

The following items will be discussed at the meeting of the Standing Committee on School and Student Performance to be held on Monday, Thursday, January 23, 2020 at 7:00 p.m. in Room 410 at the Durkin Administration Building:

gb #8-54 - Mr. Monfredo/Mr. O'Connell/Mr. Comparetto/Miss McCullough/Miss Biancheria (February 2, 2018)

Request that the Administration provide a report on the accountability changes made by the Department of Elementary and Secondary Education.

gb #8-179 - Mr. Comparetto/Mr. Foley/Mr. Monfredo (May 30, 2018)

Request that the Administration provide a report on suspensions.

gb #8-180 - Mr. Comparetto/Mr. Foley/Mr. Monfredo (May 30, 2018)

To consider establishing a committee, in conjunction with the Administration, to reduce school suspensions.

Committee Members
Tracy O'Connell-Novick, Chair
Dianna L. Biancheria, Vice-Chair
Laura Clancey

Administrative
Representative
Christina Kuriacose

OFFICE OF THE
CLERK OF THE SCHOOL COMMITTEE
WORCESTER PUBLIC SCHOOLS
20 IRVING STREET
WORCESTER, MA 01609

AGENDA #1

The Standing Committee on SCHOOL AND STUDENT PERFORMANCE will hold a meeting:

on: Thursday, January 23, 2020
at: 7:00 p.m.
in: Room 410, Durkin Administration Building

ORDER OF BUSINESS

I. CALL TO ORDER

II. ROLL CALL

III. GENERAL BUSINESS

gb #8-54 - Mr. Monfredo/Mr. O'Connell/Mr. Comparetto/Miss McCullough/Miss Biancheria (February 2, 2018)

Request that the Administration provide a report on the accountability changes made by the Department of Elementary and Secondary Education.

gb #8-179 - Mr. Comparetto/Mr. Foley/Mr. Monfredo (May 30, 2018)

Request that the Administration provide a report on suspensions.

gb #8-180 - Mr. Comparetto/Mr. Foley/Mr. Monfredo (May 30, 2018)

To consider establishing a committee, in conjunction with the Administration, to reduce school suspensions.

IV. ADJOURNMENT

Helen A. Friel, Ed.D.
Clerk of the School Committee

ITEM: gb #8-54

STANDING COMMITTEE: **SCHOOL AND STUDENT PERFORMANCE**

DATE OF MEETING: January 23, 2020

ITEM: Mr. Monfredo/Mr. O'Connell/Mr. Comparetto/Miss McCullough/Miss Biancheria
(February 2, 2018)

Request that the Administration provide a report on the accountability changes made by the Department of Elementary and Secondary Education.

PRIOR ACTION:

2-15-18 - Referred to the Standing Committee on Accountability and Student Achievement and forward information to the PTOs.

BACKUP:

Annex A (16 pages) contains a copy of information regarding the item.

2017-2018 Worcester Accountability Results

Report of the Superintendent
November 1, 2018



School Types

| Non-High Schools | High Schools | Middle/High or K-12 Schools |
|--|--|---|
| <ul style="list-style-type: none">• Serving a combination of grades 3-8• Administering Next-Generation MCAS tests | <ul style="list-style-type: none">• Serving a combination of grades 9-12• Administering legacy MCAS tests in grade 10 | <ul style="list-style-type: none">• Serving grade 10 and at least one other grade 3-8• Administering a combination of Next-Generation and legacy MCAS tests in grades 3-8 and 10 |

Indicators for Schools & Districts

| Indicators for Non-High School Grades | Indicators for High School Grades |
|---|--|
| <ul style="list-style-type: none"> • ELA average composite scaled score • Mathematics average composite scaled score • Science CPI • ELA SGP • Mathematics SGP • Progress toward English proficiency • Chronic absenteeism | <ul style="list-style-type: none"> • ELA CPI • Mathematics CPI • Science CPI • ELA SGP • Mathematics SGP • Progress toward English proficiency • Four-year cohort graduation rate • Extended engagement rate • Annual dropout rate • Chronic absenteeism • Advanced coursework completion |

Setting Targets

| Indicator | Non-High Schools | | High Schools | |
|----------------------------------|------------------|----------------------------|--------------|----------------------------|
| | All Students | Lowest Performing Students | All Students | Lowest Performing Students |
| ELA achievement | ✓ | ✓ | ✓ | ✓ |
| Math achievement | ✓ | ✓ | ✓ | ✓ |
| Science achievement | ✓ | - | ✓ | ✓ |
| ELA SGP | ✓ | ✓ | ✓ | ✓ |
| Math SGP | ✓ | ✓ | ✓ | ✓ |
| Four-year cohort graduation rate | - | - | ✓ | - |
| Extended engagement rate | - | - | ✓ | - |
| Annual dropout rate | - | - | ✓ | - |
| EL progress | ✓ | - | ✓ | - |
| Chronic absenteeism | ✓ | ✓ | ✓ | ✓ |
| Advanced coursework completion | - | - | ✓ | - |

Target percentage

| Category | Declined | No change | Improved | Met target | Exceeded target |
|----------|---------------------------|-----------|----------|-------------|-----------------|
| Points | 0 | 1 | 2 | 3 | 4 |
| Target % | 0% | 25% | 50% | 75% | 100% |
| Reported | Partially Meeting Targets | | | Met Targets | |

Sample Criterion-Referenced Non-High School Percentages

| Indicator | All Students (50%) | | | Lowest Performing Students (25%) | | |
|--|----------------------------------|-----------------------|----------|----------------------------------|-----------------------|----------|
| | Points Earned | Total Possible Points | Weight | Points Earned | Total Possible Points | Weight |
| ELA scaled score | 3 | 4 | - | 2 | 4 | - |
| Math scaled score | 2 | 4 | - | 2 | 4 | - |
| Science CPI | 2 | 4 | - | - | - | - |
| Achievement total | 7 | 12 | 58% | 4 | 8 | 67.5% |
| ELA SGP | 4 | 4 | - | 4 | 4 | - |
| Math SGP | 3 | 4 | - | 4 | 4 | - |
| Growth total | 7 | 8 | 26% | 8 | 8 | 27.6% |
| EL Progress | 2 | 4 | 10% | - | - | - |
| Chronic absenteeism | 3 | 4 | 10% | 4 | 4 | 10% |
| Weighted total | 6.1 | 9.6 | - | 4.9 | 7.6 | - |
| Percentage of possible points | 63.5% | | - | 64.5% | | - |
| Criterion-referenced target percentage | 64% Partially Meeting Targets | | | | | |

Sample Criterion-Referenced High School Percentages

| Indicator | All Students (SP) | | | Lowest Performing Students (SP) | | |
|--|-------------------|-----------------------|----------|---------------------------------|-----------------------|----------|
| | Points Earned | Total Possible Points | Weight | Points Earned | Total Possible Points | Weight |
| ELA CPI | 3 | 4 | - | 2 | 4 | - |
| Math CPI | 2 | 4 | - | 2 | 4 | - |
| Science CPI | 2 | 4 | - | 1 | 4 | - |
| Achievement total | 7 | 12 | 40% | 5 | 12 | 67.5% |
| ELA SGP | 4 | 4 | - | 4 | 4 | - |
| Math SGP | 3 | 4 | - | 4 | 4 | - |
| Growth total | 7 | 8 | 20% | 8 | 8 | 22.5% |
| 4-year cohort graduation rate | 3 | 4 | - | - | - | - |
| Extended engagement rate | 4 | 4 | - | - | - | - |
| Annual dropout rate | 3 | 4 | - | - | - | - |
| High school completion total | 10 | 10 | 20% | - | - | - |
| EL progress | 2 | 4 | 10% | - | - | - |
| Chronic absenteeism | 3 | 4 | - | 4 | 4 | - |
| Advanced coursework completion | 3 | 4 | - | - | - | - |
| Additional indicators total | 6 | 8 | 10% | 4 | 4 | 10% |
| Weighted total | 7.0 | 10.0 | - | 5.6 | 10.3 | - |
| Percentage of possible points | 70.0% | | - | 54.1% | | - |
| Criterion-referenced target percentage | 62% | | | Partially Meeting Targets | | |

Major takeaways from year one of the accountability system

First year of the accountability system and DESE will look to see if any changes or refinements are necessary

Not naming any new Underperforming or Chronically Underperforming schools

Four schools have been released from Underperforming status at the commissioner's discretion

68% of Massachusetts schools were shown to be improving or better under the new system

DESE designated 52 schools as "Schools of Recognition"

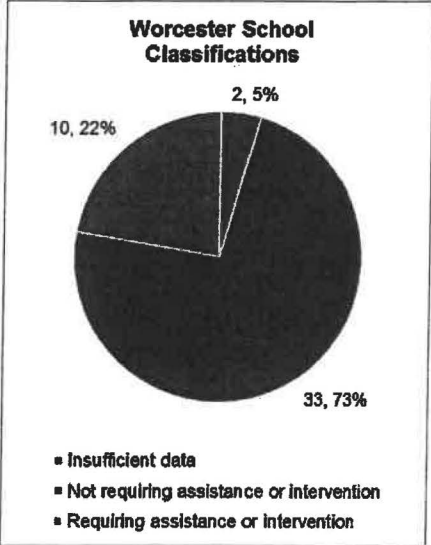
2018 State Accountability Data Summary

Overall accountability classification for schools

- 74% designated as "Not requiring assistance or intervention"
- 14% designated as "Requiring assistance or intervention"
- 12% designated as "Insufficient Data"

Overall accountability classification for districts

- 90% designated as "Not requiring assistance or intervention"
- 7% designated as "Requiring assistance or intervention"
- 3% designated as "Insufficient Data"

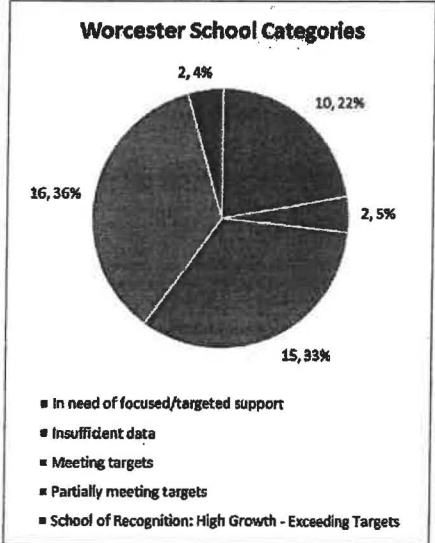


2018 State Accountability Data Summary

Accountability categories for schools

- 31% categorized as "Meeting targets"
- 53% categorized as "Partially meeting targets"
- 14% categorized as "In need of focused/targeted support"
- 2% categorized as "In need of broad/comprehensive support"

52 schools also received a "School of Recognition" label for high achievement, high growth or exceeding targets



2018 State Accountability Data Summary

Accountability categories for districts

17% categorized as "Meeting targets"

75% categorized as "Partially meeting targets"

7% categorized as "In need of focused/targeted support"

1% categorized as "In need of broad/comprehensive support"

Accountability report

2018 Preliminary Accountability Report -

| Organization Information | |
|-------------------------------|--|
| DISTRICT NAME | TITLE I STATUS Title I School (SW) |
| SCHOOL | GRADES SERVED K,01,02,03,04,05 |
| REGION West/Central | FEDERAL DESIGNATION |

Accountability Information

Overall classification: **Not requiring assistance or intervention**

Reason for classification:
Meeting targets

| | |
|---|--|
| Progress toward improvement targets 82% - Meeting targets | Accountability percentile 55 |
|---|--|

| | |
|---------------------------|----------------------------------|
| OVERALL AND SUBGROUP DATA | DETAILED DATA FOR EACH INDICATOR |
|---------------------------|----------------------------------|

Sample School Report- overall & subgroup data

Overall results

| Progress toward improvement targets | | All students (Non-high school grades) | | | Lowest performing students (Non-high school grades) | | |
|--|------------------------------------|--|-----------------------|----------|--|-----------------------|----------|
| Indicator | | Points earned | Total possible points | Weight | Points earned | Total possible points | Weight |
| Achievement | English language arts achievement | 4 | 4 | - | 4 | 4 | - |
| | Mathematics achievement | 0 | 4 | - | 4 | 4 | - |
| | Science achievement | 4 | 4 | - | - | - | - |
| | Achievement total | 8 | 12 | 60 | 8 | 8 | 67.50 |
| Growth | English language arts growth | 3 | 4 | - | 3 | 4 | - |
| | Mathematics growth | 3 | 4 | - | 4 | 4 | - |
| | Growth total | 6 | 8 | 20 | 7 | 8 | 22.50 |
| High school completion | Four-year cohort graduation rate | - | - | - | - | - | - |
| | Extended engagement rate | - | - | - | - | - | - |
| | Annual dropout rate | - | - | - | - | - | - |
| | High school completion total | - | - | - | - | - | - |
| Progress toward attaining English language proficiency | English language proficiency total | 2 | 4 | 10 | - | - | - |
| | Chronic absenteeism | 4 | 4 | - | 2 | 4 | - |
| Additional indicators | Advanced coursework completion | - | - | - | - | - | - |
| | Additional indicators total | 4 | 4 | 10 | 2 | 4 | 10 |
| Weighted total | | 6.6 | 9.6 | - | 7.2 | 7.6 | - |
| Percentage of possible points | | 69% | | - | 95% | | - |
| Criterion-referenced target percentage | | 82% | | | | | |
| | | Meeting targets | | | | | |

Sample School Report- overall & subgroup data

Subgroup results

English language learner (ELL) and Former ELL

| Progress toward improvement targets | | All students (Non-high school grades) | | |
|---|------------------------------------|--|-----------------------|----------|
| Indicator | | Points earned | Total possible points | Weight |
| Achievement | English language arts achievement | 4 | 4 | - |
| | Mathematics achievement | 0 | 4 | - |
| | Science achievement | - | - | - |
| | Achievement total | 4 | 8 | 60 |
| Growth | English language arts growth | 3 | 4 | - |
| | Mathematics growth | 3 | 4 | - |
| | Growth total | 6 | 8 | 20 |
| High school completion | Four-year cohort graduation rate | - | - | - |
| | Extended engagement rate | - | - | - |
| | Annual dropout rate | - | - | - |
| | High school completion total | - | - | - |
| Progress toward attaining English language proficiency | English language proficiency total | 2 | 4 | 10 |
| | Chronic absenteeism | 3 | 4 | - |
| Additional indicators | Advanced coursework completion | - | - | - |
| | Additional indicators total | 3 | 4 | 10 |
| Weighted total | | 4.1 | 7.2 | - |
| Percentage of possible points | | 57.0% | | |
| Criterion-referenced target percentage | | 57% | | |
| | | Partially meeting targets | | |
| Subgroup percentile | | 81 | | |
| This group's overall performance relative to the performance of the same subgroup in schools administering similar assessments | | 81 | | |

Sample School Report- detailed data

OVERALL AND SUBGROUP DATA

DETAILED DATA FOR EACH INDICATOR

Detailed data for each indicator

| English language arts achievement - Next-Generation MCAS average composite scaled score - Non-high school | | | | | | | About the Data |
|---|------------------|------------------|--------|-------------|-----|--------|-----------------|
| Group | 2017 Achievement | 2018 Achievement | Change | 2018 Target | N | Points | Reason |
| All Students | 500.3 | 501.6 | 1.3 | 501.8 | 152 | 3 | Met Target |
| Lowest Performing | 477.3 | 485.7 | 8.4 | 482.0 | 24 | 4 | Exceeded Target |
| High needs | 494.0 | 498.8 | 4.8 | 495.6 | 96 | 4 | Exceeded Target |
| Econ. Disadvantaged | 493.2 | 497.0 | 3.8 | 494.6 | 67 | 4 | Exceeded Target |
| EL and Former EL | 500.8 | 505.0 | 4.2 | 502.8 | 45 | 4 | Exceeded Target |
| Students w/ disabilities | - | - | - | - | 20 | - | - |
| Amer. Ind. or Alaska Nat. | - | - | - | - | - | - | - |
| Asian | - | - | - | - | 18 | - | - |
| Afr. Amer./Black | - | - | - | - | 22 | - | - |
| Hispanic/Latino | 497.9 | 494.4 | -3.5 | 499.0 | 31 | 0 | Declined |
| Multi-race, Non-Hisp./Lat. | - | - | - | - | 8 | - | - |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - |
| White | 500.9 | 500.8 | -0.1 | 502.5 | 73 | 1 | No Change |

Sample School Report- detailed data

Mathematics achievement - Next-Generation MCAS average composite scaled score - Non-high school

About the Data

| Group | 2017 Achievement | 2018 Achievement | Change | 2018 Target | N | Points | Reason |
|----------------------------|------------------|------------------|--------|-------------|-----|--------|-----------------------|
| All Students | 497.3 | 498.0 | 0.7 | 498.7 | 152 | 2 | Improved Below Target |
| Lowest Performing | 479.0 | 483.4 | 4.4 | 482.6 | 24 | 4 | Exceeded Target |
| High needs | 493.8 | 495.2 | 1.4 | 495.5 | 96 | 3 | Met Target |
| Econ. Disadvantaged | 492.5 | 494.0 | 1.5 | 493.6 | 67 | 3 | Met Target |
| EL and Former EL | 498.3 | 500.9 | 2.6 | 500.5 | 45 | 3 | Met Target |
| Students w/ disabilities | - | - | - | - | 20 | - | - |
| Amer. Ind. or Alaska Nat. | - | - | - | - | - | - | - |
| Asian | - | - | - | - | 18 | - | - |
| Afr. Amer./Black | - | - | - | - | 22 | - | - |
| Hispanic/Latino | 494.3 | 492.0 | -2.3 | 495.9 | 31 | 0 | Declined |
| Multi-race, Non-Hisp./Lat. | - | - | - | - | 8 | - | - |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - |
| White | 497.1 | 499.1 | 2.0 | 498.6 | 73 | 3 | Met Target |

Sample School Report- detailed data

| Science achievement - legacy MCAS Composite Performance Index (CPI) - Non high school | | | | | | | About the Data |
|---|------------------|------------------|--------|-------------|----|--------|----------------|
| Group | 2017 Achievement | 2018 Achievement | Change | 2018 Target | N | Points | Reason |
| All Students | 86.3 | 72.8 | -13.5 | 88.7 | 34 | 0 | Declined |
| Lowest Performing | - | - | - | - | - | - | - |
| High needs | 83.3 | 66.7 | -16.6 | 86.1 | 21 | 0 | Declined |
| Econ. Disadvantaged | - | - | - | - | 16 | - | - |
| EL and Former EL | - | - | - | - | 7 | - | - |
| Students w/ disabilities | - | - | - | - | 4 | - | - |
| Amer. Ind. or Alaska Nat. | - | - | - | - | - | - | - |
| Asian | - | - | - | - | 3 | - | - |
| Afr. Amer./Black | - | - | - | - | 3 | - | - |
| Hispanic/Latino | - | - | - | - | 11 | - | - |
| Multi-race, Non-Hisp./Lat. | - | - | - | - | 2 | - | - |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - |
| White | - | - | - | - | 15 | - | - |

Accountability data dos & don'ts

Do not:

Compare 2018 accountability data to historical accountability results (percentiles, performance against targets, etc.)

Additional indicators, fewer years of data, different comparison groups

Equate 2018 accountability categories with historical accountability & assistance levels

No crosswalk between categories & levels

Worcester Accountability Data

District Results

2018 Official Accountability Report - Worcester

| Organization Information | |
|--|--|
| DISTRICT NAME Worcester (03480000) | TITLE I STATUS Title I District |
| REGION West/Central | GRADES SERVED PK,K,01,02,03,04,05,06,07,08,09,10,11,12 |
| Accountability Information | |
| Overall classification Not requiring assistance or intervention | |
| Reason for classification | |
| Partially meeting targets | |
| Progress toward improvement targets | Accountability percentile |
| 57% - Partially meeting targets | - |
| This district's determination of need for special education technical assistance or intervention | |
| Meets requirements (MR) | |

| District Results | Progress toward improvement targets | | | | | | | | | | | | |
|---|---|---------------------------------------|-----------------------|----------|---|-----------------------|----------|-----------------------------------|-----------------------|----------|---|-----------------------|----------|
| | Indicator | All students (Non-high school grades) | | | Lowest performing students (Non-high school grades) | | | All students (High school grades) | | | Lowest performing students (High school grades) | | |
| | | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % |
| Academic | English language arts achievement | 2 | 4 | - | 2 | 4 | - | 3 | 4 | - | 3 | 4 | - |
| | Mathematics achievement | 1 | 4 | - | 4 | 4 | - | 3 | 4 | - | 4 | 4 | - |
| | Science achievement | 1 | 4 | - | - | - | - | 1 | 4 | - | - | - | - |
| | Achievement total | 4 | 12 | 50.0 | 6 | 12 | 50.0 | 7 | 12 | 58.3 | 7 | 12 | 58.3 |
| Growth | English language arts growth | 2 | 4 | - | 2 | 4 | - | 2 | 4 | - | 1 | 4 | - |
| | Mathematics growth | 2 | 4 | - | 2 | 4 | - | 3 | 4 | - | 1 | 4 | - |
| | Growth total | 4 | 8 | 20.0 | 4 | 8 | 20.0 | 5 | 8 | 25.0 | 2 | 8 | 12.5 |
| High school completion | Four-year cohort graduation rate | - | - | - | - | - | - | 2 | 4 | - | - | - | - |
| | Extended engagement rate | - | - | - | - | - | - | 3 | 4 | - | - | - | - |
| | Annual dropout rate | - | - | - | - | - | - | 0 | 4 | - | - | - | - |
| | High school completion total | - | - | - | - | - | - | 5 | 12 | 20.0 | - | - | - |
| Progress toward increasing English language proficiency | English language proficiency total | 3 | 4 | 10.0 | - | - | - | 1 | 2 | 10.0 | - | - | - |
| | Additional indicators | Chronic absenteeism | 3 | 4 | - | 2 | 4 | - | 3 | 4 | - | 4 | 4 |
| | Advanced coursework completion | - | - | - | - | - | - | 2 | 4 | - | - | - | - |
| | Additional indicators total | 3 | 4 | 10.0 | 2 | 4 | 10.0 | 5 | 8 | 10.0 | 4 | 4 | 10.0 |
| | Weighted total | 3.8 | 9.6 | - | 5.2 | 7.6 | - | 5.4 | 10.0 | - | 5.6 | 7.6 | - |
| | Percentage of possible points | 40% | | | 54% | | | 54% | | | 74% | | |
| | Percentage of possible points by grade span | 54% | | | | | | 64% | | | | | |
| | | Weight of non-high school results:70% | | | | | | Weight of high school results:30% | | | | | |
| | Criterion-referenced target percentage | 57% | | | | | | | | | | | |
| | | Partially meeting targets | | | | | | | | | | | |

District Results- ELA Non-high school

| English language arts achievement - Next-Generation MCAS average composite scored score - Non-high school | | | | | | | About the Data |
|---|------------------|------------------|--------|-------------|--------|--------|-----------------------|
| Group | 2017 Achievement | 2018 Achievement | Change | 2018 Target | N | Points | Reason |
| All Students | 490.8 | 491.7 | 0.9 | 492.6 | 10,767 | 2 | Improved Below Target |
| Lowest Performing | 465.7 | 468.6 | 2.9 | 470.1 | 1,807 | 2 | Improved Below Target |
| High needs | 486.6 | 487.7 | 1.1 | 488.1 | 8,711 | 3 | Met Target |
| Econ. Disadvantaged | 486.2 | 488.6 | 0.4 | 487.8 | 6,915 | 2 | Improved Below Target |
| EL and Former EL | 487.3 | 487.5 | 0.2 | 489.1 | 5,259 | 2 | Improved Below Target |
| Students w/ disabilities | 473.7 | 473.2 | -0.5 | 475.1 | 2,228 | 1 | No Change |
| Amer. Ind. or Alaska Nat. | - | - | - | - | 17 | - | - |
| Asian | 498.3 | 500.4 | 2.1 | 500.1 | 714 | 3 | Met Target |
| Afr. Amer./Black | 489.7 | 490.2 | 0.5 | 491.3 | 1,618 | 2 | Improved Below Target |
| Hispanic/Latino | 485.4 | 485.2 | -0.2 | 487.1 | 4,434 | 1 | No Change |
| Multi-race, Non-Hisp./Lat. | 494.0 | 495.8 | 1.8 | 495.8 | 519 | 3 | Met Target |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | 1 | - | - |
| White | 496.2 | 498.3 | 2.1 | 498.2 | 3,464 | 3 | Met Target |

District Results- ELA High School

| English language arts achievement - legacy MCAS Composite Performance Index (CPI) - High school | | | | | | | About the Data |
|---|------------------|------------------|--------|-------------|-------|--------|-----------------------|
| Group | 2017 Achievement | 2018 Achievement | Change | 2018 Target | N | Points | Reason |
| All Students | 91.7 | 92.3 | 0.6 | 93.2 | 1,732 | 3 | Met Target |
| Lowest Performing | 79.6 | 82.8 | 3.2 | 81.8 | 364 | 3 | Met Target |
| High needs | 88.7 | 89.7 | 1.0 | 90.6 | 1,257 | 3 | Met Target |
| Econ. Disadvantaged | 88.5 | 89.7 | 1.2 | 90.3 | 1,029 | 3 | Met Target |
| EL and Former EL | 84.4 | 85.4 | 1.0 | 87.1 | 658 | 2 | Improved Below Target |
| Students w/ disabilities | 81.1 | 83.0 | 1.9 | 83.4 | 330 | 3 | Met Target |
| Amer. Ind. or Alaska Nat. | - | - | - | - | 1 | - | - |
| Asian | 94.7 | 93.2 | -1.5 | 97.6 | 133 | 1 | No Change |
| Afr. Amer./Black | 92.6 | 91.7 | -0.9 | 94.5 | 336 | 1 | No Change |
| Hispanic/Latino | 88.4 | 89.8 | 1.4 | 90.3 | 712 | 3 | Met Target |
| Multi-race, Non-Hisp./Lat. | 95.5 | 99.2 | 3.7 | 97.0 | 60 | 4 | Exceeded Target |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - |
| White | 83.9 | 95.2 | 11.3 | 95.4 | 490 | 3 | Met Target |

District Results- Math Non-High school

| Mathematics achievement - Next-Generation MCAS average composite scaled score - Non-high school | | | | | | | About the Data |
|---|------------------|------------------|--------|-------------|--------|--------|-----------------------|
| Group | 2017 Achievement | 2018 Achievement | Change | 2018 Target | N | Points | Reason |
| All Students | 488.3 | 488.1 | -0.2 | 490.0 | 10,784 | 1 | No Change |
| Lowest Performing | 462.6 | 466.7 | 4.1 | 465.2 | 1,806 | 4 | Exceeded Target |
| High needs | 484.2 | 484.5 | 0.3 | 485.7 | 8,727 | 2 | Improved Below Target |
| Econ. Disadvantaged | 483.6 | 483.0 | -0.6 | 484.7 | 6,931 | 0 | Declined |
| EL and Former EL | 485.6 | 484.9 | -0.7 | 487.4 | 5,269 | 0 | Declined |
| Students w/ disabilities | 473.3 | 471.8 | -1.5 | 474.8 | 2,233 | 0 | Declined |
| Amer. Ind. or Alaska Nat. | - | - | - | - | 17 | - | - |
| Asian | 499.7 | 499.6 | -0.1 | 502.1 | 714 | 1 | No Change |
| Afr. Amer./Black | 486.2 | 485.9 | -0.3 | 487.6 | 1,623 | 1 | No Change |
| Hispanic/Latino | 482.5 | 481.6 | -0.9 | 484.5 | 4,439 | 0 | Declined |
| Multi-race, Non-Hisp./Lat. | 489.1 | 490.8 | 1.7 | 490.8 | 519 | 3 | Met Target |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | 1 | - | - |
| White | 494.2 | 494.5 | 0.3 | 495.9 | 3,470 | 2 | Improved Below Target |

District Results- Math High School

| Mathematics achievement - legacy MCAS Composite Performance Index (CPI) - High school | | | | | | | About the Data |
|---|------------------|------------------|--------|-------------|-------|--------|-----------------------|
| Group | 2017 Achievement | 2018 Achievement | Change | 2018 Target | N | Points | Reason |
| All Students | 77.1 | 80.1 | 3.0 | 78.9 | 1,716 | 3 | Met Target |
| Lowest Performing | 36.8 | 47.0 | 10.2 | 39.6 | 366 | 4 | Exceeded Target |
| High needs | 70.3 | 74.4 | 4.1 | 72.8 | 1,242 | 4 | Exceeded Target |
| Econ. Disadvantaged | 70.6 | 74.2 | 3.6 | 73.3 | 1,017 | 3 | Met Target |
| EL and Former EL | 65.1 | 67.6 | 2.5 | 69.0 | 645 | 2 | Improved Below Target |
| Students w/ disabilities | 53.9 | 60.0 | 6.1 | 56.8 | 327 | 4 | Exceeded Target |
| Amer. Ind. or Alaska Nat. | - | - | - | - | 1 | - | - |
| Asian | 90.9 | 89.1 | -1.8 | 92.6 | 131 | 1 | No Change |
| Afr. Amer./Black | 75.1 | 77.6 | 2.5 | 77.7 | 331 | 3 | Met Target |
| Hispanic/Latino | 68.1 | 73.1 | 5.0 | 71.0 | 706 | 4 | Exceeded Target |
| Multi-race, Non-Hisp./Lat. | 78.2 | 87.5 | 9.3 | 80.0 | 60 | 4 | Exceeded Target |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - |
| White | 85.9 | 88.6 | 2.7 | 87.7 | 487 | 3 | Met Target |

District Results- Science Non-High School

| Science achievement - legacy MCAS Composite Performance Index (CPI) - Non high school | | | | | | | About the Data |
|---|------------------|------------------|--------|-------------|-------|--------|-----------------|
| Group | 2017 Achievement | 2018 Achievement | Change | 2018 Target | N | Points | Reason |
| All Students | 62.2 | 60.6 | -1.6 | 64.0 | 3,443 | 1 | No Change |
| Lowest Performing | - | - | - | - | - | - | - |
| High needs | 56.4 | 55.3 | -1.1 | 58.7 | 2,749 | 1 | No Change |
| Econ. Disadvantaged | 55.2 | 54.3 | -0.9 | 57.3 | 2,220 | 1 | No Change |
| EL and Former EL | 57.5 | 52.7 | -4.8 | 60.3 | 1,570 | 0 | Declined |
| Students w/ disabilities | 44.6 | 42.7 | -1.9 | 46.9 | 720 | 1 | No Change |
| Amer. Ind. or Alaska Nat. | - | - | - | - | 5 | - | - |
| Asian | 72.8 | 69.9 | -2.9 | 75.4 | 251 | 0 | Declined |
| Afr. Amer./Black | 58.3 | 58.2 | -0.1 | 61.6 | 467 | 1 | No Change |
| Hispanic/Latino | 54.1 | 51.5 | -2.6 | 56.6 | 1,472 | 0 | Declined |
| Multi-race, Non-Hisp./Lat. | 61.8 | 66.1 | 4.3 | 63.6 | 172 | 4 | Exceeded Target |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | 1 | - | - |
| White | 72.7 | 71.0 | -1.7 | 74.5 | 1,075 | 1 | No Change |

District Results- Science High School

| Science achievement - legacy MCAS Composite Performance Index (CPI) - High school | | | | | | | About the Data |
|---|------------------|------------------|--------|-------------|-------|--------|-----------------------|
| Group | 2017 Achievement | 2018 Achievement | Change | 2018 Target | N | Points | Reason |
| All Students | 80.7 | 80.1 | -0.6 | 82.5 | 1,569 | 1 | No Change |
| Lowest Performing | - | - | - | - | - | - | - |
| High needs | 74.7 | 74.8 | 0.1 | 77.0 | 1,123 | 2 | Improved Below Target |
| Econ. Disadvantaged | 74.9 | 75.0 | 0.1 | 77.0 | 827 | 2 | Improved Below Target |
| EL and Former EL | 69.9 | 68.6 | -1.3 | 72.7 | 561 | 1 | No Change |
| Students w/ disabilities | 61.5 | 62.5 | 1.0 | 63.8 | 310 | 2 | Improved Below Target |
| Amer. Ind. or Alaska Nat. | - | - | - | - | 1 | - | - |
| Asian | 91.0 | 87.2 | -3.8 | 93.6 | 127 | 0 | Declined |
| Afr. Amer./Black | 82.4 | 78.9 | -3.5 | 85.7 | 283 | 0 | Declined |
| Hispanic/Latino | 73.0 | 73.5 | 0.5 | 75.5 | 648 | 2 | Improved Below Target |
| Multi-race, Non-Hisp./Lat. | 83.5 | 85.1 | 1.6 | 85.3 | 52 | 3 | Met Target |
| Nat. Haw. or Pacif. Isl. | - | - | - | - | - | - | - |
| White | 86.3 | 87.8 | 1.3 | 88.1 | 458 | 3 | Met Target |

Urban District Progress Toward Targets

| District Name | Progress toward improvement targets (%) | Classification | Subgroup Results (%) | | |
|---------------|---|--|----------------------|-----|----|
| | | | Eco. Dis | SWD | EL |
| Worcester | 57 | Not requiring assistance or intervention | 38 | 35 | 30 |
| Boston | 56 | Needs SPED assistance | 48 | 42 | 31 |
| Brockton | 38 | Needs SPED intervention | 33 | 36 | 19 |
| Concord | 43 | Not requiring assistance or intervention | 49 | 46 | 29 |
| Fall River | 42 | Not requiring assistance or intervention | 40 | 36 | 29 |
| Holyoke | 35 | In need of broad comprehensive support, chronically underperforming. Needs substantial SPED intervention | 55 | 43 | 38 |
| Lawrence | 32 | In need of broad comprehensive support, chronically underperforming. Needs substantial SPED intervention | 28 | 12 | 24 |
| Lynn | 55 | Not requiring assistance or intervention | 65 | 50 | 48 |
| Lynn | 45 | Needs SPED assistance | 29 | 23 | 23 |
| New Bedford | 43 | In need of broad comprehensive support, low graduation rate. Needs SPED intervention | 46 | 33 | 48 |
| Springfield | 58 | Needs SPED intervention | 58 | 39 | 48 |

Urban District Achievement Data

| District Name | ELA Non-High School (composite scaled score) | Math Non-High School (composite scaled score) | ELA High School (CPI) | Math High School (CPI) |
|---------------|--|---|-----------------------|---------------------------|
| Wareham | 491.7 | 486.1 | 92.3 | 80.1 |
| Boston | 491.4 | 489.0 | 92.9 | 83.6 |
| Brockton | 487.0 | 484.2 | 91.7 | 76.0 |
| Chicopee | 495.0 | 495.3 | 95.3 | 85.9 |
| Fall River | 491.4 | 489.0 | 89.8 | 74.5 |
| Holyoke | 480.0 | 475.4 | 92.3 | 74.2 |
| Lawrence | 487.0 | 488.1 | 89.8 | 73.9 |
| Lowell | 492.8 | 492.3 | 92.6 | 82.3 |
| Lynn | 482.3 | 480.8 | 87.2 | 76.2 |
| New Bedford | 490.4 | 488.9 | 78.7 | 68.8 |
| Springfield | 489.1 | 485.0 | 88.5 | 71.6 |

School Overall Classification: "Requiring assistance or intervention" Reason for School Classification: "In need of focused/targeted support"

| School Name | Grades Served | School Type | October 2018 Enrollment | Accountability Percentage | Criterion Referenced Target Percentage (%) | 2018 Reason for Classification - Performance | 2018 Reason for Classification - Participation | 2018 Low Performing Subgroup(s) | 2018 Low Participation Groups |
|-----------------------|----------------------|-------------|-------------------------|---------------------------|--|--|--|--|--|
| Sumner Middle School | 01-08 | MS | 422 | 6 | 64 | Low subgroup performance | | White, Economically Disadvantaged, High Needs | |
| Grant Middle | 05-07,08 | MS | 800 | 8 | 73 | Low subgroup performance | | Economically Disadvantaged, Economically Disadvantaged, High Needs | |
| Worcester East Middle | 06-07,08 | MS | 821 | 15 | 79 | Low subgroup performance | | White, Students w/ Disabilities | |
| North High | 09-10, 11-12 | HS | 1279 | 6 | 48 | Low subgroup performance | Low participation rate | White | African American, Black, Students w/ disabilities, Hispanic/Latino, EL and Former EL |
| Graton Street | PK,01,02,03,04,05,06 | ES | 825 | 6 | 61 | Low subgroup performance | | White | |
| Columbus Park | PK,01,02,03,04,05,06 | ES | 374 | 7 | 47 | Low subgroup performance | | White | |
| Vernon Hill School | PK,01,02,03,04,05,06 | ES | 430 | 9 | 50 | | | | |
| Sumner Senior High | 09-10,11,12 | HS | 1018 | 9 | 70 | | | | |
| Clark St Community | PK,01,02,03,04,05,06 | ES | 186 | 10 | 79 | | Low participation rate | | Students w/ disabilities |
| Canterbury | PK,01,02,03,04,05,06 | ES | 301 | 19 | 45 | Low subgroup performance | | White | |

Worcester School Categorization

| School of Record | Meeting Targets | Partially Meeting Targets | in Need of Focused/Targeted Support | Insufficient Data |
|---------------------------------|---|---|---|-----------------------------------|
| Francis McGrath Wawecus Road | Belmont Street Community Chandler Magnet City View Elm Park Community Flagg Street Goddard School/Science Technical Jacob Hiatt Magnet Lincoln Street May Street Midland Street Quinsigamond Tatnuck West Tatnuck Woodland Academy Worcester Arts Magnet School | Burncoat Street Claremont Academy Doherty Memorial High Forest Grove Middle Gates Lane Heard Street Lake View Nelson Place Norrback Avenue Rice Square Roosevelt South High Community Thorndyke Road Union Hill School University Pk Campus Worcester Technical High | Burncoat Middle School Burncoat Senior High Canterbury Clark St Community Columbus Park Grafton Street North High Sullivan Middle Vernon Hill School Worcester East Middle | Chandler Elementary Head Start |

Thank You



ITEM: gb #8-179

STANDING COMMITTEE: **SCHOOL AND STUDENT PERFORMANCE**

DATE OF MEETING: January 23, 2020

ITEM: Mr. Comparetto/Mr. Foley/Mr. Monfredo (May 30, 2018)

Request that the Administration provide a report on suspensions.

PRIOR ACTION:

- 6-7-18 - Referred to the Standing Committee on Accountability and Student Achievements.
Mr. Comparetto made the following motion:
Request that the Administration provide a report on suspensions to include:
- a demographic breakdown
 - number of instructional days lost and
 - reasons for suspensions
- On a voice vote, the motion was approved.

BACKUP:

Annex A (1 page) contains a copy of the Administration's response to the item.

The below data is taken for the Worcester Public Schools December 2019-20 Baseline Document. There were 74 schools days between 8/26/2019 and 12/30/2019 this school year. The below table compares the number of infractions from the first 74 days of the 2018-19 school year to the first 74 days of the 2019-2020 school year.

| Total | | | In House Suspension | | | Out of House Suspension | | | Emergency Removals | | |
|-------|-------|--------|---------------------|-------|--------|-------------------------|-------|--------|--------------------|-------|--------|
| 19-20 | 18-19 | Change | 19-20 | 18-19 | Change | 19-20 | 18-19 | Change | 19-20 | 18-19 | Change |
| 1095 | 1145 | -50 | 407 | 357 | 50 | 688 | 788 | -100 | 228 | 365 | -137 |

The following table compares the number of students suspended from the first 74 days of the 2018-19 school year to the first 74 days of the 2019-2020 school year.

| Total Students | | |
|----------------|-------|--------|
| 19-20 | 18-19 | Change |
| 767 | 831 | -59 |

The characteristics of the 767 students who were suspended in the first 74 days of the 2019-2020 school are:

| # of Suspensions | | | | Gender | | Student Count by Special Populations | | |
|------------------|-----|-----|-----|--------|------|--------------------------------------|---------------------------|------------|
| 1 | 2-4 | 5-9 | 10+ | Female | Male | Special Education | English Language Learners | Low Income |
| 563 | 192 | 12 | 0 | 270 | 497 | 320 | 208 | 665 |

| Student Count by Grade Level | | | | | | | | | | | |
|------------------------------|---|----|----|----|----|-----|-----|-----|-----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 9 | 9 | 20 | 38 | 32 | 38 | 122 | 138 | 136 | 108 | 67 | 41 |

| Discipline Rate by Race/Ethnicity | | | | |
|-----------------------------------|-------|----------|-----------------|-------|
| African American/Black | Asian | Hispanic | Native American | White |
| 3.64% | 0.36% | 3.90% | 4.50% | 2.57% |

ITEM: gb #8-180

STANDING COMMITTEE: **SCHOOL AND STUDENT PERFORMANCE**

DATE OF MEETING: January 23, 2020

ITEM: Mr. Comparetto/Mr. Foley/Mr. Monfredo (May 30, 2018)

To consider establishing a committee, in conjunction with the Administration, to reduce school suspensions.

PRIOR ACTION:

6-7-18 - Referred to the Standing Committee on Accountability and Student Achievements.

BACKUP:

Annex A (4 pages) contains a copy of the Administration's response to the item.

Gb #8-180 To consider establishing a committee in conjunction with the Administration to reduce school suspensions.

Administrators were asked to volunteer to be on a "Reducing Suspensions Committee". The superintendent, managers, and building representatives from elementary, middle and high schools form the committee. On August 31, 2018, volunteers were thanked for agreeing to participate and notified that the first meeting would be September 13, 2018. Please see the attached letter. Meetings have been held monthly through the year and are planned to continue.

Additionally, in the monthly principals' meeting, the district attendance and discipline data is now presented and analyzed by the group for trends and patterns. This is followed by principals receiving their building data to analyze and discuss in small groups, sharing successful action steps and identifying challenges.

Current action steps related to this initiative include:

- Discipline:

1. The DESE offered training: Rethinking Discipline Professional Development with consulting group Engaging Schools is being attended by district level administrators. These sessions include "Recalibrating Rules, Violations, Consequences and Restorative/Supportive Interventions". The information will be brought to leaders and staff over time with the district receiving some professional development at no cost from Engaging Schools.
2. The ongoing work of behavior clinicians supporting students and teachers in classrooms continues in year three. This has led to the development of a district stabilization team with the goal of supporting students while providing strategies and support for staff working with students in crisis. The initiative continues to develop as informed by the work in district's work on assessment and stabilization and through the HEARS initiative funded by the Health Foundation.

- Implicit Bias Training:

School staff will receive trainings in multiple ways in the coming year. Principals will have a related DESE training on LGBTQ at the May meeting. A coordinated plan is currently under development utilizing the resources brought forward in other trainings to connect and bridge the multiple, inter-related concerns as detailed under the headings in this response.

- Cultural Proficiency Training:

1. District administrators attended a series of DESE trainings over the summer of 2018 through this spring. The Director of English Learners and her staff continue

to develop and offer professional development in this area including: “Culturally Responsive Teaching and the Brain”, an online book study, which was offered spring 2019. This work will be expanded to school based trainings this summer with school teams receiving training.

2. Through grant FC 231 *Leading Educational Access (LEAP) Developing Cultural Proficiency (DCP) Incentive* the district is being supported by a state designated vendor Assabet Valley Collaborative in ongoing efforts to meet the needs of all students by systemically strengthening the knowledge and skills of educators in building inclusive environments and delivering culturally responsive instruction. This grant is aligned with the Leading Educational Access Project (LEAP), which was created to support the Department of Elementary and Secondary Education's (DESE) commitment to improving outcomes for all students, especially our most vulnerable students — inclusive of low-income students, ELL students, students of color, and students with disabilities. As a component of LEAP the Developing Cultural Proficiency Institute (DCP) was initiated August 2018 and will continue through the 2018-2019 school year. This grant provides funding to a cohort of 16 Massachusetts district teams currently participating in DCP. DESE has been working collaboratively with these teams to assess why there are gaps in outcomes for student subgroups and how to address this issue through inclusive environments and culturally responsive instruction. WPS has chosen to focus on developing educator skills and techniques for interrupting bias and supporting student achievement and educational equity; increasing engagement of educators in self-exploration and reflection on personal attitudes, beliefs and assumptions regarding cultural proficiency, equity and anti-bias education and improving culturally responsive teaching through lesson design to make content and instruction more responsive and inclusive.
 3. The Managers of Special Education, the Office of Curriculum and Professional Learning, two curriculum liaisons, and a team from North High have attended monthly DESE meetings through the Inclusive Practice Academy. This is a three year academy. The initiative looks at how to include Universal Design for Learning (UDL) strategies into the classroom. Topics to date have included: Culturally Responsive Teaching; Student Engagement; Learning within the Context of Culture; Student Centered Instruction and How to Maintain Rigor with UDL Practices. North High has begun to incorporate some strands of UDL into their classrooms. Liaisons are incorporating the information and examples in practice into workshops. All instructional coaches will attend professional development with Katie Novick, a UDL expert, on September 17.
- Trauma and Resilience training:
 1. Several administrators are attending the state-wide regional Trauma and Resilience training through the University of Massachusetts Medical School where topics such as toxic stress, trauma reactions, the impact of racial inequalities and racism as a form of trauma, and complex trauma will be discussed along with resources and tools to

increase resiliency. This information will be reviewed and disseminated through staff development

2. The district has contracted with Dr. Stuart Ablon from Massachusetts General Hospital's "Think:Kids " (<http://www.thinkkids.org/>). The website explains: "Think:Kids teaches a revolutionary, evidence-based approach called Collaborative Problem Solving® (CPS) for helping children with behavioral challenges. Through training, support and clinical services, we promote the understanding that challenging kids lack the skill, not the will, to behave well – specifically skills related to problem solving, flexibility and frustration tolerance. Unlike traditional models of discipline, the CPS approach avoids the use of power, control and motivational procedures and instead focuses on building helping relationships and teaching at-risk kids the skills they need to succeed."
Dr. Ablon will present to school teams on August 19, 2019. After an introduction and workshop, school teams will develop a plan of action using their school data. The initiative will follow through in monthly principal meetings where data is analyzed.
3. Worcester Educational Collaborative (WEC) will continue to offer staff training on this topic through a grant from the Danielson Foundation. This is now available to schools outside of the HEARS initiative and provides staff with professional learning points toward their re-certification.