Boston Public Schools

7-12 Redesign

Elia Bruggeman & Lindsa McIntyre
Secondary School Superintendents
Agenda

- High School Redesign for Comprehensive Schools
- Data
- Alternative Education
- 7-12 Redesign Purpose
- Framework: Core 4 - National Models of Rigor
- Alignment to Strategic Plan Commitments and Priorities
- Pathway Options
- Timeline
Prioritizing 7 large, comprehensive high schools to expand from 9-12th to 7-12th

Implementation SY21-22

- Burke
- Brighton*
- CASH*
- Charlestown*
- East Boston
- English*
- Madison Park*

Note: Selection for expansion based on location, right sizing comprehensive to accommodate middle school according to Strategic Plan.

*Schools in Transformation
### Key Data Insights: Comprehensive High Schools

**Enrollment:** Higher percentages of economically disadvantaged students, students with disabilities and English learners.

**Performance:** Lower MCAS achievement in all subjects. Lower graduation rate, higher dropout rate.

<table>
<thead>
<tr>
<th></th>
<th>7 Comprehensive High Schools</th>
<th>All Other BPS High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Students</strong></td>
<td>4,839</td>
<td>14,571</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td>67.7%</td>
<td>38.1%</td>
</tr>
<tr>
<td><strong>Students with Disabilities</strong></td>
<td>26.8%</td>
<td>15.5%</td>
</tr>
<tr>
<td><strong>English Learners</strong></td>
<td>40.4%</td>
<td>15.8%</td>
</tr>
<tr>
<td><strong>MCAS Achievement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA CPI</td>
<td>83.9</td>
<td>94.4</td>
</tr>
<tr>
<td>Math CPI</td>
<td>73.0</td>
<td>87.1</td>
</tr>
<tr>
<td>Science CPI</td>
<td>72.4</td>
<td>86.1</td>
</tr>
<tr>
<td><strong>High School Completion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>68.6%</td>
<td>76.0%</td>
</tr>
<tr>
<td>Dropout Rate (Gr. 9-12)</td>
<td>6.6%</td>
<td>3.8%</td>
</tr>
<tr>
<td><strong>Other Indicators</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chronic Absenteeism Rate</td>
<td>49.7%</td>
<td>30.3%</td>
</tr>
<tr>
<td>Advanced Coursework Completion (Gr. 11-12)</td>
<td>52.0%</td>
<td>63.3%</td>
</tr>
</tbody>
</table>
Alternative Education Redesign SY21-22

- **Brighton High School**: EDCO Youth Program
- **The Burke High School**: Students Referrals to ABCD University High
- **Charlestown High School**: Diploma Plus

- **English High School**: Students Referrals to Greater Egleston
- **East Boston**: Diploma Plus--access
- **Excel High School**: Accelerated Intervention Program (AIP)

- **Madison Park and Re-Engagement Center**: Boston Adult Central High School
- **Boston Collaborative High School**: Log On, St. Mary’s Otro Camino MS Academy, CoC (Sec Assoc--ABCD; EDCO; Ostiguy)
- **BATA / BDEA / Ostiguy/ & Community Academy**: Open
Alternative Education Schools and Programs: Data at a Glance

• 1,120 students are enrolled in alternative education schools and programs across the district
• Enrollment ranges from 25 students at William J. Ostiguy High School to 385 students at Boston Day and Evening Academy.
• Attendance and chronic absenteeism also differ across schools and programs:
  • Chronic absenteeism (percentage of students missing 10% or more of days enrolled) in alternative education programs ranges from 22.2% to 100%.
  • The average percentage of students attending on a daily basis ranges from 46.1% to 92.5%.

All data from SY19-20, as of March 16, 2020. Data by school and program available in the appendix.
Purpose

- Increase rigor through MassCore adoption (district wide)
- Increase access and opportunity for students (district wide)
- Improve access to high-quality seats (district wide)
- Provide career pathway alignments (district wide)
- Create Hub School Communities
- Rebrand schools through a positive marketing campaign (starting with 7 HS)
- Utilize an equity lens for decision-making around school design and implementation
7-12 Framework

Commitment 2: Accelerate Learning, Priority 2.1 – HS Redesign

Alignment to Excellence for All

Core 4 - National Models of Rigor

- Pre-AP preparation and expand Advanced Placement (AP) Capstone Experiences
- Career and Technical Education (CTE) pathways
- Dual Enrollment or Early College offerings
- International Baccalaureate (IB) MYP; Diploma Programme & IB Career-related Program (IB-CP)
  - SEL and CLSP informed practices
  - EL Biliteracy
  - Inclusive Programming

+++Accountability measures aligned to the Core-4 ) DESE's Student Opportunity Act)
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
### Strategic Plan

#### Commitments and Priorities

**HS Redesign: A Cross-Section of all Commitments and Priorities**

<table>
<thead>
<tr>
<th>COMMITMENT 1</th>
<th>COMMITMENT 2</th>
<th>COMMITMENT 3</th>
<th>COMMITMENT 4</th>
<th>COMMITMENT 5</th>
<th>COMMITMENT 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminate Oppr. &amp; Achievement Gaps</td>
<td>Accelerate Learning</td>
<td>Amplify all Voices</td>
<td>Expand Opportunity</td>
<td>Cultivate Trust</td>
<td>Activate Partnerships</td>
</tr>
<tr>
<td>1.1: policies, plans, and budgets align to OAG policy</td>
<td>2.1: secondary school redesign</td>
<td>3.1: engage youth voice in decision-making</td>
<td>4.1: fund all schools to meet the unique needs of high-need students</td>
<td>5.1: hire, support and retain diverse staff and address barriers to retaining staff of color</td>
<td>6.1: high-quality out-of-school time programming for all students</td>
</tr>
<tr>
<td>1.2: workforce diversity</td>
<td>2.2: inclusive learning opportunities</td>
<td>3.2: engage parent voice in district-level decision making</td>
<td>4.2: improve funding formulas for equitable distribution of resources</td>
<td>5.2: restructure central office to ensure child and family friendly services</td>
<td>6.2: partner with organizations on youth and skill development</td>
</tr>
<tr>
<td>1.3: curriculum bias review</td>
<td>2.3: well-rounded liberal arts education (arts, science, literacy, world language, P.E., health Ed., civics, athletics, and technology)</td>
<td>3.3: partner with families in school improvement and student learning</td>
<td>4.3: organizational effectiveness in excellence and define foundational academic and support services</td>
<td>5.3: support and hold school leaders accountable inclusive, CLSP, high-performing schools and teacher leadership</td>
<td>6.3: partner with organizations for student support, college readiness, dual enrollment, and early college during school day</td>
</tr>
<tr>
<td>1.4: EL support and LOOK Act</td>
<td>3.4: increase feedback systems for families to central office</td>
<td>4.4: implement Build BPS to ensure equitable pathways and connectors between schools</td>
<td>5.4: BPS a place where educators and staff want to be employed</td>
<td>6.4: champion college and career awareness</td>
<td></td>
</tr>
<tr>
<td>1.5: CLSP and Ethnic Studies</td>
<td>3.5: engage teachers, staff, families, and students in school site council</td>
<td>4.5: central office collaboration with partners</td>
<td>5.5: revamp central office operations: transportation, registration, nutrition services</td>
<td>6.5: engage key partners in decision-making to promote year around wrap around services</td>
<td></td>
</tr>
<tr>
<td>1.6: monitor OAG policy implementation - schools and central</td>
<td>2.5: rigorous and consistent elementary learning experiences</td>
<td>3.6: publicly share implementation of district’s engagement standards</td>
<td>4.6 WiFi services to BPS Families most in need, so we are all connected.</td>
<td>5.6 increase transparency and accountability with new data tools, dashboards, reporting.</td>
<td>6.6 Design and implement year-round opportunities with partners to promote opportunity.</td>
</tr>
<tr>
<td>1.7: code of conduct implementation disproportionality</td>
<td>2.6: reduce chronic absenteeism - joyful and engaging classrooms</td>
<td>3.7 engage families &amp; community in decision making: texts, online, surveys, and calling.</td>
<td>4.7: design and implement year-round opportunities for remote learning to BPS students grades 3-12.</td>
<td>5.7: plan for remote learning opportunities to prevent learning loss and provide opportunities to accelerate learning.</td>
<td></td>
</tr>
<tr>
<td>1.8: health and social contributors to opportunity gaps</td>
<td>2.7: safe and supportive learning spaces</td>
<td>3.8: comprehensive district-wide professional development plan</td>
<td>4.8: design and implement year-round opportunities for remote learning to BPS students grades 3-12.</td>
<td>5.8: plan for remote learning opportunities to prevent learning loss and provide opportunities to accelerate learning.</td>
<td></td>
</tr>
<tr>
<td>1.9: support in low performing schools</td>
<td>2.8: comprehensive district-wide professional development plan</td>
<td>3.9 monitor OAG policy implementation - schools and central</td>
<td>4.9: improve funding formulas for equitable distribution of resources</td>
<td>5.9: restructure central office to ensure child and family friendly services</td>
<td>6.9: high-quality out-of-school time programming for all students</td>
</tr>
<tr>
<td>1.10: special needs student support/ inclusion/ disproportionality</td>
<td>2.9:inclusive learning opportunities</td>
<td>3.10: engage youth voice in decision-making</td>
<td>4.10: fund all schools to meet the unique needs of high-need students</td>
<td>5.10: hire, support and retain diverse staff and address barriers to retaining staff of color</td>
<td>6.10: high-quality out-of-school time programming for all students</td>
</tr>
<tr>
<td>1.11 1:1 technology for opportunity for remote learning to BPS students grades 3-12.</td>
<td>3.11: engage parent voice in district-level decision making</td>
<td>4.11: improve funding formulas for equitable distribution of resources</td>
<td>5.11: restructure central office to ensure child and family friendly services</td>
<td>6.11: high-quality out-of-school time programming for all students</td>
<td></td>
</tr>
</tbody>
</table>

---

**1.1:** Commitment 1: Eliminate Oppr. & Achievement Gaps

- **1.1:** policies, plans, and budgets align to OAG policy
- **1.2:** workforce diversity
- **1.3:** curriculum bias review
- **1.4:** EL support and LOOK Act
- **1.5:** CLSP and Ethnic Studies

**2.1:** Commitment 2: Accelerate Learning

- **2.1:** secondary school redesign
- **2.2:** inclusive learning opportunities
- **2.3:** well-rounded liberal arts education (arts, science, literacy, world language, P.E., health Ed., civics, athletics, and technology)
- **2.4:** implement universal pre-kindergarten
- **2.5:** rigorous and consistent elementary learning experiences

**3.1:** Commitment 3: Amplify all Voices

- **3.1:** engage youth voice in decision-making
- **3.2:** engage parent voice in district-level decision making
- **3.3:** partner with families in school improvement and student learning
- **3.4:** increase feedback systems for families to central office
- **3.5:** engage teachers, staff, families, and students in school site council

**4.1:** Commitment 4: Expand Opportunity

- **4.1:** fund all schools to meet the unique needs of high-need students
- **4.2:** improve funding formulas for equitable distribution of resources
- **4.3:** organizational effectiveness in excellence and define foundational academic and support services
- **4.4:** implement Build BPS to ensure equitable pathways and connectors between schools
- **4.5:** central office collaboration with partners

**5.1:** Commitment 5: Cultivate Trust

- **5.1:** hire, support and retain diverse staff and address barriers to retaining staff of color
- **5.2:** restructure central office to ensure child and family friendly services
- **5.3:** support and hold school leaders accountable inclusive, CLSP, high-performing schools and teacher leadership
- **5.4:** BPS a place where educators and staff want to be employed
- **5.5:** revamp central office operations: transportation, registration, nutrition services

**6.1:** Commitment 6: Activate Partnerships

- **6.1:** high-quality out-of-school time programming for all students
- **6.2:** partner with organizations on youth and skill development
- **6.3:** partner with organizations for student support, college readiness, dual enrollment, and early college during school day
- **6.4:** champion college and career awareness
- **6.5:** engage key partners in decision-making to promote year around wrap around services
- **6.6:** Design and implement year-round opportunities with partners to promote opportunity.
Pathway Options Across the City

- City as a Classroom
- Performing Arts
- STEAM: Science, technology, engineering, arts, and math
- Expand access to high quality industry recognized career pathway, credentials, work based learning, and career exploration. (Health Careers, Teacher Cadet Program, Information Technology, etc.)
- Pathways Alignment to Labor Market Demand Jobs
- Athletics programming 7-12th
A Collective Responsibility

Preparing All Students for College, Career, and Life Readiness

High Quality College & Career Pathways Include Six Components:

1. Labor Market Demand
2. College and Career Planning
3. Rigorous Technical Instruction
4. Work-based Learning
5. Credential Preparation
6. Postsecondary Linkages (e.g. college, training, apprenticeships)

Grade 7-12 College and Career Pathways (flexibility)

- Career Technical Education Pathways
  - Occupation Focused
  - Emphasis on technical skill building
- Innovation Career Pathways
  - Industry Sector Focused
  - Emphasis on applied learning & work-based experiences
- Linked Learning
  - Industry Theme Focused
  - Integration of career technical skills with rigorous core academics-AP
- International Baccalaureate
  - Career related programme
  - Course of study with community service
- Early College Career Pathways
  - College Readiness Focused
  - Emphasis on attainment of at least 12 Post-secondary credits
- Integrated Education and Training Pathways
  - Occupation Focused
  - Emphasis on attainment of industry recognized credential

*Based on Massachusetts Model for High Quality College and Career Pathways

All pathways are designed to promote equitable access by eliminating barriers to participation and supporting agency as students take an active role in crafting their pathway.
<table>
<thead>
<tr>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MassCore</strong></td>
</tr>
<tr>
<td><strong>Pre-AP &amp; AP</strong></td>
</tr>
<tr>
<td><strong>IB</strong></td>
</tr>
<tr>
<td><strong>CTE</strong></td>
</tr>
<tr>
<td><strong>Early College &amp; Dual Enrollment</strong></td>
</tr>
</tbody>
</table>
High School Redesign is aligning to Strategies for Racial Equity, BPS Commitments and Priorities as outlined by the Strategic Plan:

- **Eliminate Gaps**
- **Accelerate Learning**
- **Amplify all Voices**
- **Expand Opportunities**
- **Cultivate Trust**
- **Activate Partnerships**
HS Redesign

Every Student
College, Career, and Life Ready

Thank You!
Appendix
# Sample (Biomedical Science Pathway)

**High School: Brighton (7th Grade to 4-Year College Completion)**

**College Partners:** BHCC, Quincy College, Wentworth, UMASS Boston

### Courses

<table>
<thead>
<tr>
<th>Grade</th>
<th>Core Academics:</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th-8th</td>
<td>Integration of Biotech units of study in science core through MassBioEd, Amgen, and Vertex</td>
<td>MassBioEd, Amgen, and Vertex</td>
</tr>
<tr>
<td>9th-10th</td>
<td>Grade 9 Biology Integration of Biotech units of study and experiences in science core through MassBioEd, Amgen, and Vertex</td>
<td>Intro to Eng I Pre Calculus</td>
</tr>
<tr>
<td>11th</td>
<td>AP Biology CTE Course: Biotechnology I Wentworth Courses</td>
<td>Wentworth Courses: Introduction to Engineering II Calculus 1</td>
</tr>
<tr>
<td>12th</td>
<td>AP Chem/ Physics CTE Course: Biotechnology II</td>
<td>Wentworth Courses: Biotechnology Good Manufacturing Practice</td>
</tr>
<tr>
<td>2-year College</td>
<td>BHCC Biotechnology Quincy College Biotechnology Good Manufacturing Practice</td>
<td>Associates Degree</td>
</tr>
<tr>
<td>4-year College</td>
<td>Wentworth B.S. in Biological or Biomedical Engineering UMass B.S. in Biology, Chemistry Biochemistry</td>
<td>Bachelor’s Degree</td>
</tr>
</tbody>
</table>

**Pathway Details:**
- **Core Academics:**
  - Integration of Biotech units of study in science core through MassBioEd, Amgen, and Vertex
  - Grade 9 Biology Integration of Biotech units of study and experiences in science core through MassBioEd, Amgen, and Vertex
  - AP Biology CTE Course: Biotechnology I Wentworth Courses
  - AP Chem/ Physics CTE Course: Biotechnology II Wentworth Courses: Introduction to Engineering II Calculus 1

**Pathway Outcomes:**
- **Certificates/ Badges**
- **Diploma w/14 College Credits**
- **Associates Degree**
- **Bachelor’s Degree**

**Summer Internships**

**Career Paths:**
- Technician
- Technologist
# Alternative Education Schools and Programs: Data at a Glance

(Data from SY2019-2020)

<table>
<thead>
<tr>
<th>School or Program</th>
<th>Allocated Enrollment</th>
<th>Current Enrollment</th>
<th>Students Discharged to Date</th>
<th>Chronic Absenteeism</th>
<th>Average Daily Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABCD University</td>
<td>85</td>
<td>50</td>
<td>12</td>
<td>87.1%</td>
<td>57.1%</td>
</tr>
<tr>
<td>AIP @ Excel High School</td>
<td>45</td>
<td>53</td>
<td></td>
<td>22.2%</td>
<td>92.5%</td>
</tr>
<tr>
<td>Boston Adult Technical Academy</td>
<td>200</td>
<td>203</td>
<td>112</td>
<td>76.7%</td>
<td>68.9%</td>
</tr>
<tr>
<td>Boston Collaborative High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• LogOn Academy</td>
<td>86</td>
<td>92</td>
<td>33</td>
<td>88.9%</td>
<td>63.7%</td>
</tr>
<tr>
<td>• Otro Camino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• St. Mary’s Alt. School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boston Day &amp; Evening Academy</td>
<td>365</td>
<td>385</td>
<td>109</td>
<td>97.3%</td>
<td>50.5%</td>
</tr>
<tr>
<td>Community Academy</td>
<td>65</td>
<td>69</td>
<td>25</td>
<td>82.3%</td>
<td>63.0%</td>
</tr>
<tr>
<td>Diploma Plus @ Charlestown High School</td>
<td>50</td>
<td>68</td>
<td>16</td>
<td>100%</td>
<td>50.2%</td>
</tr>
<tr>
<td>EDCO Youth Alternative</td>
<td>65</td>
<td>42</td>
<td>22</td>
<td>98.2%</td>
<td>46.1%</td>
</tr>
<tr>
<td>Greater Egleston High School</td>
<td>128</td>
<td>133</td>
<td>42</td>
<td>95.5%</td>
<td>51.8%</td>
</tr>
<tr>
<td>William J. Ostiguy High School</td>
<td>50</td>
<td>25</td>
<td>12</td>
<td>88.1%</td>
<td>61.6%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>1,139</strong></td>
<td><strong>1,120</strong></td>
<td><strong>386</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>