Detracking + Heterogeneous Grouping
From the Great Schools Partnership:
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Angela Hardy, Director of Coaching
From Kearsarge Regional High School

Laura Newman, Assistant Principal
Curtis Roddy, grade 10 Social Studies
Kevin Lee, grade 10 English
Katherine McCandless, grade 9 Science
From Noble High School:

Alison Kearney, Assistant Principal

Nancy Simard, Director of School Counseling
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207-773-0505
All phone lines will be muted throughout the presentation to reduce background noise.
Feel free to ask questions any time or make comments using the chat space.
This webinar is being recorded. Find all materials on our website:

http://newenglandssc.org/league-members/lis-webinars/
Please type your name, school, state into the chat space

e.g. Don Weafer, GSP (ME)
OUTCOMES

Review the research evidence about the impact of tracking and heterogeneous grouping on student achievement.
OUTCOMES

Explore the beliefs and practices of two schools that have implemented heterogeneous grouping
OUTCOMES

Continue to build a network to support the implementation of personalized learning across New England
League of Innovative Schools is...

- a network of 119 member schools
- across five states
- serving over 70,000 students
- coordinated by the New England Secondary Schools Consortium
League of Innovative Schools

Year-long Theme

Leading + Learning for Equity
GLOBAL BEST PRACTICES

2ND EDITION

An Internationally Benchmarked
Self-Assessment Tool for Secondary Learning
### 1.1 EQUITY

#### STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

<table>
<thead>
<tr>
<th>INITIATING</th>
<th>DEVELOPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and staff question whether all students can or want to succeed. Academic, social, and aspirational inequities across the student body may have been identified, but no formal or strategic actions have been undertaken to address them. Students performing below grade level typically fail to catch up to their peers. The school’s courses, curricula, and instruction do not promote common high expectations or engagement for all students. The academic program is a complex hierarchy of tiered tracks and teachers are not trained in classroom differentiation or other personalization strategies. Student performance and behavioral data are collected and reviewed at the school level, but individual and demographic data are not disaggregated or analyzed to identify disparities in behavior or performance between student subgroups. School discipline structures are punitive rather than strategic or restorative, and consequences interfere with learning time. While all students have access to enriching school activities and co-curricular programs, actual participation rates are not systemic or integrated into regular courses. Participation in enriching school activities and co-curricular programs is relatively consistent across demographic groups. Community input is sought out, included, and supportive of learning. Inequities across the student body are monitored and reviewed and personalization is considered when programs are developed or revised.</td>
<td>There is a disconnect between the school’s stated and enacted beliefs that all students can succeed and the reality of their academic experiences. Students performing below grade level typically fail to catch up to their peers. The school’s courses, curricula, and instruction do not promote common high expectations or engagement for all students. Students performing below grade level typically fail to catch up to their peers. The school’s courses, curricula, and instruction do not promote common high expectations or engagement for all students. The school’s courses, curricula, and instruction do not promote common high expectations or engagement for all students. The school’s courses, curricula, and instruction do not promote common high expectations or engagement for all students. There is persistent inequity in student-centered, and engaging. The school is beginning to reexamine and revise discipline policies and practices to be more restorative and instructive in place. There is inconsistent use of individual and demographic data to identify and address disparities in behavior or performance between student subgroups. School discipline structures are punitive rather than strategic or restorative, and consequences interfere with learning time. While all students have access to enriching school activities and co-curricular programs, actual participation patterns reveal that certain demographic groups participate in these programs at significantly lower rates. Some staff members, parents, guardians, and community members display considerable resistance to adopting strategies that would promote a more equitable school structure.</td>
</tr>
</tbody>
</table>

#### STEP 4 >> SCORE YOUR SCHOOL

Place an X on the scale below to indicate your school’s performance in this dimension.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT ADDRESSED</td>
<td>INITIATING</td>
<td>DEVELOPING</td>
</tr>
</tbody>
</table>

Teachers hold each other accountable for engaging in ongoing reflection and courageous conversations with colleagues and students about their own practice and beliefs, and acknowledge the role that bias and privilege play in their work. Teachers develop strong, trusting relationships with all students and employ asset-based approaches to teaching and learning. Every member of the school community has embraced the belief that all students can succeed, and this stance clearly informs the school’s actions, structures, policies, and practices. Every member of the school community is able to recognize and interrupt implicit and explicit prejudicial and harmful language and actions such as racial microaggressions or bullying based on gender identity, sexual orientation, religious affiliation, social class, or disability. Educators help build upon the experiences and strengths each student brings and promote positive self-images and high academic expectations for all learners. They take responsibility for engaging and motivating students. Every student is enrolled in academically rigorous, college-preparatory courses or learning experiences. Discipline systems and structures are restorative and instructive in their approach, leading to an increased ability for students to address differences in positive and healthy ways. The perspectives, experiences, and voices of every demographic group represented in the school community are sought out, included, and incorporated in the development and refinement of school policies and practices.
STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1  INITIATING

Most students are enrolled in less-rigorous courses, and the lowest academic tracks have been eliminated. Prerequisites for higher-level courses, including honors, International Baccalaureate, and dual-enrollment courses, have been removed. Teachers are collaborating to develop and courses that lead to and demonstrate their ability to meet the school's learning standards, and teachers collaborate to foster cross-curricular connections. Teachers take responsibility for building relationships with and challenging every student and see their role as instrumental in engaging and motivating students. Students are given time to investigate ideas in depth, and engage in performance-based demonstrations that blend foundational knowledge and complex thinking to support the transfer of learning. Student learning is measured against agreed-upon standards and scoring guides, rather than against peer performance. Students exercise voice and choice as they work independently and collaboratively to learn and demonstrate knowledge and skills at high levels. A variety of instructional strategies and consistent feedback allow students to develop academic behaviors such as how to self-regulate, persevere, and self-monitor.

5  PERFORMING

All students access and participate in rigorous college preparatory courses. The administration and faculty believe all students can achieve the learning standards, and teachers collaborate to foster cross-curricular connections. Teachers take responsibility for building relationships with and challenging every student and see their role as instrumental in engaging and motivating students. Students are given time to investigate ideas in depth, and engage in performance-based demonstrations that blend foundational knowledge and complex thinking to support the transfer of learning. Student learning is measured against agreed-upon standards and scoring guides, rather than against peer performance. Students exercise voice and choice as they work independently and collaboratively to learn and demonstrate knowledge and skills at high levels. A variety of instructional strategies and consistent feedback allow students to develop academic behaviors such as how to self-regulate, persevere, and self-monitor.
What “tracking” is

The programmatic placement of students into leveled classes based on perceived ability
What “tracking” is

Leveled classes that allow student “choice” of level

- Demographics of levels stay the same
- Few students move up in level
What Tracking *Isn’t*

- Heterogeneous grouping
- Flexible ability grouping
How are students tracked?

• Test scores
• Grades
• Effort and behavior
• Teacher Recommendations
Why we shouldn’t track

• It does not improve school outcomes
• It enforces existing social and racial inequity
• Students are always more varied in strengths and needs than levels suggest
Flexible Ability Grouping

• Instructional, rather than programmatic, practice
• Relies on regular use of performance data
• Intentionally and regularly shifts groups over time
Synthesis of Research / Is Ability Grouping Equitable?

Adam Gamoran

Grouping and tracking do not increase overall achievements in schools, but...
“Synthesis of Research…”

- Tracking does not improve overall school outcomes
- Rigid, permanent tracks should be eliminated
- Grouping practices should be improved at the instructional level
Detracked — And going strong

Peter Bavis
First Published November 28, 2016 | review-article

Abstract

In 2010, Evanston Township High School in suburban Chicago, Ill., dramatically changed its freshman year for incoming students. The school detracked freshman English, history, and science courses. This article recounts their experiences.
“Detracked - And Going Strong”

The class of 2015 posted the highest:

- Average ACT scores
- Percentage of students taking AP courses
- Average AP scores

In school history!
Questions of practice

How do we continue to provide opportunities for acceleration to students who need or want it?

How do we support teachers to improve the use of flexible grouping strategies?

How do we transition away from tracking when members of the school community want it?
Schools in the Spotlight

Beliefs
Practices
Structures
Kearsarge Regional High School
Heterogeneous Classes
At Kearsarge Regional High School

Laura Newman, Assistant Principal
Curtis Roddy, Social Studies grade 10
Kevin Lee, English grade 10
Katherine McCandless, Science grade 9
Who Are We

- 570 Students, 54 Teachers
- Rural
- Seven sending towns: total population 14,000, geographic area of 470 sq. miles
- Student socioeconomic status varies greatly: median household income varies from over 80,000 to 62,000 which is below the state average
What Works

Focus on Grades 9/10
- Transition to high school
- Provides a more “liberal arts” style experience

Use flexible groups to increase student growth
- Not tracking means students hear varying points of view and perspectives on topics
What Works

Authentic Learning
- Project-based Learning
- Community Partnerships

Supporting Teachers
- Team planning in 9th grade
- co-taught classes & interdisciplinary projects
What Works

Differentiation

- honors option
- flexible grouping
- enrichment/remediation block
What Not to Do

Use the “good” kids to tutor the struggling students
  • Resentment issues

Dumb down the curriculum
  • “easier” projects aren’t effective
  • ability grouping can be effective
Projects in Heterogeneous Classes at KRHS

In the heterogeneous classroom, students will learn at high levels when there is “high-level, engaging, meaning-making curriculum in a flexible classroom setting”

- (Tomlinson, 2006, p. 32)
Physical Science Choice Learning Menu: Wave Properties and the Electromagnetic Spectrum

- empowers students through a choice of instructional options to achieve established learning objectives;

- student chooses strategies and order of completion while teacher oversees learning process and identifies individual learning needs

PHYSICAL SCIENCE

Properties of Waves: Your Menu for Learning

Together, we will start with direct instruction and complete: Wave notes packet or Video

Connecting Activities: Independently: Complete 1 of the following:

- Why is the sky blue?
- Ted Ed on Electromagnetic Spectrum
- Dr. Square Goes Shopping

Why is the Sky Blue Link? (Classroom) TedEd Video Dr. Square Goes Shopping (Classroom Form)

Lab: In Pairs: Collaborate and complete 1

Wave and Frequency
Draw Waves on Paper and move them across the ground to determine their relationship (directly or inversely).

Standing Wave
Ropes moving by your muscles.
Ropes attached to walls.
Makes waves. See Waves.
Wave Learning.

Proving Wave Speed
U.S. History students participate in inquiry based, relevant, & authentic performance based assessments

Senate Subcommittee on Immigration, Citizenship, Refugees, and Border Security

Period 1 | Senators:
Russell Mellott, Abigail McGee, and Hannah Foye

Period 2 | Senators:
Jared Fortier, Kyle Hernon, and Felicia McSweeny

Period 3 | Senators:
Isabella Greason, Thomas Lick, and Benjamin Corbyn
US HISTORY

Sophomores in the heterogeneously grouped U.S. History class:

- complete a *Point of Inquiry* research essay.
- participate in Socratic Seminars, town hall forums on annexation, WWI simulations, & rebel song analyses.
- Are exposed to a number of differentiated authentic assessments.
English 10 offers a mix of interest-based and skills-based opportunities

- Honors Designation carries very different assignments and expectation while covering much of the same content.

- Literature Circles allows for interest-based and skills-based literature study

- Differentiation in Socratic Seminar preparation allows for all students to participate in discussion on topics with varying approaches.
Creation of STEM Classes and partnership between STEM class and Introduction to Woodworking

Sutton Conservation Commission

- Rain Garden
Society for the Protection of New Hampshire Forests
Bridge Building Competition (partnered with NH DOT)

Bridge Building:
https://www.youtube.com/watch?v=OT9UIWB4BtU
https://www.youtube.com/watch?v=apAC9UR70S4
Noble High School
Personalized learning through proficiency-based learning and flexible pathways in a heterogeneously grouped system
North Berwick, Berwick, and Lebanon

Noble High School

- Towns contain 12,300 residents (combined)
- Towns have no public transportation
- Towns lack basic services for students and adults
- NHS contains grades 8-12
- Services 1,120 students
- 94% Caucasian
- 44% free and reduced lunch
Core Values and Beliefs

“At Noble High School, we believe all students can learn when provided with a rigorous and personalized education. We use transparent and democratic practices to foster a community of learners that values trust, decency, and equity for all. By creating authentic opportunities for collaboration, performance, and meaningful work, we seek to prepare students through mastery of skills and knowledge so they may participate capably and responsibly in society.”
Early Reform

1990

Traditional, tracked education

Low scores and low aspirations of lowest-achieving students inspired reform.

Higher achieving students worked hard, but teachers had difficulty getting the middle and lower students to achieve their potential.
Equity in Education

Students in most classes, regardless of their learning style, ability or test grades, now learn side-by-side.

The practice of tracking and offering separate courses for low, middle and high achievers was eliminated.

Students were heterogeneously grouped.
Early Results

Noble saw a 25 percent increase in both the low and average student MEA scores without a drop in the high scores. Instead of 35 percent of students going on to college, now 50 to 70 percent do.
# Vertical Learning Academies

## Interdisciplinary Teams

<table>
<thead>
<tr>
<th>Grade 8 - Falcons - D2B3 Planning</th>
<th>Grade 8 - Eagles - D2B3 Planning</th>
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</thead>
<tbody>
<tr>
<td>ELA (r) – Julie Dyer 256</td>
<td>ELA (r) – Stephanie Tarr 251</td>
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<tr>
<td>ELA (w) – Janet Fader 257</td>
<td>ELA (w) – Jeremy Hersom 252</td>
</tr>
<tr>
<td>Math – Sarah Cesario 258</td>
<td>Math – Carrie Wilson 253</td>
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<tr>
<td>SS - Brian Camire 152</td>
<td>SS - Vito Dugan 151</td>
</tr>
<tr>
<td>Sci. - Steven Barteaux 259</td>
<td>Sci. - Elizabeth Laine 254</td>
</tr>
<tr>
<td>Karissa Cyr - Sped Case Manager</td>
<td>Multiple Pathways - Jill Hofmeister 154</td>
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<tr>
<td></td>
<td>Samantha Grace - Sped Case Manager</td>
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<table>
<thead>
<tr>
<th>Grade 9 - Maroon - D2B1 Planning</th>
<th>Grade 9 - Gray - D1B1 Planning</th>
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</thead>
<tbody>
<tr>
<td>ELA (r) – Karl Jennings 231</td>
<td>ELA (r) – Shelley Suttle 246</td>
</tr>
<tr>
<td>ELA (w) – Cassie Thompson 233</td>
<td>ELA (w) – Elizabeth Barker 247</td>
</tr>
<tr>
<td>Science – Amy Mann 234</td>
<td>Science – Andrea Froburg 249</td>
</tr>
<tr>
<td>Deb Chadbourne – 9/10 Sped Case Manager</td>
<td>Aimee Hall – 9/10 Sped Case Manager</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 10 - Team 1 - D1B4 Planning</th>
<th>Grade 10 - Team 2 - D2B2 Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA – Lisa Sewell 238</td>
<td>ELA – Courtney Brooks 242</td>
</tr>
<tr>
<td>Math – Larry Millett 265</td>
<td>Math – Paula Beeler 243</td>
</tr>
<tr>
<td>Social Studies – Tracy Whitten 237</td>
<td>Social Studies – Meg Fox 266</td>
</tr>
<tr>
<td>Science – Danielle Minuitti 239</td>
<td>Science – Samantha Tanguay 244</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 11 – House 1 - D2B4 Planning</th>
<th>Grade 11 – House 2 - D1B1 Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA – Laura Mazzola 137</td>
<td>ELA – Diane Myers 148</td>
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<tr>
<td>ELA – Kate Reilly 138</td>
<td>Math – John Sullivan 146 PT</td>
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<tr>
<td>Math – Rick Melanson 170 PT</td>
<td>Math – Terri Nelson 146 PT</td>
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<tr>
<td>Social Studies – Harley Johnson 170 PT</td>
<td>Social Studies – Jane Perkins 147</td>
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<tr>
<td>Science – David Perkins 139</td>
<td>Science – Kelly Warner 149</td>
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<tr>
<td>Math – Jessica Miller 136</td>
<td>Molly Mountain – 11/12 Sped Case Manager</td>
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<tr>
<td>Melissa McCormack – 11/12 Sped Case Manager</td>
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<table>
<thead>
<tr>
<th>Grade 12- House 1 - D1B2 Planning</th>
<th>Grade 12 – House 2 - D2B1 Planning</th>
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<tbody>
<tr>
<td>ELA – Jane Gamage 132</td>
<td>ELA – Ingrid Strange 143</td>
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<td>Math – Matt Foster 131</td>
<td>Math – Chad McCormack 141</td>
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<tr>
<td>Social Studies – Chuck Bragdon 133</td>
<td>Social Studies – Jeff Patten 142</td>
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<td>Science – Dave Parker 134</td>
<td>Science – John Brennan 144</td>
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<tr>
<td>Melissa McCormack – 11/12 Sped Case Manager</td>
<td>Molly Mountain – 11/12 Sped Case Manager</td>
</tr>
</tbody>
</table>
# Block Scheduling

### Monday, Tuesday, Wednesday and Friday

<table>
<thead>
<tr>
<th>Block</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Block 1</td>
<td>80 minutes</td>
</tr>
<tr>
<td>Block 2</td>
<td>80 minutes</td>
</tr>
<tr>
<td>Knight Time (Advisory/Academic Support)</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Block 3</td>
<td>80 minutes</td>
</tr>
<tr>
<td>Block 4</td>
<td>80 minutes</td>
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### Thursday Late Start for Students

<table>
<thead>
<tr>
<th>Block</th>
<th>Duration</th>
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<tr>
<td>Block 1</td>
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<tr>
<td>Block 2</td>
<td>60 minutes</td>
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<tr>
<td>Block 3</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Block 4</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>
KnightTime (KT)

Provides an in-school system to help students in meeting Graduation Standards

<table>
<thead>
<tr>
<th>KnightTime Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Monday</td>
</tr>
<tr>
<td>Pre-Booking</td>
</tr>
<tr>
<td>- Teachers can pre-book students who need extra support in their classes</td>
</tr>
<tr>
<td>- Fill out weekly goal sheet</td>
</tr>
</tbody>
</table>
Graduation Standards = Standards grouped into clusters of skills, behaviors, and knowledge

<table>
<thead>
<tr>
<th>NHS SCIENCE DEPARTMENT</th>
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</thead>
<tbody>
<tr>
<td>GRADUATION STANDARDS</td>
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</table>

<table>
<thead>
<tr>
<th>SCI 1: Scientific Argumentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI 2: Experimental Design</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td>Environmental Systems</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics</td>
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<tr>
<td>SCI 5: Ecosystems</td>
<td>SCI 8: Genetics</td>
<td>SCI 12: Nuclear</td>
<td>SCI 16: Waves &amp; Digital Information</td>
</tr>
</tbody>
</table>
NHS 21st Century
Learning Expectations

ACADEMIC EXPECTATIONS

A1. Effective Communication: Communicates clearly and effectively in a variety of formats.
   i. Written Communication
   ii. Presentations

A2. Critical Thinking: Creatively and accurately applies content knowledge and critical thinking skills to solve novel problems

A3. Creative Use of Resources:
   i. Research—Uses books, other library resources, interviews, and technology effectively to perform research; integrates and applies information across disciplines;
      ii. Technology—Uses technology to research, solve problems, and design presentations, documents, and other products in a legal and ethical fashion.
      iii. Design and Professionalism—Creates neat, well-designed, and professional products.

A4. Work Habits: Demonstrates that he or she is a self-directed learner by completing work on time and maintaining an effective organizational system.

SOCIAL EXPECTATIONS

S1. Collaboration: Interacts, collaborates, and communicates effectively with others.

S2. Social Responsibility and Awareness: Manages personal behavior effectively with consideration for the community.

CIVIC EXPECTATIONS

C1. Informed Citizenship: Exemplifies the characteristics of an informed voter by demonstrating an understanding of governmental processes, global issues, the challenges and opportunities associated with diversity, and the impact of personal actions on the wider community.
PERSONALIZATION IN A HETEROGENEOUS CLASSROOM
# Levels of Proficiency

<table>
<thead>
<tr>
<th>Level of Proficiency</th>
<th>Letter Grade</th>
<th>Number Grade</th>
<th>Performance Descriptors</th>
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<tbody>
<tr>
<td>DISTINGUISHED</td>
<td>A+</td>
<td>99%-100%</td>
<td>The student has mastered the targeted skills and knowledge for the grade level. Understands and applies key concepts and skills with sophistication, consistency and independence, using challenging texts, sources or materials.</td>
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<tr>
<td></td>
<td>A</td>
<td>96%-98%</td>
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</tr>
<tr>
<td></td>
<td>A-</td>
<td>93%-95%</td>
<td></td>
</tr>
<tr>
<td>ADVANCED</td>
<td>B+</td>
<td>91%-92%</td>
<td>The student has consistently demonstrated the targeted skills and knowledge for the class and can apply them at the advanced level as described by the class' rubrics using grade-level or higher texts, sources or materials.</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>88%-90%</td>
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</tr>
<tr>
<td></td>
<td>B-</td>
<td>87%-85%</td>
<td></td>
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<tr>
<td>BASIC</td>
<td>C+</td>
<td>83%-84%</td>
<td>The student has demonstrated the targeted skills and knowledge at a basic level and can apply them at an acceptable level as defined by the class’ rubrics.</td>
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<tr>
<td></td>
<td>C</td>
<td>79%-82%</td>
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<tr>
<td></td>
<td>C-</td>
<td>75%-78%</td>
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<tr>
<td>DOES NOT MEET</td>
<td>NM</td>
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# NHS School-wide Rubrics

## NHS 21st Century Learning Expectation

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<th>Status</th>
<th>Department</th>
<th>School-wide Rubric (Landscape)</th>
<th>School-wide Rubric (Portrait)</th>
<th>School-wide Rubric (Goobrief Uploads)</th>
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<td>Communication: Writing</td>
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<tr>
<td>Effective</td>
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<tr>
<td>Communication: Presentations</td>
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<tr>
<td>Academic-A2.</td>
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<tr>
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<td>Research</td>
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<td>NHS Technology Rubric</td>
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<td>of Resources</td>
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Showing 10 Items
Student Work Exemplars

Training teachers and students to recognize what each level of proficiency looks like

- Distinguished (A-level)
- Advanced (B-level)
- Basic (C-level)
- NM (Does Not Meet)
Revisions/Retakes

Students may advocate for assessment revisions and/or retakes to demonstrate proficiency in Graduation Standards.
Extension Requests

Students requiring more time on assignments/assessments (e.g., projects, essays), may request, without penalty in Work Habits, for a deadline extension.

"At Noble High School, we believe all students can learn when provided with a rigorous and personalized education. We use transparent and democratic practices to foster a community of learners that values trust, decency, and equity for all. By creating authentic opportunities for collaboration, performance, and meaningful work, we seek to prepare students through mastery of skills and knowledge so they may participate capably and responsibly in society."

Noble High School Extension Request Form

GUIDELINES: Use this form to request an extension of a deadline to complete an assessment task. An extension will not be automatically granted.

- This form is to be used by a student requesting an extension to submit a summative assessment task for other than medical reasons.
- This form may not be used to request more time to study for in-class tests/exams.
- If an extension is granted, the teacher will decide how much extra time the student will have to complete the task. If the assignment is not handed in on the new due date, it will be entered as "Missing" in Infinite Campus.
- If an extension is granted, the student may submit the work at an agreed upon date without a penalty on their Work Habits grade.

There are three criteria for any request for an extension to be granted:

1. You must make the request for an extension at least two school days before the submission date for the task.
2. You must provide the teacher with evidence of the work you have completed so far. If you do not have a draft or any evidence of work completed your request will be denied automatically.
3. You must provide your teacher with a valid reason for requesting an extension. You may not use the following or similar reasons:
   - I had a big project due in another class.
   - I had to participate in an athletic event.
   - I had to participate in an extracurricular event (i.e., dance recital, band/chorus concert, etc.)
   - I had to go on vacation.
Building Assets, Reducing Risks

Provides academic, leadership, and motivational support for all grade 8-9 students.
Response to Intervention (RTI)

creates positive, intentional relationships between students and teachers through the use of real-time data and collaborative problem-solving.

Goals

1. Students will demonstrate proficiency in Graduation Standards.
2. Students will earn higher achievement scores.
3. Students will be more engaged in learning.
Honors Challenges

Available within all core classes (8-10) to provide students rigorous and challenging learning opportunities

Honors Option Contract

**PLEASE SUBMIT CONTRACTS TO MS. JENNINGS BY: THURSDAY, OCTOBER 9th**

Student:
I have read and understand the requirements for the Honors Option in Reading. I am aware of the necessary expectations and commitment. I am also aware that I can withdraw from the Honors Option at any time with consent from my parent/guardian and teacher.

Student Signature: ___________________________ Date: ______________

Parent:
I have read and understand the requirements for the Honors Option in Reading. I am aware of the necessary expectations and commitment for my son/daughter to be successful.

Parent Signature: ___________________________ Date: ______________

Teacher:
Teacher Signature: ___________________________ Date: ______________
Diploma Endorsement Options

Students can personalize their academic program by pursuing interesting in Science, Technology, Engineering, and Math (STEM) or in Social Studies, English, Arts, or world Languages (SEAL)
Classroom Strategies

Teachers use a variety of differentiation techniques within classrooms:

• Group Learning Activities
• Lit Circles
• Layered Curriculum
• Cornell Notes (Skeleton Notes)
• Jigsaws
• Challenge Problems
• Honors Options
Individual & Small Group Support

Various programs provide targeted support

- Math Lab
- Literacy Lab
- Learning Center
- Freshman Mentoring Program
- Freshman Success Program
- Sound Training Program
Themes

• Schools can approach de-tracking in different ways to meet students’ needs

• Heterogeneous grouping is only the first step: the real power is in classroom practice

• Intervention and support systems are crucial for supporting successful de-tracking
QUESTIONS
& DISCUSSION
League of Innovative Schools Support
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<th>Topic</th>
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<td>Schools in the Spotlight: 21st Century Skills</td>
<td>3 pm - 4 pm</td>
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<td>June 2017 TBD</td>
<td>LIS Moving Forward—What’s Next?</td>
<td>3 pm - 4 pm</td>
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<tr>
<td>Date</td>
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<td>Monday &amp; Tuesday, March 27 &amp; 28, 2017</td>
<td>NESSC School Redesign in Action Conference</td>
<td>Connecticut Convention Center</td>
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SOLD OUT!
Still Have Questions?

Don Weafer  
Senior Associate, GSP  
dweafer@greatschoolspartnership.org

Angela Hardy  
Director of Coaching, GSP  
ahardy@greatschoolspartnership.org

OR Contact Your State Liaison(s)
Thank You

provide us feedback on today’s presentation: