The following items will be discussed at the virtual meeting of the Standing Committee on School and Student Performance to be held on Monday, November 16, 2020 at 6:00 p.m. in Room 410 at the Durkin Administration Building:

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

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

gb #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   echnology   oodland Academy
Academy of Science, Technology and Health at Worcester East Middle School
Worcester Technical High School and
University Park Campus School

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

AGENDA #3

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

on: Monday, November 16, 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: November 16, 2020

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

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

PRIOR ACTION:

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

1-23-20 -   STANDING COMMITTEE ON SCHOOL AND STUDENT PERFORMANCE
Ms. Novick asked for an overview of the changes to the report. Ms. Kuriacose stated that additional indicators have been added and a new category is Lowest Performing Group.
Superintendent Binienda stated that the two biggest changes are the Extended Engagement Rate and Advanced Coursework Completion.   The WPS Early College courses are considered to be a model program in the state. The purpose of the Early College Program is to get students who did not see themselves as college bound into those programs. She highlighted that students will remain in AP classes because they are counted as a National Exam and Early College Courses are not. The Administration is promoting the AP Seminar and the AP Research classes. Starting this year, there is a new assessment test which allows teachers to compare their classes with others to address the unevenness of AP results at different schools.
Ms. Novick made the following motions:
Request that the Administration provide the AP coursework data by course for 2019.
Request that the Administration provide the enrollment demographics for Hanover Academy and Goddard School of Science and Technology.
Request that the Administration provide the full 2019 Accountability report.
On a voice vote, the motions were approved.
Mrs. Clancey stated that a number of principals are commending the collaboration between schools as a positive step forward.
Superintendent Binienda stated that Irene Fountas presented a training workshop for principals which was very well received.
HOLD

2-6-20 -   SCHOOL COMMITTEE MEETING
The School Committee approved the action of the Standing Committee as stated

BACKUP:

Annex A   (3 pages) contains a copy of the demographic information for Goddard Scholars and Hanover Academy.

Annex B   (3 pages) contains a copy of the Goddard Scholars - Hanover Demographics.

WPS - Hanover Academy and Goddard Scholars Analysis

Data as of October 28, 2020

Enrollment	#
Goddard Scholars Academy	**352**
South High	210
Sullivan Middle	142
Hanover Academy of the Arts	**85**
Burncoat Middle	85
Hanover Academy	**51**
Burncoat High	51
Grand Total	**488**

By Grade	06	07	08	09	10	11	12	Total
Goddard Scholars Academy	**50**	**48**	**44**	**69**	**48**	**50**	**43**	**352**
South High				69	48	50	43	210
Sullivan Middle	50	48	44					142
Hanover Academy of the Arts		**45**	**40**					**85**
Burncoat Middle		45	40					85
Hanover Academy				**1**	**49**	**1**		**51**
Burncoat High				1	49	1		51
Grand Total	**50**	**93**	**84**	**70**	**97**	**51**	**43**	**488**

Gender	Female	Male	Total
Goddard Scholars Academy	**205**	**147**	**352**
South High	128	82	210
Sullivan Middle	77	65	142
Hanover Academy of the Arts	**53**	**32**	**85**
Burncoat Middle	53	32	85
Hanover Academy	**35**	**16**	**51**
Burncoat High	35	16	51
Grand Total	**293**	**195**	**488**

EL Status	Non-EL	EL	Provisional	Former EL	Total
Goddard Scholars Academy	**327**		**1**	**24**	**352**
South High	203		1	6	210
Sullivan Middle	124			18	142
Hanover Academy of the Arts	**78**			**7**	**85**
Burncoat Middle	78			7	85
Hanover Academy	**49**	**1**		**1**	**51**
Burncoat High	49	1		1	51
Grand Total	**454**	**1**	**1**	**32**	**488**

Socio Economic Status	Non FRPL	FRPL	Total
Goddard Scholars Academy	**214**	**138**	**352**
South High	122	88	210
Sullivan Middle	92	50	142
Hanover Academy of the Arts	**56**	**29**	**85**
Burncoat Middle	56	29	85
Hanover Academy	**30**	**21**	**51**
Burncoat High	30	21	51
Grand Total	**300**	**188**	**488**

Race/Ethnicity	White	Hispanic/Latino	Asian	African Amer/Black	Multi-Race, Non Hispanic	Native American	Total
Goddard Scholars Academy	**150**	**62**	**70**	**46**	**23**	**1**	**352**
South High	77	39	56	29	9		210
Sullivan Middle	73	23	14	17	14	1	142
Hanover Academy of the Arts	**49**	**14**	**10**	**8**	**4**		**85**
Burncoat Middle	49	14	10	8	4		85
Hanover Academy	**33**	**9**	**1**	**4**	**4**		**51**
Burncoat High	33	9	1	4	4		51
Grand Total	**232**	**85**	**81**	**58**	**31**	**1**	**488**

As of 11/12/2020

Location Name	Academy	Students	F - African American	F - Asian	F - Hispanic	F - Multi-Race, Non-Hispanic	F - Native American	F - White	M - African American	M - Asian	M - Hispanic	M - Multi-Race, Non-Hispanic	M - Native American	M - White
2020-21														
Burncoat Middle	Overall	684	55	18	140	19	0	111	53	19	146	21	0	102
	Hanover Academy	85	5	6	10	2		30	3	4	4	2		19
Sullivan Middle	Overall	928	66	32	183	29	0	143	74	54	175	19	2	151
	Goddard Scholars	142	11	3	15	9		39	6	11	8	5	1	34
2019-20														
Burncoat Middle	Overall	696	64	15	133	10	1	113	63	16	157	18	0	106
	Hanover Academy	74	5	2	4	1	0	27	4	2	5	2	0	22
Sullivan Middle	Overall	921	77	35	205	26	0	125	66	51	184	13	1	138
	Goddard Scholars	146	9	8	15	8		44	3	8	11	5	1	34
2018-19														
Burncoat Middle	Overall	664	73	11	137	13	1	111	55	12	134	5	0	112
	Hanover Academy	90	5	1	8	4	0	33	4	0	5	2	0	28
Sullivan Middle	Overall	872	76	42	203	20	1	94	58	38	206	15	1	118
	Goddard Scholars	140	9	10	20	5		30	4	8	11	6	1	36
2017-18														
Sullivan Middle	Overall	924	77	49	210	25	1	107	65	42	209	13	1	125
	Goddard Scholars	144	9	9	21	5		34	4	7	13	4	1	37

2016-17												
Sullivan Middle	Overall	829	65	51	169	18	2	98	54	43	183	18		128
	Goddard Scholars	143	11	13	12	5		39	8	7	18	2		28

Location Name	Academy	F - African American	F - Asian	F - Hispanic	F - Multi-Race, Non-Hispanic	F - Native American	F - White	M - African American	M - Asian	M - Hispanic	M - Multi-Race, Non-Hispanic	M - Native American	M - White
2020-21													
Burncoat Middle	Overall	8%	3%	20%	3%	0%	16%	8%	3%	21%	3%	0%	15%
	Hanover Academy	6%	7%	12%	2%	0%	35%	4%	5%	5%	2%	0%	22%
Sullivan Middle	Overall	7%	3%	20%	3%	0%	15%	8%	6%	19%	2%	0%	16%
	Goddard Scholars	8%	2%	11%	6%	0%	27%	4%	8%	6%	4%	1%	24%
2019-20													
Burncoat Middle	Overall	9%	2%	19%	1%	0%	16%	9%	2%	23%	3%	0%	15%
	Hanover Academy	7%	3%	5%	1%	0%	36%	5%	3%	7%	3%	0%	30%
Sullivan Middle	Overall	8%	4%	22%	3%	0%	14%	7%	6%	20%	1%	0%	15%
	Goddard Scholars	6%	5%	10%	5%	0%	30%	2%	5%	8%	3%	1%	23%
2018-19													
Burncoat Middle	Overall	11%	2%	21%	2%	0%	17%	8%	2%	20%	1%	0%	17%
	Hanover Academy	6%	1%	9%	4%	0%	37%	4%	0%	6%	2%	0%	31%
Sullivan Middle	Overall	9%	5%	23%	2%	0%	11%	7%	4%	24%	2%	0%	14%
	Goddard Scholars	6%	7%	14%	4%	0%	21%	3%	6%	8%	4%	1%	26%

2017-18												
Sullivan Middle	Overall	8%	5%	23%	3%	0%	12%	7%	5%	23%	1%	0%	14%
	Goddard Scholars	6%	6%	15%	3%	0%	24%	3%	5%	9%	3%	1%	26%
2016-17												
Sullivan Middle	Overall	8%	6%	20%	2%	0%	12%	7%	5%	22%	2%	0%	15%
	Goddard Scholars	8%	9%	8%	3%	0%	27%	6%	5%	13%	1%	0%	20%

STANDING COMMITTEE: **SCHOOL AND STUDENT PERFORMANCE**

DATE OF MEETING: Monday, November 9, 2020

<u>ITEM</u>: 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

<u>PRIOR ACTION</u>:

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

<u>BACKUP:</u>

Annex A   (17 pages) contains a copy of Chandler Magnet School's Innovation Schools Annual Evaluation.
Annex B   (23 pages) contains a copy of Goddard Scholars at Sullivan Middle School's Innovation Schools Annual Evaluation.
Annex C   (19 pages) contains a copy of University Park Campus School's Innovation Schools Annual Evaluation.

Innovation Schools Annual Evaluation

Chandler Magnet Elementary School

For School Year 2019-2020

Maureen Binienda, Superintendent
BiniendaM@worcesterschools.net

Ivonne Pérez, Principal
PerezI@worcesterschools.net

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

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

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Table of Contents

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. 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

School/Academy Name: Chandler Magnet Elementary School	
School Type (New/Conversion/Academy): Conversion	**District Name:** Worcester Public Schools
Year Innovation Status Granted: 2011	**School Year Implementation Commenced:** 2011
Grades Served: PK, K, 1, 2, 3, 4, 5, 6	**Total Enrollment:** 504

Mission:
Chandler Magnet School is committed to meeting the academic, social, and emotional needs of our diverse multilingual and multicultural community. We pledge that our students will be met with acceptance, respect, positive interactions, high expectations and academic rigor. We plan to uphold a culture of collegiality, rigor, and accountability for the adult members of our community.

Vision:
Chandler Magnet School is poised to accelerate the literacy and language of all students in English and Spanish. Chandler Magnet students will be confident, bilingual, bi-literate, and bicultural lifelong learners prepared to engage within a global society.

Educational Model:
The Chandler Magnet Elementary School Innovation is Literacy and Language for all. A strand within this innovation is a Dual Language program in grades Pre-K through Sixth Grade.
Key Design Elements:
● Literacy and language for all
● Piloting new literacy series for possible adoption for Dual Language and Transitional Bilingual Education Programs (ARC – American Reading Company)
● Universal Design for Learning (UDL)
● Safe, supportive, consistent and positive learning environment with Social Emotional Learning supports for students and Professional Learning opportunities for all staff.
● Dual language program PK- 6 and Transitional Bilingual Education Program K-6
● Addition of full day Preschool (2015) (Addition of a Dual Language Pre-School 2020-2021)
● Partnership with Worcester State University and the Latino Education Institute
● Family Partnerships
● Professional Development concentrating on our school focus, utilizing Professional Learning Communities (PLCs) and other formats as needed.
● District addition of a 4th Prep time for teachers where students will be exposed to STEAM (Science, Technology, Engineering, Art and Mathematics) once per week.
● Early Literacy Grant K-3 – second year
● Gateway Grant K-6 Transitional Bilingual Education and Dual Language

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.*
>
> Chandler Magnet School (CMS) utilizes the Massachusetts State Frameworks and the district scope and sequence to guide curriculum and instruction. We also incorporate ESL and SEI strategies in our instructional practice to meet the needs of our unique learners, most of whom are ELs. CMS assesses students regularly by using school and district level assessments (e.g.,EnVision, STAR, F&P Benchmark Assessment, SRSD) to guide practice and inform instruction to meet the needs of all students.
>
> Chandler Magnet has the only Transitional Bilingual Education (TBE) program
> in the district. Students enroll in the program throughout the school year and almost on a daily basis. In order to help strengthen the program, the district provided the program with an additional ESL teacher to support the influx of new students into the school.
>
> Chandler Magnet uses block scheduling to maintain uninterrupted literacy and math blocks at all grade levels. ESL and special education services are scheduled to minimize interruption of core content and provide the necessary scaffolds, modifications and supports for all learners.

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.*
>
> The district provides schools with autonomy to use budget allocations to meet the needs of the district schools. The district provides materials in all core content areas
> Chandler Magnet purchases authentic literacy materials to supplement and enhance native language instruction at all grade levels and all strands. Literacy, math and assessment materials are purchased to meet the needs of all students.

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.*
>
> We have used this autonomy to create a block schedule for students that features predominately uninterrupted literacy and math time including time for interventions as needed. Due to the high number of English Learners (ELs) we have arranged our core instruction around ESL periods to comply with DOJ guidance.
>
> By professional staff consensus, we combined all of our contractual minutes/hours to accommodate three monthly meetings. One was dedicated to district wide initiatives such as social emotional professional learning and compliance mandates by the district/state. The second meeting was dedicated to professional learning and led by the Focused Instructional Coaches. The third meeting was utilized for grade level teachers to plan lessons together.
>
> Our school calendar is identical to that of all of the district schools.

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.*
>
> Our staffing autonomy gives us the flexibility to select teachers and administrators for open and new teaching positions. The new teaching positions require that prospective candidates participate in a demonstration lesson and a panel interview with current Chandler Magnet teachers and staff. Our staff takes an active role in the selection of new teachers who are ultimately hired and mentored at Chandler Magnet School. Selected teachers must adhere to district policies and requirements (e.g., licensure, training, etc.). ***Our greatest challenge to date, has been the recruitment and retention of certified and experienced native Spanish speaking teachers for the Dual Language and Transitional Bilingual Classrooms***.

.*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 school's Instructional Leadership Team (ILT) plans Professional Development (PD) before the beginning of each school year. The Professional Development is planned after careful analysis of student data and features research based practices to improve student outcomes. Although we plan and implement our PD for the year during the summer, Chandler Magnet teachers take part in all district-wide PD that will augment teacher capacity in literacy, mathematics and science. One of the challenges we faced this year was to effectively use our allotted PD time to implement and monitor our professional development plan. We recognized the need to work with new curriculum materials for mathematics, writing and literacy purchased by the district. The unprecedented closure of all public schools due to a nationwide pandemic interrupted our plans for instruction, supervision, and professional development from March 12 until the present. The public school closures presented the need to quickly plan for remote, synchronous and asynchronous learning over the course of eleven weeks. This included helping teachers become comfortable with online teaching, preparation of remote learning plans as well as paper packets that were mailed home to students. Although, many teachers were familiar with district resources through Google classrooms and CLEVER, some were not as comfortable with the available platforms, etc. The coaches and district liaisons prepared opportunities for teachers to learn how to video their lessons. Chandler Magnet coaches and Google trained staff compiled a library of video read-alouds that could be accessed by students and their families at any time. The district's Office for Curriculum and Professional Learning provided many opportunities to support teachers in all academic content areas as well as computer/online workshops to assist them in becoming more skilled in presenting and preparing online content for their students.

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

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)

Our daily student attendance goal is to remain at over 94%
Our attendance rate through March 12, 2020 was 95.56%

- Attendance recognition for classrooms and individual students was celebrated quarterly.
- SACs monitored daily attendance and checked in with families with students with chronic absenteeism
- School wide celebrations took place for school wide attendance that surpassed 97%

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')

- One hundred percent of students and staff will participate in PBIS (Positive Behavioral Intervention Supports)
- Bi-weekly PBIS PLC meets to discuss and plan supports for teachers and students, review discipline data, introduce and implement new "Cool Tools".

Discipline Rate

Action Type	Days	Male	Female	ELL	SpEd	504
Out Suspension	8	5	1	5	3	0
Emergency Removal	0	0	0	0	0	0
Total	8	5	1	5	3	0

This year's data had a two-thirds decline from the previous year. With the onset of COVID 19, school closure began March 13 in comparison with completion of 180 days for the 2018-2019 School Year.

Student promotion and retention rates

ESL and literacy interventions were closely observed to reduce retention rates in 2019-2020 school year

EPL	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	% #Students	% #Students	% #Students	% #Students	% #Students	% #Students
1	0	0	0	0	50% 2	7.14% 1
2						
3						
4						
No EL Designation		3				

% 1.19 % of Chandler Magnet students were retained

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)

N/A

Student [dropout rates](), if applicable

N/A

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)

STAR Data SY 19-20

	Grade Level	Reading Mean GE	Reading % Proficient
	Grade K	No DATA	NO Data
	Grade 1	1.2	46%
	Grade 2	2.4	23%
	Grade 3	2.9	24%
	Grade 4	3.4	6%
	Grade 5	3.6	7%
	Grade 6	3.9	9%
STAR	Grade Level	Math Mean GE	Math % Proficient
Math	Grade K	No Data	No Data
	Grade 1	1.7	24%
	Grade 2	2.2	13%
	Grade 3	3.3	10%
	Grade 4	4.3	15%
	Grade 5	4.7	15%
	Grade 6	4.2	12%

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)
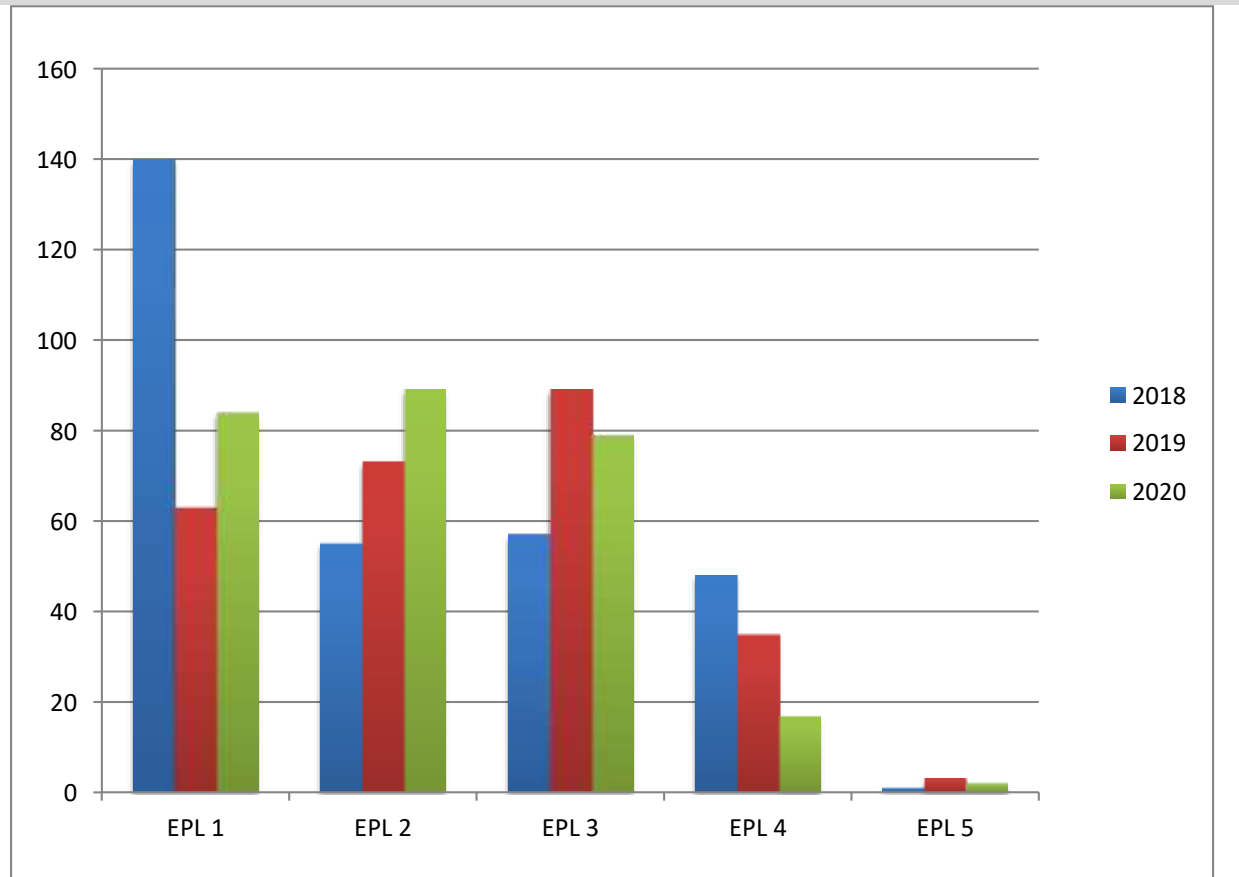
ACCESS Comparison Data

Examining the ACCESS data, there was an increase in students transitioning from EPL 1 to EPL 2 and EPL 2 to EPL 3 in 2019 and 2020.

MCAS was not administered in 2020 due to the COVID19 Pandemic

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.
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***.

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

Goddard Scholars Academy at Sullivan Middle School

For School Year 2019-2020

District Contact
Maureen Binienda, Superintendent
BiniendaM@worcesterschools.net

School Contact Information
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This document was prepared by the
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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 in January of 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. 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

School/Academy Name:
Goddard Scholars Academy at Sullivan Middle School

School Type (New/Conversion/Academy): Goddard Scholars Academy at Sullivan Middle School	District Name: Worcester
Year Innovation Status Granted: March 24, 2011	School Year Implementation Commenced: 2011-12
Grades Served: 6, 7, 8	Total Enrollment: 144

Mission:

The Goddard Scholars Academy (GSA) provides a rigorous, accelerated and enriched middle school program in a safe, nurturing, and personalized atmosphere. The student body, from throughout the City of Worcester, is comprised of a selected group of 6th grade through 8th grade students who have demonstrated academic proficiency. GSA develops students' abilities and gifts into talents and skills. GSA is the middle school component of a college preparatory program conducted in collaboration with South High School and Clark University.

Vision:

The Goddard Scholars Academy (GSA) lays the foundation for students to reach their full potential, to engage in higher-level course work, and to prepare students to compete nationally at high academic levels. Cornerstones of the GSA include developing persistence, pride, discipline, and integrity in challenging work. This is accomplished through reading, writing, discourse, the arts, social interaction, and application of critical thinking and digital literacies. GSA students become lifelong learners, good citizens and leaders in the 21st Century.

Educational Model:

School-wide Enrichment Model (SEM) - is a model developed with the vision that schools *are places for talent development*. This vision of schools for talent development is based on the belief that everyone has an important role to play in societal improvement and that everyone's role can be enhanced if educators provide students with enrichment opportunities, resources, and encourage students to aspire to the highest levels of talent development.
Key Design Elements: Grade 6 to 7th and 8th grade program (full implementation in 2012-13); on-going implementation of gifted and talented educational strategies inclusive of enrichment selection, performance band, after school activities, and an accelerated mathematics curriculum so that students complete algebra in grade 8.

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.*

The **Curriculum** of the GSA aligns with the Massachusetts Frameworks and the Common Core Standards in all content areas. With the autonomy of curriculum, instruction and assessment, GSA embeds several best practices within its innovation to improve student learning. This occurs through consistent reading, writing, and discourse across the curriculum which supports greater fluency in students' language, written and discourse abilities. Some of these strategies include writing summaries, topic development, vocabulary building, close reading, Cornell note taking, annotating, debating, Socratic Seminars and Philosophical Chairs. A school-wide annotating protocol for writing in the margins/annotating text continued its implementation this year.

This year, Goddard Scholars Academy continued implementation of a uniform binder system and weekly binder checks that is modeled after AVID (Advancement Via Individual Determination). The Goddard Scholars Academy introduced a new 8th grade Civics textbook this year. For the 6th grade, Read Side by Side and the C.I.A (collect-interpret-apply) approach was procured for the 2020-21 school year for ELA. StudySync will be used in grades 7and 8 in English Language Arts for 2020-21. Big Ideas Math will be used for 7th and 8th grade mathematics in 2020-21. EnVisions Math began this year for grade 6 and we will continue to use this. A digital literacy is an elective offering for students next year. Additionally, students in the 6th grade are provided with a seminar class in which they participate in digital literacy, instrumental practice, and guided supports for organizational opportunities.

Foreign language instruction, provided by a native speaker, enables students to become immersed in the language and to communicate with a wider range of the population in another language, utilizing skills in reading, writing, speaking and listening students work to earn HS credit for this class during 7th and 8th grade. During 6th grade, students, during their enrichment or seminar time, also receive an introduction to the Spanish language. All GSA students learn to play an instrument for the GSA performance band.

During the weekly Professional Learning Community (PLC), the GSA staff meets to collaborate on how to reach and teach all students, to use data to inform instruction, to implement skills with consistency across grade levels, curricula, to plan interdisciplinary lessons or units of study, to discuss new strategies, to schedule peer observations, and to monitor and plan interventions for student growth. Teachers also participate in CPT (common planning time). These meetings are used to schedule parent conferences, discuss student academic and socio-emotional concerns, to plan GSA events, and to support staff. In the 2020-21 school year CPT will be focused upon data analysis in regards to curriculum and on social emotional learning.

Challenges:

Having sufficient time to address all of the standards, especially in science and technology seems to be one of the greatest on-going challenges. Also, having the resources needed to incorporate the technology strand has also been a challenge. Lack of elective courses taught by content area certified teachers is a challenge as well as meeting the physical education and health requirements has also been difficult.

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.*

GSA has the ability to spend the district's per pupil allowance on supplies and instructional materials that meet the needs of students. The district has recently procured texts for the coming school year for English, Mathematics and Social Studies departments. The purchase of technology, materials and supplies, copying equipment leases, funding for field trips, funding for school events, and additional pay for teachers to work beyond contractual hours are ways in which the budget is utilized.

Challenges:
There are no challenges currently in utilizing the per-pupil funding that the WPS district allocates to the GSA.

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.*

The **Scheduling Autonomy** allows GSA to maximize time on learning and to allow for flexible grouping to meet students' needs. This year the GSA used a rotating schedule and A/B weeks as a means of autonomy. The students have a daily advisory period as part of this flexibility. Students participate in a weekly Gifted and Talented Class, daily Enrichment classes, have guest speakers, participate in performances, and go on a variety of field trips as this scheduling flexibility allows. Teachers have Common Planning Time and Professional Learning Communities because of the schedule as well.

GSA follows the district calendar.

Challenges:
The GSA school schedule has to conform with the schedule of the greater school during two portions of their day – lunch and last period. This is to allow for a physical education teacher to teach PE to students in the GSA. This year, due to snow delays, the scheduling autonomy made it possible to accommodate teachers teaching all of their classes, even on the days with reduced school hours.

To offer more electives for our students we must continue to offer electives during the greater school's time of 7th period as they are required by the district to use a locked, non-rotating schedule.

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.

The **Hiring Autonomy** is exercised when it is necessary to fill an opening within GSA. The Hiring Committee consists of three teachers, an administrator, and a family/community member with a student enrolled in GSA. The principal wrote a proposal to the district in which GSA was able to replace the Lead Teacher role with a Department Head. This adjustment to the position allowed the role to have a supervisory component over the GSA teachers, which was not the case previously.

Challenges:
The principal did not concur with the selected candidate for the Lead teacher position during the summer of 2019. Due to the Covid-19 Pandemic, the interview process for the Department Head and an English Language Arts/Social Studies Teacher had to be conducted via Zoom, rather than in person. The remote learning created a hindrance to having the candidate conduct a model lesson.

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 Plans included topics such as Google Classroom and Google Training, Gifted and Talented Education, technology, Pre-AP, Common Core, AVID, Model U.N., Cultural Competency, improving teacher quality, SEI, Social Emotional Learning, Writing Like a Scientist, Heart Saver CPR/AED/First Aid, Sullivan Middle Remote Learning, Sullivan Middle School Professional Collaboration and Learning, Putting SMP1 Into Action: Make Sense of Problems and Persevere in Solving Them, Screencastify, Desmos of

Middle School Math Teachers, Supporting EL Students in 7th Grade Science, STAR Resources Support, Math Self-Paced, Tutorial Focus on Grade 6 Standards, Digital Tools in the Performing Arts, Instrument Repair, Special Education, and content specific courses or workshops, such as SRSD and training on new textbooks and materials. This autonomy allows the staff to participate in course work, workshops, and conferences that meet the needs of GSA's unique population and to expand content knowledge and pedagogy.

Challenges:
One of the challenges for GSA, particularly during the school year, is participating in relevant professional development. Another major challenge was the pandemic and the need to swiftly shift professional learning to teaching via technology platforms.

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.

This autonomy was not requested in the innovation plan.

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)			
Attendance – Through March 12			
Year	Academy	Grade	Att%
2019-20	GSA	6	97.4%
2019-20	GSA	7	96.9%
2019-20	GSA	8	97.8%
		GSA Total	97.4%

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')		
Discipline Action Summary		
Academy	Action Description	# of Infractions
GSA	Infractions	2
GSA	Suspensions	0

Student promotion and *retention rates*
100% of all students in grades 6, 7, and 8 will be promoted to the next 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)
N/A

Student *dropout rates*, if applicable
N/A

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)

GSA Student Achievement Data
ELA MCAS and Star Test Performance Data
Student Achievement

100% of students will show improvement in ELA as demonstrated by the administration of the 2019 MCAS test.
The goal is to achieve a SGP above the 60%ile.

2018-2019 MCAS Results English Language Arts

Grade	Mean Scaled Score	Median SGP	GSA % Meeting or Exceeding Expectations	District % Meeting or Exceeding Expectations	State % Meeting of Exceeding Expectations
All	531.5	64.7	98.6	37.0	51.0
Grade 6	532.5	73	97.78	45.0	53.0
Grade 7	533.0	53	100	31.0	48.0
Grade 8	528.9	68	97.92	35.0	52.0

Reading STAR Test Growth Report Based on 60 SGP %ile Fall 2019-20 to Winter 2019-20

	# of Students Meeting Expectations	Median SGP	Winter Ave. Scaled Score	%ile Rank	%ile Rank Increase/ Decrease
Grade 6	33/47	57	1020.213	77	+3
Grade 7	28/44	39.5	1108.333	73.5	-8
Grade 8	33/46	47.5	1189.804	75	-4
Total %	68.5% Meeting Expectations				

Math MCAS Performance Data
Student Achievement: Math

100% of our students will show improvement in Math as demonstrated by the administration of the MCAS test.
The goal is to receive a SGP above the 60th percentile.

2018-2019 MCAS Results Math

Grade	Mean Scaled Score	Median SGP	GSA % Meeting or Exceeding Expectations	District % Meeting or Exceeding Expectations	State % Meeting of Exceeding Expectations
All	523.6051	41	88.72	30	48.67
Grade 6	532.4889	60	95.56	43	52
Grade 7	520.6596	26	89.36	24	48
Grade 8	517.6667	37	81.25	23	46

Math STAR Test Growth Report Based on 60 sgp-ile Fall 2019-20 to Winter 2019-20

	# of Students Meeting Expectations	Median SGP	Winter Ave. Scaled Score	%ile Rank	%ile Rank Increase/ Decrease
Grade 6	31/47	42	833.2128	84	-3

Grade 7	23/44	61.5	904.1591	87	0
Grade 8	21/46	74.5	925.4348	84	+4
Total %	54.6% Meeting Expectations				

Science MCAS Performance Data
Student Achievement: Science

100% of GSA students will show improvement in science as demonstrated by the administration of the Science MCAS test.

2018-19 MCAS Results Science

Grade	Median Scaled Score	Median SGP	GSA % Meeting or Exceeding Expectations	District % Meeting or Exceeding Expectations	State % Meeting of Exceeding Expectations
Grade 8	523	N/A	97.78	22	46

The MAGs for student achievement ensure that instructional curricula are aligned with their respective Massachusetts Frameworks and Common Core Standards. To evaluate GSA's progress toward meeting its MAGs for Student Achievement test items, as they are available, MCAS results are examined and analyzed for patterns in student responses. Students are given ample MCAS practice opportunities in digital and paper formats. Teachers also review student data from MCAS, STAR, class assignments, and other formative and summative assessments to inform instruction. The STAR testing results provide a plethora of information for teachers to plan and differentiate lessons appropriately to accommodate the range of student ability and skill. All teachers and students consistently evaluate and reflect on learning, understanding and metacognitive processes, during and after completing assignments. Formative and summative assessment strategies are used to continuously assess student performance and to adjust instruction.

Strengths for 2019-20:

Academic achievement was an area of strength, particularly in ELA, as MCAS and STAR test results reflected high achievement coupled with high growth. Core teachers were successful in aligning instructional curriculums to respective Massachusetts Frameworks and the Common Core Standards. GSA teachers also worked with curricular departments to align with the WPS scope and sequence, where appropriate. Having the sixth graders for an extra year, compared with the make-up of students in the greater school, allowed for more instruction of the Common Core Standards and acceleration in the content areas, especially math. Students were given numerous and ongoing opportunities for MCAS practice of reading, writing and responding to text and essay questions in all classes.

New generation MCAS scores in ELA remained high with 98.6% of students in all three grades Meeting or Exceeding Expectations. The median SGP was 64.7, indicating a high growth rate coupled with high achievement, highlighting the seventh grade scores with 100% in the Exceeding or Meeting Expectations Categories.

On average, 88.72% of students were Meeting or Exceeding Expectations in Next Generation MCAS MATH. The median SGP was 41 for all three grades combined.

MCAS scores in SCIENCE indicated 97.78% of students met or exceeded expectations on the science test.

In addition, on the average, 64% of students were on the Honor Roll, first or second honors, for the first three quarters of the 2019-20 school year.

In February, 34 students and 6 adult chaperones were awarded an all-expenses paid trip to New York City. The trip took place February 24-26. The focus of the trip was "How to Recognize and Achieve Excellence." The program included a theater experience (*Wicked* along with a question and answer session with a Broadway actor), an NBA Nets game, a visit to an architectural landmark (The Edge at Hudson Yards and the Brooklyn Navy Yard), and a visit to one of New York's many fine museums (American Museum of Natural History and a survivor led walking tour of the 9/11 Tribute Museum). In each venue, students focused on how to recognize excellence and how the people or places we see have achieved excellence in their field. The sponsoring organization, SYTA accompanied the group on the trip to and from New York and on all excursions. They also facilitated team-building and reflection activities for the group in the mornings and evenings. We participated as recipients of their Silver Linings scholarship. All travel, meals and admission to activities and attractions were paid for.

In May, twenty-three students from all three grades applied to become members of Sullivan Middle School's chapter of the National Junior Honor Society.

Professional Learning Community (PLC) Meetings were used effectively to plan for implementation of Enrichment Clusters, to analyze data from MCAS, STAR and other assessments to inform instruction, to closely monitor students' academic status and to create interventions when necessary, and to collaborate in making and planning cross curricular connections. This year several articles were read and discussed on Social Emotional Learning.

Implementation of Enrichment Clusters continued to be a success in the 2019-20 school year, from both a student and teacher perspective. Enrichment clusters are designed for authentic learning through application of relevant knowledge, thinking skills, and interpersonal skills to the solution of authentic problems. GSA scheduled the enrichment clusters during the weekly Gifted and Talented Class time, guaranteeing that time was devoted to the kind of learning that makes school an enjoyable and engaging place to be.

Teachers were successful in executing one eight-week and one six-week session of enrichment clusters in the fall and spring, respectively. Among the topics offered were Maker Space, Fantasy Sports, Patriotism, Hand Bells, Puppets, Healthy Habits, Calligraphy, Comic Books, Reimaging Mythology, Australian Wildfires, and Decorate the Halls. Teachers have become comfortable stepping out of their comfort zones and offering topics with which they had limited expertise. This helped to increase the opportunity for students to take on the leadership and direction of the Clusters.

To further enrich students, teachers volunteered their time to offer after school clubs: Model U.N., Math Team, Creative Writing, Science Olympiad, Korean Dance, and Yearbook. Each of these clubs allows for personal and academic growth for participants.

The poems of three students were chosen as winning entries for the Re. Dr. Martin Luther King, Jr. Essay and Poetry Contests.

Twenty-eight members of Model U.N. Club from all three grades consistently won awards at three conferences, at Northeastern University, Becker College, and Tufts University, including awards for Best Public Speaking, and Best Negotiator.

Eight students auditioned and two students were selected for participation in Massachusetts Music Educators Association Central District Festival. The festival, which was due to take place over the course of three weeks with a final culminating concert, directed by guest conductors and made up of hundreds of students from central Massachusetts, was cancelled as a result of Covid-19

Community Partners also played a pivotal role in providing enrichment opportunities for GSA students. Each grade received a drama workshop from the Education director of the Hanover Theatre. Seventh grade was the beneficiary of a school visit form Jeremy Lawrence, who played Scrooge, in the theatre's production. Mr. Lawrence shared his acting journey with the students and engaged students in a fantastic Q & A session. Ten students volunteered to speak to the audience at *A Christmas Carol* performance on behalf of the theatre to promote its Access to the Arts Program. Performers from the Hanover Theatre put on a performance of Roald Dahl's *The Witches* at Sullivan for GSA students in the Fall.

GSA continued its partnership with Community Harvest Project by visiting and working at the farm in early September. Students experienced first-hand the challenges and hard work required to take care of farm fields, as well as how vegetables grow and how they look in raw form. Students also learned of the connection between the Community Harvest Project and the Worcester County Food Bank.

GSA's Partnership with Massachusetts Educational and Career Opportunities, Inc (MassEdCO) allowed for visits to local colleges for each grade: Worcester State University, Worcester Polytechnic Institute, and Clark University. In preparation for the trips, eighth graders attended a college fair and a PowerPoint about the college application process and a hands-on activity was presented by the representative from MassEdCO who works at South High School. Unfortunately, due to Covid-19 the college visits were cancelled for 2019-20.

Teachers continued the use of the best practices: Cornell notes, effective questioning, Bloom's revised taxonomy, AVID and pre-AP strategies, Word of the Week, summary writing, SRSD writing, interactive notebooks, and daily starters. A "binder system" was implemented five years ago along with a schedule for teachers to do weekly binder checks in an effort to help students become and stay organized. This binder system has worked very well and will be continued in future years. Anecdotally, more students come to class prepared with work and materials and fewer trips to lockers are necessary to retrieve these items.

In addition, all nine teachers took part in a one-day Summer Institute in August to prepare for the beginning of the 2019-20 school year. GSA students and teachers also continued to engage in a common read during the summer, which allowed for interdisciplinary projects during the first days of school. Each teacher developed a syllabus and document expressing student expectations for each grade and class that was disseminated to parents on Know Your School Night or sent home with each student.

To encourage GSA students to become leaders, several students, with representation from each grade and each advisory, took advantage of the opportunity to become Student Ambassadors. Student Ambassadors are asked to facilitate and help plan GSA events, such as the two Shadow Days for accepted 6th graders, Know Your School Night, the 9th grade social event, and to prepare ice breaker-type activities for execution in advisories at the beginning of school.

Sustaining and Expanding Gains:

The ELA MCAS scores indicate success, proficiency, and growth across grade levels. As the Next Generation MCAS test becomes more reliable over time and taking the test on Chromebooks becomes more standardized, we hope to see scores in all test areas increase.

Similarly, the STAR Test Results show growth in Reading/ELA. The STAR Test also makes a wide variety of information and individualized scores available to teachers for analysis. As teachers become more familiar with the assessment and its results, differentiation in lessons can become more targeted. Due to the Covid-19 pandemic, students were not able to undergo spring STAR testing.

MCAS Math Scores and STAR Test results show strong growth in eighth grade.

The science scores indicate consistent growth based on the low number of students in the Needs Improvement category.

Students continue to be strongly encouraged to stay after school for extra help when their grades drop below 80%. The GSA guidance counselor worked closely with the staff to offer support to students and teachers in this effort as well contacting parents via phone, email or the messaging system of the online grading system. Student success will continue to be celebrated weekly, quarterly, and yearly in cooperation with SMS's PBIS programs and with Honor Roll acknowledgements. In addition, making connections between families and the Wrap Around Coordinator may facilitate additional support for the student and families, academically or socio-emotionally.

Data-driven instruction continues to be implemented in GSA. Teachers continue to use the best practices with more fidelity and increase use of formative assessments with exit slips and pre and post testing for units of study. Teachers will also continue to analyze MCAS, STAR, SRSD assessments, and other data to ensure that all students are being supported and challenged. Classroom teachers will also continue to monitor students' academic progress on interims and quarterly report cards.

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)

Parent Involvement
100% of students' parents will be involved in school-based activities, GSA events or programming.

GSA Events and Activities are in addition to Sullivan Middle Events or Activities.

A GSA Events calendar, created to outline information about upcoming events, procedures, reminders, and expectations, was distributed to parents during the first days of school and is shared in monthly newsletters. Teachers communicated with parents about positive student behavior and achievement, as well as socio-emotional concerns through the on-line grading system, parent conferences, monthly newsletters, phone calls and/or emails to communicate about upcoming GSA events. GSA also utilized Blackboard to deliver academy-wide phone messages. GSA also participates in direct and indirect services available to students and families at Sullivan Middle School. GSA has created a Twitter to notify parents who subscribe of upcoming events and important information, such as the delivery of a new newsletter.

Parent/guardian attendance at GSA events and activities was collected to assess the number of parents who attended or participated in GSA events and activities, such as Parent Teacher Organization (PTO) Meetings,

volunteering for school functions: chaperoning field trips or other extracurricular activities, fundraising and serving as guest speakers for the Open House or Enrichment Clusters.

2019-20 Parent/Guardian Attendance at GSA School events

Know Your School Night (evening)	137 families Overall - 94%
Ice Cream Social (evening)	140 families Overall – 96%
Winter Concert (evening)	144 families Overall – 99%
GSA PrideNight (evening)	Cancelled due to Covid-19
Veterans Day Program (school day- Gr. 6, 7, 8)	120 families Overall – 82%
End of the Year Concert and Awards Night (June)	Cancelled due to Covid-19
GSA Fundraiser (average for grades 6, 7, 8)	70% participation overall – cut short due to Covid-19

Strengths for 2019-20:

Involving parents in school-based activities was also an area of strength in 2019-20. The GSA PTO had an eighth grade and seventh grade co-chair. Seven meetings were held at the school and parents who could not attend meetings were kept abreast of events, activities and initiatives via email communication. On the average eight to ten parents attended the meetings. with at least four or five sixth grade parents attending consistently. The group also worked diligently to support the annual fundraiser, which was a letter writing effort soliciting donations from friends, family, acquaintances, and other personal or business connections. The proceeds from the fundraiser allowed us to provide all but the end of year field trip, free of charge, to purchase three Chromebooks during the Covid-19 pandemic, and t-shirts for graduating 8th graders. Parents also served as chaperones for field trips to a concert at Mechanics Hall, Worcester City Hall, the Hanover Theatre, and Broad Meadow Brook.

Parent involvement greatly increased as a result of remote learning due to the Covid-19 pandemic. The GSA team sent out a weekly newsletter electronically, which included dates and times of Zoom/Google Meet lessons, contact information, and an overview of the week's assignments.

100% of GSA students were enrolled in an online grading system, providing 24/7 access to students' grades and a messaging system, which facilitated communication with students, parents/guardians, and whole classes. Parents were assigned accounts, as login information and passwords were available up at Know Your School Night or mailed home to each parent at the beginning of the school year. Parents and students were also given the opportunity to sign up for REMIND, a cell phone app that allows for short reminders to be sent to enrolled recipients. A monthly newsletter was sent home in English and in translated hard copy to keep parents informed of GSA events and information.

Data was collected to monitor parent attendance at GSA events. A GSA Calendar of Events for families was created, collated with a similar calendar for Sullivan Middle School, and disseminated to parents at the beginning of the school year.

As a teacher-led initiative, an operations chart was updated to allow teachers to volunteer for and to take on responsibility for various aspects of running the school. Creating the monthly newsletter, working with the Student Ambassadors, managing the entire recruitment process, creating Honor Roll and other awards for students, signing up for building permits, organizing field trips and events are among the roles and responsibilities taken on by the GSA teaching staff.

Sustaining and expanding gains by:
GSA will continue efforts to reach out to parents and guardians to participate in the PTO and to attend GSA events.

Equitable Access

The recruitment process eliminates subjectivity to ensure equitable access to all qualified students through a tiered lottery system. Random numbers were assigned to applicants who were placed on a wait list, which was designed and implemented to fill any open seats.

With district cooperation, a targeted mailing is created to identify qualified students and invite them and their families to an Open House to share the mission, vision, and focus of GSA.
Correspondence is sent to families in the home language. If a potential new student and his or her family is unable to attend the Open House, every effort is made to meet and provide another Information Session. Email communication is made with each family to facilitate and questions or concerns before final decisions are made. Students who have accepted admission were invited to join a Google Classroom to participate in a "Virtual Shadow Day" due to the cancellation of the in-person shadow days due to the Covid-19 pandemic.

Strengths for 2019-20:
The recruitment process seeks to ensure equitable access to all qualified students through a tiered lottery system. Random numbers were assigned to applicants who were placed on a wait list, which was designed and implemented to fill any open seats.

Applications were received from 72 of the invited 133 students all of the WPS elementary schools and two private schools. Incoming 6th graders were admitted from 23 of 33 elementary schools.

Recruitment of students for the 2019-20 school was a strong area for GSA, following the tiered lottery system. A targeted mailing was conducted to invite all of the district's qualified fifth grade students to apply to GSA. The mailing, including separate letters to parents and students in English and translated into seven languages, was sent to 133 potential sixth graders. An evening Open House was held to present the goals and focus of GSA. This event was very successful; 98 families composed of parents and students attended.

Accepted incoming sixth grade students attended "Virtual Shadow Day" through videos and icebreakers on Google Classroom to help them feel comfortable about attending GSA the following fall.

Sustaining and Expanding Gains:
Sustaining and expanding gains will be accomplished by continuing to use the tiered lottery system as it seems to have been successful in removing subjectivity from the process. However, as a result of the revisions to the innovation plan, the pool of students invited to apply to GSA was revised to include only those students with at least one advanced score. Based on the data provided by the district, GSA did not feel there were enough eligible candidates to fill the incoming class of 48, so the pool was expanded to include students who had both ELA and Math MCAS scores that were above 520. With the change, the number of applications and the waitlist were more manageable, and those on the waitlist will have a reasonable chance of gaining admission over the three years of middle school. Due to the lack of MCAS testing during the 2019-2020 year due to Covid-19 the program will need to consider an adjustment to the application process for the 2020-2021 school year.

Additionally, it is important to provide translators at recruiting events to encourage non- English speaking parents and guardians to attend. Staff will continue to use the Student Support Process (SSP) to address student's academic and socio/emotional needs and as a protocol for identifying students who may be misplaced.

The racial and ethnic make-up of the GSA 2019-20 student body was represented by 53% White, 11% Asian, 8% Black non-Hispanic, 17% Latino, and 10% Multi-racial. 41% of GSA students are considered economically disadvantaged and 7% have 504 Plans or IEPs, and 20% are Former English Language Learners. There is a disparity between our racial and ethnic diversity in the GSA and Sullivan Middle School as a whole. There are approximately 980 students in grades 6-8 (only 50 6th graders) at Sullivan with a student population: 40% Hispanic, 33% White, 18% African-American, 9% Asian, 5% Multi-race and, 0.2% Native American. Additionally, 57% of students' first language is not English. 61% of students are economically disadvantaged and 21% of students receive special education services.

Measure of Success:

Maintain manageable number of applications from across the district and implement the approved recruitment process with fidelity. Improve racial and ethnic diversity in GSA.

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.

Goddard Scholars Academy did not make any revisions or updates to the innovation plan in the 2019-20 school year.

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***.

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 renewal process will take place in the SY 2020-2021.

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.
>
> Click or tap here to enter text.

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Innovation Schools Annual Evaluation

University Park Campus School, Worcester

For School Year 2019-2020

<u>Worcester Public Schools</u>
Maureen Binienda, Superintendent
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<u>University Park Campus School</u>
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![Massachusetts Department of Elementary and Secondary Education logo]

This document was prepared by the
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Table of Contents

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. 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

School/Academy Name: University Park Campus School	
School Type (New/Conversion/Academy): Conversion	**District Name:** Worcester
Year Innovation Status Granted: 2011	**School Year Implementation Commenced:** 2011-2012
Grades Served: 7-12	**Total Enrollment:** 240

Mission:

University Park Campus School (UPCS) exists to provide a first-class education to a traditionally disadvantaged population. Situated in the Main South section of Worcester, UPCS is a public, 7-12 school that accepts neighborhood students of all abilities and prepares them for success in college.

Students will be taught to read, write, and think on their own, with the realization that hard work develops a strong intellect. Every single student pursues a rigorous academic program consisting of all honors classes. At the same time, instruction is individualized to connect to each student's particular level of development. There is no tracking. Instead, there are small, heterogeneous classes centered on active student inquiry and collaborative group work. UPCS utilizes extended learning blocks, morning and afternoon academic help sessions, a rich variety of extracurricular activities, and a range of powerful summer learning opportunities to develop well-rounded, deep-thinking individuals.

Students study in a building that is small, nurturing, intimate, and comfortable, but one that is inextricably connected to Clark University. The Clark University Hiatt Center for Urban Education is an important partner in developing and implementing effective teaching strategies. In addition, Clark offers UPCS students access to a number of facilities, including a research library, gymnasiums, classrooms, commons area, etc. In addition, every UPCS student will take at least one college course from Clark or from another member of the Worcester College Consortium.

The mission at UPCS is to produce students who are confident and who understand that desire and hard work beat adversity.

Vision:

The vision of University of Park Campus School (UPCS) is for each student to graduate prepared for success in college. This includes the ability to work collaboratively with different people, to communicate effectively in a number of formats, to think independently, to persist in difficult tasks, to be reflective, and to contribute to society in a positive manner. Students should have plans to pursue post-secondary studies, and they should have all the confidence and skills necessary to pursue those studies successfully.

As an institution, the goal of UPCS is to continually reflect upon both our successes and our shortcomings, and to use this reflection to revise instructional practices to best serve our students.

Educational Model:
UPCS is a grade 7-12 neighborhood school that focuses intensely on college readiness for its diverse, low-income population. Its student-centered, active learning approach values student voice and seeks to internalize student motivation.

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 2018-2019 school year.*

UPCS has the autonomy to create its own curriculum maps, design its own Common Instructional Framework, integrate its approach to standardized test preparation, and assess its students success in reaching the school's academic, civic, and social expectations. This autonomy has been fully implemented.

The U.S. News and World Report in 2020 ranks UPCS 57th in Massachusetts noting students opportunity to take Advanced Placement (AP) coursework, the 92% AP participation rate, and the total minority enrollment of 90%. UPCS is ranked #1,368 in the National Rankings (top 6%) based on performance on state tests, graduation, and preparation for college. (Retrieved at: https://www.usnews.com/education/best-high-schools/massachusetts/districts/worcester/university-pk-campus-school-9570)

UPCS has many positive outcomes in 2018-2019:

4 year graduation rate (2019): 100 %	11/12th graders completing adv. course: 88.9%
5 year adjusted graduation rate (2018): 92.3%	Grads receiving a qualifying AP score: 42%
Dropout rate: 0.0%	Average SAT Reading score: 484
Grads attending higher ed institutions: 77.1%	Average SAT Math score: 486

(Retrieved at:
http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=03480285&orgtypecode=6&)

UPCS will sustain and continue to improve these rates using the structures of ongoing sophomore and junior year PEP (Planning for Educational Progress) talks, junior and senior seminar courses for college readiness, and student support services to access non-academic concerns.

In 2018-2019, UPCS offered 12 AP courses. This was accomplished through creative scheduling, including extra AP courses offered before school. Over time, the number of AP course offerings has increased, the number of exams given has trended up, and the pass rate (score 3+) has increased. Recent data indicates that 42% of graduating seniors have passed at least one AP exam.

School Year	# exams passed (3+)	% "pass" (3+)	# exams given	#courses offered
07-08	17	25.8%	66	7
08-09	9	20.9%	43	5
09-10	11	24.4%	45	4

10-11	9	23.1%	39	4
11-12	16	28.1%	57	6
12-13	24	25.5%	94	8
13-14	27	24.1%	112	9
15-16	20	23%	90	9
16-17	24	20%	120	9
17-18	54	36%	149	11
18-19	39	35%	112	12

Additionally, the UPCS partnership with Clark University enables us to offer college courses free of charge to juniors, seniors, and a few select sophomores. Our students also participate in the District early college program.

In 2019 the sophomore class students completed the first high school administration of the "Next Generation" MCAS. 97% of students "passed," at least "partially meeting expectations," and 92% "passed" math at least "partially meeting expectations.". Staff believe the continued use of the UPCS Common Instructional Framework and curriculum maps will sustain these scores.

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.

UPCS has the autonomy to allocate staffing as needed. With this autonomy, we created a college transition/alumni support coordinator position. This autonomy has been fully implemented, and contributes to our college acceptance rate.

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 2018-2019 school year.*

While UPCS does not deviate from the Worcester Public Schools calendar, it does implement an innovative schedule that provides for weekly common planning time for the entire faculty. In addition, UPCS hosts 7th and 9th grade transition academies during the summer to orient and prepare students for middle and high school.

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 2018-2019 school year.*

UPCS has implemented its own hiring process, independent of the District collective bargaining agreement. Faculty is hired through a process of interview panels and model lessons.

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 2018-2019 school year.*

UPCS faculty have multiple opportunities for professional learning throughout the year. In addition to weekly common planning time, faculty attend conferences, participate in rounds, lesson studies, and book studies. Staff meet frequently to refine curriculum maps, share student work, meet with college professors to align expectations, and create cross-curricular projects. All faculty are members of Professional Learning Communities (PLCs).

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 2018-2019 school year.

N/A

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:
  - o Race/ethnicity
  - o Students identified as economically disadvantaged
  - o English Learners (ELs)
  - o 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 2018-2019 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)

MAG: UPCS will achieve a daily attendance rate of 96% in the 2019-2020 SY.

Results:

This goal was met. By March, UPCS had a daily attendance rate of 96.21% in the 2019-2020 SY, an increase of .45% over the same period in 2018-2019.

Chronic absenteeism by March was 7.7%, a 2.3% decrease from the same period in 2018-2019. Monthly data reviews enable the school to track its progress and allows support staff to reach out to families, connect with classroom teachers to track student progress, and provides any necessary supports.

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')

MAG: Fewer than 10% of student will be suspended in the 2019-2020 SY.

Results: This goal was met. Discipline decreased this year. Data is tracked monthly and administration works closely with support faculty to provide alternatives to suspension, including restorative justice circles, family meetings, and work with guidance and adjustment counselors. The breakout of discipline data suggests interventions were successful.

UPCS Discipline (Data source: WPS March 2019 Baseline data)

	Suspensions 7-12	In	Out	Emerg. Removals	37H	37H1/2	37H3/4
2018-2019	17	0	17	2	1	0	18
2019-2020	5	3	2	0	0	0	5
Difference	-12	+3	-15	-2	-1	0	-13

Student promotion and retention rates

MAG: UPCS will have a 100% promotion rate.

Results: This goal was essentially met, with 99.6% of students being promoted for the next school year. This compares to a 99.51% promotion rate in 2018-2019. Staff feel this success is due to the features outlined in the autonomies and that most important is the instructional autonomy that encourages teachers to use our common instructional framework to engage learners, support struggling students, and to meet regularly with other faculty to plan interventions.

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)

MAG: UPCS will maintain its adjusted 100% graduation rate.

Results: The 2019 4-year adjusted cohort graduation rate was 100%. This is achieved by keeping students engaged through meaningful instruction, and by continuing to engage families in keeping students enrolled and active in school.

Student dropout rates, if applicable

MAG: UPCS will have a 0% dropout rate.

Results: This goal was met in 2019-2020 with zero drop outs for the second straight year. Students who struggle are tracked carefully every five weeks in order to plan intervention around warning signs such as attendance, discipline, and grades. Interventions are planned in order to keep student engaged through tutoring, family meetings, mentorships, and small group instruction support.

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)

The spring 2019 state accountability report for UPCS classified our grade 7 through 12 school making substantial progress toward targets.

Student achievement results at the middle grades improved compared to spring 2018. The average scaled score in both Math (494) and ELA (490) was categorized as "Partially meeting expectations" in spring 2019. Interestingly, the achievement percentile rank varies from 2017-2018 to 2018-2019 considerably with an improvement across grades and subjects. The SGPs also indicated that grades 7 and 8 out grew their peers across the state. Due to change in the format of the science MCAS we cannot compare grade 8 spring 2018 and spring 2019 science results. The middle school ranks in the twenty-eighth percentile, a large improvement from the ninth percentile in spring 2018, in the state with the ELA SGP percentile 93 and the Math SGP percentile 96.

	Spring 2018 Ach %	2018 Median SGP	Spring 2019 Ach %	2019 Avg SGP
7 ELA	18	42.7	24	65.2
7 Math	30	59.4	32	79.1
8 ELA	8	42.4	23	56.7
8 Math	20	55.9	49	65.3
3-8 ELA	4	42.4	12	60.9
3-8 Math	16	59.1	29	72.1

Grade 10 transitioned to Next Generation MCAS in Spring of 2019. The state provided conversion charts to allow us to compare legacy scores to next gen scores. Comparison of grade 10 CPI's indicate slightly improved performance between spring 18 to spring 19 for grade 10 in Science, and a slight drop in ELA and Math (e.g., ELA 2018=98.8 and 2019=97.2, Math 2018=87.2 and 2019=84.7, and Science 2018=85.5 and 2019=87.9).

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)

The 2019 accountability report gives an overall classification of "not requiring assistance or intervention" with the reason "substantial progress toward targets". Progress toward improvement targets was 58% across two years.
Middle School data indicates progress in ELA and Math with all subgroups exceeding their targets. Higher achievement at the High School level with our small student population made hitting improvement targets more difficult, but overall there was no substantial change in performance with subgroups either improving below targets, not changing, or declining. Tracking this data is further complicated by the transition to the next generation MCAS (Retrieved from:
http://profiles.doe.mass.edu/accountability/report/district.aspx?linkid=30&orgcode=03480000&orgtypecode=5&)

2019-2020 UPCS Demographics (Retrieved from:
http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=03480285&orgtypecode=6&)

Enrollment by Race/Ethnicity (2018-19)			
Race	% of School	% of District	% of State
African American	13.5	16.9	9.2
Asian	18.8	6.4	7.1
Hispanic	53.9	43.1	21.6
Native American	0.4	0.2	0.2
White	8.6	29.1	57.9
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	4.9	4.2	3.9

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

Describe any revisions or updates made to the approved innovation plan during the 2018-2019 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.

There were no revisions or updates in the 2019-2020 SY.

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***.

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.*

University Park Campus School will seek renewal for the 2020-2021 school year with a goal of gaining school committee approval at the August 27th meeting.

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