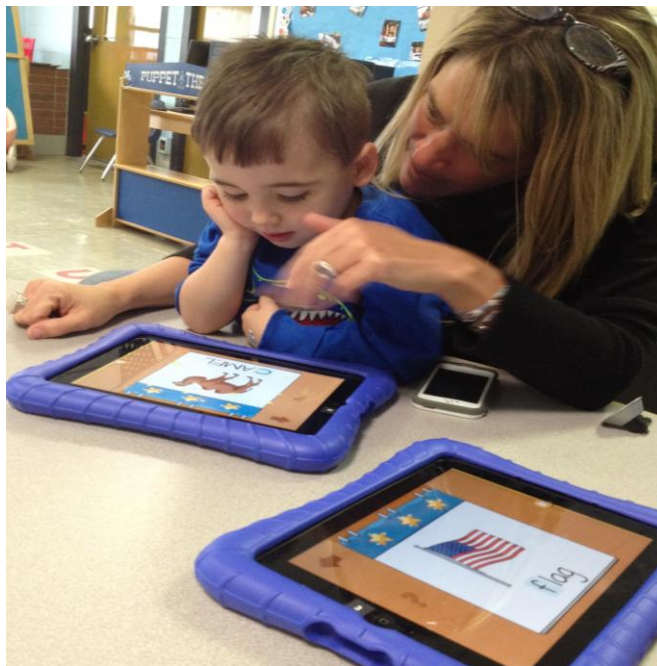




**Center for
Education
Innovation**
at Friends Academy

Annual Report 2013-2014



**Submitted by: Katherine Gaudet, Founder and President
Benjamin Parsons, Executive Director**

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STRATEGIC MISSION

The Center for Education Innovation at the Friends Academy was founded in 2011 to provide a replicable and scalable research-based, technology integration program for New Bedford public elementary schools. This mission is accomplished through the provision of ongoing professional development and mentoring of teachers and administrators, coupled with the introduction of technology to grant students individualized access to high quality educational programs.

PROGRAM GOALS 2013-2014

- Train teachers to become more effective through:
 - Targeted and research-based professional development
 - Teaching for Understanding using WIDE World's *Teaching to Standards with New Technologies*
 - Technology literacy via a wrap-around program for WIDE World provided by CEI
 - The introduction of Lexia Reading program and Symphony Math with ongoing support from CEI and Lincoln Learning
- Provide access to technology to build skills and provide motivation for learning:
 - Lexia Reading to build basic literacy and comprehension skills
 - Symphony Math to build basic math literacy skills
 - Kidspiration to provide graphic organizers for writing
 - KidPix to give students tools to create interactive projects
 - Timeliner to give students tools to organize and sequence information

2013-2014 METRICS AND RESULTS

- Train teachers to become more effective through:
 1. Mentoring/accountability to ensure that the best practices learned through professional development are fully integrated into the classroom and regular lessons.
 - Hired Executive Director on November 13, 2013 to assure presence in two schools and provide a liaison between CEI staff and New Bedford.
 - Offered a Professional Development Day on January 27, 2014 at Lincoln Elementary to all faculty and staff of Lincoln and Campbell.
 2. Continued instruction in technology according to demand from teachers who completed the course

- During May and June, provided 60 hours of one-on-one training in situ for teachers to further familiarize them with software suite installed on all desktops and iPads
- 3. Increase the rate of teachers who feel proficient in technology integration from pre-program to post-program.
 - Executive Director and staff provided ongoing support to administrators and teachers. A more robust survey to measure teacher proficiency in technology was designed and administered by the Colleen Dawicki at the Urban Initiative (NEED TO ADD RESULTS THAT SUPPORT THIS POINT).
- 4. WIDE World's Teaching to Standards with New Technologies. In January 2014, Campbell and Lincoln teachers will take the course with support from their CEI trainers. The goal is to match last year's 100% completion rate.
 - Registered and enrolled 60 faculty and staff from Lincoln and Campbell in the WIDE TSNT course for Spring 2014. TSNT course was taught by the CEI Team of Beth Donahue, Jonathan Felix, Laura Velazquez, Jamie Ross-Cory, Katherine Gaudet and Ben Parsons. Achieved 100% completion rate.
- Provide oversight and support to ensure that Lexia Reading and Symphony Math:
 1. Is used with fidelity in all appropriate classes. Data toward this goal is provided through online access.
 - Lincoln Learning introduced Lexia to Lincoln and Campbell in October, 2013. Lincoln using the program with fidelity since October, 2013 on computer lab and classroom desktops and 60 new iPads. Campbell using the program on new desktops since January, 2014. Further training from Lincoln Learning provided to administrators on January 22, 2014 and to teachers on April 11, 2014.
 - Please see APPENDIX B for detailed school reports
 - DID NOT ACCOMPLISH Symphony Math rollout. Plan is to pilot Symphony in Campbell and Lincoln in 2014-2015.
- Ensure that student outcomes are improving as a result of CEI program by:
 1. Comparing state and district standardized test scores (Dibels, Galileo, and MCAS) in reading and math to previous years.
 2. Surveying teacher perceptions of student performance against previous years
 3. Comparing Lexia and Symphony data from beginning of year (B.O.Y.) to middle of year (MOY) to end of year (EOY).

- Commissioned the UMass-Dartmouth Urban Initiative to devise a more robust CEI evaluation in order to effectively measure gains in student and teacher growth. (SEE APPENDIX A)
 - NEED TO INSERT EXACT #'S HERE
- Plan the continuation of the CEI program to include 2-4 New Bedford Elementary Schools on the way toward serving all 22 district elementary schools.
 - CEI expanded into two elementary schools, Lincoln and Campbell, providing services to over 1,000 children and 60 teachers. Worked in collaboration with school district leadership to identify hardware and network needs at each school and with business manager, Andrew O'Leary, who underwrote WIDE course costs (\$23,760).
 - DID NOT ACCOMPLISH continued relationship with Hayden-McFadden. School was designated Level 4 by DESE, which prompted a change in leadership and district and state initiatives that did not align with the CEI mission.
- Continue to fundraise towards the \$6 million needed to serve all 22 schools.
 1. Goal- adequate funds for Year 3
 - Secured \$180,000 from Kate and Al Merck
 - \$25,000 from Cile Hicks
 - Submitted \$10,000 grant request to Tomfohrde Foundation (finalist, but denied)
 - Communicated with the Community Foundation of Southeastern MA, Carnegie Foundation of NY, The Patrick Carney Foundation

GOALS FOR 2014-2015

- Continue to align the CEI mission with 21st century best practices. Specifically, the CEI program aims to: develop effective curricular leaders; create collaborative professional learning communities; offer families instructional participation through the use of technology; establish supportive, differentiated, data-driven, technology-based instruction; provide ambitious and engaging curriculum for all.
- Expand the CEI into 4 New Bedford Elementary Schools
- Complete Urban Initiative evaluation and benchmarking in all elementary schools
- Continue to raise funds and diversify funding sources

- Pilot Symphony Math in Campbell and Lincoln
- Continue mentoring relationship with all teachers at Campbell and Lincoln who participated in WIDE course

EXECUTIVE SUMMARY

Despite some early obstacles due to continuing district level technology issues, 2013-2014 marked a highly successful year for the CEI. Thanks in large measure to new district leadership, two extremely willing and enthusiastic school principals, and the availability of a new Executive Director the CEI was able to show some impressive gains in 2013-2014. These gains are reflected in robust growth in the CEI's scope and, more importantly, in the test scores of students at Campbell and Lincoln. Lincoln saw its aggregate ELA scores increase by x% and Campbell witnessed a remarkable y% jump in scores. The hope is that the CEI's newly devised evaluation measure will allow for us to correlate student success with teacher fidelity to the CEI program, by linking Lexia fidelity and technology integration usage with district and state benchmarks. In addition, anecdotal reports from teachers suggest real appreciation and gratitude for hardware, software, and ongoing professional support.

APPENDIX A
Center for Education Innovation Evaluation Scope of Services
Presented by the UMass Dartmouth Urban Initiative

The Center for Education Innovation (CEI) works to increase the effectiveness of New Bedford Public Schools (NBPS) teachers by providing them with high-caliber training, technology, and coaching. In the long-term, CEI expects that district-wide implementation of this intervention will result in improved outcomes for NBPS students, schools, and the district as a whole. In order to better understand its impact and plan for efforts to scale up its model to reach more teachers and schools, CEI has engaged the services of the UMass Dartmouth Urban Initiative (UI). Between March and June 2014, the UI will develop and implement a pilot evaluation to determine the degree to which CEI's program influences the effectiveness of participating teachers. Between March and August 2014, the UI will work with CEI staff to develop a long-term evaluation plan and the tools necessary for its implementation so that CEI can evaluate its program more comprehensively during the 2014-15 school year.

This project will result in two deliverables: a report on the findings of the pilot evaluation (to be issued on or before July 31, 2014) and a comprehensive evaluation plan—including relevant evaluation tools—to be completed on or before August 29, 2014. The UI will be available to present these deliverables to stakeholders as requested by CEI staff.

MARCH

Develop pre-participation survey Secure NBPS participation

APRIL

Conduct pre-participation survey (Campbell & Lincoln teachers) Develop survey for all elementary school (ES) teachers Determine availability of classroom-level data

MAY

Obtain classroom-level data
Design long-term evaluation plan

JUNE

Administer ES-wide survey Aggregate & analyze student data
Develop data profiles of schools Conduct post-participation survey
Aggregate & analyze all survey data

JUL Y

Issue pilot evaluation report

AUGUST

Finalize & issue evaluation plan

APPENDIX B

Pilot evaluation:

Impact of the Center for Education Innovation on Teaching and Learning in the New Bedford Public Schools

A study conducted by the UMass Dartmouth Urban Initiative for the Center for Education Innovation at Friends Academy

October 2014

Program background

The Center for Education Innovation (CEI) at Friends Academy works to increase the effectiveness of New Bedford Public Schools (NBPS) teachers by providing them with high-caliber training, technology, and coaching. In the short-term, this intervention is aimed at improving teaching quality and collaboration at select schools. In the long-term, CEI expects that these improvements will translate to gains in student achievement and school performance. If CEI's program is implemented district-wide, this is intended to result in improved outcomes for the entire district.

During the 2013-14 school year, CEI's program was instituted in the Campbell and Lincoln elementary schools, reaching a total of 60 teachers and, by extension, 1,060 students. As part of CEI's programming, these teachers received hardware (computers and iPads), software, access upgrades, guided participation in a professional development curriculum, one professional development day, and one-on-one mentoring to support their integration of technology and the curriculum in their classrooms.

Program theory & goals

In the short-term, the goals of CEI are to improve teaching quality and collaboration among program participants. In the long-term, CEI expects that these short-term impacts will translate to improved outcomes for students, their schools, and the entire New Bedford Public Schools system.

The overarching theory behind CEI's program activities and goals is that high-quality professional development for teachers, delivered in a collaborative environment and coupled with access to and training for integrating technology in the classroom, results in teachers who are more effective and collaborative. This theory is supported by research conducted by the University of Chicago Consortium for School Research, which links positive impacts in the areas of collaborative teaching (including professional development) and ambitious instruction to improved student achievement. Therefore, if CEI positively influences teacher effectiveness and collaboration, participating students and schools are likely to perform

better over the long-term.

Evaluation overview

To better understand its impact and plan for scaling up its model to reach more NBPS teachers and schools, CEI engaged the UMass Dartmouth Urban Initiative to evaluate its programming. In March 2014, the Urban Initiative began implementing a pilot evaluation while concurrently developing a long-term strategy with which CEI can evaluate its efforts sustainably in the long-term. The pilot evaluation, though limited in its ability to assert CEI's impact conclusively, was designed to assess the impact CEI is having on participating teachers, to provide CEI with a set of baseline data against which future impacts can be measured, and to test a set of evaluation strategies for feasibility so they can be incorporated into the organization's long-term evaluation plan.

Because CEI's program model reflects research-based practices, the Urban Initiative's approach to the evaluation design integrated research-based tools that have been demonstrated to measure the factors linked to CEI's short- and long-term goals. Through pre- and post-participation surveys and the analysis of data provided by principals at the participating schools, the Urban Initiative was able to learn about the degree to which teachers' perceptions, behaviors, and student outcomes changed during their engagement with CEI. At the same time, a survey was administered to their peers at non-participating elementary schools. This survey effectively demonstrated that, apart from issues related to technology, CEI teachers were not fundamentally different from their peers at the outset of their participation and this evaluation.

Program outcomes

While the limitations of the pilot evaluation—particularly the limited duration of the intervention being measured—suggested from the outset that conclusive findings were unlikely to emerge from this pilot evaluation, the Urban Initiative's analysis yielded some promising indicators of impact in the areas of technology integration, collaborative teaching, the use and perceived value of assessment data, and even student performance.

1. Impact on technology integration

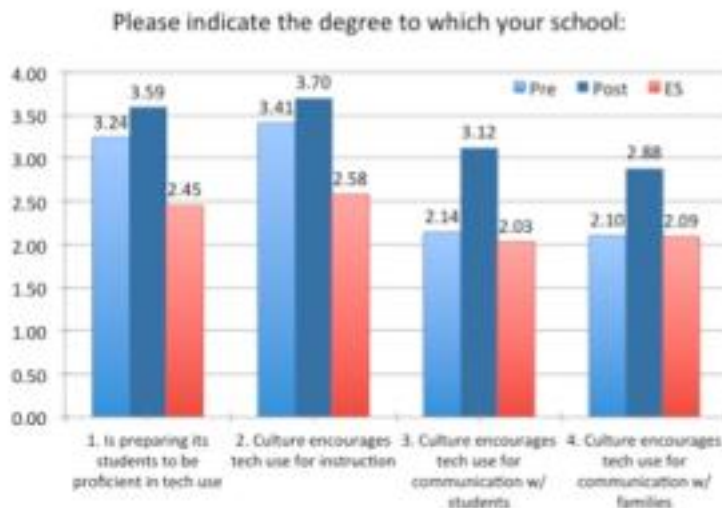
CEI is doubtless impacting the role of technology access and integration at both schools—factors that are essential to improving students' technological literacy in a way that readies them for college and the workplace.

Compared to their peers in other NBPS elementary schools, participating teachers report having more

access to technology, integrating it more in the classroom, and experiencing school cultures that promote technology as a tool for instruction and engagement. This finding suggests that Campbell and Lincoln students’ growth in technological literacy will likely outpace that of their peers, making this an outcome area CEI may wish to address in its future programming and evaluation.

Beyond improving access and removing barriers to technology, CEI appears to be influencing the degree to which teachers value the importance of technology integration. Compared with their peers, Campbell and Lincoln teachers voice a greater need for more time to integrate technology in the classroom—likely a reflection of the possibilities that CEI introduced. This influence may also underpin the finding that participating teachers are comparatively more concerned about students’ inability to use computers and the internet at home.

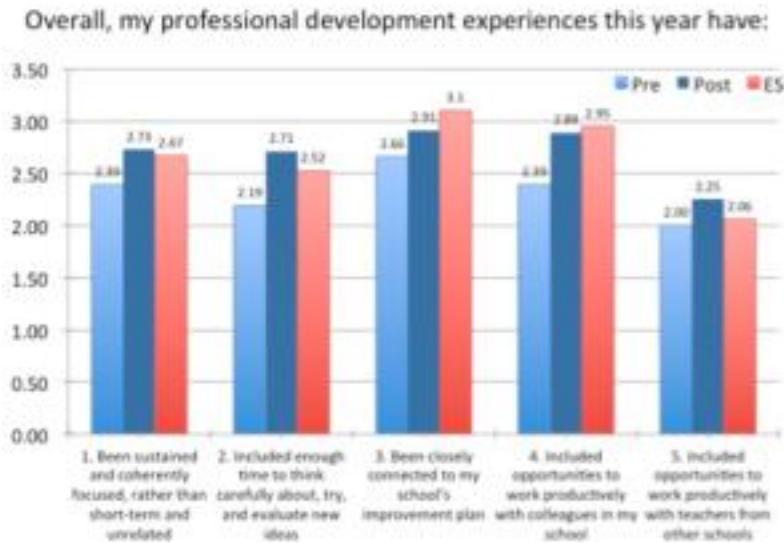
Perhaps most importantly, the post-participation survey results also reflected a positive change in school culture where technology integration is concerned. While Campbell and Lincoln teachers were already atypical in this respect, indicating technology-oriented school cultures from the outset, they reported even greater levels of technology integration and cultural orientation in their schools at the end of the school year. CEI’s influence is apparent in this finding.



2. Impact on collaborative teaching

Survey findings indicate that CEI is playing a significant role in enhancing the level of collaborative teaching, particularly where professional development is concerned. Collaborative teaching is a key contributor to student and school achievement, and it is also an area that CEI’s programming directly targets through the provision of a high-quality professional development program offered in a collaborative setting.

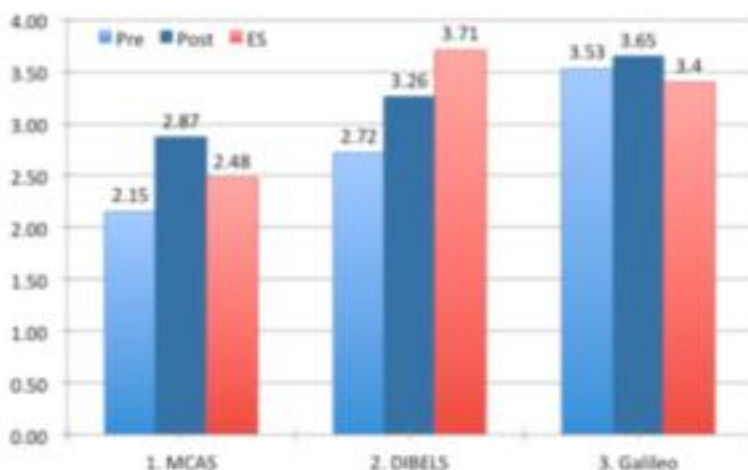
After working with CEI for several months, teachers reflected much more positively on their professional development experiences, reporting gains in the degree to which they: were sustained and coherently focused; provided sufficient time for considering new ideas; felt connected to the school’s improvement plan; and included opportunities to collaborate with colleagues. Notably, teachers at participating schools initially reacted to this question more negatively than their peers at other elementary schools. As the following graph demonstrates, those gaps were closed by the end of the school year.



3. Impact on perceptions and use of assessment data

A major finding of this evaluation was that CEI appears to be impacting the perceptions and use of assessment data, because these factors changed positively between the pre- and post- participation surveys. Research links this output measure to improved student achievement, and it also points to the role of professional development in bolstering teachers’ ability to use formative assessment data to enhance student performance.

How valuable do you find the following types of assessment data?

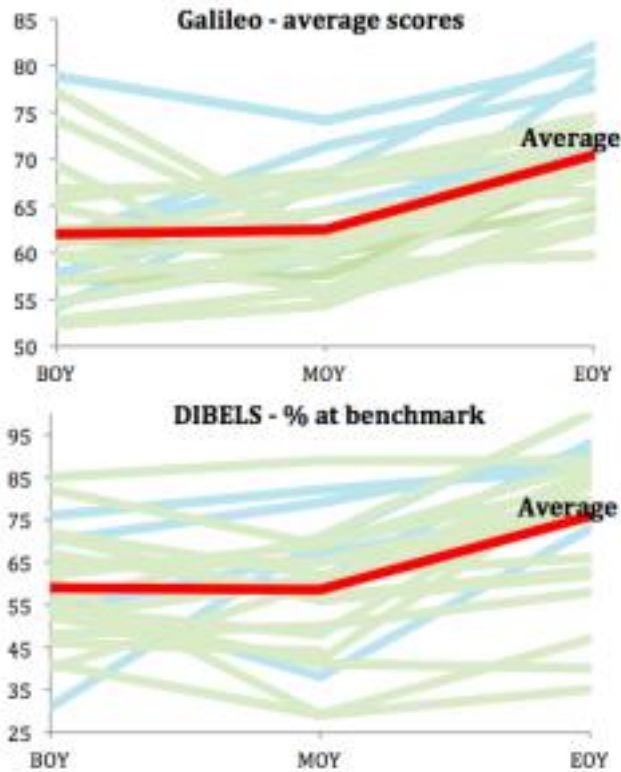


In the post-participation survey, teachers placed a higher value on assessment data than they did when they began working with CEI. According to the results, CEI-engaged teachers now review assessment data independently with more frequency, and report placing a higher value on MCAS, DIBELS, and Galileo scores when compared to their earlier responses.

4. Impact on student performance

If CEI succeeds in impacting teacher quality and collaboration—and the results of the pilot evaluation suggest that it is on track to achieve this short-term goal—the research on these factors indicates that positive impacts on student performance will be realized in the long-term. While the short duration of both CEI’s programming and the Urban Initiative’s evaluation limit the ability to reliably measure long-term gains, student-level data was analyzed to capture baseline data and look for trends indicative of future impact.

Indeed, CEI-engaged teachers recorded improvements—almost across the board—in student literacy as measured by Galileo and DIBELS between the middle and end of the 2013-14 school year. Though the absence of district-level data makes it difficult to interpret these gains, it is nevertheless noteworthy that participating teachers’ Galileo scores rose by an average of 13 percent and the percentage of students who reached DIBELS benchmarks grew by 30 percent over the same period. These increases are illustrated in the following graphs.



Next steps

CEI will be able to assert more confidently its impact after its program—and the Urban Initiative-designed evaluation plan—has been implemented with fidelity across an entire school year. Allowing for more time between surveys is likely to reflect changes more meaningfully, especially because teachers will have more time to implement CEI’s program in their classrooms and identify the degree to which CEI influences their teaching and their students.

Obtaining thorough data from NBPS is also essential to future efforts to measure impact. Not only will it be important for NBPS to provide data directly to CEI at regular intervals so that CEI may adjust its programming in response, but it will also be necessary to compare data from CEI classrooms with that from non-participating teachers and students.

If CEI participants continue to make the gains reflected by this pilot evaluation and the program is expanded to reach more schools and teachers, this program stands to positively shape the New Bedford Public Schools’ approach to technology- centered professional development, which may in turn shape the prospects of the city’s students and schools.