The following items will be discussed at the meeting of the Standing Committee on School and Student Performance to be held on Monday, Thursdsay, Janaury 23, 2020 at 7:00 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 #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.

Committee Members	Administrative
Tracy O'Connell-Novick, Chair	Representative
Dianna L. Biancheria, Vice-Chair	Christina Kuriacose
Laura Clancey	

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

AGENDA #1

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

on: Thursday, January 23, 2020
at: 7:00 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.

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Request that the Administration provide a report on suspensions.

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To consider establishing a committee, in conjunction with the Administration, to reduce school suspensions.

IV. ADJOURNMENT

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

STANDING COMMITTEE: **SCHOOL AND STUDENT PERFORMANCE**

DATE OF MEETING: January 23, 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.

BACKUP:

Annex A (16 pages) contains a copy of information regarding the item.

2017-2018 Worcester Accountability Results

Report of the Superintendent
November 1, 2018

School Types

Non-High Schools	High Schools	Middle/High or K-12 Schools
• Serving a combination of grades 3-8 • Administering Next-Generation MCAS tests	• Serving a combination of grades 9-12 • Administering legacy MCAS tests in grade 10	• Serving grade 10 and at least one other grade 3-8 • Administering a combination of Next-Generation and legacy MCAS tests in grades 3-8 and 10

Indicators for Schools & Districts

Indicators for Non-High School Grades	Indicators for High School Grades
• ELA average composite scaled score	• ELA CPI
• Mathematics average composite scaled score	• Mathematics CPI
• Science CPI	• Science CPI
• ELA SGP	• ELA SGP
• Mathematics SGP	• Mathematics SGP
• Progress toward English proficiency	• Progress toward English proficiency
• Chronic absenteeism	• Four-year cohort graduation rate
	• Extended engagement rate
	• Annual dropout rate
	• Chronic absenteeism
	• Advanced coursework completion

Setting Targets

Indicator	Non-High Schools		High Schools	
	All Students	Lowest Performing Students	All Students	Lowest Performing Students
ELA achievement	✓	✓	✓	✓
Math achievement	✓	✓	✓	✓
Science achievement	✓	-	✓	✓
ELA SGP	✓	✓	✓	✓
Math SGP	✓	✓	✓	✓
Four-year cohort graduation rate	-	-	✓	-
Extended engagement rate	-	-	✓	-
Annual dropout rate	-	-	✓	-
EL progress	✓	-	✓	-
Chronic absenteeism	✓	✓	✓	✓
Advanced coursework completion	-	-	✓	-

Target percentage

Category	Declined	No change	Improved	Met target	Exceeded target
Points	0	1	2	3	4
Target %	0%	25%	50%	75%	100%
Reported	Partially Meeting Targets			Met Targets	

Sample Criterion-Referenced Non-High School Percentages

Indicator	All Students (50%)			Lowest Performing Students (50%)		
	Points Earned	Total Possible Points	Weight	Points Earned	Total Possible Points	Weight
ELA scaled score	3	4	-	2	4	-
Math scaled score	2	4	-	2	4	-
Science CPI	2	4	-	-	-	-
Achievement total	7	12	60%	4	8	67.5%
ELA SGP	4	4	-	4	4	-
Math SGP	3	4	-	4	4	-
Growth total	7	8	20%	8	8	22.5%
EL progress	2	4	10%	-	-	-
Chronic absenteeism	3	4	10%	4	4	10%
Weighted total	6.1	9.6	-	4.9	7.6	-
Percentage of possible points	63.5%		-	64.5%		-
Criterion-referenced target percentage	64% Partially Meeting Targets					

Sample Criterion-Referenced High School Percentages

Indicator	All Students (50%)			Lowest Performing Students (50%)		
	Points Earned	Total Possible Points	Weight	Points Earned	Total Possible Points	Weight
ELA CPI	3	4	-	2	4	-
Math CPI	2	4	-	2	4	-
Science CPI	2	4	-	1	4	-
Achievement total	7	12	40%	5	12	67.5%
ELA SGP	4	4	-	4	4	-
Math SGP	3	4	-	4	4	-
Growth total	7	8	20%	8	8	22.5%
4-year cohort graduation rate	3	4	-	-	-	-
Extended engagement rate	4	4	-	-	-	-
Annual dropout rate	3	4	-	-	-	-
High school completion total	10	12	20%	-	-	-
EL progress	2	4	10%	-	-	-
Chronic absenteeism	3	4	-	4	4	-
Advanced coursework completion	3	4	-	-	-	-
Additional indicators total	6	8	10%	4	4	10%
Weighted total	7.0	10.0	-	5.6	10.3	-
Percentage of possible points	70.0%		-	54.1%		-
Criterion-referenced target percentage	62% Partially Meeting Targets					

Major takeaways from year one of the accountability system

First year of the accountability system and DESE will look to see if any changes or refinements are necessary

Not naming any new Underperforming or Chronically Underperforming schools

Four schools have been released from Underperforming status at the commissioner's discretion

68% of Massachusetts schools were shown to be improving or better under the new system

DESE designated 52 schools as "Schools of Recognition"

2018 State Accountability Data Summary

Overall accountability classification for schools

- 74% designated as "Not requiring assistance or intervention"

- 14% designated as "Requiring assistance or intervention"

- 12% designated as "Insufficient Data"

Overall accountability classification for districts

- 90% designated as "Not requiring assistance or intervention"

- 7% designated as "Requiring assistance or intervention"

- 3% designated as "Insufficient Data"

Worcester School Classifications

2, 5%
10, 22%
33, 73%

- Insufficient data
- Not requiring assistance or intervention
- Requiring assistance or intervention
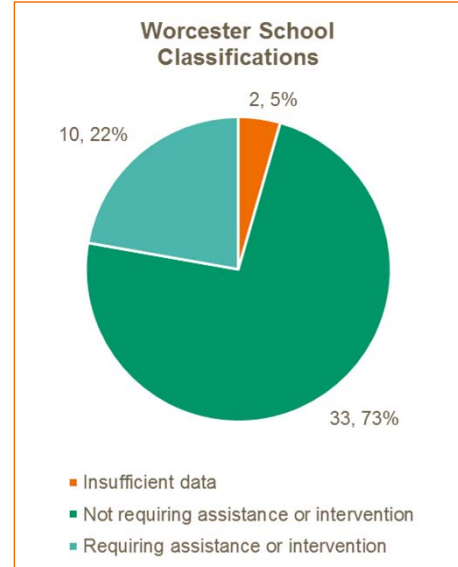
2018 State Accountability Data Summary

Accountability categories for schools

- 31% categorized as "Meeting targets"

- 53% categorized as "Partially meeting targets"

- 14% categorized as "In need of focused/targeted support"

- 2% categorized as "In need of broad/comprehensive support"

52 schools also received a "School of Recognition" label for high achievement, high growth or exceeding targets

Worcester School Categories

2, 4%
10, 22%
16, 36%
2, 5%
15, 33%

- In need of focused/targeted support
- Insufficient data
- Meeting targets
- Partially meeting targets
- School of Recognition: High Growth - Exceeding Targets

5

2018 State Accountability Data Summary
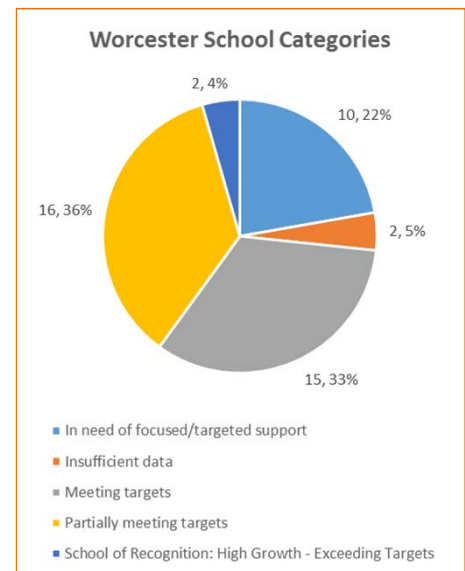
Accountability categories for districts

17% categorized as "Meeting targets"

75% categorized as "Partially meeting targets"

7% categorized as "In need of focused/targeted support"

1% categorized as "In need of broad/comprehensive support"

Accountability report

2018 Preliminary Accountability Report

Organization Information	
DISTRICT NAME	**TITLE I STATUS** Title I School (SW)
SCHOOL	**GRADES SERVED** K,01,02,03,04,05
REGION West/Central	**FEDERAL DESIGNATION** -

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
Meeting targets

Progress toward improvement targets	Accountability percentile
82% - Meeting targets	55

OVERALL AND SUBGROUP DATA	DETAILED DATA FOR EACH INDICATOR

Sample School Report- overall & subgroup data

Overall results

Progress toward improvement targets		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight	Points earned	Total possible points	Weight
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	0	4	-	4	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	8	12	60	8	8	67.50
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	4	4	-
	Growth total	6	8	20	7	8	22.50
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	2	4	10		-	-
Additional indicators	Chronic absenteeism	4	4	-	2	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10	2	4	10
Weighted total		6.6	9.6	-	7.2	7.6	-
Percentage of possible points			69%	-		95%	-
Criterion-referenced target percentage				82%			
				Meeting targets			

Sample School Report- overall & subgroup data

Subgroup results

English language learner (ELL) and Former ELL ▾

Progress toward improvement targets		All students (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight
Achievement	English language arts achievement	4	4	-
	Mathematics achievement	0	4	-
	Science achievement	-	-	-
	Achievement total	4	8	60
Growth	English language arts growth	3	4	-
	Mathematics growth	3	4	-
	Growth total	6	8	20
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	2	4	10
Additional indicators	Chronic absenteeism	3	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	3	4	10
Weighted total		4.1	7.2	-
Percentage of possible points			57.0%	-
Criterion-referenced target percentage			57%	
			Partially meeting targets	
Subgroup percentile				
This group's overall performance relative to the performance of the same subgroup in schools administering similar assessments			81	

Sample School Report- detailed data

OVERALL AND SUBGROUP DATA	DETAILED DATA FOR EACH INDICATOR

Detailed data for each indicator

English language arts achievement - Next-Generation MCAS average composite scaled score - Non-high school — About the Data

Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	500.3	501.6	1.3	501.8	152	3	Met Target
Lowest Performing	477.3	485.7	8.4	482.0	24	4	Exceeded Target
High needs	494.0	498.6	4.6	495.6	96	4	Exceeded Target
Econ. Disadvantaged	493.2	497.0	3.8	494.6	67	4	Exceeded Target
EL and Former EL	500.8	505.0	4.2	502.8	45	4	Exceeded Target
Students w/ disabilities	-	-	-	-	20	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	18	-	-
Afr. Amer./Black	-	-	-	-	22	-	-
Hispanic/Latino	497.9	494.4	-3.5	499.0	31	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	8	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	500.9	500.8	-0.1	502.5	73	1	No Change

Sample School Report- detailed data

Mathematics achievement - Next-Generation MCAS average composite scaled score - Non-high school — About the Data

Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	497.3	498.0	0.7	498.7	152	2	Improved Below Target
Lowest Performing	479.0	483.4	4.4	482.6	24	4	Exceeded Target
High needs	493.8	495.2	1.4	495.5	96	3	Met Target
Econ. Disadvantaged	492.5	494.0	1.5	493.6	67	3	Met Target
EL and Former EL	498.3	500.9	2.6	500.5	45	3	Met Target
Students w/ disabilities	-	-	-	-	20	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	18	-	-
Afr. Amer./Black	-	-	-	-	22	-	-
Hispanic/Latino	494.3	492.0	-2.3	495.9	31	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	8	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	497.1	499.1	2.0	498.6	73	3	Met Target

Sample School Report- detailed data

Science achievement - legacy MCAS Composite Performance Index (CPI) - Non-high school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	86.3	72.8	-13.5	88.7	34	0	Declined
Lowest Performing	-	-	-	-	-	-	-
High needs	83.3	66.7	-16.6	86.1	21	0	Declined
Econ. Disadvantaged	-	-	-	-	16	-	-
EL and Former EL	-	-	-	-	7	-	-
Students w/ disabilities	-	-	-	-	4	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	3	-	-
Afr. Amer./Black	-	-	-	-	3	-	-
Hispanic/Latino	-	-	-	-	11	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	2	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	-	-	-	-	15	-	-

Accountability data dos & don'ts

Do not:

Compare 2018 accountability data to historical accountability results (percentiles, performance against targets, etc.)

Additional indicators, fewer years of data, different comparison groups

Equate 2018 accountability categories with historical accountability & assistance levels

No crosswalk between categories & levels

Worcester Accountability Data

District Results

PRINT   LEARN
          MORE

2018 Official Accountability Report - Worcester

Organization Information	
DISTRICT NAME Worcester (03480000)	**TITLE I STATUS** Title I District
REGION West/Central	**GRADES SERVED** PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
Partially meeting targets

Progress toward improvement targets	Accountability percentile
57% - Partially meeting targets	-

This district's determination of need for special education technical assistance or intervention
Meets requirements (MR)

District Results

Progress toward improvement targets			All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)		
Indicator			Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement		2	4	-	2	4	-	3	4	-	3	4	-
	Mathematics achievement		1	4	-	4	4	-	3	4	-	4	4	-
	Science achievement		1	4	-	-	-	-	1	4	-	-	-	-
	Achievement total		**4**	**12**	**60.0**	**6**	**8**	**67.5**	**7**	**12**	**40.0**	**7**	**8**	**67.5**
Growth	English language arts growth		2	4	-	2	4	-	2	4	-	1	4	-
	Mathematics growth		2	4	-	2	4	-	3	4	-	1	4	-
	Growth total		**4**	**8**	**20.0**	**4**	**8**	**22.5**	**5**	**8**	**20.0**	**2**	**8**	**22.5**
High school completion	Four-year cohort graduation rate		-	-	-	-	-	-	2	4	-	-	-	-
	Extended engagement rate		-	-	-	-	-	-	3	4	-	-	-	-
	Annual dropout rate		-	-	-	-	-	-	0	4	-	-	-	-
	High school completion total		**-**	**-**	**-**	**-**	**-**	**-**	**5**	**12**	**20.0**	**-**	**-**	**-**
Progress toward attaining English language proficiency	**English language proficiency total**		**3**	**4**	**10.0**	**-**	**-**	**-**	**1**	**4**	**10.0**	**-**	**-**	**-**
Additional indicators	Chronic absenteeism		3	4	-	2	4	-	3	4	-	4	4	-
	Advanced coursework completion		-	-	-	-	-	-	2	4	-	-	-	-
	Additional indicators total		**3**	**4**	**10.0**	**2**	**4**	**10.0**	**5**	**8**	**10.0**	**4**	**4**	**10.0**
Weighted total			3.8	9.6	-	5.2	7.6	-	5.4	10.0	-	5.6	7.6	-
Percentage of possible points				40%	-		68%	-		54%	-		74%	-
Percentage of possible points by gradespan			54% Weight of non-high school results:70%						64% Weight of high school results:30%					
Criterion-referenced target percentage			57%											
			Partially meeting targets											

District Results- ELA Non-high school

English language arts achievement - Next-Generation MCAS average composite scaled score - Non-high school						About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	490.8	491.7	0.9	492.6	10,767	2	Improved Below Target
Lowest Performing	465.7	468.6	2.9	470.1	1,807	2	Improved Below Target
High needs	486.6	487.7	1.1	488.1	8,711	3	Met Target
Econ. Disadvantaged	486.2	486.6	0.4	487.8	6,915	2	Improved Below Target
EL and Former EL	487.3	487.5	0.2	489.1	5,259	2	Improved Below Target
Students w/ disabilities	473.7	473.2	-0.5	475.1	2,228	1	No Change
Amer. Ind. or Alaska Nat.	-	-	-	-	17	-	-
Asian	498.3	500.4	2.1	500.1	714	3	Met Target
Afr. Amer./Black	489.7	490.2	0.5	491.3	1,618	2	Improved Below Target
Hispanic/Latino	485.4	485.2	-0.2	487.1	4,434	1	No Change
Multi-race, Non-Hisp./Lat.	494.0	495.8	1.8	495.8	519	3	Met Target
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	496.2	498.3	2.1	498.2	3,464	3	Met Target

District Results- ELA High School

English language arts achievement - legacy MCAS Composite Performance Index (CPI) - High school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	91.7	92.3	0.6	93.2	1,732	3	Met Target
Lowest Performing	79.6	82.8	3.2	81.6	364	3	Met Target
High needs	88.7	89.7	1.0	90.6	1,257	3	Met Target
Econ. Disadvantaged	88.5	89.7	1.2	90.3	1,029	3	Met Target
EL and Former EL	84.4	85.4	1.0	87.1	658	2	Improved Below Target
Students w/ disabilities	81.1	83.0	1.9	83.4	330	3	Met Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	94.7	93.2	-1.5	97.6	133	1	No Change
Afr. Amer./Black	92.6	91.7	-0.9	94.5	336	1	No Change
Hispanic/Latino	88.4	89.8	1.4	90.3	712	3	Met Target
Multi-race, Non-Hisp./Lat.	95.5	99.2	3.7	97.0	60	4	Exceeded Target
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	93.9	95.2	1.3	95.4	490	3	Met Target

District Results- Math Non-High school

Mathematics achievement - Next-Generation MCAS average composite scaled score - Non-high school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	488.3	488.1	-0.2	490.0	10,784	1	No Change
Lowest Performing	462.6	466.7	4.1	465.2	1,806	4	Exceeded Target
High needs	484.2	484.5	0.3	485.7	8,727	2	Improved Below Target
Econ. Disadvantaged	483.6	483.0	-0.6	484.7	6,931	0	Declined
EL and Former EL	485.6	484.9	-0.7	487.4	5,269	0	Declined
Students w/ disabilities	473.3	471.8	-1.5	474.8	2,233	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	17	-	-
Asian	499.7	499.6	-0.1	502.1	714	1	No Change
Afr. Amer./Black	486.2	485.9	-0.3	487.6	1,623	1	No Change
Hispanic/Latino	482.5	481.6	-0.9	484.5	4,439	0	Declined
Multi-race, Non-Hisp./Lat.	489.1	490.8	1.7	490.8	519	3	Met Target
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	494.2	494.5	0.3	495.9	3,470	2	Improved Below Target

District Results- Math High School

Mathematics achievement - legacy MCAS Composite Performance Index (CPI) - High school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	77.1	80.1	3.0	78.9	1,716	3	Met Target
Lowest Performing	36.8	47.0	10.2	39.6	366	4	Exceeded Target
High needs	70.3	74.4	4.1	72.8	1,242	4	Exceeded Target
Econ. Disadvantaged	70.6	74.2	3.6	73.3	1,017	3	Met Target
EL and Former EL	65.1	67.6	2.5	69.0	645	2	Improved Below Target
Students w/ disabilities	53.9	60.0	6.1	56.8	327	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	90.9	89.1	-1.8	92.6	131	1	No Change
Afr. Amer./Black	75.1	77.6	2.5	77.7	331	3	Met Target
Hispanic/Latino	68.1	73.1	5.0	71.0	706	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	78.2	87.5	9.3	80.0	60	4	Exceeded Target
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	85.9	88.6	2.7	87.7	487	3	Met Target

District Results- Science Non-High School

Science achievement - legacy MCAS Composite Performance Index (CPI) - Non-high school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	62.2	60.6	-1.6	64.0	3,443	1	No Change
Lowest Performing	-	-	-	-	-	-	-
High needs	56.4	55.3	-1.1	58.7	2,749	1	No Change
Econ. Disadvantaged	55.2	54.3	-0.9	57.3	2,220	1	No Change
EL and Former EL	57.5	52.7	-4.8	60.3	1,570	0	Declined
Students w/ disabilities	44.6	42.7	-1.9	46.9	720	1	No Change
Amer. Ind. or Alaska Nat.	-	-	-	-	5	-	-
Asian	72.8	69.9	-2.9	75.4	251	0	Declined
Afr. Amer./Black	58.3	58.2	-0.1	61.6	467	1	No Change
Hispanic/Latino	54.1	51.5	-2.6	56.6	1,472	0	Declined
Multi-race, Non-Hisp./Lat.	61.8	66.1	4.3	63.6	172	4	Exceeded Target
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	72.7	71.0	-1.7	74.5	1,075	1	No Change

District Results- Science High School

Science achievement - legacy MCAS Composite Performance Index (CPI) - High school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	80.7	80.1	-0.6	82.5	1,569	1	No Change
Lowest Performing	-	-	-	-	-	-	-
High needs	74.7	74.8	0.1	77.0	1,123	2	Improved Below Target
Econ. Disadvantaged	74.9	75.0	0.1	77.0	927	2	Improved Below Target
EL and Former EL	69.9	68.6	-1.3	72.7	561	1	No Change
Students w/ disabilities	61.5	62.5	1.0	63.8	310	2	Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	91.0	87.2	-3.8	93.6	127	0	Declined
Afr. Amer./Black	82.4	78.9	-3.5	85.7	283	0	Declined
Hispanic/Latino	73.0	73.5	0.5	75.5	648	2	Improved Below Target
Multi-race, Non-Hisp./Lat.	83.5	85.1	1.6	85.3	52	3	Met Target
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	86.3	87.6	1.3	88.1	458	3	Met Target

Urban District Progress Toward Targets

District Name	Progress toward improvement targets (%)	Classification	Subgroup Results (%)		
			Eco. Dis	SWD	EL
Worcester	57	Not requiring assistance or intervention	38	35	30
Boston	58	Needs SpED assistance	43	42	31
Brockton	38	Needs SpED Intervention	33	36	19
Chicopee	43	Not requiring assistance or intervention	49	46	23
Fall River	42	Not requiring assistance or intervention	40	36	29
Holyoke	58	In need of broad/comprehensive support- chronically underperforming; Needs substantial SpED Intervention	56	43	38
Lawrence	32	In need of broad/comprehensive support- chronically underperforming; Needs substantial SpED Intervention	28	12	24
Lowell	58	Not requiring assistance or intervention	65	50	48
Lynn	45	Needs SpED assistance	29	23	23
New Bedford	40	In need of focused/targeted support-low graduation rate; Needs SpED intervention	46	33	48
Springfield	58	Needs SpED intervention	56	39	48

Urban District Achievement Data

District Name	ELA Non-High School (composite scaled score)	Math Non-High School (composite scaled score)	ELA High School (CPI)	Math High School (CPI)
Worcester	**491.7**	**488.1**	**92.3**	**80.1**
Boston	491.1	489.0	92.9	83.6
Brockton	487.0	484.2	91.7	76.0
Chicopee	495.0	495.3	95.3	85.9
Fall River	491.4	489.0	89.8	74.5
Holyoke	480.0	475.4	92.3	74.2
Lawrence	487.0	488.1	89.6	73.9
Lowell	492.8	492.3	92.6	82.3
Lynn	492.3	490.5	87.2	76.2
New Bedford	490.4	488.9	78.7	68.8
Springfield	489.1	486.0	88.5	71.8

School Overall Classification: "Requiring assistance or intervention"
Reason for School Classification: "In need of focused/targeted support"

School Name	Grades Served	School Type	October 2018 Enrollment	Accountability Percentile	Criterion-Referenced Target Percentage (%)	2018 Reason for Classification - Performance	2018 Reason for Classification - Participation	2018 Low Performing Subgroup(s)	2018 Low Participation Groups
Burncoat Middle School	07,08	MS	623	4	18	Low subgroup performance		White -Economically disadvantaged -High needs	
Sullivan Middle	06,07,08	MS	865	4	19	Low subgroup performance		Asian -Students w/disabilities -Economically disadvantaged -Hispanic/Latino -High needs	
Worcester East Middle	06,07,08	MS	821	5	25	Low subgroup performance		White -Students w/disabilities	
North High	09,10,11,12	HS	1279	6	48	Low subgroup performance	Low participation rate	White	Afr. Amer./Black -Students w/disabilities -Hispanic/Latino -EL and former EL
Grafton Street	K,01,02,03,04,05,06	ES	325	6	63	Low subgroup performance		White	
Columbus Park	PK,K,01,02,03,04,05,06	ES	374	7	47	Low subgroup performance		White	
Vernon Hill School	PK,K,01,02,03,04,05,06	ES	410	9	50				
Burncoat Senior High	09,10,11,12	HS	1018	9	70				
Clark St Community	PK,K,01,02,03,04,05,06	ES	186	10	79		Low participation rate		Students w/disabilities
Canterbury	PK,K,01,02,03,04,05,06	ES	301	19	45	Low subgroup performance		White	

Worcester School Categorization

School of Recognition	Meeting Targets	Partially Meeting Targets	In Need of Focused/Targeted Support	Insufficient Data
Francis McGrath	Belmont Street Community	Burncoat Street	Burncoat Middle School	Chandler Elementary
Wawecus Road	Chandler Magnet	Claremont Academy	Burncoat Senior High	Head Start
	City View	Doherty Memorial High	Canterbury	
	Elm Park Community	Forest Grove Middle	Clark St Community	
	Flagg Street	Gates Lane	Columbus Park	
	Goddard School/Science Technical	Heard Street	Grafton Street	
	Jacob Hiatt Magnet	Lake View	North High	
	Lincoln Street	Nelson Place	Sullivan Middle	
	May Street	Norrback Avenue	Vernon Hill School	
	Midland Street	Rice Square	Worcester East Middle	
	Quinsigamond	Roosevelt		
	Tatnuck	South High Community		
	West Tatnuck	Thorndyke Road		
	Woodland Academy	Union Hill School		
	Worcester Arts Magnet School	University Pk Campus		
		Worcester Technical High		

Thank You

STANDING COMMITTEE: **SCHOOL AND STUDENT PERFORMANCE**

DATE OF MEETING: January 23, 2020

ITEM: Mr. Comparetto/Mr. Foley/Mr. Monfredo   (May 30, 2018)

Request that the Administration provide a report on suspensions.

PRIOR ACTION:

6-7-18 -   Referred to the Standing Committee on Accountability and
            Student Achievements.
            Mr. Comparetto made the following motion:
            Request that the Administration provide a report on suspensions
            to include:
                - a demographic breakdown
                - number of instructional days lost and
                - reasons for suspensions
            On a voice vote, the motion was approved.

BACKUP:

Annex A (1 page) contains a copy of the Administration's response to the item.

The below data is taken for the Worcester Public Schools December 2019-20 Baseline Document. There were 74 schools days between 8/26/2019 and 12/30/2019 this school year. The below table compares the number of infractions from the first 74 days of the 2018-19 school year to the first 74 days of the 2019-2020 school year.

Total			In House Suspension			Out of House Suspension			Emergency Removals		
19-20	18-19	Change	19-20	18-19	Change	19-20	18-19	Change	19-20	18-19	Change
1095	1145	-50	407	357	50	688	788	-100	228	365	-137

The following table compares the number of students suspended from the first 74 days of the 2018-19 school year to the first 74 days of the 2019-2020 school year.

Total Students		
19-20	18-19	Change
767	831	-59

The characteristics of the 767 students who were suspended in the first 74 days of the 2019-2020 school are:

# of Suspensions				Gender		Student Count by Special Populations		
1	2-4	5-9	10+	Female	Male	Special Education	English Language Learners	Low Income
563	192	12	0	270	497	320	208	665

Student Count by Grade Level											
1	2	3	4	5	6	7	8	9	10	11	12
9	9	20	38	32	38	122	138	136	108	67	41

Discipline Rate by Race/Ethnicity				
African American/Black	Asian	Hispanic	Native American	White
3.64%	0.36%	3.90%	4.50%	2.57%

STANDING COMMITTEE: **SCHOOL AND STUDENT PERFORMANCE**

DATE OF MEETING: January 23, 2020

ITEM: Mr. Comparetto/Mr. Foley/Mr. Monfredo   (May 30, 2018)

To consider establishing a committee, in conjunction with the Administration, to reduce school suspensions.

PRIOR ACTION:

6-7-18 -   Referred to the Standing Committee on Accountability and Student Achievements.

BACKUP:

Annex A (4 pages) contains a copy of the Administration's response to the item.

Gb #8-180 To consider establishing a committee in conjunction with the Administration to reduce school suspensions.

Administrators were asked to volunteer to be on a "Reducing Suspensions Committee". The superintendent, managers, and building representatives from elementary, middle and high schools form the committee. On August 31, 2018, volunteers were thanked for agreeing to participate and notified that the first meeting would be September 13, 2018. Please see the attached letter. Meetings have been held monthly through the year and are planned to continue.

Additionally, in the monthly principals' meeting, the district attendance and discipline data is now presented and analyzed by the group for trends and patterns. This is followed by principals receiving their building data to analyze and discuss in small groups, sharing successful action steps and identifying challenges.

Current action steps related to this initiative include:

- Discipline:
  1. The DESE offered training: Rethinking Discipline Professional Development with consulting group Engaging Schools is being attended by district level administrators. These sessions include "Recalibrating Rules, Violations, Consequences and Restorative/Supportive Interventions". The information will be brought to leaders and staff over time with the district receiving some professional development at no cost from Engaging Schools.
  2. The ongoing work of behavior clinicians supporting students and teachers in classrooms continues in year three. This has led to the development of a district stabilization team with the goal of supporting students while providing strategies and support for staff working with students in crisis. The initiative continues to develop as informed by the work in district's work on assessment and stabilization and through the HEARS initiative funded by the Health Foundation.

- Implicit Bias Training:
  School staff will receive trainings in multiple ways in the coming year. Principals will have a related DESE training on LGBTQ at the May meeting. A coordinated plan is currently under development utilizing the resources brought forward in other trainings to connect and bridge the multiple, inter-related concerns as detailed under the headings in this response.

- Cultural Proficiency Training:
  1. District administrators attended a series of DESE trainings over the summer of 2018 through this spring. The Director of English Learners and her staff continue

to develop and offer professional development in this area including: "Culturally Responsive Teaching and the Brain", an online book study, which was offered spring 2019. This work will be expanded to school based trainings this summer with school teams receiving training.

2. Through grant FC 231 *Leading Educational Access (LEAP) Developing Cultural Proficiency (DCP) Incentive* the district is being supported by a state designated vendor Assabet Valley Collaborative in ongoing efforts to meet the needs of all students by systemically strengthening the knowledge and skills of educators in building inclusive environments and delivering culturally responsive instruction. This grant is aligned with the Leading Educational Access Project (LEAP), which was created to support the Department of Elementary and Secondary Education's (DESE) commitment to improving outcomes for all students, especially our most vulnerable students — inclusive of low-income students, ELL students, students of color, and students with disabilities. As a component of LEAP the Developing Cultural Proficiency Institute (DCP) was initiated August 2018 and will continue through the 2018-2019 school year. This grant provides funding to a cohort of 16 Massachusetts district teams currently participating in DCP. DESE has been working collaboratively with these teams to assess why there are gaps in outcomes for student subgroups and how to address this issue through inclusive environments and culturally responsive instruction. WPS has chosen to focus on developing educator skills and techniques for interrupting bias and supporting student achievement and educational equity; increasing engagement of educators in self-exploration and reflection on personal attitudes, beliefs and assumptions regarding cultural proficiency, equity and anti-bias education and improving culturally responsive teaching through lesson design to make content and instruction more responsive and inclusive.

3. The Managers of Special Education, the Office of Curriculum and Professional Learning, two curriculum liaisons, and a team from North High have attended monthly DESE meetings through the Inclusive Practice Academy. This is a three year academy. The initiative looks at how to include Universal Design for Learning (UDL) strategies into the classroom. Topics to date have included: Culturally Responsive Teaching; Student Engagement; Learning within the Context of Culture; Student Centered Instruction and How to Maintain Rigor with UDL Practices. North High has begun to incorporate some strands of UDL into their classrooms. Liaisons are incorporating the information and examples in practice into workshops. All instructional coaches will attend professional development with Katie Novick, a UDL expert, on September 17.

- Trauma and Resilience training:
  1. Several administrators are attending the state-wide regional Trauma and Resilience training through the University of Massachusetts Medical School where topics such as toxic stress, trauma reactions, the impact of racial inequalities and racism as a form of trauma, and complex trauma will be discussed along with resources and tools to

increase resiliency. This information will be reviewed and disseminated though staff development

2. The district has contracted with Dr. Stuart Ablon from Massachusetts General Hospital's "Think:Kids " (http://www.thinkkids.org/). The website explains: "Think:Kids teaches a revolutionary, evidence-based approach called Collaborative Problem Solving® (CPS) for helping children with behavioral challenges. Through training, support and clinical services, we promote the understanding that challenging kids lack the skill, not the will, to behave well – specifically skills related to problem solving, flexibility and frustration tolerance. Unlike traditional models of discipline, the CPS approach avoids the use of power, control and motivational procedures and instead focuses on building helping relationships and teaching at-risk kids the skills they need to succeed."
Dr. Ablon will present to school teams on August 19, 2019. After an introduction and workshop, school teams will develop a plan of action using their school data. The initiative will follow through in monthly principal meetings where data is analyzed.
3. Worcester Educational Collaborative (WEC) will continue to offer staff training on this topic through a grant from the Danielson Foundation. This is now available to schools outside of the HEARS initiative and provides staff with professional learning points toward their re-certification.