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**The following item will be discussed at the virtual meeting of the Standing Committee on School and Student Performance to be held on Monday, November 9, 2020 at 6:00 p.m. in Room 410 at the Durkin Administration Building:**

gb #0-228 - Administration (July 6, 2020)

To consider review of the following Innovation Schools Annual Evaluations:

Chandler Magnet School

**Claremont Academy**

Goddard Scholars Academy at Sullivan Middle School

**Goddard School of Science and Technology**

**Woodland Academy**

Academy of Science, Technology and Health at Worcester East Middle School

**Worcester Technical High School** and

University Park Campus School

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 #2

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

on: Monday, November 9, 2020  
at: 6:00 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.

gb #0-30 - Mayor Petty/Miss Biancheria/Mrs. Clancey/Mr. Foley/Ms. McCullough/Mr. Monfredo/Ms. Novick (January 8, 2020)

Request that the Standing Committee on School and Student Performance monitor the benchmarks and metrics for the district, and in particular the new investment under the Student Opportunity Act, to gauge the success of our work and to identify the challenges still facing the district.

gb #0-87 -Mrs. Clancey/Mr. Foley/Ms. McCullough/Mr. Monfredo/Ms. Novick  
(February 26, 2020)

Request that the Administration provide a report regarding the feasibility of offering a Drug Education Program to students in lieu of suspension.

gb #0-228 - Administration (July 6, 2020)

To consider review of the following Innovation Schools Annual Evaluations:

Chandler Magnet School  
Claremont Academy  
Goddard Scholars Academy at Sullivan Middle School  
Goddard School of Science and Technology  
Woodland Academy  
Academy of Science, Technology and Health at Worcester East Middle School  
Worcester Technical High School and  
University Park Campus School

gb #0-232 - Ms. Novick/Mrs. Clancey/Mr. Foley/Ms. McCullough/Mr.  
Monfredo (July 7, 2020)

To consider the Worcester Regional Research Bureau's July 2020 report ["Broadening Broadband"](#).

gb #0-311 - Ms. Novick/Mrs. Clancey/Ms. McCullough (September 23, 2020)

Request administration clarify school arrest data as reported to the state for the 2018-19 school year.

gb #0-312 - Ms. Novick (September 23, 2020)

To review the recently released Citizens for Juvenile Justice and Strategies for Youth report ["Fail: School Policing in Massachusetts."](#)

#### IV. ADJOURNMENT

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

STANDING COMMITTEE: **SCHOOL AND STUDENT PERFORMANCE**

DATE OF MEETING: Monday, November 9, 2020

ITEM: Administration (July 6, 2020)

To consider review of the following Innovation Schools Annual Evaluations:

Chandler Magnet School  
Claremont Academy  
Goddard Scholars Academy at Sullivan Middle School  
Goddard School of Science and Technology  
Woodland Academy  
Academy of Science, Technology and Health at Worcester East Middle School  
Worcester Technical High School and  
University Park Campus School

PRIOR ACTION:

7-16-20 - On a roll call of 7-0, the item was referred to the Standing Committee on School and Student Performance.

BACKUP:

- Annex A (18 pages) contains a copy of Claremont Academy's Innovation Schools Annual Evaluation.
- Annex B (18 pages) contains a copy of Goddard School of Science and Technology's Innovation Schools Annual Evaluation.
- Annex C (23 pages) contains a copy of Woodland Academy's Innovation Schools Annual Evaluation.
- Annex D (15 pages) contains a copy of Worcester Technical High School's Innovation Schools Annual Evaluation.



## **Innovation Schools Annual Evaluation**

Claremont Academy, Worcester

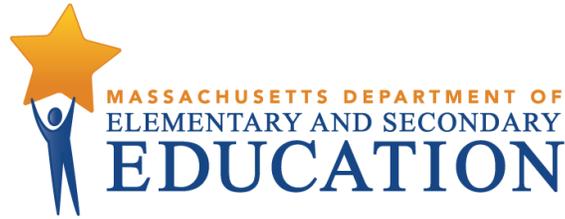
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For School Year 2019-2020

Worcester Public Schools  
Superintendent Maureen Binienda  
[biniendam@worcesterschools.net](mailto:biniendam@worcesterschools.net)

Claremont Academy  
Angela Plant, Principal  
[planta@worcesterschools.net](mailto:planta@worcesterschools.net)

**Massachusetts Department of Elementary and Secondary Education**  
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This document was prepared by the  
Massachusetts Department of Elementary and Secondary Education  
Jeffrey C. Riley  
Commissioner

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## Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute [M.G.L., c.71, s.92](#), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

## Annual Evaluation Submission Instructions

Evaluations for the 2019-2020 school year should be submitted by August 1, 2020. Questions and completed evaluations should be submitted to Brenton Stewart at [brenton.stewart@mass.gov](mailto:brenton.stewart@mass.gov). Please note in the subject line of the email message "Innovation School Annual Evaluation 2019-2020\_*[insert School name\_District name]*."

## Innovation School/Academy Information

<b>School/Academy Name:</b> Claremont Academy	
<b>School Type</b> (New/Conversion/Academy): Innovation school	<b>District Name:</b> Worcester Public Schools
<b>Year Innovation Status Granted:</b> June 2015	<b>School Year Implementation Commenced:</b> 2015-2016
<b>Grades Served:</b> 7-12	<b>Total Enrollment:</b> 543 students
<p><b>Mission:</b>          The Claremont Academy Innovation School strives to ensure that all of its Main South students realize the power of their minds and hearts and develop their capabilities as readers, writers, problem-solvers, communicators, creators, collaborators, and civic-minded contributors to their community; to guide and support every student on a pathway to college, career, and civic readiness; to provide the majority of students, in tandem with its college partners, with early college academic experiences such as visiting, auditing, and taking courses; and to qualify every student for postsecondary education, with at least three-fourths enrolling at a two- or four-year college within a year of the fall following graduation.</p>	
<p><b>Vision:</b>          Claremont will fulfill its mission by committing to college and career as common goals, to community and civic-mindedness as core values, and to each and every student as a powerful thinker and important community member capable of postsecondary learning and contributing to the betterment of the world. Our sense of community will be grounded in the concept of Ubuntu adopted by the Claremont staff during its redirection process several years ago—“I am because we are!” All students will participate in a unique neighborhood-based and partnership-supported college-going culture and curriculum shaped by the following design elements:</p> <ul style="list-style-type: none"> <li>• An all-honors foundational curriculum built on the idea of students as powerful thinkers.</li> <li>• A curriculum in which career, community and early college learning are integrated</li> <li>• A curriculum in which socio-emotional learning is integrated</li> <li>• A personalized college, career and civic readiness plan upon graduation</li> <li>• An assessment process which charts students’ progress in college, career and civic readiness and which involves them in public “Gateway” demonstrations of their learning</li> <li>• A strategically aligned partnership and professional community, spanning Pre-K- College designed to support students</li> <li>• A process of tracking students’ progress in postsecondary learning, building a stronger connection between secondary and postsecondary experience</li> <li>• A professional learning community built on the idea of teachers as powerful learners of practice</li> </ul>	
<p><b>Educational Model:</b>          The Educational Model of our school is grade-level, team -based organization, with team leaders instead of Department Heads. Through this structure, we are able to provide support for the entire child and support for teacher development</p>	

## **Part A: Description of Autonomies and Flexibilities Implementation**

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

***Curriculum, Instruction, and Assessment (if applicable)***

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

*Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2019-2020 school year.*

Claremont's Innovation Plan is an all-honors curriculum. Teachers learn and implement strategies and supports needed within the classroom to ensure student access to content and concepts. Teaching practices are identified and supported through work in Professional Learning Communities (PLCs). A team-based approach to curriculum implementation is used to support powerful teaching and learning. PLC practices include instructional rounds, looking at student work, collaborative lesson planning, and implementation of our school-wide rubrics aligned to our Claremont Characteristics of (Perseverance, Collaboration, Communication, Research, Analysis and Ubuntu). Student engagement and data are discussed weekly.

Advanced Placement (AP) classes are offered on site. In the 2019-20 school year 86 students participated in AP coursework grades 9-12 with 15% earning a qualifying score rate on the AP exam. Our students also engaged in college preparation by taking courses at Clark University, our community partner, and through the District's dual enrollment and early college programs at Worcester State University and Quinsigamond Community College.

The 2019-2020 SY was our third year of Gateways implementation at Grades 8, 10 and 12 to provide authentic performance assessments within several grade levels. Due to the COVID-19 closure only grade 12 students were able to successfully present.

We continue to utilize scheduling autonomy to allow each student to meet two times a month with a small group of 7 through 12 graders in an advisory program. The goal is to provide a structure to support teachers in getting to know each student and ensuring each student has at least one adult within the building that they can go to. This supports a culture of transparency and respect in the academic community. During the 2019-2020 students on a monthly basis engaged in My Cap work on teams utilizing Naviance lessons and various social emotional strategies for restorative justice practices and college and career ready supports.

The neighboring community, in partnership with the District, utilizes our building to offer evening ESL classes and Saturday programing for immigrant youth

***Budget (if applicable)***

The innovation schools model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per

pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

*Describe the innovation school or academy's implementation of budgetary flexibilities during the 2019-2020 school year.*

N/A

### ***School Schedule and Calendar (if applicable)***

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

*Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2019-2020 school year.*

Claremont Academy adjusts the daily schedule of time on learning, adding minutes to accommodate a three-hour staff professional development during the first Wednesday of every month. This staff meeting time has been used, to develop and refine the Gateway assessments, to identify formative assessment strategies that lead to improved summative assessments and provide PD in the areas of Culturally Relevant Pedagogy and social emotional learning (SEL)/trauma training for teaching staff.

### ***Staffing (if applicable)***

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

*Describe the innovation school or academy's implementation of staffing flexibilities during the 2019-2020 school year.*

Claremont Academy has the autonomy to work outside of the District's collective bargaining agreement in this area. Rubrics were created to interview and rate candidates. Many teachers had a voice in the development of this process. Depending on the number of candidates, the process follows these steps:

- The paperwork committee (approximately 3 members) determines 3-5 candidates with suitable licenses, experience and recommendations to forward to the next committee.
- The 3-5 candidates come in for a ten-question interview process with approximately 5 committee members including a staff and/or student member. \*Adjusted to be done via Zoom due to COVID-19 closure.

- The candidates are then screened further by performing a demo lesson in front of a mock student classroom of approximately 3 committee members. \*Adjusted to complete a Claremont Lesson Plan and be prepared to explain/walk through the lesson due to COVID-19.
- The paperwork and evaluation of each committee then goes to the final “tally” committee (3 people) who send the final two recommendations to the Principal.

As a result, to hire for one position, approximately 14 people are involved. Our belief is that this process benefits the teachers hired as well as to the staff involved in the hiring.

### ***Professional Development (if applicable)***

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

*Describe the innovation school or academy’s implementation of professional development flexibilities during the 2019-2020 school year.*

As described in the mission, vision and educational model, a collaborative, team approach is assumed as an overarching organizational structure. The monthly three- hour staff meeting block structures time specifically for targeted professional development. Teacher voice plays a role as well as District mandates in shaping the PD offered. For example, in years past staff have worked to: improve the Gateway implementation; to identify how the Claremont Characteristics are developed and taught within each department; to evaluate and refine the Advisory period; and to prepare for the NEASC visit, Fall 2019. The bulk of our PD for the 2019-2020 year was focused early on preparation for the NEASC visit, Culturally Relevant Pedagogy and Dr. Forkey Trauma Informed training.

### ***District Policies and Procedures (if applicable)***

Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.

*Describe the innovation school or academy’s implementation of district policies and procedures flexibilities during the 2019-2020 school year.*

Claremont Academy assumes the District policies and procedures.

Additionally, our Innovation Advisory Board has been in existence since the beginning of the Innovation plan and represents Faculty, Student, Parent and Community partners. With two to three meetings each year, it is a valuable support. Board members are invited to participate in as many school activities as possible. Because the Advisory Boards at Woodland Academy has common members, we began the 2018-2019 year with meetings in conjunction with our

partner K-6 school. This was successful and we look to continue this. During the 2019-2020 school we were only able to hold one joint meeting of the Advisory Board. The other was canceled due to the COVID-19 closure.

In 2017-2018, we instituted the Gateway performances. In 2018-2019, these ran in grades 8, 10 and 12.

## Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student subgroups:
  - Race/ethnicity
  - Students identified as economically disadvantaged
  - English Learners (ELs)
  - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student subgroup rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the 2019-2020 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

*Student [attendance rates](#) (including, but not limited to overall attendance rate and chronic absenteeism)*

When we compare data for the first 118 days of school in 2018-2019 and 2019-2020, our attendance rate remained essentially the same (e.g., March 2019=92.95% and March 2020= 93.01%)

Chronic absenteeism increased by 28 students when looking at the same time period during the last two school years. A break out of these demographics highlights a need to identify targeted support for Hispanic/Latino students (100 chronic students) and low income students (110 chronic students).

Our dropout rate increased by 4 students (e.g., increase from 8 in March 2019 to 12 in March 2020). A break out of these demographics (e.g., gender= 5 f and 7 m; race= 1 AA, 1 As, 10 H; 11 low income; 9 LEP) suggests we must continue to identify effective supports for students at the intersection of low-income status and English learners.

**CLAREMONT ACADEMY ATTENDANCE (Data source: WPS March 2020 Baseline data)**

	Pupil Attendance	Chronic Abs	Dropout
2018-19 (first 118 days)	92.95%	120 Ss	8 Ss
2019-20	93.01%	92 Ss	12 Ss
<b>Difference</b>	<b>+0.07%</b>	<b>+28 Ss</b>	<b>+4 Ss</b>

*Student safety and [discipline rates](#) (In-school suspensions and Out-of-school suspensions. Including, but not limited to ‘All offenses’ and ‘Non-drug, non-violent, and non-criminal-related offenses’)*

Our discipline data show no significant changes in the number of suspensions, but do indicate a shift from using out-of-school suspensions to in house suspensions.

	Total Suspensions	In House	Out of School	Emergency Removal
2018-19 (first 118 days)	56	3	53	16
2019-20	60	15	45	18
<b>Difference</b>	<b>+4</b>	<b>+12</b>	<b>-8</b>	<b>+2</b>

Additionally, our data does not show a significant change in the number of students between years. There was a slight increase (e.g., 2018-19= 51 Ss, and 2019-20= 57 Ss).

*Student promotion and [retention rates](#)*

Our goal will be re-examined when the data is in for the 2019-20 school year. At the end of the 2018-19 school year, 11 students were retained (2.0%) with a majority of retention in 9th grade.

*Student [graduation rates](#), if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)*

For the 2018-19 school year, the 4 year adjusted graduation rate was 90.7%, down from 93.3% the prior year, and the 5 year adjusted graduation rate was 93.3%, up from 90.0% the prior year.

*Student [dropout rates](#), if applicable*

At the end of the 2018-19 school year, 3.1% (n=11) of students dropped out.

*Student [Next-Generation MCAS achievement](#) and [legacy MCAS achievement](#) (as applicable, Next-Generation ELA proficiency and growth, Next-Generation Math proficiency and growth, Legacy ELA proficiency and growth, Legacy Math proficiency and growth, and SCI proficiency)*

This goal cannot be assessed, for this year. For the 2018-19 school year, Claremont has a state accountability percentile of 11 with the notation of “Not requiring assistance or intervention”. Progress toward improvement targets is noted as “41% Moderate progress toward targets”.

Category/Percentile	Middle School	High School
Achievement	6th	4th
SGP	29th	8th
EPL Progress	16th	55th
Chronic Absent	20th	21st

Overall	6th	16th
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	% Meeting/Exceeding	Avg. Scaled Score	Avg. SGP	Achievement %ile
ELA Grade 7	20	482.9	42.3	11
Math Grade 7	13	476.8	34.5	7
ELA Grade 8	29	483.5	56.1	14
Math Grade 8	12	477.6	29.2	7
Science Grade 8	10	479.9	-	14
ELA Grade 10	22	484.6	33.0	7
Math Grade 10	23	484.8	42.1	9
Science Grade 10*	28	68.0	-	-

*\*HS Science is still the legacy version of the MCAS assessment. The performance levels and scoring scales are different for this group, are not comparable to the other grade, and subject data.*

*Reduction of proficiency gaps in areas of academic underperformance (not limited to MCAS) and non-academic disparities (such as access to AP/honors-level courses, art, civic engagement, and extra-curricular activities)*

Click or tap here to enter text.

As per our Innovation plan, all students at Claremont Academy are enrolled in honors level classes/courses. Students in grades 9-12 are offered many opportunities as in years past to enroll in Advanced Placement classes and to take college courses at three local campuses. Our students were engaged in multiple civic, academic and social emotional programs prior to the closure. All grade nine and ten students took an Early College Awareness class. Work has been done to provide more supports to students who are struggling academically to minimize the achievement gap. With after school tutoring for MCAS preparation and college readiness programs such as CSI.

Much work and attention is needed to increase student success for Hispanic/Latino students (male) to ensure greater academic success in school and post-graduation. A first step in full staff training in the 2019-20 school year for teacher on Culturally Relevant Pedagogy.

### **Part C: Innovation Plan Updates** *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the 2019-2020 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

*Provide a description of any revisions or updates made during the 2018-2019 SY. Be sure to include when implementation of these revisions or updates began or will take place.*

N/A

## **Part D: Renewal** *(if applicable)*

### ***Innovation schools or academies seeking renewal***

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to [brenton.stewart@mass.gov](mailto:brenton.stewart@mass.gov).

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

#### **Step 1: Convene Stakeholders**

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

*These discussions should include the MAGs.*

#### **Step 2: Innovation Plan Revision Process**

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

#### **Step 3: Teacher Vote (if applicable)**

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

*This is the only time that teachers will have to vote.*

#### **Step 4: School Committee Vote**

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

*Renewal status updates.*

*Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR–*

*Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.*

The newly appointed Principal will meet with the stakeholders during the 2020-2021 school year to review relevant data and determine the best next step for the students at Claremont Academy. Recommendations will be made in Spring of 2021.

***Innovation schools or academies not seeking renewal***

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

N/A



## **Innovation Schools Annual Evaluation**

Goddard School of Science & Technology

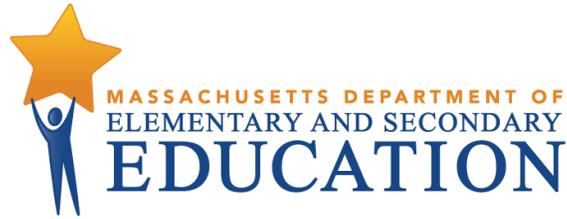
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For School Year 2019-2020

Maureen Binienda, Superintendent  
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Karrie Allen, Ed.D., Principal  
Goddard School of Science & Technology  
Worcester Public Schools  
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**Massachusetts Department of Elementary and Secondary Education**  
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Jeffrey C. Riley  
Commissioner

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## Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute [M.G.L., c.71, s.92](#), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

## Annual Evaluation Submission Instructions

Evaluations for the 2019-2020 school year should be submitted by August 1, 2020. Questions and completed evaluations should be submitted to Brenton Stewart at [brenton.stewart@mass.gov](mailto:brenton.stewart@mass.gov). Please note in the subject line of the email message "Innovation School Annual Evaluation 2019-2020\_*[insert School name\_District name]*."

## Innovation School/Academy Information

<b>School/Academy Name:</b> Click or tap here to enter text.	
<b>School Type:</b> <b>Full Conversion</b>	<b>District Name:</b> <b>Worcester</b>
<b>Year Innovation Status Granted:</b> 2011	<b>School Year Implementation Commenced:</b> 2011-2012
<b>Grades Served:</b> <b>Preschool-Sixth Grade</b>	<b>Total Enrollment:</b> <b>378</b>
<b>Mission:</b>	
<p>At Goddard School of Science &amp; Technology, we are proud of our commitment to educate all children with purpose and support so that each child can reach readiness for college and career.</p>	
<b>Vision:</b>	
<p>Goddard School of Science &amp; Technology recognizes that our individual visions for innovation and improvement begins with the overarching set of expectations set by Worcester Public Schools. The Worcester Compact promises to parents, guardians and students that as a system, they will deliver on high expectations and outstanding results for all students. 100% of students will be guaranteed a rigorous core curriculum resulting in measurable gains in students learning. As part of that Compact, Goddard has established a culture of high expectations, teacher collaboration and concrete instructional strategies.</p>	
<b>Educational Model:</b>	
<p>Goddard's Core Values define our overarching belief system, grounding in the notion that acceleration of academic achievement can only occur in a school environment that is safe, orderly, welcoming and focused on the individual needs of each student. Decision making is centered on empowering both children and adults, to sustain ideal conditions in order that teaching and learning is maximized. Our thoughtful approach to school wide improvement is implemented with a focus on research based, data driven practices. Goddard's community understands the essential components of progress, notably collaborative and trusting relations between all stakeholders, must be in place in order to create ideal conditions for learning. Together, we seek to create an elementary experience defined as "cutting edge" for our students, staff, parents, guardians and community.</p>	

## **Part A: Description of Autonomies and Flexibilities Implementation**

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

## **Curriculum, Instruction, and Assessment (if applicable)**

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

*Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2019-2020 school year.*

*Goddard's literacy framework is defined and addressed through an intensive professional development model that focuses on curriculum, instruction and assessment based on a two-tiered model (Tier I/Maintenance and Tier II/New Learning). This model was designed to ensure continued maintenance of best practices learned prior and to introduce/extend new understandings in the literacy domains. Key aspects of our literacy framework included:*

*(1) Extension of Reading Workshop Model: In Depth focus included both read aloud and shared reading strategies to reinforce comprehension goals and to link/identify gaps of instruction between District initiatives (SRSD/CIA) and Goddard's literacy focus.*

*(2) Bridging of Foundations and Phonics Word Study: Goddard began Introduction of Fountas & Pinnell's Phonics Word Study and phased out Foundations in order to provide a logical sequence of instruction (PreK-2).*

*(3) Development and implementation of Goddard's RTI Model (primary grades) included a systematic approach to assessment practices with targeted students and the identification of teams to implement targeted lessons and assess on a bi-weekly basis.*

*(4) Introduction and Implementation of Lucy Calkins Writing Workshop (K-2) as part of the Tier II/New Learning professional development model for primary staff*

*(5) Intensive research and implementation of running records (Tier II/New Learning professional development) in all grade levels including creation of systematic scheduling to ensure fidelity to implementation*

*6 Implementation of Word Study/Word Work initiative (Tier II/New Learning professional development/intermediate grades) to address deficit areas assessed and analyzed through running records.*

*Goddard's emphasis on Mathematics (2019-2020) was defined and addressed through targeted grade level meetings that focused on outcomes of enVision Topic Assessments (District initiative) and enVision Diagnostic Assessments (Black Box). Key aspects included*

*(1) Detailed analysis of End of Unit/Topic Assessments with creation of targeted lessons to address deficits in both content (mathematics) and technology needs (use of tools for successful test taking sessions).*

*(2) Research, implementation and analysis of enVision Diagnostic Assessment System including creation of cross classroom groups, recreation of math schedules and biweekly progress monitoring systems to successfully implement mathematics intervention groups.*

***School Schedule and Calendar (if applicable)***

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

*Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2019-2020 school year.*

Calendar and scheduling autonomy provides for continued collaboration between all faculty members as our Tier I/Maintenance and Tier II/New Learning Professional Development Plan provides support needed to address accelerated student performance levels. Worcester Public Schools supported our professional development schedule as teachers volunteer to attend sessions after school (each Wednesday for 2 hours). The two tiered professional development model provides a focused approach in reinforcing past practices (Tier I/Maintenance) and embarks on new learning (Tier II/New Learning) in both literacy and math domains.

Goddard's school wide schedule is created by the special education and ESL team to ensure no overlap or gap in services for students. Classroom schedules are followed with fidelity as service providers are bound to blocks of instruction in order to meet the needs of individual and groups of students through mandated services as well as intervention blocks. In addition, the school wide schedule provides increased collaborative time for each grade level as well as the special education and ESL teams.

***Staffing (if applicable)***

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

*Describe the innovation school or academy's implementation of staffing flexibilities during the 2019-2020 school year.*

Staffing autonomy allows Goddard to select and hire candidates aligned to the mission, vision, core values and operating structure. The staffing autonomy provides interested candidates the opportunity to hear of the journey of Goddard that promotes acceleration of our School. Candidates must demonstrate the highest expertise in designated domains, show a willingness to actively participate in our professional development model and accept ownership and leadership throughout the school day. Interested candidates visit our school to gain a clear understanding of our school day and meet with colleagues who are invested in the continued progress of all students. Interviews are conducted throughout the summer months with continued attention to all interested candidates. The administration continues to interview candidates in a hiring process independent of District policies and mandates which

is essential to the mission of Goddard. This autonomy has resulted in the hiring and retainment of exemplary teachers who may not have had such opportunities had Goddard not been provided this option.

### ***Professional Development (if applicable)***

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

*Describe the innovation school or academy's implementation of professional development flexibilities during the 2019-2020 school year.*

*Goddard's literacy framework was defined and addressed through an intensive professional development model that focused on curriculum, instruction and assessment based on a two-tiered model (Tier I/Maintenance and Tier II/New Learning). This model was designed to ensure continued maintenance of best practices learned prior and to introduce/extend new understandings in the literacy domains.*

*An essential component of teaching and learning was addressed this school year through collaborative, weekly meetings with the special education staff and ESL staff. Each week, two instructional coaches and the administration collaborated with both groups of specialists in a "case study approach" that included:*

*(1) Selection of a targeted group of students to analyze key assessments including: BAS, running records, STAR, classroom anecdotal notes, goals and objectives (of IEP's) as well as goals as defined by WIDA/ACCESS outcomes in the four domains.*

*(2) Case study approaches defined the areas of needs of each student with creation of targeted lesson plans collaboratively created utilizing the Continuum. Targeted lessons emphasized authentic learning opportunities for each student and group.*

*(3) Implementation of lessons and review of lesson outcomes (including student work) are shared among all group members each week, to provide feedback and guidance regarding next steps for each student and group.*

*In addition, as defined prior, key aspects of our literacy framework included:*

*(1) Extension of Reading Workshop Model: In Depth focus included both read aloud and shared reading strategies to reinforce comprehension goals and to link/identify gaps of instruction between District initiatives (SRSD/CIA) and Goddard's literacy focus.*

*(2) Bridging of Foundations and Phonics Word Study: Goddard began Introduction of Fountas & Pinnell's Phonics Word Study and phased out Foundations in order to provide a logical sequence of instruction (PreK-2).*

*(3) Development and implementation of Goddard's RTI Model (primary grades) included a*

*systematic approach to assessment practices with targeted students and the identification of teams to implement targeted lessons and assess on a bi-weekly basis.*

*(4) Introduction and Implementation of Lucy Calkins Writing Workshop Model(K-2) as part of the Tier II/New Learning professional development model for primary staff*

*(5) Intensive research and implementation of running records (Tier II/New Learning professional development) in all grade levels including creation of systematic scheduling to ensure fidelity to implementation*

*(6) Implementation of Word Study/Word Work initiative (Tier II/New Learning professional development/intermediate grades) to address deficit areas assessed and analyzed through running records.*

*Goddard's emphasis on Mathematics (2019-2020) was defined and addressed through targeted grade level meetings that focused on outcomes of enVision Topic Assessments (District initiative) and enVision Diagnostic Assessments (Black Box). Key aspects included*

*(1) Detailed analysis of End of Unit/Topic Assessments with creation of targeted lessons to address deficits in both content (mathematics) and technology needs (use of tools for successful test taking sessions).*

*(2) Grade level meetings focused solely on administration and analysis of the enVision Diagnostic Assessment System. Targeted lessons were created based on results, with progress monitoring systems in place on a biweekly basis. In addition, math blocks were revised in order to increase time for intervention based on outcomes.*

### ***District Policies and Procedures (if applicable)***

Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.

*Describe the innovation school or academy's implementation of district policies and procedures flexibilities during the 2019-2020 school year.*

*Goddard continues to emphasize the mission and vision established by the Governance Board including review of policies as agreed upon. Our work is supported through District initiatives which includes frequent opportunities for Innovation School leaders as well as administrators and teachers from similar settings to collaborate, share best practices and attend professional development sessions.*

## Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student subgroups:
  - Race/ethnicity
  - Students identified as economically disadvantaged
  - English Learners (ELs)
  - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student subgroup rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the 2019-2020 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meeting its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

Student [attendance rates](#) (including, but not limited to overall attendance rate and chronic absenteeism)

Daily Attendance Rates (August -March ) 2018-2019 & 2019-2020

2018-2019: 96.06%                      2019-2020: 96.27%

Chronic Absentee Rates (August -March) 2018-2019 & 2019-2020

2018-2019: 21 Students                      2019-2020: 20 Students (5.33%)

.

Student safety and [discipline rates](#) (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')

*Number of Suspensions*

2018-2019: 13                      2019-2020: 12

*Number of Suspensions (+) Emergency Removal*

2018-2019: 15                      2019-2020: 13

Click or tap here to enter text.

Student [Next-Generation MCAS achievement](#) and [legacy MCAS achievement](#) (as applicable, Next-Generation ELA proficiency and growth, Next-Generation Math proficiency and growth, Legacy ELA proficiency and growth, Legacy Math proficiency and growth, and SCI proficiency)

**ACCESS: 2019-2020**

2018-2019: 38% of students made targets/composite score goal  
2019-2020: 60% of students made targets/composite score goals

MCAS: 2018-2019 School Year

<http://profiles.doe.mass.edu/mcas/mcascharts2.aspx?linkid=33&orgcode=03480100&fycode=2019&orgtypecode=6&>

Subject	17-18 Scaled Score	18-19 Scaled Score	17-18 SGP	18-19 SGP	17-18 % Meeting/Exceeding	18-19 % Meeting/Exceeding	17-18 %-ile rank	18-19 %-ile rank
3-6 ELA	483.6	484.5	48.6	51.4	51	21	6	6
3-6 Math	478.6	480.7	53.9	52.1	48	22	4	5

The 5th Grade Science MCAS transitioned from legacy MCAS in spring 2018 to Next-Generation MCAS in spring 2019, therefore we cannot compare outcomes from the two years.

*Reduction of proficiency gaps in areas of academic underperformance (not limited to MCAS) and non-academic disparities (such as access to AP/honors-level courses, art, civic engagement, and extra-curricular activities)*

Goal: BAS: 65% of students who did not reach Fall Benchmark will make 1.5 years progress or more on Spring BAS.

- Fall to Winter outcomes are defined below (3 year comparison) and includes the percentage of students who reached Winter benchmarks/Goals: Students who meet the Winter benchmark are defined as “on target” to meet Spring benchmark (and reduced the achievement gap 1.5 years).
- Fall to Spring are not provided due to school closure/March 2020

		Reaching F-W Goal		
		2017-2018	2018-2019	2019-2020
Winter Goal (C)	Kinder	2/61 = 3%	2/64 = 3%	14/55 = 25%
	Grade 1	25/59 = 42%	19/42 = 45%	32/47 = 68%
	Grade 2	17/59 = 30%	25/47 = 53%	24/41 = 59%
	Grade 3	17/46 = 37%	38/54 = 70%	30/45 = 67%
	Grade 4	40/60 = 67%	33/41 = 85%	35/52 = 67%
	Grade 5	43/65 = 66%	36/52 = 69%	27/38 = 71%
	Grade 6	39/61 = 64%	50/60 = 83%	47/54 = 87%
	Goddard K - 6	183/411 = 45%	203/360 = 56%	209/332 = 63%
	Goddard 1 - 6	181/350 = 52%	201/296 = 68%	195/277 = 70%

STAR Outcomes: Fall 2019 to Winter 2020

*Standard Scores  
 Reading and Math*

<b>Reading</b>				
	Grade Level At or Above SS	Fall 2019	Winter 2020	
	Kinder Scaled Score		34/53 = 64%	Early Lit
	Grade 1 Scaled Score	17/49 = 35%	32/49 = 66%	Early Lit - 66/102 = 65%
	Grade 2 Scaled Score	8/45 = 18%	10/45 = 22%	
	Grade 3 Scaled Score	6/45 = 13%	6/45 = 13%	
	Grade 4 Scaled Score	8/55 = 14%	6/55 = 11%	
	Grade 5 Scaled Score	9/41 = 22%	10/41 = 24%	
	Grade 6 Scaled Score	9/55 = 16%	13/56 = 23%	
	Goddard At or Above SS 2 - 6	40/241 = 15%	45/272 = 17%	

<b>Math</b>				
	Grade Level At or Above SS	Fall 2019	Winter 2020	
	Grade 1 Scaled Score	13/49 = 27%	15/49 = 31%	
	Grade 2 Scaled Score	14/45 = 31%	7/45 = 16%	
	Grade 3 Scaled Score	5/45 = 11%	7/45 = 16%	
	Grade 4 Scaled Score	10/55 = 18%	11/55 = 20%	
	Grade 5 Scaled Score	12/41 = 29%	9/41 = 22%	
	Grade 6 Scaled Score	14/55 = 25%	18/56 = 32%	
	Goddard At or Above SS 1 - 6	68/290 = 23%	67/291 = 23%	

ELA/SpED						
		Fall 2019 Avg SS	Winter 2020 Avg SS	Median Winter SGP	Fall 2019 Avg Grade Equivalent	Winter 2020 Average Grade Equivalent
	Grade 2	73.7	96.5	54	0.7	1.1
	Grade 3	119.2	157.9	16	1.2	1.7
	Grade 4	288	351.3	62	2.7	3.2
	Grade 5	290.5	403.1	64	2.8	3.7
	Grade 6	224.2	261.3	51	2.1	2.5
ELA/EL						
		Fall 2019 Avg SS	Winter 2020 Avg SS	Median Winter SGP	Fall 2019 Avg Grade Equivalent	Winter 2020 Average Grade Equivalent
	Grade 2	115.5	186.7	49	1.2	1.9
	Grade 3	176.7	264.6	76	1.8	2.5
	Grade 4	322.6	392.8	63	3	3.6
	Grade 5	319.3	412.1	75	3	3.8
	Grade 6	302.9	335.9	60	2.8	3.2
Math/SpED						
		Fall 2019 Avg SS	Winter 2020 Avg SS	Median Winter SGP	Fall 2019 Avg Grade Equivalent	Winter 2020 Average Grade Equivalent
	Grade 1	230.5	355	75	1.1	1.9
	Grade 2	315.8	361.2	41	1.5	1.9
	Grade 3	322.2	398.2	62	1.6	2.3
	Grade 4	502.8	529.4	30	3	3.3
	Grade 5	601.2	670.5	78	4.1	5.3
	Grade 6	531.2	607.2	71	3.4	4.3
Math/EL						
		Fall 2019 Avg SS	Winter 2020 Avg SS	Median Winter SGP	Fall 2019 Avg Grade Equivalent	Winter 2020 Average Grade Equivalent
	Grade 1	262.3	362.4	53	1.4	1.9
	Grade 2	397	425	22	2.2	2.3
	Grade 3	435.8	481.6	31	2.4	2.9
	Grade 4	542.8	601.3	59	3.4	4.2
	Grade 5	596.9	645.9	73	4.1	5
	Grade 6	601.4	659.9	56	4.4	5.2

### **Part C: Innovation Plan Updates** *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the 2019-2020 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

*Provide a description of any revisions or updates made during the 2018-2019 SY. Be sure to include when implementation of these revisions or updates began or will take place.*

Click or tap here to enter text.

## **Part D: Renewal** *(if applicable)*

### ***Innovation schools or academies seeking renewal***

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to [brenton.stewart@mass.gov](mailto:brenton.stewart@mass.gov).

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

#### **Step 1: Convene Stakeholders**

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

*These discussions should include the MAGs.*

#### **Step 2: Innovation Plan Revision Process**

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

#### **Step 3: Teacher Vote (if applicable)**

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

*This is the only time that teachers will have to vote.*

#### **Step 4: School Committee Vote**

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

*Renewal status updates.*

*Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR–*

*Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.*

Click or tap here to enter text.

***Innovation schools or academies not seeking renewal***

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

Click or tap here to enter text.



## Innovation Schools Annual Evaluation Woodland Academy

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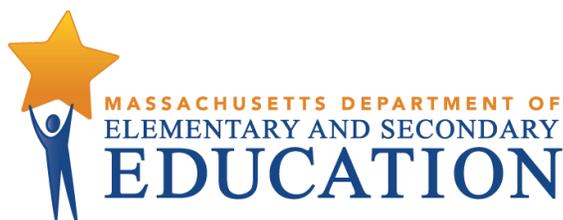
For School Year 2019-2020

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## Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute [M.G.L., c.71, s.92](#), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

## Annual Evaluation Submission Instructions

Evaluations for the 2019-2020 school year should be submitted by August 1, 2020. Questions and completed evaluations should be submitted to Brenton Stewart at [brenton.stewart@mass.gov](mailto:brenton.stewart@mass.gov). Please note in the subject line of the email message "Innovation School Annual Evaluation 2019-2020\_*[insert School name\_District name]*."

## Innovation School/Academy Information

<b>School/Academy Name:</b> Woodland Academy	
<b>School Type</b> (New/Conversion/Academy): Conversion	<b>District Name:</b> Worcester Public Schools
<b>Year Innovation Status Granted:</b> 2011	<b>School Year Implementation Commenced:</b> 2011
<b>Grades Served:</b> K-6	<b>Total Enrollment:</b> 560
<b>Mission:</b> Woodland Academy, in partnership with Clark University and other Main South neighborhood partners will focus unswervingly on empowering students with the strategies and skills necessary for college readiness, character development and community responsibility.	
<b>Vision:</b> Our students will be empowered with the strategies and skills needed to develop into contributing, 21st century citizens who demonstrate community responsibility, and who work together respectfully, with a positive attitude in order to maximize their learning.	
<b>Educational Model:</b> We focus on cooperation in learning among both students and teachers. Students are encouraged to work together in ways that make them feel more engaged. In addition, our literacy focus works to improve the reading and writing skills of every student in the school. By using research-based instruction models that focus on language, processes, and outcomes and the continuous coaching and development of teachers, we track the progress of each student in the school so that any problems can be quickly noticed and solved.	

## **Part A: Description of Autonomies and Flexibilities Implementation**

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

### ***Curriculum, Instruction, and Assessment (if applicable)***

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

*Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2019-2020 school year.*

Woodland Academy uses autonomy in the area of curriculum in order to facilitate the education of the whole child. The overarching themes of our plan are community engagement, character development, and college readiness. These serve to connect and reinforce all aspects of the lives of our students, faculty, and families. Teachers co-design instruction that meets the demands of the MA Curriculum Frameworks in Science and Social Studies as well as Massachusetts State Standards in grades K to 6. Instruction is individualized to engage student interests while targeting academic skills and unique needs. Teachers collaborate in curriculum mapping teams both district-wide and building based. Each grade level has created units of study to meet the expectations of the standards.

Woodland Academy continues to implement the autonomies in this area. We constantly refine our curriculum maps and the scope and sequence of instructional planning. In the summer of 2015, a school based team researched best practices, in response to intervention. This team worked collaboratively to create a block schedule and planned to implement Response to Intervention across all grade levels. Teachers at each grade level have created standards based assessments. A PLC was formed to design assessments that are aligned to early literacy skills. Through three cycles, the team analyzed data to adjust assessment practices and instructional groupings.

A few years ago, a professional learning community gathered to research response to intervention (RTI) practices as well as analyze school data in an attempt to begin the process of RTI implementation. A team of ILT members also visited and consulted with other district schools that reported a functioning RTI system in order to observe and share best practices. During the summer months in 2015 and into the academic year, this PLC designed a block schedule, created assessments, and organized intervention groups in a 3-cycle approach. After each cycle, assessments were conducted using an internally created phonics screener, which yielded data to drive the following cycle. This RTI approach was a school wide effort and included interventionists from classroom teachers, special education, ESL, tutors, as well as the focused instructional coach. By maximizing human capital, staff expertise was utilized across grade levels during each cycle.

In the 2018-19 school year, Woodland Academy adopted Fountas and Pinell Classroom as our balanced literacy program for grades K-2 and Reading Side by Side CIA (Collect, Interpret, Apply) for grades 3-6 as well as SRSD (Self-Regulated Strategy Development) for writing. These curricula are aligned with the district's expectations for balanced literacy. We continue with the use of EnVisions for our math curriculum.

In 2019-20, Principal and Dual Language teacher were part of the Bilingual/Dual Language Curriculum review team. ARC was approved for the Woodland Dual Language program, in Grades k & 1.

***Budget (if applicable)***

The innovation schools' model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

*Describe the innovation school or academy's implementation of budgetary flexibilities during the 2019-2020 school year.*

Woodland Academy, is provided full budget autonomy regarding the allocation of staff and all non-staff financial resources provided to the school through the budget process. We were also able to use Title III funds to provide professional development to our staff on Linguistics and Language Acquisition.

In order to support our continued efforts in improving literacy and language, as well as build our RTI repertoire, student allocation funding was strategically utilized in order to purchase specific tools and resources to ensure successful delivery of instruction.

***School Schedule and Calendar (if applicable)***

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

*Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2019-2020 school year.*

Enhancements to the school calendar did not change the number of hours that teachers and students are engaged in learning. We have Professional Development sessions on the first Wednesday afternoon of the month for a total of 10 months. Students are dismissed at 12:00 noon on this day. This change maximizes professional development and collaborative planning time. The meetings are focused on instruction and student learning. The time on learning lost by sending students home early once a month has been replaced by adding minutes to each weekday, with the exception of the 10 first Wednesdays of each month. The three district-wide Professional Development Days (two in August and one in October) are not impacted by these adjustments.

Enhancements to the school calendar have been fully implemented. The administration and staff continue to use the half-day professional development

schedule that occurs on the first Wednesday of each month to plan and execute relevant professional development. A change occurred during the 17-18 school year that affected the hours allotted contractually for teachers in the WPS. The number hours for PD have reduced; therefore, PD time has been adjusted accordingly.

***Staffing (if applicable)***

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

*Describe the innovation school or academy's implementation of staffing flexibilities during the 2019-2020 school year.*

Woodland Academy's autonomy of hiring has allowed us to establish a committed team of educators from within Worcester and beyond who share the vision and mission of our Innovation Plan. We have been able to recruit and retain highly effective teachers, instructional assistants, secretaries and other staff members who meet the unique professional expectations of the school. This autonomy includes the adoption of a hiring timeline, which ensures that faculty are recruited and trained well in advance of the beginning of the school year.

Woodland Academy's autonomy of hiring has been fully implemented. The administration in collaboration with the instructional leadership team, have designed a rigorous process that includes a panel interview and demonstration lesson. Vacancies are posted within and outside the district according to school-based need, and candidates are selected accordingly. Due to Covid-19 and state restrictions, interviews are taking place virtually and demonstration lessons cannot take place.

***Professional Development (if applicable)***

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

*Describe the innovation school or academy's implementation of professional development flexibilities during the 2019-2020 school year.*

The professional development autonomy calls for the 25.5 WPS contractual PD hours to be divided across ten Wednesday afternoons. In addition to the scheduling adjustments, we have autonomy of PD content. Given our large population of English Learners (325, grades kinder through six), we have focused our professional development on increasing the capacity of all our staff, classroom teachers, special subject teachers, instructional assistants and administrators to meet the instructional needs of our ELs. During the 18-19 school year almost all staff members participated in a Linguistics course offered

through Lesley University and funded by Title III called Essential Linguistics: What Every Teacher Needs to Know about Language which focused on Language Acquisition. Through this course our teachers focused on the development of linguistic foundational knowledge elements such as phonology, morphology, syntax and pragmatics that informs planning for teaching first or second language. During the 2019-20 school year, the Lesley professor, Dr. Laura Schall-Leckrone worked with some of our teachers and in our Dual Language classroom to assist with developing our understanding of effective practices for second language learners. She is expected to continue this work during the 2020-21 school year.

### ***District Policies and Procedures (if applicable)***

Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.

*Describe the innovation school or academy's implementation of district policies and procedures flexibilities during the 2019-2020 school year.*

The principal continues to have autonomy over special permission and rescinding decisions.

Our autonomy of assessment has been fully implemented through the 16-17 school year. During the 17-18, 18-19, and 19-20 school years, many district wide assessments were required from all schools. Woodland Academy did comply with these new assessment requests, but will be reviewed each year.

## Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student subgroups:
  - Race/ethnicity
  - Students identified as economically disadvantaged
  - English Learners (ELs)
  - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student subgroup rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the 2019-2020 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

*Student [attendance rates](#) (including, but not limited to overall attendance rate and chronic absenteeism)*

Goals: Woodland Academy students will increase time on learning by reducing tardiness. Objective: All students and families will work to ensure students' timely arrival to school on a daily basis.

Measure 1: Students will increase timely attendance to school each day to 98%.

The goal of increasing attendance was achieved as the average number of tardies per student decreased from 4.7% to 4.3%. Our attendance rate increased from 96.2% in the previous year to 96.42% for this current school year. Although the goal of 98% was not achieved, the average number of tardies per student decreased and overall attendance rate increased. We engaged in the following activities in an effort to improve timely attendance to school: -Having conversations with parents when their child arrived late to the tardy station. -Giving parents a print-out of their child's attendance so that they were aware of the number of tardies their child had. Sending letters to the parents informing them of their child's attendance and requesting they contact the school to schedule a meeting -Making phone calls to parents when their child had excessive tardies to school. -Assisting families with referrals to community-based services. -Referring families to the Attendance Intervention Meeting (AIM), which is a collaboration with the Department of Children and Families, when attendance issues continued to be problematic despite previous intervention. -Having a pancake breakfast for the students who had perfect attendance and their parent/guardian in the quarter to motivate and reward students to attend daily and on time. -Referring families to the Worcester Juvenile Court and Department of Children and Families when an Adult Failure to Cause School Attendance needs to be filed and continuous monitoring throughout the school year by the School Adjustment Counselor (SAC). -Communicating with community partners and involved agencies to target family needs impacting attendance and support from the Wrap Around Coordinator (WAC).

Analysis of the tardy data indicates the vast majority of tardy students do get to their classrooms before instruction begins. It should be noted that our enrollment has increased over the last several years. Our current enrollment is 572 students and the majority of the students who have transferred into Woodland have come with significant attendance concerns from their previous schools. When new students enroll at Woodland Academy administration notifies the SAC of any known factors that would impact attendance in order to target needed supports. This school year the school held monthly meetings for AIM resulting in 20 students being targeted. We referred 1 family (3 students) to Worcester Juvenile Court and the Department of Children and Families.

*Student safety and [discipline rates](#) (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')*

Goal: Woodland Academy Students will maintain a welcoming, safe and secure school.

Objective: 100% of teachers will use a formal, visual or routine-based behavior management system based on Woodland Academy's Core Values.

Measure 1: 100% of teachers will use a formal, visual or routine-based behavior management system based on Woodland Academy's Core Values.

In a survey of teachers and their approaches to behavior management, 100% of teachers use a strategic system of managing behavior and providing incentives. Teachers reported that they use combination systems to ensure safety and security while maintaining discipline in the room. Teachers at Woodland Academy use a variety of approaches including but not limited to Core Values, Color Charts, CHAMPS, Class Dojo, Community Rules, Points Systems/Incentives, and Character Traits. In breaking down the types of strategic management, 18% of all staff use Class DoJo, 46% use a color system chart where movement is fluid up and down based on choices throughout the day, 75% of all teachers are rooted in character development and incentives based on the display of these traits, and 39% of teachers use a group incentive targeting a universal goal. All systems are rooted in the Woodland Core Values and decisions are based on these values across the building when deciding consequences. All teachers use a reflection system with students to document and discuss behaviors. Reflection sheets are differentiated across K and 1, 2, 3-4, and 5- 6. Each classroom also has a take a break/reflection station which allows students to re-group and calm themselves down so they can return to learning in a timely manner. Measure 2: 100% of students will maximize time on learning resulting in a reduction in office referrals to fewer than 50 per month. This academic year's data is reflective of school closure on March 13, 2020. According to the SAGE data for 2019-2020, the average referral rate per month was 137 referrals a month over a 8 month span, including August. The total number of referrals at closure was 1097, 97 more referrals then the end of year total for 2018-2019. The month with the most referrals was October with 214 referrals. The month with the least number of referrals was August with 12 in total. This was significant from last year where we averaged 93 referrals a month. Infractions are most severe in the inappropriate behavior classification (281 referrals), followed by failure to follow rules (276 referrals), and finally physical contacts (227 referrals) as the top three areas for targeted improvement. Suspension rates for 2019-2020 revealed a total of 55 days spent in emergency removals. Out of school suspensions totaled 26 days and in-school suspension totaled 13 days. Of those students suspended two a Kindergarten female and a 5th grade male had over 7 days out of school suspension/removals. In order to address the increasing number of disciplinary infractions, the school is going to adopt a universal management system (i.e. CHAMPS) for school wide expectations in each classroom. Core Values will continue to be our guiding principles; however, data continues to indicate that these intrinsic motivators are not adequate as a primary management approach. In collaboration with the district stabilization team, and the Office of Social Emotional Learning, teachers will receive curriculum related to social thinking in addition to the development of a year-long lesson plans that will explicitly teach students core social emotional skills necessary to navigate school environments and relationships.

*Student promotion and [retention rates](#)*

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*Student [graduation rates](#), if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)*

Click or tap here to enter text.

*Student [dropout rates](#), if applicable*

Click or tap here to enter text.

*Student [Next-Generation MCAS achievement](#) and [legacy MCAS achievement](#) (as applicable, Next-Generation ELA proficiency and growth, Next-Generation Math proficiency and growth, Legacy ELA proficiency and growth, Legacy Math proficiency and growth, and SCI proficiency)*

Due to the extraordinary nature of this school year with the COVID-19 outbreak, students were not able to participate in MCAS for the 2019-20 school year. The previous year's data is included for reference.

Data from the 19/20 MCAS shows the following school and district average points for both ELA and Math. Woodland continues to close the gap between school and district.

	School Average Points	District Average Points
Grade 3 ELA	13.9	15.7
Grade 4 ELA	15.9	16.3
Grade 5 ELA	14.0	16.7
Grade 6 ELA	13.6	14.8
Grade 3 Math	16.3	18.8
Grade 4 Math	21.0	20.8
Grade 5 Math	15.4	18.5
Grade 6 Math	19.1	20.5

*Reduction of proficiency gaps in areas of academic underperformance (not limited to MCAS) and non-academic disparities (such as access to AP/honors-level courses, art, civic engagement, and extra-curricular activities)*

**Goal:** Woodland Academy will develop a dynamic approach to curriculum delivery designed to accelerate student learning.

**Objective:** All students will show growth in their ability to read with proficiency and write with competence.

**Measure 1:** 100% of students K-6 will show improvement in their ability to explain their comprehension of text in writing. Progress towards this goal will be measured by assigning on-demand performance assessment reading response prompts. These will be scored using an analytic rubric. (BAS rubric) The rubric was changed this year and we are now using the SRSD writing rubrics

Almost all students showed gains in the area of writing with the exception of a few. Pre to Post data shows some improvement, such as Grade 3 improving grade average from a 2.7 to an 8.4 with 20 being the highest score. Incorporating the SRSD strategies has assisted in the improvement our writing scores across all grade levels.

	Informational	
	Pre Average	Post Average
3	2.7	8.4
4	2.5	4.65
5	3.6	6.9
6	2.5	6.8

**Measure 2: 70% of students will increase their baseline (fall) score by 4 or more points by May of 2019 on the Benchmark Assessment.**

Since were unable to complete the school year the following data is from September and ends in February. Therefore, we would expect to see a greater increase in scores if school had ended in June.

	Average Growth through February	Expected Growth
Grade K	1.2	4
Grade 1	2.8	6
Grade 2	1.8	3
Grade 3	1.0	3
Grade 4	1.6	3
Grade 5	1.1	3
Grade 6	1.0	3

**Objective:** All students will show growth in their ability to problem solve, compute, and analyze data in mathematics.

**Measure 1:** 100% of students in Grades K-6 will show improvement in math as measured by the standards-based unit assessments.

Data is not available for this measure due to the current situation with COVID-19

As an ILT team, we created fluency check-ins to be completed monthly to track student progress. The data below shows beginning and data through February. All grades showed improvement in all areas and we would have expected to see even more growth if we were able to continue in a normal fashion.

	Addition		Subtraction		Multiplication		Division	
	September/Jan		September/Jan		September/Jan		September/Jan	
<b>Grade K</b>	17% Jan	67% May						
<b>Grade 1</b>	14%	61%	5%	38%				
<b>Grade 2</b>	25%	49%	9%	31%				
<b>Grade 3</b>	80%	86%	39%	72%	34%	60%	23%	36%
<b>Grade 4</b>	81%	94%	55%	71%	21%	77%	22%	47%
<b>Grade 5</b>	86%	94%	77%	83%	68%	75%	59%	66%
<b>Grade 6</b>	100%	97%	87%	92%	76%	89%	66%	81%

**Measure 2:** 100% of students will show growth in the Science and Technology Evaluation Strand: Use grade level Science terms while explaining observations, data and information obtained from text/print and other media as evidence to support a claim or present an argument (wording varies by grade level). Measured by performance assessment prompts and rubrics. 50% of students will score proficient or above, the remaining 50% will increase their score by 10%

Data is unavailable at this time due to the abrupt end of the school year.

**Serving English Language Learners and Students with Special Needs**

**Goal:** Woodland Academy will integrate new programming and instructional approaches to meet the needs of our English Language Learners and students with special needs

**Objective:** Our school will implement structured vocabulary instruction and language instructions based upon students' English Language Proficiency

**Measure 1:** 100% of staff will be fully trained in professional development focused on English Language Learners.

- We continue to meet this goal. As the principal of the school, I have participated in a Linguistics class in order to strengthen my knowledge base around language acquisition. I am working directly with Dr. Laura Schall-Leckrone, the professor from the Linguistics course, in order to work collaboratively throughout the 18-19 and 19-20 school year and provide my staff on-going PD directly related to language acquisitions. During the 18-19 school year almost all staff members participated in a Linguistics course offered through Lesley University and funded by Title III called Essential Linguistics: What Every Teacher Needs to Know about Language which focused on Language Acquisition. Through this course our teachers focused on the development of linguistic foundational knowledge elements such as phonology, morphology, syntax and pragmatics that informs planning for teaching first or second language. The school-based team continues to work with the district's new ESL Director, in order to align the district's philosophy and initiatives.
- Woodland Academy is participating in the district wide training of the co-teaching model and will provide PD to the staff in order to assist in making the connection to this new initiative.
- We will also be participating in the next course titled Scaffolding Language Scaffolding Learning provided by Dr. Laura Schall-Leckrone
- Woodland added a Dual Language Kindergarten in the Fall of 2019 and will be adding a Dual Language First Grade in the Fall of 2020.
- As the building principal, I have enrolled in the Bi-lingual Endorsement program offered through the WPS and Boston College. This program started in May 2020 and will be completed by June 2021.

**Measure 2:** By August 2015, all of our core, SPED, and ESL teachers will be dually licensed or SEI endorsed.

We continue to meet this goal. As of September 2019 we have:

- 32 teachers SEI endorsed
- 5 ESL licensed teachers

- 3 classroom teachers dually licensed

**Measure 3:** Student progress will be measured and documented through the analysis of ACCESS data

The following chart shows our ACCESS data from January 2018 in comparison to our ACCESS data from January 2019:

**PINK:** 2019 ACCESS  
**GREEN:** 2020 ACCESS

WOODLAND	EPL 1		EPL 2		EPL 3		EPL 4		EPL 5		EPL 6	
<b>K</b>	48		9		4		0		0		0	
<b>Grade 1</b>	19	8	8	25	5	21	4	2	8	1	16	0
<b>Grade 2</b>	4	3	5	12	11	28	4	4	14	2	21	0
<b>Grade 3</b>	2	1	6	4	13	24	5	16	15	1	22	0
<b>Grade 4</b>	3	2	5	3	10	12	4	21	15	3	19	0
<b>Grade 5</b>	1	2	0	3	4	9	1	10	5	0	37	1
<b>Grade 6</b>	0	1	0	7	2	17	3	3	10	0	43	0
<b>Total 2018 (gr 1-6)</b>	41		17		42		22		48		165	
<b>Total 2019 (gr 1-6)</b>	10		17		50		22		67		153	

Overall Preliminary Data calculations show that 47% (106 out of 227) of students met their target. Our DESE accountability target would have been 67%. Our current rate is 61.8%.

This year 8 students exited from ELservices by scoring a 5.0 or higher  
 We also had 30 students Reclassified and exit from EI services.

**Objective:** Our school will move towards the establishment of full inclusion of students with special needs

**Measure 1:** Staff will continue to participate in professional development and planning for a phase-in process for a full inclusion school model.

The 2018-2019 and 2019-2020 academic year have welcomed more inclusive practices, specifically in math, for the special education team. The team has taken advantage of all professional development opportunities including extensive co-teaching analysis and implementation. The team attended a targeted professional development within co-teaching strategies and participated in a book study within the books 30 Days To The Co-Taught Classroom and Best Practices in Co-teaching and Collaboration. Using this new knowledge as a basis for instruction, the team used various models to implement multiple co-teaching models including parallel teaching,

team teaching, and alternative teaching within the general education classroom. The special education team adapts and develops practice by collaborating through school-based monthly professional development and weekly focus meetings. To support adjustment of inclusion-based practices, the development of modified units, appropriate assessment tools, daily teacher/service provider collaboration, and universal support tools have been implemented to facilitate progress for our students within the general education classroom. To promote effective reading instruction fluid within whole group and small group settings, every member of the academic special education team is now Wilson Reading Program Level 1 certified. To improve behavior across all classroom settings in order to instill daily curriculum progression and maximize targeted instruction, the teachers of moderate disabilities initiated collaborative practice. This was accomplished through teacher shadowing across the district and within various school settings, exposing them to daily progression, behavior tools and strategies, and self-regulation supports.

**Measure 2:** Selected students will be identified for full inclusion through a collaborative assessment process including teachers, parents, and administration to be included in general education classes starting in school year 2012- 2013 and will continue to monitor and adjust throughout the all school years.

Currently, Woodland Academy services 89% of total students on a full inclusion-based model, defined as spending 75% or more of the academic day in a general education classroom. This is monitored and adjusted through progress monitoring and documented within quarterly progress reports.

**FAMILY ENGAGEMENT AND COMMUNITY PARTNERSHIPS**

**Goal:** 100% of families will have the opportunity to participate in school- wide activities that promote community, support best practices and increase connections for all stakeholders.

**Objective:** Our school will fully engage as a member of the Main South neighborhood in order to increase family and community involvement.

**Measure 1:** The Wrap-around coordinator (WAC) will track and monitor student academic performance and student thriving through achievement surveys and face-to-face interviews related to outside support services and programming.

The WAC continues to collect data electronically and communicates regularly with parents to help connect families to appropriate support services and programs depending on their needs. Prior to the COVID-19 pandemic disruption to programs and services across our community this year, the Wraparound Coordinator assisted families to enroll over 250 Woodland students in after school programs facilitated by community partners such as the Boys & Girls Club of Worcester, Girl Scouts, Boy Scouts, Big Brothers Big Sisters of Central MA/ Metrowest, Neighborhood Strings, YMCA, Girls Inc, Creative Hub, and many more. The Wraparound Coordinator communicates with parents to assist with family needs and make referrals to services related to homelessness, food insecurity, childcare, employment and adult education, legal assistance, immigration assistance, and much more. In addition to individual meetings, the Wraparound Coordinator facilitated monthly PTO

meetings, inviting community providers as guest presenters to speak with parents directly about the services and programs they provide. PTO presenters this school year have included the CENTRO, the Office of Human Rights and Disabilities, the Main South CDC Volunteer Income Tax Assistance program, Worcester Family Partnership, Worcester Addresses Childhood Trauma, and more.

**Measure 2:** 100% of parents in grades kindergarten through six will attend parent-teacher conferences minimally on a bi-annual basis. At least 80% of parents with children in grades four through six will attend a minimum of two parent teacher conferences per school year.

We have not met this goal, as fewer than 80% of parents in any grade attended more than one parent-teacher conference this year. Over 90% of all parents attended at least one parent teacher conference this school year.

We have not met this goal, as fewer than 80% of parents in any grade attended more than one parent-teacher conference this year. Although we did not meet the goal of having formal parent teacher conferences with 80-100% of parents at least twice this school year, we did engage with the vast majority of parents many times throughout the year in less formal settings. After schools were shut down and remote learning began in March, teachers and school staff have communicated with 100% of parents, many on a weekly basis. Additionally, prior to the shutdown, 100% of our classroom teachers had invited parents to regularly scheduled classroom events such as author's celebrations at the end of writing units, poetry slams, classroom potlucks, reading workshops, and more. In addition, we welcomed our families to a range of school-wide after school events. Before and during our school closure, teachers frequently communicate with parents regarding their students' academic, behavioral, and social emotional progress via phone, email, Class Dojo, Remind.com, and (before the pandemic) home visits.

## Part C: Innovation Plan Updates *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the 2019-2020 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

*Provide a description of any revisions or updates made during the 2018-2019 SY. Be sure to include when implementation of these revisions or updates began or will take place.*

Click or tap here to enter text.

## Part D: Renewal *(if applicable)*

### ***Innovation schools or academies seeking renewal***

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to [brenton.stewart@mass.gov](mailto:brenton.stewart@mass.gov).

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

#### **Step 1: Convene Stakeholders**

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

*These discussions should include the MAGs.*

#### **Step 2: Innovation Plan Revision Process**

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

#### **Step 3: Teacher Vote (if applicable)**

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

*This is the only time that teachers will have to vote.*

#### **Step 4: School Committee Vote**

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

*Renewal status updates.*

*Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR–*

*Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.*

Click or tap here to enter text.

***Innovation schools or academies not seeking renewal***

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

Click or tap here to enter text.



# Innovation Schools Annual Evaluation

## Worcester Technical High School

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For School Year 2019-2020

### District Level

Maureen Binienda, Superintendent  
[biniendam@worcesterschools.net](mailto:biniendam@worcesterschools.net)

### School Level

Kyle J. Brenner, WTHS Principal  
[BrennerK@worcesterschools.net](mailto:BrennerK@worcesterschools.net)

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Jeffrey C. Riley  
Commissioner

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## Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute [M.G.L., c.71, s.92](#), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

## Annual Evaluation Submission Instructions

Evaluations for the 2019-2020 school year should be submitted by August 1, 2020. Questions and completed evaluations should be submitted to Brenton Stewart at [bstewart@doe.mass.edu](mailto:bstewart@doe.mass.edu). Please note in the subject line of the email message "Innovation School Annual Evaluation 2019-2020\_*[insert School name\_District name]*."

## Innovation School/Academy Information

<b>School/Academy Name:</b> Worcester Technical High School	
<b>School Type</b> (New/Conversion/Academy): Conversion	<b>District Name:</b> Worcester Public Schools
<b>Year Innovation Status Granted:</b> 2012 *renewed 2017	<b>School Year Implementation Commenced:</b> 2012-2013
<b>Grades Served:</b> 9-12	<b>Total Enrollment:</b> 1,528
<p><b>Mission:</b></p> <p>The mission of Worcester Technical High School is to educate and prepare our students, both academically and technically, to meet the challenges of a global society. Students will be provided with a highly supportive and academically challenging learning environment in the STEM initiatives to ensure our graduates are prepared for career and college and are able to compete globally.</p>	
<p><b>Vision:</b></p> <p>The philosophy of Worcester Technical High School is steeped in a proud tradition of providing excellence in technical and academic education. Administration, faculty, staff, and students work collaboratively to promote a school culture that fosters the expectation of excellence while respecting differences. All students are treated with respect and dignity and are provided diverse, extra-curricular experiences as they pursue their professional and academic goals in a multicultural environment. The educational climate serves to guide, assist and instill in each student a commitment to lifelong learning and to develop productive, responsible, and well-rounded citizens. All programs are enhanced and supported by partnership with community, industry, and educational institutions, as well as through participation and recommendations of various advisory boards. This educational environment affords all students the opportunity to achieve to their fullest potential. Our philosophy is supported by clearly defined curriculum goals focused to meet or exceed current standards, yet flexible enough to meet the demands of an ever-changing world.</p>	
<p><b>Educational Model:</b> Vocational/Technical High School</p>	

## **Part A: Description of Autonomies and Flexibilities Implementation**

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

### **Curriculum, Instruction, and Assessment (if applicable)**

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

*Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2019-2020 school year.*

*WTHS instituted STEM focused curriculum to prepare students with 21st century skills. We also applied intelligent integration of technology use in the curriculum. WTHS ensured that all assessment and instruction was personalized. WTHS reviewed and prepared curriculum that was composed of rigorous college level courses. WTHS continued to collaborate with Quinsigamond Community College and other local colleges/universities to improve college readiness and offer dual enrollment courses.*

### **Budget (if applicable)**

The innovation schools model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

*Describe the innovation school or academy's implementation of budgetary flexibilities during the 2019-2020 school year.*

*Although not an autonomy allowed by the district, WTHS did include budget neutral strategies for the innovation plan as follows. Build capital improvement 5 year plans to ensure that the equipment available in each of the 22 technical programs continues to be up-to-date. WTHS will also build line items for the continued operation and maintenance of the current facilities at the highest levels.*

### **School Schedule and Calendar (if applicable)**

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

*Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2019-2020 school year.*

*N/A – not one of the autonomies*

### **Staffing (if applicable)**

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

*Describe the innovation school or academy's implementation of staffing flexibilities during the 2019-2020 school year.*

*Any additional staffing vacancies, including assistant principals, will be filled by a Hiring Committee which will be comprised of: Principal, Assistant Principal, Department Head, and Director of Career & Technical Education. Applications from teachers interested in a teaching or administrative position in this school would be forwarded from Central Administration to the Hiring Committee for consideration. The Hiring Committee will interview candidates and review the applicant's qualifications, prior performance, recommendations, and willingness to support the vision and mission of WTHS. Applicants may be asked to teach a sample lesson, which will be observed as part of the selection criteria.*

*The Instructional Leadership Team (ILT) will look to align support staff to maximize staffing with a focus on student needs and achievement. We will look to develop collaborations with the local higher education institutions which would allow college student volunteers to assist in STEM courses, allowing for more interaction between teacher and student.*

### **Professional Development (if applicable)**

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

*Describe the innovation school or academy's implementation of professional development flexibilities during the 2019-2020 school year.*

*Professional Development opportunities offered at WTHS consists of, but are not limited to:*

- *Trauma Informed Teaching*
- *Collaborative Problem Solving*
- *New Technology Training (Google Suite, Chromebooks, Schoology, Website Enhancements)*

- *STEM Content Information*
- *Motivational Speakers*
- *Guest Lecturers*
- *Integrated Learning*
- *Project Based Learning*
- *Development of Higher Order Thinking*
- *Inquiry Based Learning*
- *Shop specific equipment and industry training (Robotics, PLTW, Anamotage, etc.)*
- *21st Century Skills*
- *Inclusion Strategies for Academic and CVTE Instructors.*

### ***District Policies and Procedures (if applicable)***

Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.

*Describe the innovation school or academy's implementation of district policies and procedures flexibilities during the 2019-2020 school year.*

N/A – While this is not one of the identified autonomies in the WTHS Innovation Plan, we fully complied and enforced Worcester Public School policies and procedures for both staff and students. All staff is provided the WPS Faculty and Staff Handbook and all Superintendent Bulletins are reviewed and signed off on at the beginning of the school year. All students are provided both the WPS Student Handbook and WTHS Supplement. Students are required to review and sign with their parent/guardian both documents.

## Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student subgroups:
  - Race/ethnicity
  - Students identified as economically disadvantaged
  - English Learners (ELs)
  - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student subgroup rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the 2019-2020 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

*Student [attendance rates](#) (including, but not limited to overall attendance rate and chronic absenteeism)*

1. Average daily attendance rate as of 3/12/20: 96.50 % (increased)  
9<sup>th</sup> grade daily attendance rate as of 3/12/20: 97.88% (increased)

*Notable attendance data: 68% of students have had 0-4 absences;  
91% of WTHS students had 9 or fewer absences, 97% of students had 0-14 absences, 3% of students had greater than 14 absences*

*Student safety and [discipline rates](#) (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')*

We are proud to report that as of 03/12/20, there were only 39 suspensions, which is a decrease from 54 suspensions during the previous school year. There were only five students at Worcester Technical High School who were suspended more than once.

*Student promotion and [retention rates](#)*

Student retention (2019-2020) 0.1%

*Student [graduation rates](#), if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)*

- 4-year graduation rate: 98.4% previous year 95.6%
  - EL 97.4% previous year 92.8%
  - Students w/ disabilities 95.1% previous year 94.0%
  - Low income 99% previous year 95.4%
  - High needs 98.3% previous year 95.3%
  - Afr. Amer./Black 100% previous year 91.3%
  - Asian 100% previous year 95.0%
  - Hispanic/Latino 97.4% previous year 95.7%
- 4 -year adjusted cohort graduation rate: 98.7 % previous year 97%
- 5-year graduation rate 96.2%
- 5-year adjusted cohort graduation rate: 97.6%

*Student [dropout rates](#), if applicable*

Based on 2018-2019 DESE data, three students dropped out of Worcester Technical High School.

*Student [Next-Generation MCAS achievement](#) and [legacy MCAS achievement](#) (as applicable, Next-Generation ELA proficiency and growth, Next-Generation Math proficiency and growth, Legacy ELA proficiency and growth, Legacy Math proficiency and growth, and SCI proficiency)*

Spring 2019

	ELA	Math
Exceeding Expectations	9%	13%
Meeting Expectations	49%	48%
Partially Meeting	36%	31%
Not Meeting	9%	8%
Avg. Scaled Score	504.6	501.1
Avg. SGP	48.8	51.9

CPI

- *Aggregate – 98 (exceeded target)*
- *High Needs – 97 (no change)*
- *EL – 97.2 (no change)*
- *Hispanic – 97.5 (exceeded target)*
- *Students with Disability – 87.8 (declined)*
- *African American – 97.8 (exceeded target)*

*Reduction of proficiency gaps in areas of academic underperformance (not limited to MCAS) and non-academic disparities (such as access to AP/honors-level courses, art, civic engagement, and extra-curricular activities)*

BARR data (year one)

- *WTHS students taking any advanced courses: 34.7%, \* Recognized as needing improvement by WTHS ILT*
- *WTHS Special Education students' performance toward narrowing proficiency gaps declined this year and is an area of concern. CPI was 97.8*

## Part C: Innovation Plan Updates *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the 2019-2020 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

*Provide a description of any revisions or updates made during the 2019-2020 SY. Be sure to include when implementation of these revisions or updates began or will take place.*

*No substantive updates to provide at this time.*

## **Part D: Renewal** *(if applicable)*

### ***Innovation schools or academies seeking renewal***

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to [bstewart@doe.mass.edu](mailto:bstewart@doe.mass.edu).

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

#### **Step 1: Convene Stakeholders**

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

*These discussions should include the MAGs.*

#### **Step 2: Innovation Plan Revision Process**

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

#### **Step 3: Teacher Vote (if applicable)**

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

*This is the only time that teachers will have to vote.*

#### **Step 4: School Committee Vote**

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

*Renewal status updates.*

*Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR–*

*Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.*

*In May of 2017, WTHS sought renewal of their current Innovation Plan. As such, WTHS composed a presentation of the Innovation Plan Implementation Highlights, Measurable Annual Goal achievements and Future steps. This presentation was given to the Worcester School Committee. Subsequently, the School Committee unanimously approved the renewal of the plan for three (3) years.*

*Due to the COVID-19 Pandemic and subsequent school and business closures, the plan for WTHS Innovation Plan Renewal has been postponed until the Spring of 2021. As such, the new WTHS administration will meet with the stakeholders group to prepare the renewal plan and present to the Worcester Public School Committee in Spring of 2021. The current plan will remain in place until said renewal.*

***Innovation schools or academies not seeking renewal***

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

Click or tap here to enter text.