Transformation School Update

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Presentation Overview

- Transformation Schools: The Big Picture
- Q1 Focus: Development of Quality School Plans (QSPs)
- QSPs in Action
  - Grew Elementary School
  - Community Academy of Science and Health (CASH)
Transformation Schools: Big Picture
## What are Transformation Schools?

Transformation Schools are BPS schools identified by DESE as “requiring assistance or intervention”

### Schools without required assistance or intervention (approx. 85% state-wide)

<table>
<thead>
<tr>
<th>Schools of recognition</th>
<th>Meeting or exceeding targets</th>
<th>Substantial progress toward targets</th>
<th>Moderate progress toward targets</th>
<th>Limited or no progress toward targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools demonstrating high achievement, significant improvement, or high growth</td>
<td>Criterion-referenced target percentage 75–100</td>
<td>Criterion-referenced target percentage 50–74</td>
<td>Criterion-referenced target percentage 25–49</td>
<td>Criterion-referenced target percentage 0–24</td>
</tr>
</tbody>
</table>

### Schools requiring assistance or intervention (approx. 15% state-wide)

<table>
<thead>
<tr>
<th>Focused/ targeted support</th>
<th>Board/ comprehensive support</th>
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</thead>
<tbody>
<tr>
<td>Percentiles 1–10 Low graduation rate Low performing student group(s) Low participation</td>
<td>Underperforming schools Chronically underperforming schools</td>
</tr>
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</table>

Note: The above reflects the categories used in 2019 Accountability designations.
Focus on our 28 Transformation Schools

While all BPS schools are in the process of continuous improvement, we are particularly focused on supporting and accelerating growth in Transformation Schools. The Appendix to the Systemic Improvement Plan identifies 28 Transformation Schools.

- 6 schools are “Underperforming,” which was previously referred to as “Turnaround” Status
- 22 schools are in Focused-Targeted Support (excluding Horace Mann Charters)

NOTE: 4 additional schools meet the DESE definition of “schools requiring assistance or intervention” but are not identified as transformation schools.

- 2 “chronically underperforming” schools
- 2 schools identified for targeted support based on subgroup performance
Timeline of Identification and Support

- 2010 - 2018 BPS supports Turnaround Schools in accordance with DESE accountability policies

- Fall 2019: Identification of an expanded number of Transformation Schools using 2019 Accountability Data

- Spring 2020: Design of Supports for Transformation Schools, including Investment Positions (Transformation Coach, Family Liaison, Social Worker)

- 2020-2021: Implementation of Transformation Staffing (process disrupted by COVID-19)

- 2021 - 2022: Implementation of new positions continued (Family Liaison and Social Worker positions expand beyond Transformation Schools)

- Spring/Summer 2022: Design and Launch of Regional Model of Supports
Transformation Schools: Student Demographics

Key Data Insights for Transformation Schools in Comparison with Non-Transformation Schools

- Greater proportion of Black (35%) and Latinx (51%) students
- More SWD (27%) and ELs (40%)
- Higher percentage of economically disadvantaged students (78%)

*Data as of 10/21/22
*These data include outcomes for Horace Mann Charter Schools
# Transformation Schools: 2022 Performance

<table>
<thead>
<tr>
<th></th>
<th>Transformation</th>
<th>Non-Transformation</th>
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<tbody>
<tr>
<td></td>
<td>Non-HS</td>
<td>HS</td>
</tr>
<tr>
<td><strong>MCAS Growth</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA SGP</td>
<td>45.4</td>
<td>41.6</td>
</tr>
<tr>
<td>Math SGP</td>
<td>41.1</td>
<td>45.2</td>
</tr>
<tr>
<td><strong>MCAS Achievement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA Scaled Score</td>
<td>476.6</td>
<td>481.9</td>
</tr>
<tr>
<td>Math Scaled Score</td>
<td>472.4</td>
<td>479.6</td>
</tr>
<tr>
<td><strong>ACCESS For ELLs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SGPA</td>
<td>40.1</td>
<td>43.4</td>
</tr>
<tr>
<td>% of ELs Making Progress</td>
<td>43%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Chronic absenteeism</strong></td>
<td>53.6%</td>
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</tr>
</tbody>
</table>

### Key Data Insights for Transformation Schools in Comparison with Non-Transformation Schools
- Lower growth in Math and ELA than non-transformation schools
- Lower achievement in Math and ELA than non-transformation schools
- Less progress in English acquisition by English Learners
- Higher rates of chronic absenteeism

*These data include outcomes for Horace Mann Charter Schools and exclude schools closed at the end of SY21-22.*
Quality School Plans (QSPs)
● One QSP template for all BPS schools (also called the 90-Day Plan)
  • Common and aligned metrics for all schools
  • Three priorities
    ◦ Equitable Literacy (Instructional Focus)
    ◦ Climate and Culture
    ◦ Attendance
● 90-day action plans to be updated in January

*QSPs at Transformation Schools also serve as the “transformation plans” and have been developed by school teams with support from Regional Leadership and the Transformation Office
Common Metrics with Targets set by the Office of Data and Accountability (ODA)

**Academics**
- MAP Fluency (grades K-2)
- MAP Growth Reading and Math (grades 3-11)
- Science Interim Assessments (grades 3-6)

**Climate and Culture**
- Rigor and Belonging Student Survey (grades 3-12)
- School Safety Student Survey (all stakeholders)
- Professional Learning Teacher Survey (all teachers)
- Family-School Communication Survey (all stakeholders)

**Attendance**
- Chronic Absenteeism (grades K0-12)
- Retention rate (decrease) (grades K0-12)

**High School Specific**
- MassCore (grade 12)
- Course Performance (grades 1-12)
- Graduation Rates (grade 12)
Components of QSP priority areas

QSP Plan Template: 3 Priority Areas:
1. Equitable Literacy
2. Climate and Culture
3. Attendance

Detailed “Backwards Planning” in each Priority Area
- Strategic Objective
- Desired Outcomes
- Strategic Initiatives
- Date(s) of Implementation
- Goals and Benchmarks
- Progress Monitoring

QSP feedback and support led by Regional Superintendents, supported by regional staff and Transformation Office
Transformation Schools Support

Regional Structure

- Content Based Supports
- Accelerated Improvement Supports
- Social-Emotional Supports
- Operational Supports
- Special Education Supports
- Multilingual Learners Supports

Additional Supports and Tools

- Transformation Coaches
- Transformation Office
- Equitable Literacy Observation Tool
- Acceleration Academies
- Instructional Rounds
- TAG Funding
First Quarter Efforts

- Increased MAP participation at the secondary level
- 28 high-quality completed QSPs
- Instructional Rounds aligned to QSP Priorities and BPS Equitable Literacy Goals (22/28 completed)
- Alignment and support from the regional structure
Grew Elementary School (K1-6)

Enrollment: 210 students
- Black 38%
- Hispanic/Latinx 41%
- Multilingual learners 15%
- Students with disabilities 10%

Strengths:
- Tier 1 instructional practices
- High quality curricular materials
- Shared leadership
- Strong community partnerships
- National Board Certified teachers
- Increasing enrollment
- High retention rate for staff and students

2019 to 2022 State Accountability Percentile improvement from 12th to 30th
QSP Priority #1 Instructional Focus:

- Across all content areas, educators will design, facilitate and analyze tasks using grade-level standards, equitable literacy components, and the SFL (systemic functional linguistics) framework that engages students by having them ask and answer questions and share their reasoning and thoughts through both writing and academic discourse.

In action

- Fundations with fidelity K-3
- Critical consumption of curriculum through grade 6
- Coaching by IC and BEES to support with tier 1 instruction and vertical alignment
Grew Elementary School (K1-6)

QSP Priority #3 Attendance

- Ensure that our family partnerships inform the school systems and practices and its instruction so that all students receive quality and responsive instruction through intentional anti-racist engagement practices.

In action

- Tiered action plan to help reduce chronic absenteeism during the first 60 days of school
- Provide families with multiple opportunities to engage in the school community with both academics and social activities
Community Academy of Science and Health (CASH)

Enrollment: 348 students
- Black 54%
- Hispanic/Latinx 34%
- Multilingual learners 24%
- Students with disabilities 46.5%

Strengths:
- Small size=strong student relationships
- Collaborative professional culture
- Clear strategy for improving instruction
- Data informed decision making
- Academic Press Model
Community Academy of Science and Health (CASH)

QSP Priority #1 Instructional Focus:
- Through a framework of equitable literacy instruction, teachers will consistently incorporate engagement and discourse practices and routines, including reciprocal teaching and Boston Debate League strategies, in order for students to achieve mastery in their standards-based, grade-level content.

In action
- School-wide focus on four high leverage areas of improvement: Discourse, Engagement, Rigor and Reading.
- Aligned professional learning time with modeling to transforming teacher practice in these four areas.
- Data-Driven Instruction cycles that focused on lesson development towards areas of improvement.
- Monthly Instructional Rounds to monitor progress.
Community Academy of Science and Health (CASH)

QSP Priority #3 Attendance
- Through Tier One and Intervention strategies increase student daily attendance/decrease chronic absenteeism.

In action
- Application to automate weekly communication with grades and attendance with the attendance contextualized.
- Develop and Implement Incentive Plan through CASH Climate Team
- Tiered Attendance System
Appendix
BPS Vision and Mission

BPS Mission
Every child in every classroom in every school gets what they need.

BPS Vision
A nation-leading, student-centered public school district providing an equitable and excellent, well-rounded education that prepares every student for success in college, career, and life.

BPS Theory of Action
In BPS all educators enact the five components of Equitable Literacy instruction, uncover, name, and address biases that limit student access to grade-level content so that all students, especially those who have been historically underserved, fully realize their brilliance and become readers and creators of powerful texts.
## Metrics

### School Goals: (Goals Set by ODA)

<table>
<thead>
<tr>
<th>Metric</th>
<th>State Category</th>
<th>Grades</th>
<th>SY 21-22 RESULTS</th>
<th>22-23 targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MAP Fluency: Percent of K-2 students that meet or exceed expectations within phonics/word recognition or test up to literal comprehension</td>
<td>Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable</td>
<td>K-2</td>
<td>K-89%</td>
<td>10/13 expected date for targets</td>
</tr>
<tr>
<td>2. MAP Growth Reading: Conditional Growth Percentile (CGP) at each grade level</td>
<td>Development of college readiness, including at the elementary and middle school levels</td>
<td>3-11</td>
<td>3: 37</td>
<td>3:60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4: 55.5</td>
<td>4: 60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5: 48</td>
<td>5: 60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6: N/A</td>
<td>6:60</td>
</tr>
<tr>
<td>3. MAP Growth Reading: The achievement percentile at each grade level</td>
<td>Development of college readiness, including at the elementary and middle school levels</td>
<td>3-11</td>
<td>3: 20</td>
<td>TBD (Oct. 13)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4: 30</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>5: 61</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6: NA</td>
<td></td>
</tr>
<tr>
<td>4. Percent favorable student responses on the Student Climate Survey around rigorous expectations and sense of belonging</td>
<td>Building a culture of academic success among students</td>
<td>3-12</td>
<td>55%</td>
<td>58%</td>
</tr>
<tr>
<td>5. Percent favorable teacher responses on the climate survey around professional learning</td>
<td>Building a culture of student support and success among school faculty and staff</td>
<td>All teachers</td>
<td>74%</td>
<td>77%</td>
</tr>
<tr>
<td>6. Chronic Absenteeism: Percent of students with less than or equal to 90% attendance</td>
<td>Student attendance, dismissal rates, and exclusion rates</td>
<td>KO-12</td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>7. Course Performance: Percent of students passing all coursework</td>
<td>Development of college readiness, including at the elementary and middle school levels</td>
<td>1-5</td>
<td>47%</td>
<td>49%</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>6-12</td>
<td>80%</td>
<td></td>
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<tr>
<td>9. MassCore: Percentage of high school graduates completing the MassCore requirements</td>
<td>Student acquisition of twenty-first century skills</td>
<td>12</td>
<td></td>
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</tr>
<tr>
<td>10. Percentage of students meeting expectations on the BPS Science interim assessments</td>
<td></td>
<td>3-6</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>11. Percent favorable family responses on the Climate Survey around Family-School Communication</td>
<td>Parent and family engagement</td>
<td>ALL</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>12. Percent favorable student responses on the Student Climate Survey around school safety</td>
<td>Student safety and discipline</td>
<td>ALL</td>
<td>51%</td>
<td>70%</td>
</tr>
<tr>
<td>13. Retention rate (decrease): Percentage of enrolled students repeating the grade in which they were enrolled the previous year (as of October 1)</td>
<td>Student promotion and dropout rates</td>
<td>ALL</td>
<td>.7%</td>
<td>.2%</td>
</tr>
<tr>
<td>14. Graduation Rates (HS)</td>
<td>Graduation rates (high schools only)</td>
<td>12</td>
<td></td>
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</tbody>
</table>
### 90-Day Action Plan – Priority #1: Equitable Literacy Instructional Focus

**Strategic Objective** (Instructional Focus):

<table>
<thead>
<tr>
<th>Desired Outcomes</th>
<th>Strategic Initiatives</th>
<th>Date(s) of implementation</th>
<th>Goals and Benchmarks</th>
<th>Progress Monitoring Evidence of Growth</th>
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</table>

### 90 Day Adjustments (Jan 2023)

<table>
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<tr>
<th>Desired Outcomes</th>
<th>Strategic Initiatives</th>
<th>Date(s) of implementation</th>
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**Teaming Strategy Document**

**ESSER Funding:** *(Summary of how ESSER funds will support this work)*

**TAG Funding:** *(Transformation Schools Only: Summary of how TAG funds will be used to support this work)*
Transformation (Instructional) Coaches
- 32 schools allocated Instructional Coaches in FY23
- $4,383,249/39 FTE total

Targeted Assistance Grant (TAG) Funds
- 30 schools provided with strategic planning funds (15,000 - 30,000 based on school size)
- District funds for supplies and PD
- $900,000 total

Transformation (Instructional) Coaches
- 32 schools allocated Instructional Coaches in FY23
- $4,383,249/39 FTE total

STEAM Specialists
- 18 schools allocated STEAM Specialists in FY23
- $2,173,684/21.4 FTE total
- Enables additional planning time
MAP Reading Participation for Transformation Schools has remained relatively stable over the past two school years. A majority of transformation schools are over the BPS district average of 80% (20/28). Certain secondary schools showed large increases.