“There is no passion to be found playing small – in settling for a life that is less than the one you are capable of living.”

Nelson Mandela
Eight-step process for leading change

1. Establishing a Sense of Urgency
2. Creating the Guiding Coalition
3. Developing a Change Vision
4. Communicating the Vision for Buy-in
5. Empowering Broad-based Action
6. Generating Short-term Wins
7. Never Letting Up
8. Incorporating Changes into the Culture

John Kotter
Three transformational changes

Systems thinking is useful for describing a vast array of interrelationships and patterns of change. Ultimately, it helps us see the deeper patterns lying behind the events and the details.

In mastering systems thinking, we give up the assumption that there must be an individual, or individual agent, responsible. Everyone shares responsibility for problems generated by a system. That does not necessarily imply that everyone involved can exert equal leverage in changing the system. But it discourages the search for scapegoats.

Peter Senge
Implementing three simultaneous transformational changes

- Eliminating the achievement/access gap
- Successfully implementing Common Core & PARCC
- Successfully increasing full inclusion for students with disabilities
Key Messages

Academic
- Improvement in achievement outcomes must be seen immediately
  - 76% of BPS students are Black and Latino, so we must keep a laser focus on the achievement gap to improve district and school outcomes
  - Implementing Common Core and PARCC without addressing the achievement gap will expand the gaps
  - Increasing full inclusion without addressing the gaps and strengthening core instruction will expand the gaps

Organizational
- Successfully implementing three simultaneous transformational changes requires deep and permanent systems changes throughout the organization
- In addition to systems change, we will require shifts in knowledge, culture and technology in the organization
Establishing a Sense of Urgency

Problems don’t go away when you ignore them — they get bigger…” “In my experience, it is much better to get the right people together, to make a plan, and to address every challenge head on.

Mary T. Barra, Chief Executive of GM
Establishing a sense of urgency: Disrupting the pipeline

Currently, we have:

- 2 Level 5 schools
- 5 Level 4 schools
- 2 Level 4 schools with a state approved operator
- 37 Level 3 schools that have been level 3 for two years, have scores below the 10th percentile, or are designated High Support schools

Of these:

- 5 are pilot schools
- 1 is an Innovation School

This challenges our:

- Capacity to transform the schools at risk of becoming Level 4 or 5
- Financial ability to support internal efforts to transform schools and external operators providing services or taking over schools
- Morale in schools and in the district
Despite progress, **achievement gaps persist** between Black and Hispanic students and their White and Asian peers, even among students of the same socio-economic background.

Presentation to BPS School Committee, Fall 2013
Achievement Gaps: Grades 3 and 7

Achievement gaps persist in the lower grades

Grade 3 ELA

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013*</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA/Black</td>
<td>24%</td>
<td>25%</td>
<td>33%</td>
<td>28%</td>
<td>27%</td>
<td>24%</td>
</tr>
<tr>
<td>Asian</td>
<td>50%</td>
<td>45%</td>
<td>46%</td>
<td>51%</td>
<td>53%</td>
<td>50%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>23%</td>
<td>25%</td>
<td>32%</td>
<td>31%</td>
<td>29%</td>
<td>26%</td>
</tr>
<tr>
<td>White</td>
<td>48%</td>
<td>55%</td>
<td>64%</td>
<td>62%</td>
<td>61%</td>
<td>63%</td>
</tr>
</tbody>
</table>

Grade 7 ELA

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013*</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA/Black</td>
<td>39%</td>
<td>40%</td>
<td>42%</td>
<td>47%</td>
<td>41%</td>
<td>44%</td>
</tr>
<tr>
<td>Asian</td>
<td>70%</td>
<td>75%</td>
<td>73%</td>
<td>72%</td>
<td>72%</td>
<td>74%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>40%</td>
<td>39%</td>
<td>45%</td>
<td>48%</td>
<td>45%</td>
<td>46%</td>
</tr>
<tr>
<td>White</td>
<td>75%</td>
<td>68%</td>
<td>76%</td>
<td>76%</td>
<td>71%</td>
<td>75%</td>
</tr>
</tbody>
</table>
Proficiency gaps persist between Black and Hispanic students and White students

Gap in % Proficient/Advanced between Black and White Students

* Preliminary data

Gap in % Proficient/Advanced between Hispanic and White Students

* Preliminary data
These gaps are smaller for students from the same socio-economic background, but they still remain.

Gap in % Proficient/Advanced between Black and White Low-Income Students

Gap in % Proficient/Advanced between Hispanic and White Low-Income Students

* Preliminary data
Achievement gaps for Black and Hispanic male students

ELA proficiency rates by race and gender

Math proficiency rates by race and gender

Proficiency rates for Black males are the lowest of any race/gender group

Proficiency rates for Black males are less than half the rates for White and Asian females
Gaps are also evident in the growth rates of students in different racial/ethnic groups.
# Achievement Gaps by Network - ELA

### Percent Advanced/Proficient by Network

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G/H</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>AfAm / Black</td>
<td>-32.0%</td>
<td>-35.3%</td>
<td>-41.2%</td>
<td>-42.6%</td>
<td>-41.8%</td>
<td>-35.4%</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>-39.0%</td>
<td>-38.2%</td>
<td>-44.2%</td>
<td>-36.7%</td>
<td>-29.3%</td>
<td>-35.1%</td>
</tr>
<tr>
<td>4</td>
<td>AfAm / Black</td>
<td>-22.2%</td>
<td>-32.0%</td>
<td>-41.4%</td>
<td>-36.8%</td>
<td>-38.7%</td>
<td>-34.3%</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>-29.7%</td>
<td>-32.7%</td>
<td>-42.1%</td>
<td>-32.4%</td>
<td>-31.4%</td>
<td>-31.2%</td>
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<tr>
<td>5</td>
<td>AfAm / Black</td>
<td>-23.6%</td>
<td>-34.8%</td>
<td>-35.9%</td>
<td>-37.4%</td>
<td>-27.8%</td>
<td>-30.5%</td>
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<tr>
<td></td>
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<td>-19.4%</td>
<td>-36.8%</td>
<td>-43.0%</td>
<td>-32.9%</td>
<td>-21.4%</td>
<td>-27.4%</td>
</tr>
<tr>
<td>6</td>
<td>AfAm / Black</td>
<td>-38.0%</td>
<td>-37.4%</td>
<td>-36.0%</td>
<td>-39.5%</td>
<td>-25.6%</td>
<td>-35.8%</td>
</tr>
<tr>
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</tr>
<tr>
<td>7</td>
<td>AfAm / Black</td>
<td>-28.1%</td>
<td>-34.8%</td>
<td>-33.7%</td>
<td>-52.8%</td>
<td>-34.7%</td>
<td>-40.4%</td>
</tr>
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</tr>
<tr>
<td>8</td>
<td>AfAm / Black</td>
<td>-27.3%</td>
<td>-22.1%</td>
<td>-28.7%</td>
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</tr>
<tr>
<td>10</td>
<td>AfAm / Black</td>
<td>-19.1%</td>
<td>-24.7%</td>
<td>-31.1%</td>
<td>-27.1%</td>
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<td>-13.6%</td>
</tr>
</tbody>
</table>

**Green** is less than a 25 point gap  
**Red** is more than a 40 point gap

Achievement Gap is defined as the gap between the district’s A/P% for White students and the network’s African American/Hispanic Students*

* This table provides a snapshot of the achievement gaps by network for English Language Arts (ELA) in Boston Public Schools. The gaps are calculated for African American (AfAm) and Hispanic students. The green color indicates gaps less than 25 points, while red indicates gaps more than 40 points. The achievement gap is defined as the difference in the percentage of students who are advanced or proficient in reading between White students and African American/Hispanic students within the network. The data highlights the disparities and areas needing attention for improvement.
# Achievement Gaps by Network - Math

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
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<tr>
<td><strong>3</strong></td>
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</tr>
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</table>

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Achievement Gap is defined as the gap between the district’s A/P% for White students and the network’s African American/Hispanic Students*
Developing a Change Vision
Communicating the Vision for Buy-in
Empowering Broad-based Action

We make the road by walking
Antonio Machado

SY2013
Developing the change vision: The Boston School graduate...

- Loves to learn, views the world as a classroom without walls, and thinks critically about the issues within it.
- Succeeds academically in college-level courses across content areas.
- Masters verbal and written expression in English, with emerging proficiency in a second language.
- Uses mathematical skill, scientific inquiry, and state-of-the-art technology to invent new solutions to persistent and unanticipated problems.
- Exhibits growth, self-discipline, and reflection through innovative expression and artistry.
- Acknowledges and respects people with diverse backgrounds, histories, and perspectives.
- Assumes personal responsibility for their physical and emotional well-being by making healthy choices.
- Contributes confidently and positively in professional and social settings, both independently and as a member of a team.
- Demonstrates resourcefulness and resilience in the face of setbacks and obstacles, relying on personal assets and support from others to achieve goals.
- Participates actively in a democratic society as a responsible, courageous leader who challenges injustice.

*Boston Public School Acceleration Agenda (May 2010)*
Implementing a Change Vision: Theory of action

Improved student learning requires improved instruction.

Schools are the units of change for instructional improvement, and principals/headmasters and their school-based teams are the leaders of that change.

BPS SY 2012
Empowering broad-based action: Leveraging the liaison structure

Network Superintendent

Leveraging Central Office – academics & operations to support instruction
Implementing a Change Vision: SY2013

**Goal 1:** Increase principals’ leadership time and capacity to focus on academics by leveraging the liaison structure and refocusing Central Office supports and services on instruction.

**Goal 2:** Use quantitative and qualitative data to identify and resolve instructional problems.

**Goal 3:** Construct a support and accountability structure that is transparent, collaborative and appropriate for all schools in the BPS portfolio.
Empowering broad-based action: Solving problems by using quantitative and qualitative data

- Use data (quantitative and qualitative) to determine what generates the problem
- Reduce the problem to a level we can resolve
- Determine units of intervention
- Take quantum leaps and calculated risks
- Produce a plan of action – QSP
- Continuously evaluate results and make corrections
- Engage in on-going learning cycle: reflection, dialogue, analysis
- Revise and resubmit as needed
Empowering broad-based action: Using quantitative and qualitative data

- Data analysis
- Quality Plan
  - Organizational Plan
  - Resource Allocation
- Evaluation Goals
Empowering broad-based action: Tiered systems of supports & accountability

**Sustaining**
Levels 1-2 and schools that have moved from a lower to a higher level. Goal: sustain organizational and instructional practices and interventions that help move the school to a higher level. Remain vigilant that unanticipated internal or external actions do not derail school’s performance.

**Improving**
Levels 2-3 schools where there is evidence of progress. Improvements have not been enough to move school to a higher level. Goal to support schools in strengthening and/or identifying new organizational and instructional practices and interventions to accelerate progress.

**Transforming**
Level 4 schools (old and new) where sufficient progress is not being made to move out of Level 4 and Level 3 schools where outcomes are stagnant (2 years) and there is no evidence of the school’s capacity to move out of stagnation. Goal to intervene as in-district receiver with the capacity to restructure the school.
Empowering broad-based action: Transparent, collaborative and appropriate review appropriate for all schools in the BPS portfolio

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Approach to Addressing Challenge</th>
<th>Schools &amp; Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and address academic achievement challenges in schools and effectively address these challenges through targeted supports and interventions</td>
<td>School Quality Plans use student level data to identify academic achievement gaps, determine academic achievement goals and produce action plan to improve achievement. Present to families and partners. Network Quality Plans use student level data to identify academic achievement gaps, determine academic achievement goals and produce action plan to improve achievement in network school. Present to principals.</td>
<td>All schools 2 year with annual update</td>
</tr>
<tr>
<td>Provide high support schools with instructional walkthroughs to do mid-course corrections</td>
<td>Instructional Observation Walkthroughs use instructional observation protocol to identify areas of strengths and weaknesses in instruction to determine mid-course corrections. Presented to School Committee as part of High Support mid-year audit.</td>
<td>All high support schools Bi-annual</td>
</tr>
<tr>
<td>Provide schools with in-depth school review including vision, mission, governance, leadership, budget, student performance data, teaching and learning, curriculum and instruction, professional development and family and community partnerships</td>
<td>School Quality Reviews use external and internal team conduct in-depth review and present analysis and recommendations to School Committee</td>
<td>20 schools Annual</td>
</tr>
</tbody>
</table>
# Generating Short-term Wins: Spring 2013-December 2013

<table>
<thead>
<tr>
<th>Project</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Network Superintendents successfully develop recruitment process and recruit 32 new principals</td>
<td>Done</td>
</tr>
<tr>
<td>Principals complete School Quality Plans (gap analysis) and begin implementing action plans</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Network Superintendents complete Network Plans (gap analysis) and begin implementing plans</td>
<td>Ongoing</td>
</tr>
<tr>
<td>School Quality Review pilot begins in January 2014 with training for 20 participants and 3-day reviews in three schools</td>
<td>Ongoing</td>
</tr>
<tr>
<td>External consultants to support systems change identified and scheduled to begin January 2014</td>
<td>Done</td>
</tr>
<tr>
<td>Network Superintendents partnered with ODA and C&amp;I to ensure all schools administered paced interim assessments and led data inquiry session</td>
<td>Done</td>
</tr>
<tr>
<td>C&amp;I: Development and implementation of Common Core aligned curricular resources, available online</td>
<td>Done</td>
</tr>
<tr>
<td>C&amp;I: Focus on K2 curriculum and professional development support; NAEYC certification</td>
<td>Done</td>
</tr>
</tbody>
</table>
## Generating Short-term Wins: Spring 2013-December 2013

<table>
<thead>
<tr>
<th>Project</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Network A</strong>: Guild in-district transformation</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Network B</strong>: Beginning Turnaround work at the Winthrop prior to receiving funding. Build high-functioning liaison team to accelerate differentiated achievement.</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Network C</strong>: Successfully creating collaborative teams that include principals, liaisons and department leaders. Created professional development experiences for network principals and teachers. Engaging in coordinated learning walks.</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Network D</strong>: Creation of a network of men and women of color to support the advancement of boys of color. Initiative builds on COSEBOC standards and 10 Boys Initiative. Work focused on building the cultural proficiency and 21st century skills of Black and Latino Boys.</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Network E</strong>: Beginning Turnaround work at the Channing prior to receiving funding.</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Network F</strong>: Henderson K-12 innovation project and Mildred Ave. in-district transformation (significant improvements in formative assessments)</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Network G</strong>: Dropped from 15.3 to 12.8 percent of ninth graders repeating in non-exam schools through our interventions last spring and in summer schools.</td>
<td>Done (Spring and Summer 2013)</td>
</tr>
</tbody>
</table>
Systems change required to support plan of action
Developing the change vision: The student at the center of the BPS universe

Student
Become the graduate we envision

Teacher
Understand the student, understand the content knowledge, and find a way for the student to relate to the subject matter

Principal/Headmasters
Lead, coach, and develop teachers and enlist the support of families, community, and partners

Liaisons
Provide content expertise and technical assistance and expedite supports and services for schools

Network Superintendent with Department Heads
Lead, coach, and develop instructional leaders and enlist the support of central office, school communities and partners

Deputy Superintendent Academics
Provide strategic direction; lead, coach, and develop Network Superintendents and Curriculum and Instruction; enlist the support of central office, school communities and partners

Superintendent with Academics And Operations
Provide strategic direction for the district; lead, coach, and develop district staff; enlist the support of school communities and partners
Developing the change vision: Re-centering academics in schools

PRINCIPAL’S FOCUS ON INSTRUCTION

School organization management, lead, coach and develop teachers, day-to-day instruction, instructional programs

Internal & External relations

Administration & Compliance

Adapted from http://www.urban.org/uploadedpdf/1001441-school-effectiveness.pdf
Developing the change vision: Rebalancing academics

- Academics
- Operations & Finances

Eliminating the Achievement/Access Gaps
Successfully implementing Common Core
Successfully increasing the number of schools offering full inclusion for students with disabilities
Developing the change vision: Creating a more nimble, data-driven & project-based organization

The Academics group is responsible for eliminating the academic achievement gap, successfully implementing Common Core & PARCC and supporting the increase in full inclusion for students with disabilities.

Instructional Research & Development develops analytical capacity based on national and local research to inform decisions about curriculum, instruction, programming, strategies, interventions and professional development.

The units of analysis, supports and interventions are the networks, which exhibit distinct achievement trends and patterns and are located in neighborhoods and communities with unique possibilities and needs.
Developing the change vision: Change levers

Implement and evaluate use of research based curricula and programming aligned with Common Core

Develop network-based collaborations with surrounding communities, higher education and community-based organizations

Develop research-based and data-driven programming strategies and interventions to eliminate the achievement gap

Supervise and support district schools through the network structure

Identify and provide curricular resources, materials and guidance to district schools

ELIMINATING THE ACHIEVEMENT/ACCESS GAPS
The supports we need

Average people and the average community can change the world. You can do it just based on common sense, determination, persistence and patience.

Lois Gibbs
Creating the guiding coalition: Moving gears

- Role of the School Committee, Superintendent & Executive Team: changing the discourse, signaling change and monitoring the change
- Role of Public Intellectuals: conducting research that guides the work
- Role of the Academics Staff: having the will, capacity, strength and resilience to continue the change
- Role of Advisory Boards: providing guidance, requiring accountability and mobilizing external partners
- Legal and Accountability Partners: monitoring and supporting change and helping define trajectories of success for all of our students
- Role of External Partners: complementing and extending BPS goals
- Role of Operations: Restructuring for institutional change
- Role of Principals & Teachers: restructuring for instructional change
Creating the guiding coalition

- Principals & Headmasters Advisory Board
- Student Advisory Board
- External Advisory Board
- Professional Advisory Board (BTU-BPS)

Academics
Systems change: What is required

- Creating and sustaining a strong and nimble learning organization
- Remembering the critical importance of data & documentation
- Requiring evidence of systems changes
- Establishing new coalitions
- Anticipating and preparing for the next challenge
- Expecting ups and downs, twists and turns
- Carrying and using a beliefs and values compass
“The greatest glory in living lies not in never failing, but in rising every time we fail.”

Nelson Mandela
Network Structure:
Sharing knowledge, ensuring quality and providing differentiated supports
# School Organization – July 2013

## Network A (K–8)
- Network Supt.: Margarita Ruiz
- Staff: Tonya Jordan, 635-9182
- Adams Elementary
- Bradley Elementary
- East Boston EEC
- Edwards Middle
- Eliot K-8
- Guild Elementary
- Harvard/Kent Elementary
- Kennedy P/J Elementary
- McKay K-8
- O’Donnell Elementary
- Otis Elementary
- Quincy Elementary
- Umana Academy K-8
- Warren/Prescott K-8
- Blackstone Elementary
- Carter Center
- Dudley Street Neighborhood Charter
- Ellis Elementary
- Hale Elementary
- Haynes EEC
- Higginson/Lewis K-8
- Hurley K-8
- King K-8
- Mason Elementary
- Mendell Elementary
- Orchard Gardens K-8
- Timilty Middle
- Trotter Elementary
- Winthrop Elementary

## Network B (K–8)
- Network Supt.: Marice Edouard-Vincent
- Staff: Jenelle Lawson, 635-6516
- Condon Elementary
- Clap Innovation School
- Dever Elementary
- Everett Elementary
- Frederick Middle
- Holland Elementary
- Holmes Elementary
- McCormack Middle
- Middle School Academy
- Perkins Elementary
- Perry K-8
- Russell Elementary
- Tynan Elementary
- UP Academy Boston
- UP Academy Dorchester

## Network C (K–8)
- Network Supt.: Rasheed Meadows
- Staff: Sharon Sodergren, 635-6988
- Baldwin Pilot ELA
- BTU School K-8
- Curley K-8
- Edison K-8
- Gardner Pilot Academy K-8
- Hennigan Elementary
- Horace Mann
- Jackson/Mann K-8
- Kennedy JF Elementary
- Lyon K-8
- Manning Elementary
- McKinley Elementary and Middle
- Mission Hill K-8
- Tobin K-8
- West Zone ELC
- Winship Elementary

## Network D (K–8)
- Network Supt.: Cheryl Watson-Harris
- Staff: Tonya Jordan, 635-9182
- Bates Elementary
- Beethoven/Ohrenberger K-8
- Channing Elementary
- Chittick Elementary
- Conley Elementary
- Grew Elementary
- Haley Elementary
- Irving Middle
- Kilmer K-8
- Lyndon K-8
- Mattahunt Elementary
- Mozart Elementary
- Philbrick Elementary
- Rogers Middle
- Roosevelt K-8
- Sumner Elementary

## Network E (K–8)
- Network Supt.: Albert Taylor Jr.
- Staff: Sharon Sodergren, 635-6988
- Ellison/Parks Early Ed. School
- Greenwood E. Leadership
- Greenwood, Sarah K-8
- Harbor Middle School
- Henderson Elementary
- Hernandez K-8
- Kenny Elementary
- Lee Academy
- Lee Elementary
- Mather Elementary
- Mildred Avenue 3-8
- Murphy K-8
- Taylor Elementary
- Young Achievers K-8

## Network F (K–8)
- Network Supt.: Drew Echelson
- Staff: Jenelle Lawson, 635-6516
- Adams Elementary
- Bradley Elementary
- East Boston EEC
- Edwards Middle
- Eliot K-8
- Guild Elementary
- Harvard/Kent Elementary
- Kennedy P/J Elementary
- McKay K-8
- O’Donnell Elementary
- Otis Elementary
- Quincy Elementary
- Umana Academy K-8
- Warren/Prescott K-8

## Network G (High Schools)
- Network Supt.: Mary Skipper
- Staff: June Ramjattan, 635-7773
- Another Course to College
- Boston Adult Tech. Academy
- Boston Arts Academy
- Boston Community Leadership Acad.
- Boston Day & Evening Academy
- Boston Green Academy
- Boston International HS
- Boston Latin Academy
- Boston Latin School
- Brighton High
- Burke High
- Charlestown High
- Comm. Acad. Sci. Health
- Community Academy
- Dearborn (6-12)
- Dorchester Academy
- East Boston High
- English High
- Excel High
- Fenway High
- Greater Egleston High
- Harbor High School
- Kennedy Acad. for Health Careers
- Lyon 9-12
- Margarita Muñiz Academy
- McKinley Prep High School
- McKinley South End Academy
- New Mission High
- Newcomers Academy
- O’Byant Math & Science
- Quincy Upper (6-12) (IB)
- Snowden International (IB)
- TechBoston Academy (6-12)
- Urban Science Academy
- West Roxbury Academy

## Network H (Technical/Vocational)
- Executive Director: Freddy Fuentes
- Staff: Vivian Furtado, 635-8035
- Madison Park Tech Voc High School
- Other Vocational/Technical programs

## Educational Options
- Adult Education
- Counseling & Intervention Center
- Re-Engagement Center
- Programs not located in BPS buildings:
  - ABCD University High School
  - City Roots
  - College Bound Middle School
  - Dorchester Youth Alternative
  - EDCO Youth Alternative
  - Osgood High School
  - St. Mary’s Alternative School

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Exam School (3)
Horace Mann (in-district) Charter School (6)
Innovation School (6)
Pilot School (21)
IB International Baccalaureate Program (2)

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July 16, 2013
Appendix
## Projects for 2013-2014

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<thead>
<tr>
<th>Project</th>
<th>Project Definition</th>
<th>Project Manager &amp; Team</th>
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| **Establish an institutionalized focus on academic achievement in schools and the BPS Central Office.** | - Organize and institutionalize the academic work based on strengthening and clarifying the purpose of the network structure as coherently supporting schools more effectively  
- Create coherency and support amongst Network Superintendents and help align the scope of work within each network  
- Create clear accountability structures and operational infrastructure to ensure unwavering focus on academics | PM: Eileen de los Reyes  
Proposed team: Network Superintendents, Academic Departments, Operations, Finance, Academics Boards  
External Support: Meredith Honig University of Washington |
| **Ground networks in surrounding communities through strong collaborations with higher education and community based organizations.** | - Identify strengths and needs in each of the networks and match with resources and collaborations in the community  
- Build and sustain networks of collaboration and supports surrounding each network.  
- Establish, sustain and evaluate joint projects between networks and network partners. | PM: Carroll Blake  
Proposed Team: Network Superintendents, Academic Departments, Operations, Finance, Academic Boards |
| **Develop feedback loops with autonomous schools to share knowledge, research and practices that improve academic achievement.** | - Identify positive feedback loops to share knowledge, research and practices that would be of value to all schools in the BPS portfolio  
- Develop processes by which feedback loops operate, are sustained and monitored | Proposed PM: Eileen de los Reyes & Linda Chen  
Proposed team: Network Superintendents, Academic Departments, Operations, Finance, Academic Boards |
### Projects for 2013-2014

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| Restructure the Curriculum and Instruction Department to better align with new academic demands—eliminating achievement gap, fully implementing Common Core (MA Curriculum frameworks) and expanding inclusive practices. | - Redesign C&I to become the Instructional R&D arm of Academics  
- Develop analytical capacity to inform decisions about curriculum, instruction, programming, strategies, interventions and professional development.  
- Define priorities and scope of work, aligned to the work of principals and Network Superintendents; re-design the office to support instructional services and monitoring tools.  
- Conduct inventory of existing curriculum and materials in ELA, Mathematics, Science, History, World Languages and the Arts  
- Using national and local research and guidance determine whether to redesign, revise or identify new curriculum and materials for ELA, Math, Science, History, World Languages and the Arts.  
- Define implementation plan including professional development and monitoring tools. | PM: Linda Chen  
Proposed team: Network Superintendents, Academic Departments, Academics Boards  
External Support: Council of the Great City Schools |
| Identify new curriculum, beginning with Elementary Literacy and support implementation through professional development. Review and strengthen Mathematics curricula, identify materials and support implementation through professional development. Realign science curriculum and materials to implement new science framework. Realign arts curriculum and materials to support content instruction. | | PM: Catherine Carney  
Proposed team: Network Superintendents, Academic Departments, Academics Boards  
External Support: Council of the Great City Schools |