

## **Innovation Schools Annual Evaluation**

### **Worcester Technical High School**

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For School Year 2018-2019

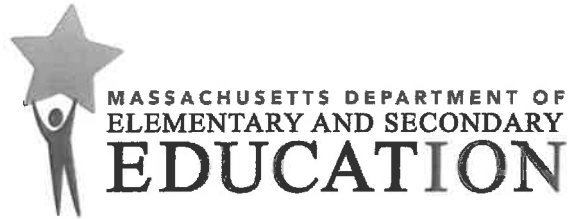
#### **District Level**

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

#### **School Level**

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

**Massachusetts Department of Elementary and Secondary Education**  
The Office of Charter Schools and School Redesign  
75 Pleasant Street, Malden, MA 02148-4906  
Phone 781-338-3227 TTY: N.E.T. Relay 800-439-2370  
[www.doe.mass.edu](http://www.doe.mass.edu)



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

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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](http://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](mailto: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

<b>School/Academy Name:</b> Worcester Technical High School	
<b>School Type (New/Conversion/Academy):</b> Conversion	<b>District Name:</b> Worcester Public Schools
<b>Year Innovation Status Granted:</b> 2012 *renewed 2017	<b>School Year Implementation Commenced:</b> 2012-2013
<b>Grades Served:</b> 9-12	<b>Total Enrollment:</b> 1,505
<p><b>Mission:</b></p> <p>The mission of Worcester Technical High School is to educate and prepare our students, both academically and technically, to meet the challenges of a global society. Students will be provided with a highly supportive and academically challenging learning environment in the STEM initiatives to ensure our graduates are prepared for career and college and are able to compete globally.</p>	
<p><b>Vision:</b></p> <p>The philosophy of Worcester Technical High School is steeped in a proud tradition of providing excellence in technical and academic education. Administration, faculty, staff, and students work collaboratively to promote a school culture that fosters the expectation of excellence while respecting differences. All students are treated with respect and dignity and are provided diverse, extra-curricular experiences as they pursue their professional and academic goals in a multicultural environment. The educational climate serves to guide, assist and instill in each student a commitment to lifelong learning and to develop productive, responsible, and well-rounded citizens. All programs are enhanced and supported by partnership with community, industry, and educational institutions, as well as through participation and recommendations of various advisory boards. This educational environment affords all students the opportunity to achieve to their fullest potential. Our philosophy is supported by clearly defined curriculum goals focused to meet or exceed current standards, yet flexible enough to meet the demands of an ever-changing world.</p>	
<p><b>Educational Model:</b> Vocational/Technical High School</p>	

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

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

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

Responses should describe:

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

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

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

*Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2018-2019 school year.*

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

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

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

*Describe the innovation school or academy's implementation of budgetary flexibilities during the 2018-2019 school year.*

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

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

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

*Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2018-2019 school year.*

*N/A – not one of the autonomies*

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

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

*Describe the innovation school or academy's implementation of staffing flexibilities during the 2018-2019 school year.*

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

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

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

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

*Describe the innovation school or academy's implementation of professional development flexibilities during the 2018-2019 school year.*

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

- *Academic and CVTE SEI Endorsement (Cohort I for State Pilot)*
- *WIDA Can Do*
- *New Technology Training (Google Suite, Chromebooks, Schoology, Website Enhancements)*



- *STEM Content Information*
- *Motivational Speakers*
- *Guest Lecturers*
- *Integrated Learning*
- *Teacher Externships and Job Shadowing in Industry*
- *Project Based Learning*
- *Development of Higher Order Thinking*
- *Skills Investigation*
- *Inquiry Based Learning*
- *Shop specific equipment and industry training (NC3, Sterritt Weights and Measures, SnapON diagnostic)*
- *Collaborative Leadership, Six Influences that Matter Most – Dewitt*
- *21st Century Skills*
- *ALICE Training*
- *Inclusion Strategies for Academic and CVTE Instructors.*

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

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

***Describe the innovation school or academy's implementation of district policies and procedures flexibilities during the 2018-2019 school year.***

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

## Part B: Measurable Annual Goals

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

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

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

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

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

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

1. describe the progress made toward meeting these goals during the 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)***

1. Average daily attendance rate as of 5/31/19: 96.07%  
9<sup>th</sup> grade daily attendance rate as of 5/31/19: 97.37%

***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')***

During school year 2017/18 there were 85 suspensions at Worcester Technical High School. We are proud to report that as of 5/31/2019, there were only 54 suspensions which represents a decrease of 36%. Only four students at Worcester Technical High School were suspended more than once.

***Student promotion and retention rates***

Student retention (2018-2019) 0.1%

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=03480605&orgtypecode=6&leftNavId=16818&>

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

- 4-year graduation rate: 95.6%
  - EL 92.8%
  - Students w/ disabilities 94.0%
  - Low income 95.4%
  - High needs 95.3%
  - Afr. Amer./Black 91.3%
  - Asian 95.0%
  - Hispanic/Latino 95.7%
- 4 -year adjusted cohort graduation rate: 97%
- 5-year graduation rate (2017): 99.1%
- 5-year adjusted cohort graduation rate: 99.1%

[http://profiles.doe.mass.edu/grad/grad\\_report.aspx?orgcode=03480605&orgtypecode=6&](http://profiles.doe.mass.edu/grad/grad_report.aspx?orgcode=03480605&orgtypecode=6&)

***Student dropout rates, if applicable***

Based on 2017-2018 DESE data, 0 (zero) students dropped out of Worcester Technical High School.

<http://profiles.doe.mass.edu/dropout/default.aspx?orgcode=03480605&orgtypecode=6&leftNavId=15627&>

***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)***

- 96% of students scored advanced or proficient on the 2018 ELA MCAS, with a CPI of 99.3 and an avg. SGP of 52.4
- 88% of students scored advanced or proficient on the 2018 Math MCAS, with a CPI of 95.8 and an avg. SGP of 62. We are proud to report that there was an increase of 7 percentage points from school year 2017 (81%)
- 98% of students have passed the 2018 Grade 10 MCAS in Science with a CPI of 93.5

*All subgroups have met the performance target for CPI from 2012 to 2018. WTHS' progress toward narrowing proficiency gaps has steadily shown improvement during the years of the innovation plan. The 2018 CPI Data is (DESE defines on target as 75 or above):*

- *Aggregate – 99.3 (exceeded target)*
- *High Needs – 99.8 (exceeded target)*
- *EL – 98.4 (exceeded target)*
- *Hispanic – 98.5 (exceeded target)*
- *Students with Disability – 93.8*
- *African American – 100 (exceeded target)*

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

Barr data (year one)

- WTHS students taking any advanced courses: 37%, which is 5 percentage points lower than the district average. \* Recognized as needing improvement by WTHS ILT
- WTHS students ever failed a course: 43%, which is 16 percentage points lower than the district average.

## 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.*

*No substantive updates to provide at this time.*

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

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

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

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

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

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

*These discussions should include the MAGs.*

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

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

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

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

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

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

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

***Renewal status updates.***

*Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR– Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.*

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

***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.