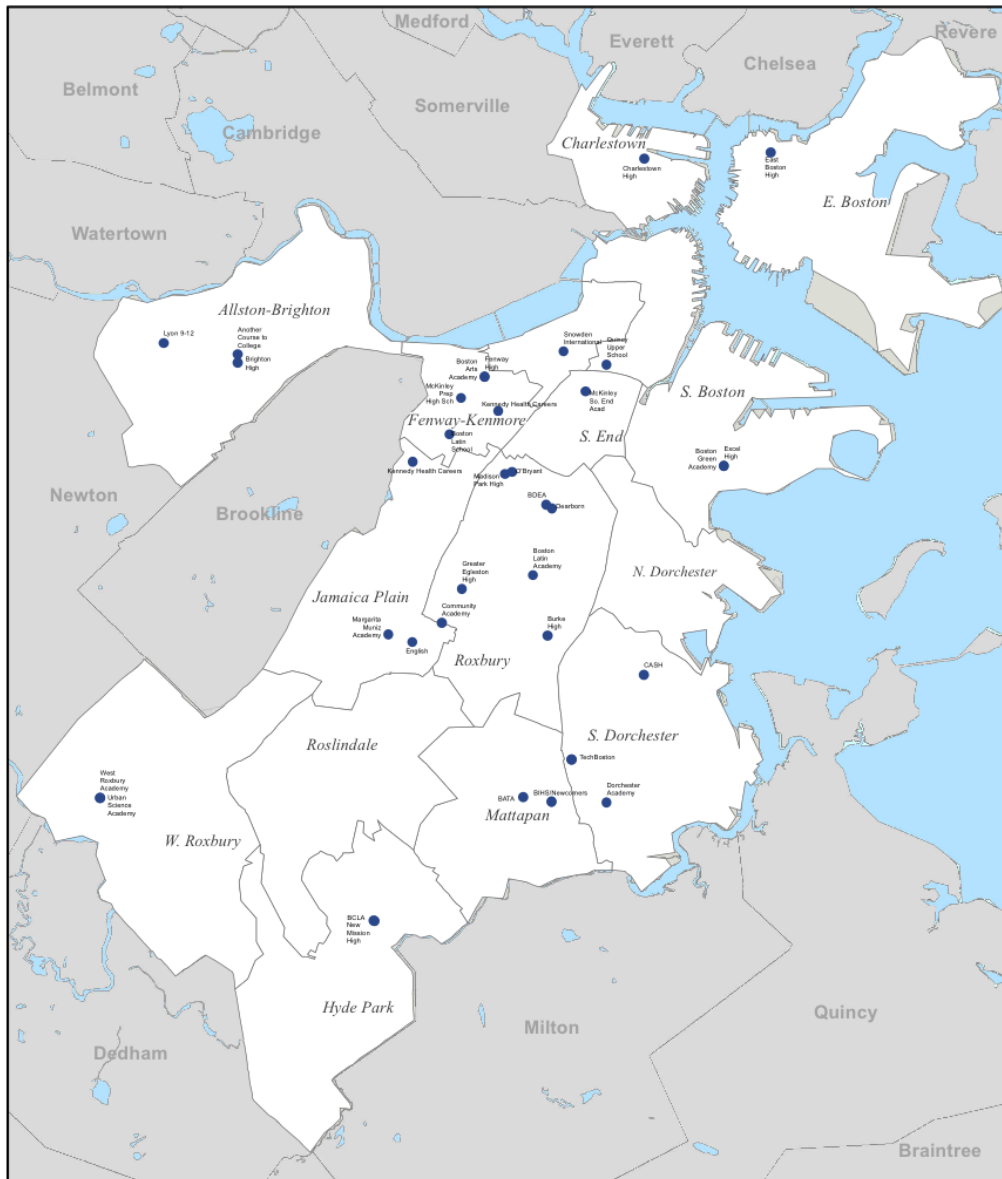


Network G: Geography



The City
of Boston
is our map!

Network G at a glance

There are 34 high schools in Network G

- 9 pilot schools
- 3 exam schools
- 3 Horace Mann Charter
- 2 Innovation Schools
- 4 Alternative schools
- 3 Alternative programs
- 3 Turnaround
- 1 High support
- 3 - 6-12 schools
- 3 - 7-12 schools

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

Student demographics (18,875 students)

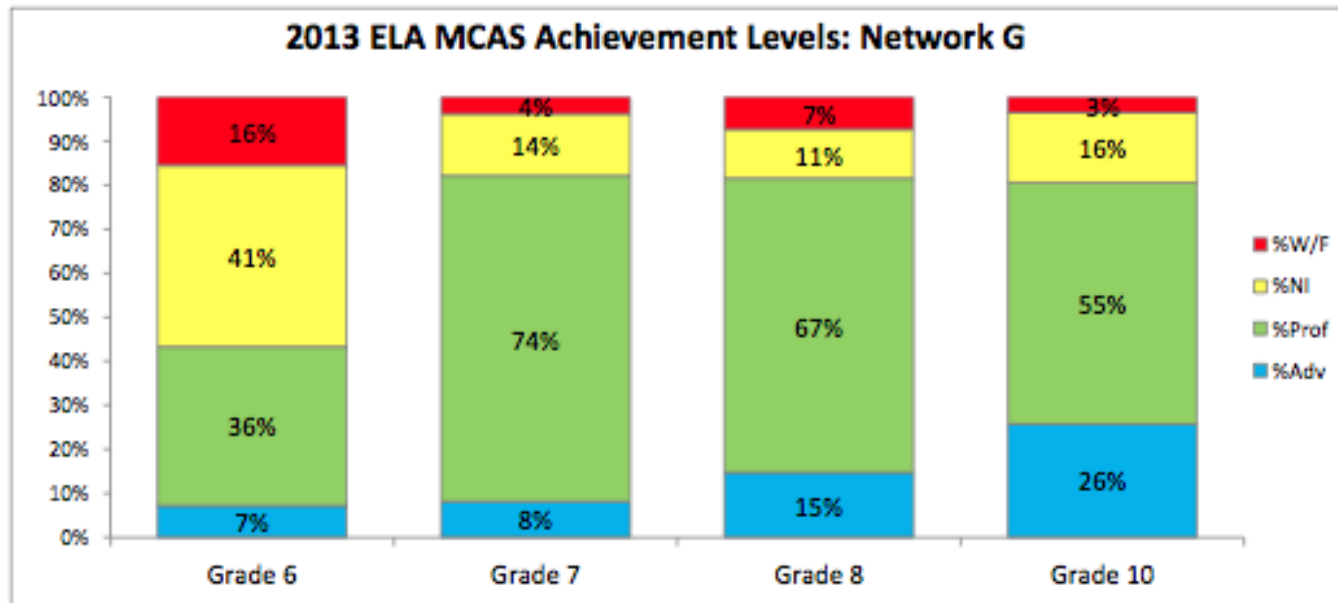
- 32% Hispanic
- 12% Asian 39% Black
- 2% Other/multiracial
- 15% White

- 17% Students with Disabilities
- 42% English Language Learners

Network G: ELA Achievement

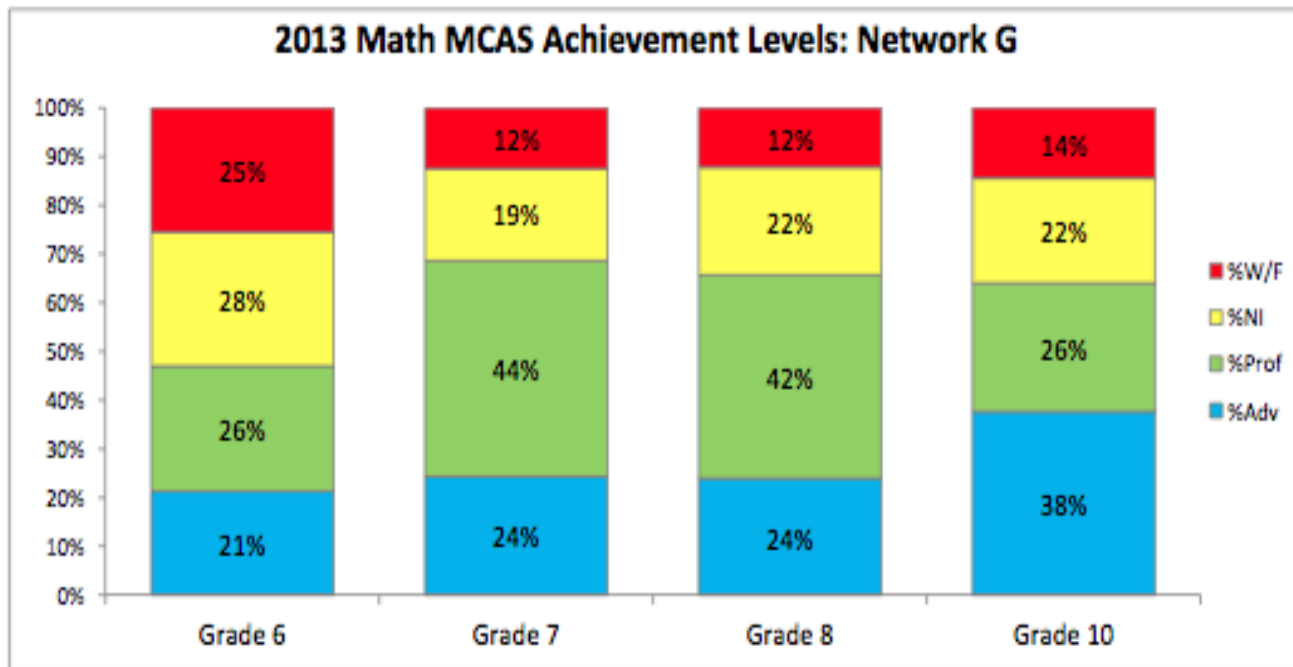
Network G: 2013 ELA MCAS Average Performance by Grade

Student Group	Grade	% Adv/Prof	%Adv	%Prof	%NI	%W/F	Mean CPI	N Included	Median SGP	N Included in SGP
All Students	Grade 6	43%	7%	36%	41%	16%	72	335	50	313
All Students	Grade 7	82%	8%	74%	14%	4%	92	1106	42	858
All Students	Grade 8	82%	15%	67%	11%	7%	91	1080	40	1035
All Students	Grade 10	81%	26%	55%	16%	3%	93	3464	55	2638

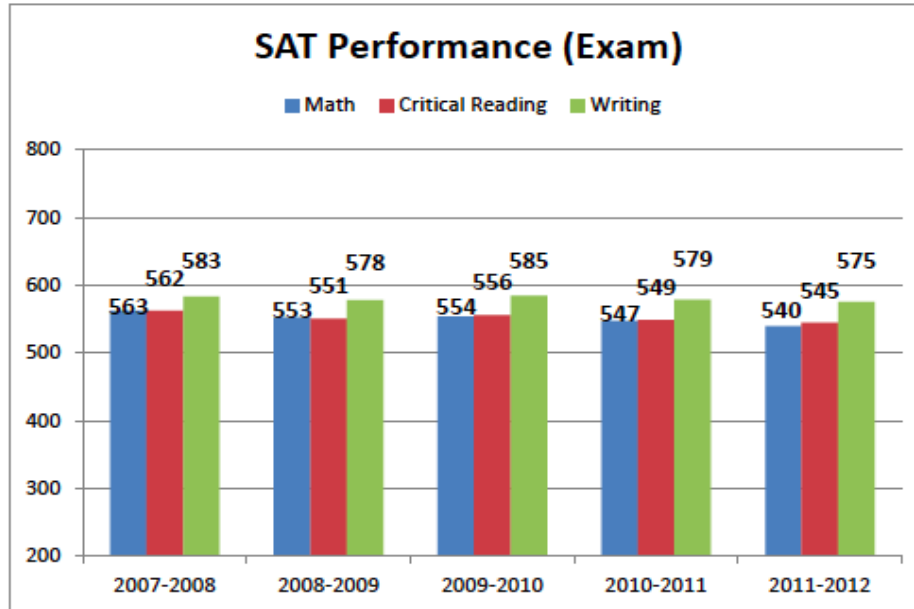


Network G: Math Achievement

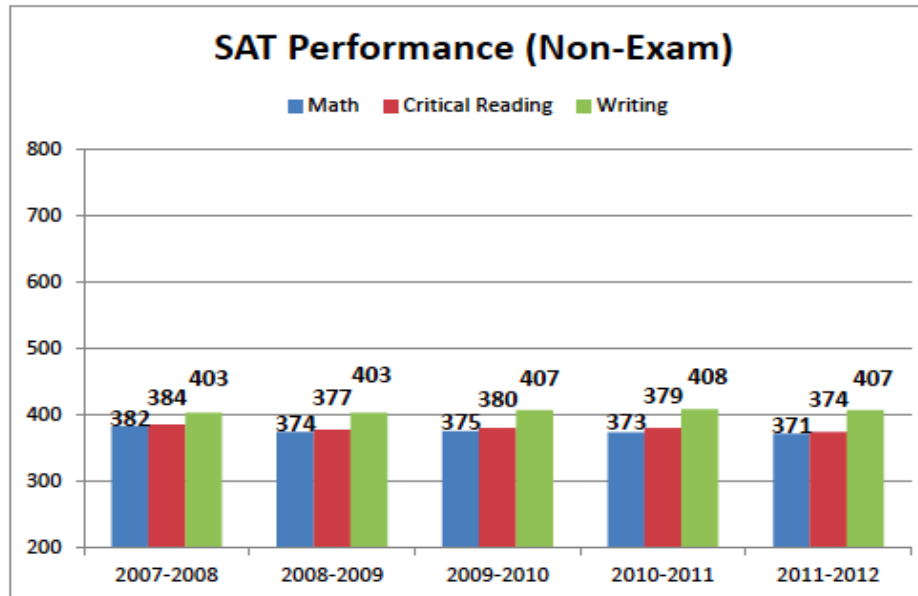
		% Adv/Prof	%Adv	%Prof	%NI	%W/F	Mean CPI	N Included	Median SGP	N Included in SGP
All Students	Grade 6	47%	21%	26%	28%	25%	70	338	40	317
All Students	Grade 7	69%	24%	44%	19%	12%	83	1109	37	855
All Students	Grade 8	66%	24%	42%	22%	12%	82	1088	42	1043
All Students	Grade 10	64%	38%	26%	22%	14%	81	3468	46	2676



SAT



Exam	Math	Critical Reading	Writing
2007-2008	563	562	583
2008-2009	553	551	578
2009-2010	554	556	585
2010-2011	547	549	579
2011-2012	540	545	575



Non-Exam	Math	Critical Reading	Writing
2007-2008	382	384	403
2008-2009	374	377	403
2009-2010	375	380	407
2010-2011	373	379	408
2011-2012	371	374	407



Exam by Gender

Gender	Avg AP Score	1		2		3		4		5		Blank		Total N	
		N	%	N	%	N	%	N	%	N	%	N	%		
F	3.2	143	55%	379	64%	580	64%	411	56%	298	50%	4	36%	1815	59%
M	3.4	119	45%	212	36%	327	36%	322	44%	296	50%	7	64%	1283	41%
Total	3.3	262	100%	591	100%	907	100%	733	100%	594	100%	11	100%	3098	100%

Exam by Race

Race	Avg AP Score	1		2		3		4		5		Blank		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Asian	3.4	93	35%	189	32%	342	38%	309	42%	297	50%	5	45%	1235	40%
Black	2.7	62	24%	143	24%	140	15%	72	10%	23	4%	1	9%	441	14%
Hispanic	3.0	40	15%	89	15%	110	12%	62	8%	57	10%	2	18%	360	12%
Mixed/Other	3.4	2	1%	12	2%	21	2%	19	3%	10	2%		0%	64	2%
Native American	3.4		0%		0%	3	0%	2	0%		0%		0%	5	0%
White	3.4	65	25%	158	27%	291	32%	269	37%	207	35%	3	27%	993	32%
Total	3.3	262	100%	591	100%	907	100%	733	100%	594	100%	11	100%	3098	100%

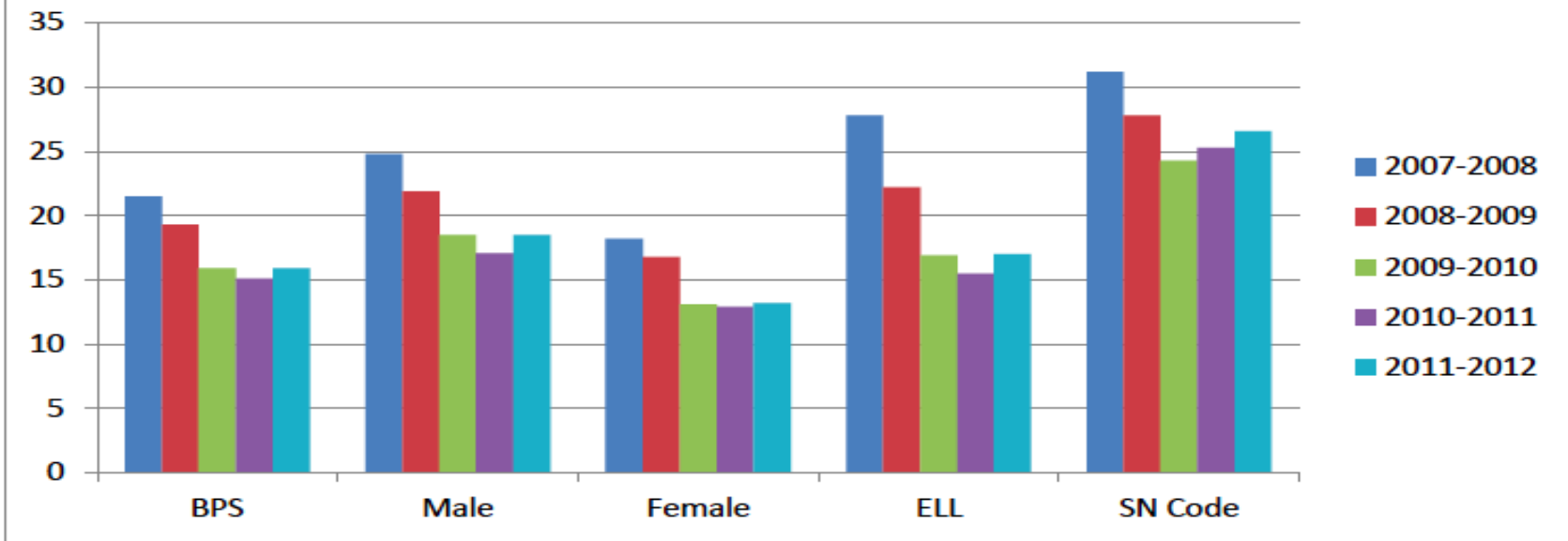
Non-Exam by Gender

Gender	Avg AP Score	1		2		3		4		5		Blank		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
F	1.6	669	60%	297	62%	84	57%	30	53%	25	50%	12	57%	1117	60%
M	1.7	438	40%	180	38%	63	43%	27	47%	25	50%	9	43%	742	40%
Total	1.6	1107	100%	477	100%	147	100%	57	100%	50	100%	21	100%	1859	100%

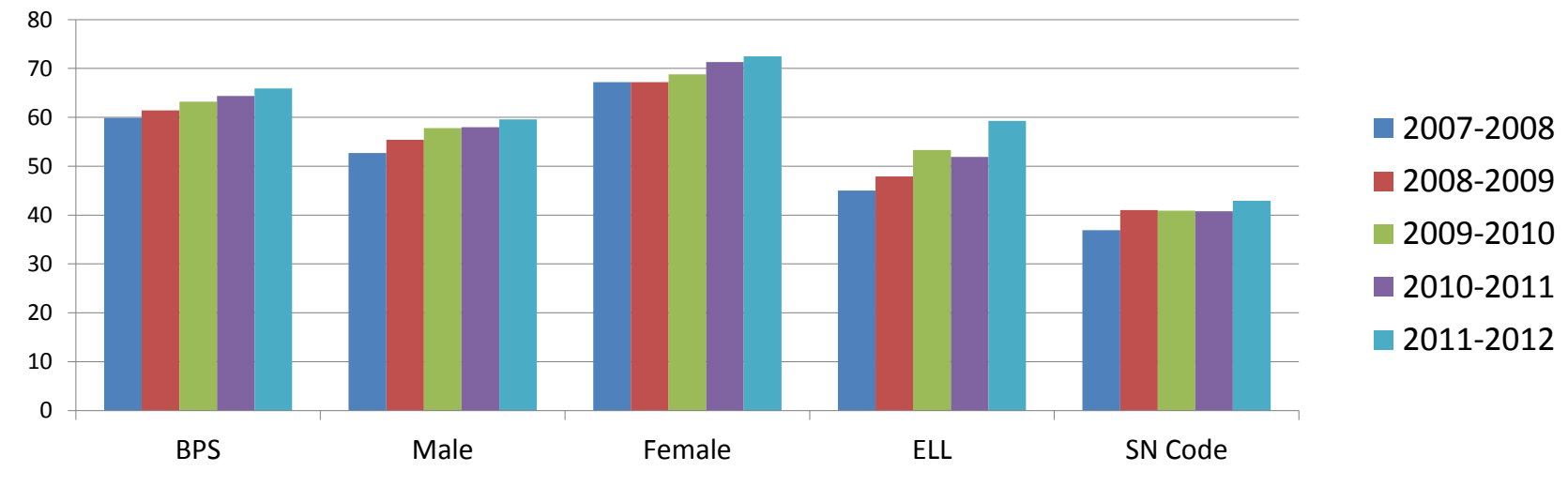
Non-Exam by Race

Race	Avg AP Score	1		2		3		4		5		Blank		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Asian	2.1	95	9%	36	8%	18	12%	14	25%	23	46%	6	29%	192	10%
Black	1.4	527	48%	170	36%	37	25%	11	19%	1	2%	4	19%	750	40%
Hispanic	1.7	366	33%	197	41%	60	41%	24	42%	22	44%	7	33%	676	36%
Mixed/Other	1.8	13	1%	6	1%	5	3%	2	4%		0%		0%	26	1%
Native American	2.0		0%	3	1%		0%		0%		0%		0%	3	0%
White	1.7	106	10%	65	14%	27	18%	6	11%	4	8%	4	19%	212	11%
Total	1.6	1107	100%	477	100%	147	100%	57	100%	50	100%	21	100%	1859	100%

5-Year Dropout Trends



5-Year Graduation Trends





Network G Accomplishments

- Grade 7, 8, and 10 MCAS aggregates for ELA were all above **80 CPI** in 2013.
 - Grade 10 **SGP in ELA is 55**
- **38% of grade 10 students** scored Advanced on 2013 math MCAS
- Reduced dropout rate from **6.4%** to **4.5% (Lowest rate since 1977)**
 - Dropout rate for African American students decreased from **6.9% to 4.5%** and the dropout rate for Latino students decreased from **7.2% to 5.2%**.
- Increased graduation rate annually since 2007 , Most recent rate (2013) **65.9%** graduation (4 year cohort)
 - Graduation rate for African American students is at a 5 year high (**64.5%**) and rate for Latino Students has increased for the 4th consecutive year (**58.8%**)
 - For the first time, the BPS five-year graduation rate reached **70%**, which is an increase of more than two points from 2011.
- Increased the percentage of 9th grade students completing summer school and being promoted from **50% in ELA/Math to 90%** w/ Chromebook Initiative.
- Reduced the percentage of graduates taking remedial courses **from 44% to 35%** through the Success Boston initiative over the past 5 years.

Network G Accomplishments(continued)

- Increased percent of BPS high school graduates completing a 2 year, 4 year, or certificate program within 6 years after graduation from **35%(class of 2000) to 60%(estimate for cohort 2009)** through the Success Boston Initiative.
- Increased PSAT and SAT prep participation through partnerships with Lets Get Ready, BSA, Summit and AVID to 1300 11th/12th graders and 450 10th graders. Additionally ALL 10th and 11th graders now take the PSAT.
- Launch of BPS partnership with the National College Advising Corps to provide additional support for the college process with full time College Advising Corps members in 16 schools in 2014-2015.
- Increased AP offerings to 170+ AP courses which is a **12% increase** from the number of course offerings in 2010.
 - In spring of 2014, **5000+ AP exams** will be administered– the most ever in BPS.
 - Reimagined our Online and Blended Learning Approach at High School Level
 - Apex at **30 high schools and 3 programs** for credit recovery and enrichment
 - Virtual AP Academy launched this year serving **50 students in 2 high schools**
 - Partnership w/ Middlebury College to launch online language instruction
 - Launched Log-on Boston for over-aged, under-credited 9th graders

Network G Challenges

- Retention rate for 9th graders in 2011-2012 showed on average 1 in 5 9th graders repeated.
- There is a significant gap in Grade 10 Math CPI scores for Special Ed and non Special Ed(29 pt gap) and for ELL and non-ELL students(18 pt gap).
- Attendance rate for high schools has remained at or below 90%.
- SGP below 50 in all grade levels including Exam Schools.
- 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 15.9%.

Network G: Data Narrative

Problem of Performance	Network Goals	Action Plan/Levers
<p>#1: In 2011-2012, approximately 1 out of every 6 (17.1%) of our 9th graders in non-exam schools were retained in the 9th grade and approximately 1 out of 7(14.3%) of our overall 9th graders were retained in the 9th grade .</p> <p>Furthermore, 34% of those retained were ELL students and 28% were special education students.</p>	<p>With strategic interventions in the spring of 2013 and the 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 overall 9th grade population being retained to 12.8%.</p> <p>Our Network goal remains to reduce the overall percentage of 9th graders 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 most at-risk 9th grade cohorts(e.g. East Boston Accelerated Learning Center)

Network G: Data Narrative

Problem of Performance	Network Goals	Action Plan/Levers
<p>#2: There exists a significant performance gap in mathematics on CPI between students with disabilities and students without disabilities(29 pts) and between ELL students and non-ELL students(18 pts).</p>	<p>We will reduce the MCAS performance gap between general education students and students that need special services(SWD and ELL) 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 to focus on increasing 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 SWD with BPS OELL and Special Ed Departments



Network G: Data Narrative

Problem of Performance	Network Goals	Action Plan/Levers
<p>#3: SAT scores have remained stagnant for the past five years (participation about 58% for non-exam schools and performance at about 371 (Math), 374 (Critical Reading), and 400 (Writing)).</p>	<p>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 practice of SAT performance across Network G for the schools showing significant increases in SAT scores



Network G: Data Narrative

Problem of Performance	Network Goals	Action Plan/Levers
<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>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 get the services they need to stay in school



Network G: Data Narrative

Problem of Performance	Network Goals	Action Plan/Levers
<p>#5: The high school drop out rate increased to 6.4% in 2011-2012.</p>	<p>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 Reengagement Center can do reach out ▪ Monitor with schools more closely their course completion and attendance data 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 more at-risk to drop out cohorts of students(e.g. over-aged ELLs, pregnant/parenting teens) ▪ 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 drop out

Network G: Data Narrative

Problem of Performance	Network Goals	Action Plan/Levers
<p>#6: Only 34% of high schools have a functioning and Parent Councils and 56% have functioning SSC/Governing Boards.</p>	<p>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 tier 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 Expectations	Network Supports	Results so far...
<p>Decrease the achievement gap in ELA and Math between regular education students and both students with disabilities and English Language Learners.</p>	<ul style="list-style-type: none"> • Network Supt • OELL - QTEL • Special Education - Targeted PD for school leaders and teachers to support differentiated in all high schools - Certify 60 additional dual certified Special Ed educators by end of Spring, 2014. • OEE • C&I • Human Capital - Partner with Landmark School to offer 2 Special Ed Pathways in network 	<ul style="list-style-type: none"> • Expansion of QTEL training at English High, CASH, BATA, and during 2013-2104 • Increase in school-based formative assessment scores at most high schools • MCAS boot camps for ELA in 28 high schools and for math in 30 high schools • 10 hours of targeted PD to school leaders for supporting differentiated instruction within all high schools • 60 additional dual certified Special Ed educators in high schools by end of Spring, 2014. • 40 high school educators completing an on-line PD course in differentiated instruction for students with learning disabilities



Network G: Leveraging the Network

Key Expectations	Network Supports	Results so far...
<p>Decrease the percentage of 9th grade students repeating the 9th grade or dropping out during 9th grade year.</p> <p>Decrease the dropout rate from 6.4%</p>	<ul style="list-style-type: none"> • Network Superintendent • OIIT Liaison and support staff • High School Office • Curriculum and Instruction • Ed Options and Re-Engagement Center • Office of Data and Accountability • Chromebook Pilot in BPS Summer School 2013 	<ul style="list-style-type: none"> • Of the 300 9th grade students identified in Summer School(13') as needing English 9/Algebra I (about 250), 95 percent successfully completed summer school and earned their credits for promotion • Reduced the percentage of 9th graders in non-exam schools being retained to 15.5% and reduced the percentage of overall 9th grade population being retained to 12.8%. • Decreased dropout from 6.4% to 4.5% for 2013'. Using 4.5% dropout baseline, still reduced number of students listed as 'dropped' out by 150 as of January, 2014. • Targeted 300 9th graders at-risk for retention and provided 1:1 Chromebook blended learning program at Summer School, 2013

Eliminating the Achievement Gap

- **QSP/NQP:** Analysis of all groups performance
- **Data Dashboards:** Frequently monitoring achievement data at multiple levels
- **Data Inquiry Cycles:** Building data analysis capacity in schools for all students
- **Coaching to Strengthen the Instructional Core:** Culturally proficient, rigorous, engaging curriculum and instruction
- **Instructional Walkthroughs/Rounds:** Building and activating instructional leadership capacity
- **Blended Learning Opportunities:** Leveraging technology to reach all learners
- **Targeted interventions:** Specific programs through Ed options, and MCAS Boot Camps in ELA, Math, and Science

Successfully Implementing Common Core/ PARCC

- Network PD with C&I on ELA, Math, Science, and History
- Targeted PD with instructional coaches for individual schools in ELA, Math, and Science
- Pilot using online ELA and Math modules through Apex aligned to Common Core in 11 schools, 200 teachers, 170 students.
- PARCC pilot in high schools both online and paper format

Successfully increasing full inclusion for students with disabilities

- Partnership with BPS Special Education and the Landmark School
 - Individual School Consultations (executive functioning, creating structures and systems for programming, students with language specific disabilities)
 - Network Professional Development for Headmasters and Network Liaisons
- Special Education Pathways for dual certification (50 Educators)
 - Landmark Online Course in Language Based Learning Disabilities)– 40 educators
- Collaboration with Special Education department for school based trainings
- Network and school level PD in Universal Design for Learning
- Explicit network goal on differentiation at the classroom level

Increased accountability & supports

Accountability

- QSP and student learning goals
- Attendance rates
- Teacher evaluation for differentiated instruction
- Grade 9 course grades throughout the year
- Monthly Dropout Reports
- Student growth gaps
- 4 year and 5 year graduation rates
- School site council and parent council at every high school

Supports

- Data Inquiry Cycle(4 high schools)
- Instructional Walkthroughs(5 high schools)
- Instructional Coaching for ELA and Math(10 schools)
- Programmatic and compliancy support from Sped liaisons and department
- Programmatic and compliancy support from ELL liaison and department
- School specific scheduling support to create cohort, student-centered schedules(6 schools)
- Integration of technology and increase in blended learning opportunities
- School specific support in family engagement and council development



Work moving forward

- Continued use of data analysis, data inquiry cycles, and instructional rounds to strengthen instructional core
- Reduction in achievement gaps, specifically in math and science, for African American, Latino, and male students
- Continued reduction of dropout rate (all groups) and increase in 4 year and 5 year graduation rate
- Expand college and career opportunities for all high school students including IB, AP, dual enrollment and career certification programming
- Expansion of Universal Design approach to all high schools and expansion of inclusion options for high school students
- Continued PD at the classroom level to increase the number of dual-certified ESL and Special Education teachers
- Establish strategic community partnerships for high schools and expand opportunities for high schools and middle schools to work together in different areas of the city
- Increase access to technology and blended learning opportunities for high school students to ensure their readiness for the global economy