

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Ms. Emilia Pastor

Official School Name: Boston Latin Academy

School Mailing Address:
205 Townsend Street
Dorchester, MA 02121-1223

County: Suffolk State School Code Number*: 101615

Telephone: (617) 635-9957 Fax: (617) 635-6696

Web site/URL: latinacademy.org E-mail: epastor@boston.k12.ma.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Carole Johnson

District Name: Boston Public Schools Tel: (617) 635-9050

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Reverend Gregory G. Groover Sr

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)	82	Elementary schools (includes K-8)
	<u>11</u>	Middle/Junior high schools
	<u>35</u>	High schools
	<u>7</u>	K-12 schools
	<u>135</u>	TOTAL

2. District Per Pupil Expenditure: 13849

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 1 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K			0	7	129	176	305
1			0	8	124	150	274
2			0	9	140	173	313
3			0	10	134	176	310
4			0	11	125	166	291
5			0	12	110	146	256
TOTAL STUDENTS IN THE APPLYING SCHOOL							1749

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
22 % Asian
29 % Black or African American
17 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
30 % White
1 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 0 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1.	1693
(5)	Total transferred students in row (3) divided by total students in row (4).	0.009
(6)	Amount in row (5) multiplied by 100.	0.945

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 11

Number of languages represented: 4

Specify languages:

Spanish, Haitian Creole, Chinese, Vietnamese

9. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 927

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

I estimate that it is slightly higher than what is reported because some students do not turn in their lunch forms (for a variety of reasons).

10. Students receiving special education services: 2 %

Total Number of Students Served: 38

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>1</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>6</u>	<u>0</u>
Classroom teachers	<u>78</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>99</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	96%	97%	95%	97%
Daily teacher attendance	94%	97%	96%	96%	96%
Teacher turnover rate	5%	5%	10%	5%	14%
Student dropout rate	1%	1%	1%	1%	1%

Please provide all explanations below.

Our student dropout rate is less than one percent but the application does not allow us to enter a number below 0. It is about 0.2 percent each year.

Our daily teacher attendance was below 95% during the 2008-2009 school year because we had eight teachers who took approximately three months of maternity leave each. We also had four teachers who took approximately two weeks of paternity leave each. One of our teachers was absent for many days due to a chronic illness. All these absences for planned for months in advance.

During the 2004-2005 school year there was a higher than average teacher turn-over because five teachers retired, one teacher was promoted to a program director, two teachers moved out of the state and one teacher went to work for industry. No teachers left to work for another Boston Public School or a school system in the area.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	254	
Enrolled in a 4-year college or university	<u>97</u>	%
Enrolled in a community college	<u>1</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>1</u>	%
Other (travel, staying home, etc.)	<u>1</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Boston Latin Academy has a 125-year history of academic excellence with an outstanding rate of college placement. We are an inner city public school serving over 1,800 economically and culturally diverse 7-12th grade students from the many neighborhoods of the City of Boston. More than 40 percent of students participate in the federal free or reduced lunch program. In addition to speaking English, a significant number of BLA students speak a second language at home. We are proud to have a supportive Alumni Association and an active and supportive Parents Association. Simply put, we are a vibrant, diverse, academically rigorous school where the "Classic Club" is just as popular as the football team.

The students of Boston Latin Academy, their parents, and the faculty share a commitment of excellence. Our curriculum, while rooted in the study of the classics, liberal arts, and fine arts, has been developed to ensure that all students are well prepared for success in college and success in life. While appreciating the classics, we also use data-based research to inform and augment our curriculum as we strive to make it match our 21st century student base of engaged learners.

Boston Latin Academy works diligently to preserve our school's rich past as well as to re-imagine our practice for the future. For example, this year we enriched our English curriculum and, also, renewed our practice of teacher-led professional development. We facilitated "Instructional Rounds" to encourage a community of high expectations; we worked with a non-profit organization to create a Martin Luther King, Jr. "Community Day of Service."

Our goal is to foster a setting where students learn to listen, to question, to read, to empathize, and to make choices based on sound, ethical principles. We believe that this can be best accomplished within a disciplined, caring, and supportive school environment. Therefore, in addition to our emphasis on academics, we offer a broad spectrum of support services that provide psychological, tutorial, and medical help for those students in need. With encouragement, support, guidance, and practice, students will gain confidence in their own ability to mature, to learn, and to succeed.

The school further enriches its curriculum with a variety of student activities and clubs. For example, our Thursday schedule is adapted to accommodate an "Applied Academics" block in the morning. In this period, students may participate in subjects as diverse as Student Forum or Anime. As an additional enrichment, BLA students perform community services as a graduation requirement. This encourages students to take a role in the larger community outside of school.

Boston Latin Academy has received many prestigious awards and honors. Most recently, we have been named one of the one hundred best high schools in America by US News and World Reports, earned the top score in the tenth grade Massachusetts Comprehensive Assessment System (MCAS) in English and earned honors as a Siemens Competition Math, Science and Technology semi-finalist. Just this month, the BLA music program and director became the recipient of the 2010 Fidelity FutureStage and Mr. Holland Opus Foundation awards.

At Boston Latin Academy, we celebrate our success and stand by the promise and potential of our students. All shown, we are a school that strives to evolve with our student base in order that they may leave us with an appreciation of tradition as well as the skills to be informed, analytical, compassionate and contributing citizens in a diverse and challenging society.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Our 10th grade (high stakes) test scores are very strong. In ELA, our students have made dramatic improvements in shifting from the “proficient” category into “advanced” between 2005 and 2009. Students in the “needs improvement” category declined from 3% to 0 during that period; the percentage of students failing was 0. In mathematics, our sophomores likewise cut the “proficient” category nearly in half (87% scored “advanced”), with “needs improvement” dropping to 1% and “failing” at 0%. A high school science test has been a graduation requirement for only two years, and only a “needs improvement” score is required for graduation (“proficient” is required in ELA and math). Our science results last year showed a sizable improvement over the previous year, with a net shift of about 23 % of our students from “needs improvement” to “advanced.”

8th grade ELA scores show a small decline, with 10% of students moving from the advanced to the proficient category. 7th grade scores show a slight improvement. In both cases, over 80% score “proficient”, with another 10% scoring advanced; the percentage of students failing was 0. In mathematics, 7th and 8th grade students showed overall improvement through 2008, with a slight setback in 2009.. Our 8th grade science results need the most work, with nearly two thirds of our students needing improvement, perhaps because large differences exist in the preparedness with which students enter the school in 7th grade.

Subgroup test score analysis:

- 7th gr. ELA: small differences, with no clear pattern. No appreciable achievement gap is observed.
- 7th gr. mathematics: Asian students have improved over this period much more than other groups. White students tend to score slightly lower than other groups. Low income students score well above average.
- 8th gr. ELA: White and Asian students lag noticeably behind Black and Hispanic students during the first three years of this period; this effect largely disappears in 2008 and 2009. Low income students score very slightly above average.
- 8th gr. mathematics: Again, Asian students score significantly better than other groups, and show more improvement during this period. White and Black students score lower than Hispanic students. Low income students score well above average.
- 8th gr. science: Few clear patterns can be seen. In 2008 and 2009, Asian and Hispanic students have scored somewhat better than White and Black students.
- 10th gr. ELA: Modest differences among groups exist in most years, but without any consistent pattern; each racial group scored highest during some year in this period.
- 10th gr. mathematics: Asian students have outscored other groups during this period, although Hispanic students have matched them for the past two years. White students’ scores show improvement, but tend to be the lowest among these groups. Low income students have consistently scored above average, but necessarily less so as the overall number of students scoring in the top category becomes very large.
- 10th gr. science: Differences among groups were modest last year, with Asians outscoring other groups. This year, Asian and Hispanic students scored higher than Black and White students by a slightly larger and more consistent margin.

Overall, relatively few consistent differences exist between different ethnic or economic subgroups at BLA. Asian and Black students are often, but not always, our highest scoring students and White students are perhaps our lowest performing students. We tend to have less than ten LEP students or students with disabilities, so these results are difficult to analyze.

Information on the state assessment system may be found at <http://www.doe.mass.edu/mcas/> .

2. Using Assessment Results:

At Boston Latin Academy, we use assessment data as an instrumental part of how we discuss, view and revise our teaching and learning practices. Data-based inquiry is done in our Instructional Leadership Team (a group of administrative and teacher representatives from each content area) as well as by teachers and administrators in numerous contexts.

Overall, item analyses for each test helps pinpoint specific topics or broader areas in which students are less well prepared than in others, and we shift instruction to place more emphasis on those topics. For example, we discovered through data analysis that our 8th grade science students were doing well on topics they studied in 7th grade but not again in 8th grade, so we added a review of those topics before the exam. Also, data-based inquiry of summative test results showed that our students needed support in areas of critical reading.

We also analyze test results by class section and by teacher. This allows teachers to compare their results for different sections that they teach and to work together to identify practices and approaches that seem most successful in particular areas. Teachers having difficulty improving student performance in a particular area can then find another teacher whose methods in that area produce better results.

In addition, we use assessment data to inform our professional development for teachers. Last year, the assessment data showed that our students needed support in reading across the curriculum, so three professional development sessions were spent studying and researching strategies for critical reading and annotation in the varied content areas. As a result, BLA faculty identified and began to implement a common series of reading strategies. This is an example of how assessments were used systematically in the decision-making processes to improve teaching and learning.

3. Communicating Assessment Results:

As a school community, Boston Latin Academy knows that by communicating past performance we can encourage continued success.

Teachers communicate assessment data to students and parents in many ways, including the use of EasyGradePro and other on-line grading programs, progress reports and warning notices. Additionally, many Boston Latin Academy teachers host course websites, through which students and parents may obtain student performance results.

BLA posts awards and MCAS data on the school and BPS websites which reach the local community as well as our school community. Mailings are sent home to parents and given to students to discuss their individual as well as school performance on standardized tests or performance tests like the MCAS . Our school acknowledges students who perform well on standardized language tests, such as the National Latin Exam and the National French Contest, via hallway bulletin boards and school awards assemblies. Names of students who earn certificates or medals on other standardized tests such as the National Mythology Exam or the Medusa Mythology Exam are often listed in the daily bulletin announcements which are shared with students and staff each day during homeroom period and with the wider school community via the school website.

Additionally, student performance including assessment results is shared with parents and the community through our BLA Parent Council and our School Site Council, which has parent representatives among the members. Assessment results are also shared via our websites with the various active alumni groups that BLA boasts.

BLA also has "Google groups" for each of the grades. Anyone may request to join a particular grade's "Google group" and, then, gain access to the grade's website as well as list serve-delivered emails. In this way, we are easily able to send student performance results, including assessment data, to the wider BLA community.

4. Sharing Success:

Boston Latin Academy takes pride in our students' accomplishments in the classroom, in athletic competitions, extra-curricular events and on standardized tests. We seek to recognize and encourage the students to succeed by sharing and promoting our school.

Bostonpublicschools.org always communicates the positive and successful accomplishments of Boston Public schools. Boston Latin Academy posts its distinguished accomplishments on the school website, as does our guidance department and individual teachers on course websites. Mybps.org also posts school successes to other Boston Public schools via the intranet. Additionally, Boston Latin Academy represents itself at the annual city-wide showcase where parents of prospective students can speak with representatives from all Boston Public schools and hear about schools' accomplishments, curricula and MCAS performance. At this showcase our school representative distributes school profile sheets which include our students' performance on MCAS tests.

If our school were to earn Blue Ribbon School status, we would compose an article about the accomplishment and post it on our school website as well as in a variety of local Boston newspapers. We would add this information to our school profile sheet, and our school representative would share this information with parents of prospective students at the annual BPS showcase. Our student newspaper "Dragon Tales" would feature articles about the accomplishment. This information would be happily shared with parents and our School Site Council. In short, we would broadcast the honor of earning Blue Ribbon School status!

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Boston Latin Academy has been developed to ensure that all students will be prepared for college acceptance and continued academic success. We offer a full range of Advanced Placement courses. All our courses are college-preparatory.

English: Our curriculum is crafted around a theme and essential questions for each year of study. The reading list includes cannon literature, contemporary classics, nonfiction, poetry and drama. Teachers utilize a variety of instructional methods and courses have particular focuses in critical reading, writers workshop and using literary devices to discuss levels of meaning in a text.

Mathematics: Our goal is to improve student achievement by developing reasoning and problem-solving skills. We demonstrate how mathematics makes sense through examples and practice. We help all students connect to the content with data demonstrating the real world relevance of mathematics. We prepare today's students for tomorrow's world by integrating technology in visualizing mathematical relationships and solving real life problems.

Science: The science program is designed to produce scientifically literate students who will understand the scientific method; engage in and become adept at experimental processes; and understand some of the major concepts, laws and theories of the sciences. The grade 7-8 science program focuses on the development of Science skills and habits and is an introduction to the basic principles of the biological, earth and physical sciences. During grades 9-12, students elect courses which emphasize biology, physics and chemistry.

Latin: BLA requires a four-year sequence of Latin for students entering in grade 7 and a three-year sequence for those entering in grade 9. It also offers students the opportunity to follow an accelerated course of study beginning in Grade 8, culminating in Advanced Placement Virgil in grade 11 or 12. Ancient Greek and mythology classes are offered as junior/senior electives. Although the study of Latin is primarily concerned with language, the course offerings include Classical mythology, history and politics, geography, and culture.

Modern Foreign Languages: Students may choose from classes in French, Japanese and Spanish. In all courses, students develop proficiency in the grammar and structure of the language, as well as learn the culture of the countries of origin. Students increase their language skills by the use of computer and language laboratory.

History: History at BLA is more than memorizing a list of names and dates. We consider the study of history to be an academic discipline -- World History, United States History, Economics and Global Issues. Our goal is to prepare students to think critically about the events and issues that have shaped our past. Therefore, students are expected to develop critical thinking skills that will enable them to use historical perspectives; gain a cultural perspective; compare and contrast; problem solve; identify cause and effect; analyze; distinguish fact from opinion; identify values; hypothesize; evaluate; synthesize; understand geography; assess consequences, and take a stand.

Music: The primary goal of the program is to teach students to understand, appreciate, and perform music from many idioms utilizing classroom instruction, technology and ensemble experience. Besides the Concert and Jazz Band, there are a variety of opportunities to perform and listen to music from visiting artists and performances. In addition, BLA boasts a very successful computer music and multimedia component.

Visual Arts: The Arts program at BLA begins with an introduction to the basics of drawing, painting, printmaking, collage/assemblage, sculpture and graphic arts as well as an exposure to diverse media. The program provides a rich, yet structured environment for the creative spirit to flourish. At the 12th grade level, students' aesthetic judgment and visual literacy are nourished and celebrated.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

This year BLA's English department has taken a critical look at our English curriculum. We have made some exciting revisions and additions in order to best match our 21st century learners, as well as to improve the reading skills of our male students who data shows need the most reading skill support. We seek to remain true to our "classical" roots while also branching our curriculum into the 21st century.

Our new English language curriculum map features:

- Thematically-arranged courses of study
- Essential questions for students to explore to heighten the exploration of each theme
- A required, thematically-matching Shakespeare piece for each grade
- A list of thematically-matching classic, contemporary and nonfiction texts for teachers to choose from
- Reading and writing focuses for each grade level.

We will strive to make reading strategies more transparent -- a key component of vertical teaching and AP-level development. Topics such as close reading, breaking down prompts, thesis development, using evidence, stating claims and analyzing evidence are emphasized and practiced in all grade levels. In addition, students:

- Ask questions and make inferences and connections before, during and after reading texts.
- Use student-to-student discourse and "think-aloud's" to make meaning of difficult texts.
- Extract evidence from texts and use this evidence to craft and support an argument.
- Take literary analyses through the writing process, providing plenty of feedback in the writer's workshop model.
- Build and "recall" background knowledge before beginning to read a new text.
- Utilize reading strategies, such as a dialectic journal or text-to-world, text-to-text and text-to-self, to allow students to connect difficult texts to their world as they read.
- Ask probing questions and engage in student-to-student discourse in response to difficult text.
- Engage student choice (and thereby student engagement) through book clubs/literature circles.
- Read contemporary classics and nonfiction in addition to cannon literature.

3. Additional Curriculum Area:

The study of Latin is rigorous, demanding time and effort from students. However, the rewards are worthwhile. All of our grade 10 students are best prepared to take the SAT II Latin achievement test at the end of the year. Students in Advanced Placement classes take rigorous examinations in May. The challenging nature of these courses, and our high rate of success, make our students stronger applicants to excellent colleges and universities. In this way, Latin relates to the essential skills of critical thinking and independent, active learning that are part of our school's mission.

We administer the National Latin Examination and the National Mythology Examination to selected students each year. High scores on these tests may qualify students for scholarships, prizes and an impression entry on a college application. Educators and college admissions personnel know that the study of Latin helps students achieve higher language scores on the SAT I and develops overall intellectual skills and discipline.

In addition, Latin provides a place to create well-rounded students who are challenged both academically and socially.

BLA runs a series of intramural clubs in which students practice for both written and oral communication (Certamen and oratory), in which we have been successful both at the state and at the national levels.

BLA has a very large and active chapter in the Massachusetts Junior Classical League and the National Junior Classical League. In recognition of the fact that our students can compete successfully with anyone anywhere, and that competition and socializing are important components of learning, we participate every year in state and national events. We have had national officers in the recent past, and one of our students was state president, responsible for putting on the state convention.

4. **Instructional Methods:**

From March-June 2009, Boston Latin Academy offered six on-site “Active Learning and Reading across Content” courses for faculty in response to the need to support teachers in differentiated instruction, especially to meet the diverse needs of student subgroups. Over thirty faculty members took the course.

Each week, the program director who facilitated the course used a focus active learning strategy to teach participants about active learning and scaffolding higher order thinking. The focus strategies were:

Session One: LINK: LINK (“list,” “inquire,” “note,” “know”) is an active learning, Reading Apprenticeship strategy used at the introduction to a new unit of study to both gather students’ prior knowledge and give students the fundamentals of the new topic.

Session Two: Jigsaw: A “jigsaw” is a higher-order thinking, active learning strategy where students work in small groups to actively read text in order to come together and answer a core question.

Session Three: Reciprocal Teaching: “Reciprocal Teaching” is a differentiated instruction, active reading strategy where students “summarize,” “clarify,” “question” and “predict” as they read.

Session Four: Question-Answer Relationships: “Question-Answer Relationships” (or “QAR”) is a higher-order thinking, active reading strategy where students ask four types of questions as they read: “right there,” “pulling it together,” “author and me” and “on my own.”

Session Five: Active Learning Lesson Plans: Participants brought in a lesson plan that used a differentiated instruction strategy new to their classroom and that facilitated active learning for all students.

Throughout the course, support was provided for teachers as they began to implement differentiated instruction. As a result, teachers were able to implement strategies as well as to have an extra set of eyes to look for evidence of student learning during the lessons.

5. **Professional Development:**

Boston Latin's Academy Instructional Leadership Team has been redeveloped this year to include a representative from each content area and also administrators. Our team includes: one English teacher, one Math teacher, two Language teachers (Latin and Modern Foreign Language), two Science teachers, a rotating History teacher, two administrators (Languages and English) and the Headmaster.

The goal of this year's Instructional Leadership Team (ILT) is to review our mission statement and use data-based research to plan and implement teacher-centered and teacher-run professional development that supports our mission statement.

The ILT has planned four school-wide professional development sessions. The purpose of this year's sessions is to foster:

- the sharing of active learning strategies
- the creating of inter-disciplinary lessons/units that utilize common active learning strategies

Therefore, our professional development activities support student learning and are aligned with content standards. Specifically:

October 5, 2009: Addressing concerns with active learning and beginning conversation about actualizing BLA's definition of active learning by a year-long goal of creating inter-disciplinary lessons that utilize active learning strategies. Teachers meet in content-area groups of six to eight teachers. Each group will be facilitated by an ILT member. Conversation begins by analyzing data from last year's final PD session.

December 8, 2009: Provide mini-workshops led by teachers in expert areas of active learning; back in content-area to jigsaw and beginning planning inter-disciplinary units that use common active learning strategies.

March 24, 2009: Working in inter-disciplinary groups to use an active learning strategy to create a unit of study.

May 13, 2009: Gallery Walk or other method of "publication" to share best practices of inter-disciplinary active learning. Feedback is solicited for how to continue the "active learning" conversation next year.

6. School Leadership:

The administrative team at Boston Latin Academy is comprised of our Headmaster, two Assistant Headmasters, and four Program Directors (English and Arts; Math and Science; History; Latin and Modern Foreign Languages). Together, this team focuses on ensuring that policies, programs, relationships and resources at BLA focus on improving student achievement.

This year, the administrative team is using "instructional rounds" based on the book *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning* by Richard Elmore, *et al.* at Boston Latin Academy. In order to become more of a culture of peer observations, we needed a starting place -- which includes administrators observing teachers in different content areas and then showing teachers how to do the same. Through instructional rounds -- which have now been held with the administrative team, district personnel and teacher leaders -- our headmaster has facilitated us in gathering essential data to improve student achievement.

We used this data to follow the "instructional rounds" procedures of writing our school "problem of practice." This is our working draft:

Some students aren't getting enough opportunities to practice higher-order thinking skills, specifically analyzing, evaluating and creating.

As a result, these students fail to apply what they've learned to solve new problems and/or make predictions across time, place and genre.

Some teachers may resort to more teacher-centered forms of instruction.

Some students may not take an active role in the learning process.

The system of instructional rounds serves as an example of how our headmaster works with the administrative team as well as teacher leaders, parents and other stakeholders to ensure that policies, programs, relationships and resources focus on improving student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: MCAS MATH

Edition/Publication Year: 2005/2006/2007/2008/2009

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	99	99	96	99	97
% Advanced	87	84	76	85	75
Number of students tested	295	270	270	259	237
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	98	100	99
% Advanced	88	89	87	93	83
Number of students tested	146	131	139	113	110
2. African American Students					
% Proficient plus % Advanced	100	98	95	100	96
% Advanced	84	82	78	82	71
Number of students tested	92	56	78	73	59
3. Hispanic or Latino Students					
% Proficient plus % Advanced	98	99	97	100	100
% Advanced	95	91	70	90	74
Number of students tested	40	53	37	29	35
4. Special Education Students					
% Proficient plus % Advanced	100				
% Advanced	73				
Number of students tested	11				
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100	100	100	98
% Advanced	95	90	92	98	88
Number of students tested	63	63	66	49	51

Notes:

The "Other Subgroup" listed above is Asian.

Boxes were left blank if there were fewer than 10 students or there is no data available.

Subject: Reading

Grade: 10 Test: English MCAS

Edition/Publication Year: 2005/2006/2007/2008/2009

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	99	100	97	97
% Advanced	58	47	48	30	36
Number of students tested	296	271	271	262	236
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	99	100	98	96
% Advanced	56	50	43	30	39
Number of students tested	147	131	140	116	109
2. African American Students					
% Proficient plus % Advanced	100	100	100	98	98
% Advanced	61	46	45	24	44
Number of students tested	93	57	78	74	59
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100	96	100	97	97
% Advanced	58	54	46	29	43
Number of students tested	40	52	37	31	35
4. Special Education Students					
% Proficient plus % Advanced	100				
% Advanced	42				
Number of students tested	12				
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	99	100	100	94	94
% Advanced	51	49	52	33	32
Number of students tested	63	63	66	49	50

Notes:

The "Other Subgroup" listed above is Asian-American.

Boxes were left blank if there were fewer than 10 students or if there is no data available.

Subject: Mathematics

Grade: 7 Test: MCAS Math

Edition/Publication Year: 2005/2006/2007/2008/2009

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	59	79	60	47	
% Advanced	14	21	11	11	
Number of students tested	276	248	326	342	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	67	86	69	57	
% Advanced	20	28	18	15	
Number of students tested	137	120	171	184	
2. African American Students					
% Proficient plus % Advanced	57	70	60	41	
% Advanced	7	16	7	8	
Number of students tested	76	74	92	108	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	63	91	64	55	
% Advanced	10	22	11	11	
Number of students tested	49	45	53	45	
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	75	100	91	70	
% Advanced	31	44	31	25	
Number of students tested	62	43	58	77	

Notes:

The "Other Subgroup" listed above is Asian-Americans.

Boxes were left blank if there were fewer than 10 students or if there is no data available.

Subject: Reading

Grade: 7 Test: English MCAS

Edition/Publication Year: 2005/2006/2007/2008/2009

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	94	94	94	89	94
% Advanced	12	15	7	8	10
Number of students tested	279	246	326	340	270
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	95	94	96	89	93
% Advanced	14	18	8	9	12
Number of students tested	137	119	171	182	129
2. African American Students					
% Proficient plus % Advanced	94	93	97	90	96
% Advanced	11	19	11	11	15
Number of students tested	76	73	92	107	62
3. Hispanic or Latino Students					
% Proficient plus % Advanced	92	96	96	98	92
% Advanced	4	16	4	7	3
Number of students tested	49	45	53	45	35
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	99	95	91	84	95
% Advanced	18	14	5	5	14
Number of students tested	62	43	58	77	59

Notes:

The group represented in #6 above is Asian-American students.

Boxes were left blank if there were fewer than 10 students or if there is no data available.

Subject: Mathematics

Grade: 8 Test: Math MCAS

Edition/Publication Year: 2005/2006/2007/2008/2009

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	67	80	57	46	59
% Advanced	18	22	15	10	14
Number of students tested	241	310	330	260	285
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	78	86	64	55	68
% Advanced	23	31	20	18	21
Number of students tested	118	150	169	124	134
2. African American Students					
% Proficient plus % Advanced	62	73	51	49	55
% Advanced	11	11	9	5	6
Number of students tested	72	91	99	59	80
3. Hispanic or Latino Students					
% Proficient plus % Advanced	76	86	67	48	64
% Advanced	15	27	16	17	17
Number of students tested	41	49	43	35	36
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	96	96	82	70	79
% Advanced	47	55	35	25	33
Number of students tested	43	55	68	55	63

Notes:

The "Other Subgroup" listed above is Asian-American.

Boxes were left blank if there were fewer than 10 students or if there is no data available.

Subject: Reading

Grade: 8 Test: English MCAS

Edition/Publication Year: 2005/2006/2007/2008/2009

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	96	97	96	97	
% Advanced	5	11	10	16	
Number of students tested	240	310	333	260	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	97	98	96	96	
% Advanced	9	13	12	19	
Number of students tested	118	150	172	124	
2. African American Students					
% Proficient plus % Advanced	96	99	96	98	
% Advanced	4	10	14	29	
Number of students tested	72	91	100	59	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	95	100	100	97	
% Advanced	7	10	18	17	
Number of students tested	41	48	44	35	
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	93	94	97	
% Advanced	9	15	9	13	
Number of students tested	43	55	68	55	

Notes:

The "Other Subgroup" listed above is Asian-American.

Boxes were left blank if there were fewer than 10 students or if there is no data available.