

AVERAGE GOALS
 CONNECTION AP TIME
 PAUL DEVELOPMENT ACHIEVE
 REVIEW INDIVIDUALIZED
 BOSTON FRESHMAN HIGH
 PROVIDE SCHOOL
 RESIDENT ELALATINO ITEM
 EMI DESIGNED TARGET DISTRICTS CREATE
 MATH OFFERINGS SUPERINTENDENT BELONGING ROOMS
 MMS2 SUSPENSIONS NARROW OVERVIEW
 MMS1 SCHOOLS SUPERINTENDENT BELONGING ROOMS
 MMS4 ADDRESS RISK LEARNING
 PUBLIC TEACHERS
 REDUCE PERFORMING GOAL PROFESSIONAL ENGAGED GAP
 REDUCE CULTURALLY GOAL BROOKLINE INCREASE PLACE
 MMS1 COMMUNITY OBJECTIVES MIDDLE
 SENSE DISTRICT'S OBJECTIVES MIDDLE
 LITERATURE MMS3
 PROGRESS-TO-DATE SYSTEMATIC BETTER
 SCORES NEEDS IMPROVE GAP SCHOOLS

STUDENTS

STEIN LIBRARIES UNDERSTAND BOOK
 INITIATIVES COMPONENT GAP
 ENRICHMENT ALREADY
 MCAS ELEMENTARY SIX RELEVANT INSTRUCTION
 CLOSE MMS1 REFLECT MATH DATA ADD DOCUMENT TARGETED
 IMPROVE ACHIEVEMENT
 AREAS ADVISORY SYSTEM-WIDE HONORS
 ONE PARTNERING BLACK USE OCTOBER
 WORKING IMPLEMENTATION ANTI-RACIST
 MESTON WAYLAND YEAR ELEMENTARY
 LEAST CLASSROOM TAKE
 PROCESS EXAMINE TEACHING IMPLEMENT
 MESS IMPROVEMENT INTERVENTIONS PRESENTED MES2
 PRACTICES
 ENSURE PROGRAM CONTINUE PUBLIC
 MESS3
 NUMBER ACHIEVEMENT
 INCLUDE ACADEMIC LEVELS
 DEFINE ENSURING SUMMER
 WARNING PRIORITY
 COURSES NEEDS

WAYLAND PUBLIC SCHOOLS GOAL # 4 – ACHIEVEMENT GAP GOAL

The Wayland Public Schools have engaged in a systematic process to review the district's needs and create goals and initiatives to improve teaching and learning. On October 11, 2011, School Superintendent Dr. Paul Stein presented six priority areas for the 2011-2012 school year. This document is designed to provide an overview of the progress-to-date on implementation of the system-wide Goal #4: **"To continue to define and narrow The Achievement Gap."**

Elementary School Objectives

- WES1:** Examine EMI Offerings to target relevant professional development for elementary teachers to improve anti-racist teaching practices
- WES2:** Add Math component to the summer academic program to include Black and Latino students
- WES3:** Add culturally relevant literature to classroom libraries and school book rooms to reflect our Black and Latino students
- WES4:** Use the item analysis from MCAS scores to target individualized instruction for Black and Latino students performing at Needs Improvement or Warning levels in math and ELA.
- WES5:** Track ELA and Math data over time to ensure that interventions are working to close the gap

Middle School Objectives

- WMS1:** Use data to better understand The Achievement Gap
- WMS2:** Improve sense of belonging and connection to Wayland community for Boston resident families

High School Objectives

- WHS1:** To address the needs of the most at risk students of color by ensuring that all students of color achieve at least a "C" or 2.0 average during their freshman year
- WHS2:** To implement a targeted advisory program to reduce suspensions of students of color
- WHS3:** To increase the number of students of color who take honors or AP courses by creating a summer academic enrichment program or partnering with districts (such as Weston or Brookline) who already have one in place

System-wide Objective

- SW1:** To develop a system-wide measurement tool which will track data indicative of student success as well as any achievement gaps relative to that data.

WAYLAND'S ACHIEVEMENT GAP GOAL

WES1: Examine EMI Offerings to target relevant professional development for elementary teachers to improve anti-racist teaching practices
Timetable: September 2012

Strengths	Weaknesses
<ul style="list-style-type: none"> ● EMI provides a variety of courses for all staff (Administration, WTA, WESA) ● A large number of administrators, teachers, and support staff at the elementary level have taken EMI courses ● Teachers develop and implement tenacity projects, which have direct impact on school community ● Courses have contributed to an increasingly culturally relevant curriculum for students and improved cultural competence of staff members 	<ul style="list-style-type: none"> ● Reported inconsistency in instruction delivery has impacted staff buy-in ● Some courses have time-intensive commitments ● After completing course work, no systemic opportunity for exploring issues of race and culture in schools
Opportunities	Threats
<ul style="list-style-type: none"> ● Work collaboratively with EMI to find ways to improve staff buy-in and increase participation ● Develop a common language around anti-racist practices, policies, and procedures ● Provide continuing professional development to explore issues of race and cultures in schools ● Explore alternative resources to promote anti-racist curriculum 	<ul style="list-style-type: none"> ● Time commitments for teachers ● Perception of culturally relevant curriculum as an additional component of curriculum instead of a lens from which to view curriculum

WAYLAND'S ACHIEVEMENT GAP GOAL

WES2: Add math component to the summer academic program to include Black and Latino students

Timetable: September 2012

Strengths	Weaknesses
<ul style="list-style-type: none"> ● Students have the opportunity to attend summer math program at no cost ● Students invited based on academic need ● Transportation and extended day provided for Boston resident students 	<ul style="list-style-type: none"> ● Limited number of students may participate because of limited funding ● Only offered to students K-2 ● The program is only offered for 8 days
Opportunities	Threats
<ul style="list-style-type: none"> ● Expand program for students in Grades 3-5 ● Expand program in order to allow more students to participate at each grade level ● Assess program for effectiveness 	<ul style="list-style-type: none"> ● Travel and length of day may be prohibitive for some students ● Availability of staff ● Competition with other summer programs ● Scheduled vacations

WAYLAND'S ACHIEVEMENT GAP GOAL

WES3: Add culturally relevant literature to classroom libraries and school book rooms to reflect our Black and Latino students

Timetable: Ongoing

Strengths	Weaknesses
<ul style="list-style-type: none"> ● Increased resources added to school book rooms and teachers' individual classroom libraries ● Students able to read more texts to reflect their culture and personal experience ● Students able to read more texts to reflect other cultures and personal experiences 	<ul style="list-style-type: none"> ● Limited professional development opportunities to integrate new texts into curriculum ● Classroom libraries/Book rooms continually need to be updated ● Limited time for teachers to share how they are integrating texts across grade levels
Opportunities	Threats
<ul style="list-style-type: none"> ● Provide professional development around integrating literature into curriculum ● Develop author studies at each grade level in order to connect students to just right books ● Continue to update libraries and book rooms ● Schedule time for teachers to share how they are integrating texts in their classrooms 	<ul style="list-style-type: none"> ● Cost of continuing to add texts to book rooms and classroom libraries ● Time required to adequately replace old texts with new

WAYLAND'S ACHIEVEMENT GAP GOAL

WES4: Use the item analysis from MCAS scores to target individualized instruction for Black and Latino students performing at Needs Improvement or Warning levels in Math and ELA.

Timetable: Fall 2012

Strengths	Weaknesses
<ul style="list-style-type: none">• Improved understanding of needs of students• Targeted instruction to meet specific needs of students• More explicit teacher instruction	<ul style="list-style-type: none">• Decisions being made using old data• Lack of systematic tracking of student performance
Opportunities	Threats
<ul style="list-style-type: none">• More in-depth item analysis to (assess) students' needs• Explore the possibility of using other data to target instruction	<ul style="list-style-type: none">• MCAS data is outdated by the time we receive it• Some data is not standardized

WAYLAND'S ACHIEVEMENT GAP GOAL

WES5: Track ELA and Math data over time to ensure that interventions are working to close the Gap

Timetable: June 2012

Strengths	Weaknesses
<ul style="list-style-type: none"> ● Data is available ● A tool has been developed to track student data over time ● Teachers meet regularly to discuss data ● Teachers use data to inform their instruction 	<ul style="list-style-type: none"> ● Collection and formatting of data is cumbersome and time-consuming ● Selecting software which will allow for efficient data tracking system wide ● Selected data points are yet to be proven appropriate for long-term analysis
Opportunities	Threats
<ul style="list-style-type: none"> ● Implement the data tool and assess its effectiveness ● Explore efficient software technology that would assist in simplifying data collection and analysis 	<ul style="list-style-type: none"> ● Cost associated with efficient software technology ● Time needed to collect, enter, and analyze data

WAYLAND'S ACHIEVEMENT GAP GOAL

WMS1: Use of data to better understand The Achievement Gap

Timetable: Ongoing

Strengths	Weaknesses
<ul style="list-style-type: none"> • Analyzed C-D-F lists from 2010-2011 – Overall, Black and Latino students comprised 9.6% of our population but earned 21.9% of the C-D-F's in Quarters 1-3 • Based on the data, we have had targeted conversations throughout the year with our House leader team to identify our Black and Latino students who are earning C-D-F's in their classes. By cluster, house leaders have then developed targeted action plans to better support those students to achieve at higher levels • Analyzed C-D-F list to date from 2011-2012 – Overall Black and Latino students comprised 9.4% of our population and earned 12.4% of the C-D-F's in quarters 1-3 (a significant improvement over last year's data) • Targeted 8th grade students scoring in needs improvement or warning on math MCAS and offered them additional tutoring support before and after school (in addition to math boost) • We are keeping a better warehouse of data • We are working with the district-wide team to develop a composite data collection system to look at progress over time • Through Greater Boston Student of Color Achievement Network (GBSOCAN), we did more in depth analysis of data points not commonly assessed (Example: Hopes and Dreams) 	<ul style="list-style-type: none"> • The data collected only captures certain facets of learning • Analyses are time consuming and getting data into teachers' hands in a timely fashion can be a challenge • Analyzing individual work samples and partnering to support a student takes a lot of time and coordinated effort • This approach does not directly address tracking in math and science courses
Opportunities	Threats
<ul style="list-style-type: none"> • This is a good start as we prepare to move to an RTI system for support. We look for better ways to collect, analyze and communicate data to teachers, students and parents • As we begin using the new district wide metric, we will increase student participation in higher level 6th, 7th and 8th grade math courses and 8th grade science courses 	<ul style="list-style-type: none"> • Time continues to be a threat. Often students who struggle, struggle in a variety of areas. There is limited time for intervention in the current schedule

**Grades 6th, 7th and 8th
C-D-F Analyses of
Black and Latino Students**

	Q1 2010-2011	Q2 2010-2011	Q3 2010-2011	Q4 2010-2011	Overall YTD
Total C-D-F	125	149	196	n/a	470
C-D-F - Black & Latino	27	34	42		103
% C-D-F	22%	22.80%	21.40%		21.90%
C-D-F - B&L - Gr. 6	1/19 = 5.3%	7/25 = 28%	11/32 = 31.3%		
C-D-F - B&L - Gr. 7	11/32 = 34.4%	13/53 = 24.5 %	11/65 = 16.9%		
C-D-F - B&L - Gr. 8	15/74 = 13.5%	14/71 = 19.7%	20/99 = 20.2%		

	Q1 2011-2012	Q2 2011-2012	Q3 2011-2012	Q4 2011-2012	Overall YTD
Total C-D-F	133	126	142		401
C-D-F - Black & Latino	17	18	15		50
% C-D-F	12.80%	14.30%	10.60%		12.40%
C-D-F - B&L - Gr. 6	6/26 = 23.1%	9/21 = 42.9%	4/23 = 17.4%		
C-D-F - B&L - Gr. 7	5/27 = 18.5 %	2/25 = 8 %	2/35 = 2.9%		
C-D-F - B&L - Gr. 8	6/80 = 7.5%	7/80 = 8.8%	9/84 = 10.7%		

WAYLAND'S ACHIEVEMENT GAP GOAL

WMS2: Improve sense of belonging and connection to Wayland community for Boston Resident Families

Timetable: Ongoing

Strengths	Weaknesses
<ul style="list-style-type: none"> • Offered individual meetings with Boston resident families- incoming 6th graders – to welcome them to the WMS family while learning more about their child • In conjunction with Mabel Reid-Wallace, and our elementary and high school counterparts, we held three meetings for Boston resident families in Boston – Called every family and sent email notification. We had a decent turnout and as a result some solid connections have been made • Plan to survey parents about the evening meetings • Held an after-school retreat for Boston resident students and their Wayland resident friends - to hear their voices and explore issues of race, racism and belonging. Shared this feedback with the whole staff at a faculty meeting. Held a second after-school retreat around transitioning to the next grade. • After school program has been very successful this year. 	<ul style="list-style-type: none"> • Many parents still do not attend the individual meeting nights for families. We would love to further increase attendance. • Students would have benefitted from monthly after-school retreats that foster connections and continue dialogue about race • Low participation in after-school retreat from Wayland resident students
Opportunities	Threats
<ul style="list-style-type: none"> • Create a system for monthly after-school meetings of Boston and Wayland resident students • Create a fall trip to Boston for Boston residents and their Wayland resident friends. 	<ul style="list-style-type: none"> • METCO Funding - Annually there are threats of major cuts to the program • Late buses starting too late into the school year – students miss the fall sports try-outs, start of year clubs, and early year academic support

WAYLAND'S ACHIEVEMENT GAP GOAL

WHS1: To address the needs of the most at risk students of color by ensuring that all students of color achieve at least a "C" or 2.0 average during their freshman year.

Timetable: Ongoing

Strengths	Weaknesses
<ul style="list-style-type: none"> ● Statistics: slight decrease in the total number of students scoring lower than a C- in the first three quarters. Grade 9 GPA to be determined when final grades are computed. ● Much simpler approach to identifying students who are struggling and providing targeted supports based on teacher feedback. ● More focused interventions, such as the provisions of mentors 	<ul style="list-style-type: none"> ● Similar support structure does not exist in grades 10-12. We will work to improve this deficiency ● Some students view academic support structure as punitive
Opportunities	Threats
<ul style="list-style-type: none"> ● Considering replicating in the upper grades. There are schedule and human resource implications. ● 1:1 learning initiative will help students with organization and, perhaps, communication with teachers ● Online grading program with parent access will help with parent communication/support from home ● More structured transition and support services for all 9th graders 	<ul style="list-style-type: none"> ● Faculty bandwidth / Scheduling conflicts ● Some students view academic support structure as punitive

WAYLAND'S ACHIEVEMENT GAP GOAL

WHS2: To implement an advisory program to reduce suspensions of a targeted group of students of color

Timetable: Fall 2012

Strengths	Weaknesses
<ul style="list-style-type: none"> ● Willing and able faculty members; cooperative students ● Ongoing and targeted supports ● Identified an outside resource to work with students with specific challenges ● Readily available resource for students when the need arose ● Limited to a small group of students 	<ul style="list-style-type: none"> ● A lack of consistency in managing challenging behaviors
Opportunities	Threats
<ul style="list-style-type: none"> ● School-wide Advisory Program scheduled to begin next year. ● Identified two faculty members who met regularly with a small group of students. ● Later identified a graduate student from Boston College to work with this small group 	<ul style="list-style-type: none"> ● Students feeling disenfranchised from a lack of school wide advisory

WAYLAND'S ACHIEVEMENT GAP GOAL

WHS3: To increase the number of students of color who take honors or AP courses by creating a summer academic enrichment program or partnering with districts (such as Weston or Brookline) who already have one in place *Timetable: Ongoing*

Strengths	Weaknesses
<ul style="list-style-type: none"> • This remains a work in progress. We have ascertained an informal agreement with Brookline High School, who offers an enrichment program for students planning to enroll in honors or AP level courses the following year. • 100% college acceptance for Boston resident seniors 	<ul style="list-style-type: none"> • Lack of summer program in Wayland that addresses our curriculum and course levels and the preview supports needed
Opportunities	Threats
<ul style="list-style-type: none"> • We are working on placing one African-American student who took a college level pre-calculus course this year and will be taking an AP Calculus course next year • View alternative models of summer enrichment programs to assist us in future development for Wayland Program 	<ul style="list-style-type: none"> • Lack of resources • Identifying funding source

WAYLAND'S ACHIEVEMENT GAP GOAL

SW1: To develop a system-wide measurement tool which will track data indicative of student success as well as any achievement gaps relative to that data.

Timetable: Ongoing

Strengths	Weaknesses
<ul style="list-style-type: none"> • The Achievement Gap Committee has identified indicators for all levels of schooling. • Development of tool is reflective of a K-12 collaborative effort • Will provide annual assessment of the district-wide effort to close the achievement gap • Will provide an accessible, easy to understand measurement tool • Will allow us to track patterns over time and plan interventions 	<ul style="list-style-type: none"> • While we have the indicators, we have yet to develop the mechanism (composite score for each student vs. averages for each group). We require the help of evaluation/measurement experts to assist with this piece • The mechanism will require a year-end compilation of the data, making it demonstrably summative. We won't know what we have done until the year is over.
Opportunities	Threats
<ul style="list-style-type: none"> • Assuming that we proceed with composite scores for each student, we will have the ability to track individual progress over the years. • Collaboration with professor and graduate students Boston College to determine mechanism 	<ul style="list-style-type: none"> • Bandwidth: the collection and input of the data each year is a MAJOR undertaking.

