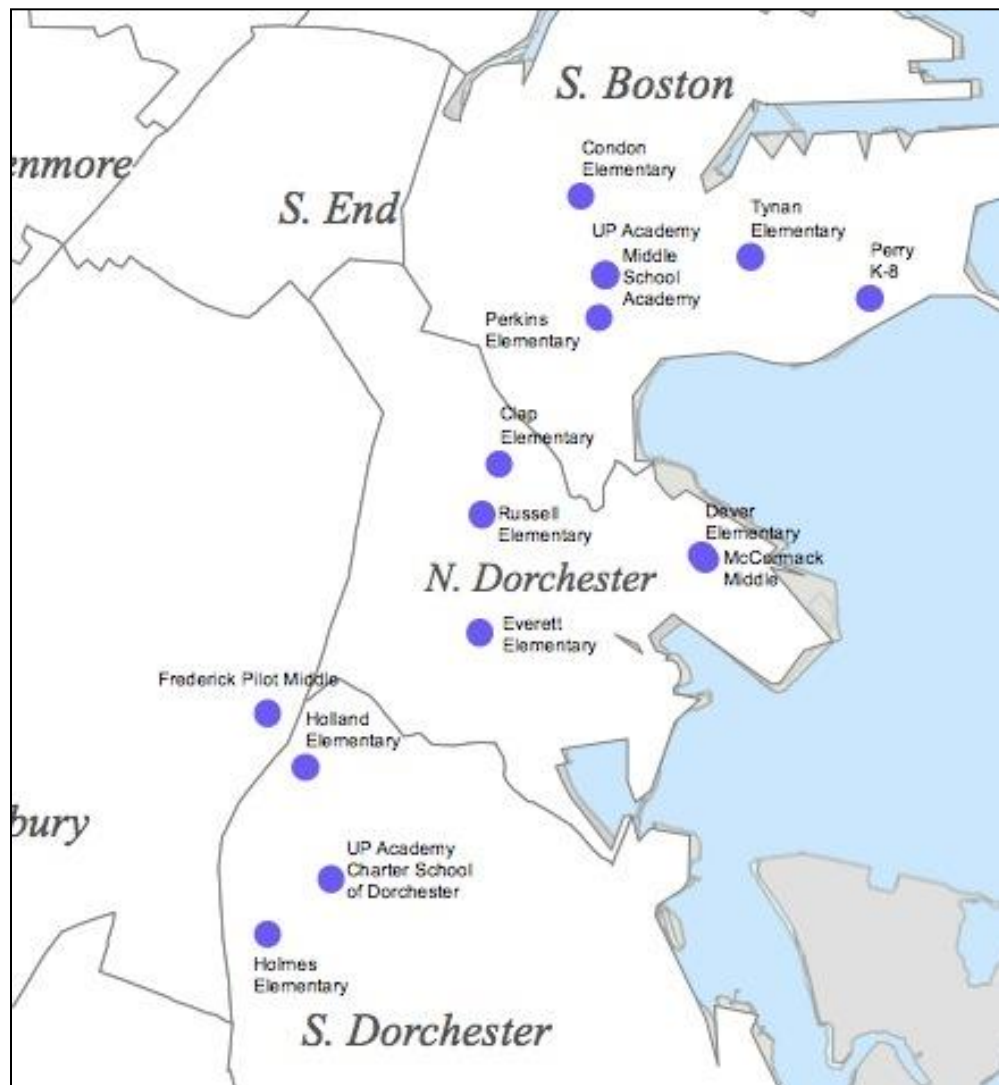


Network C: Geography



Network C at a glance

There are 15 schools in Network C

- 0 Early learning centers
- 10 K-5 schools
- 1 K-8 schools K-8
- 4 Middle schools

Special Programming:

- The Frederick is a pilot school,
- UP Academy has two Horace Mann Charters
- The Clap is an Innovation School
- Middle School Academy is an Alternative School
- Two Level 1, nine Level 3, two Level 5 and two schools with no designation

Student Demographics (5,201 Students)

- 2,031 (39%) - Hispanic
- 439 (8%) - Asian
- 1,990 (38%) - Black
- 587 (11%) - White
- 154 (3%) - Other/multiracial

- 1,037 (20%) Students with Disabilities
- 2,033 (39%) English Language Learners



Network C Data Strengths

- Network C is outperforming other networks on the science MCAS with remaining room for growth and performance.
- Network C 8th graders are outperforming the district on the “define, evaluate and compare functions” math standard.
- Network C has a sixth-grade math SGP score of 71, which means that those students are improving faster than the district and the state.
- Network C ELL students are significantly outperforming the state on MCAS ELA by 17.6 CPI points and 3.0 SGP points. They are also significantly outperforming the state on MCAS math by 0.5 CPI points and 11 SGP points.

Network C Data Challenges

- 85% of Network C schools identified with a level designation are Level 3 or higher.
- Grade 4 students are significantly underperforming other grades with the lowest percentage of students in ADV/PROF categories on ELA MCAS at 20%.
- Grades 4 and 7 are underperforming other grades with the lowest percentages of students in ADV/PROF categories on math MCAS at 24% and 29%, respectively.
- Male students are struggling in math and ELA disproportionate to other networks.

Therefore the focus of the network goals must be on increasing proficiency in ELA and math, especially for boys.



Network C: Data Narrative

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>#1 Network C students in grade 4 are significantly underperforming in ELA and math relative to the district and the state.</p> <p><u>Partners and Tools:</u></p> <ul style="list-style-type: none"> ▪ 10 Boys Initiative ▪ Educating Black and Latino Boys Series ▪ COSEBOC ▪ CityYear ▪ City Connects ▪ Office of Data & Accountability ▪ Harvard Graduate School of Education Datawise Project ▪ The Achievement Network 	<p>Given the relative low performance of fourth graders in ELA and math across the network, with grade 4 students performing at 20% in the ADV/PROF category and receiving a median SGP score of 34 on the ELA MCAS, and grade 4 students performing at 24% in the ADV/PROF category and receiving a median SGP score of 45 on the math MCAS, we will meet the 2014 network ELA CPI target of 71.95 by increasing grade four ELA CPI by 15 points and meeting the SGP target of 51. Also, we will meet the 2014 network math CPI target of 69.94 by increasing grade 4 math CPI by 9 points.</p>	<ol style="list-style-type: none"> 1. <u>Focus on learning through collaboration at every level of the network</u> <ul style="list-style-type: none"> ▪ Ensuring leaders and educators have the time and structures in place to work in teams to address student performance ▪ Walkthroughs and Instructional Rounds ▪ Collaborative Coaching and Learning cycles ▪ Calibration of high quality instructional strategies ▪ Sharing best practices for common planning and leadership team time 1. <u>Training and Support on the Common Core shifts and standards at every grade level</u> <ul style="list-style-type: none"> ▪ Increasing principal knowledge of close reading strategies, grade-level complex texts and curriculum materials ▪ Development of grade-level rubrics for writing and open response questions ▪ Alignment to PARCC assessment). 2. <u>Use data to guide changes in practice</u> that address student performance and mastery of learning standards



Network C: Data Narrative

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>#2 Network C students in grade 7 are underperforming in math relative to the district and the state.</p> <p><u>Partners and Tools:</u></p> <ul style="list-style-type: none"> ▪ 10 Boys Initiative ▪ Educating Black and Latino Boys Series ▪ COSEBOC ▪ CityYear ▪ City Connects ▪ Office of Data & Accountability ▪ Harvard Graduate School of Education Datawise Project ▪ The Achievement Network 	<p>Given the relative low performance of seventh graders in math across the network, with grade 7 students performing at 29% in the ADV/PROF category and receiving a median SGP score of 42, we will meet the 2014 network math CPI target of 69.94 by increasing grade seven CPI performance by 12 points and meeting the growth target of 51.</p>	<ol style="list-style-type: none"> 1. <u>Focus on learning through collaboration at every level of the network</u> <ul style="list-style-type: none"> ▪ Ensuring leaders and educators have the time and structures in place to work in teams to address student performance ▪ Walkthroughs and Instructional Rounds ▪ Collaborative Coaching and Learning cycles ▪ Calibration of high quality instructional strategies ▪ Sharing best practices for common planning and leadership team time 2. <u>Training and Support on the Common Core shifts and standards at every grade level</u> <ul style="list-style-type: none"> ▪ Increasing principal knowledge of close reading strategies, grade-level complex texts and curriculum materials ▪ Development of grade-level rubrics for writing and open response questions ▪ Alignment to PARCC assessment). 3. <u>Use data to guide changes in practice</u> that address student performance and mastery of learning standards



Network C: Data Narrative

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>#3 Males in Network C are underperforming in ELA and math relative to the district and the state. Students with Disabilities make up the underperforming subgroup in ELA and Math</p> <p><u>Partners and Tools:</u></p> <ul style="list-style-type: none"> • 10 Boys Initiative • Educating Black and Latino Boys Series • COSEBOC • CityYear • City Connects • Office of Data & Accountability • Harvard Graduate School of Education Datawise Project • The Achievement Network 	<p>Given the relative low performance of males in both math and ELA across the network, with males performing 35 percentage points below the state in ELA and 27 percentage points below the state in math, we will meet the 2014 CPI and SGP targets for the network in math and ELA (69.94 and 71.95) by eliminating the Network-District achievement gap for males, increasing ELA ADV/PROF achievement by 13% and math ADV/PROF achievement by 8%.</p>	<ol style="list-style-type: none"> <u>1. Focus on learning through collaboration at every level of the network</u> <ul style="list-style-type: none"> ▪ Ensuring leaders and educators have the time and structures in place to work in teams to address student performance ▪ Walkthroughs and Instructional Rounds ▪ Collaborative Coaching and Learning cycles ▪ Calibration of high quality instructional strategies ▪ Sharing best practices for common planning and leadership team time <u>2. Training and Support on the Common Core shifts and standards at every grade level</u> <ul style="list-style-type: none"> ▪ Increasing principal knowledge of close reading strategies, grade-level complex texts and curriculum materials ▪ Development of grade-level rubrics for writing and open response questions ▪ Alignment to PARCC assessment). <u>3. Use data to guide changes in practice</u> that address student performance and mastery of learning standards



Trends Across Network C School Action Plans

Learning Group	Learning Activity
<p>All Principals (Clap, Perry, Frederick, MSA, DMC, Condon, Holmes, Tynan)</p>	<p>Training and support for all leaders and teachers to drive instruction using data analysis, tools, and action planning at the classroom, school and network levels.</p>
<p>All Principals (Frederick, Everett, Holland, Perkins)</p>	<p>Training and support for schools to address the instructional and social development and learning needs of males.</p>
<p>All Principals</p>	<p>Leveraging systems and structures to support learning and developing leadership across school communities (e.g. collaborative learning time, master schedules, common planning sessions)</p>
<p>All Principals (Condon, Perry, MSA, DMC, Tynan, Holmes, Everett, Perkins, Holland, Frederick)</p>	<p>Create/Adopt a writing rubric that addresses Common Core literacy competencies</p> <p>Clear focus on writing to improve literacy levels and Open Response proficiency on MCAS response questions.</p> <p>Planning from Standards/Well Structured Lesson Planning</p>
<p>Perry, Holmes, Holland</p>	<p>Literacy development through deep knowledge of Common Core Standards: Close Reading, Text Dependent Questions, etc.</p>
<p>Holmes, Clap, Condon, Perkins</p>	<p>Differentiating instruction to meet needs of diverse learners/all students.</p>
<p>Russell, Perry, Everett, Condon, Holland, Frederick, Clap</p>	<p>Improving knowledge of instructional strategies for Students with Disabilities (e.g. Universal Design for Learning)</p>

Network C: Accomplishments

- Over 60 principals, teachers, and central office liaisons from Network C schools have been trained in Instructional Rounds – a research-based school improvement protocol designed to build a learning culture across the network and increase student outcomes.
- Thirteen Network C schools are partnering with the Achievement Network (ANet) and the Office of Data and Accountability (ODA) and receive direct support and training to regularly use data to modify instruction to meet student learning needs.
- Nine out of 12 schools are predicted to improve their ELA CPI relative to last year with two schools (the Everett and the Russell) predicted to exceed state targets.
- Seven schools are predicted to improve their math CPI relative to last year with one school (the Dever) predicted to exceed state targets.
- Two schools nominated for EdVestors School on the Move Prize (The Russell and the Clap)

Eliminating the Achievement Gap

Network C has a significant opportunity to close the following gaps revealed in the Network Quality Plan (NQP):

- Network C has some of the greatest gaps between African-American & Hispanic students and their white peers in grades 3-5 math performance, but some of the most narrow in grades 6-8.
- Network C has some of the greatest gaps between African-American & Hispanic students and their white peers in grades 3-4 ELA, Hispanic students continue to fall far behind especially evident in grades 5 and 7 ELA MCAS

Data is reviewed every 6 to 8 weeks to ensure strategic focus and to monitor changes in achievement network-wide.

Successfully Implementing Common Core & PARCC

- **Cross-School Teacher Collaboration**

The Math Content Facilitator convened three different sets of six to ten teachers and principals in February, March and April to do walkthroughs of exemplary classrooms practicing Common Core instructional strategies. The host teacher modeled effective practices, as participants were trained and supported and brought new strategies back to their school communities.

- **Grade 7 Math Learning Sessions**

Because of the network focus on middle school math outcomes, all grade 7 teachers gathered for three all-day sessions over the span of three months to learn specific Common Core aligned math strategies. According to qualitative data, teachers felt the sessions improved their ability to improve student outcomes in classrooms across the network.

- **After-School Math Club for Students and Families**

Over 40 participants from network schools learned academic strategies to support students to meet Common Core standards. Data indicates family members are better able to support student outcomes and students are better prepared for MCAS.

Support to Implement Technology for PARCC

Eight network schools comprising 18 classrooms (over 400 students) field-tested PARCC this year. Each of these schools was outfitted with appropriate technology to administer the online examinations, and to extend the use of the laptops to otherwise supplement instruction.

Successfully Increasing Full Inclusion for Students with Disabilities

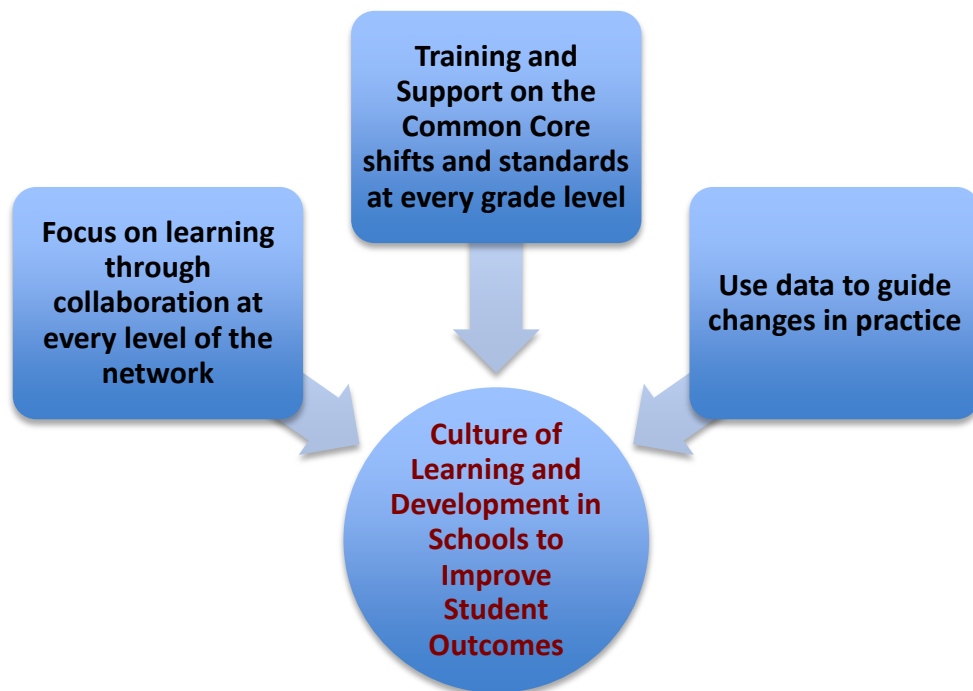
- Network leaders, principals, and teachers are being trained on Universal Design for Learning to support inclusive practices at the school, network and district levels.
- Two Network C schools provide inclusive opportunities for special education students (the Holmes and the Frederick)
- Adding three additional schools in Network C to open inclusion classrooms: Everett, Condon, Clap.
- All K2 classrooms will have half-time inclusion specialists assigned.

Network C Levers for Improvement

District Priorities

+

Customized Network Strategy



- **Focus on Professional Learning and Collaboration**
 - Instructional Rounds and Differentiated Learning experiences for principals and teachers
 - Cohort learning groups: Writing and the Common Core, Motivating Black and Latino Males, Universal Design for learning
- **Common Core Professional Development**
 - Cross-school collaborative learning for math teachers
 - Network-wide grade 7 professional learning sessions
 - After-school Math Club for targeted students and families across the network
- **Using Data to address instructional challenges**
 - Data inquiry cycles in 13 network schools
 - Data Instructional walkthroughs in High Support Schools
 - Data coaching from Achievement Network and Office of Data and Accountability



Network C: Leveraging the Network

Key Expectations	Network Supports	Results so far...
<p><i>Focus on learning through collaboration at every level of the network</i></p>	<ul style="list-style-type: none"> • Network C Leadership Team comprising of principals, liaisons, and department leaders • Learning cohorts of principals driven by problems of practice • Personal Mastery Leadership Development Training 	<ul style="list-style-type: none"> • Increased collaboration • Improved conditions for learning • Principals visiting, supporting and sharing best practices between schools • Principals' increasing awareness of leadership moves that improve learning for students
<p><i>Training and support on Common Core shifts and grade level standards</i></p>	<ul style="list-style-type: none"> • Network Liaisons and Content Specialists direct involvement with principals and teachers • Differentiated Professional Development 	<ul style="list-style-type: none"> • Increased use of instructional strategies to increase math and literacy fluency • Increased knowledge of Common Core shifts and standards
<p><i>Data-driven instructional and leadership practices</i></p>	<ul style="list-style-type: none"> • Learning walks and Instructional Rounds • Data sessions for teachers and school leaders 	<ul style="list-style-type: none"> • Interim assessment data that indicates school making progress improving outcomes

Work moving forward



Teams of teachers, principals, central office liaisons and facilitators from Harvard University participate in a work session to revise and develop plans for improving student outcomes at the school and network levels.

- Continue data progress monitoring and making revisions to strategic direction as necessary and with input from stakeholders.
- Continue Instructional Rounds as a learning protocol and provide training and support where necessary.
- Continue Common Core learning to ensure that stakeholders at every level of the organization are fluent and proficient in the shifts and standards.
- Introduce and support new leaders in network to ensure continuity of strategic direction and fortification of culture to support learning and student academic improvement.