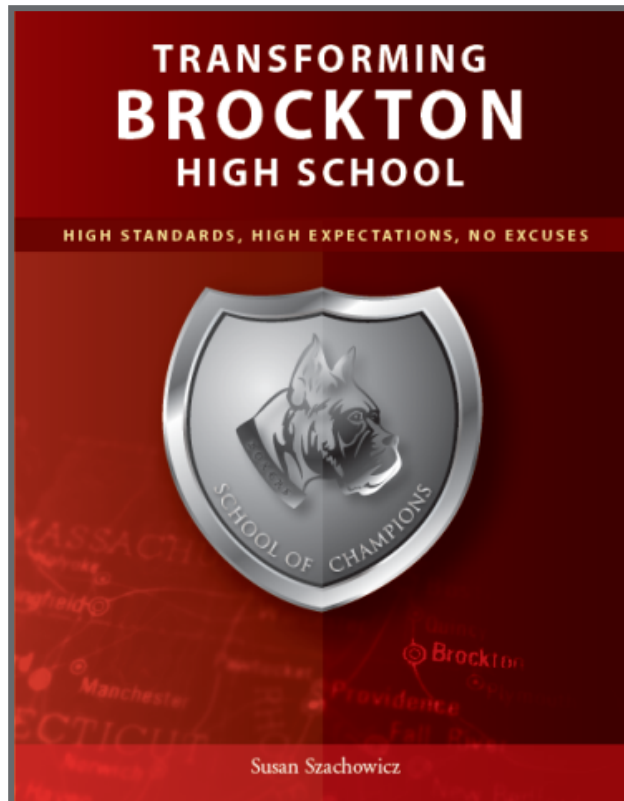


WELCOME to our Book study!



An opportunity to experience the story of Brockton High's transformation, to gain instructional leadership strategies, to discuss the challenges of educational change, and to share your own experiences.

Session 1 Agenda

3:00-3:05

I. Introduction to the Book Study

3:05-3:15

II. Overview of the Transformation of BHS

A. The Challenges (Beliefs about the students)

3:15-3:25

B. Your Turn

3:25-3:30

C. Let's Share

III. It Takes a Team

3:30-3:40

Specific Team Strategies

A.

3:40-3:50

Your Turn

B.

3:50-3:55

Let's Share

C.

3:55-4:00

IV. Wrap Up/Next Session

4:00-4:30

OPTIONAL: Time for anyone who wants to stay on for additional questions/discussion

Introduction to the Book Study

Some opening thoughts...

Goals of the Book Study:

- ❖ **Share the story of a grassroots school turnaround effort that has continued for over a decade**
- ❖ **Share strategies that can be implemented in your own school or district**
- ❖ **Share with each other – there are no right answers!**

Our best intentions...

Four webinars scheduled for this book study, each based upon various sections of the book. I'll send out the reading sections and themes prior to each session.

BUT...

You may not have had a chance to complete the suggested reading. Please know that it's still OK to participate!

How this will work

I'll share some ideas, themes, specific strategies, then ask you to reflect, and if you are with a group, discuss.

Then we'll share with each other.

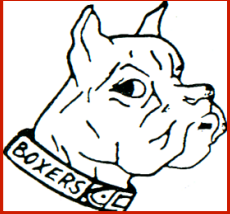
INFORMAL! Let's talk!

How this will work

Michelle will open everyone's microphones:

- **Be aware of any background noise**
- **Please state your name, your school and position**
- **Then let's talk**
- **Technology???**

Overview of the Transformation of Brockton High



Some info about Brockton High



- **Comprehensive 9–12**
- 4,250 Students
- **83% Poverty level**
- 79% Minority population:
- **49 different languages spoken**
- 43.4% speak another language in the home
- **19% ELL Services**
- 12% Spec. Ed services

61% Black: Includes African American, Cape Verdean, Haitian, Jamaican, and others

21% White

12.3% Hispanic

2.5% Asian

3% Multirace

.2% Native American

Here's where we were on our state assessment:

MCAS 1998
Failure

ELA – 44%

(Sped – 78%)

MATH – 75%

(Sped – 98%)

MCAS 1998
Advanced+Proficient

ELA – 22%

MATH – 7%

**And they MUST pass to graduate –
NO exceptions!!!**

MCAS 1999 | The results

| Rank/District | Score |
|-----------------|-------|
| 121 FALL RIVER | 1996 |
| 122 BROCKTON | 1993 |
| 123 LOWELL | 1992 |
| 124 CHELSEA | 1989 |
| 125 NEW BEDFORD | 1988 |
| 126 LYNN | 1984 |
| 127 BOSTON | 1977 |
| 128 SPRINGFIELD | 1964 |
| 129 HOLYOKE | 1948 |
| 130 LAWRENCE | 1944 |

Failing scores

Last month, the Board of Education voted to make 220 the passing score for the MCAS exam. The class of 2003 will be the first students in the state required to earn a 220 in both math and English in order to earn a diploma. A 220 is one point above failing in the 'needs improvement' category. If the MCAS test were a graduation requirement today, the following districts would have the highest number of students who would not be able to graduate. The Globe analysis is based on this year's 8th grade test results because those students will be members of the class of 2003.

| English | | | Math | | |
|-------------|------|------|---------------------|------|------|
| District | 1999 | 1998 | District | 1999 | 1998 |
| HOLYOKE | 40 | 40 | Seven Hills | 79 | 62 |
| SPRINGFIELD | 34 | 29 | HOLYOKE | 77 | 83 |
| Seven Hills | 33 | 23 | LAWRENCE | 76 | 75 |
| LAWRENCE | 32 | 33 | SPRINGFIELD | 74 | 72 |
| CHELSEA | 29 | 26 | LYNN | 71 | 69 |
| LYNN | 29 | 27 | NEW BEDFORD | 68 | 64 |
| NEW BEDFORD | 28 | 25 | BROCKTON | 66 | 58 |
| FITCHBURG | 27 | 24 | Sabis International | 66 | 45 |
| WORCESTER | 27 | 23 | FALL RIVER | 66 | 67 |
| BOSTON | 26 | 29 | LOWELL | 66 | 67 |
| LOWELL | 26 | 30 | Renaissance | 65 | 67 |
| FALL RIVER | 24 | 24 | CHELSEA | 64 | 67 |
| Greenfield | 23 | 20 | FITCHBURG | 63 | 60 |
| BROCKTON | 22 | 21 | Palmer | 63 | 56 |
| Webster | 22 | 17 | CHICOPEE | 60 | 60 |
| Renaissance | 21 | 34 | REVERE | 60 | 63 |
| LAVERGNE | 20 | 16 | TAUNTON | 60 | 63 |
| | | | | 59 | 68 |
| | | | | 59 | 49 |
| | | | | 58 | 60 |

the districts

Not just about a test...MANY challenges

- Mass. implemented a high stakes test (MCAS)
- Three-quarters of our students would not be earning a diploma
- Culture of low expectations – “*Students have a right to fail*” (former BHS Principal)
- Negative image in our city, in the state (nasty comments!)
- Yet we were living in DENIAL!!!!
- Who is responsible???? We had silos (My kids, your kids, not OUR kids)
- Success by chance – depended on who your teacher was – are you lucky???



That's where we were...



Let's fast forward to the
BEST part of the story
first...
(It's **WICKED** awesome!)

1998

2014

Advanced+Proficient

ELA – 22 %

MATH – 7 %

Advanced+Proficient

ELA – 88 %

MATH – 70%

Failure

ELA – 44%

MATH – 75%

Failure

ELA – 1 %

MATH – 9 %

Brockton High went from this:

THE BOSTON GLOBE • WEDNESDAY, DECEMBER 8, 1999

MCAS 1999 | The results

Failing scores

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English

| District | 1999 | 1998 |
|-------------|------|------|
| HOLYOKE | 40 | 40 |
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| CHELSEA | 29 | 26 |
| LYNN | 29 | 27 |
| NEW BEDFORD | 28 | 25 |
| FITCHBURG | 27 | 24 |
| WORCESTER | 27 | 23 |
| BOSTON | 26 | 29 |
| LOWELL | 26 | 30 |
| FALL RIVER | 24 | 24 |
| Greenfield | 23 | 20 |
| BROCKTON | 22 | 21 |
| Webster | 22 | 17 |
| Renaissance | 21 | 34 |
| HAVERHILL | 20 | 16 |
| North Adams | 20 | 19 |

Math

| District | 1999 | 1998 |
|---------------------|------|------|
| Seven Hills | 79 | 62 |
| HOLYOKE | 77 | 83 |
| LAWRENCE | 76 | 75 |
| SPRINGFIELD | 74 | 72 |
| LYNN | 71 | 69 |
| NEW BEDFORD | 68 | 64 |
| BROCKTON | 66 | 68 |
| Sabis International | 66 | 45 |
| FALL RIVER | 66 | 73 |
| LOWELL | 66 | 70 |
| Renaissance | 66 | 91 |
| CHELSEA | 66 | 71 |
| FITCHBURG | 63 | 63 |
| Palmer | 63 | 63 |
| CHICOPEE | 60 | 60 |
| REVERE | 60 | 63 |
| TAUNTON | 60 | 63 |
| BOSTON | 59 | 68 |
| | 59 | 49 |
| ams | 58 | 60 |

the districts

puted by Globe staff
Globe staff chart

Turnaround at Brockton High

The Boston Globe

Emphasis on literacy brings big MCAS improvement



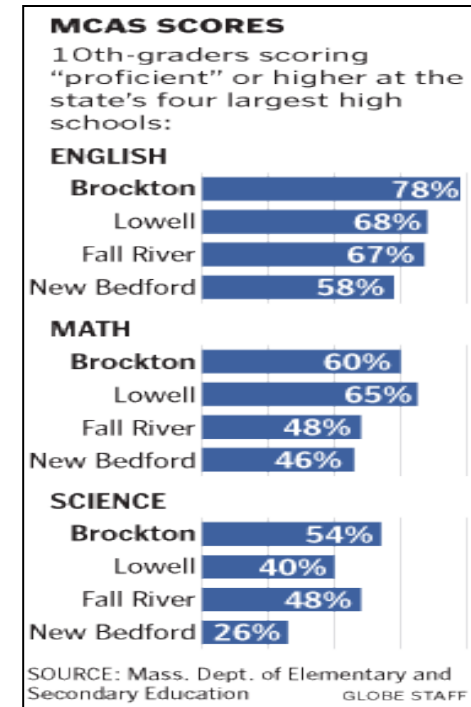
Principal Susan Szachowicz, shown chatting at lunch with Yiriam Lopez, is in many ways the school's biggest cheerleader. (Essdras M Suarez/ Globe Staff)

By [James Vaznis](#) Globe Staff / October 12, 2009

BROCKTON - Brockton High School has every excuse for failure, serving a city plagued by crime, poverty, housing foreclosures, and homelessness.

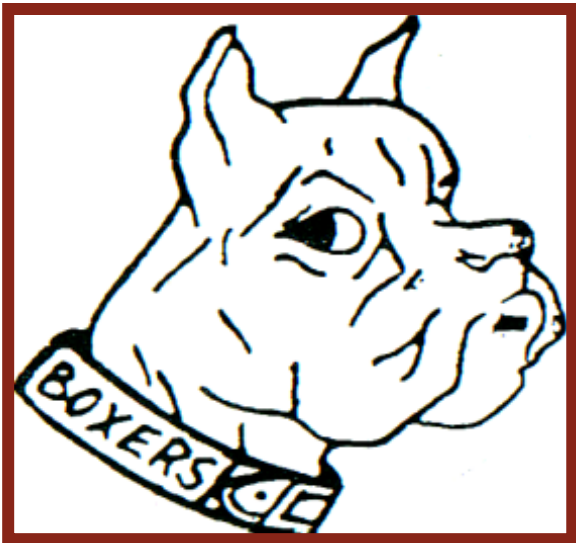
Almost two-thirds of the students qualify for free or reduced-price lunches, and 14 percent are learning to speak English. More than two-thirds are African-American or Latino - groups that have lagged behind their peers across the state on standardized tests.

But Brockton High, by far the state's largest public high school with 4,200 students, has found a success in recent years that has eluded many of the state's urban schools: MCAS scores are soaring, earning the school state recognition as a symbol of urban hope.



To THIS!!!

Boxers in the NEW YORK TIMES



High Expectations NO Excuses!!!



September 28, 2010

Massachusetts School and District Profiles

Brockton High


2016 Accountability Data - Brockton High

| Organization Information | | | |
|--------------------------|--------------------------|-----------------|-------------------------|
| District: | Brockton (00440000) | School type: | High School |
| School: | Brockton High (00440505) | Grades served: | 09,10,11,12 |
| Region: | Commissioner's Districts | Title I status: | Non-Title I School (NT) |

Accountability Information [About the Data](#)



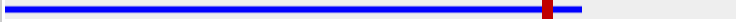
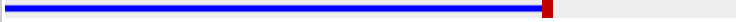


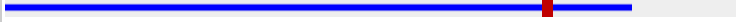
Level 1 Meeting gap narrowing goals

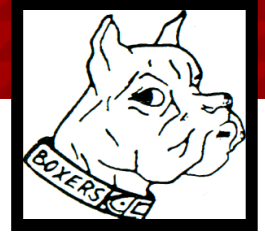
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)

All students:  36

Lowest performing Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

| Student Group (Click group to view subgroup data) | On Target = 75 or higher - ■ | | View Detailed 2016 Data |
|--|--|---------------|-------------------------|
| | Less progress | More progress | |
| All students |  | 82 | Met Target |
| High needs |  | 95 | Met Target |
| Econ. Disadvantaged | | - | - |
| ELL and Former ELL |  | 78 | Met Target |
| Students w/disabilities |  | 74 | Did Not Meet Target |
| Amer. Ind. or Alaska Nat. | | - | - |
| Asian | | - | - |
| Afr. Amer./Black |  | 87 | Met Target |
| Hispanic/Latino |  | 67 | Did Not Meet Target |
| Multi-race, Non-Hisp./Lat. | | - | - |
| Nat. Haw. or Pacif. Isl. | | - | - |
| White |  | 85 | Met Target |



NO secret sauce
NO silver bullets
NO magic formula
NO special programs

If we can do this, ANYONE can!

Our FOUR transformation steps:

1. Empower a team
2. Focus on LITERACY for ALL
3. Implement with a plan, and with fidelity
4. Monitor like crazy

We will get to all of these throughout the book study.

**BUT this was
NOT easy!!!**

**Let's talk about the
problems we have
with beliefs**

Let's think about beliefs...

Initially Brockton High struggled with low expectations. Faculty and administration didn't believe kids could, even the students themselves didn't believe they could.

Let's look at some comments:

Let's think about beliefs...

p. 6-7: “For decades the school leadership had a philosophy that educational programs were available for the students, and the students needed to take advantage of them... the principal at the time often stated, *A student has a right to fail...*”

p. 7: “Most faculty and administrators did not believe the students could succeed academically...one administrator stood in front of the Brockton High faculty...and cynically commented that we would have to move our graduation out of the football stadium and into the school's Little Theater.”

AND, p. 17: Read the first full paragraph beginning with “Instead, the denial comments dominated.”

Let's talk about beliefs...

Let's take TEN minutes to think about and talk about these questions:

- How can you combat these kinds of beliefs about students? Where do you start?
- Have you heard similar comments about students' abilities and performance? If yes, how have you and your school community addressed them? If no, what do you think has been the reason for such a positive belief system in your school?

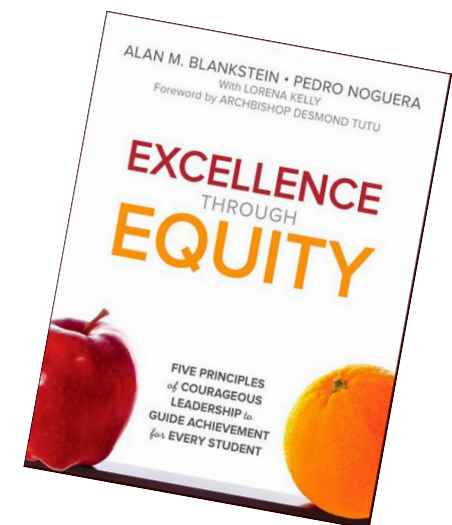
LET'S TALK...

Creating the Conditions

“Brockton High demonstrates that you don’t have to change the student population to get results, you have to change the conditions under which they learn.”



Pedro Noguera



**So, how did things
start to turn around
at Brockton High?
It Takes a Team!**

It Takes a Team

The Lone Ranger exists only on TV and in movies. So go after your team, even if you have to drag them on board kicking and screaming (begging sometimes worked). Your best hope for moving your school forward may be to work with the experts within your own school.

TEAM or COMMITTEE???

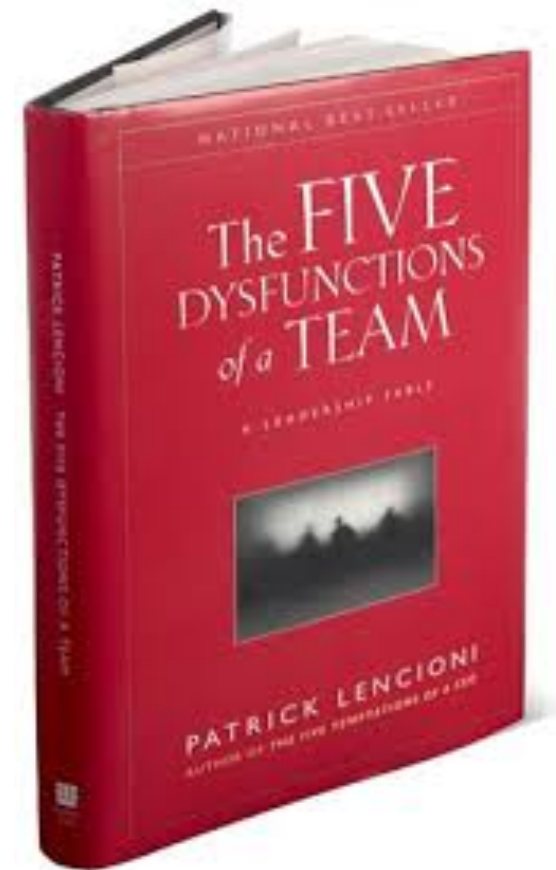
**I've seen lots of
committees in schools ...
but very few real TEAMS.
So what's the difference?**

So how did we get started? The process:

- ◆ Recruitment and selection
- ◆ Named ourselves
- ◆ Set our goals/objectives/mission
- ◆ Established ground rules (3)
- ◆ Established calendar of meetings with clear agendas for each
- ◆ Looked at the data to focus
- ◆ Develop a plan of attack

Let me share a couple of
“building your team”
strategies.

For even more, check
out Lencioni’s
***The Five Dysfunctions
of a Team***



Building the Trust Strategy

Making your Team a TEAM

(NOTHING touchy-feely!)

Getting to Know Each Other: Personal History Exercise

Go around and answer 3 questions:

- 1. Where did you grow up?**
- 2. How many kids were in your family?**
- 3. What was the first or worst job you ever had?**

Ground Rules/Mission

Key questions for team discussion:

- **What do we believe in?**
- **What rules do we operate by?**
- **How do we make decisions?**
- **How do we disagree? Must discuss norms of conflict**

Ground Rules/Mission Who's in charge?

**Recommendation:
Co-Chairs
Principal and a teacher**

Ground Rules/Mission

What do we believe in?

We set only two goals:

- 1. Improve students' academic achievement.**
- 2. Personalize the educational experience for every student.**

Ground Rules/Mission

The Rules

Keep it simple: 3 rules

- 1. Respectful dialogue
(we had some great fights!)**
- 2. Criticizing only with a
suggestion**
- 3. What happens in Vegas stays
in Vegas...**

Let's talk about teams...

Let's take ten minutes to talk about a couple of team issues.

- Despite our best intentions, sometimes things don't go as planned. Look back to the section "Lesson Learned the Hard Way" on pages 20-21. Think about what happened, how it changed the focus, and if you have something like this happen?
- What is the best "building team advice" you'd like to share with the group?

LET'S TALK...

Wrap Up/Next Steps

THANK YOU!!!

Next session: Monday, 11/28

Topic: The focus on Literacy

Pages 21-45 (The Literacy Initiative and The Key to Success: Adult Learning) and 95-98 (Literacy Workshop and Developing a Training Script)

**Prior to the session we
will send out another
message and provide
some themes,
questions, and issues
to think about.**

OPTIONAL

We'll remain available for an additional optional thirty minutes for anyone that would like to ask additional questions or discuss any issues further.

To everyone else I say THANK YOU for participating, AND have a Happy Thanksgiving!!!