MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION
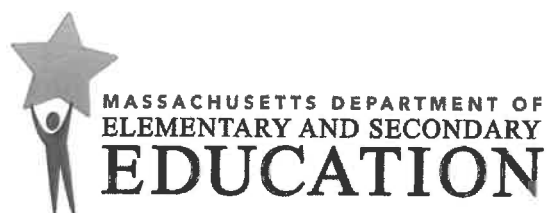
Innovation Schools Annual Evaluation

Goddard School of Science and Technology

For School Year 2018-2019

Maureen Binienda, Superintendent
BiniendaM@worcesterschools.net

Dr. Karrie Allen, Principal
Goddard School of Science and Technology
Worcester Public Schools
Allenk@worcesterschools.net

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

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu

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Introduction

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

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

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

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

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

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

Annual Evaluation Submission Instructions

Evaluations for the 2018-2019 school year should be submitted by August 1, 2019. Questions and completed evaluations should be submitted to Brenton Stewart at bstewart@doe.mass.edu. Please note in the subject line of the email message "Innovation School Annual Evaluation 2018-2019_*[insert School name_District name]*."

Innovation School/Academy Information

School/Academy Name:
Goddard School of Science & Technology

School Type (New/Conversion/Academy): Full Conversion	District Name: Worcester Public Schools
Year Innovation Status Granted: May 2014	School Year Implementation Commenced: 2011-2012
Grades Served: Preschool-Sixth Grade	Total Enrollment: 415

Mission:
At the Goddard School of Science & Technology, we are proud of our commitment to educate all children with purpose and support so that each child can reach readiness for college and career.

Vision:
The Goddard School of Science & Technology recognizes that our individual vision for innovation and improvement begins with the overarching set of expectations set by the Worcester Public Schools The Worcester Compact promises to parents and students that as a system, they will deliver on high expectations and outstanding results for all students. 100% of students will be guaranteed a rigorous core curriculum resulting in measurable gains in student learning. As part of that Compact, Goddard has established a culture of high expectations, teacher collaboration and concrete instructional strategies.

Educational Model:
Goddard School's Core Values define our overarching belief system, grounded in the notion that acceleration of academic achievement can only occur in a school environment that is safe, orderly, welcoming and focused on the individualized needs of each student. Decision making is centered on empowering both children and adults, to sustain ideal conditions in order that teaching and learning is maximized. Our thoughtful approach to school wide improvement is implemented with a focus on research based, data driven practices. Goddard's community understands the essential components of progress, notably collaborative and trusting relations between all stakeholders, must be in place in order to create ideal conditions for learning. Together, we seek to create an elementary experience defined as "cutting edge" for our students, staff, parents and community.

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.

Implementation of High Quality, Core Instruction (Prek-6) addresses needs identified in Goddard's "turnaround" work to address the disparities in students' academic performance in comparison to the district and state. Initiatives have included implementation of the Fountas & Pinnell Classroom and CIA/Read Side by Side initiative. Successful implementation of literacy initiatives was with targeted emphasis on key areas including (1) Fundations instruction with data analysis and Tier II instruction (preschool through 2nd grade) (2) Benchmark Assessment System including administration of, interpretation of outcomes and classroom implications/instruction based on outcomes (3) Fountas & Pinnell Classroom/Reading Workshop that defined a literacy framework that encompasses researched based practices to support all learners (4) CIA/Read Side by Side which supported instructional strategies in the intermediate grades.

Successful implementation of curriculum/programing in the mathematics domain included the revision of Goddard's curriculum maps, implementation of the PATS approach, implementation of Mathematical Practices to support higher order learning, and investigation/implementation of enVision Mathematics to increase rigor of instruction and assessment practices.

Successful implementation of assessment practices included both District wide (STAR/K-6, enVision, common writing assessments with SRSD Rubric (3-6), BAS (K-6) as well as teacher created/teacher assessments (mathematics assessments, running records, conferencing notes, guided reading notes)

Structures are in place to review and respond to data as a means to actively reduce achievement and opportunity gaps. Gaps in academic achievement are identified and addressed through a systematic approach: Data (academic and social/emotional) are reviewed through grade level team meetings, during professional development sessions, as part of the ongoing evaluation system and daily mini-observations/walk throughs which provide additional tools for understanding/identifying how gaps are manifested and/or how interventions are implemented.

Varying staff teams have been created to ensure each student's needs are addressed including: TNT (Targeted Network Team) which identifies social/emotional barriers to learning

SPELL Staff Team (Special Education/ELL) which meets biweekly with classroom teachers to identify gaps or overlaps with service providers

SSP Team meets with parents/teachers to identify obstacles, create concrete goals for student learning, define strategies to meet those goals and follow up meetings to review progress

Clinic Staff Team meets with parents/guardians of our highest needs students (bi-weekly) to establish additional venues for communication and review academic progress

Next Steps: Our faculty has defined the need for identification and implementation of a systematic TIER II model (K-6) that adheres to the Massachusetts Tiered System of Support (MTSS) included a protocol for recursive data analysis practices, progress monitoring systems and scheduled review of outcomes by grade level/administration teams.

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.*

Calendar and scheduling autonomy allows for collaboration between staff for ongoing, intensive professional development and a coordination of service delivery to students. Both of these flexibilities support decreasing the academic disparities in student performance. Under a State grant, outside of the Innovation Plan, voluntary professional development before and after school was offered with compensation. Professional development focused on both literacy and mathematics as defined prior. The professional development plan focused on literacy and mathematics instruction with increased emphasis on differentiated teaching, Tier II was based on student's needs, intensive practices for EL students (including development of collaborative model of sharing data between teachers) and special education students (sharing of student work/outcomes between teams). Professional development sessions occurred on Tuesday and Thursday mornings prior to the school day starting (one hour each day) and Wednesday afterschool (two hour session). In addition, the grant provided funding for (5) days of professional development in August and (2) days in June.

The development of the school wide schedule provided increased collaborative time among grade level teams as well as additional venues for cross school teams. Instructional schedules reflected continued emphasis on uninterrupted, intentional blocks of instruction. The development of the school wide schedule began with concrete services (both ESL and Special Education) to coordinate and avoid gaps/overlap of instruction between service providers.

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.*

Staffing autonomy allows the school to deliberately select and hire candidates aligned to the school mission, vision, core values and operating structure. The staffing autonomy provides interested candidates the opportunity to hear of the vision of our School. Candidates must demonstrate the highest expertise in designated domains, show a willingness to embark on a professional learning plan that promotes expansion of best practices and accept leadership roles beyond the context of the school day. Interested candidates visit our school to gain a clear understanding of the day and meet with colleagues who have levels of experience at Goddard. Interviews are conducted throughout the summer months to explore all candidates. Administration continues to interview candidates in a hiring process independent of District policies and practices which is essential to the mission of Goddard. This autonomy has resulted in the hiring of exemplary teachers who may have not had opportunities had Goddard not been provided this option.

Professional Development (if applicable)

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

> *Describe the innovation school or academy's implementation of professional development flexibilities during the 2018-2019 school year.*
>
> *The professional development plan for school year 18-19 was supported by a DESE Turnaround grant that allowed for additional staff compensated time and the support of a literacy consultant. Successful implementation of the professional development model/ literacy domain was provided by a Literacy Consultant and our two Instructional Coaches with targeted emphasis on key areas including: (1) Fundations instruction with data analysis and Tier II instruction (preschool through 2nd grade) (2) Benchmark Assessment System including administration of, interpretation of outcomes and classroom implications/instruction based on outcomes (3) Fountas & Pinnell Classroom/Reading Workshop that defined a literacy framework that encompasses researched based practices to support all learners (4) CIA/Read Side by Side which supported instructional strategies in the intermediate grades.*
>
> *Successful implementation of the professional development model/mathematics domain provided by Instructional Coaches included revision of Goddard's curriculum maps, implementation of the PATS approach, implementation of Mathematical Practices to support higher order learning, and investigation/implementation of enVision Mathematics to increase rigor of instruction and assessment practices.*

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.*
>
> Goddard continues to emphasize the mission and vision established by the Governance Board including review of policies as agreed upon by the Worcester Public Schools Committee and the Worcester Public Schools Teachers Association. Our work is supported through District initiatives which includes frequent opportunities for Innovation School leaders as well as administrators from similar settings, to collaborate and share best practices.

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 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 <u>attendance rates</u> (including, but not limited to overall attendance rate and chronic absenteeism)

Goddard's chronic absenteeism will not exceed 13.5%
Daily Average Attendance 2017-2018:   95.9% (grades 1-6)
Daily Average Attendance 2018-2019   96.1% (grades 1-6)

Chronically Absent/2017- 2018:   7.4   (grades 1-6)
Chronically Absent/2018-2019   5.5   (grades 1-6)

Improvement supported by implementation of and weekly monitoring by the Targeted Network Team (TNT)

Student safety and <u>discipline rates</u> (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')

2018- 2019   13 in-school suspensions   6 out-of school suspensions
2017-2018   8 in-school suspensions   15 out-of school suspensions

2017- 2018: 23 Total Suspensions including emergency removal
2018- 2019: 38 Total Suspensions including emergency removal

In school suspensions increased by 5 as out of school suspensions decreased by 9 to provide school staff opportunity to work with and support successful class re-entry with the student.

Student promotion and <u>retention rates</u>

Not applicable

Student <u>Next-Generation MCAS achievement</u> and <u>legacy MCAS achievement</u> (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)

In 2018, Goddard School of Science and Technology was classified as a school not requiring assistance or intervention. Progress toward improvement targets was 86%, Meeting Targets. The school accountability percentile was 12. Overwhelmingly, achievement in ELA and Mth, for all sub categories, exceeded the target in the first year of turn around work
(See: http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=03480100&orgtypecode=6&). The 2019 is expected in August and the data will be analyzed with and eye toward continued acceleration of students' academic growth. Data from other sources appears in the next section as a forecast of anticipated results. While continuing in turn around mode, a foundation is in place to continue to increase student achievement through focused and strategic professional development and related, monitored, implementation.

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

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

As a school, the goal was approached/met. Grades 4 and 6 exceeded the goal.

1.5 Growth F-S	2018	2019
Grade 1	14/52 = 27%	17/40 = 43%
Grade 2	10/56 = 18%	17/44 = 37%
Grade 3	14/46 = 30%	26/51 = 51%
Grade 4	26/54 = 48%	28/38 = 74%
Grade 5	39/61 = 64%	29/51 = 57%
Grade 6	28/59 = 47%	36/54 = 67%
Overall =	39%	55%

Goal: Fundations: 80% of students will reach mastery as defined by Fundations Unit Assessments (K-2)

58% Spring 2018
67% Spring 2019

Fundations Data 2018-2019 K-2	Overall #/% of Proficient Students @ 80% Mastery
School Wide K-2	101 /150 Students 67%
GRADE K	36/58 Students 62%
GRADE 1	36/50 Students 72%
GRADE 2	29/42 Students 69%

Goal: 55% of all students will reach MAP projected growth Fall to Spring in Grade 3-6

- *Goal now reflects STAR outcomes as District now utilizes STAR as a districtwide assessment tool: STAR outcomes (below) provides summary outcomes K-6*

		STAR Reading	
		Growth 50 SGP or Higher	
	Kinder	18/56 = 32%	Early Lit
	Grade 1	22/44 = 50%	Early Lit
	Grade 2	12/38 = 32%	
	Grade 3	27/53 = 51%	
	Grade 4	21/40 = 53%	
	Grade 5	16/56 = 25%	
	Grade 6	25/60 = 42%	
Average SGP	All Students	43%	Grades 2-6
Average SGP	EL	41%	Grades 2-6
Average SGP	Special Ed	31%	Grades 2-6

		STAR Math	
		Growth 50 SGP or Higher	
	Grade 1	16/43 = 37%	
	Grade 2	17/47 = 36%	
	Grade 3	23/ 55 = 42%	
	Grade 4	26/40 = 65%	
	Grade 5	24/56 = 43%	
	Grade 6	31/60 = 52%	
Average SGP	All Students	45%	
Average SGP	EL	46%	
Average SGP	Special Ed	33%	

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.

Districtwide assessment practices/tools changed in 2018-2019 from MAP (3-6) to STAR (K-6).

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.*
>
> 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.