



10 Years of COE: Looking Back to Look Ahead

Tuesday, January 31st, 2023

Welcome

Dr. Chad d'Entremont

Executive Director, Rennie Center for Education
Research & Policy

The Project

The Condition of Education in the Commonwealth project is one way the Rennie Center fulfills its mission of producing non-partisan, high-quality, independent research that promotes improvement in public education for all Massachusetts children.

Key Components:

- **Release Event**
- **Retrospective Action Guide**
- **Data Report**

JANUARY 31, 2023

AGENDA

WELCOME

Chad d'Entremont, Executive Director, Rennie Center for Education Research & Policy

KEYNOTE ADDRESS

Patrick Tutwiler, Massachusetts Secretary of Education, Executive Office of Education

A VISION FOR THE FUTURE OF LEARNING

Chad d'Entremont, Executive Director, Rennie Center for Education Research & Policy

Alexis Lian, Director of Policy, Rennie Center for Education Research & Policy

PANEL DISCUSSION

Amy Kershaw, Acting Commissioner, Massachusetts Department of Early Education and Care

Jeffrey C. Riley, Commissioner, Massachusetts Department of Elementary and Secondary Education

Noe Ortega, Commissioner, Massachusetts Department of Higher Education

Keynote Address

Patrick Tutwiler

Secretary of Education, Executive Office of Education

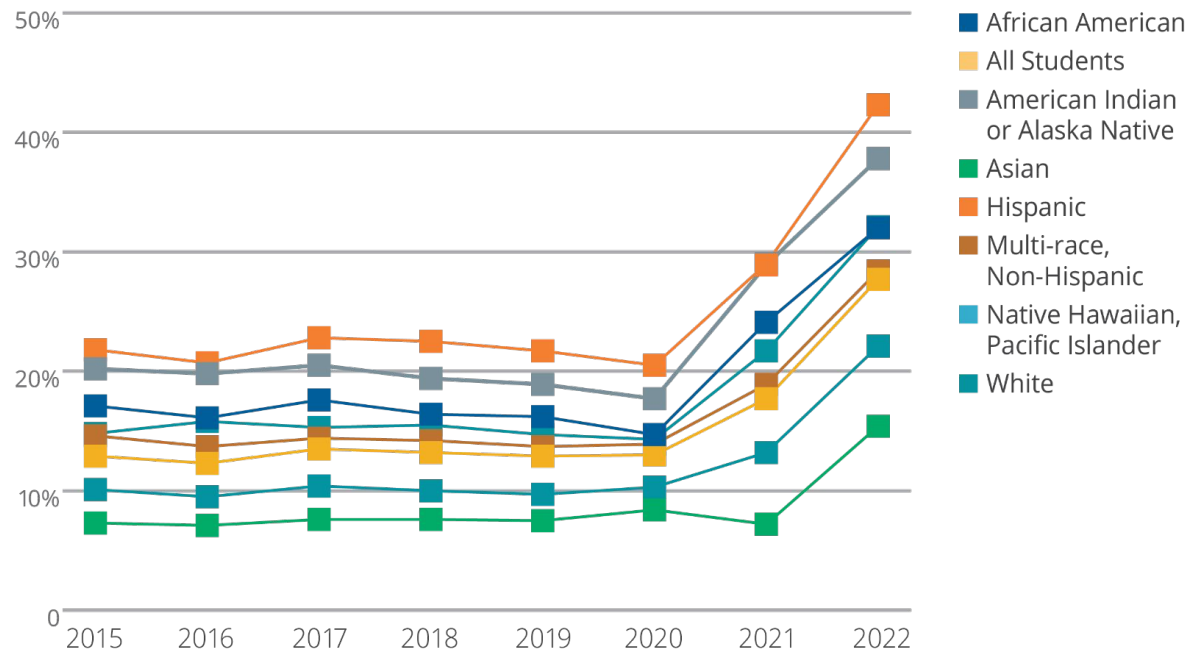


A Vision for the Future of Learning

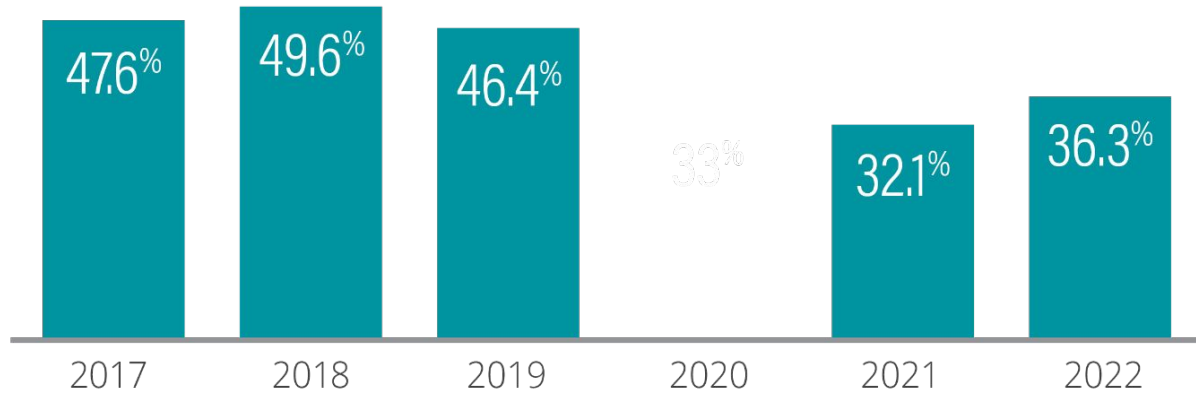
Chad d'Entremont and Alexis Lian

Chronic Absenteeism

Chronic absenteeism has seen a jump of nearly a quarter for all students each year since the onset of the pandemic, and this did not slow despite districts and schools working towards hybrid and fully in-person schooling.



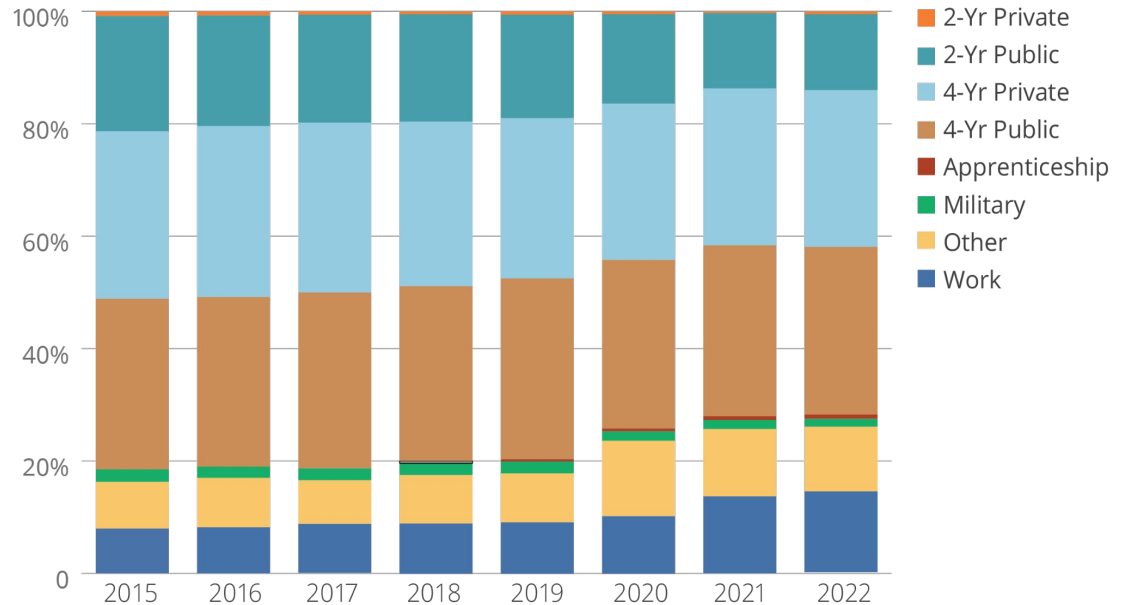
8th Grade Math MCAS Scores



8th grade math scores have been in decline since 2018, only exacerbated by the pandemic.

Plans of High School Graduates

A wider variety of post-secondary pathways has become more attainable to students due to innovative policies and programs such as early college, innovation pathways, and increased internship opportunities. This graph illustrates the increasing diversification of high school graduates' planned next steps.



Rethinking Education

We must begin to redefine, rethink, and reimagine...



People



Place



Time



Rethink People



Rethink Place



Rethink Time

The Future of Learning



Barriers to Systemic Change

- Limited resources (e.g., time & money)
- Leadership Transitions
- Shifting politics and public interest
- Poor community engagement
- Strong adherence to the “grammar of schooling”




Where Can We Start?

Alexis Lian

Director of Policy, Rennie Center for Education
Research & Policy

Where can we start?

The Alternative Choices in Education (ACE) Program

-  Competency-based program centered on thematic six-week mini-courses in core academic subjects.
-  Students meet twice a week in small, multi-age advisories with faculty advisors who they stay with for their entire time in ACE.
-  Learning is self-paced and self-directed, flexible scheduling allows for college courses, internships, and community-service projects.





Brookline, MA

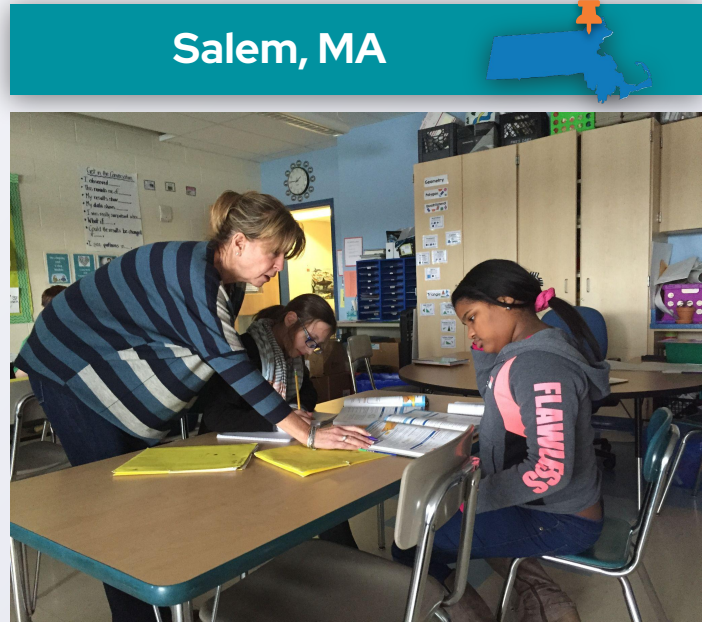


Most Students in ACE demonstrate a significant improvement in their academic success by jumping to at least 1 grade higher in all their content areas than what they earned prior to coming into ACE

Where can we start?

The Carlton Innovation School





-  K-5 school with multi-age cohorts based on students' academic and social-emotional strengths and needs, not assigned grades..
-  Students follow personalized learning plans and move cohorts as they demonstrate mastery and skills.
-  A school calendar based on trimesters allows students to start school and move cohorts three times a year.
-  Flexible scheduling ensures students have full access to academic specialists and support staff for targeted support centered on their learning needs.



Moved to a “Level 1” from a “Level 3” school in the state’s accountability system following implementation of its new learning model.

Where can we start?

The Leominster Center for Excellence

-  A Big Picture Learning school rooted in the belief that a student's entire community is their school.
-  Students develop personalized academic goals and benchmarks informed by the state standards.
-  Students spend two days a week in a credit-bearing internship in an industry that aligns with their goals.
-  At the end of each trimester, students demonstrate mastery through an exhibition where they present what they've learned to staff, parents, and mentors.



Moving from Spotlights to Structures





Rethinking People: Big Ideas

- Reorganize school staffing to support flexible, multidisciplinary teacher teams
- Use skill mix analysis to enable teachers to work across classrooms and age groups, matching their strengths to student needs



Rethinking Place: Big Ideas

- Incorporate community- and work-based learning into the formal school day for credit
- Leverage technology to remove physical barriers to learning and bypass traditional school assignment plans



Rethinking Time: Big Idea

- Reconstruct school days and calendars to support around individual learning plans to support students academic development, enrichment, and well-being throughout the entire year

Panel Discussion

Dr. Chad d'Entremont

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- **Amy Kershaw** | Acting Commissioner, MA
Department of Early Education and Care
- **Jeffrey C. Riley** | Commissioner, MA
Department of Elementary and Secondary
Education
- **Dr. Noe Ortega** | Commissioner, MA
Department of Higher Education

Wrap Up & Next Steps

Thank you!