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**The following item will be discussed at a virtual meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Monday, November 15, 2021 at 5:00 p.m. in Room 410 in the Durkin Administration Building:**

gb #0-382 - Ms. Novick/Ms. McCullough (December 17, 2020)

Request administration report on updates to the Worcester Technical High School admission process, its results, and its interaction with state attention and possible revision to admission requirements.

Committee Members

Molly O. McCullough, Chairman  
John F. Monfredo, Vice-Chairman  
John L. Foley

Administrative  
Representative  
Susan O'Neil, Ph.D.

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

AGENDA #3

The Standing Committee on TEACHING, LEARNING AND STUDENT SUPPORTS will hold a meeting:

on: Monday, November 15, 2021  
at: 5:00 p.m.  
virtually in: Room 410, Durkin Administration Building

ORDER OF BUSINESS

I. CALL TO ORDER

II. ROLL CALL

III. GENERAL BUSINESS

gb #9-327 -Administration (October 7, 2019)

To consider answers to the fourteen Action Steps made by Mayor Petty and approved by the School Committee:

1. School Department to create clear and transparent process to provide the necessary, student-sensitive data needed to do a thorough review of the suspension rates in our Worcester Public Schools. This should include the last 7 years of data.
2. Worcester State University to re-engage with our school department regarding the 2014 report, "Suspension in Worcester: A Continuing Conversation.
3. Incorporate comprehensive training practices focused on understanding cultural differences, unconscious bias, understanding racial disparities, and trauma informed care for all staff. Included in this training is MGL c222. For all staff including School Committee.
4. Review of the state's school discipline statute, MGL c222, to ensure the city is in complete compliance with the law and make any necessary changes to our policies and procedures.
5. Continue to maintain an English Language Learner Parent Advisory Council that includes Community Based Organizations and Community Partners in compliance with law, which will work with both the Director of English Language Learners and the Chief Diversify Officer.
6. Review the practice of out of school suspension for students in K-2 grade and work with community partners and internal staff to create an in-school program to provide counselling and assessment services for these students, contingent on proper funding and in-kind services.

**gb #9-327** (Continued)

7. Create an Affirmative Action Advisory Committee that would work with the Human Resource Department and the Chief Diversity Officer. Provide a semiannual report to the School Committee, with the Human Resources Department and the Chief Diversity Officer, as to progress.
8. Create a Superintendents Latino Advisory Committee
9. Quarterly/biannual reports on the progress of the Strategic Plan
10. Review and maintain the existing suspension hearing and appeal practices so that the same WPS person is not allowed to do both hearings and appeals.
11. Hiring a Chief Diversity Officer who shall report to the Superintendent and who shall work collaboratively with the Department of Human Resources of the Worcester Public Schools.
12. Review and assist a comprehensive plan with college presidents to do focused recruitment and retention plans to hire diverse teachers and support staff.
13. Provide a semi-annual report on the work of the English Language Learner Department and programs to the School Committee on compliance with best practices and Federal DOE guidelines.
14. Work with the School Committee to consider and implement recommendations of the Mayors Commission where appropriate. Work with the Commission to benchmark projects.

**gb #9-349 - Miss McCullough/Mr. Foley/Mr. Monfredo (October 14, 2019)**

Request that the Administration invite educators who currently teach or train NoticeAbility Curriculum and consider implementing it for students with dyslexia.

**gb #9-384 - Mr. Comparetto/Mr. Foley (November 13, 2019)**

Request that the Superintendent present an annual report on the status of education for Latino students.

**gb #9-386 - Mr. Comparetto/Mr. Foley (November 13, 2019)**

Request that the Administration provide an update on current restorative justice practices.

**gb #9-388 - Mr. Comparetto (November 13, 2019)**

Request an "equity audit" of the Worcester Public Schools in accordance to best practices.

**c&p #0-2 -Clerk (January 2, 2020)**

To consider a communication from Gordon T. Davis, Chair of the Education Committee, Worcester Branch NAACP, relative to a uniform districtwide policy on age appropriate touching.

c&p #0-13 -Clerk (August 19, 2020)

To consider a communication from the Racism Free Worcester Public School Group regarding nine areas of concerns.

gb #0-101 - Mr. Monfredo (March 5, 2020)

Request that the Administration work with the City Administration to see if there is a building available for the expansion of a full-day pre-school program.

gb #0-125.1 - Administration/Mr. Foley (April 8, 2020)

Response of the Administration to the request to present comprehensive data showing the test scores for all student subgroups since these initiatives started. This data should show changes over the years, with a particular emphasis upon the WPS student subgroups targeted through SOA funding (Hispanic students, English Language Learners, and students with disabilities).

gb #0-313 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (September 23, 2020)

To consider the items filed by the City Council and request WPS consider Councilor Sean Rose's order to offer civil service exam study groups and to research a mechanism for students to acquire school credit for participation in these cohorts.

gb #0-362.1 - Administration/Ms. McCullough/Miss Biancheria/Mrs. Clancey (November 24, 2020)

Response of the Administration to the request to provide a report on the tracking of Special Education services that are currently being provided remotely to students.

gb #0-382 - Ms. Novick/Ms. McCullough (December 17, 2020)

Request administration report on updates to the Worcester Technical High School admission process, its results, and its interaction with state attention and possible revision to admission requirements.

gb #1-42 - Ms. Novick/Mrs. Clancey/Mr. Foley/Ms. McCullough/Mr. Monfredo (January 25, 2021)

Request administration propose for Committee deliberation shifts in practice, curriculum, process, and culture that have taken place during remote learning for possible retention for in-person learning.

gb #1-53 - Mr. Monfredo/Miss Biancheria/Mrs. Clancey/Ms. McCullough/Ms. Novick  
(February 12, 2021)

Request that the Administration collaborate with community agencies, retired teachers and other groups, to study the feasibility of establishing a summer learning program to assist K-8 students.

gb #1-104 -Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (March 25, 2021)

To explore the feasibility of including recess for students in grades seven and eight.

IV. ADJOURNMENT

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

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Monday, November 15, 2021

ITEM: Ms. Novick/Ms. McCullough (December 9, 2020)

Request administration report on updates to the Worcester Technical High School admission process, its results, and its interaction with state attention and possible revision to admission requirements.

12-17-20 - SCHOOL COMMITTEE MEETING

Superintendent Binienda stated that the Emergency Admissions Policy will be presented and voted on at the January 7, 2021 School Committee meeting and resubmitted to DESE.

On a roll call of 7-0, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.

8-30-21 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS

Dr. Sippel provided a PowerPoint presentation regarding the Admissions Process for Worcester Technical High School. He stated that on June 22nd, the State Board of Education and the State Board of Elementary and Secondary Education, adopted new regulations for admissions to vocational technical schools and for vocational programs through comprehensive high schools. These regulations require that each school district annually submit its Admissions Policy to the Department of Elementary and Secondary Education by October 1st, as well as publicizing it so that it is available to every student and parent/guardian within the district or within the districts that are eligible to apply for admission to those schools. It should be mentioned that districts can apply for a waiver from DESE by August 31st to submit their approved Admissions Policy after October 1<sup>st</sup>, as long as the district has the policy in place to be used for the upcoming 2022 applications and admissions cycle. The biggest takeaway for the new state regulations is that they do prohibit the use of any selective criteria that has the impact of disproportionately excluding persons and groups that are protected under federal state law. The Administration is recommending that Superintendent Binienda submit the waiver and that the School Committee approve the Admissions Policy in November 2021.

Annex A (55 pages) contains a copy of the updated Worcester Technical High School Admissions Policy.

PRIOR ACTION(continued)

8-30-21 - Ms. McCullough asked if the focus on conduct and effort will still continue (continued) as approved in the Emergency Admissions Policy.

Dr. Sippel stated that in the past, it was not just the suspensions, but for disciplinary infractions that students may have had in 7<sup>th</sup> and 8<sup>th</sup> grades which were part of the evaluation of candidates for admission.

Ms. Petrella stated that the for the past few years conduct and effort were only looked at for the Admissions process.

Mr. Monfredo asked if students and parents are made aware of the criteria for Worcester Technical High School when entering into 7<sup>th</sup> and 8<sup>th</sup> grades.

Ms. Petrella stated that there were presentations made to guidance counselors and students regarding the criteria for admission to Worcester Technical High School. It is also posted on the website and there has been outreach in the community from the ELL Department Head and the Assistant Principal.

Mr. Monfredo suggested that the information regarding the criteria for the admission to Worcester Technical High School be discussed with students and parents at the middle school's Know Your School Night.

Mr. Foley asked if the School Committee needs to approve the waiver form before submitting it to the State.

Dr. Sippel stated that the School Committee does not need to approve it. It only needs to approve the Admissions Policy.

Ms. McCullough made the following motion:

Request that the School Committee approve the following proposed Worcester Technical High School's revised criteria for the Admissions Policy:

- Academics: Continue to calibrate the points awarded to students for passing grades in their core academic classes in grades 7 and 8; include "bonus" opportunity to encourage improved academic performance in 8th grade.
- Attendance: Comply with state requirement to not penalize students for excused absences; include "bonus" opportunity to encourage improved attendance in 8th grade.
- Discipline & Safety: Comply with state requirement to not penalize students for "minor behavior or disciplinary infractions."
- Educator Recommendation: Continue practice of recommendations coming from team of educators who know the student.
  - Revisit criteria with educators, parents, and students
  - Collaboratively develop rubrics for use by educator teams
  - Facilitate calibration exercises to ensure inter-rater reliability
  - Provide training to mitigate the impact of implicit bias in the process

and forward it to DESE with the understanding that the Administration will adhere to the following five recommendations:

- Request that the School Committee authorize the Superintendent to request a waiver from DESE to submit the WPS admissions policy by December 1.

PRIOR ACTION(continued)

8-30-21 (continued)

- Request that School Committee calendar in-depth discussions of the proposed admissions policy with the appropriate standing committee.
- Schedule engagement sessions in which parents, teachers, students, and other stakeholders can provide feedback and input related to the essential attributes students must have to participate in vocational and technical education.
- Finalize policy recommendations for rubrics, calibration and implicit bias training, tie-resolution process, adjustments for comprehensive high school programs, and revised exploratory description for School Committee approval and submission to DESE.
- Calendar final School Committee policy adoption for November 18 meeting.

and provide the updated Admissions Policy to be approved at the Standing Committee meeting during the first week in November 2021.

On a roll call 3-0, the motion was approved.

9-23-21 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended.

Ms. Novick made the following motions:

Request that the Administration provide models as to what the proposed changes in the Worcester Technical High School Admissions Policy would do in terms of demographics for the classes.

Request that the Administration provide a report indicating what kind of a demographic would the system get if it was moved to a lottery.

She requested that responses be provided prior to the November meeting of the Standing Committee on Teaching, Learning and Student Supports.

On a voice vote the motions were approved.

On a voice vote the Action Sheet was approved as amended.





WTHS & Chapter 74

# Admissions Policy Discussion

Worcester School Committee

*Standing Committee on Teaching and Learning - 11.15.2021*

# Background...

- ▷ On June 22, 2021 the Massachusetts Board of Elementary and Secondary Education adopted new regulations for admissions to vocational technical schools and vocational programs at comprehensive high schools.
- ▷ Each school district is now required to annually submit its admissions policy to DESE by October 1\* and publish it so that it is available to every student and parent/guardian.

*\* Worcester was granted a waiver from DESE to submit our approved policy after October 1 with the condition that it will be in place to use in the 2022 application and admissions cycle.*

# Background

- ▷ The new regulations change the categories of absences and disciplinary infractions that can be considered as part of admissions criteria. Moreover, the **Board regulations prohibit the use of selective criteria that have the effect of disproportionately excluding persons in groups protected under federal and state law.**
- ▷ On August 31, the Standing Committee on Teaching and Learning directed the administration to engage with stakeholders and prepare to submit a final policy recommendation in November 2021.

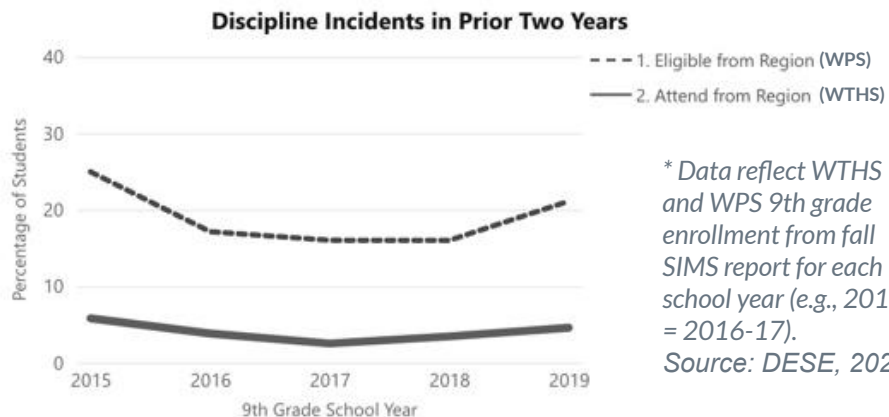
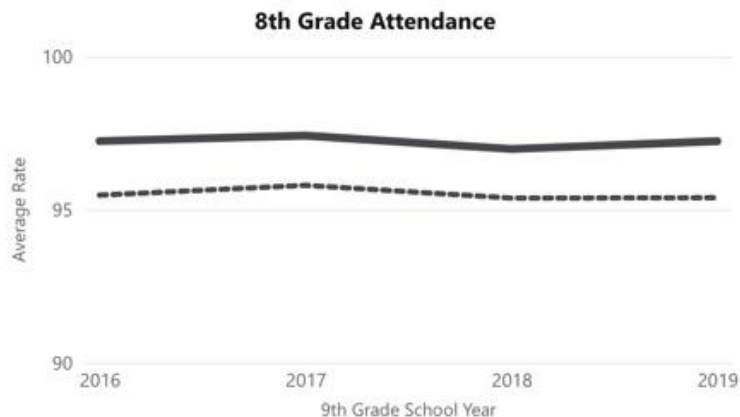
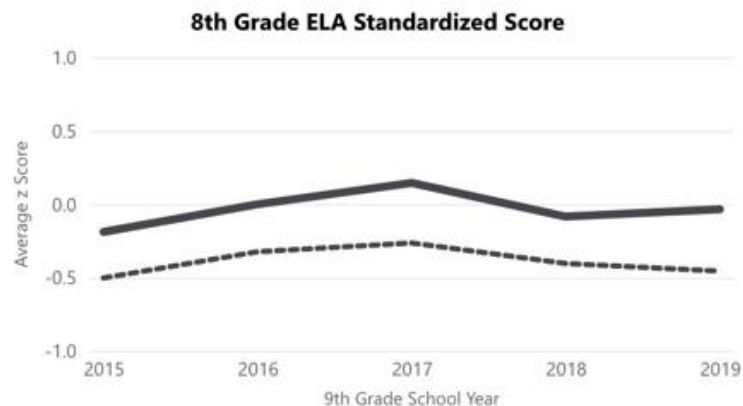
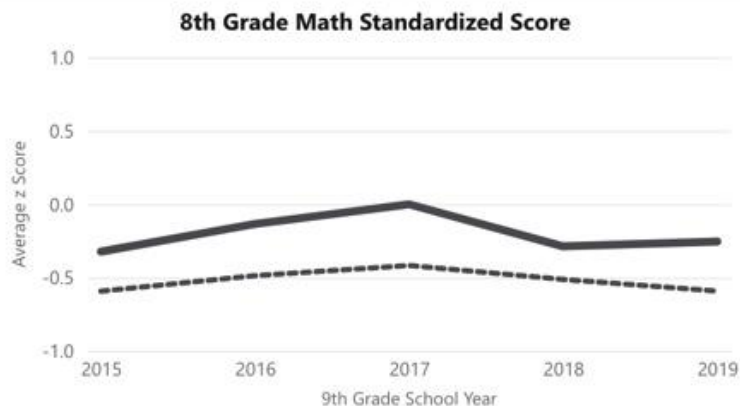
# Background

- ▷ On September 23, the School Committee requested to review simulations or models of the outcomes that would be yielded both by the proposed policy and a lottery approach for admitting students to WTHS.
- ▷ This presentation reviews WTHS enrollment trends, summarizes options to revise WTHS and Chapter 74 admissions policy, reviews simulations of the policy options, and recommends next steps.

# Admissions Data Trends

*Comparing characteristics of WTHS freshmen with overall WPS 9th grade enrollment over time*

# Trends of Eligible and Attending Students - WTHS

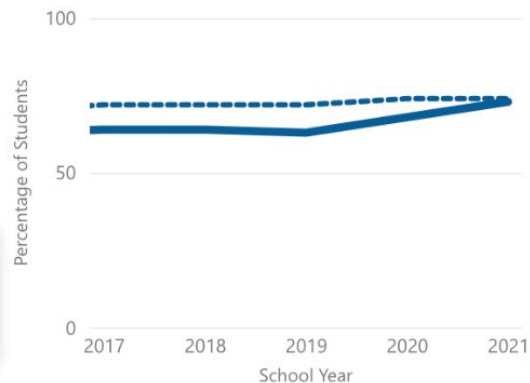


\* Data reflect WTHS and WPS 9th grade enrollment from fall SIMS report for each school year (e.g., 2017 = 2016-17).

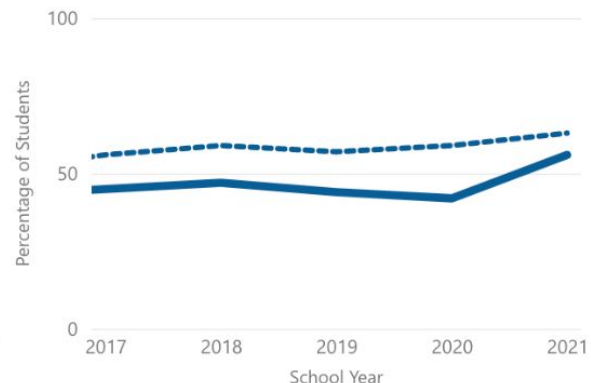
Source: DESE, 2021

# Trends of Eligible and Attending Students - WTHS

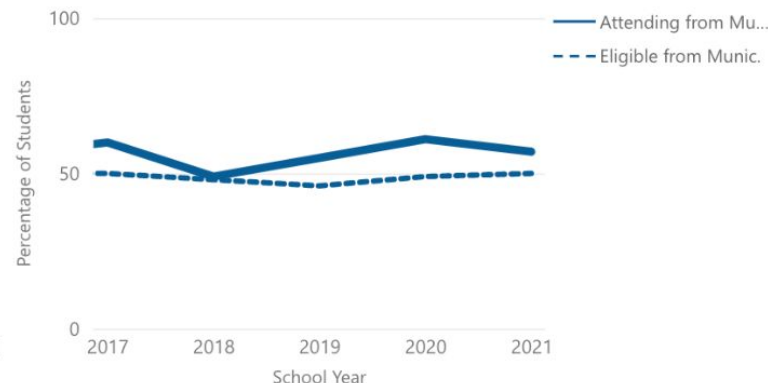
## Students of Color



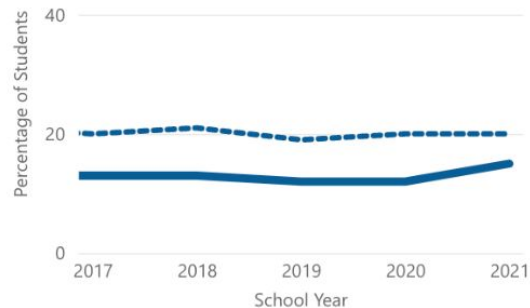
## Economically Disadvantaged Students



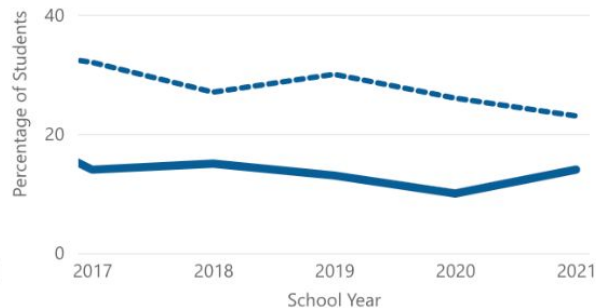
## Female Students



## Students with Disabilities



## English Learners



## Number of Total Students

Student Group	2017	2018	2019	2020	2021
Attending from Munic.	359	380	386	393	369 (WTHS)
Eligible from Munic.	1,877	1,841	1,920	1,978	1,935 (WPS)

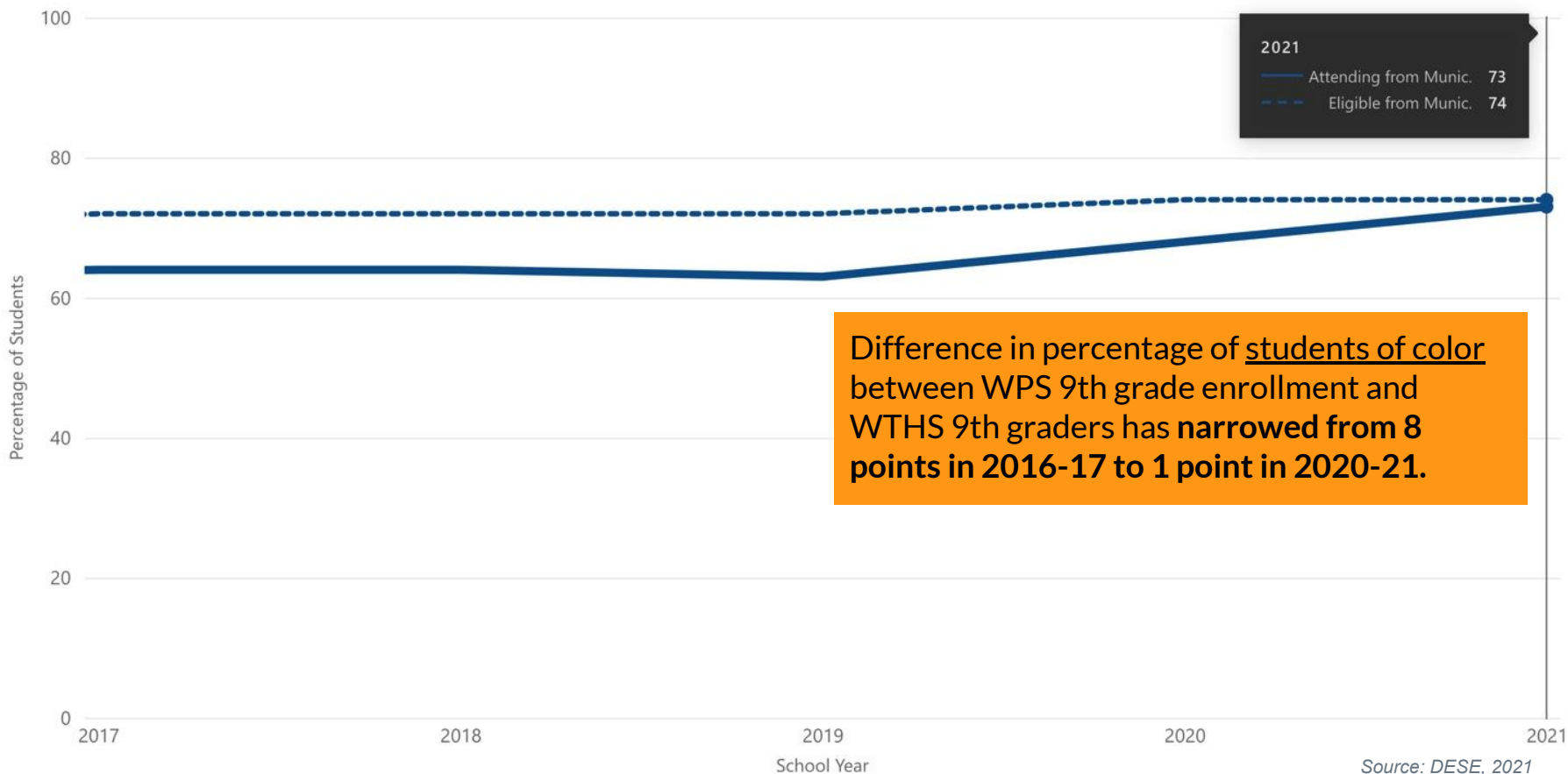
\* Data reflect WTHS and WPS 9th grade enrollment from fall SIMS report for each school year (e.g., 2017 = 2016-17).

Source: DESE, 2021

# Trend of Eligible vs. Attending Students of Color

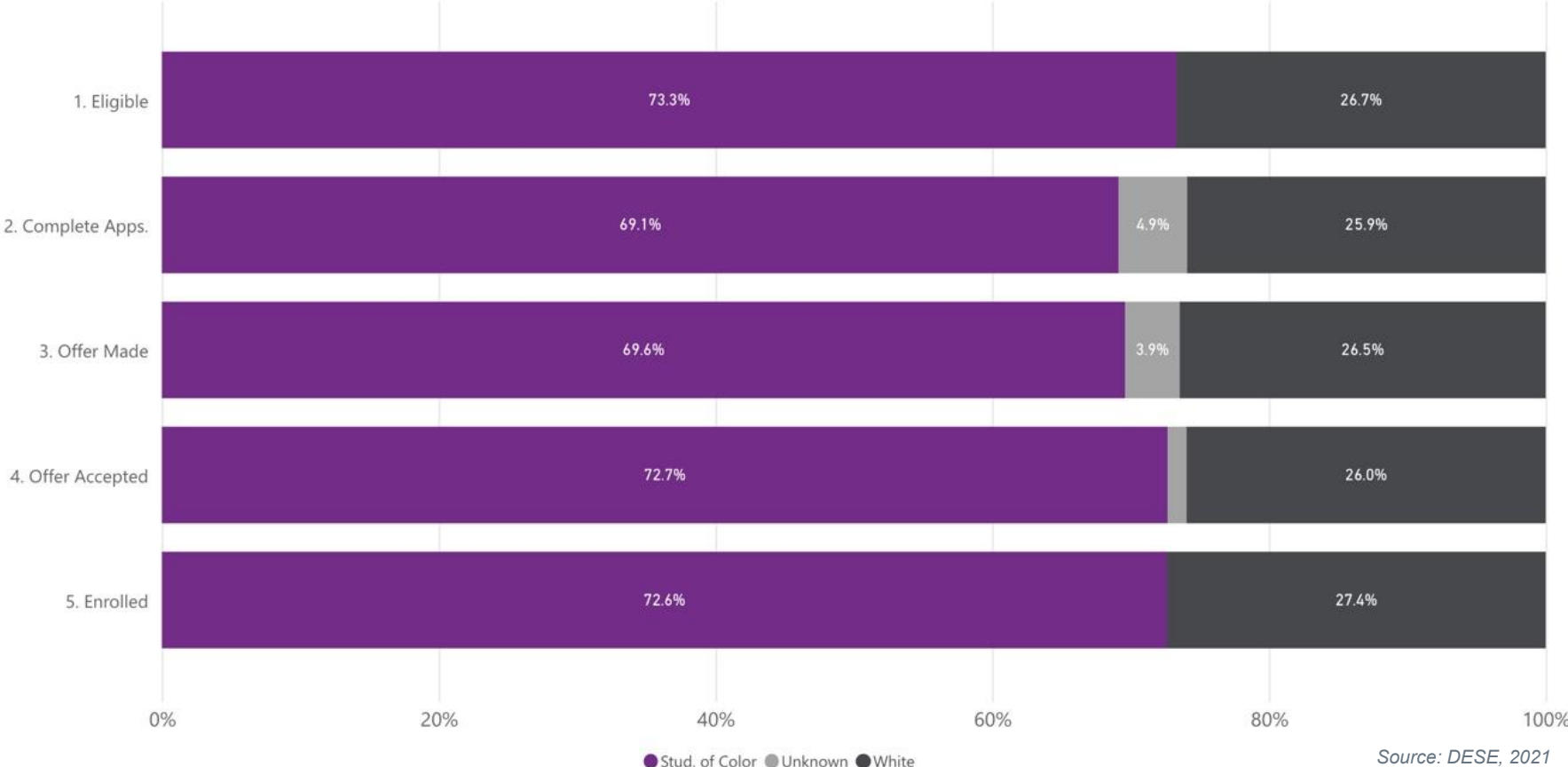
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STUDENTS OF COLOR





# 2020-21 9th Grade Data: Students of Color (October 2020)

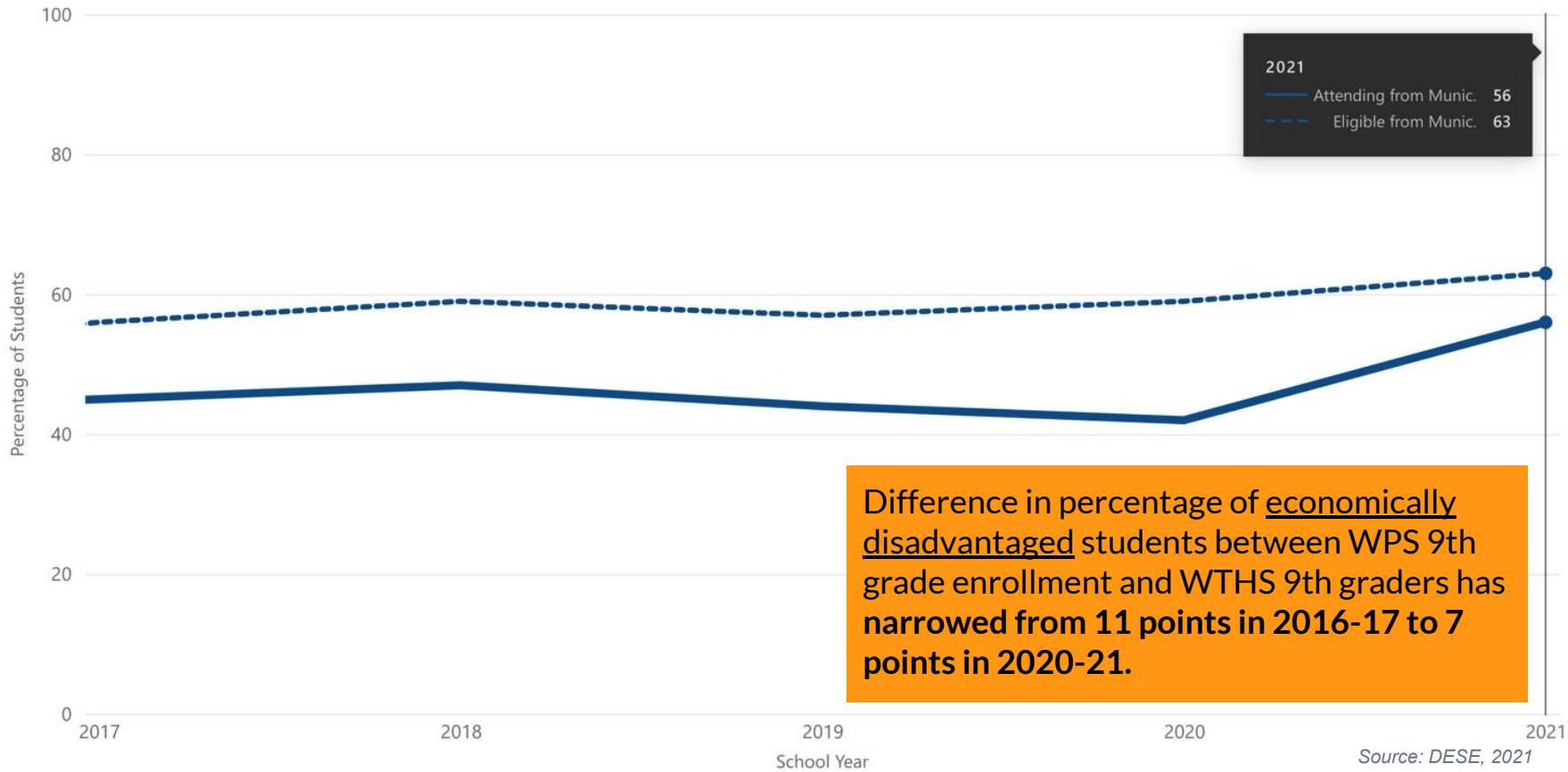


Source: DESE, 2021

# Eligible vs. Attending - Economically Disadvantaged Students

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## ECONOMICALLY DISADVANTAGED STUDENTS

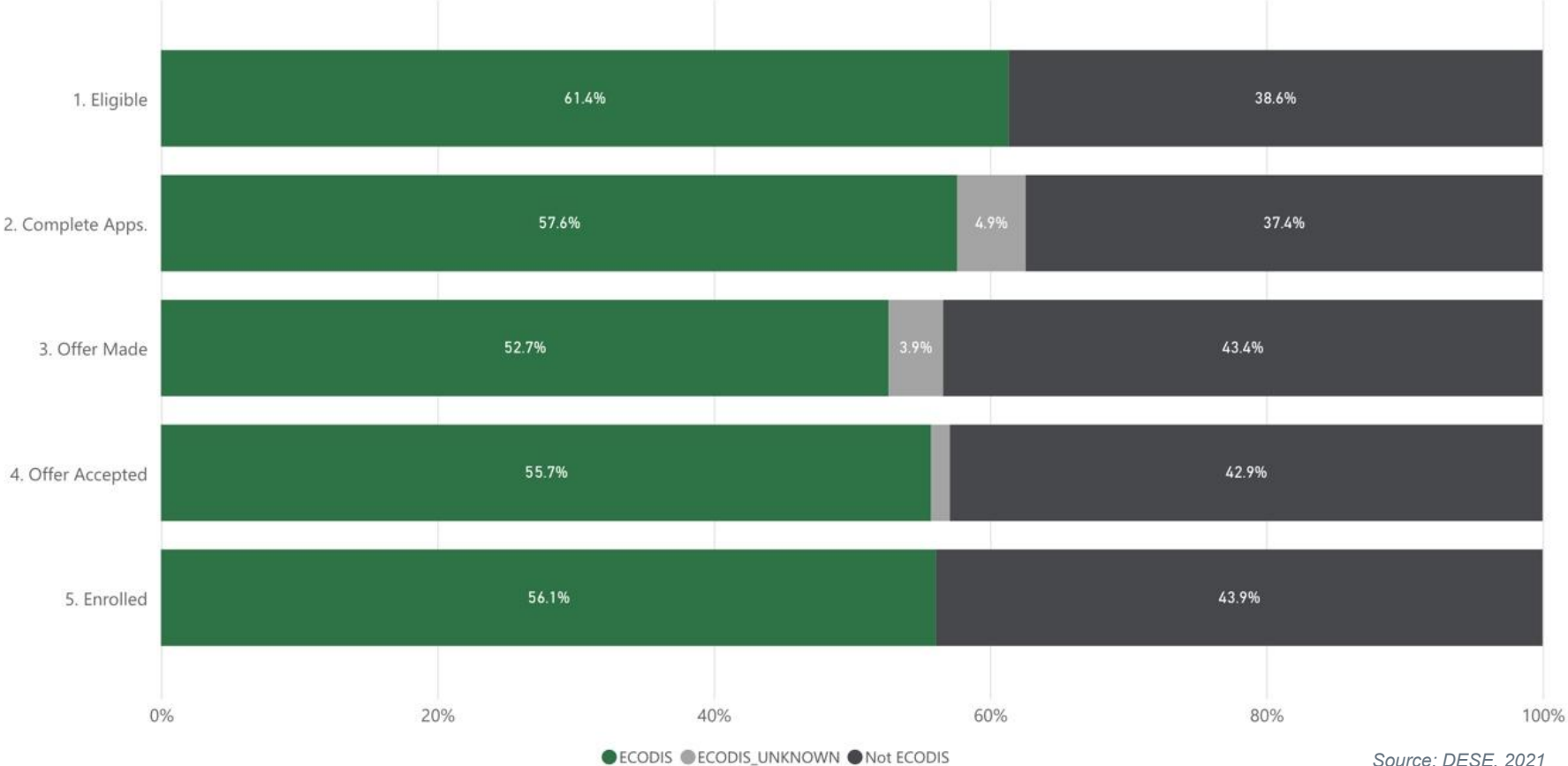


2021  
Attending from Munic. 56  
Eligible from Munic. 63

Difference in percentage of economically disadvantaged students between WPS 9th grade enrollment and WTHS 9th graders has narrowed from 11 points in 2016-17 to 7 points in 2020-21.

Source: DESE, 2021

# 2020-21 9th Grade Data: Economically Disadvantaged (October 2020)



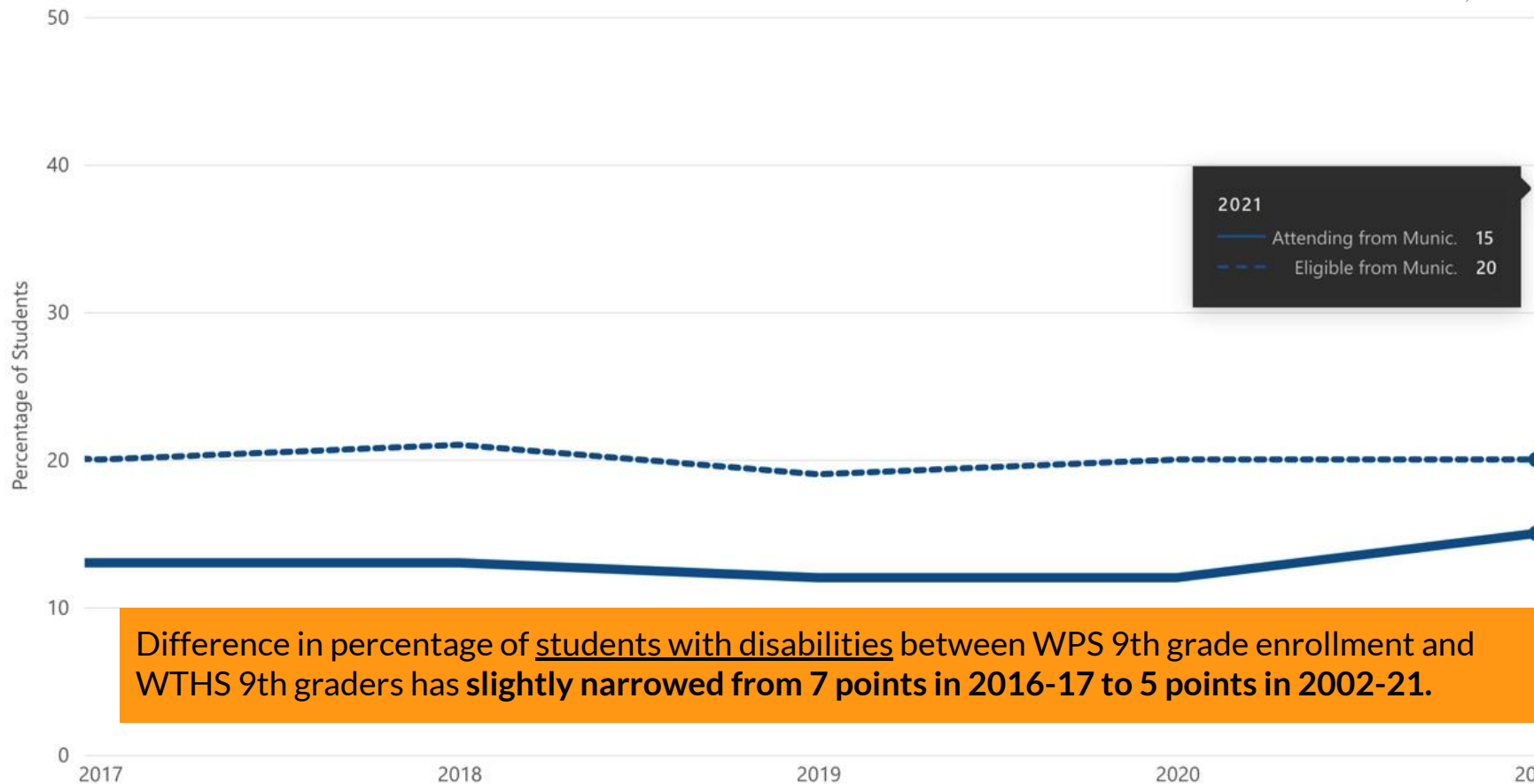
Source: DESE, 2021

# Eligible vs. Attending - Students with Disabilities

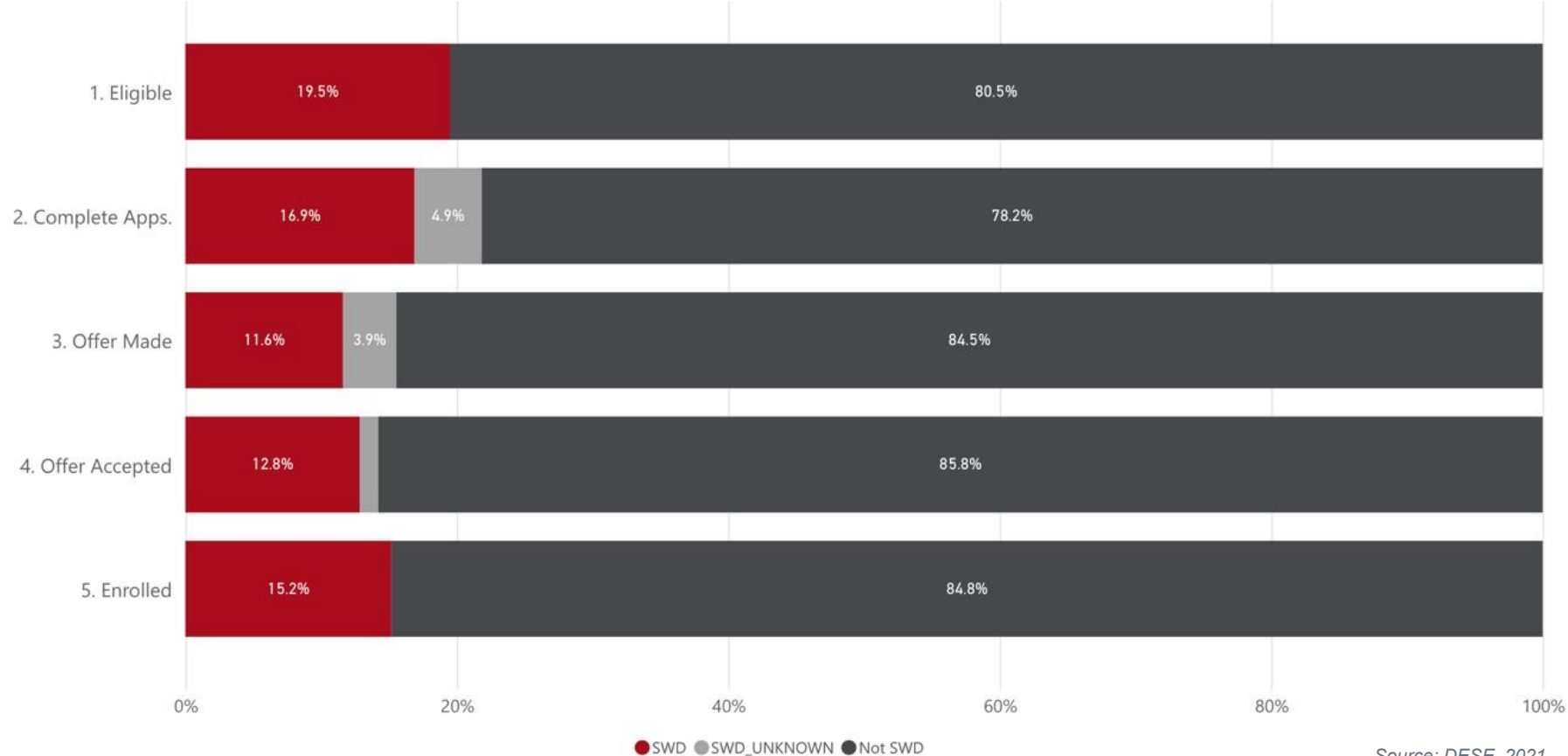
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STUDENTS WITH DISABILITIES

Source: DESE, 2021



# 2020-21 9th Grade Data: Students with Disabilities (October 2020)



# Eligible vs. Attending - English Learners

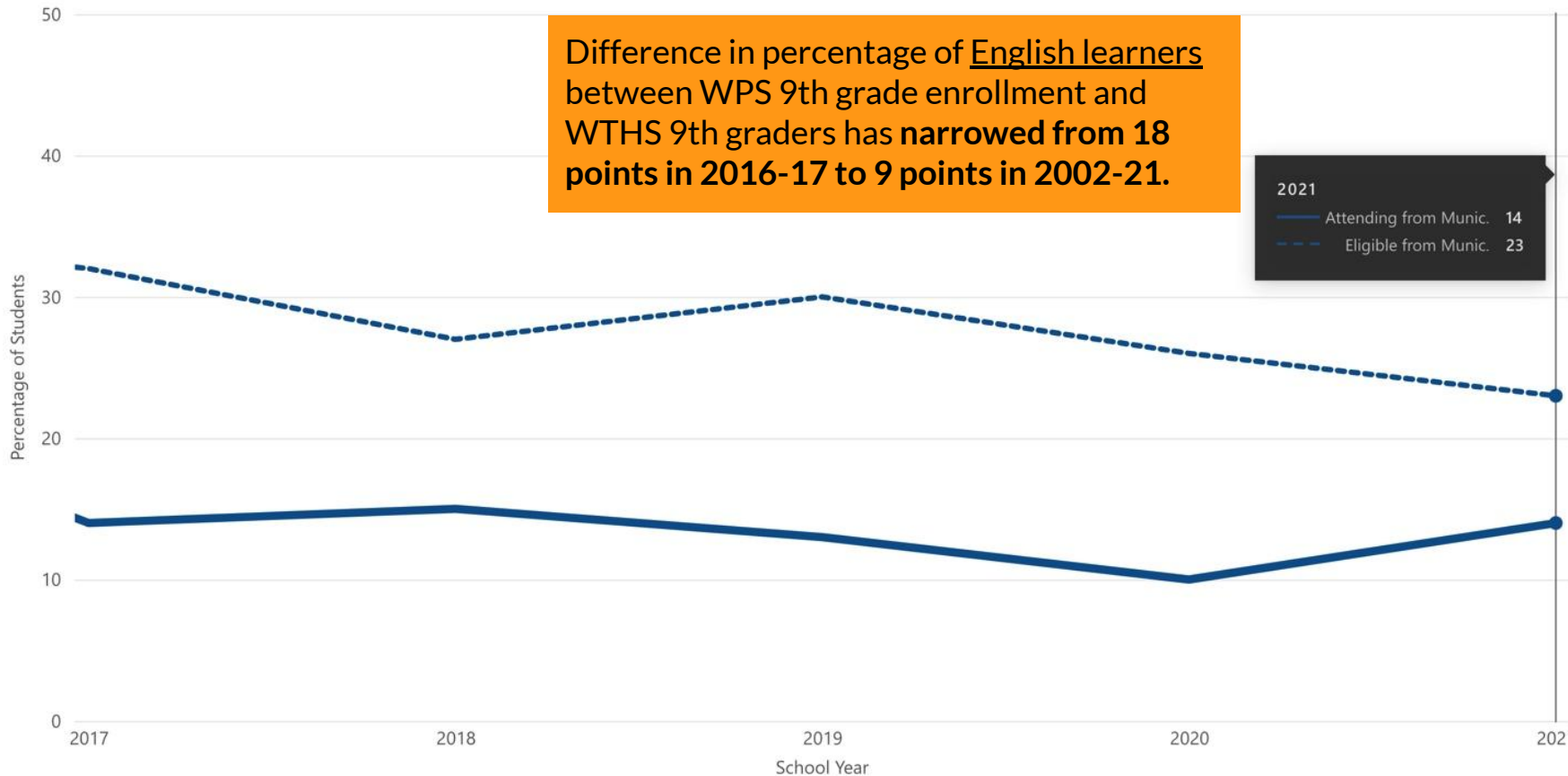


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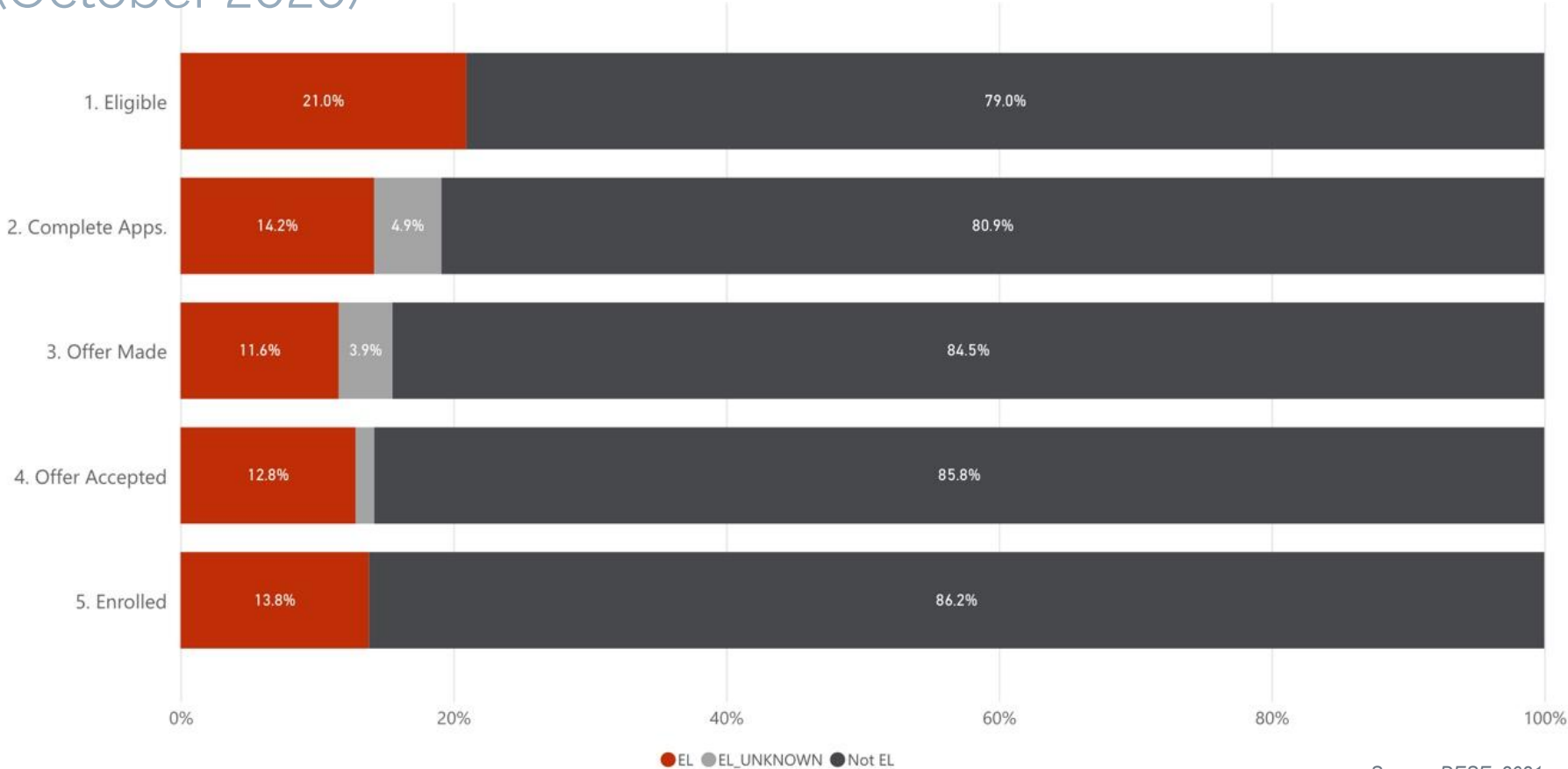
ENGLISH LEARNERS

Source: DESE, 2021

Difference in percentage of English learners between WPS 9th grade enrollment and WTHS 9th graders has **narrowed from 18 points in 2016-17 to 9 points in 2020-21.**



# 2020-21 9th Grade Data: English Learners (October 2020)



## Focused, sustained efforts by WTHS to increase the enrollment of diverse students particularly English Learners:

- ▷ Trainings for middle school guidance counselors
- ▷ 7th and 8th grade tours of WTHS
- ▷ Presentations to ELPAC (English Learners Parent Advisory Council)
- ▷ WTHS EL staff and students have met with middle school EL students
- ▷ WTHS Open House posters were translated and sent to all schools and community agencies that work with EL populations
- ▷ Admissions team adopted academic marks rubric to include the higher grade between the grade-level English or ESL course

*\***Update:** The district has been awarded a grant from DESE to enhance the recruitment of English Learners for its Career and Vocational Technical Education programs.*



# Emergency Admissions Policy

- ▷ Emergency Admissions Policy was approved by the School Committee in January 2021 made significant adjustments to admissions criteria:
  - Weight of academic grades was shifted from 40% to 25%.
  - Students were not penalized for absences during school years affected by the Covid-19 pandemic (all students were given full credit).
  - Effort and conduct marks were used to evaluate applicants for discipline/safety.
  - Educator recommendations were made by teacher teams working with school counselors.

# Preliminary data for 2021-22 WTHS and WPS freshmen (using emergency policy)

<b>Population/Group</b>	<b>WTHS 9th Grade</b>	<b>WPS 9th Grade</b>
Students of Color	68.9%	72.3%
English Learners	11.5%	25.1%
Students with Disabilities	15.8%*	18.9%
Female Students	63.7%	48.0%
Economically Disadvantaged	**	**

Source: SAGE (10.03.2021)

\* Percentage represents an increase relative to 2020-21.

\*\*Economically disadvantaged data is still being confirmed in preparation for the October SIMS report.



# Equity & Access

*What revisions to the admissions policy could ensure that trends move in a positive direction?*

1.

# Proportional Allocation of Seats @ WTHS

*Ensuring geographic and demographic representation*

# Proportional Allocation of Seats

**Seats at WTHS will be allocated to each feeder middle school in proportion to the share each has of the overall WPS 8th grade fall enrollment.**

- The purpose of this change is to ensure that both geographic and socioeconomic diversity more closely matches the demographics of eighth grade students across the district.
- Worcester residents who are not enrolled as WPS students in 8th grade would be counted within the allotment of seats for the district middle school that corresponds to their home address.

# Proportional Seat Allocation Example: 2019

*Assuming an incoming class of 400 students, seats for the freshman class of 2019-20 would have been allocated by feeder school in proportion to the percentage of the official eighth grade enrollment reported to DESE the prior fall.*

*\*Source: DESE, 2021*

<b>Feeder School</b>	<b>Fall 2018 Enrollment*</b>	<b>Percentage of WPS 8th Grade Enrollment</b>	<b>Seats Allocated</b>
Burncoat MS	323	18%	73
Claremont Academy	83	5%	19
Forest Grove MS	502	28%	114
Sullivan MS	430	24%	98
University Park CS	44	2%	10
Worcester East MS	382	22%	87
<b>Total</b>	<b>1,764</b>		<b>400</b>

# Proportional Seat Allocation Example: 2020

*Assuming an incoming class of 400 students, seats for the freshman class of 2020-21 would have been allocated by feeder school in proportion to the percentage of the official eighth grade enrollment reported to DESE the prior fall.*

*\*Source: DESE, 2021*

Feeder School	Fall 2019 Enrollment*	Percentage of WPS 8th Grade Enrollment	Seats Allocated
Burncoat MS	359	20%	80
Claremont Academy	102	6%	24
Forest Grove MS	477	27%	108
Sullivan MS	432	24%	96
University Park CS	44	2%	8
Worcester East MS	375	21%	84
<b>Total</b>	<b>1,789</b>		<b>400</b>

# Proportional Seat Allocation Example: 2021

*Assuming an incoming class of 400 students, seats for the freshman class of 2021-22 would have been allocated by feeder school in proportion to the percentage of the official eighth grade enrollment reported to DESE the prior fall.*

*\*Source: DESE, 2021*

Feeder School	Fall 2020 Enrollment*	Percentage of WPS 8th Grade Enrollment	Seats Allocated
Burncoat MS	351	20%	80
Claremont Academy	105	6%	24
Forest Grove MS	447	26%	108
Sullivan MS	437	25%	100
University Park CS	41	2%	8
Worcester East MS	352	20%	80
<b>Total</b>	<b>1,733</b>		<b>400</b>



# Projected Seat Allocation: 2022

*Assuming an incoming class of 400 students, seats for the freshman class of 2022-2023 would be allocated by feeder school in proportion to the percentage of the official eighth grade enrollment reported to DESE on October 1, 2021 (estimates are shown below).*

*\*Source: SAGE (10.03.2021)*

<b>Feeder School</b>	<b>Preliminary Fall 2021 Enrollment*</b>	<b>Percentage of WPS 8th Grade Enrollment</b>	<b>Projected Seat Allocation</b>
Burncoat MS	331	19%	76
Claremont Academy	89	5%	20
Forest Grove MS	456	26%	104
Sullivan MS	427	25%	100
University Park CS	40	2%	8
Worcester East MS	394	23%	92
<b>Total</b>	<b>1,737</b>		<b>400</b>

# 2.

## Admissions Policy Options

*Potential adjustments to selective criteria and admissions processes to promote greater equity and access*

# Admissions Policy Options

**a**

Adjusted  
Selective  
Criteria

**b**

Tiered  
Lottery

**c**

Open  
Lottery

*All admissions options would use the **proportional allocation of seats** in the WTHS freshman class based on each middle school's share of fall 8th grade enrollment.*

a

# Adjusted Selective Criteria

*with proportional allocation of seats*

# Adjusted Selective Criteria



- Applicants must be Worcester residents.
- Seats allocated are based on proportional enrollment of feeder schools; non-WPS students are assigned to the home school allocation for their residential addresses.
- Scoring of students based on four revised criteria:
  - **Academics:** Calibration of points awarded to students for passing grades in their core academic classes in grades 7 and 8; inclusion of “bonus” points to incentivize performance in 8th grade.
  - **Attendance:** Compliance with state requirement to not penalize students for excused absences; inclusion of “bonus” points to incentivize attendance in 8th grade.
  - **Discipline & Safety:** Comply with state requirement to not penalize students for “minor behavior or disciplinary infractions.”
  - **Educator Recommendation:** Continue practice of recommendations coming from team of educators who know the student.
- Students accepted or placed on waiting list by school as **ranked by criteria scores.**

# Academics (25% of total score)



<b>7th Grade Core Subject Final Grades</b>	<ul style="list-style-type: none"><li>● English or ESL (whichever is higher)</li><li>● World History</li><li>● Science 7</li><li>● Math 7 or Pre-Algebra</li></ul>	<ul style="list-style-type: none"><li>● <b>B through A = 2.5 pts</b></li><li>● <b>C = 2 pts</b></li><li>● <b>D = 1 pt</b></li><li>● <b>F = 0 pts</b></li></ul>	Maximum = 10 pts.
<b>8th Grade Core Subject First Semester Grades</b>	<ul style="list-style-type: none"><li>● English or ESL (whichever is higher)</li><li>● US History/Civics</li><li>● Science 8</li><li>● Math 8 or Algebra</li></ul>	<ul style="list-style-type: none"><li>● <b>B through A = 2.5 pts</b></li><li>● <b>C = 2 pts</b></li><li>● <b>D = 1 pt</b></li><li>● <b>F = 0 pts</b></li></ul>	Maximum = 10 pts.
<b>Improvement Bonus</b>	<ul style="list-style-type: none"><li>● Credit for maintaining or improving grades in core subjects from 7th to 8th grade</li></ul>	<ul style="list-style-type: none"><li>● <b>If 8th grade points are greater than or equal to 7th grade total, student receives 5 bonus points.</b></li><li>● If 8th grade points are less than 7th grade total, no bonus points are awarded.</li></ul>	Maximum = 5 pts.

# Attendance (25% of total score)



<b>7th &amp; 8th Grade Combined Unexcused Absences</b>	Total unexcused absences from: <ul style="list-style-type: none"><li>● 7th Grade (full year)</li><li>● 8th Grade (first semester only)</li></ul>	<ul style="list-style-type: none"><li>● 0 to 10 unexcused absences = 20 points</li><li>● 11 to 15 unexcused absences = 15 points</li><li>● 16 to 21 unexcused absences = 10 points</li><li>● 22 to 28 unexcused absences = 5 points</li><li>● 29+ unexcused absences = 0 points</li></ul>	Maximum = 20 points
<b>Improvement Bonus</b>	Credit for decrease in unexcused absences from 7th to 8th grade (difference in $\frac{1}{2}$ of 7th grade absences and # of 8th grade absences)	<ul style="list-style-type: none"><li>● <b>Same or fewer unexcused absences in 8th grade = 5 points</b></li><li>● Greater # of unexcused absences in 8th grade = 0 points</li></ul>	Maximum = 5 points

# Discipline and Safety (25% of total score)



<b>7th &amp; 8th Grade Combined Suspensions</b>	Total suspensions under MGL Chapter 71, 37H, 37H½, and 37H¾*	<ul style="list-style-type: none"><li>● 0 37H, 37H½, and 37H¾* suspensions = 25 pts</li><li>● 1 37H, 37H½, and 37H¾* suspension = 20 pts</li><li>● 2 37H, 37H½, and 37H¾* suspensions = 15 pts</li><li>● 3 37H, 37H½, and 37H¾* suspensions = 10 pts</li><li>● 4+ 37H, 37H½, and 37H¾* suspensions = 0 pts</li></ul>	Maximum = 25 points
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*\*Per newly adopted state regulations, only 37H¾ infractions resulting in a suspension from school of 10 or more days are included in determining the discipline score.*



# Educator Team Recommendation

(25% of total score)



<p>Reference and recommendation by 8th grade teaching team</p>	<p>Five <u>proposed</u> characteristics:</p> <ul style="list-style-type: none"><li>● Classroom participation*</li><li>● Collaboration and teamwork*</li><li>● Interest in vocational education*</li><li>● Motivation &amp; perseverance*</li><li>● Personal responsibility &amp; citizenship*</li></ul>	<ul style="list-style-type: none"><li>● A rubric for the assessment of these characteristics is pending, with a maximum of five points possible for each.</li><li>● <b>Teacher teams will complete the recommendation for students</b> they share, facilitated by school counselors.</li><li>● Recommending teams will include ESL and/or Special Education teachers (as applicable).</li></ul>	<p>Maximum = 25 points</p>
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*\*Final domains, scoring rubrics, and other details will be established following stakeholder engagement sessions.*

# Simulation of Adjusted Criteria Using 2021 Data



- **795 applicants** from 2021 had archived WPS records for academics, attendance, and discipline to use for simulation. There were a total of 944 applicants in 2021.
- **Comparison data** is displayed for the actual admission results of the applicants from each year for whom data were available.
- **Scores were calculated for three of the four criteria** (academics, attendance, and discipline & safety) using data from our district's Student Information System, with the maximum possible score being 75 points.
- **Students who were tied** at the admission cutoff score were selected at random to either be accepted or placed on the waiting list.

# 2021 Admissions: Actual Results

Home School	Total Applied	Total Accepted*	Percentage of Class
Burncoat MS	157	92	21%
Claremont Academy	25	6	1%
Forest Grove MS	243	164	37%
Sullivan MS	183	88	20%
University Park CS	10	7	2%
Worcester East MS	177	85	19%
<b>Total</b>	<b>795</b>	<b>442*</b>	

*\*Figures in this column include 79 students who declined offer of admission.*

# 2021 Simulation: Adjusted Selective Criteria



Home School	Overall 8th Grade Fall Enrollment, % of Total		Total Applicants, % of Total		Total Accepted, % of Class	
Burncoat MS	351	20%	157	20%	80	20%
Claremont Academy	105	6%	25	3%	24	6%
Forest Grove MS	447	26%	243	31%	108	27%
Sullivan MS	437	25%	183	23%	100	25%
University Park CS	41	2%	10	1%	8	2%
Worcester East MS	352	20%	177	22%	80	20%
<b>Total</b>	<b>1,733</b>		<b>795</b>		<b>400</b>	

# 2021 Simulation: Adjusted Selective Criteria



Population	Overall 8th Grade EOY Enrollment, % of Total		Total Applied, % of Applicants		2021 Actually Accepted, % of Class		Simulation Accepted, % of Class	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Asian	123	7%	51	6%	39	9%	<b>32</b>	<b>8%</b>
Black or African American	273	16%	133	17%	78	18%	<b>71</b>	<b>19%</b>
Hispanic or Latino	787	45%	337	42%	174	39%	<b>169</b>	<b>42%</b>
Multi-Race/ Other	96	5%	45	6%	25	6%	<b>22</b>	<b>6%</b>
White	477	27%	230	29%	127	29%	<b>106</b>	<b>27%</b>
<b>Total</b>	<b>1,756</b>		<b>795</b>		<b>442</b>		<b>400</b>	

# 2021 Simulation: Adjusted Selective Criteria



Population	Overall 8th Grade EOY Enrollment, % of Total		Total Applied, % of Applicants		2021 Actually Accepted, % of Class		Adjusted Criteria Accepted, % of Class	
English Learners	384	22%	120	15%	48	11%	<b>46</b>	<b>12%</b>
Students with Disabilities	384	22%	120	15%	57	13%	<b>49</b>	<b>12%</b>
Economically Disadvantaged	1,254	71%	539	68%	281	64%	<b>260</b>	<b>65%</b>
Female	851	48%	441	61%	282	64%	<b>243</b>	<b>61%</b>
Male	905	52%	354	39%	160	36%	<b>157</b>	<b>39%</b>
<b>Total</b>	<b>1,756</b>		<b>795</b>		<b>442</b>		<b>400</b>	



# Tiered Lottery

*with proportional allocation of seats*

# Tiered Lottery

**Eligibility:** Applicants must be Worcester residents who provisionally meet WPS high school promotion requirements (greater than or equal to “65” for 8th grade Q2 mark in English/ESL and mathematics).

## Tiered Lottery:

- Seats in ninth grade class are WTHS allocated based on feeder schools' respective shares of overall WPS enrollment.
- Applicants are assigned to one of three tiers based on attendance and discipline/safety criteria.
- Public lottery is conducted for applicants from each tier and feeder school, beginning with Tier 1.
- Students are accepted or placed on waiting list in the random order their names are drawn.



# Tiered Lottery



*Applicants are assigned to one of three tiers based on the criteria below:*

<b>Tier</b>	<b>Attendance</b>	<b>Discipline &amp; Safety</b>
1	No more than ten (10) total unexcused absences in seventh and eighth grades combined.	No more than one (1) long-term suspension (MGL 37H, 37H 1/2, 37H 3/4) from 7th and 8th grade combined.
2	No more than twenty-one (21) total unexcused absences in seventh and eighth grades combined.	No more than two (2) long-term suspensions (MGL 37H, 37H 1/2, 37H 3/4) from 7th and 8th grade combined.
3	Twenty-two or more (22+) unexcused absences in seventh and eighth grades combined.	Three or more (3+) long-term suspensions (MGL 37H, 37H 1/2, 37H 3/4) from 7th and 8th grade combined.

# 2021 Simulation: Tiered Lottery



Home School	Overall 8th Grade Fall Enrollment, % of Total		Total Applicants, % of Total		Total Accepted, % of Class	
Burncoat MS	351	20%	<b>157</b>	<b>20%</b>	<b>80</b>	<b>20%</b>
Claremont Academy	105	6%	<b>25</b>	<b>3%</b>	<b>21</b>	<b>5%</b>
Forest Grove MS	447	26%	<b>243</b>	<b>31%</b>	<b>108</b>	<b>27%</b>
Sullivan MS	437	25%	<b>183</b>	<b>23%</b>	<b>100</b>	<b>25%</b>
University Park CS	41	2%	<b>10</b>	<b>1%</b>	<b>8</b>	<b>2%</b>
Worcester East MS	352	20%	<b>177</b>	<b>22%</b>	<b>80</b>	<b>20%</b>
<b>Total</b>	<b>1,733</b>		<b>795</b>		<b>397</b>	

# 2021 Simulation: Tiered Lottery



Population	% of Total WPS EOY 8th Grade Enrollment	Total Applied, % of Applicants		% of Accepted 2021 Class		Tiered Lottery Accepted, % of Class	
Asian	7%	51	6%	39	9%	34	9%
Black or African American	16%	133	17%	78	18%	77	19%
Hispanic or Latino	45%	337	42%	174	39%	163	41%
Multi-Race/ Other	5%	45	6%	25	6%	18	5%
White	27%	230	29%	127	29%	104	26%
<b>Total</b>		<b>795</b>		<b>442</b>		<b>397</b>	

# 2021 Simulation: Tiered Lottery



Population	% of Total WPS EOY 8th Grade Enrollment	Total Applied, % of Applicants		% of Accepted 2021 Class		Tiered Lottery Accepted, % of Class	
English Learners	22%	120	15%	48	11%	<b>58</b>	<b>15%</b>
Students with Disabilities	22%	120	15%	57	13%	<b>50</b>	<b>13%</b>
Economically Disadvantaged	71%	539	68%	281	64%	<b>255</b>	<b>64%</b>
Female	48%	441	61%	282	64%	<b>229</b>	<b>58%</b>
Male	52%	354	39%	160	36%	<b>168</b>	<b>42%</b>
<b>Total</b>		<b>795</b>		<b>442</b>		<b>397</b>	



# Open Lottery

*with proportional allocation of seats*

# Open Lottery



**Eligibility:** Applicants must be Worcester residents.

## Open Lottery:

- Seats in ninth grade class at WTHS allocated based on feeder schools' respective shares of overall WPS enrollment.
- Public lottery is conducted for the applicants from each feeder school; all students are included.
- Students are accepted or placed on waiting list in the random order their names are drawn.
- Accepted students must meet WPS high school promotion requirements to officially enroll in program (greater than or equal to “65” for 8th grade final mark in English/ESL and mathematics).

# 2021 Simulation: Open Lottery



Home School	Overall 8th Grade Fall Enrollment, % of Total		Total Applicants, % of Total		Total Accepted, % of Class	
Burncoat MS	351	20%	157	20%	80	20%
Claremont Academy	105	6%	25	3%	24	6%
Forest Grove MS	447	26%	243	31%	108	27%
Sullivan MS	437	25%	183	23%	100	25%
University Park CS	41	2%	10	1%	8	2%
Worcester East MS	352	20%	177	22%	80	20%
<b>Total</b>	<b>1,733</b>		<b>795</b>		<b>400</b>	

# 2021 Admissions: Open Lottery



Population	Overall 8th Grade EOY Enrollment, % of Total		Total Applied, % of Applicants		Actually Accepted in 2021, % of Class		Prop. Open Lottery Accepted, % of Class	
Asian	123	7%	51	6%	39	9%	27	7%
Black or African American	273	16%	133	17%	78	18%	67	17%
Hispanic or Latino	787	45%	337	42%	174	39%	170	43%
Multi-Race/ Other	96	5%	45	6%	25	6%	18	5%
White	477	27%	230	29%	127	29%	118	30%
<b>Total</b>	<b>1,756</b>		<b>795</b>		<b>442</b>		<b>400</b>	



# 2021 Simulation: Open Lottery



Population	Overall 8th Grade EOY Enrollment, % of Total		Total Applied, % of Applicants		Actually Accepted in 2021, % of Class		Prop. Open Lottery Accepted, % of Class	
English Learners	384	22%	120	15%	48	11%	58	15%
Students with Disabilities	384	22%	120	15%	57	13%	49	12%
Economically Disadvantaged	1,254	71%	539	68%	281	64%	263	66%
Female	851	48%	441	55%	282	64%	225	56%
Male	905	52%	354	45%	160	36%	175	44%
<b>Total</b>	<b>1,756</b>		<b>795</b>		<b>442</b>		<b>400</b>	

3.

# Considerations for Action

# 2021 Simulations: Demographic Comparisons

Population	% of Total WPS 8th Grade Enrollment	% of Total Applicants	% of Accepted 2021 Class	<b>a</b> Adjusted Criteria	<b>b</b> Tiered Lottery	<b>c</b> Open Lottery
Asian	7%	6%	9%	8%	9%	7%
Black or African American	16%	17%	18%	19%	19%	17%
Hispanic or Latino	45%	42%	39%	42%	41%	43%
Multi-Race/ Other	5%	6%	6%	6%	5%	5%
White	27%	29%	29%	27%	26%	30%

# 2021 Simulations: Demographic Comparisons

Population	% of Total WPS 8th Grade Enrollment	% of Total Applicants	% of Accepted 2021 Class	<b>a</b> Adjusted Criteria	<b>b</b> Tiered Lottery	<b>c</b> Open Lottery
English Learners	22%	15%	11%	12%	15%	15%
Students with Disabilities	22%	15%	13%	12%	13%	12%
Economically Disadvantaged	71%	68%	64%	65%	64%	66%
Female	48%	55%	64%	61%	58%	56%
Male	52%	45%	36%	39%	42%	44%

# Observations from 2021 Simulations

- All three models (a, b, & c) admitted students in numbers to **ensure proportional representation of from all district schools/quadrants.**
- All three options yielded **very similar distributions** of students in terms of **race/ethnicity and socioeconomic status.**
- The adjusted criteria and tiered lottery models both **attend to attendance and discipline/safety criteria** while achieving greater diversity than the 2021 Emergency Admissions Policy.
- The tiered and open lottery options **accepted English Learners in closer proportion** to their representation within the applicant pool.
- The open lottery admitted **female and male students in closest proportion** to their respective shares of the applicant pool.

# Recommendations

- Adopt a Tiered Lottery with allocation of seats proportional to middle schools' enrollment, which has the following advantages:
  - *It attends to unexcused absence and serious discipline/safety concerns which are important success predictors for CVTE.*
  - *It accepts students in closer proportion to their representation within applicant pool than the adjusted criteria model.*
  - *It does not rely on educator recommendations that may be subject to rater variability and/or implicit bias.*
  - *It ensures all schools are represented in proportion to their share of overall enrollment.*
- Conduct a community forum during November share the recommended policy with parents, staff, students, and community members and receive feedback.
- Schedule presentation of policy to full School Committee for Thursday, December 2.

# Questions & Discussion