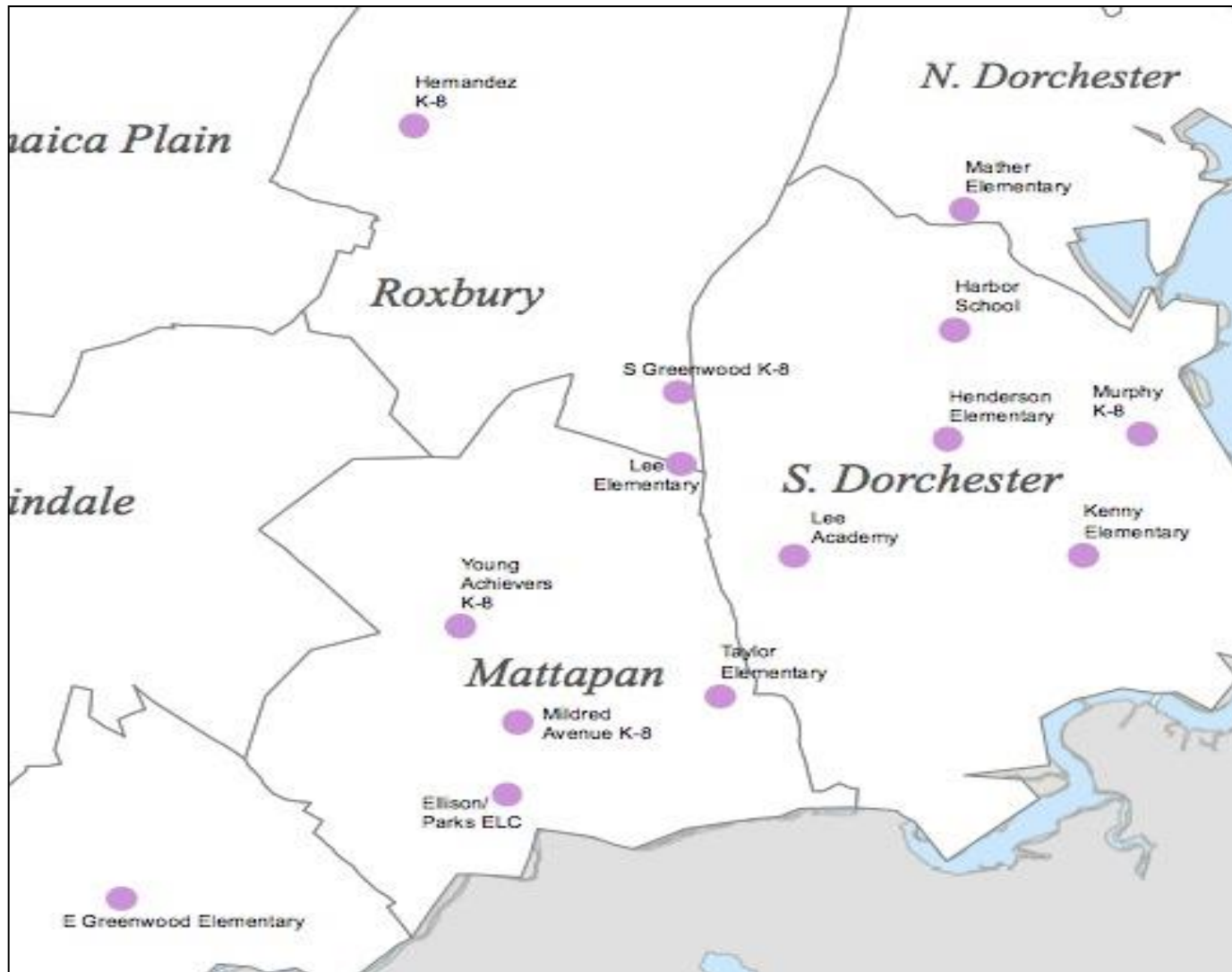


# Network F(ocused)





# Network F at a glance

## There are 14 schools in Network F

- 2 early learning centers
- 5 K-5 schools
- 6 K-8 schools
- 1 middle schools

### Special Programming:

- Henderson K-12
- Henderson, Young Achievers, Ellison-Parks, LAPS, and Harbor: strong evidence of effective inclusive practices
- Hernandez and S. Greenwood: dual language programs
- S. Greenwood and YA in Time Collaborative process.
- One official Turnaround school in network (EGLA) and one in-district transformation (Mildred)

## Student demographics

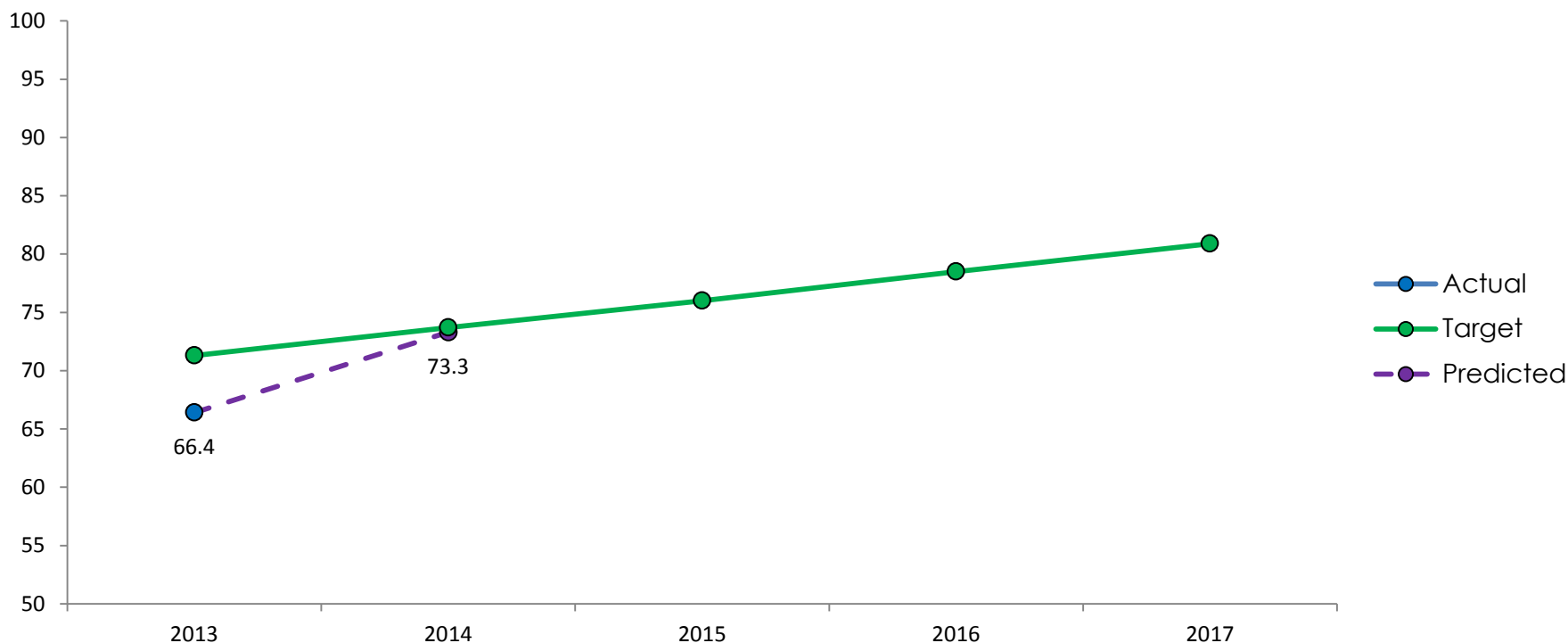
- 1,896 (32%) - Hispanic
- 770 (13%) - Asian 2,607 (44%) - Black
- 533 (9%) - White
- 178 (3%) - Other/multiracial
- 1,185 (20%) are Students with Disabilities
- 2,430 (41%) are English Language Learners

## Enrollment by school

School	Enrollment
Ellison Parks	192
Lee Academy	177
Joseph Lee K-8	594
Rafael Hernandez K-8	415
Young Achievers K-8	517
Murphy K-8	887
Mildred Avenue	442
Sarah Greenwood K-8	424
Henderson Elementary	242
Kenny Elementary	310
Mather Elementary	599
Taylor Elementary	533
EGLA	369
Harbor Middle School	225
<b>Total</b>	<b>5926</b>

# Student Outcome Accomplishments- Network F

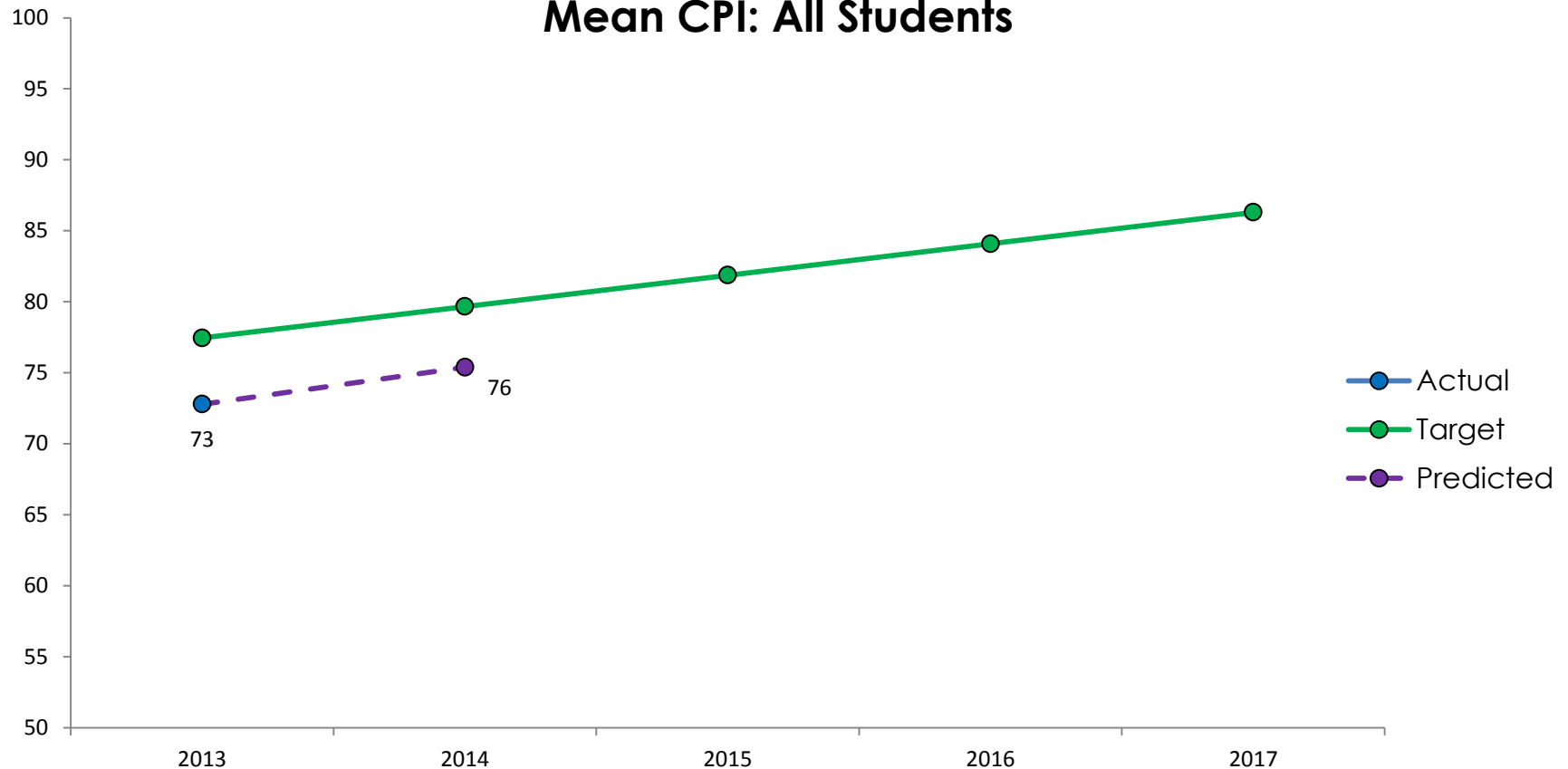
## Network F Math Mean CPI: All Students



**Network average Composite Performance Index (CPI) in mathematics is predicted to increase more than 7 CPI points. This is better than district average.**

# Student Outcome Accomplishments - Network F

## Network F ELA Mean CPI: All Students



**Network average CPI in ELA is predicted to increase by 3.0 points. This is better than district average.**



## Network F: Data Challenges

- Standards R.1-R.3 is sometimes 70-80% of ELA MCAS:
  - 66% of Grade 3 students in Network F scored mastery in standards R.1 - R.3 compared to 72% of State.
  - 59% of Grade 5 students in Network F scored mastery in standards R.1 - R.3 compared to 66% of State.
  - 64% of Grade 8 students in Network F scored mastery in standards R.1 - R.3 compared to 73% of State.
  - These patterns are consistent across Grades 3 – 8

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



# Network F: Data Narrative

Problem of Performance	Network Goals	Action Plan/ Levers for Improvement
<p><b>#1: Relatively low levels of proficiency across network particularly for specific subgroups (ELD-4 and 5 students and students with disabilities specifically students in substantially separate classrooms).</b></p> <ul style="list-style-type: none"> <li>▪62% of students in NI or W/F in ELA</li> <li>▪66% of students in NI or W/F in Math</li> </ul> <p>Largest gaps between network and state contributing to low levels of proficiency:</p> <ul style="list-style-type: none"> <li>▪Standards R.1-R.3 in ELA (across network)</li> <li>▪Grade 3-5 Math: Operations and Algebraic Thinking/Number of Operations</li> <li>▪Grade 6 Math: Number System</li> <li>▪Grade 7 and 8: Expressions and Equations, Ratios and Proportions</li> </ul>	<p><b>Goal 1:</b> Network F schools will exceed its 2014 ELA CPI target (79.7) as defined by Progress and Performance Index (PPI) and reach a CPI greater than 80.</p> <p>Based on baseline data collected in December, 2013 the Network and all schools in it will increase the percentage of students scoring a 3 or 4 by 10% and decrease the number of students scoring a 0 or 1 by 10% on sample PARCC aligned math performance task focused on the Standard of Mathematical Practice #3.</p> <p>(There are additional goals in Network F related to goal of attaining proficiency for all).</p>	<ol style="list-style-type: none"> <li>1. <b>Data Inquiry:</b> Support implementation with fidelity of data inquiry cycles and adjustments to practice as a result in every school. Partners and Tools: Office of Data and Accountability liaisons, data liaisons, paced interim assessments and inquiry cycles at all schools across network. PARCC aligned performance tasks.</li> <li>2. <b>Common Core Standards:</b> Support the implementation of Common Core standards through effective instructional practices (i.e. close reading, complex, informational texts, analytical writing embedded throughout the curriculum). Partners and Tools: Content specialists, BPS C&amp;I resources and tools</li> <li>3. <b>Increase access to cognitive Tasks:</b> Provide PD to principals on analytic tool for measuring cognitive demands of tasks. Use PARCC performance tasks as model.</li> <li>4. <b>Curriculum and Instruction for special populations:</b> Support the implementation of instructional strategies that support the learning of all students including ELLs/ SWDs (i.e. SIOP, REACH, use of IEPs, accommodations, curriculum modification, assistive technology).</li> </ol>

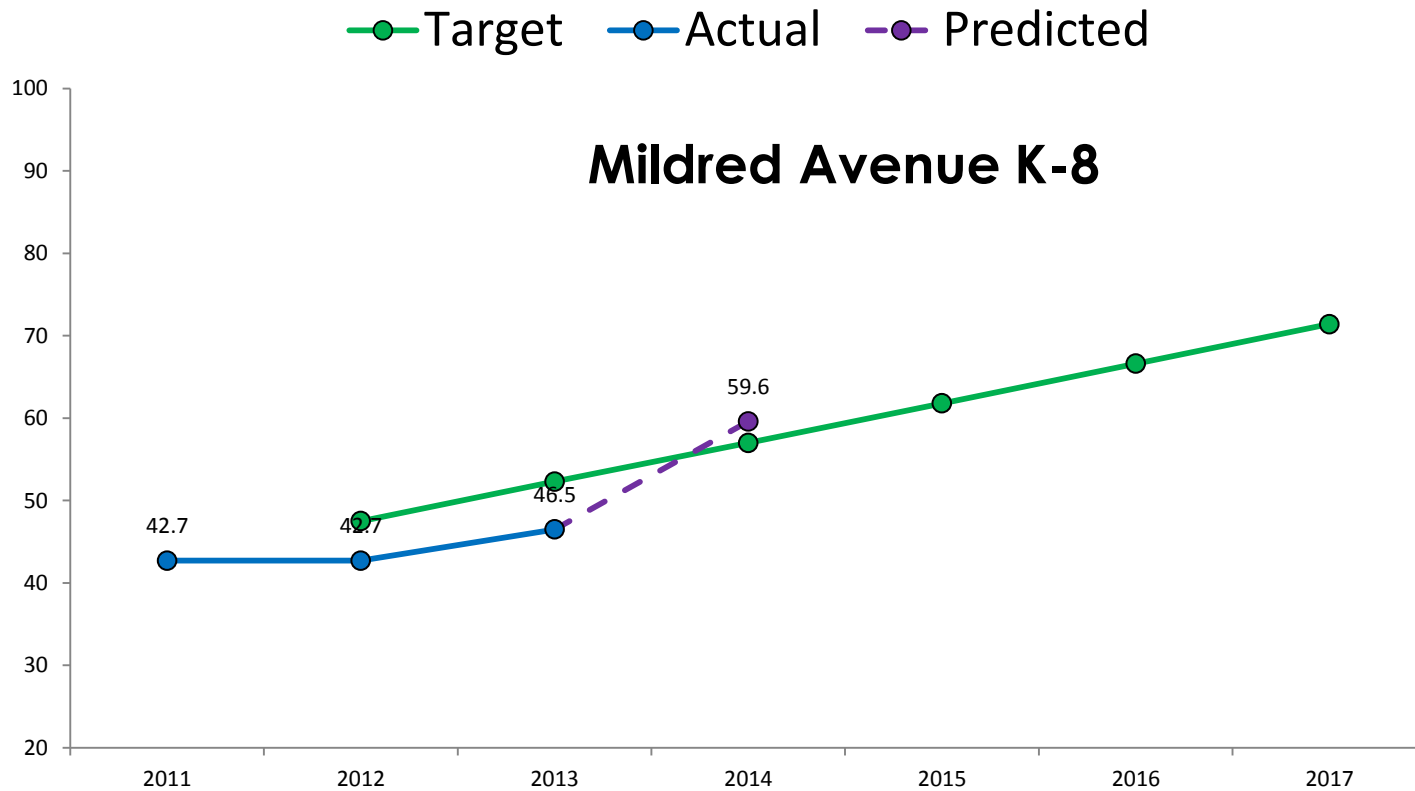


# Network F: Data Narrative

Problem of Performance	Network Goals	Action Plan/ Levers for Improvement
<p><b>#2 Drawing upon Richard Elmore's key principle "task predicts performance" Network principals and Superintendent have noted the following using a rigorous process for observation:</b></p> <ul style="list-style-type: none"> <li>▪ Students disproportionately accessing level 1 (recall) or level 2 (skill/concept) tasks</li> <li>▪ Teachers doing the "heavy lifting" and most students listening</li> <li>▪ Displays of student work that do not always match/align to posted standard/description.</li> </ul>	<p><b>Goal 1:</b> 100% of Network F schools will ensure all classrooms and at least 8 public displays of student work that meet the following criteria:</p> <ul style="list-style-type: none"> <li>▪ Correlated standard aligned to task</li> <li>▪ Description of assignment</li> <li>▪ Reflect the work of ALL students</li> <li>▪ Timely</li> <li>▪ Include student writing</li> <li>▪ Include evidence of Level 3 and 4 work as measured by Webb's Depth of Knowledge</li> </ul>	<p>Creating systems and tools for principals to systematize their work on increasing rigor and cognitive demands:</p> <ul style="list-style-type: none"> <li>▪ Guidelines for Display of Student Work and Clear Expectations for Instructional Practice.</li> <li>▪ C&amp;I team provide PD to principals on standards and available tools and coaching cycles focus on standards</li> <li>▪ Align data inquiry cycles to PD on standards</li> <li>▪ All principals read <i>Instructional Rounds in Education: A Network Approach to Improving Schools</i></li> <li>▪ Host Instructional Rounds each month in schools with a specific focus on tasks we see displayed and students working on in class.</li> </ul>

# Mathematics MCAS

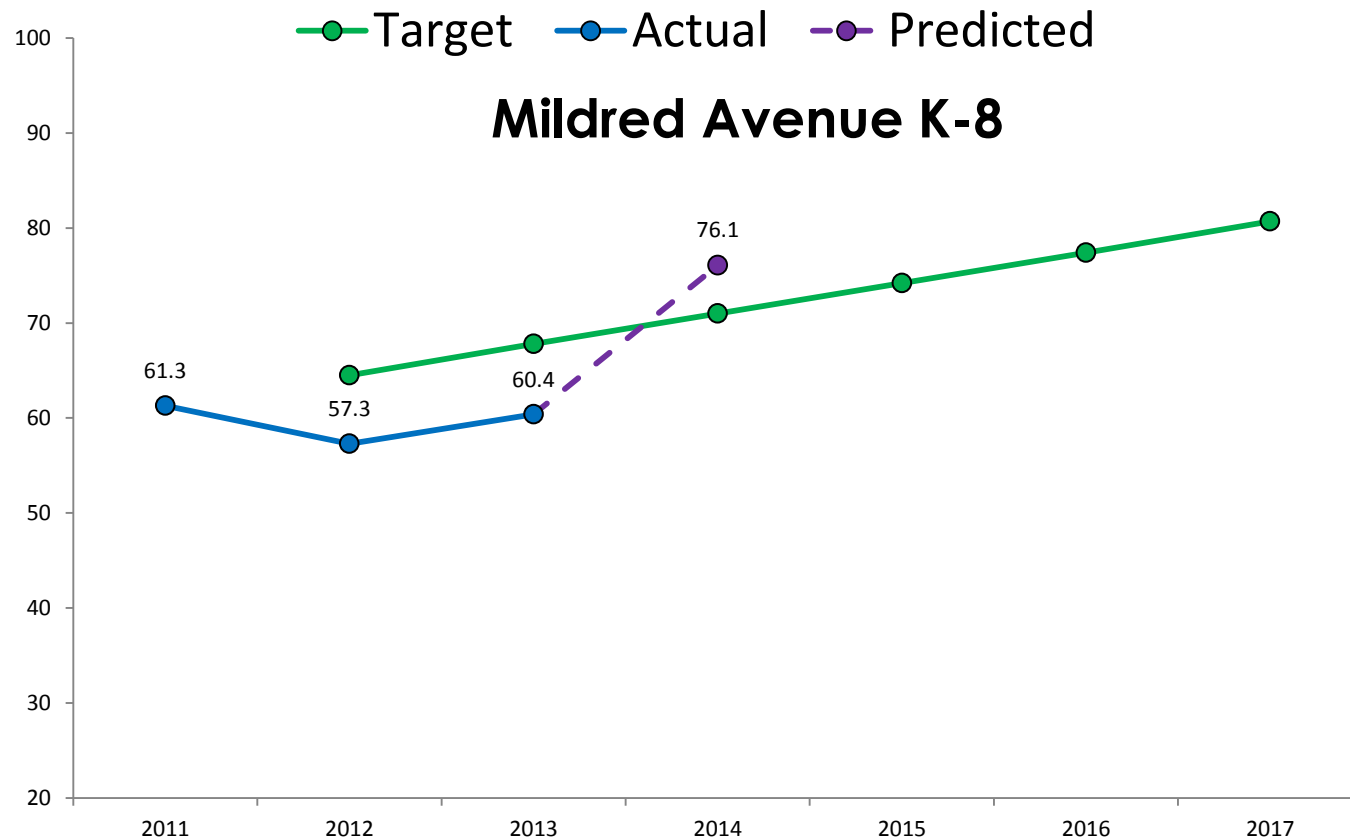
## Mean Composite Performance Index (CPI) – All Students



- Mildred is expected to substantially increase its CPI (by 13.1 points) and exceed CPI target in mathematics.
- Network F average math CPI is predicted to increase 7 points (from 66.4 to 73.3). This outpaces the district.



# English Language Arts MCAS Mean Composite Performance Index (CPI) – All Students



- **Mildred Avenue is expected to dramatically increase their CPI (by 15.7 points) in ELA and exceed their CPI target.**
- **Network F average CPI in ELA is predicted to increase by 3.0 points (from 73 to 76). This is better than district average.**

## Student access/opportunities Accomplishments- Network F

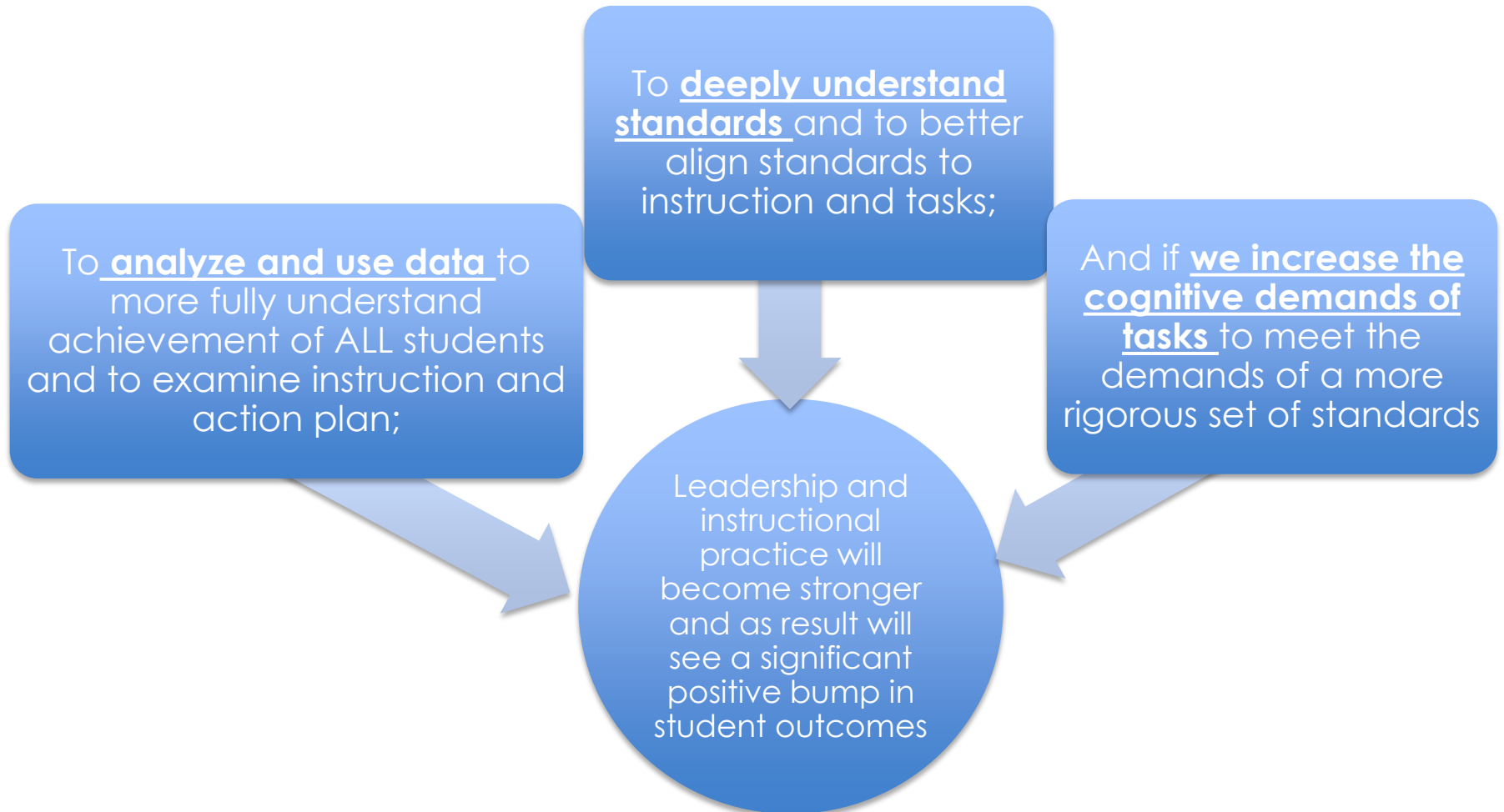
- First in-district intervention (Mildred)
- First K-12 inclusion school for students with significant disabilities (Henderson K-12)
- Harbor Middle exits turnaround
- High-quality inclusion seats: Henderson, Harbor, Ellison-Parks, Lee Academy Pilot School, Young Achievers.
- Successful proposals to the National Center on Time and Learning (NCTL) and Time Collaborative (Young Achievers and S. Greenwood) to potentially expand the school day by 300 hours/year.
- Submitted DESE OST grant (150K) for Mildred Avenue School.

## Network Quality Plan Goals - Network F

- Network F schools will exceed its 2014 ELA CPI target (79.7) as defined by Progress and Performance Index (PPI) and reach a CPI greater than 80.
- Network F schools will exceed its 2014 Math CPI target (74.1) as defined by Progress and Performance Index (PPI) and reach a CPI greater than 75.
- Network F schools will reach a median SGP of 59. In order to meet a network SGP goal of 59 (or higher), all schools in the network will meet or exceed the high end of the 2014 SGP targets as defined by PPI.

**While significant work has been done to improve Network F, far more work is needed to realize the outcomes we expect for children in this great network and city.**

## If we build capacity of Network F School to...



## Network F: Spring 2013

- **Data:** School actors have general knowledge of how respective schools were performing, but lacked intimate knowledge by standards, sub-groups, special education code, ELD-level. Data rarely used as a tool for intervention planning across network.
- **Standards:** Displays of student work evidenced that there was not a deep understanding of standards (i.e. tasks and posted standards were often misaligned and observed lessons were not aligned to scope and sequence).
- **Tasks:** Using a rigorous methodology, principals, liaisons, and NS collected descriptions of tasks observed on learning walks and evaluated against analytic tool to make sense of the cognitive demand expected for our students
  - **Finding from collective analysis:** Students all too often exposed to tasks on lower-end of analytic tool.

## Network F: Spring 2014

### Data

- Sets goals that focus on moving every student subgroup significantly forward.
- Uses item analysis to identify a complete set of subskills to tackle, which would bring students to full mastery
- Creates scaffolded re-teach plans and overall instructional plans to address the defined subskill(s) and students.
- Supports: Data inquiry facilitators, NS @ ILT/data meetings, ANet, City Year, tools and protocols.

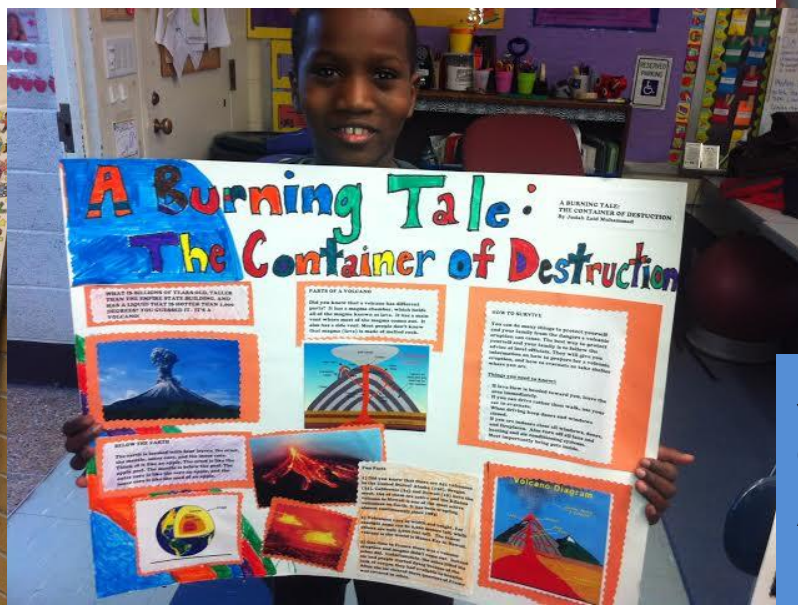
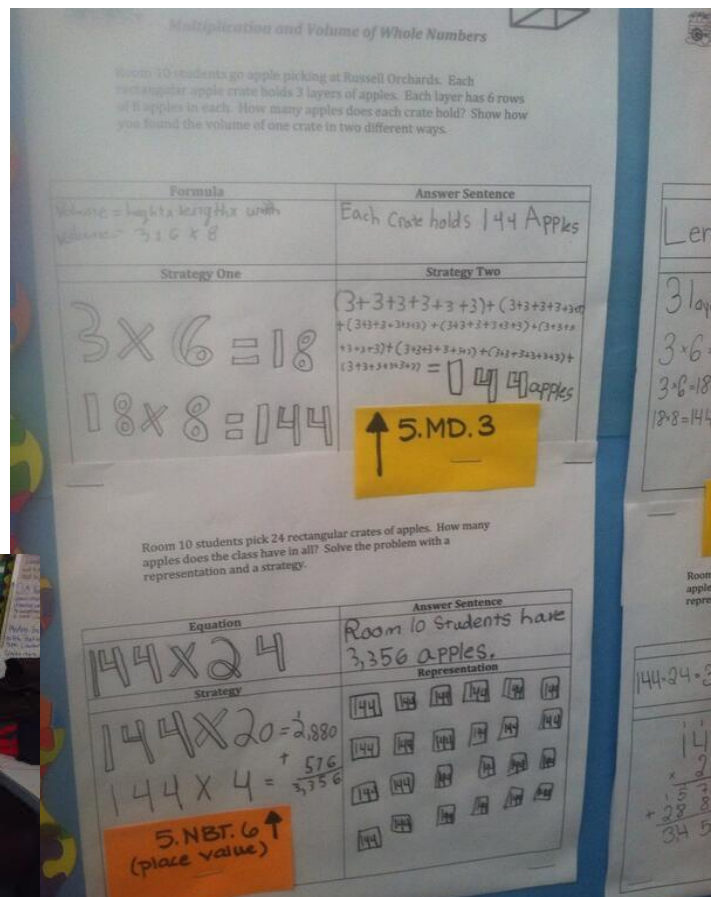


**Ellison Parks and Mildred teachers engaged in data inquiry and planning.**

# Network F: Spring 2014

## Tasks:

- High quality work is displayed throughout every school in network.
- Analysis of tasks show far more cognitive demand expected of students from one year ago.
- Correlated standards are posted: allowing observer to assess degree to which product meets grade level standards.



Student work samples displayed at Young Achievers, Ellison-Parks and Henderson Inclusion School.