

UPDATE ON TURNAROUND & TRANSFORMATION

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Presentation to Boston School Committee
January 30, 2019

Agenda

- Review of new accountability system
- Update on schools implementing DESE planning process
- Update on ongoing challenges and BPS strategies to support schools
- Review of BPS turnaround outcomes and strategies

New DESE Accountability Framework

Schools without required assistance or intervention			Schools Requiring Assistance or Intervention	
Schools of Recognition	Meeting Targets	Partially Meeting Targets	Focused / Targeted Support	Broad / Comprehensive Support
Schools demonstrating Significant achievement, improvement, or growth	Criteria-referenced target percentage 75-100	Criteria-referenced target percentage 0-74	<ul style="list-style-type: none"> • Schools in the bottom 10% statewide • Low graduation rate • Low participation rate • Low-performing subgroups 	<ul style="list-style-type: none"> • Underperforming Schools (formerly "Level 4") • Chronically Underperforming Schools (formerly "Level 5")
2	23	29	41	9

Broad / Comprehensive Support schools are not necessarily the lowest-performing in the district, but are in that category based on a prior designation of "Level 4" or "Level 5".

- <10% statewide: **28**
- Graduation rate: **3**
- Participation rate: **10**
- Underperforming: **7**
- Chronically Underperforming: **2**

*Excluding Horace Mann Charters

Clarifying the New DESE Accountability System

- 4 of 9 current Broad/Comprehensive Support schools are currently **performing over the 10th percentile**
- Challenging to compare **school progress over time** using percentiles or MCAS results given changes to assessments and accountability formula
- Schools are accountable for meeting MCAS and Graduation targets regardless of enrollment of **non-diploma bound students** and or those who take **MCAS-Alt**
- DESE has expanded the number of schools in which the district is required to intervene to include a large group of **Focused/Targeted** support schools

Focused/Targeted Support

What is Focused/Targeted Support?

- Schools must create a plan to address the reason for their inclusion in this category
 - Improve Grad Rate, Assessment Participation, or Student Outcomes
- Schools with an existing plan will be monitored by DESE

How does this differ from Underperforming (former “Level 4”) Status?

- Schools in this category will not be reconstituted
- Schools creating plans are not granted autonomies by DESE
- Limited access to the additional funding that former “Level 4” schools had as part of their planning

Schools Creating Plans

- **All 28 BPS schools** in the bottom 10% must create a plan (or implement an existing one) for school improvement.
- **17 schools** in the bottom 5% would be required to create a DESE-specific plan, however based on state funding:
 - **10 schools** are receiving state funds this year to develop a plan with a strong evidence base that is aligned to the MA Turnaround Practices. They will implement in School Year 2019-2020.

David Ellis**	Mario Umana	Lilla Frederick	Mission Hill
Sarah Greenwood	Edwards	Washington Irving	Orchard Gardens
Higginson-Lewis	Timilty		
- **Focused/Targeted Support schools** in the bottom 10% not developing comprehensive plans (18) this year will do so next year, if still in this category.

DESE Rationale for Planning Process

- Statewide, schools that have undergone a thorough planning process have made greater gains
- Where the school level planning and district supports were closely integrated, schools made greater gains
- Evidence supports planning requirements such as an extended period of stakeholder engagement, root cause analysis, and selection of benchmarks

Plan Development Process

January-February

Engaging stakeholders, gathering data

March

Identifying priority challenges, root causes

April - May

Selecting strategies, action planning, benchmarks

June - September

Preparing for Implementation

Identifying evidence-based practices

Planning for ongoing district support

Seeking additional resources, aligning requirements

Prevalent Challenges for Schools “Requiring Assistance and Intervention”

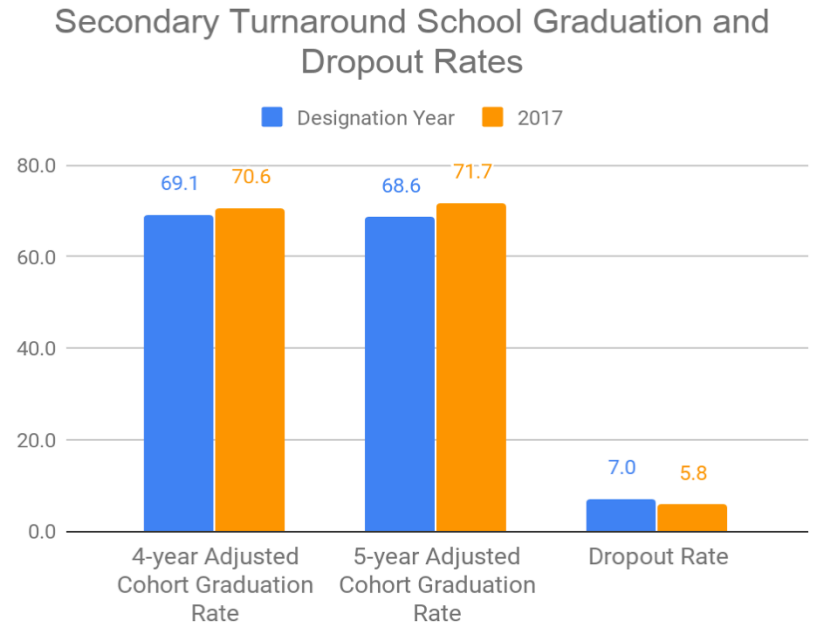
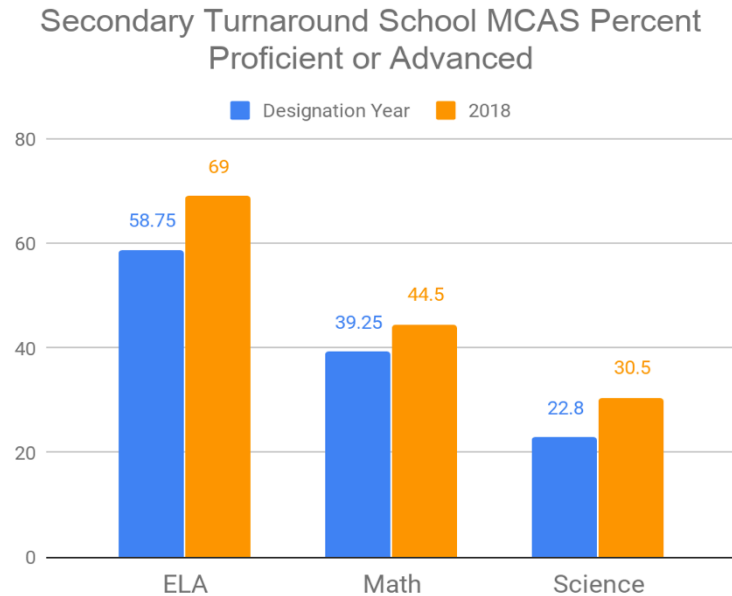
Some frequently observed characteristics include:

- High student mobility
- High concentrations of student need
- High staff turnover
- Many competing demands (from DESE, Central Office, school community)
- Need for rapid improvement in multiple areas

District Support Strategies

- 1) Network Support Structure:** schools are supported by an Academic Superintendent and consistent department liaisons, in a community of practice
- 2) Focus on a broader group of schools:** by expanding structures and supports previously reserved for former Level 4 schools, we seek to reach schools prior to a designation of “Underperforming”
- 3) Departmental differentiation:** where possible, central office departments have created multiple tiers of service and support
- 4) Anticipating school support needs:** preparing to support high needs schools in future years (e.g. funding strategies, talent pipelines)

Outcomes Over Time: Secondary Turnaround Schools



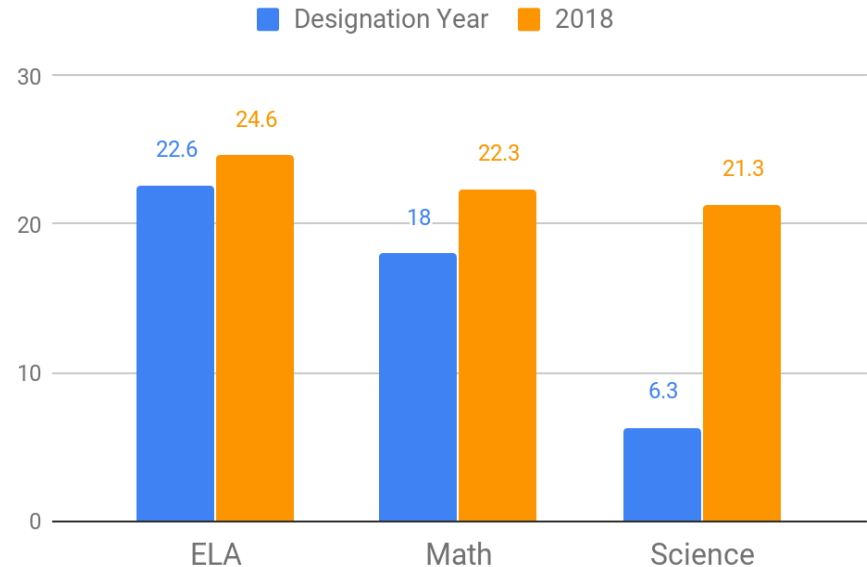
- Increases in the percentage of students proficient or advanced in all subject areas since designation
- Marginal increases in 4- and 5-year adjusted cohort graduation rates, decreases in drop out rates

English, Madison Park, Brighton, and Excel

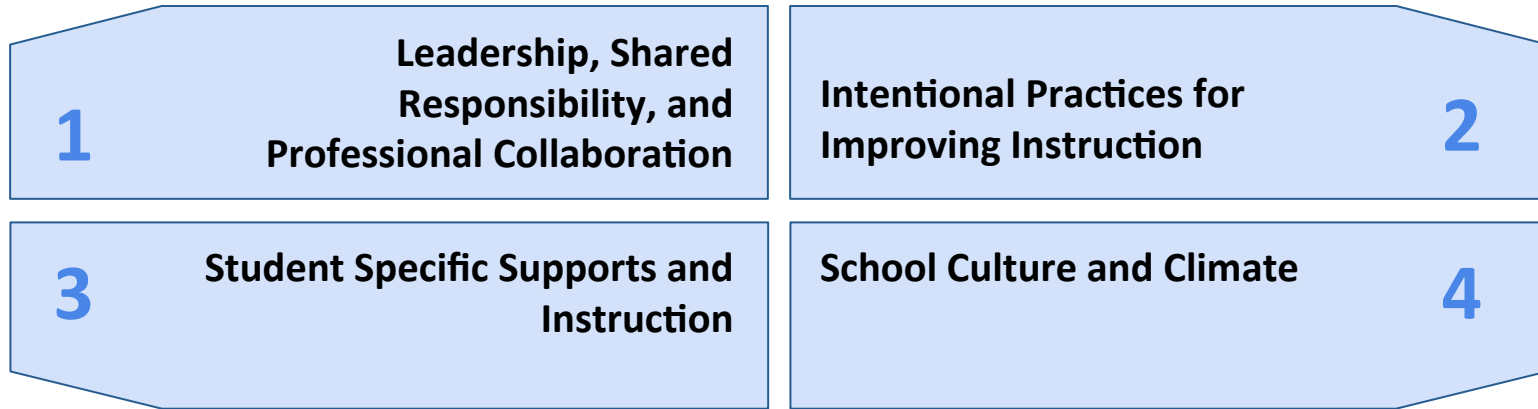
Outcomes Over Time: Elem/Middle Turnaround Schools

- Increases in the percentage of students proficient or advanced in all subject areas since designation
- Although definitions of proficiency have changed, turnaround elementary/middle schools grades are closer to district averages in 2018 than 2014
- Current and exiting turnaround schools have had some of the highest science scores in the district in recent years

Elementary/Middle Turnaround School MCAS
Percent Proficient or Advanced



Practices Over Time: Massachusetts Turnaround Practices



Based on Monitoring Site Visit data:

- All schools have made progress on practices within all four areas
- Schools often demonstrate rapid growth in Turnaround Practice 1
- Turnaround Practice 3, specifically, establishing a multi-tiered system of support is most frequently identified as a growth area

Questions?

APPENDIX

Broad/Comprehensive Support Schools and designation years

- English (2010)
- Dearborn STEM Academy (2010; BPE operated since 2015)
- Channing (2013)
- Grew (2014)
- Madison Park (2015)
- Brighton (2016)
- Excel (2016)

- *Dever (Level 4: 2010, Level 5: 2014)*
- *Up Academy Holland (Level 4: 2010, Level 5: 2014)*

The English High

Instructional Focus: *Students will be given access to consistently rigorous tasks and concepts and given opportunities to demonstrate their understanding.*

Spotlight Strategies:

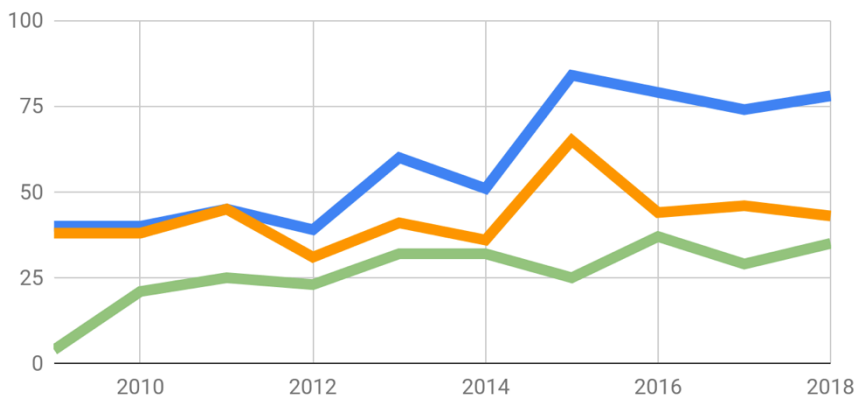
Career Pathways

*Early Warning
Indicator Tracking*

*Peer Literacy
Tutoring*

MCAS Percent Proficient/Advanced

— ELA — Math — Sci



Designation: 2010

Percentile: 12

Additional Measures	2016	2017	2018
SGP ELA	63	46	57.5
SGP Math	68	51	47.3
4 Year Adj. Cohort Grad	59.4	76.7	TBA
Dropout Rate	10.8	5.2	TBA

Dearborn STEM Academy

Instructional Focus: *Coaching and Professional Learning Experiences designed to support the adaptation and delivery of established curriculum with an emphasis on high cognitive demand.*

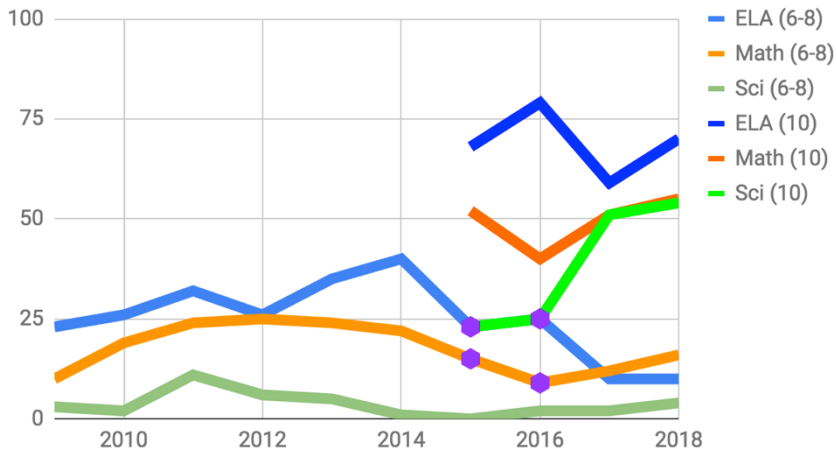
Spotlight Strategies:

New Math and ELA curricula with a focus on cognitively demanding tasks

Continuous feedback and coaching for staff

Restorative practices to create a safe and supportive environment

MCAS Proficient/Advanced and PARCC Meets/Exceeds



Designation: 2010

Operated by BPE: 2015

Percentile: 7

Additional Measures	2016	2017	2018
SGP ELA Grades 6-8	48	35	40
SGP Math Grades 6-8	28	39	47
SGP ELA Grade 10	62	61	43.4
SGP Math Grade 10	38.5	61	66.4

Channing Elementary

Instructional Focus: *Prioritize planning for and delivering inquiry-based meaningful DoK 3-4 standards-based units and lesson planning that derive from a coherent rigorous discipline-based and interdisciplinary curriculum for whole group, small group and individual students.*

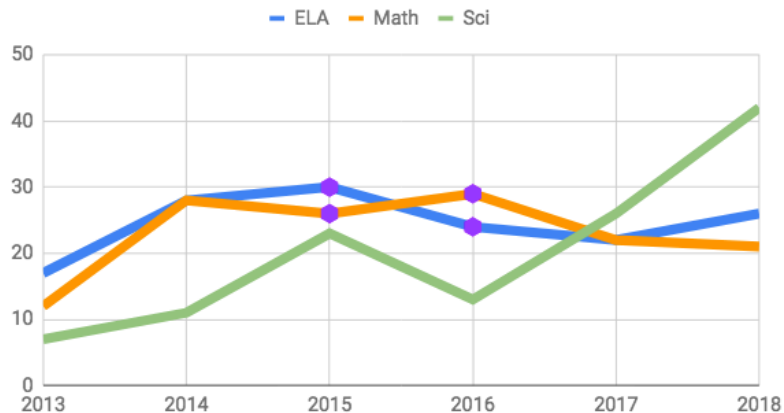
Spotlight Strategies:

*Literacy Collaborative
Instructional Model*

*Implementing the UbD
“Backward Design”
framework adopted by DESE*

*“Withitness”: A focus on
behavioral health*

MCAS Proficient/Advanced and PARCC Meets/Exceeds 



Designation: 2013

Percentile: 11

Additional Measures	2016	2017	2018
SGP ELA	54	54	40.3
SGP Math	62	60	53.9

Grew Elementary

Instructional Focus: *Students will be given access to consistently rigorous tasks and concepts and given opportunities to demonstrate their understanding.*

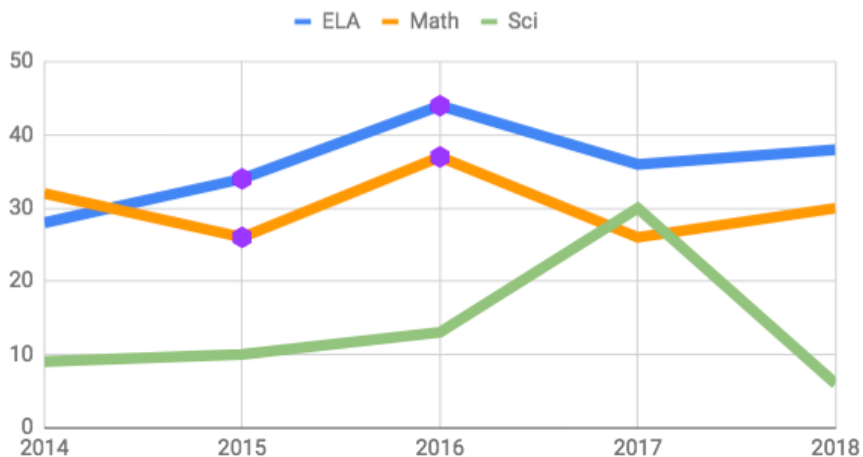
Spotlight Strategies:

Growth Mindset for adults and students

Teacher-driven leadership on all teams

Daily differentiation and intervention

MCAS Proficient/Advanced and PARCC Meets/Exceeds 



Designation: 2014

Percentile: 11

Additional Measures	2016	2017	2018
SGP ELA	61	48	47
SGP Math	43	49.5	40

Madison Park Technical Vocational High School

Instructional Focus: *Increase instructional dialogue and analysis and inquiry demonstrated by students in academic and CVTE classrooms.*

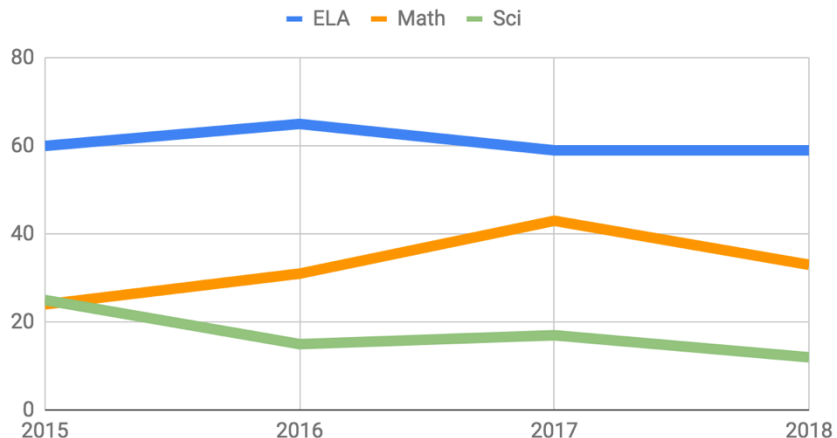
Spotlight Strategies:

Lesson plans that consistently allow student dialogue and analysis

Frequent feedback for teachers with common expectations for pedagogy

Boston Debate League professional development for staff

MCAS Percent Proficient/Advanced



Designation: 2015

Percentile: 1

Additional Measures	2016	2017	2018
SGP ELA	35	27	40.5
SGP Math	28	43	42
4 Year Adj. Cohort Grad	64.3	59.7	TBA
Dropout Rate	6.6	3.5	TBA

Brighton High School

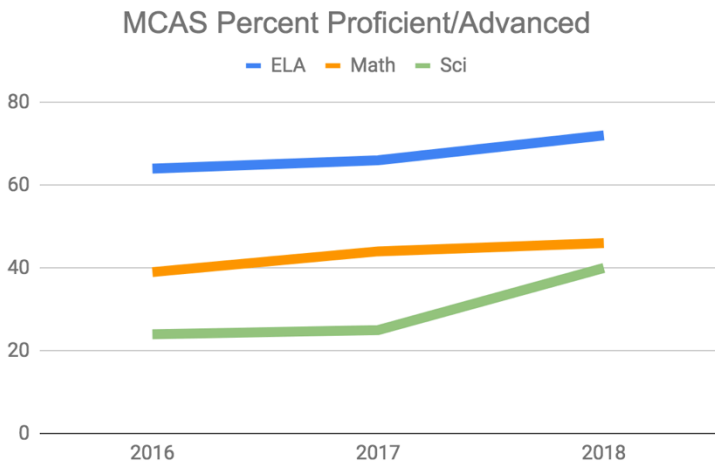
Instructional Focus: *Teachers will embed questioning techniques and strategies into their units and lessons in order to strengthen instructional dialogue and analysis and inquiry.*

Spotlight Strategies:

Differentiated Professional Development for staff (“Three Levels”)

Feedback for staff on curriculum maps as well as practice

Media and Arts Pathway with a social justice emphasis



Designation: 2016

Percentile: 2

Additional Measures	2016	2017	2018
SGP ELA	41	34	27
SGP Math	37	42	38.8
4 Year Adj. Cohort Grad	70	71.8	TBA
Dropout Rate	6.8	11.5	TBA

Excel High School

Instructional Focus: *Strengthen the quality of instructional practice by engaging in ongoing dialogue about effective instruction in content-specific data meetings using multiple protocols such as looking at student work (LASW) and peer observations.*

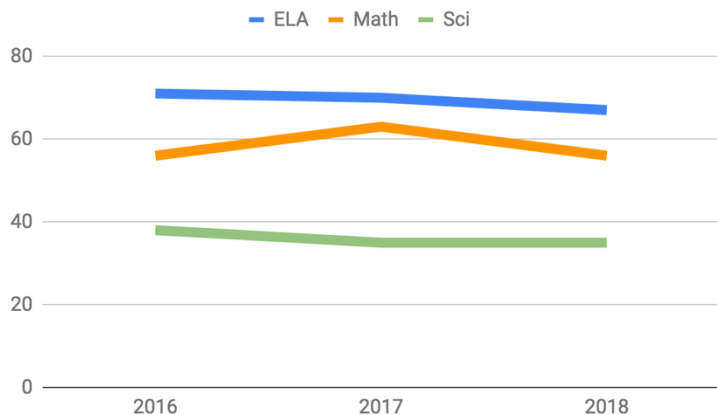
Spotlight Strategies:

Data Inquiry Cycles

Peer observations led by teachers

*Pathway and learning opportunities
Technology and Business*

MCAS Percent Proficient/Advanced



Designation: 2016

Percentile: 4

Additional Measures	2016	2017	2018
SGP ELA	38	35	35.4
SGP Math	41	36	40.8
4 Year Adj. Cohort Grad	74.7	74.2	TBA
Dropout Rate	8.0	2.9	TBA