



Serving Students by Bringing Educators Together

TEACHING AND LEARNING SUBCOMMITTEE

10:30 – 12p | Tuesday, February 9, 2016

Neighborhood House Charter School | 21 Queen Street, Dorchester

Presented are minutes from the Boston Compact Teaching and Learning meeting held on February 9, 2016. For more information about any of the items listed below, visit www.BostonCompact.org or email info@BostonCompact.org.

ATTENDANCE

Members Present: **Kate Scott** (Executive Director, Neighborhood House Charter School), **Erin Cooley** (Manager of Research, Evaluation, and Partnerships; Boston Public Schools), **Monica Haldiman** (Principal, Sacred Heart of Roslindale), **Karmala Sherwood** (Executive Director, Davis Leadership Academy)

Members Absent: **Craig Martin** (Principal, Perkins Elementary), **Yeshi Gaskin-Lamour** (Principal, Holmes Elementary). **Robyn Pretlow** (Director of Civil Rights, Parents, and Community Engagement; Conservatory Lab Charter School)

Others Present: **Kegan Smith** (Compact Staff), **Rachel Weinstein** (Compact Staff)

BLACK AND LATINO BOYS GROWTH AND DISCIPLINE DATA

Subcommittee members reviewed data comparing student growth with school discipline levels. The initial data set compared school SGP with percentage of students disciplined for black students, Hispanic students, and all students. They noted that schools clustered in the 40 – 60 range for SGP, but varied widely in their percentage of students disciplined.

The subcommittee then identified conditions that would help to isolate schools with promising practices for black and Latino boys. Members noted that it is important to look at a school's overall discipline levels, and to compare levels of discipline between black/Latino students and their white counterparts.

Members agreed that discipline in elementary grades is an important element of student outcomes, but felt that discipline practices in middle and high school would be more conducive to identifying actionable steps that could be taken by school leaders.

Subcommittee members also discussed how to include Catholic schools in the conversation given differences in data collection within the Archdiocese and between the Archdiocese and other sectors. They agreed to the need to use both qualitative and quantitative data in examining Catholic schools.

ACTION ITEMS

- Erin will revise the dataset to exclude schools with low growth or high discipline. She will also incorporate discipline disparity, gender and other filters into the data.