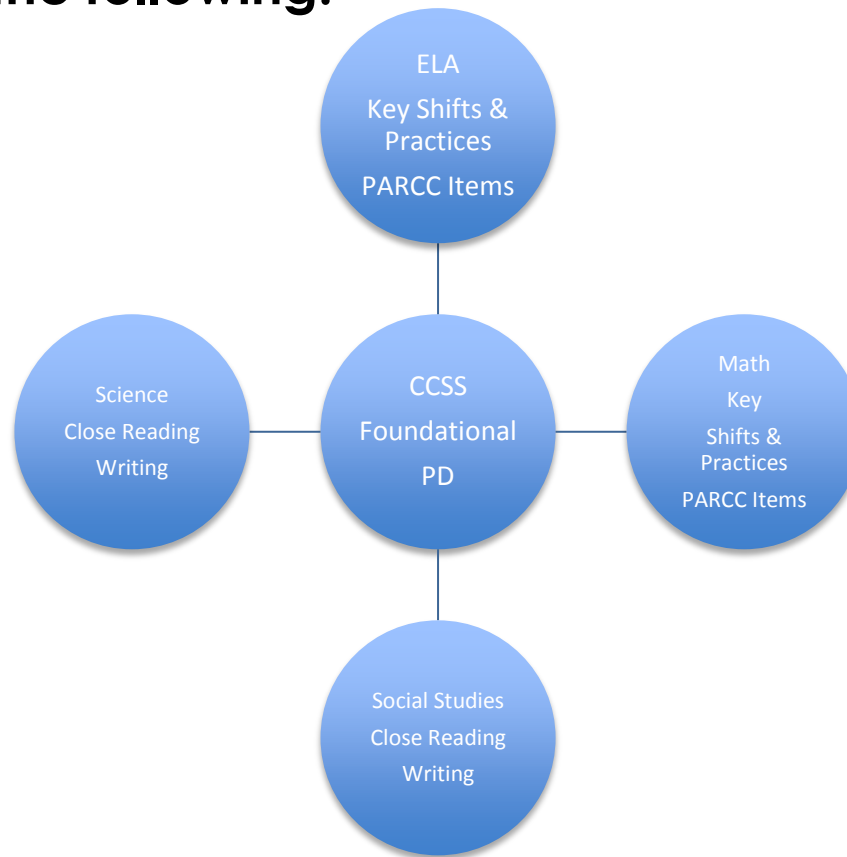
ELA = 56.3
Math = 60.2

Predicted Network CPI for SWDs:

ELA = 57.6
Math = 74.3

Successfully implementing Common Core & PARCC

By the end of SY 2013-2014, leaders in Network A will have received PD modules on the following:



Successfully increasing full inclusion for students with disabilities

- East Boston Early Education Center and Eliot School currently offer high quality inclusion opportunities in grades K0 to 8.
- Bradley, Otis, PJ Kennedy, Harvard Kent and Quincy will open new K2 inclusion classes for SY 2014-2015.
- PD on Universal Design for Learning for network for SY 2014-2015.

Increased accountability & supports

Key Expectations	Network Supports	Results so far...
<p>Data Inquiry Cycles with Action Planning</p> <p>All schools in Network</p>	<ul style="list-style-type: none"> ▪ Network Superintendent ▪ Liaisons (ODA, C&I, OELL) ▪ Anet ▪ Central ELA and Math Coaching 	<ul style="list-style-type: none"> ▪ Data cycles with action planning in all schools ▪ ELA and Math coaching in schools with low/stagnant CPI.
<p>Strong Instruction and Structures</p> <p>Curtis Guild School</p> <p>Accelerate the improvement of student outcomes through re-structuring key elements of the school.</p>	<p>School Audits conducted by:</p> <ul style="list-style-type: none"> ▪ Network Superintendent ▪ Department Heads & Liaisons (OEE, ODA, C&I, OELL) ▪ Department of Special Education 	<ul style="list-style-type: none"> ▪ Efficient structures for leadership to drive instructional agenda forward ▪ Great ATI predictive data. ▪ Inquiry and implementation of instruction that addresses student data.



Increased accountability & supports

Key Expectations	Network Supports	Results so far...
<p>Principals must be Instructional Leaders:</p> <ul style="list-style-type: none"> ▪ Effectively evaluate teachers ▪ Develop strong structures to drive instructional work ▪ Plan and receive high quality PD ▪ Collaborate with teacher leaders in implementing Common Core 	<ul style="list-style-type: none"> ▪ Network Superintendent ▪ Network A liaisons & BPS department resources ▪ Principal Inquiry Groups on Teacher Evaluations - 1st year and experienced principals ▪ One on one coaching - leadership and teacher evaluations. ▪ Establishment of Network A Professional Learning Community. Teacher leaders are often part of our PD sessions. 	<ul style="list-style-type: none"> ▪ Network A has high rates of completion of evaluations and observations. ▪ Principals are learning best practices from our high performing schools. ▪ Teacher leaders are supporting their principals in the implementation of Common Core PD at the school level, which originated at network PD sessions. ▪ Many schools in Network A have strong teacher leader teams.

Transformation School

Curtis Guild School

Curriculum and structural audit conducted in October of 2013 with the support of:

Curriculum & Instruction
Office of Data and Accountability
Office of English Language Learners
Office of Special Education
Network Superintendent
Chief Academic Officer

Key actions generated by the audit:

- New school leader was appointed (Nov. 2013).
- School structures such as the Instructional Leadership, Data and Common Planning Time Teams are cohesive and drive instruction.

- Data Inquiry cycles implemented with fidelity inform intervention work.
- PD on the district ELA and Math resources –teachers are using these resources for lesson planning/assessment.
- Thriving and highly positive school culture in place that is driving increased student outcomes.
- ATI Predictive data is very promising for the Guild:

2013 MCAS ELA CPI = 53.7

ATI Predicted CPI = 64.9

2013 MCAS Math CPI = 59.6

ATI Predicted CPI = 72.0

Transformation School: Next Steps

Upcoming and Ongoing at the Guild:

- ILT is conducting inquiry on Common Core aligned practices to increase rigor. ILT plans to expand this work to other subject areas.
- Guild will have a school-based ELA coach for SY 2014-2015.
- Network Superintendent will fund the adoption of Anet for SY 2014-2015.
- Guild School is also transforming/improving its physical space. Community partners have supported this work.
- The Guild is in the process of defining its mission for the school and plan to unveil soon their school mascot/acronym – GATORS

Moving Forward in Network A

- **Leverage the new structure of Academics** to deepen our work in the transformational changes in our network (Achievement Gap, Common Core, Inclusion).
- Deepen the **rigorous implementation of the Common Core** by developing modules that address **writing instruction and assessment** of student work.
- Continue to **refine data cycles** that can inform interventions at the student level in addition to grade level. Strengthen path to eliminating the Achievement Gap in Network A!