Network A: Geography
Network A at a glance

There are 14 schools in Network A

- 1 - Early Learning Center
- 8 - K-5 schools
- 4 - K-8 schools K-8
- 1 - Middle School

Special Programming:

- The Eliot is an Innovation School
- EEC has the only Montessori Program in BPS
- The Edwards Middle and Umana Academy are ELT schools.
- Four Level 1, two Level 2 and six Level 3 schools. No Turnaround Schools in the network.

Student demographics (6,757 students)

- 3,851 (57%) - Hispanic
- 743 (11%) - Asian
- 878 (13%) - Black
- 1,081 (16%) - White
- 203 (3%) - Other/multiracial
- 1,149 (17%) are Students with Disabilities
- 3,851 (57%) are English Language Learners
Network A: Data Strengths

- The chief strength of Network A is growth. The median SGP for ELA is 51 and Math is 56.

- 7 Network A schools met or exceeded the DESE target of 51 minimum SGP in ELA.

- Schools in Network A scored higher than the district in all ELA question types and anchor standards.

- Schools in Network A (grades 7 and 8) scored higher than the district in all Math question types and anchor standards.
Network A: Data Challenges

- The largest struggle for schools in Network A is meeting their CPI targets, as set by DESE for PPI requirements. In ELA, only 2 schools made their CPI target and 5 schools made their Math target CPI.

- In Math, performance in grades 7 and 8 drops with a spike in the percentage of Warning / Failing students.

- In ELA, performance is lowest in grades 3 and 4, with 63% of students in each of those grade levels falling into W/F or NI.

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

<table>
<thead>
<tr>
<th>Problem of Performance</th>
<th>Network Goals</th>
<th>Levers for Improvement and Action Plans</th>
</tr>
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</table>
| #1: Students with Disabilities make up the underperforming subgroup in ELA and Math | Goal 1: Students with Disabilities will increase their CPI in ELA by 6.5 and Math by 6 points in 2014 and every year until 2016. However, individual schools are still being held accountable for making their Special Education Subgroup CPI target. | 1. Data Inquiry:  
Data inquiry cycles and action planning with an added focus on students with disabilities.  
2. Common Core:  
- Implementing and leveraging students' accommodations to make Common Core content accessible during instruction.  
- Implementation of Close Reading and Analytical writing in all substantially separate and inclusion classrooms in the network.  
3. Curriculum and Instruction for Students with Disabilities:  
- Provide training and interventions for the specific learning disabilities in the network.  
- Provide training on differentiating instruction for students in inclusive as well as substantially separate classrooms.  
- Students with Disabilities in Resource Room settings are consistently being exposed to core instruction in addition to special education services. |

Partners and Tools:  
- ANet  
- Office of Data and Accountability (data inquiry cycles, ATI, DIBELS/TRC data)  
- Curriculum & Instruction (ELA and Math content specialists)  
- Special Education Department  
- Office of English Language Learners liaisons.
## Network A: Goals & Action Plans

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| #2: In ELA MCAS performance 54% of all students are in the NI or W categories. | **Goals 2 & 3:** Network A will increase its average ELA and Math CPI by 4 points each year until 2016 to be on track to making our 2016 ELA CPI target of 86.3. | **1. Data Inquiry:**  
- Data inquiry cycles and action planning in all schools.  
- Track and monitor the ELA & Math proficiency levels in all schools. Review and give feedback on data analysis and action planning process to principals. Identify schools in need of instructional audits.  
- Track and monitor Math proficiency levels in grades 7 – 8.  
**2. Common Core & Instruction:**  
- Support and implement:  
  ✓ Analytical reading and writing in all schools in the network.  
  ✓ Close Reading and Analytical performance tasks in History and Science.  
  ✓ Common Core shifts in math.  
- Conduct instructional and curriculum audits of schools with stagnant student performance data. The audits will focus on:  
  ✓ instruction  
  ✓ materials  
  ✓ structures to support instructional agenda (leadership teams, common planning teams, etc.)  
- The audits will result on specific supports/resources that the academic departments can give to these schools in order to accelerate student outcomes. |
| #3: In math MCAS performance 53% of students in Network A fall in the NI or W categories in grades 3 to 6 and 66% in grades 7 and 8. | **Individual schools are still being held accountable for making their state ELA CPI target.** | |

**Partners and Tools:**  
- ANet  
- Office of Data and Accountability data liaisons, paced interim assessments, district level ELA (ATI and DIBELS/TRC, Access)
### Problem of Performance

### Network Goals

### Levers for Improvement and Action Plans

**Continued…**

3. **Curriculum and Instruction for Specific Student Populations:**

- Support implementation of instructional strategies that support the learning of English Language Learners such as the SIOP Model and the Learning, Language and Literacy Close Reading Model (3 L’s).

- Train leaders on differentiating instruction according to students IEP’s or ELD levels.

- Schools in the network are providing the mandated ESL and content instruction to all ELLs according to their ELD levels.

- Provide training and support on the leveraging of students’ IEP accommodations to make content accessible to students with disabilities.
## Network A: Leveraging the Network

<table>
<thead>
<tr>
<th>Key Actions</th>
<th>Network Levers</th>
<th>Results so far…</th>
</tr>
</thead>
</table>
| **Data Inquiry Cycles**      | ▪ Network Superintendent  
                                  ▪ Liaisons (ODA, C&I, OELL)  
                                  ▪ ANet                                             | ▪ Data cycles with action planning in all schools  
                                                                 ▪ Coaching cycles in schools with low CPI data in ELA & Math |
| All schools in Network       |                                                     |                                                     |
| **Curriculum Audits**        | ▪ Network Superintendent  
                                  ▪ Department Heads & Liaisons (OEE, ODA, C&I, OELL)  
                                  ▪ Department of Special Education                   | ▪ Efficient structures for leadership to drive instructional agenda forward  
                                                                 ▪ Data cycles with action planning  
                                                                 ▪ Inquiry and implementation instruction that addresses student data. |
| **Curtis Guild School**      |                                                     |                                                     |
| Accelerate the improvement of student outcomes through re-structuring key elements of the school. |                                                     |                                                     |
# Network A: Leveraging the Network

## Key Actions

<table>
<thead>
<tr>
<th>Support Principals as Instructional Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 2 Principal Inquiry Groups on Teacher Evaluations - 1&lt;sup&gt;st&lt;/sup&gt; year and experienced principals</td>
</tr>
<tr>
<td>- One on one coaching of 1&lt;sup&gt;st&lt;/sup&gt; year principals on leadership issues.</td>
</tr>
<tr>
<td>- Establish the Network A Professional Learning Community.</td>
</tr>
</tbody>
</table>

## Network Levers

<table>
<thead>
<tr>
<th>Network Superintendent</th>
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</thead>
<tbody>
<tr>
<td>OEE Liaison and support staff</td>
</tr>
<tr>
<td>All Network A liaisons &amp; department resources</td>
</tr>
</tbody>
</table>

## Results so far...

| Principals receive differentiated support (one on one and small group) based on their level of experience and knowledge on the teacher evaluation process and leadership issues. |
| Focus of the Network A PD is to learn from the successes and best practices in our schools and conduct inquiry as a PLC. |
| Network A liaisons participate by supporting learning of our PLC. |
Accomplishments in Network A

- Focus on data cycles and action planning in Network A = equal or higher to district % mastery of ELA and Math Standards (Interim Assessments):

<table>
<thead>
<tr>
<th>Math Data Interim 3</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>67%</td>
<td>67%</td>
<td>73%</td>
<td>59%</td>
<td>43%</td>
<td>34%</td>
</tr>
<tr>
<td>Network</td>
<td>69%</td>
<td>72%</td>
<td>73%</td>
<td>59%</td>
<td>50%</td>
<td>37%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA Data Interim 3</th>
<th>Grade 3</th>
<th>Grade 4</th>
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<th>Grade 8</th>
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<td>District</td>
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<td>59%</td>
<td>58%</td>
<td>55%</td>
</tr>
<tr>
<td>Network</td>
<td>68%</td>
<td>59%</td>
<td>60%</td>
<td>60%</td>
<td>61%</td>
<td>57%</td>
</tr>
</tbody>
</table>

Network A’s ATI Predictive CPI in **ELA is 75.7** and in **Math is 75.6**, both are **higher than the district average.**
Reducing the Achievement Gap in Network A

Network A is closing the achievement gap in ELA and Math for students with disabilities! ATI predictive data from our two High Support (Edwards & McKay) and the one Transforming (Guild) school show great growth:

<table>
<thead>
<tr>
<th>School</th>
<th>2013 CPI Math</th>
<th>Predicted</th>
<th>2013 CPI ELA</th>
<th>Predicted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guild</td>
<td>33.2</td>
<td>52.6</td>
<td>50.0</td>
<td>61.4</td>
</tr>
<tr>
<td>McKay</td>
<td>36.2</td>
<td>53.5</td>
<td>40.2</td>
<td>62.5</td>
</tr>
<tr>
<td>Edwards</td>
<td>35.8</td>
<td>42.2</td>
<td>54.9</td>
<td>59.5</td>
</tr>
</tbody>
</table>

The overall CPI for the Network for students with disabilities is also poised for gains.

2013 MCAS Network CPI for SWDs: Predicted Network CPI for SWDs:

ELA = 56.3     ELA = 57.6
Math = 60.2     Math = 74.3
Successfully implementing Common Core & PARCC

By the end of SY 2013-2014, leaders in Network A will have received PD modules on the following:
Successfully increasing full inclusion for students with disabilities

- East Boston Early Education Center and Eliot School currently offer high quality inclusion opportunities in grades K0 to 8.


## Increased accountability & supports

<table>
<thead>
<tr>
<th>Key Expectations</th>
<th>Network Supports</th>
<th>Results so far…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Inquiry Cycles with Action Planning</strong>&lt;br&gt;All schools in Network</td>
<td>▪ Network Superintendent&lt;br&gt;▪ Liaisons (ODA, C&amp;I, OELL)&lt;br&gt;▪ Anet&lt;br&gt;▪ Central ELA and Math Coaching</td>
<td>▪ Data cycles with action planning in all schools&lt;br&gt;▪ ELA and Math coaching in schools with low/stagnant CPI.</td>
</tr>
<tr>
<td><strong>Strong Instruction and Structures</strong>&lt;br&gt;Curtis Guild School</td>
<td>▪ School Audits conducted by:&lt;br&gt;▪ Network Superintendent&lt;br&gt;▪ Department Heads &amp; Liaisons (OEE, ODA, C&amp;I, OELL)&lt;br&gt;▪ Department of Special Education</td>
<td>▪ Efficient structures for leadership to drive instructional agenda forward&lt;br&gt;▪ Great ATI predictive data.&lt;br&gt;▪ Inquiry and implementation of instruction that addresses student data.</td>
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## Increased accountability & supports

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<th>Key Expectations</th>
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<tr>
<td><strong>Principals must be Instructional Leaders:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Effectively evaluate teachers</td>
<td>Network Superintendent</td>
<td>Network A has high rates of completion of evaluations and observations.</td>
</tr>
<tr>
<td>- Develop strong structures to drive instructional work</td>
<td>Network A liaisons &amp; BPS department resources</td>
<td>Principals are learning best practices from our high performing schools.</td>
</tr>
<tr>
<td>- Plan and receive high quality PD</td>
<td>Principal Inquiry Groups on Teacher Evaluations - 1st year and experienced principals</td>
<td>Teacher leaders are supporting their principals in the implementation of Common Core PD at the school level, which originated at network PD sessions.</td>
</tr>
<tr>
<td>- Collaborate with teacher leaders in implementing Common Core</td>
<td>One on one coaching - leadership and teacher evaluations.</td>
<td>Many schools in Network A have strong teacher leader teams.</td>
</tr>
<tr>
<td></td>
<td>Establishment of Network A Professional Learning Community. Teacher leaders are often part of our PD sessions.</td>
<td></td>
</tr>
</tbody>
</table>
Transformation School

Curtis Guild School

Curriculum and structural audit conducted in October of 2013 with the support of:

Curriculum & Instruction
Office of Data and Accountability
Office of English Language Learners
Office of Special Education
Network Superintendent
Chief Academic Officer

Key actions generated by the audit:

- New school leader was appointed (Nov. 2013).
- School structures such as the Instructional Leadership, Data and Common Planning Time Teams are cohesive and drive instruction.
- Data Inquiry cycles implemented with fidelity inform intervention work.
- PD on the district ELA and Math resources – teachers are using these resources for lesson planning/assessment.
- Thriving and highly positive school culture in place that is driving increased student outcomes.
- ATI Predictive data is very promising for the Guild:

  2013 MCAS ELA CPI = 53.7
  ATI Predicted CPI = 64.9
  2013 MCAS Math CPI = 59.6
  ATI Predicted CPI = 72.0
Transformation School: Next Steps

Upcoming and Ongoing at the Guild:

- ILT is conducting inquiry on Common Core aligned practices to increase rigor. ILT plans to expand this work to other subject areas.

- Guild will have a school-based ELA coach for SY 2014-2015.

- Network Superintendent will fund the adoption of Anet for SY 2014-2015.

- Guild School is also transforming/improving its physical space. Community partners have supported this work.

- The Guild is in the process of defining its mission for the school and plan to unveil soon their school mascot/acronym – GATORS
Moving Forward in Network A

- Leverage the new structure of Academics to deepen our work in the transformational changes in our network (Achievement Gap, Common Core, Inclusion).

- Deepen the rigorous implementation of the Common Core by developing modules that address writing instruction and assessment of student work.

- Continue to refine data cycles that can inform interventions at the student level in addition to grade level. Strengthen path to eliminating the Achievement Gap in Network A!