

# High School Restructuring

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Informational Meeting

April 1, 2021

7PM-8:30 PM



# Introductions & Norms

# Panelist Introductions

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- Dr. Katie Novak, author, educator, and national expert on Universal Design for Learning
- Michael Woodlock, principal of Groton Dunstable High School
- Annie Reznik, Director of Education Finance Institute, national college access leader
- Joseph Hurley, Principal, Barrington High School
- Steven Pickford, High School Social Studies Chair
- Bill Barrass, High School Social Studies History Teacher
- Dr. Kevin Blanchard, High School English Chair
- Suzanne Pickford, High School English Teacher & Chair of the BHS School Improvement Team
- Drew Genetti, Special Education Chair
- Dr. Paula Dillon, Assistant Superintendent
- Michael Messoro, Superintendent
- Also present: Kristen Matthes, Director of Pupil Personnel and Mark Biancuzzo, Assistant Director of Pupil Personnel

# Agenda

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- **7:00 PM - 7:05 PM** Welcome, Introductions, and Norms
  - **7:05-7:25** The Why of Restructuring
  - **7:25 - 7:45** Advantages and Opportunities
  - **7:45-8:00** What to Expect in the Short Term
  - **8:00-8:15** What to Expect in the Long Term
  - **8:15-8:30** Questions
  - Please note that additional questions from the survey and this event will be made publicly available next week.

# Norms

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- Assume Positive Intentions
- Do Not Discuss Individual Panelists or Staff Members
- Explain Reasoning and Intent
- Ask Genuine Questions
- Speak Honestly and Respectfully
- Critique Ideas Not People

# Why Restructure?

# Increased Access and Opportunity

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- Barrington Public Schools has a mission to empower ALL students to excel in character, citizenship, collaboration, creativity, communication, and critical thinking to positively impact the future. We also have a commitment to diversity, equity, and inclusion. With these goals and commitments in mind, the high school has begun to restructure its program of studies in alignment with NEASC accreditation standards and best practices.
- **All students** now have **increased access to honors** designation where they did not exist before in Social Studies and English.
- Students in the Transition Pathways program will experience **increased course offerings** over the next four years.

# Why Restructuring Creates Opportunities and Promotes Equity

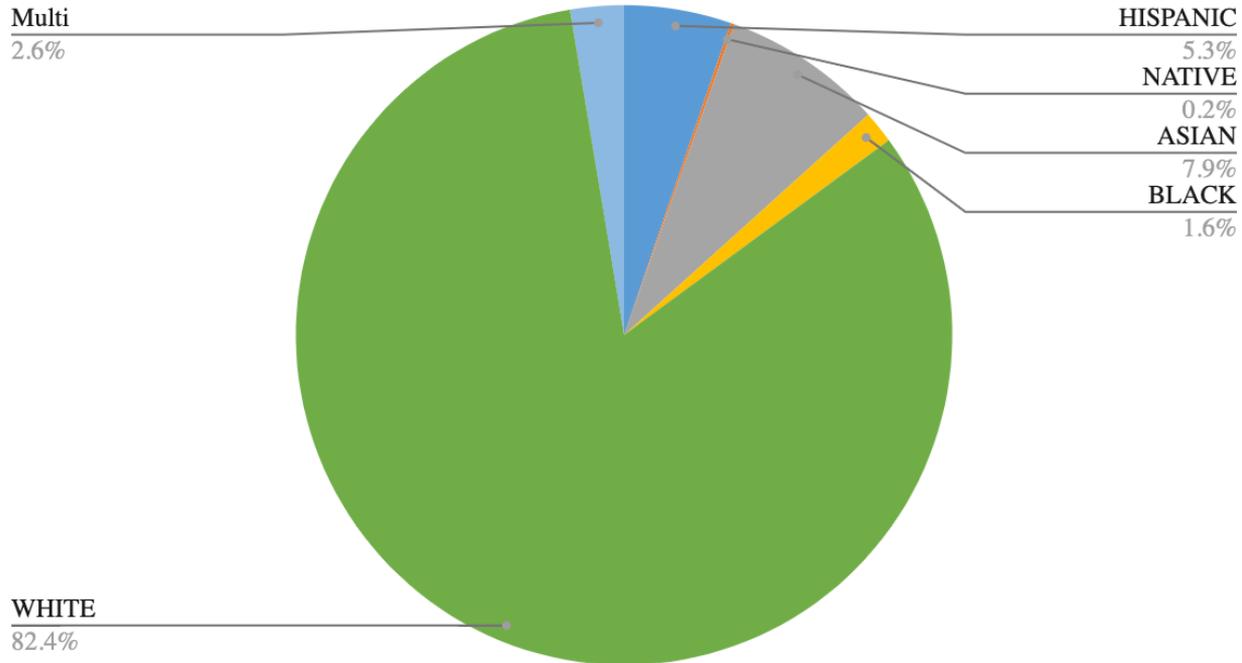
Leveled educational classes have been well documented for creating homogeneous groupings for more than just cognitive ability, but also race, socioeconomic status and ethnicity.

Heterogeneous classes improve equity as they:

- Create rigor for all students--ensuring access to the full curriculum and holding high expectations for all students.
- Allow for more and diverse perspectives and strengthened dialogue.
- Offer equal access to all teachers and teaching styles.
- Provide greater opportunities for all students to develop and strengthen their soft skills and leadership competencies.

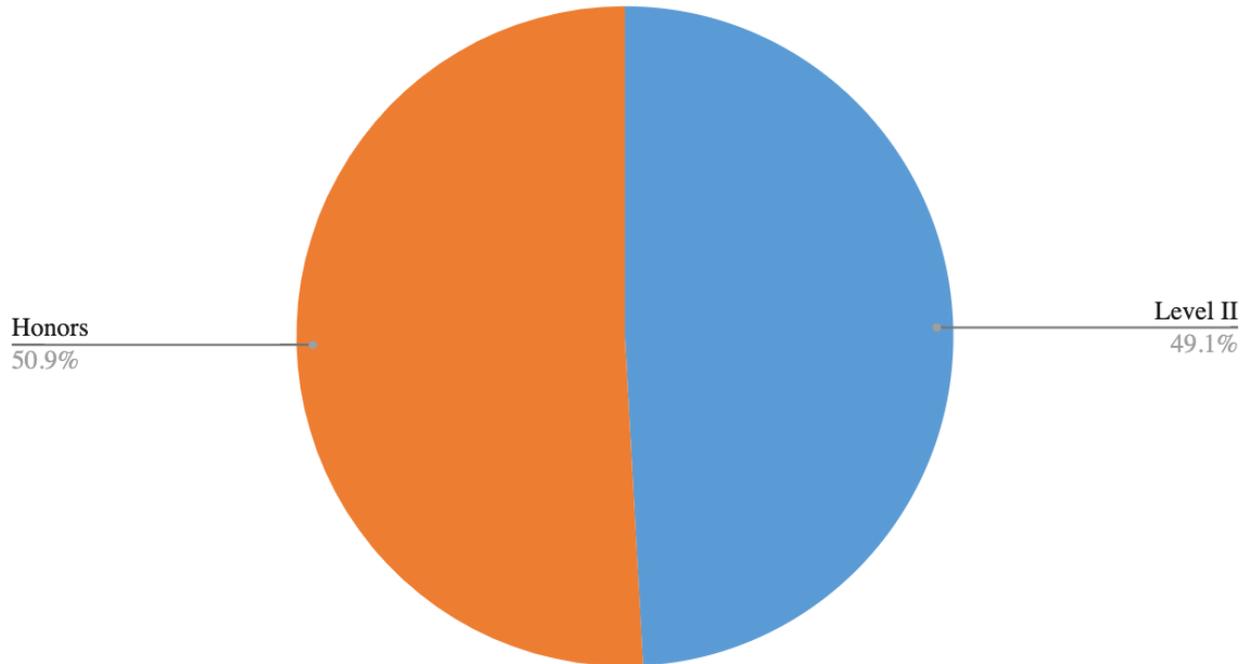
# Grade 9 & 10 Demographics

Grade 9 and 10 by Race



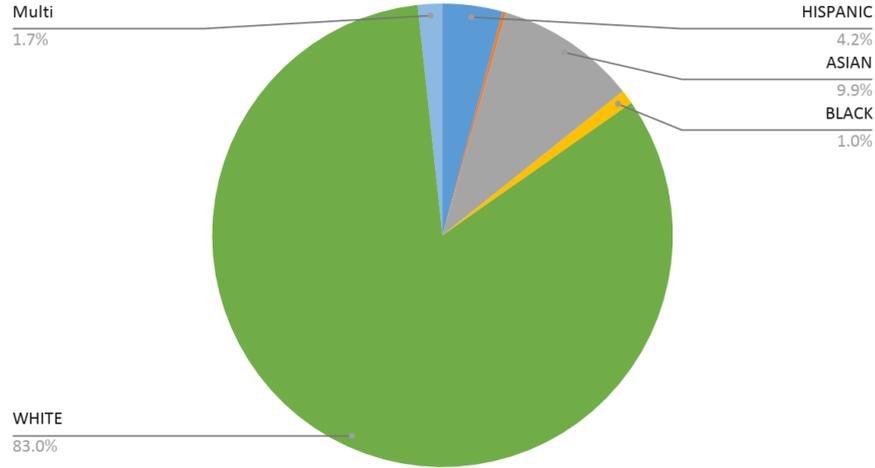
# Grade 9 & 10 English Course Distribution

9 and 10 Honors / Level 2

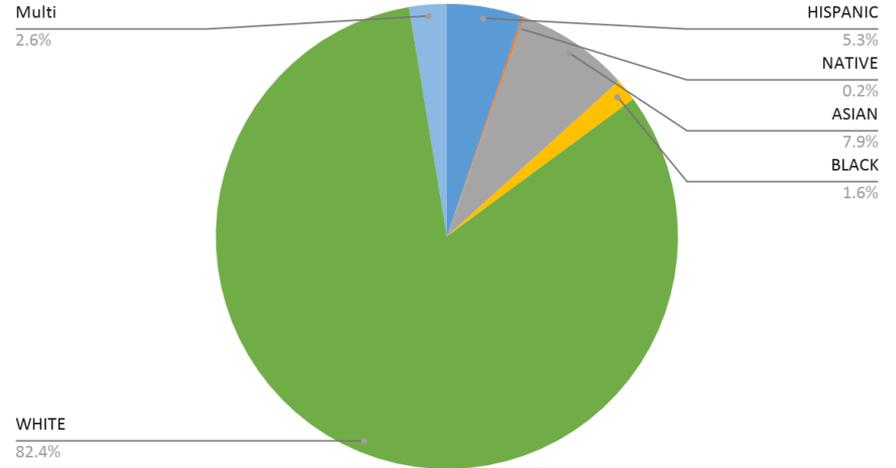


# Grade 9 & 10 ELA Course Enrollment by Race

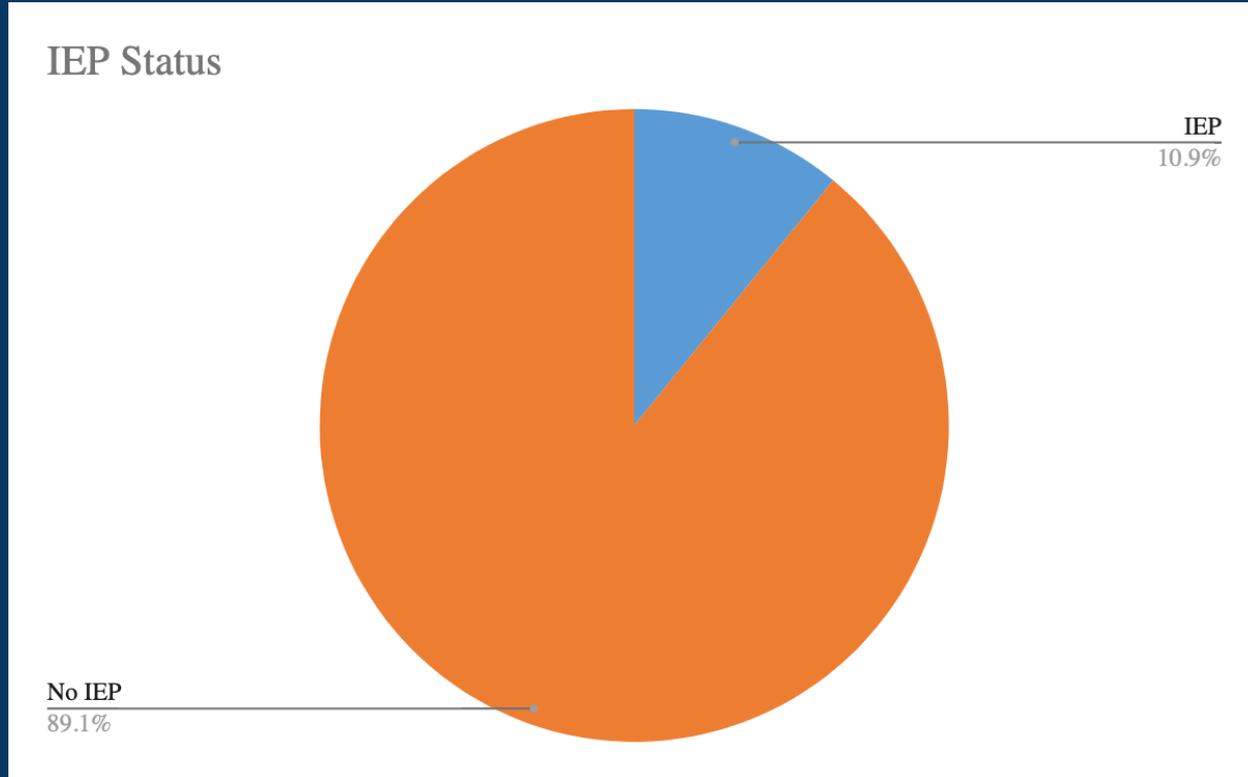
9 & 10 Honors ELA By Race



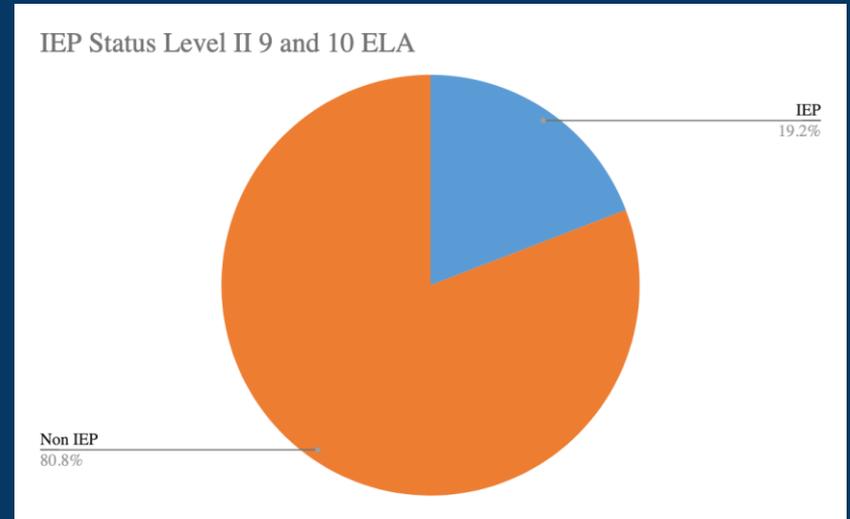
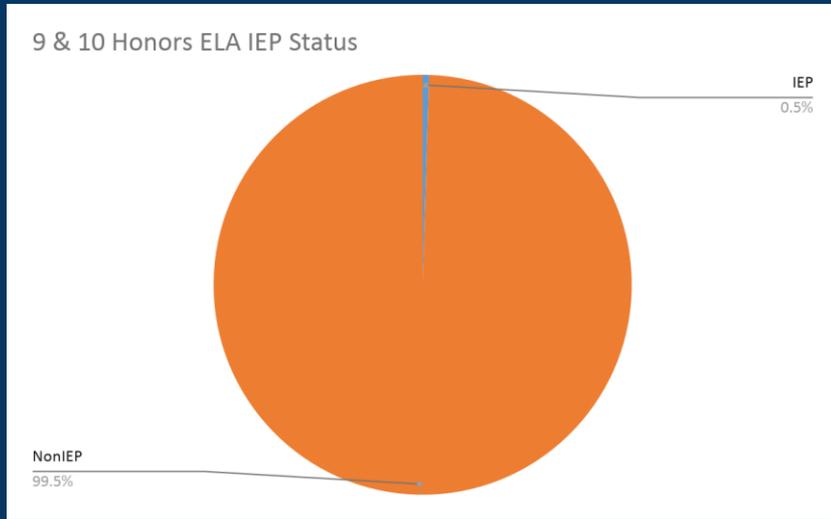
9 and 10 Level II ELA by Race



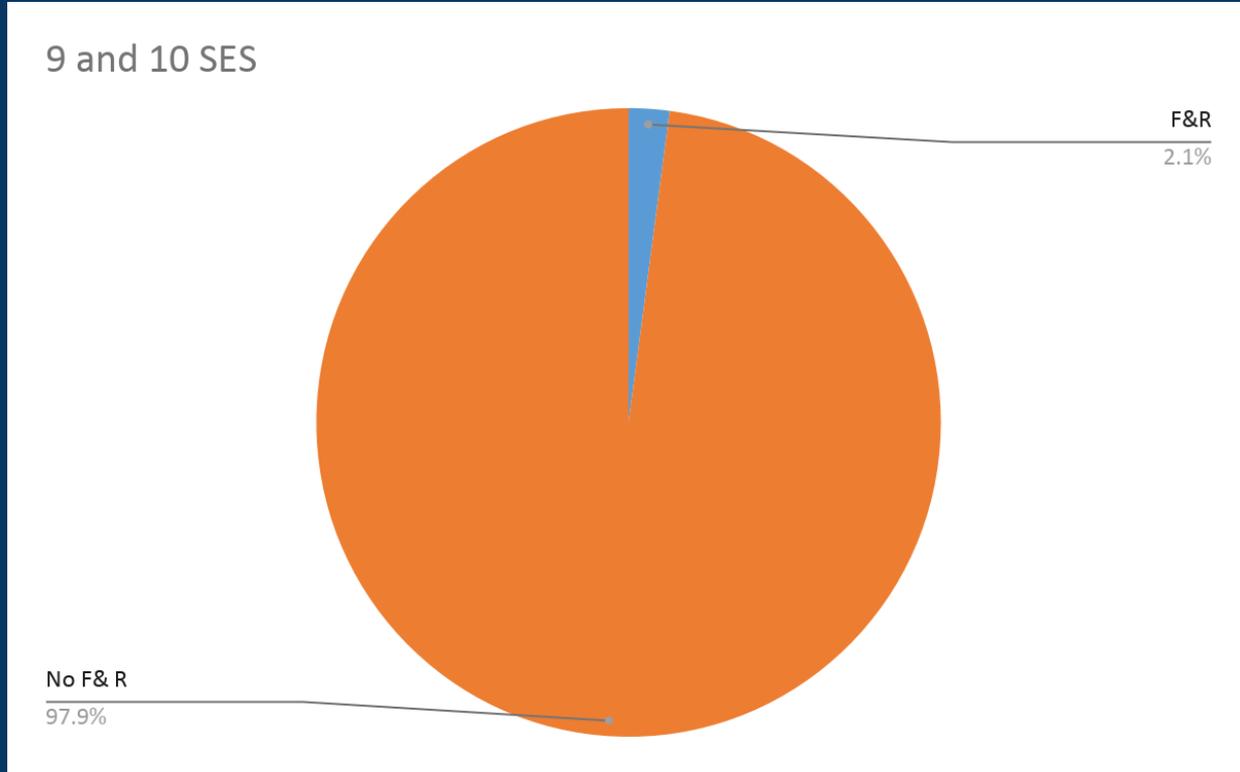
# Grade 9 & 10 Students with Individual Education Plans



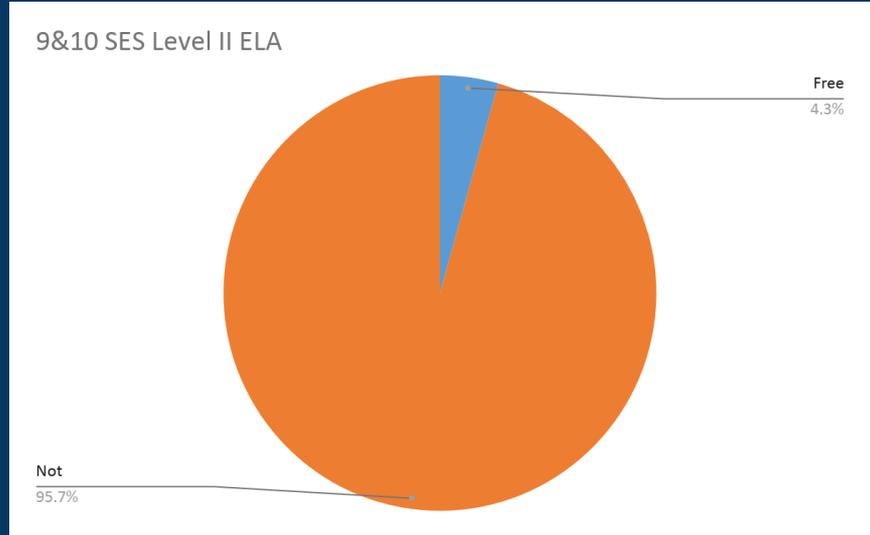
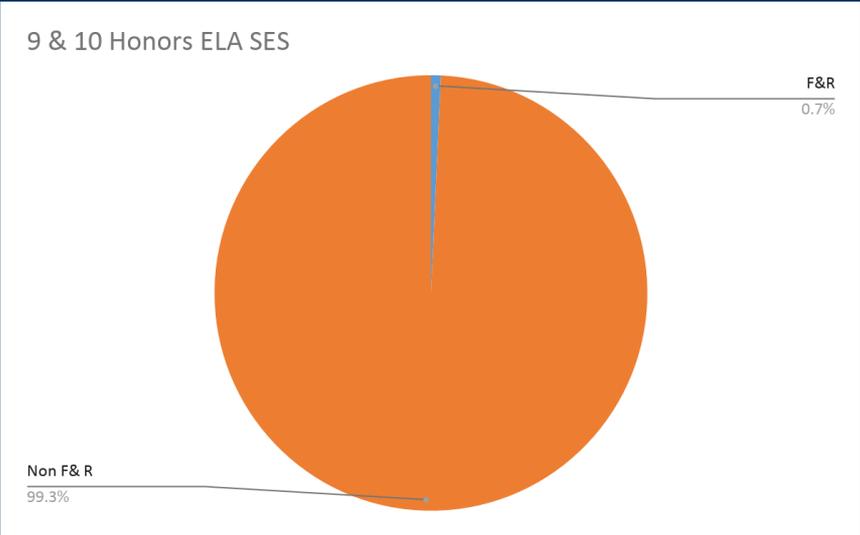
# Grade 9 & 10 Course Enrollment Comparison by IEP Status



# Grade 9 and 10 SocioEconomic Breakdown



# Grade 9 & 10 ELA Course Enrollment by SocioEconomic Status



# Barrington Performance Data

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- 93% of Freshman and Sophomores are proficient\* and above in reading and writing
- 77% of Students with Individualized Education Programs are proficient and above in reading and writing, yet less than .5% of students with IEPs make up the honors level ELA classes.
- 88% of students receiving free and reduced lunch are proficient\* and above in reading and writing, yet only .7% of students on free and reduced lunch make up the honors level ELA courses.
- 10th Grade students who score in the bottom 9th percentile on local Fastbridge are at the 83rd percentile nationally on Fastbridge
- What does the last bullet tell us? That it is not a stretch to hold all of our students to the highest expectations.

\*Average Fastbridge Mid-Year, Last 5 years

# Barrington Proficiency Data

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- Students who moved from Level III in Social Studies realized a 30% increase in proficiency data.
- No students moved into self-contained as a result of the restructuring. Almost every student on the Transition Pathway engages in World History.
- ALL students not in the Transition Pathway are required to take the same proficiency assessments and state assessments as ALL other students regardless of their course. Therefore, it is critical that they have access to the core program.
- Failure rates decreased with the elimination of Level III Social Studies classes.

# AP Implications

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- Social Studies is currently the only core curriculum area without designated honors courses.
- The Social Studies Department offers the most AP Courses at BHS.
- Students sit for more AP Social Studies exams than any other discipline.
- Annually, the average number of administered AP Social Studies exams is roughly 300 out of 800 exams administered school-wide.
- The average AP score in Social Studies (AP US Government and Politics, AP Macroeconomics, AP US History, and AP World History: Modern) is consistently a 4 (out of 5): “Very well qualified”

# AP Implications (cont.)

## Why the success in AP Social Studies Classes?

- Students in AP Social Studies have never been told that they do not belong in a high-level course; therefore, an increased number of students are willing to take AP Social Studies and have the confidence to excel WITHOUT having been in honors classes as freshmen or sophomores

<b>YEAR</b>	<b>% of students in Grade 10 Level II ELA that completed AP Lang &amp; Comp.</b>	<b>% of students in ELA Am.Studies that completed AP Lang &amp; Comp.</b>	<b>% of students in Grade 10 Level II ELA that completed at least 1 AP SS</b>	<b>% of students in SS AM Studies that completed at least 1 AP SS</b>
<b>Sophomores in 2018</b>	<b>8.8%</b>	<b>30%</b>	<b>22.5%</b>	<b>80.2%</b>
<b>Sophomores in 2019</b>	<b>8.6%</b>	<b>34%</b>	<b>30%</b>	<b>80%</b>

# What Are the Advantages for All Learners?

# Universal Design for Learning

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- What is Universal Design for Learning?
  - Addresses Student Engagement, Representation, and Action & Expression to meet all students where they are and excel them forward
  - Core components of UDL include understanding variability, focusing on “firm goals,” and ensuring expert learning which is critical to the future success of all learners
- How and why are we connecting it to our restructure?
  - Grouping students makes an assumption that the students in the group can be served by “one-size-fits-all” solutions when there is variability in all groups. All learners benefit from flexibility, scaffolds and supports, and opportunities to challenge themselves.
  - Content-based Universal Design Professional Development for the past four years
  - Universal Design helps educators to identify and eliminate barriers that prevent learners from getting the support and challenge they need to be successful

# Ready for Life

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- Increased opportunities for self-directed learning and passion based study
- Increased transferable skills
- Increased opportunities to engage with a more diverse peer base
- Increased academic confidence

# The College Advantage

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- Increased opportunities to build a self-directed honors experience
- A focus on content and deep learning competencies that increase student agency
- Addresses decreased focus on standardized measures
- Opportunities to build a portfolio of work that demonstrates passion and interests, while going deep, setting them apart from other applicants

**What To Expect Next Year?**

# First, A Historical Look Back

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- Social Studies

- Have not had separate honors courses in at least 21 years
- Have not had a Level 3 courses since 2017-2018
- Honors designations actually **EXPAND** honors opportunities in Social Studies

- English Language Arts

- 2002: British Literature (World Literature I) adds “Honors Option” in Grade 11
- 2012: AP English Language & Composition established in Grade 11 to compliment long standing AP Literature & Composition course in Grade 12—“open enrollment”
- 2020-2021:
  - All Level 3 courses eliminated—Language & Literature 113 and American Lit. 223 (Grades 9 & 10) and College Reading & Writing I /II (Grades 11 & 12)
  - American Studies adds “Honors Option” in Grade 10

# Course Level Changes for 2021-2022

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- English Language Arts
  - Language & Literature (Grade 9) and American Literature (Grade 10) add “Honors Option”
  - World Literature II (Grade 12) adds “Honors Option”—planned for 2020-2021 but emphases given to Senior Project during quarantine and hybrid year
- Social Studies
  - None

# Honors Designation: How to Achieve

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## Honors Distinction in US History/American Studies

- Deep Learning Project: student-driven, student-created, passion-based, research-based, and semester long

## Honors Distinction in English, Grades 9-12

- Deep Learning Project: student-driven, student-created, passion-based, semester long: reading, writing, speaking & listening.

# What Do Heterogeneous Classes Look Like?

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## English

- Why Can't We All Read Shakespeare?
- American Studies

## Social Studies

- 2017 Elimination of Level Three
- Engaging all students in World and US History
- State Standards Development and the Goal of Social Studies

# Supporting ALL Students in Heterogeneous Classes

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- Differentiation
- Universal Design
- Student Voice and Choice
- Inclusion
- Push-In Services

**What To Expect in The Next 3-5 Years?**

# 2021 & Beyond

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- 2019-2021: Planning and Professional Development. Teachers and administrators are researching teaching practices, data-driven instruction, culturally responsive teaching, Universal Design for Learning, etc. No change to the curriculum.
- 2020-2021: Implementation Research. Our teachers evaluated the new math and English curriculums allowable under state legislation. Continued professional development.
- 2021-2023: Full implementation in ELA and Social Studies. Continued professional development. Implementation of the Right to Read Act.
- 2023 - 2026: Implementation Research, Monitoring, and Refinement with continued professional development. New Science curriculum by 2025. New Social Studies Standards TBD.

# The Future of Math and Science

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- At this time, we do not have any further plans to change the levels in math or science. We are in the process of developing additional courses for students in the transition program. For at least the next three to five years, we will focus on ensuring that the changes in English and Social Studies are fully implemented, meeting the requirements for Right to Read, implementing the newly legislated curriculum, and examining our K-12 math and science progressions. In addition, we are continuing our professional learning on Universal Design for Learning, Instruction and Culturally Responsive Practices. As such, there will be no additional level restructuring during this time.

# Research

Considerable educational research supports the restructuring. Most notably:

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- Grouping students stratifies them by race and socioeconomic status.
- Students have opportunities to build self-awareness, self-direction and executive function where flexible pathways are provided for them to learn at high levels.
- Structural barriers created by singleton courses and inaccurate expectations for students exist when courses are leveled. It may appear that students have choice, when in fact, barriers for entry continue to drive decisions.
- Studies, as well as our internal data, have shown that students assigned to low-ability groups score lower on standardized assessments *than if they had been placed in mixed-ability classes*.
- BHS grade data shows that when students are placed in heterogeneous settings, their performance improves.
- Research, as well as qualitative evidence, shows that when implemented, equal access is tied to success for *all* students.

# Questions