

Welcome to the Webinar!

Data-Driven Approaches to Eliminate the Achievement Gap for English Language Learners: Learning From the Success of Community Day Charter Public School

We will be starting soon.

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Data-Driven Approaches to Eliminate the Achievement Gap for English Language Learners: Learning From the Success of Community Day Charter Public School

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About the Resource Center

The **U.S. Department of Education** is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with American Institutes for Research, has developed the **National Charter School Resource Center**.

Presenters

Erin Walsh-Hagan

Head of Lower School
Community Day Charter Public School

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Data Driven Approaches to Eliminate the Achievement Gap For English-Language Learners

Erin Walsh-Hagan, Head of Lower School
Pat Teichman, Head of Early Learning
Center



Community Day Charter Public School

- * Lawrence, Massachusetts
- * Gateway City – Large Hispanic Immigrant Population
- * Among the first Commonwealth charters granted in 1995
- * Currently serving 331 students from K1-grade 8
- * Closed the Achievement Gap for the past 4 years
- * Opening 2 new charters in Lawrence in September 2012

* CDCPS Background

“To provide a Kindergarten through grade eight school that will draw upon our considerable experience in working together as a community to develop and implement a curriculum that discovers and supports the special characteristics and unique learning styles of each student. We will engage that student in meaningful learning experiences for the purpose of clearly stated goals in the areas of understandings, knowledge, skills, habits and social competencies. The School will reinforce the positive aspects of our city; its culture, art and economy, its working history and strong work ethic. Our educational philosophy, curriculum and teaching methods are informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning for the child possible. “

***Mission: Support
Every Student**

*89.4% Hispanic

*82.2% First language NOT English

*35.6% Limited English Proficient

*74.9% Low Income

*13.9% Special Education

***Who are our students?**

- * Excellence in Education Award from the National Center for Urban School Transformation at San Diego State University
- * Recipient of the New Leaders for New Schools Silver or Gold Gain Effective Practice Incentive Community Award (5 consecutive years)
- * Featured in the book *Inside Urban Charter Schools* and documentary film *Beating the Odds: Inside Five Urban Charter Schools*

* Our Successes: National Recognition

* CDCPS has closed the achievement gap with White students statewide for the past 4 consecutive years.

**MCAS proficiency difference vs.
all White students in the state (2011 data)**

Demographic Group	CDCPS	Lawrence	State
Hispanic Students	+11.3	-37.7	-30.5
Low Income Students	+9.2	-36.9	-26.8

*** Closing the
Achievement Gap**

- * 2011 MCAS- English
 - * Grade 4 – top 6% of all elementary schools in state
 - * Grade 6 – top 6% of all middle schools in state
- * 2011 MCAS – Math
 - * Grade 5 – 3rd of all 879 elementary schools in state
 - * Grade 6 – 1st of all 556 middle schools in state
 - * Grade 7 – top 11% of all middle schools in state
 - * Grade 8 – top 1% of all elementary schools in state
- * Higher proficient percentage than the state for 13 of the 14 tests and equal for one test
- * Lower failing percentage than the state for all 14 tests

*** Closing the
Achievement Gap**

- *English Immersion Program
- *Students receive Sheltered English Immersion (SEI) instruction until they are proficient in English
- *Personalized Instructional Plans for English Language Learners
- *Collaborative teaching: Co-teaching and teaching teams

***Our Model**

- * Small Learning Community: 3 buildings, 3 Heads of School
- * Heads as Instructional Leaders – we teach, coach, evaluate and drive all aspects of curriculum, assessment and instruction
- * Teachers drive their own PD and act as coaches for others
- * Personalized Education Goals (PEGS) provide individualized ‘road maps’ to meet the needs of each student

*** Our Model**

* Language Rich Environment

- * Intense emphasis on vocabulary instruction at all levels. Teachers are acutely aware of how to teach vocabulary in all content areas
- * Heavy use of academic language by both teachers and students. We raise the bar!
- * Only complete sentences are accepted
- * Celebrating words through a variety of school-based initiatives
- * Utilize outside consultants and resources to help refine our practices

*** Keys to Success**

#1 Response: A CULTURE OF HIGH EXPECTATIONS

We are a small environment where everyone holds each other accountable.

- 95% of teachers say the expectations for them to deliver strong student results are 'exceptionally' or 'very' high.
- Students are also held to the highest expectations and they rise to the challenge!

*** Keys to Success: 2011 study - What do teachers think are the most important criteria in our success?**

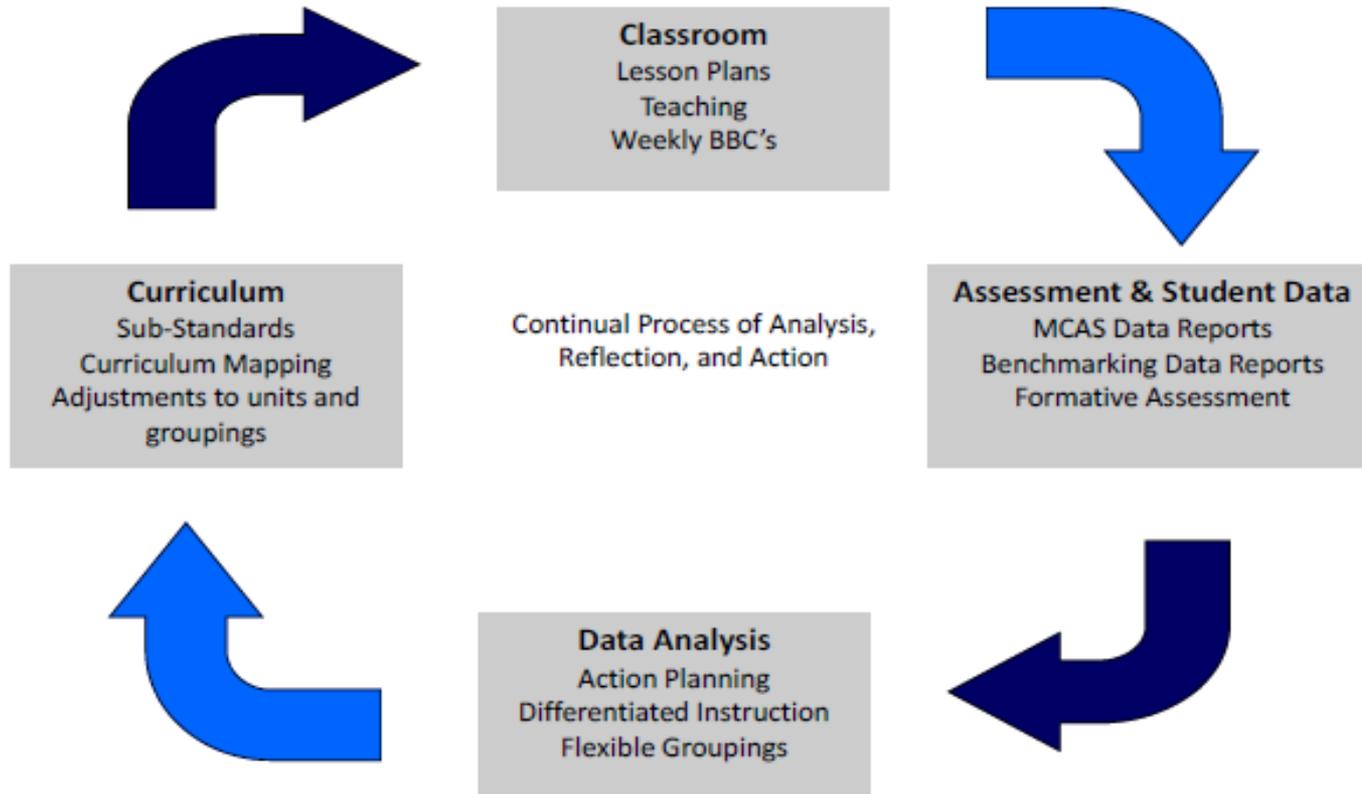
- * CDCPS leaders often say that we are “under construction”; we are continually evaluating, modifying and improving our program
- * Our unique approach to using data to enhance teaching and learning is central to our success with English Language Learners

*** Continuous Cycle of
Improvement**

Community Day Charter Public School

Continuous Cycle of Improvement

Continually evaluating, modifying, and improving the academic program.



- * MCAS Data Reports and Analysis (October)
 - * Allows for teacher analysis of student performance by strand/standard and question types
 - * Allows for teachers to see sub-group performance (particularly ELL) to identify specific deficits
 - * Teachers identify “threshold students” who we can push to the next scoring category
 - * Teachers utilize assessment results to formulate measurable improvement targets for the school year

* Assessment Data & Action Planning

- * Benchmark Assessments (every 6 weeks)
 - * In-house interim assessments for MCAS tested subjects
 - * Provide 'real time' data to target and differentiate instruction
 - * Cumulative, customized formative assessments based on teacher curriculum maps
 - * Mirror question types and stringency of MCAS to afford snapshots of where students are to allow for continual adjustments to curriculum and groupings

* Assessment Data and Action Planning

- * Action Planning (every 6 weeks)
 - * Following each benchmark – teachers are provided with extensive data reports
 - * Team works to document strategies for whole class, small groups, and individual remediation to meet student and class goals

* **Assessment Data and Action Planning**

- * Action Planning Process

- * Identify target zones for improvement for whole class (common misconceptions, etc.)
- * List strategies to improve in target zone areas
- * Create flexible groupings for more intensive support – Identify personnel and allocate responsibilities
- * Identify individual students of concern
- * Begin curriculum modifications

* Assessment Data and Action Planning

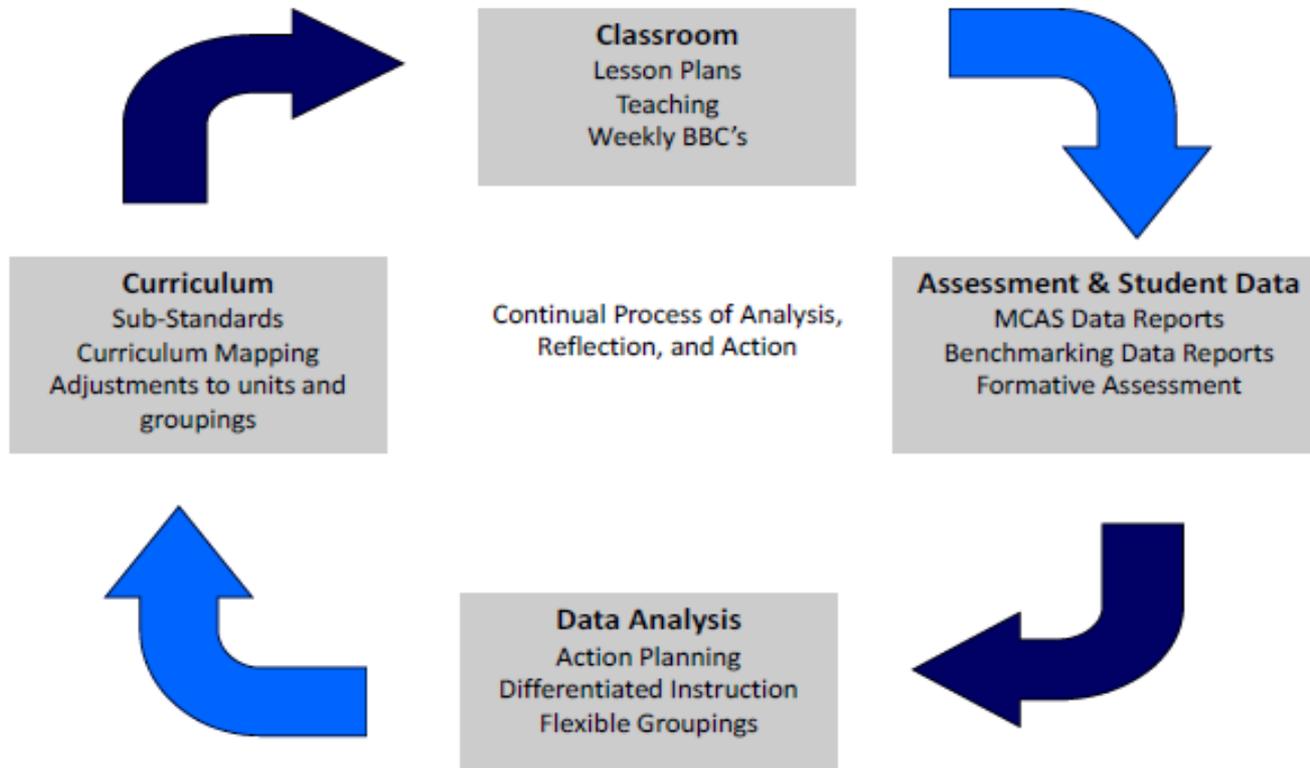
- * Integrated Assessment Spreadsheets (IAS)
 - * Provide a comprehensive look at all benchmark data results, CPI information, MCAS goals, and areas of improvement for each child
 - * Include individual action plans for special education students – these coincide with their IEP goals
 - * Updated after each benchmark cycle
 - * Teachers utilize when action planning and allow administration to track student progress quickly and efficiently

* Assessment Data and Action Planning

Community Day Charter Public School

Continuous Cycle of Improvement

Continually evaluating, modifying, and improving the academic program.



Sub Standards

- * “Unpacking” of state standards into achievable goals that students need to master
- * Paired with released MCAS questions to demonstrate how content may be presented

Curriculum Mapping

- * Organization of standards into teachable units – dynamic pacing guide

BBC

- * Visual illustration of the teacher’s commitment to instruction – a communication tool for all parties

Weekly BBC

- * Weekly Syllabus

* Curriculum and Classroom Components

- * Heads are responsible for providing instruction- they are built into action plans and teach math and ELA daily
- * Reading Specialists and interventionist provide instruction to ELLs, native English speakers, as well as Special Education students
- * Special Education Director – 20 hours admin, 20 hours “instructor”, working with ELL and special education students, as well as at-risk regular education students
- * Very clear and explicit instructional routines. Utilizing Doug Lemov instructional techniques, direct instruction, frequency of feedback, and ensuring that students have multiple opportunities for practice
- * Careful balance between teacher talk and student talk. There is an expectation that teacher talk is heavy at the beginning of lessons and that students take over the responsibility as the lesson proceeds. ELLs require more time to practice using language and we carefully monitor the amount of time that students are being asked to do the “hard work”.

* Additional Instructional Supports for ELLs

***Discussion:
Successes,
Challenges and
Lessons Learned**

Questions?



Raise your hand or enter your question in the chat box
on the left side of your screen.

Thank you for participating.

- Learn more about future webinars in the ELL series hosted by the National Charter School Resource Center:
<http://registration.airprojects.org/NCSRCELL/register.aspx>
- This webinar will be archived at the following website:
<http://www.charterschoolcenter.org/webinars/>
- Please share your feedback with us through the evaluation.

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