Each Randolph High School student will demonstrate high levels of achievement in a safe and respectful environment that honors our diversity.
Randolph MA...

- located 16 miles south of Boston
- approximately 31,000 people (general population)
  - Median age is 38 years
  - 61.5% White, 21% Black, 10% Asian (2007)
- voted for the first school override in 2008
Randolph High School...

780 students in grades 9—12
90 teachers/staff
28 different languages spoken
Profile of Students

Diversity of Student Body-1998-2008

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>White</th>
<th>Asian</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-1999</td>
<td>29%</td>
<td>52%</td>
<td>11.80%</td>
<td>6.60%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>41.80%</td>
<td>37.40%</td>
<td>13.20%</td>
<td>7.20%</td>
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<tr>
<td>2008-2009</td>
<td>51.20%</td>
<td>22.10%</td>
<td>15.60%</td>
<td>8.60%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOW INCOME</th>
<th>PRIMARY LANGUAGE (AT HOME) NOT ENGLISH</th>
<th>ELL</th>
<th>SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>43%</td>
<td>49%</td>
<td>7%</td>
<td>18%</td>
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</tbody>
</table>
Overview: What we will share today

- Our framework for thinking about school transformation.
- Strategies we implemented that helped Randolph improve test scores and overall student achievement.
It all began with three “simple” ideas…

We realized we needed to:

- Teach students, not subjects
- Create school-wide change, not isolated change
- Foster “smaller learning communities” to involve all of our teachers and students in opportunities for rigorous academic and social learning
Professional Learning Community

- A **Vision** focused on student achievement and high expectations
- A **School Improvement Plan** focused on improving the teaching and learning process
School Wide

1. Sustained Professional Development

- 2 years of professional development on all ½ days
- Research for Better Teaching (focus on instruction)
- Administrators took complementary course to help monitor and mentor teachers
School Wide

2. Supervision and evaluation
   - Administrative walk-throughs with brief feedback to teachers
   - Evaluation process fully implemented for all teachers
School Wide

3. Peer Walk-Throughs

- Teachers observe colleagues as they teach
- Four times a year for a total 8 visits
- Debrief on observations with a focus on best practices
4. Inclusion

- 95% of all special education students programmed into mainstream classes
- All inclusion classrooms co-taught
- Use of outside consultant — training in LINKS program
School Wide

5. Budget aligned to support school vision

✦ School budget provided AP test fees for all students

✦ This year we applied for and received the MMSI AP grant – approximately $600,000 in teacher training and student support over the next five years

✦ All 10th grade students will be taking PSAT in October
9th & 10th Grade
Small Learning Communities (SLC)

- One English, math, science, social studies, and inclusion teacher for each SLC
- Same group of approximately 100 students who take classes together
- One counselor
- Common planning time for team
9th & 10th Grade
Small Learning Communities

1. Common planning time
   - Four meetings every two weeks
   - Meeting agendas focused on program implementation, student achievement, student development and/or parent engagement
2. Relationships

- Student-Teacher
- Student-Student
- Student-Teacher-Content
- Teacher–Teacher
3. Benefits to students

- Consistency of expectations (academic, social, and civic)
- Homework
- Classroom rules and procedures
- Development of identity in difficult transition to high school
9th & 10th Grade
Small Learning Communities

4. Looking at student work/data

- Bring student work to team meetings to analyze and discuss student achievement
- Showcase student work throughout school
- Teachers discuss the workload of students to insure that students are being challenged but not overwhelmed
9th & 10th Grade
Small Learning Communities

5. Opportunity for teacher leadership

Teacher autonomy to:

- Choose lead facilitator (team leader)
- Move students according to needs, interests, etc.
- Loop w/students from 9th to 10th grade
- Design five-hour planning meetings at the end of each semester (compensated)
1. Massachusetts State Standards are embedded in curricular frameworks

- Instructional strategies and lessons built around higher order thinking skills
- All students are exposed to a variety of rich and challenging literature
- No Drill & Kill (MCAS worksheets and/or booklets)
2. Instructional Coach works directly with classroom teachers

- Observe and model lessons
- Conference with teachers on a regular basis
ELA

3. Departmental Common planning (school-wide)

- Teachers work together 3 periods every two weeks on curriculum maps, pacing, revision of curriculum, etc.
- Over 50 hours of CPT during regular school year
- Understanding by Design (Wiggins and McTighe)
- Classroom Instruction that Works (Marzano, et.al.)
ELA

4. Data Analysis

- Formative Assessments
- Open response and MCAS style questions based on the literature being read and studied in the class
5. Composition course

- All 9th grade students take a semester course in addition to 9th grade English
- A variety of writing assignments
Challenges

1. Building trust and shared understandings – new administration, coaching model, peer walkthroughs, inclusion, etc…

2. Evaluating classroom instruction, programs, initiatives, etc.

3. Developing and sustaining partnerships with the wider community
Challenges

4. Creating interdisciplinary projects within the SLCs (relevancy)

5. Introducing new teachers on previously held professional development

6. Relying on other data in addition to MCAS