

Worcester Education Partnership

WEP Key Performance Benchmarks for Evaluation in Structure, Curriculum and Professional Culture

WEP Small Schools Development (1)		
Year	Process Benchmarks	Critical Outcomes
Year 1 (2001-02)	<ul style="list-style-type: none"> ➤ Teachers, principals and central administrators representing each small school attend the weeklong NESSN planning institute in August to a) outline the process for preparing for opening small schools in fall 2002, including the formation of the design team; and b) further develop action plans related to small schools. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans for forming design and governance teams completed <input type="checkbox"/> Outline of small schools plan
September September- January	<ul style="list-style-type: none"> ➤ Small school design teams form with representation from the school community (school action plan facilitator, students, teachers, administrators, community partners) ➤ Small school design teams, with assistance from the Secondary Restructuring Facilitator, building principals, quadrant managers, Hiatt Center and NESSN staff develop detailed implementation plans that address critical areas of development and planned strategies in the school and district-community action plan, including: <ul style="list-style-type: none"> o A vision statement consistent with the district-community and individual school action plans, as well as NESSN principles o Curriculum, instruction and assessment guidelines based on the WEP curriculum conceptual framework (including NESSN principles), with particular attention to habits of mind, less is more, youth development, graduation requirements that ensure that students demonstrate mastery of core competencies, and literacy development strategies o A learning schedule that supports less is more (e.g., flexible block scheduling) o Plans for developing a school culture of personalization, high expectations and respect, that includes practices and supports such as advisories, and adult and peer mentors o Active youth involvement in governance, curriculum, and school life o Scheduled time for professional collaboration, that incorporates co-planning, reflective practices such as rounds, examination of student work, joint study and action research, and coaching o Governance board that includes key constituencies and partners, shared decision making structure, parameters for decision making o Detailed plans for the involvement of higher education partners in the governance structure, curriculum and support programs of the school o Detailed plans for space utilization o Plans and schedule for information sessions for prospective staff o Plans and schedule for information sessions for prospective students and families o Plans for summer planning sessions for staff 	<ul style="list-style-type: none"> <input type="checkbox"/> Detailed small schools design and implementation plan completed <input type="checkbox"/> Members of the school community are informed about the small school plan

WEP Small Schools Development (2)

Year	Process Benchmarks	Critical Outcomes
2001-02 October- June	<ul style="list-style-type: none"> ➤ Small school design team representatives and school action plan facilitators meet on a monthly basis with the Secondary Restructuring Facilitator, principals and quadrant managers, and Hiatt staff as a partnership community to monitor and discuss planning and implementation strategies, and progress in the areas of curriculum, teaching and learning, professional culture building, policymaking, partnership development and data analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> Small schools develop in a learning community that fosters exchange and mutual development of ideas and practices, and common policy deliberation
October- June	<ul style="list-style-type: none"> ➤ School Committee, teachers' union, and WEP Board and Steering Committee members are kept abreast of small schools implementation planning by district central administrators and the project director 	<ul style="list-style-type: none"> <input type="checkbox"/> School committee formally approves plans for schools opening in fall 2002, including staffing, budgeting and governance plans <input type="checkbox"/> Teachers' union supports staffing plans
Spring	<ul style="list-style-type: none"> ➤ Small schools governance boards, with representation from the entire school community (students, teachers, community members, higher education partners, administrators) form to support the implementation process 	<ul style="list-style-type: none"> <input type="checkbox"/> Governance boards for each school are instituted and are consulted for guidance on hosting information meetings and opening each school
Spring	<ul style="list-style-type: none"> ➤ District announcements for staffing positions made; staff recruited and appointed 	<ul style="list-style-type: none"> <input type="checkbox"/> School staff appointed
Spring	<ul style="list-style-type: none"> ➤ Information meetings for prospective students and families held in school and community settings (hosted by school leaders with assistance from WEP partners) <ul style="list-style-type: none"> <input type="checkbox"/> Community agencies and ethnic minority groups assist school principals with meetings ➤ Students and parents apply for enrollment; lottery held, weighted to ensure proportional representation according to income and minority status 	<ul style="list-style-type: none"> <input type="checkbox"/> Information meetings held at school and community sites <input type="checkbox"/> Lottery plan implemented; diverse student enrollment is assured
February- June	<ul style="list-style-type: none"> ➤ School Action Plan facilitators, governance teams, Secondary Restructuring Facilitator and Hiatt Center and district administrators develop critical friend protocol <ul style="list-style-type: none"> ○ Includes WEP criteria for curriculum, professional learning culture, and governance, as well as data analysis (from the evaluation plan) ➤ WEP Board reviews and makes recommendations for protocol 	<ul style="list-style-type: none"> <input type="checkbox"/> Working critical friends protocol is developed <input type="checkbox"/> District-community agreement on critical friends protocol
2002-06	<ul style="list-style-type: none"> ➤ Final summer planning; first set of small schools opens ➤ Planning and implementation cycle for each small schools recurs each year, with design team members learning from ➤ Small schools participate in WEP and NESSN critical friend process using planned protocol (beginning in late fall 2002) 	<ul style="list-style-type: none"> <input type="checkbox"/> Small schools establish planned curricular and cultural practices in keeping with the district-community plan <input type="checkbox"/> Small schools undergo annual critical review and continue developing in light of district-community action plan and evaluation and accountability criteria

WEP School Action Teams		
Year	Process Benchmarks	Critical Outcomes
2001-02	<ul style="list-style-type: none"> ➤ Individual School Action Plan Teams composed of teachers, students, the school action plan facilitator and literacy coach, and principal sets regular meeting schedule ➤ Each School Action Plan Team completes the following tasks with support from the district Secondary Restructuring Facilitator, quadrant managers, Hiatt staff, district curriculum liaisons and higher education and community partners, as appropriate: <ul style="list-style-type: none"> ○ Develop a yearly timeline for completing planned strategies and action steps in structure and organization, academic curriculum, professional culture, and school-community integration ○ Engages entire school community (teachers, students, administrators, staff, parents, community partners) in discussing, implementing and assessing impact of strategies and action steps ○ Monitors and assesses progress according to benchmarks in the school and district-community plans ➤ School Action Plan Facilitators meet weekly with the district Secondary School Restructuring Facilitator, Hiatt staff and other district personnel, as appropriate, to monitor, assess and mutually support the successful implementation of individual school and district-community action plans, plan schedule of professional development opportunities for teachers, coaching schedule ➤ The district Secondary Restructuring Facilitator, curriculum liaisons, and Hiatt Center staff assist the school action plan facilitator and team in implementing planned changes through on-site coaching ➤ Project Director, Central Management Team and Superintendent review all plans; plans discussed with WEP steering committee, teachers' union 	<ul style="list-style-type: none"> <input type="checkbox"/> Action plans are implemented in a learning community that fosters exchange and mutual development of ideas and practices, and common policy deliberation <input type="checkbox"/> Each school implements the planned restructuring strategy to create small learning communities <input type="checkbox"/> Each school implements planned strategies to strengthen and focus curriculum, as outlined in the school and district-community academic curriculum plan <input type="checkbox"/> Each school implements strategies to build the professional culture as outlined in the school and district community professional culture plan
	<ul style="list-style-type: none"> ➤ School Action Plan facilitators, governance teams, Secondary Restructuring Facilitator, district managers and Hiatt Center develop critical friend protocol <ul style="list-style-type: none"> ○ Includes WEP criteria for curriculum, professional learning culture, and governance, as well as data analysis ➤ WEP Board reviews and makes recommendations for protocol 	<ul style="list-style-type: none"> <input type="checkbox"/> District-community agreement on critical friends protocol
2002-06	<ul style="list-style-type: none"> ➤ Process begun in 2001-02 repeated ➤ Critical Friends protocol implemented 	<ul style="list-style-type: none"> <input type="checkbox"/> Critical friends protocol implemented <input type="checkbox"/> Small learning communities continue to develop according to district-community action plan

WEP Professional and Curricular Development (1)

Year	Process Benchmarks	Critical Outcomes
2001-02	<ul style="list-style-type: none"> ➤ District Curriculum liaisons, Hiatt Staff, school action plan facilitators and literacy coaches meet to develop detailed plans for district-wide and school-based professional development in the following areas: <ul style="list-style-type: none"> ○ Using common learning standards and work samples as a guide for ensuring that all courses are rigorous and challenging and promoting habits of minds and disciplinary competence ○ Incorporating literacy development practices across the curriculum, particularly in 9th grade (co-developed with the Director of the Clark University Writing Center) ○ Strategies for reinforcing numeracy across the curriculum ○ Strategies for supporting English Language Learners in all courses (co-developed with the district bilingual program director and the Latino Education Institute at Worcester State College) ○ Professional learning practices such as rounds, data-based analysis, examination of student work, critical friends protocol, mentoring ○ Assessment criteria, practices and exhibitions ○ Strategies for engaging diverse students and ensuring active student participation in learning ○ Curriculum and content in core disciplinary areas ○ Youth development ➤ Yearly cycle of school-based and district-wide professional development activity that includes curriculum teams, summer institutes, rounds, best practice study groups and academic year courses is implemented ➤ The Hiatt Center, College of the Holy Cross, and Worcester State College, including the Latino Education Institute, coordinate a schedule of academic year courses to support professional development goals ➤ The WEP Community Curriculum Committee implements plans for enhancing 9th grade curriculum <ul style="list-style-type: none"> ○ The WEP Community Curriculum Committee and District-Hiatt Center staff establish common planning and professional development program ➤ District Curriculum liaisons, Hiatt Staff, school action plan facilitators and literacy coaches meet to develop detailed plans for Preparation Academies for lowest quartile that focus on mentoring, literacy development and numeracy ➤ School district and ethnic minority partners host meetings to promote student participation in the College Board advanced placement program ➤ Project Director, Manager of Staff, Program and Curriculum and central management team review and agree to all plans 	<ul style="list-style-type: none"> ❑ Teachers participate in the formation of a school-based professional development culture based on the values of collegiality, reflection, inquiry and a commitment to best practice (see separate professional development chart) ❑ All core academic courses are refocused on a commitment to the same core learning standards and goals; all students experience the same high level of opportunity, expectation, support and challenge ❑ Teachers in all disciplines in 9th and 10th grades use literacy development strategies (such as writing to learn and learning to write workshop strategies) to enhance student engagement, understanding and academic competence across the curriculum ❑ Teachers in all disciplines in 9th and 10th grades implement strategies to foster numeracy across the curriculum ❑ Interdisciplinary teacher teams at the 9th and 10th grade levels build intellectual connection and meaning across the curriculum by implementing interdisciplinary curriculum based on themes and central MA framework curriculum concepts ❑ Students have steadily increasing opportunities beginning in grade 9 to plan inquiries, act as leaders of learning teams, and take responsibility for community-based and other projects ❑ Practices that support English Language Learners are implemented across the curriculum ❑ Preparation Academies focused on literacy development and numeracy provide increased support for the lowest quartile of students

WEP Professional and Curricular Development (2)

Year	Process Benchmarks	Critical Outcomes
2002-2006	<ul style="list-style-type: none"> ➤ Teachers inaugurating Preparation Academies are identified and participate in professional development conducted with the district Literacy Coach, school-based literacy coaches, curriculum liaisons, and Hiatt Center staff ➤ Students from the lowest quartile are enrolled in summer and academic year components of the Preparation Academy program ➤ District Secondary Restructuring Facilitator, Manager of Staff, Program and Curriculum, curriculum liaisons and literacy coach, together with Hiatt Center staff, school action plan facilitators and literacy coaches support the implementation of the planned annual cycle of professional development activities for each school, including: <ul style="list-style-type: none"> ○ District curriculum teams in core disciplines that include individual school curriculum coaches ○ Curriculum study, planning and best practice teams ○ Rounds and peer coaching ○ Summer institutes focused on literacy, curriculum, supporting ELLs, examining student work, data-based analysis ○ Academic year courses (Hiatt Center and Worcester State College) ➤ Teachers enroll in tuition-free courses and summer institutes sponsored by the Hiatt Center as part of the professional development plan ➤ Teachers and the principal from each school jointly examine student work samples, discuss student progress towards mastery across the curriculum, and use item analysis data from statewide MCAS test results as a basis for developing strategies for supporting different students based on their academic progress ➤ Members of small school governance boards, including representatives from ethnic minority communities, in particular the Latino, African-American and Asian-American communities, discuss student enrollment and performance data, and discuss and implement strategies for supporting students, and increasing family involvement 	<ul style="list-style-type: none"> ❑ Preparation Academies begin with curriculum focused on literacy development and numeracy ❑ Students from Preparation Academies succeed in core academic courses in 9th and 10th grades ❑ Student writing and portfolio work samples show improvement over time ❑ The number of minority, ELL and low income students who pass 9th grade and achieve in core academic courses increases yearly ❑ The number of minority, ELL and low income students who achieve the “proficiency” standard on the MCAS tests in English Language Arts and Mathematics required for graduation increases yearly ❑ Student performance in the open-ended portions of the MCAS Language Arts and grade dropout rate decreases for all students ❑ Minority, ELL and low income student enrollment in advanced placement program increases ❑ Minority, ELL and low income student participation college level courses at higher education partner sites (Clark, Holy Cross, Worcester State College) and in the Diploma Plus program with Quinsigamond College increases yearly ❑ The number of minority, ELL and low income students who enter a four year college program upon graduation increases

