The following items will be discussed at the meeting of the Standing Committee on Accountability and Student Achievement to be held on Monday, January 30, 2017 at 5:30 p.m. in Room 410 at the Durkin Administration Building:

gb #2-325 - Ms. Novick/Miss Biancheria   (November 29, 2012)

Annex A (15 pages)
Annex B (11 pages)
Annex C (16 pages)

To review school accountability plans.

ros #6-8.1 - Administration/Administration   (October 11, 2016)

Annex A (7 pages)
Annex B (3 pages)
Annex C (1 page)
Annex D (2 pages)

UPDATE ON THE 2016 RESULTS FROM STATE TESTING AND DESE ACCOUNTABILITY MEASURES

gb #6-236.1 - Administration/Miss Biancheria/ Mr. O'Connell/ Ms. Colorio/Mr. Monfredo (August 10, 2016)

Annex A (2 pages)
Annex B (1 page)
Annex C (23 pages)
Annex D (1 page)

Response of the Administration to the request to provide a copy of the job description of the new position created as a compliance position to oversee Durham Transportation and also include:

- a list of the present positions in the Worcester Public Schools' Transportation Department
- a copy of the Durham Transportation contract and
- a payment schedule to Durham Transportation

STANDING COMMITTEE: **ACCOUNTABILITY AND STUDENT ACHIEVEMENT**

DATE OF MEETING: Monday, January 30, 2017

ITEM: Ms. Novick/Miss Biancheria   (November 29, 2012)

To review school accountability plans.

RIOR ACTION:

12-6-12 -   Referred to the Standing Committee on Accountability and Student
             Achievement.
             Miss Biancheria made the following motion:
             Request that the Administration develop a schedule to discuss four
             or five accountability plans at each Standing Committee meeting and
             invite interested staff members and parents.
5-12-14 -   Miss Biancheria made the following motion:
             Request that the Administration provide three copies of elementary
             school accountability plans for perusal by the Standing Committee
             members for its next meeting.
             On a voice vote, the motion was approved.
             Mr. O'Connell suggested that if a School Committee member has an
             interest in a plan that he/she suggest it to Dr. Perda.
             Ms. Novick stated that the Administration can feel free to provide
             more than three elementary plans.

BACKUP:

Annex A (15 pages) contains a copy of an overview of the new School
         Accountability Plan structure.
Annex B (11 pages) contains a copy of the 2016-17 Accountability Plan for
         Worcester Technical High School.
Annex C (16 pages) contains a copy of the 2016-17 Accountability Plan for
         University Park Campus School.

PRIOR ACTION (continued)

6-23-14 -   STANDING COMMITTEE ON ACCOUNTABILITY AND STUDENT
ACHIEVEMENT
Dr. Perda made a presentation relative to the following samples of
the Accountability Plans:
-Burncoat Preparatory School.
-Gates Lane School of International Studies
-Tatnuck Magnet School
Mr. O'Connell made the following motion:
Request that the Administration:
  - distribute to the principals a copy of Chapter 71, Section 59C of
    the Massachusetts General Laws in connection with the
    composition of School Site Councils or the memorandum of
    DESE which explains the composition of Site Councils
  - takes steps to assure that schools have a parity of membership
    between parents and school staff consistent with the
    requirements of Massachusetts law and
  - takes steps to assure that the Site Councils meet at a time that
    facilitates and encourages the participation of parents and
    community members in the deliberations of the Site Council
    leading to the formation of a School Improvement Plan
On a voice vote, the motion was approved.
Ms. Novick requested that the Administration provide three
secondary school Accountability Plans for the next meeting.
Mr. O'Connell suggested that the Administration include either
University Park Campus School or Claremont Academy.
The Standing Committee reviewed the School Improvement plans of
Burncoat Preparatory School, Gates Lane School of International
Studies and Tatnuck Magnet School as to their consistency with the
three year district improvement plan and the three year action plan.

7-31-14 -   SCHOOL COMMITTEE MEETING -   The School Committee
approved the action of the Standing Committee as amended.
Mr. O'Connell made the following motions:
Request that the Administration:
  - distribute to the principals a copy of Chapter 71, Section 59C of
    the Massachusetts General Laws in connection with the
    composition of School Site Councils or the memorandum of
    DESE which explains the composition of Site Councils

PRIOR ACTION (continued)

7-31-14 - (continued)	

7-31-14 -   - takes steps to assure that schools have a parity of membership
(continued)   between parents and school staff consistent with the
          requirements of Massachusetts law and

          - takes steps to assure that the Site Councils meet at a time that
           facilitates and encourages the participation of parents and
           community members in the deliberations of the Site Council
           leading to the formation of a School Improvement Plan

Request that the Administration provide a report at the October 16, 2014 School Committee Meeting as to whether or not the Site Councils are:

- meeting within the first 40 days of the school year and include the date and time that the first Site Council meeting was held
- meeting at times conducive to parents' availability
- achieving parity between parent members and school personnel.

On a voice vote, the motions were approved.

9-30-15 -   Dr. Perda spoke about the process of reviewing school accountability plans and provided those from Burncoat High School, Forest Grove Middle School and Claremont Academy for the School Committee's review.

Burncoat High School

Miss Biancheria made the following motions:

Request that the Administration forward the evaluation summary of each of these accountability plans to the School Committee and also affix them to the backup of each of the plans.

Request that each principal place a hard copy of its school accountability plan in a central place at the school for review by parents, staff and the public.

On a voice vote, the motions were approved.

Mr. O'Connell complimented the principal and staff of Burncoat High School for their focus on at-risk students and for the deep involvement of the Site Council in the decision-making process at the school.

Claremont Academy

Miss Biancheria suggested that each accountability plan include a page with the words that explain each acronym.

Miss Biancheria suggested that the poor performance of the students who took courses at Clark University from Claremont Academy be reviewed and determine how teachers select these students and prepare them to do well.

Ms. Novick stated that Claremont Academy's Accountability Plan is one in which the question of a comprehensive needs analysis was comprehensive.

PRIOR ACTION (continued)

9-30-15 -   Mr. Monfredo suggested that each school include a benchmark for
(continued)   chronic absenteeism.
               Forest Grove Middle School
               Miss Biancheria stated that the social events in Annex C, page 15
               were great and suggested that the Administration share them with
               other schools.   She further stated that the Student Mentoring
               Program in Annex C, Page 17 will create great success.
               Mr. O'Connell made the following motion:
               Request that the Administration provide a summary of the "Wake Up
               Math" program.
               On a voice vote, the motion was approved.
               Mr. O'Connell requested information regarding the success of the
               "Wake Up Math" program which could be forwarded to other schools
               for possible implementation.
               Ms. Novick stated that a message to the principals should stress that
               the School Committee would prefer a functioning system rather than
               a data point in a chart.
               Mr. Monfredo stated that he is going to file an agenda item requesting
               that all schools submit best practices in a particular area, such as
               school climate, or parent involvement, to be shared with other
               schools.
5-17-16 -   Miss Biancheria made the following motion:
               Request that the Administration circulate a description of the Wake-
               Up Math Program to other schools for possible implementation.
               On a voice vote, the motion was approved.
               When Mr. King was asked by a Standing Committee member about
               needs in the math department, he mentioned textbooks and
               materials for inclusion and at-risk students.
               It was moved and voice voted to discuss the School Accountability
               Plans for University Park Campus School and Worcester Technical
               High School at the next meeting of the Standing Committee on
               Accountability and Student Achievement.

WPS ACCOUNTABILITY PLANS, 2016-17
OVERVIEW OF CHANGES

ADDITIONS

- NEW ACTION PLAN FOCUS AREAS
  - LEADERSHIP, SHARED RESPONSIBILITY, AND PROFESSIONAL COLLABORATION
  - INTENTIONAL PRACTICES FOR IMPROVING INSTRUCTION
  - PROVIDING STUDENT-SPECIFIC INSTRUCTION AND SUPPORTS TO ALL STUDENTS
  - A SAFE, RESPECTFUL AND COLLEGIAL CLIMATE FOR TEACHERS AND STUDENT
- A TABLE SHOWING SCHOOL-BASED DESE ACCOUNTABILITY TARGETS

SUBTRACTIONS

- 5 GOAL AREAS
- 5-6 SCHOOL SMARTE GOALS
- 5-6 DETAILED ACTION STEP SECTIONS

STAYING THE SAME

- ILT MEMBERSHIP/MEETING DATES
- NEEDS ANALYSIS
- ACTION STEP SECTIONS (4)
- SCHOOL-BASED PROFESSIONAL LEARNING PLAN

WPS ACCOUNTABILITY PLANS, 2016-17
TIMELINES

EOY REFLECTIONS: DUE OCTOBER 5
(SUBMIT TO Office for Instruction & School Leadership)

ACCOUNTABILITY PLANS: DUE OCTOBER 27

(SUBMIT TO Office for Instruction & School Leadership)

REVIEW: PEER REVIEW – 11/15 PLAN MEETINGS

FINAL VERSION: DUE NOVEMBER 23

(SUBMIT TO Office for Instruction & School Leadership)

WPS ACCOUNTABILITY PLANS, 2016-17 RESOURCES & SUPPORT

DAB

- INSTRUCTION AND SCHOOL LEADERSHIP OFFICE
- OFFICE OF CURRICULUM AND PROFESSIONAL LEARNING
- OFFICE OF RESEARCH AND ACCOUNTABILITY

DESE

- TURNAROUND PRACTICES – DESCRIPTORS, INDICATORS, CONTINUUMS
    - HTTP://WWW.MASS.GOV/EDU/DOCS/ESE/ACCOUNTABILITY/TURNAROUND/MONITOR-SITE-VISITS-TURNAROUND-INDICATORS.PDF
      HTTP://WWW.MASS.GOV/EDU/DOCS/ESE/ACCOUNTABILITY/TURNAROUND/PRACTICES-REPORT-2014.PDF

OCTOBER MEETINGS

- ACCOUNTABILITY MEETING, OCTOBER 12
- PLAN MEETINGS, NOVEMBER 15

Turnaround Practice 1. Leadership, Shared Responsibility, and Professional Collaboration

The school has established a community of practice through leadership, shared responsibility for all students, and professional collaboration.

	Turnaround Practice 1. Leadership, Shared Responsibility, and Professional Collaboration				
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
1.1	Use of Autonomy	School leaders have little to no autonomy (e.g., staffing, school schedule) to make decisions about key elements of the school, such as staffing, length of the school day.	School leaders have some autonomy to make decisions about key elements of the school (e.g., staffing, school schedule) but have not yet used this autonomy or are uncertain how best to use it.	School leaders have the autonomy (e.g., staffing, school schedule) to make decisions about key elements of the school day and have begun to use this autonomy to make changes in the school.	School leaders use the autonomy (e.g., staffing, school schedule) and authority to focus work on implementing their turnaround plan or other improvement efforts to improve the quality of teaching and learning at the school.
1.2	High Expectations and Positive Regard	There is little to no evidence that the school makes high expectations and positive regard between leadership, staff, and students a priority.	School leaders understand the importance of high expectations and positive regard between leadership, staff, and students but do not implement any strategies or activities to ensure that these elements are in fact in place.	School leaders understand the importance of high expectations and positive regard between leadership, staff, and students and implement strategies or activities to ensure that these elements are in fact in place.	School leaders understand the importance of high expectations and positive regard between leadership, staff, and students and implement strategies or activities to ensure that these elements are in fact in place. A majority of staff believe leadership, staff, and students have high expectations and demonstrate positive regard.

Turnaround Practice 1. Leadership, Shared Responsibility, and Professional Collaboration					
	Indicators	Limited Evidence	Developing	Providing	Sustaining
1.3	Vision/ Theory of Action and Buy-In	School leaders have a loosely defined theory of action or vision along with established goals and interim benchmarks to guide dramatic school improvement, but the goals and benchmarks are not used to inform the school's work. There is little to no sense of urgency or collective responsibility for realizing school improvement.	School leaders have a defined theory of action or vision along with established goals, and interim benchmarks have been communicated to some staff. A common sense of urgency and shared ownership for the success of all students exists among some staff and leaders, but not all staff members share this responsibility.	School leaders have a defined and communicated theory of action or vision along with established goals and interim benchmarks to drive priorities related to turnaround efforts, and these goals and benchmarks are understood and implemented consistently by most staff. A common sense of urgency and purpose for improvement is evident among a majority of staff members, but ownership and responsibility for success of all students may still be centralized at the principal or leadership team level.	School leaders and most staff members understand the theory of action or vision driving the priorities related to turnaround efforts, are familiar with the goals and interim benchmarks used to consistently monitor progress (e.g., at least once a month), and identify and prioritize the next level of work. A common sense of urgency and ownership for the success of all students is shared among most staff, as demonstrated through staff discourse and actions.
1.4	Monitoring Implementation and School Progress	School leaders rarely prioritize improvement initiatives for implementation nor are there processes or protocols in place for systemic implementation.	School leaders prioritize improvement initiatives for implementation; however, processes and protocols for systemic implementation are emerging or not well defined.	School leaders prioritize improvement initiatives; processes and protocols for systemic implementation are well defined. A majority of staff members are aware of the priorities, and some monitoring of these initiatives takes place.	School leaders are actively engaged in monitoring implementation of turnaround efforts, use this information to prioritize initiatives and strategies, communicate progress and challenges and seek input from staff, and continuously and systematically monitor progress.

		Turnaround Practice 1. Leadership, Shared Responsibility, and Professional Collaboration			
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
1.5[4]	Trusting Relationships	Relationships between teachers and instructional supports (e.g., coaches) are not guided by trust; teachers feel coaching and instructional support is judgmental, and evidence of collaboration among staff is limited.	Some relationships between teachers and instructional supports (e.g., coaches) are guided by trust, and some teachers feel instructional support is nonjudgmental, but this is inconsistent throughout the school. Some groups of teachers may collaborate with colleagues to share strategies, such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions. However, this is not consistent among all staff.	Most relationships between teachers and instructional supports (e.g., coaches) are guided by trust, and most teachers feel that instructional support is nonjudgmental. There is evidence that most staff at least occasionally use collegial relationships to share strategies in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions.	Most staff members share a relational, trust-focused culture with each other and their instructional supports (e.g., coaches) that is solution oriented and focused on improvement as exemplified by frequent collaboration in developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions. Educators regularly share their strengths and struggles, in the spirit of helping each other continually improve their practice.
1.6	Use of Time for Professional Development and Collaboration	The schedule includes little or no time for professional development or collaboration between teachers.	The schedule does not include adequate time for professional development opportunities, collaboration time for teachers is limited, and/or the available time is not used effectively to improve teaching and learning.	The schedule includes adequate time for professional development opportunities and collaboration for most teachers. Use of time is generally used well to improve teaching and learning.	The schedule includes adequate time for professional development opportunities and collaboration for most teachers. There is a process in place for evaluating the schedule based on collected data to maximize opportunities for teacher professional development and ensure it helps all educators continually improve their practice (e.g., targeted coaching, peer observations) and collaboration time.

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[4] Instructional Leadership and Improvement (formerly Indicator 1.5 in 2014–15 monitoring site visit report) removed and content incorporated into Indicator 2.4 for 2015–16 monitoring site visit report. Trusting Relationships (formerly Indicator 4.5 in 2014–15 monitoring site visit report) now reflected in Indicator 1.5.

	Turnaround Practice 1. Leadership, Shared Responsibility, and Professional Collaboration				
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
1.7	Communication With Staff	Structures and opportunities for fostering staff input into school decisions and initiatives are informal, are not well defined, or do not exist.	Formal structures and opportunities for fostering staff input into school decisions and initiatives are defined but may not be used to effectively build relationships and two-way communication across staff and school teams.	Formal structures and opportunities for fostering staff input into school decisions and initiatives are in place and are used effectively to build relationships and two-way communication across staff and school teams. However, there are some barriers to communication between administrators and staff.	Formal structures are in place to build effective staff relationships balanced with transparency and open, two-way communication across staff and school teams and between administrators and staff.
1.8[5]	Sustainability	There is little to no evidence that school leadership prioritizes building staff capacity to sustain improvement efforts.	School leadership is aware of the importance of planning for sustainability. However, there is little to no evidence that improvement efforts will be sustained over time or under new leadership.	School leadership implements specific strategies (e.g., succession plan, distributed leadership, new funding streams) for ensuring improvement efforts will be sustained over time or under new leadership.	School leadership implements strategies (e.g., succession plan, distributed leadership, new funding streams) for ensuring improvement efforts will be sustained over time or under new leadership. Majority of staff believe and can describe specific strategies that will enable the school to continue to improve, even with changes in staff or school leadership.

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[5] Sustainability (Indicator 1.8) is a new indicator for the 2015–16 monitoring site visit report.

Turnaround Practice 2. Intentional Practices for Improving Instruction

The school employs intentional practices for improving teacher-specific and student-responsive instruction.

		Turnaround Practice 2. Intentional Practices for Improving Instruction			
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
2.1	Instructional Expectations	Expectations for teachers' classroom practices are not articulated by school leaders.	Expectations for teachers' classroom practices are communicated, but the expectations may not be specific, are not understood by most staff, and/or may not be actively monitored by school leaders.	Specific or precise expectations for teachers' classroom practices are consistently communicated, understood by most staff and faculty, and monitored throughout the school year.	Specific or precise expectations for high-quality instruction are communicated and understood by most staff, monitored by school leaders, and consistently implemented by most teachers.
2.2	Instructional Schedule	Existing instructional schedules lack consistency or do not include uninterrupted blocks of schoolwide learning time for students.	Existing instructional schedules include uninterrupted blocks of schoolwide learning time. However, instructional support staff are not coordinated and aligned across grade levels and content areas to provide students with differentiated access to high-quality core instruction.	Existing instructional schedules include uninterrupted blocks of schoolwide learning time. Content instruction and instructional support staff are coordinated or systematically organized and aligned across grade levels and content areas.	Instructional schedules are developed in collaboration with teachers and ensure that instructional support staff are coordinated and aligned across grade levels and content areas to provide students with differentiated access to high-quality core instruction. There is an effective process in place for evaluating the schedule based on collected data related to the quality of instruction and student needs across grade levels and content areas.

	Turnaround Practice 2. Intentional Practices for Improving Instruction				
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
2.3	Identifying and Addressing Student Academic Needs	No formal data collection process is in place for identifying individual students' academic needs. Specific protocols for using data and identifying actions to address student academic needs are not in place.	Formal strategies and processes (e.g., instructional leadership team, collaborative planning, professional learning communities) are in place, with protocols for using data and identifying actions to address individual students' academic needs. However, the protocols may not be consistently used or followed.	Formal strategies and processes (e.g., instructional leadership team, collaborative planning, professional learning communities) and protocols for using data and identifying actions to address individual students' academic needs are in place and consistently used, but communication among all staff about action steps is limited.	Formal teaming and collaboration strategies, processes (e.g., instructional leadership team, collaborative planning, professional learning communities), and protocols are consistently used to address individual students' academic needs by: (1) using data, (2) identifying actions to address student learning needs, and (3) regularly communicating action steps among all staff and teams to build and sustain a professional culture of learning.
2.4	Classroom Observation Data Use	Instructional leaders rarely or never conduct class observations (e.g., learning walkthroughs). Evidence that specific and actionable feedback on the quality and effectiveness of instruction is being provided to individual teachers is limited or nonexistent.	Instructional leaders conduct occasional or routine classroom observations (e.g., learning walkthroughs), primarily as a function of the principal role and with little to no timely feedback focused on strengthening teachers' instructional practices. Observation and feedback may be focused only on a few grades or subject areas.	Instructional leaders conduct regular classroom observations (e.g., learning walkthroughs) to gauge the quality of instructional practices and provide specific and actionable feedback on the quality and effectiveness of instruction. However, this information or data do not inform instructional conversations or the provision of targeted and individualized supports (e.g., coaching) for teachers, as needed.	Instructional leaders conduct weekly or daily classroom observations (e.g., learning walkthroughs) focused on strengthening teachers' instructional practices and provide specific and actionable feedback on the quality and effectiveness of instruction to individual teachers and teacher teams. These data inform instructional conversations and the provision of targeted and individualized supports (e.g., coaching) for teachers, as needed.
2.5	Student Assessment Data Use (for schoolwide decision making)	Building and teacher leaders use limited to no student assessment data to make decisions related to schoolwide practices.	Building and teacher leaders consider only student results on state assessments when making decisions regarding schoolwide practices.	Building and teacher leaders occasionally consider student results on benchmark and common assessments in addition to state assessments when making decisions regarding schoolwide practices.	Building and teacher leaders consistently use student results on benchmark and common assessments and state assessments to make decisions regarding schoolwide practices.

		Turnaround Practice 2. Intentional Practices for Improving Instruction			
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
2.6	Student Assessment Data Use (for classroom instruction)	There is little or emerging awareness of best practices for analyzing student performance data to inform instruction and assessing progress toward intended student outcomes, or the effect of these practices is negligible.	Some teachers are aware of the importance of using a variety of assessment data to inform instruction and for employing research-based instructional strategies to determine progress toward intended student outcomes. However, not all staff consistently use this practice.	Most teachers are aware of their roles and responsibilities for using a variety of assessment data to inform instruction and for employing research-based instructional strategies to determine progress toward intended student outcomes. However, there are some barriers to using data effectively to improve instruction.	Most teachers work individually and collaboratively to use a variety of assessment data (e.g., common assessment data, student work) to determine progress toward intended student and school outcomes, determine appropriate action steps, and monitor the results of those actions.
2.7	Structures for Instructional Improvement	Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support the use of assessment data, research-based instructional strategies, and differentiation and to ensure rigor and relevance are limited, do not exist, or are having negligible impact.	Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support the use of assessment data, research-based instructional strategies, and differentiation to ensure rigor and relevance are in place but may be poorly defined, inefficient, or ineffective.	Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support the use of assessment data to guide and select research-based instructional strategies and differentiation are clearly defined but are not always used consistently throughout the school.	Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support data-driven instruction, the use of research-based instructional strategies, and differentiation are in place and consistently implemented, resulting in rigorous instruction, reflective of the shifts in cognitive demand for the Massachusetts Curriculum Frameworks, that meets the needs of each student.

Turnaround Practice 3. Student-Specific Supports and Instruction to All Students

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.

	Indicators	No Evidence	Developing	Providing	Sustaining
	Turnaround Practice 3. Student-Specific Supports and Instruction to All Students				
3.1	General Academic Interventions and Enrichment	Structured academic interventions and enrichment opportunities (e.g., tiered system of support) are not in place. Or, if interventions and enrichment are provided, they are not based on research or promising practices.	Specific, research-based interventions and enrichment experiences are defined and planned but may not be consistently or systematically implemented (e.g., tiered system of support) or available to all students.	Specific, research-based interventions and enrichment experiences are defined and planned and regularly provided, although student participation is not systematic (e.g., tiered system of support), or interventions are not comprehensive (e.g., available for both English language arts and mathematics). Barriers may include scheduling conflicts or other structural challenges.	All students experience research-based academic interventions appropriate for their specific needs. These best practices and enrichment opportunities are implemented systematically during regularly scheduled school time and for all core content areas through a robust tiered system of support.
3.2	Teacher Training to Identify Student Needs (Academic and Nonacademic)	Staff members are provided with little to no training or support on how to identify and address student needs.	Some staff members are provided with training and support regarding how to identify and address at least one area of student need. However, training is not provided to all appropriate staff members or is not provided for all areas of student need (e.g., both academic and nonacademic).	Most staff members are provided with training and support to ensure that they can identify both academic and nonacademic student needs. However, staff do not receive training or support on how to respond appropriately to those cues, or staff fail to consistently respond to those cues despite training.	Most staff members are provided with training and support to ensure that they: (1) identify cues when students need additional assistance (both academic and nonacademic) and (2) respond appropriately to those cues.

	Turnaround Practice 3. Student-Specific Supports and Instruction to All Students				
	Indicators	**No Evidence**	**Developing**	**Providing**	**Sustaining**
3.3	Determining Schoolwide Student Supports (Academic Interventions and Enrichment)	Specific student academic intervention and enrichment needs are neither identified nor diagnosed.	Specific student academic intervention and enrichment needs are diagnosed and identified annually or once a semester.	Student academic performance is reviewed regularly throughout the school year to monitor progress and to identify emerging needs; however, students are not reassigned to interventions as needed throughout the school year.	Student learning and academic performance is regularly reviewed (at least once a month) throughout the school year, using a wide array of ongoing assessments to identify student-specific and schoolwide emerging needs. Students are reassigned to interventions, enrichment, and supports, as needed, throughout the school year.
3.4	Multitiered System of Support (Academic and Nonacademic)	No system is in place to guide how to identify students in need of support or the necessary interventions and supports for those students. Leaders have not defined entry and exit criteria to identify struggling students in interventions. Students are assigned to interventions, using a wide range of information and processes that are not consistent across the school.	Leaders have defined but not clearly communicated entry and exit criteria for identified struggling students. Students are assigned to interventions with a limited application of the entry criteria, and student progress is not consistently or systemically monitored during the school year. The system meets one of the following three conditions: (1) Staff members follow consistent rules and procedures that identify when students are in need of additional assistance; (2) a team of appropriate staff and stakeholders makes decisions about needed interventions and supports; or (3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports.	Leaders and teachers understand and use systems with criteria and protocols for identifying students for interventions and enrichment. Students are assigned to interventions, but this system meets only two of the following three conditions: (1) Staff members follow consistent rules and procedures when identifying students in need of additional assistance; (2) a team of appropriate staff and stakeholders makes decisions about needed interventions and supports; or (3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports.	Leaders and teachers actively use established systems with criteria and protocols for identifying students for interventions and enrichment. This system meets all of the following conditions: (1) staff members follow consistent rules and procedures when identifying students in need of additional assistance; (2) a team of appropriate staff and stakeholders makes decisions about needed interventions and supports; and (3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports.

		Turnaround Practice 3. Student-Specific Supports and Instruction to All Students			
	Indicators	No Evidence	Developing	Providing	Sustaining
3.5[6]	Academic Interventions for English Language Learners	Specific, research-based interventions for English language learners are not in place. Or, if interventions are provided, they are not based on research or promising practices.	Specific, research-based interventions for English language learners are defined and planned but may not be consistently or systematically implemented (due to staffing, scheduling, or other barriers) or designed to meet students' specific needs.	Specific, research-based interventions for English language learners are defined and planned and regularly provided. However, student participation is not always systematic, and supports are not always aligned for students' specific needs.	All English language learners experience research-based academic interventions appropriate for their specific needs. These supports are implemented systematically in the school.
3.6[7]	Academic Interventions for Students With Disabilities	Specific, research-based interventions for students with disabilities are not in place. Or, if interventions are provided, they are not based on research or promising practices.	Specific, research-based interventions for students with disabilities are defined and planned but may not be consistently or systematically implemented (due to staffing, scheduling, or other barriers) or designed to meet students' specific needs.	Specific, research-based interventions for students with disabilities are defined and planned and regularly provided. However, student participation is not always systematic, and supports are not always aligned for students' specific needs.	All students with disabilities experience research-based academic interventions appropriate for their specific needs. These supports are implemented systematically in the school.

[6] High Standards (formerly Indicator 3.5 in 2014–15 monitoring site visit report) removed and content incorporated into Indicator 2.7 for 2015–16 monitoring site visit report. Academic Interventions for English language learners now reflected in Indicator 3.5.

[7] Academic Interventions for Students With Disabilities (Indicator 3.6) is a new indicator for 2015–16 monitoring site visit report.

Turnaround Practice 4. School Climate and Culture

The school provides a safe, orderly, and respectful environment for students and a collegial, collaborative, and professional culture among teachers.

	Indicators	Limited Evidence	Developing	Providing	Sustaining
			Turnaround Practice 4. School Climate and Culture		
4.1	Schoolwide Behavior Plan	No schoolwide behavior plan guides the consistent implementation of behavior management procedures. Or, if there is a behavior plan, it is not implemented consistently.	The schoolwide behavior plan includes a defined set of behavioral expectations, but there is not a clear system or set of structures for positive behavioral supports that is aligned to those expectations. In addition, there is limited evidence that any staff implement the procedures outlined in the schoolwide behavior plan.	The schoolwide behavior plan includes a defined set of behavioral expectations, and a system and set of structures for positive behavioral supports are aligned to those expectations. However, either there is no evidence that any staff implement the procedures outlined in the schoolwide behavior plan, or there is evidence that only some staff members implement the procedures outlined in the schoolwide behavior plan.	The schoolwide behavior plan includes a defined set of behavioral expectations, and the system and set of structures for positive behavioral supports are aligned to those expectations. In addition, most staff members implement the procedures outlined in the schoolwide behavior plan. Leaders monitor implementation using data.
4.2	Adult–Student Relationships	Structures (e.g., structured advisories, mentor programs) to support the development of strong, supportive relationships between adults and students are not in place or are inadequate.	Structures (e.g., structured advisories, mentor programs) to support the development of strong relationships are defined but may not be used consistently or may not be available to all students.	Structures (e.g., structured advisories, mentor programs) are in place to support relationships among students and adults and deliver social-emotional supports.	Structures (e.g., structured advisories, mentor programs) are in place to support relationships among students and adults and deliver social-emotional supports. These supports are monitored actively to determine whether they are meeting the needs of the school.
4.3	Expanded Learning	Students have limited to no opportunities to participate in expanded learning programs.	Opportunities for students to participate in expanded learning programs exist but may not be well defined, or awareness of and participation in the programs may be limited.	Structured opportunities for students to participate in expanded learning programs are in place and are well defined.	All students have access to expanded learning opportunities that are well defined and well supported. High-need students are targeted for participation in these programs.

	Turnaround Practice 4. School Climate and Culture				
	Indicators	**Limited Evidence**	**Developing**	**Providing**	**Sustaining**
4.4	Wraparound Services and External Partners	There is little or emerging leadership and staff awareness of strategies to increase the capacity of families to support education in the home through wraparound services (e.g., health, housing referrals).	Leaders and staff are aware of the needs of families to support education through wraparound services (e.g., health, housing referrals). However, there is no system to provide these services consistently.	Leaders and staff are aware of the needs of families to support education through wraparound services (e.g., health, housing referrals) and provide these resources to families, as needed.	Leaders and staff share individual and mutual responsibility for building the capacity of families to support education through a systemic system of wraparound services (e.g., health, housing referrals). Leaders and staff assess the needs of students and families throughout the school year.
4.5[8]	Family and Community Engagement	There is little to no evidence that the school makes family and community engagement a priority.	The school makes family and community engagement a priority, but only one or two of five conditions are met: (1) One or more staff members coordinate family and community engagement activities; (2) regular social events are planned throughout the year to engage families and community members; (3) regular activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; (4) staff members routinely reach out to families to communicate information about their children's progress and needs; and/or (5) communications with families are made available in multiple languages, as needed.	The school makes family engagement a priority, but only three or four of five conditions are met: (1) One or more staff members coordinate family and community engagement activities; (2) regular social events are planned throughout the year to engage families and community members; (3) regular activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; (4) staff members routinely reach out to families to communicate information about their children's progress and needs; and/or (5) communications with families are made available in multiple languages, as needed.	The school makes family and community engagement a priority and all of the following five conditions are met: (1) One or more staff members coordinate family and community engagement activities; (2) regular social events are planned throughout the year to engage families and community members; (3) regular activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; (4) staff members routinely reach out to families to communicate information about their children's progress and needs; and (5) communications with families are made available in multiple languages, as needed.

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[8] Formerly Indicator 4.6 in 2014–15 monitoring site visit report.

SCHOOL ACCOUNTABILITY PLAN

Worcester Public Schools
2016 - 2017

**Delivering on High Expectations and Outstanding
Results for All Students**

Worcester Technical High
School

Kyle Brenner
Principal or Administrator

Maureen Binienda
Superintendent

I. School Instructional Leadership Team Members

School Instructional Leadership Team (ILT) Members shall include:
- Teachers (Representation of each grade level or dept/team-specify position, i.e. 2nd grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

The Instructional Leadership Team's primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.

The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least twice a month.

Name	Position	ILT Meeting Dates
Kyle Brenner	Principal	Sept: 9/13/16, 9/27/16
Patricia Suomala	Director of Career & Technical Education	Oct: 10/11/16, 10/25/16
Michelle Phenix	Assistant Principal	Nov: 11/8/16, 11/22/16
Siobhan Petrella	Assistant Principal	Dec: 12/6/16, 12/20/16
Drew Weymouth	Assistant Principal	Jan: 1/3/17, 1/17/17
Brian Potter	Assistant Principal	Feb: 2/14/17, 2/28/17
Heather Courtney	Guidance Department Head	Mar:3/14/17, 3/28/17
Sean Lynch	Math Department Head	Apr: 4/11/17, 4/25/17
Jocelyn Coughlin	Science Department Head	May: 5/9/17, 5/23/17
Beth Dowd	Special Education Department Head	June: 6/6/17, TBD
Michael Metivier	Social Studies Department Head	
Teresa Leland-Sullivan	English Department Head	
Stephanie Stockwell	Focused Instructional Coach	
Kim Smaltz	MCAS Specialist	
Andrea Pereira	Biotechnology Instructor	
James Tripp Pockevicius	Automotive Technology Instructor	
Jeff LeBoeuf	Programming and Web Development Instructor	
Ricardo Torres	Painting & Design Instructor	

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - Worcester Technical High

Organization Information

District:	Worcester (03480000)	School type:	High School
School:	Worcester Technical High (03480605)	Grades served:	09,10,11,12
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information
About the Data

Accountability and Assistance Level

Level 1 Meeting gap narrowing goals

This school's overall performance relative to other schools in same school type (School percentiles: 1-99)

All students:	Lowest performing	74 Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2016 Data
	Less progress	More progress	
All students		100	Met Target
High needs		98	Met Target
Econ. Disadvantaged			-
ELL and Former ELL		98	Met Target
Students w/disabilities		86	Met Target
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black		94	Met Target
Hispanic/Latino		96	Met Target
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White		97	Met Target

III. Comprehensive Needs Analysis

Areas of Strength	
Strength	**Evidence**
WTHS is a Level 1 school for meeting gap narrowing goals and has met all student group targets	MCAS data: School Results by Subgroup and 2015 Accountability data (DESE)
Schoolwide MCAS scores are an area of strength.	MCAS data: In 2016, 97% of students scored proficient or higher in English Language Arts MCAS, 81% of students scored proficient or higher in mathematics and 99% of students passed the 2016 biology MCAS.
Students in grades 9-12 participate in a rigorous safety review and pass a written and performance safety test to ensure proper use of equipment and handling of materials in technical areas as well as science laboratories.	Nurse log to show the number of injuries specific to trade, location and type. The nurse's report is given to administration and ILT for review. In addition, each department maintains a record of safety incidents which is reviewed by administration.
Areas of Concern	
Concern	**Evidence**
Rigor of literacy and numeracy in shops to improve critical thinking in shops	Based on quarterly writing portfolio checks, technical submissions have not been included or happen sporadically. This supports writing across the curriculum in all subject areas.
Appropriate level of service for ELL students	United States Department of Justice Report shows WTHS is not meeting the ELL delivery time requirement for ELL students in a dedicated ELL class.

IV. Action Plan

<table>
<tr>
<td colspan="2">Leadership, Shared Responsibility, and Professional Collaboration
<i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i>
(Focus on improving core instruction and tiered interventions systems using a variety of data)</td>
</tr>
<tr>
<td>Prioritized Best Practices or Strategies</td>
<td>Expand instructional leadership team to include vocational representation from each SLC to support college/career readiness in every WTHS classroom to ensure there is a coherent message throughout the building, where the meetings revolve around best practices and engagement in frequent review of data from multiple sources (MAP, MCAS, PARCC, ACCESS, PISA, PSAT, SAT, AP and classroom).
In support of WTHS' STEM Innovation Plan goals, create STEM opportunities for all students across all disciplines.</td>
</tr>
<tr>
<td>Instructional Leadership Team Implementation</td>
<td>The ILT will identify one member from a vocational/technical area assigned to each small learning community. Each SLC ILT member will be a spokesperson soliciting and relaying information to and from the ILT.
The ILT will meet every other week for purposeful discussion as evidenced by agendas. The ILT will conduct walk throughs and the Focused Instructional Coach will visit classrooms to ensure a shared responsibility and commitment to high standards throughout the school.
Continued collaboration in professional development to support STEM innovation plan across all disciplines.</td>
</tr>
<tr>
<td colspan="2" align="center">School Performance Indicators and Data Sources</td>
</tr>
<tr>
<td>ADULT IMPLEMENTATION INDICATOR</td>
<td>STUDENT RESULTS INDICATOR</td>
</tr>
<tr>
<td>Data Source: ILT meeting sign in</td>
<td>Data Source: Naviance</td>
</tr>
<tr>
<td>Maintain regular ILT communication and ILT agendas</td>
<td>Student success plans</td>
</tr>
<tr>
<td>Relay pertinent information to rest of SLC</td>
<td></td>
</tr>
<tr>
<td>Agendas from monthly department meetings</td>
<td></td>
</tr>
</table>

Intentional Practices for Improving Instruction *Employing intentional practices for improving teacher-specific and student-responsive instruction* (Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)	
Prioritized Best Practices or Strategies	Improve students' critical thinking skills by enhancing the rigor of literacy and numeracy in technical areas. Professional development will be provided by academy to create collaborative lesson plans, looking at student work via the Critical Friends protocol, and looking at a variety of data. Focused Instructional Coach will offer strategies to increase technical specific literacy and numeracy skills that will improve critical thinking skills. Writing portfolios will be used across all technical areas.
Instructional Leadership Team Implementation	The ILT will monitor lesson plans and student writing portfolios monthly and through observation. Professional development will guide teachers through the process of collaborative lesson plans and looking at student work. FIC and ILT will review writing portfolio to ensure technical areas are utilizing them.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Technical teachers correct student writing	**Data Source**: Writing Portfolio – process analysis
Frameworks are being crosswalked	Pre & post test for literacy and numeracy
Develop alternative assessments	Develop alternative assessments
Faculty shares student exemplars in department meetings	

Providing Student-Specific Supports and Instruction to All Students *Providing student-specific supports and interventions informed by data and the identification of student-specific needs* (Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students)	
Prioritized Best Practices or Strategies .	English language learner students will be grouped by academy to focus on technical writing and reading in an ESL technical support class with an ESL teacher. In addition, through professional development, teachers have been trained on the SEI Smart Card, language objectives, and science teachers have been trained in content specific strategies for ELLs. Strategic use of MAP, MCAS, PARCC, ACCESS data and the Early Warning Indicator System will identify students to diagnose areas of weakness for further intervention.
Instructional Leadership Team Implementation	The ILT will train vocational/technical teachers on SEI Smart Card. The ILT will monitor student progress in ESL technical support class. The science department head and assistant principal will train the science department on strategies they learned from the science specific ELL professional development. ELL teachers complete progress reports for students
School Performance Indicators and Data Sources	

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: SEI Smart Card	**Data Source:** Student Schedule
Access data	Access data
Lesson plans with language objective	Student writing portfolios
	FLEP forms
	Quarterly Progress Reports

A Safe, Respectful, and Collegial Climate for Teachers and Students
Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers (Focus on developing a safe and orderly climate that supports student learning within and outside the classrooms as well as a supportive and professional climate for teachers to collectively focus on and pursue efforts to increase student achievement)

Prioritized Best Practices or Strategies	Provide a safe, orderly, and respectful environment for all students and staff through targeted collaborative professional development on inclusivity and adherence to Worcester Public Schools students' handbook. Teachers refer students of concern to guidance counselor who then makes referral to school adjustment counselors, as needed. Weekly guidance meetings are held to collaborate and identify student needs. All technical areas and science department participate in rigorous safety overviews ensuring students are properly trained and equipped to operate equipment in technical areas to reduce the number of shop related accidents.
Instructional Leadership Team Implementation	The ILT will sponsor professional development and review strategies/practices to ensure inclusivity. Nurse log to show the number of injuries specific to trade, location and type. The nurse's report is given to administration and ILT for review. In addition, each department maintains a record of safety incidents which is reviewed by administration. At department meetings, teachers discuss student issues/teacher concerns. The emergency response team conducts monthly drills, to ensure everyone knows protocol in the event of an emergency.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Supporting transgender and nonconforming students	Data Source: Discipline referrals
Special Education Professional Development: CPR Review, Top 10 Things You Need To Know, Instructional Strategies	School Adjustment counselor referrals
	OSHA 10 Card completion rate

V.   Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	**Worcester Technical High School**	**Kyle Brenner**	**August 25, 2016 – June 2017**

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Expand the writing portfolio to include specific types: Argumentative, Narrative (real or imagined), Research, Report, and Expository including Freshman/Sophomore - MCAS Long Comp and Open and Constructed Responses	English Language Arts department	Based on quarterly writing portfolio checks, data shows that historically, students lack the ability to write for specific types mentioned. In addition 2016 MCAS data shows that WTHS received 74% possible points on the Writing Anchor Standard
2	Use assessments to strengthen and emphasize numeracy/Algebra 1 skills in freshmen and sophomores to further support WTHS Stem Innovation Plan.	Mathematics department	2016 MCAS data shows that WTHS's weakest area on the Math MCAS was algebra. WTHS is 4 points lower than the state in Arithmetic with Polynomials and Rational Expressions and 3 points lower than the state in Creating Equations
3	Support 2016 science technology and engineering curriculum framework standards, WTHS STEM Innovation Plan, and disciplinary literacy skills by increased collaboration among department members via curriculum and lesson planning	Science department	2016 MCAS data shows that WTHS received 43% of open response points which is 3 points lower than the state, hence the focus on literacy skills. The creation of a physical curriculum library in science department head's classroom will showcase exemplars and help teachers to collaborate on lesson planning.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Provide student specific supports and instruction to all through professional development: Special Education: CPR Review, Top 10 Things You Need To Know, Instructional Strategies, F.A.T. City Enactment, Formative Assessment workshop	Additional professional development, FIC classroom visits, collegial classroom visits and the exchange of successful strategies
2	Provide student specific supports and instruction to all: Supporting Transgender and Non-Conforming Students, Liz Murray, motivational speaker event	Additional professional development
3	Enhance professional collaborative structures: Externship and capstones to develop real-world connections identified in WTHS STEM Innovation Plan, build partnerships and create opportunities for students to enhance critical thinking skills Technology Support: Office 365 in the Classroom (Classroom, OneNote, Forms, Sway)	Additional professional development, FIC Classroom visits and develop interdisciplinary lesson plans from their externship experiences

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Meeting time to review writing portfolios, WTHS Graphics Dept, texts (books/articles), data, guest speakers, community resources	Professional Development for vocational/technical teachers; Time for further meetings
2	Assistments and technology support to allow students to experience online skill development to better prepare for upcoming standardized testing in the online domain.	Time for further meetings
3	Department meetings and professional development used as a time to share best practices and develop science curriculum library. Professional development to support progress in STEM Innovation Plan goals.	Time for further meetings

SCHOOL ACCOUNTABILITY PLAN

Worcester Public Schools
2016 - 2017

**Delivering on High Expectations and Outstanding
Results for All Students**

University Park Campus
School

Daniel St. Louis
Principal or Administrator

Maureen Binienda
Superintendent

I. School Instructional Leadership Team Members

School Instructional Leadership Team (ILT) Members shall include:

- Teachers (Representation of each grade level or dept/team-specify position, i.e. 2nd grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

The Instructional Leadership Team's primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.
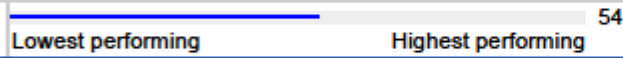
The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least twice a month.
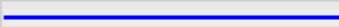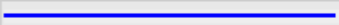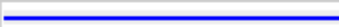
Name	Position	ILT Meeting Dates
1) Daniel St. Louis	Principal	Sept: 14th and 28th
2) Kaitlin Kelley	Instructional Coach, MCAS Specialist	Oct: 12th and 26th
3) Lauren Mills	School Adjustment Counselor	Nov: 9th and 30th
4) Shannon Hammond	HS Math Teacher	Dec: 7th and 21st
5) Jessica Beaudoin	HS Science Teacher	Jan: 11th and 25th
6) Lynnel Reed	Guidance Counselor	Feb: 1st and 15th
7) Kevin Moylan	HS English Teacher	Mar: 8th and 22nd
8) Jackie Cohen	Special Ed Teacher	Apr: 12th and 26th
9) Jody Bird	HS Science Teacher	May: 10th and 24th
10) Kyle Pahigian	HS Math	June: 7th

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - University Pk Campus School

Organization Information			
District:	Worcester (03480000)	School type:	Middle-High School or K-12
School:	University Pk Campus School (03480285)	Grades served:	07,08,09,10,11,12
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information — About the Data

Accountability and Assistance Level

Level 2 | Not meeting gap narrowing goals

This school's overall performance relative to other schools in same school type (School percentiles: 1-99)

All students:	Lowest performing ————————————— 54 Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2016 Data
	Less progress	More progress	
All students		59	Did Not Meet Target
High needs		58	Did Not Meet Target
Econ. Disadvantaged		-	
ELL and Former ELL		70	Did Not Meet Target
Students w/disabilities		-	
Amer. Ind. or Alaska Nat.		-	
Asian		-	
Afr. Amer./Black		-	
Hispanic/Latino		64	Did Not Meet Target
Multi-race, Non-Hisp./Lat.		-	
Nat. Haw. or Pacif. Isl.		-	
White		-	

III. Comprehensive Needs Analysis

Areas of Strength	
Strength	**Evidence**
10th Grade ELA MCAS scores on the 2016 Spring Administration.	There were no failures on the 10th grade ELA MCAS 2016 Spring Administration. 92% of University Park 10th graders scored in the proficient and advanced categories.
10th Grade Math MCAS scores on the 2016 Spring Administration.	The percentage of students receiving proficient and advanced scores was 84% on the 2016 Spring Administration of the Math MCAS exam. This number is up slightly (1%) from the year before.
7th Grade ELA PARCC scores are up from the previous administration of the exam.	The percentage of students receiving 4 and 5 on the 2016 ELA PARCC Administration increased from 26% on the 2015 Administration of the exam to 33% on the 2016 Administration of the exam.
Areas of Concern	
Concern	**Evidence**
8th Grade Science and Technology MCAS scores.	The 2016 Spring Administration of the 8th Grade Science and Technology MCAS exam returned unfavorable results. The number of students receiving scores in the warning category rose from 31% in 2015 to 29% in 2016. No students in the 8th grade scored advanced on this exam and the percentage of proficient scores was only 16%.
Advanced Placement "Passing" (3 or higher) scores all subject exams.	The percentage of "passing" AP scores was 23% on the Spring 2016 Administration of all AP exams. This number is up slightly from the previous year (17%), however there is still much work to do. This number is concerning because Advanced Placement classes are an opportunity for students to earn college credit and receiving a score less than 3 does not earn that credit. It is in the best interest of all students that scores on these exams go up and students are able to use AP courses towards earning their college degree.
7th Grade Math PARCC exam scores.	The percentage of students achieving "meeting" and "exceeding" scores on the 2016 Spring Administration of the 7th Grade PARCC math exam was 33%. This number is far below where University Park strives to be and it demonstrates a real weakness in math and numeracy.

IV. Action Plan

Leadership, Shared Responsibility, and Professional Collaboration *Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration* (Focus on improving core instruction and tiered interventions systems using a variety of data)	
Prioritized Best Practices or Strategies	**PLC Groups re-writing school wide goals, expectations and rubrics.** University Park Campus School Faculty will all be part of a PLC group dedicated to re-writing the school-wide expectations, goals and rubrics. University Park faculty is hoping to create more analytic goals, rubrics and expectations. The PLC groups at UPCS will spend the first part of the year looking at models from other schools and engaging in discussions to address this task. **Creation and publication of the, "Bi-Weekly Bulletin."** A member of the UPCS ILT will facilitate the coverage of 15 minutes of class time to allow teachers to travel to other rooms and observe the teaching and learning that is going on in that environment. The teacher will then send, "takeaways" to the facilitator of the Bi-Weekly Bulletin. This bulletin is meant to inform teachers of what is going on across the school. The Bulletin will help serve as a tool of collaboration and community building amongst staff. **PLCs will participate in Lesson Studies.** Following the creation of new and improved goals, rubrics and expectations, University Park PLC groups will engage in lesson studies. The PLC groups are arranged by departments this year, and the Lesson Studies will focus on the use of the newly created school-wide rubrics to assess student progress toward school-wide goals. In order to address the middle school science MCAS scores, the science PLC will plan at least two lesson studies around motivation and engagement in eighth grade.

Instructional Leadership Team Implementation	• **ILT members will serve as PLC facilitators.** The ILT members will discuss what needs to be addressed in PLC meetings and they will create agendas and put together materials that PLCs need to accomplish tasks. The ILT members will be responsible for providing sample rubrics, expectations and goals for UPCS faculty to look at when creating their own work. The ILT members will be responsible for the ensuring that all of these pieces are completed and presented to the faculty at a staff meeting. ILT members will also be responsible for ensuring that all faculty understand how these rubrics should be used. • **A member of the ILT will be responsible for putting together the bi-weekly bulletin.** A member of the ILT has taken on the responsibility of putting together the bi-weekly bulletin. This faculty member will collect write-ups from other teachers and compile them into a bulletin. The bulletin will be shared every other Friday via email for all faculty. • **ILT members will be responsible for facilitating Lesson Studies.** Each PLC will plan to do two lesson studies before the end of the year. The ILT member (PLC facilitator) in each group will ensure that there are structures in place for the members of the PLC to plan the lesson study. ILT members will ensure that each member of the PLC has their class covered during the lesson study so that they can attend. ILT members will also facilitate the use of the school-wide rubrics in conjunction with the lesson study. The ILT member will facilitate analysis of the student work during the lesson study and also any follow-up discussions about the lesson study.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: School-wide Expectations, School-wide Goals, School-wide analytic rubrics to measure student progress toward goals. PLC agendas. Lesson study plans. Bi-weekly Bulletin.	**Data Source:** Completed analytic rubrics, student work from lesson study.

| **Intentional Practices for Improving Instruction** |
| *Employing intentional practices for improving teacher-specific and student-responsive instruction* |
| (Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses) |

| **Prioritized Best Practices or Strategies** | **University Park will employ the best practice, "writing-to-learn."** This best practice strategy ensures that ALL students are engaging in various forms of writing in every class throughout the day. Teachers at University Park will scaffold assignments to incorporate both low and high stakes forms of writing in their daily activities. Teachers will use literacy circles, collaborative group work, class discussions and varying levels of texts to engage students in reading and writing activities. Faculty will use data from "writing-to-learn" assignments to identify where interventions are necessary. Faculty meeting time and team meeting time will allow teachers an opportunity to share concerns and develop plans for students who are struggling. University Park faculty will utilize data from MAPs, last years PARCC and MCAS results and formative classroom assessments to ensure that students of various cohorts are receiving the targeted instruction they need. UPCS faculty, especially in the middle school, will utilize modeling and graphic organizers to assist students in formulating cohesive pieces of writing. UPCS faculty will continue to work on implementing vocabulary acquisition strategies in all grades across all disciplines. **University Park will employ the best practice, "Collaborative Group Work."** This best practice strategy ensures that all University Park students are able to work together to achieve a common goal. University Park recognizes that working together with other students is a skill that needs to be developed and this skill is critical to success in both college and the work force. Collaborative group work will be scaffolded so that middle school students are using roles to help them engage in group work and meet goals and upper level high school classes are able to accomplish group goals without roles. The Focused Instructional Coach will help teachers work collaborative group work into lessons and provide necessary tools for making this strategy successful in all grades and disciplines. **University Park will employ the best practice, "Strategic Questioning."** There are a variety of questioning strategies that teachers use to ensure maximum participation in classroom discussions. Teachers will pose questions to generate meaningful dialog and ensure that learners are developing higher-order thinking skills. In order to ensure that everyone is able to participate in this strategic questions teachers will use strategies such as turn and talk, think-pair-share, four corners, white boards, thumbs up, etc. |

Instructional Leadership Team Implementation	• **ILT members will be responsible for ensuring that best practices for improving instruction are being used regularly and appropriately in the classroom.** The Focused Instructional Coach will serve as a resource for faculty members who are implementing best practice strategies. FIC will work with teachers in both individual and group settings to discuss how these strategies can be worked into lesson plans and how they can be adapted for various grade levels and disciplines. PLC Facilitators (members of the ILT) will ensure that all PLC groups participate in a Lesson Study. The lesson studies should incorporate the University Park's best practices. The ILT will monitor and assess the data for grouping assignments using reading and math levels based on MAPS, MCAS and PARCC scores. The ILT will assist with the after school extra help sessions so as to best improve the reading, writing and language skills of all students. The FIC will emphasize working with subjects that have demonstrated the highest areas of need based on MCAS scores. These areas include middle school math and middle school science. The ILT will provide relevant Professional Development for implementing school-wide best practice strategies.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Lesson plans, class observations, teachers tests/ quizzes, PLC agendas, Lesson-study plans, After-School teacher schedule, Professional Learning agendas, Bi-weekly Bulletin.	• **Data Source:** Student work (high and low stakes) writing pieces, Completed rubrics, ELA/Math MCAS, MCAS 2.0 and PARCC scores. Formative and summative assessments from various classes. Cumulative pieces such as Gateway Projects in 8th, 10th and 12th grades.

Providing Student-Specific Supports and Instruction to All Students *Providing student-specific supports and interventions informed by data and the identification of student-specific needs* (Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students)	
Prioritized Best Practices or Strategies	**University Park will employ the use of Student-Led Meetings in the Middle School.** Middle school faculty at University Park Campus School will use Student Led meetings to support individual students who need specific interventions. Teachers and faculty will use common meeting time to discuss students who are struggling academically, socially and/or behaviorally. When a student is chosen for a meeting they work one on one with a teacher to fill out a pre-meeting document in which they address areas of strengths, areas of weakness and a plan for improving areas of weakness. The student leads a meeting, which includes parent(s), teachers and other faculty. At the end of the meeting teachers use what the student said to create an action plan. The student action plan is monitored by a member of the middle school team, and a follow up meeting can be scheduled when necessary. **University Park will employ the use of Junior Peps.** The guidance faculty and all teachers of juniors meet individually with each junior at the school to discuss their current status and future plans. Prior to attending their pep, a junior will fill out a sheet with their interests, possible future plans and steps they have already taken to get ready for life after high school. All the teachers present receive a copy of the questions that student filled out as well as a copy of the students' transcript. The pep is meant to be an open and honest discussion about what the student will need in order to achieve their future goals. **University Park will employ the use of PLATO for addressing gaps in learning.** The PLATO online learning platform can be used across grades to address gaps in student learning. The online program can be accessed via any computer with internet access and can be monitored by faculty at University Park. Students first take a diagnostic assessment to determine where there are gaps in learning. Students then receive a "prescription" of online materials to view and complete in order to minimize the gap in learning.

Instructional Leadership Team Implementation	• **ILT members will be responsible ensuring that all of these student specific supports are implemented throughout the year.** The Focused Instructional Coach will sit in on all middle school meetings and ensure that any student who needs a student-led meeting receives that meeting. The FIC will also arrange any coverage necessary and reach out to invite families. They will also follow up with middle school staff to ensure that action plans are working. The Guidance faculty will create the schedule for junior peps and make sure that all students have filled out the questions prior to meeting. Guidance staff will also ensure that teachers have a copy of the students' most recent transcript. The Focused Instructional Coach and two other members of the ILT attended training on the PLATO program. These three ILT members will help teachers set students up on PLATO and ensure that students take the diagnostic test. These three ILT members will present information about this program at a faculty meeting so that teachers are aware of the options that they have.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Agendas for student led meetings, Student Action Plans, Schedule for junior peps, PLATO training materials, PLATO program login/time on task information for each student.	**Data Source:** Student Action Plans after Student Led Meeting, Reflection questions/next steps from Junior Pep, PLATO coursework and log of time on task.

A Safe, Respectful, and Collegial Climate for Teachers and Students *Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers* (Focus on developing a safe and orderly climate that supports student learning within and outside the classrooms as well as a supportive and professional climate for teachers to collectively focus on and pursue efforts to increase student achievement)	
Prioritized Best Practices or Strategies	• **University Park will employ the use of Non-Violent Communication education in the middle school.** University Park faculty will continue to differentiate instruction to ensure that all students remain engaged in academics. Adjustment Counselor will work with 7th and 8th grade students on, "Non-Violent Communication." These courses will be implemented periodically throughout the school year. Non-violent communication stresses the importance of communicating and using avenues other than violence to solve conflicts. Students take part in mock situations in order to model proper behaviors. Teachers are also educated on Non-Violent communication so that they can model appropriate behavior and correct students who are not acting appropriately. • **University Park will employ the use of Peer Mediators to help resolve conflicts among students.** The Guidance staff of University Park will train a group of peer mediators to assist in diffusing conflicts within the school. These students will serve as the mediators between students that are having a conflict. The mediators will seek out help from adults when necessary. • **University Park will employ the use Responsive Classroom in the middle school.** University Park is interested in adapting the Responsive Classroom strategies to suit the needs of the middle school. Middle School teachers will work with focused instructional coach to choose the parts of the program that are relevant and they feel will help establish a safe and supportive culture for all students at University Park.
Instructional Leadership Team Implementation	• **Members of the ILT will be responsible for organizing these programs and implementing them throughout the year.** The guidance staff (members of the ILT) will be responsible for providing the Non-Violent Communication training. They will also be in charge of training the peer mediators. Peer mediators will need to keep a log of their activity. Guidance staff will also be responsible for providing the training on non-violent communication to adults in the building. The focused instructional coach is responsible for implementing the responsive classroom techniques. The instructional coach will arrange meeting times with the middle school teachers in the beginning of the year when teachers can analyze the Responsive Classroom Program and pick the strategies that they feel will work in the middle school. The instructional coach will also be responsible for providing training on this program to other members of the staff.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Non-Violent communication class schedule, peer mediator logs, Responsive Classroom lessons, meeting agendas, school suspension and discipline records.	**Data Source:** Data on school discipline issues, peer mediator logs

V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	University Park Campus School	Daniel St. Louis	

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Creation of new school-wide analytic rubrics for writing and reading. These rubrics will be used in all classrooms across all grades.	All Faculty	• University Park Campus School intends to create new school-wide rubrics in order to have a more cohesive analytic way to measure student reading and writing. These rubrics will be applicable to all grade levels and they will include criteria that all ELA teachers at UPCS believe are important to become a successful reader and writer. • The evidence of successful completion of this goal will be the rubrics themselves. • Other evidence will be teachers using these rubrics to analyze student work, specifically in a lesson study situation. • These rubrics will be helpful to classes other than ELA. For examples, middle school science classes could use these rubrics to make improvements on open-ended question responses on the 8th Grade Science MCAS test.
2	Increasing motivation and engagement in math classes across all grades.	All Faculty	• Qualitative Data from faculty meeting. • Low math AP scores in math • Low math PARCC scores in 7th and 8th grade math. • Evidence will be increased engagement in math classes this includes greater participation on homework assignments, increased numbers of students staying after school for help, better scores on standardized assessments, and qualitative data from faculty meetings.

3	Address how to improve performance on open response questions.	All Faculty	8th Grade Science MCAS scores low. - Average points earned on open response on 8th Grade Science MCAS was 1.5 - The evidence that answers to open response questions have improved will be the scores on the 2017 Spring Administration of the 8th grade Science MCAS. - Practice exam questions and analysis of student work in class will also provide evidence that performance on these tasks is improving.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	PLCs will meet to re-write all of the 21st Century goals and expectations. Teachers will determine the criteria they believe should be included on the reading and writing rubrics.	
	ELA teachers will put together rubrics based on the established criteria.	Teachers will do a lesson study and include the new analytic rubric in the lesson study. These lessons studies will take place in multiple subjects across various grade levels, but will focus on areas of higher need.
2	Math department PLC will focus on motivation and engagement throughout meetings during the 2016-2017 school year.	
	School-wide goals and expectations will be re-drafted. New rubrics will include criteria such as, responsibility for learning, work ethic and preparation.	PLC will read scholarly articles on motivation and engagement with a specific emphasis on those topics in math classes. PLCs will conduct a lesson study during the 3rd quarter. PLC will use the new rubric to evaluate motivation and engagement in the math classroom.
3	Science teachers will be working in together in PLC group during the 2016-2017 school year.	Science department PLC will analyze student work in PLCs using a variety of protocols. They will try to identify specific areas of weakness in open response answers. PLC group will plan to attend a round hosted by another science teacher around the topic of open response questions. PLC group will read scholarly articles pertaining to performing better on open response questions.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Teachers will use models from other cities/towns in order to help create rubrics, they will also need time to sit and put together rubrics.	Teachers will need time to plan lesson study activity.
2	Teachers will need new rubrics. Teachers will need scholarly articles on motivation and engagement specifically in the math classroom. PLC will need time to meet and discuss articles. PLC will also need time to put together lesson study.	Teachers will also need coverage for classes while the lesson study is taking place. FIC will assist teachers in finding resource as well as providing protocols for analysis and discussion of scholarly articles.
3	Teachers will need time to meet in PLC groups. Teachers will need protocols for examining student work. Teachers will need scholarly articles related to the topic of success on open response questions.	Teachers will also need coverage for classes while the round is taking place. Teachers may want to consult with math department regarding this topic. FIC will assist teachers in finding resource as well as providing protocols for analysis and discussion of student work.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	The new analytic rubrics should be completed before December 2016.	The faculty is in the process of solidifying the criteria for writing and reading, work on the rubrics will begin next meeting (Nov. 9th 2016)
2	The new analytic rubrics with criteria related to motivation and engagement are in the process of being created (November 2016) Math department PLC has met and established norms and goals for the year.	The new analytic rubrics are complete (January 2017). Teachers have been instructed to begin using these rubrics. During our February faculty meeting we will take a look at various assignments and students work that have been evaluated using the rubrics. The Math department PLC planned and executed a field trip for the entire school to see a motivational movie.
3	PLC groups have begun meeting. Currently PLC groups are working on common rubrics, included in this work is a rubric for open response.	Department wide PLC groups have met and the Math department and English department have completed their common rubrics for open response questions. Both departments are using these rubrics for assignments. (January 2017)

ITEM: ros #6-8.1

STANDING COMMITTEE: **ACCOUNTABILITY AND STUDENT ACHIEVEMENT**

DATE OF MEETING: Monday, January 30, 2017

ITEM: Administration/Administration   (October 11, 2016)

UPDATE ON THE 2016 RESULTS FROM STATE TESTING AND DESE ACCOUNTABILITY MEASURES

PRIOR ACTION:

10-6-16 -   Held.
10-20-16 - Miss Biancheria made the following motion:
             Request that the Administration forward the hard copy of the report to the members of the School Committee and also refer it to the Standing Committee on Accountability and Student Achievement.
             On a voice vote, the motion was approved.

BACKUP: The MCAS 2.0 test will not include questions related to social and emotional learning.

         Dr. Perda meet with Superintendent Jeffrey Riley from the Lawrence Public Schools on November 28, 2016.

Annex A   (7 pages) contains a copy of the PowerPoint that was presented on October 20, 2016 entitled, Update on the 2016 Results from State Testing and DESE Accountability Measures.
Annex B   (3 pages) contains a copy of an analysis showing CPI and school percentiles from 2014-15 and 2015-16.
Annex C   (1 page) contains a copy of the Composite Performance Index - WPS vs. MA urban districts vs. statewide.
Annex D   (2 pages) contains a copy of the summary of assessment participation as it pertains to state accountability.

PRIOR ACTION (continued)

10-20-16 - Ms. Colorio made the following motions:

Request that the Administration name the schools that were compared over a 2 year period in the presentation and indicate by school whether the students took the PARCC or the MCAS Exam and also whether the students took it as a paper and pencil exam or as a computer-based exam.

Request that the Administration indicate whether the following schools are doing the PARCC or the MCAS:

Canterbury Street Magnet Computer-Based School
Chandler Elementary School
Nelson Place School
Rice Square School
Roosevelt School

Request that the Administration provide the CPI report for 2012-16 in hard copy and the pre-Common Core five year CPI report between 2005-10 and compare them to see what was the CPI at that time.

On a voice vote, the motions were approved.

Ms. Colorio inquired as to whether or not it is true that the students will be asked to respond to pre-questions relative to social and emotional learning for 20-30 minutes prior to beginning the MCAS 2.0 Exam.

Dr. Perda indicated that he would respond to that question when the State rolls out the plans for the test.

Ms. Colorio made the following motion:

Request that if the State offers an option for districts relative to the 20-30 minutes of pre-questions that a vote be taken by the School Committee.

On a voice vote, the motion was approved.

Ms. Colorio asked if the system would be:

- held harmless in terms of results if the participation rate drops below 95% and
- would the schools be penalized and drop a level if parents choose not to allow their child/ren to take the exam?

Ms. Colorio requested that Dr. Perda provide an answer to that question in a Friday Letter.

Mr. O'Connell suggested that the Report of the Superintendent presentation be placed on the WPS website.

PRIOR ACTION (continued)

10-20-16 -   Mr. O'Connell made the following motion:
Request that the Administration contact the Lawrence Public Schools and ask for any recommendations or advice in terms of its success relative to improvement of student performance.
On a voice vote, the motion was approved.
Mr. Foley made the following motion:
Request that the Administration provide the number of schools that moved from computer-based testing to paper-based testing and indicate the results.
On a voice vote, the motion was approved.
It was moved and voice voted to suspend rules to allow Tina Hood to bring up the following concerns:
  -computer security for testing
  -handwriting
  -critical thinking and logic

Update on the 2016 Results from State Testing and DESE Accountability Measures

Report of the Superintendent

Maureen Binienda

October 20, 2016

Standard I, Indicator I-C, D, E
Standard II, Indicator II-C
Standard III, Indicator III-B, C
Standard IV, Indicator IV-A

State Testing in the WPS, 2015-16

◈ For the 2nd consecutive year, the WPS made use of a hybrid approach for state testing in grades 3-8. In 2015-16:
  ◈ 13 schools administered MCAS to students in ELA and Mathematics
  ◈ 26 schools administered PARCC to students in ELA and Mathematics

◈ The Science and Technology/Engineering MCAS test was administered to students in grades 5, 8 and high school.

◈ The ELA and Mathematics MCAS tests were administered to students in grade 10.

◈ The hybrid approach leads to some challenges in assessing the extent to which the district and its schools are making progress.

◈ Thanks to some statistical approaches used by the DESE we are able to do some reporting of district and school progress that combines MCAS and PARCC on the same scale.
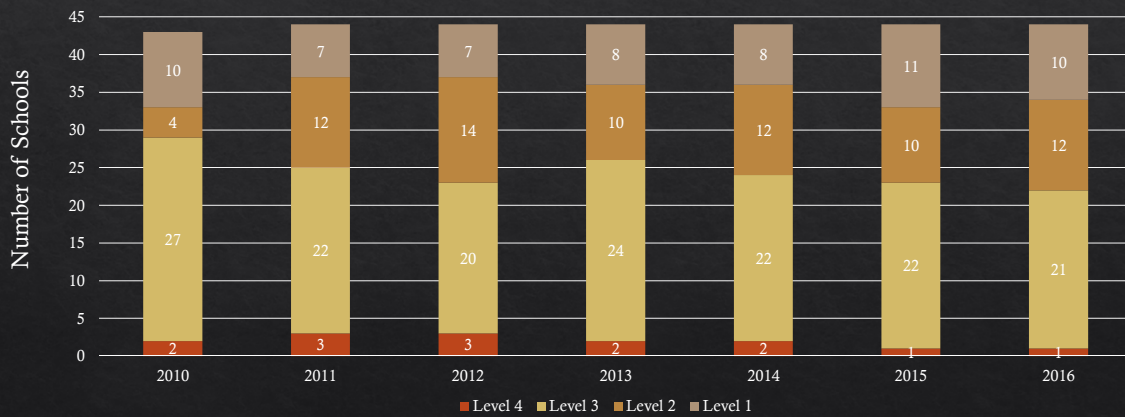
Massachusetts Framework for District Accountability and Assistance: Useful indicators to gauge progress

◈ Accountability and Assistance Level – Levels 1-5
◈ School percentiles

◈ Narrowing proficiency gaps – English Language Arts
◈ Narrowing proficiency gaps – Mathematics
◈ Narrowing proficiency gaps – Science & Technology/Engineering

◈ Student Growth – English Language Arts
◈ Student Growth – Mathematics

DESE Accountability and Assistance Levels, 2010-2016

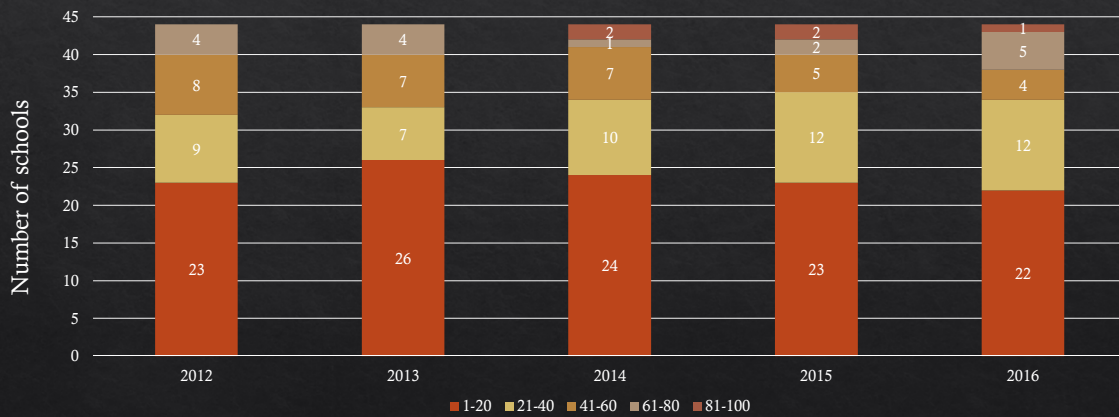| Year	Level 4	Level 3	Level 2	Level 1
2010	2	27	4	10
2011	3	22	12	7
2012	3	20	14	7
2013	2	24	10	8
2014	2	22	12	8
2015	1	22	10	11
2016	1	21	12	10

Number of Schools

School-level highlights

In 2016:

◈ Level 3 to Level 1: Roosevelt

◈ Level 2 to Level 1: Thorndyke Road

◈ Level 3 to Level 2: Canterbury St

◈ Consecutive years as Level 1 school

  ◈ Chandler Elementary; Lake View; Midland Street - 2 years

  ◈ Norrback Avenue – 3 years

  ◈ Columbus Park – 5 years

  ◈ West Tatnuck, Worcester Arts Magnet School, Worcester Technical High School – 7 years

DESE School Percentiles, 2012-2016

Year	1-20	21-40	41-60	61-80	81-100
2012	23	9	8	4	
2013	26	7	7	4	
2014	24	10	7	1	2
2015	23	12	5	2	2
2016	22	12	4	5	1

School percentiles

◈ 5 schools made "double digit" gains from 2015 to 2016

- ◈ Roosevelt +21
- ◈ Chandler Elementary +14
- ◈ Nelson Place +11
- ◈ Rice Square +11
- ◈ Canterbury St +10

English Language Arts

Narrowing Proficiency Gaps	Elementary	Secondary
Above Target	3	2
On Target	2	2
Improved Below Target	13	4
No Change	10	2
Declined	5	1

Student Growth	Elementary	Secondary
Above Target	11	3
On Target	11	3
Below Target	11	5

Mathematics

Narrowing Proficiency Gaps	Elementary	Secondary
Above Target	3	0
On Target	1	0
Improved Below Target	17	8
No Change	6	2
Declined	6	1

Student Growth	Elementary	Secondary
Above Target	12	4
On Target	8	5
Below Target	13	2

Science & Technology/Engineering

Narrowing Proficiency Gaps	Elementary	Secondary
Above Target	2	1
On Target	2	0
Improved Below Target	9	7
No Change	4	0
Declined	15	3

DESE Commendations

◈ West Tatnuck – commended by DESE for high achievement and high progress

◈ Chandler Elementary – commended by DESE for high progress and narrowing proficiency gaps

Composite Performance Index – Change over 5 years
WPS vs. MA urban districts vs. statewide

◈ ELA – WPS   +3.2 CPI points (76.3 to 79.5)

Statewide   +0.5 CPI points (86.7 to 87.2)

Other Urban   +3.3 CPI points (73.8 to 77.1)

◈ Math - WPS   +1.0 CPI points (67.1 to 68.1)

Statewide   +1.6 CPI points (79.9 to 81.5)

Other Urban   +4.7 CPI points (65.3 to 70.0)

◈ STE- WPS   +2.5 CPI points (63.5 to 66.0)

Statewide   +0.2 CPI points (78.6 to 78.8)

Other Urban   +2.4 CPI points (59.3 to 61.7)

Other Urban:
Boston
Brockton
Fall River
Holyoke
Lawrence
Lowell
Lynn
New Bedford
Springfield

Uses of the data

◇ While the DESE continues to produce accountability system measures, there are limitations to the data that need to be taken into consideration.

◇ The data is more useful at the school level, and school staff are able to make use of PARCC and MCAS data to inform instructional decisions.

◇ The administration is focused on <u>identifying successful practices</u> in schools that are exceeding expectations and <u>providing targeted support</u> to schools that are trending downward or are not making expected progress.

◇ Changes to the WPS Accountability Framework have been implemented. The new structure is based on DESE Turnaround Practices that have been shown to be effective in turning around low-performing schools across the state.

Looking Ahead

◇ MCAS 2.0
  ◇ Grades 4 and 8 will be administered computer-based tests
  ◇ Grades 3, 5 and 7 will be paper-based tests
◇ MCAS legacy tests
  ◇ Science & Technology/Engineering MCAS tests will continue in Grades 5, 8 and high school as paper-based tests
  ◇ Grade 10 MCAS ELA and Mathematics tests will continue as paper-based tests through 2020
◇ The district is prepared for computer-based testing for 16-17 in grades 4 and 8 but the expected DESE scale up will have significant implications.
◇ DESE will be modifying the state accountability system – information will be forthcoming over the winter as a proposal that responds to ESSA needs to be submitted to the US DOE

Schools Serving Students in Grades 3-8: Composite Performance Index (CPI) and School Percentile by School and Assessment Mode, 2015-2016

School	Assessment - Gr 3-8 2015	Assessment - Gr 3-8 2016	Subject	CPI 2015	CPI 2016	School Percentile 2015	School Percentile 2016
Belmont Street School	MCAS	PARCC	ELA	65.7	68.1	24	25
			Mathematics	65.9	67.2		
Burncoat Middle School	PARCC - CBT	PARCC	ELA	79.6	86.3	8	12
			Mathematics	60.4	66.6		
Burncoat Street School	MCAS	MCAS	ELA	71.6	69.9	9	15
			Mathematics	66.3	66.7		
Canterbury Street School	MCAS	MCAS	ELA	70.8	70.6	15	25
			Mathematics	60.5	66.8		
Chandler Elementary	MCAS	MCAS	ELA	71.3	81.3	21	35
			Mathematics	66.0	76.6		
Chandler Magnet	PARCC	PARCC	ELA	51.4	57.0	11	14
			Mathematics	38.8	46.1		
City View School	PARCC	PARCC	ELA	73.8	75.0	16	14
			Mathematics	61.3	64.8		
Claremont Academy	PARCC - CBT	PARCC	ELA	76.4	81.4	9	14
			Mathematics	52.3	56.6		
Clark Street School	PARCC	PARCC	ELA	72.0	60.4	13	7
			Mathematics	60.7	46.8		
Columbus Park School	PARCC	PARCC	ELA	72.6	69.8	31	30
			Mathematics	60.6	60.9		
Elm Park School	PARCC	PARCC	ELA	62.6	60.1	2	1
			Mathematics	53.9	56.4		
Flagg Street School	MCAS	MCAS	ELA	91.6	89.2	72	74
			Mathematics	88.9	85.2		
Forest Grove Middle Sch	PARCC	PARCC	ELA	89.3	87.5	42	35
			Mathematics	74.8	71.7		
Francis McGrath School	PARCC	PARCC	ELA	70.9	76.3	19	12
			Mathematics	68.4	70.2		

CBT: denotes computer-based testing

School	Assessment - Gr 3-8 2015	Assessment - Gr 3-8 2016	Subject	CPI 2015	CPI 2016	School Percentile 2015	School Percentile 2016
Gates Lane School	PARCC - CBT	PARCC	ELA	72.5	78.3	10	15
			Mathematics	67.6	65.7		
Goddard Elementary	PARCC - CBT	PARCC	ELA	67.3	59.7	9	2
			Mathematics	56.4	49.1		
Grafton Street School	MCAS	PARCC	ELA	60.9	60.5	9	6
			Mathematics	48.5	46.4		
Heard Street School	MCAS	MCAS	ELA	85.4	87.4	58	63
			Mathematics	80.0	80.0		
Jacob Hiatt School	MCAS	MCAS	ELA	78.9	77.6	25	21
			Mathematics	73.2	73.4		
Lake View School	PARCC	PARCC	ELA	87.9	83.0	50	45
			Mathematics	82.1	79.6		
Lincoln Street School	PARCC	PARCC	ELA	60.3	61.7	3	4
			Mathematics	55.8	54.1		
May Street School	PARCC	PARCC	ELA	80.8	80.1	40	32
			Mathematics	81.0	74.9		
Midland Street School	MCAS	PARCC	ELA	86.6	88.5	60	65
			Mathematics	77.8	83.1		
Nelson Place School	MCAS	MCAS	ELA	85.5	88.2	40	51
			Mathematics	80.3	84.5		
Norrback Avenue	MCAS	MCAS	ELA	78.0	80.4	34	39
			Mathematics	73.6	76.0		
Quinsigamond Elementary	PARCC - CBT	PARCC	ELA	52.9	70.1	2	9
			Mathematics	48.4	54.5		
Rice Square School	MCAS	MCAS	ELA	64.3	69.4	7	18
			Mathematics	64.6	67.2		
Roosevelt School	PARCC - CBT	PARCC	ELA	75.3	88.1	10	31
			Mathematics	76.8	84.2		
Sullivan Middle School	MCAS	PARCC	ELA	80.7	81.4	9	10
			Mathematics	56.2	63.3		

CBT: denotes computer-based testing

School	Assessment - Gr 3-8 2015	Assessment - Gr 3-8 2016	Subject	CPI 2015	CPI 2016	School Percentile 2015	School Percentile 2016
Tatnuck Magnet School	MCAS	MCAS	ELA	80.0	78.9	28	29
			Mathematics	78.4	76.1		
Thorndyke Road School	PARCC	PARCC	ELA	81.5	82.6	38	42
			Mathematics	74.6	78.0		
Union Hill School	MCAS	MCAS	ELA	75.1	75.0	25	19
			Mathematics	73.2	69.8		
University Park Campus School	PARCC	PARCC	ELA	91.1	87.9	55	54
			Mathematics	74.8	73.8		
Vernon Hill School	MCAS	MCAS	ELA	68.2	61.8	16	12
			Mathematics	65.4	59.7		
Wawecus Road School	PARCC	PARCC	ELA	76.5	74.1	21	27
			Mathematics	70.4	72.4		
West Tatnuck School	MCAS	MCAS	ELA	94.6	94.7	90	92
			Mathematics	93.0	94.3		
Woodland Academy	PARCC	PARCC	ELA	66.5	70.5	14	12
			Mathematics	58.7	61.1		
Worcester Arts Magnet School	PARCC	PARCC	ELA	95.7	96.5	87	79
			Mathematics	94.2	94.5		
Worcester East Middle	PARCC	PARCC	ELA	83.4	83.8	20	15
			Mathematics	56.8	58.2		

CBT: denotes computer-based testing

Composite Performance Index –
WPS vs. MA urban districts vs. statewide

◈ ELA (2006-2016)   WPS   +8.6 CPI points (70.9 to 79.5)

                             Statewide   +2.8 CPI points (84.4 to 87.2)   <u>Other Urban:</u>
                                                                                             Boston

                             Other Urban +6.7 CPI points (70.4 to 77.1)   Brockton
                                                                                              Fall River

◈ Math (2006-2016)   WPS   +10.6 CPI points (57.5 to 68.1)   Holyoke

                             Statewide   +9.0 CPI points (72.5 to 81.5)   Lawrence
                                                                                               Lowell

                             Other Urban +14.4 CPI points (55.6 to 70.0)   Lynn

◈ STE (2010-2016)   WPS   +1.6 CPI points (64.4 to 66.0)   New Bedford

                             Statewide   +0.5 CPI points (78.3 to 78.8)   Springfield

                             Other Urban +2.6 CPI points (59.1 to 61.7)

Excerpt from School Leader's Guide to the 2016 Accountability Determinations, Massachusetts Department of Elementary and Secondary Education, http://www.mass.gov/edu/docs/ese/accountability/annual-reports/school-leaders-guide.pdf

Assessment participation

In 2016, assessment participation will be calculated two ways for use in school and district accountability determinations. First, the 2016 participation rate for each subgroup in each subject area test will be calculated. If the actual 2016 participation rate is lower than 95 percent for any group in any subject, that rate will be compared to the average of the most recent two years of assessment participation data for that group and subject. The higher of the two resulting rates will be factored into the assignment of the school or district's 2016 accountability and assistance level according to the rules below. Any district or school with less than 95 percent participation for any student group on any of the assessments is ineligible for classification into Level 1 and is, at a minimum, classified into Level 2. Any district or school with less than 90 percent participation for any student group is ineligible for classification into Levels 1 and 2. School participation consequences are also applied to districts, with the potential for a district to be classified into a level independent of the level of its schools.

Participation requirements for each of the assessments are as follows: ·

MCAS and PARCC:

State law requires that all students in the tested grades who are educated with Massachusetts public funds participate in grade-level MCAS or PARCC tests that correspond with the grade in which they are reported to the Department's Student Information Management System (SIMS). This includes students with disabilities, English language learners (ELLs), and out-placed students. As such, any student who is absent for one or more test sessions will be reported as a nonparticipant and will count against the participation calculation in the aggregate and in any subgroup of which the student is a member, with one exception: for students who are in their first year of U.S. schooling, schools have the option of administering ELA MCAS or PARCC tests to first-year ELL students. However, first-year ELL students must participate in mathematics and science MCAS or PARCC tests for diagnostic purposes. Their results are not included in school and district accountability calculations. ·

ACCESS:

To comply with federal and state laws, all ELL students are required to participate in the ACCESS for ELLs English language acquisition assessment. ACCESS participation is required for all ELL students in addition to each of the MCAS or PARCC tests scheduled for their grades, regardless of the program and services they are receiving. This includes first-year ELL students, who may be exempt from ELA MCAS or PARCC testing in their first year of U.S. schooling. Any students designated in SIMS as an ELL or first-year ELL student that does not take ACCESS will be reported as a nonparticipant and will count against the participation calculation in the aggregate and in any subgroup of which the student is a member.

2016 Hold Harmless Provision and Assessment Participation

Any school with less than 95 percent participation for any student group in any subject area assessment is ineligible for classification into Level 1, and any school with less than 90 percent participation for any student group is ineligible for classification into Levels 1 and 2. The hold harmless provision does not apply to assessment participation, regardless of the assessment administered in 2016.

The DESE has not yet released the details of how the hold harmless provision will interact with assessment participation in 2017.

STANDING COMMITTEE: **ACCOUNTABILITY AND STUDENT ACHIEVEMENT**

DATE OF MEETING: Monday, January 30, 2017

ITEM: Administration/Miss Biancheria/ Mr. O'Connell/Ms. Colorio/Mr. Monfredo
         (August 10, 2016)

Response of the Administration to the request to provide a copy of the job description of
the new position created as a compliance position to oversee Durham Transportation
and also include:

- a list of the present positions in the Worcester Public Schools' Transportation
  Department
- a copy of the Durham Transportation contract and
- a payment schedule to Durham Transportation

PRIOR ACTION:

7-14-16 -   Referred to the Administration for a report back on either August 18, 2016
              or September 1, 2016.
8-18-16 -   Referred to the Standing Committee on Accountability and Student
              Achievement.

BACKUP:

Annex A (2 pages) contains a copy of the Job Description of the Transportation
         Coordinator.
Annex B (1 page) contains a copy of the Table of Organization for the
         Transportation Department
Annex C (23 pages) contains a copy of the Durham Transportation Contract with
         the contract specifications.
Annex D (1 page) contains a copy of the payment schedule to Durham School
         Services, Inc. in accordance with the transportation contract

PLEASE POST

HUMAN RESOURCES

WORCESTER PUBLIC SCHOOLS
WORCESTER, MASSACHUSETTS

2016 – 2017
Bulletin # 13   **Personnel Series**   **July 15, 2016**

TO: **ALL PERSONNEL**

FROM: Mark T. Brophy, Director, Instructional Support Personnel

SUBJECT: ASSISTANT TRANSPORTATION COORDINATOR – CONTRACT COMPLIANCE

REPORTS TO: DIRECTOR OF TRANSPORTATION
                TRANSPORTATION COORDINATOR

ANTICIPATED START DATE: IMMEDIATELY

ACCOUNTABILITY OBJECTIVE:

Responsible for monitoring vendor performance regarding contract compliance. Assist Special Education Transportation Coordinator and Assistant Transportation Coordinator with operation of WPS school bus operations office. Professionally communicate with students, parents, school administrators, staff and others to direct and convey expectations.

PRINCIPAL RESPONSIBILITIES:

1. Oversee contracted transportation service to ensure full compliance with all contractual requirements.

2. Serve as direct point of contact with transportation providers regarding contractual requirements.

3. Conduct on-site inspections of contracted transportation vehicles in accordance with contractual specifications.

4. Review and maintain certified payroll records of contracted transportation providers, when required by state laws and local ordinance.

5. Analyze bus stop location requests and make recommendations to the Director of Transportation on appropriate locations.

6. Assist the Director of Transportation on analyzing, and developing transportation routes using Versa-Trans software program.

7. Conduct transportation safety training to district drivers and monitors.

8. Assist Transportation Coordinator and other Assistant Transportation Coordinator(s) with operation of WPS school bus operations, including customer service, dispatch radio communications, assignment of vehicles, vehicle maintenance and inventory, etc.

9. Responsible for assuring equal educational opportunity to all individuals regardless of race, color, gender, age, marital status, religion, gender identity, national origin, sexual orientation, homelessness, or disability.

Bulletin # 13   Assistant Transportation Coordinator – Contract Compliance   2/2

10. Performance of other job-related duties as assigned.

REQUIRED QUALIFICATIONS

1. High School diploma or equivalent.

2. 1 year of experience.

3. Valid Massachusetts driver's license.

4. Flexible and capable of handling emergencies using sound judgement.

5. Computer literate with a working knowledge of Word and Excel.

6. Ability to interpret Zonar GPS data relative to contract compliance.

7. Awareness and sensitivity for the unique challenges associated with transporting children with special needs.

8. Positive attitude, professional and friendly demeanor.

9. Strong communication and customer service skills.

10. Strong organizational skills.

11. Must be detail oriented.

PREFERRED QUALIFICATIONS

1. Valid CDL with passenger and "S" endorsement.

2. Valid Massachusetts school bus operator's certificate.

3. Ability to speak Spanish, Portuguese, Arabic, Vietnamese, Albanian, or an African Language.

WORK YEAR: 52 week position / 40 hours weekly with overtime (3 to 4 hours/weekly)

WORK DAY: 8 hours/daily

TO APPLY: Any person interested in this position should apply on-line on or before July 31, 2016 at www.worcesterschools.org.

Interviews will be scheduled during the first week of August 2016.

This deadline does not preclude further advertisement or recruitment.

Worcester Public Schools
Transportation Department

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                    ┌─────────────────────────────┐
                    │  Director of Transportation │
                    └─────────────────────────────┘
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| Transportation Coordinator (Operations) | Assistant Transportation Coordinator (Routing & Customer Service) | Transportation Coordinator (Contract Compliance, Training and Safety) |

Assistant Transportation Coordinator (Operations)

| Bus Drivers (39) | Bus Monitors (39) |
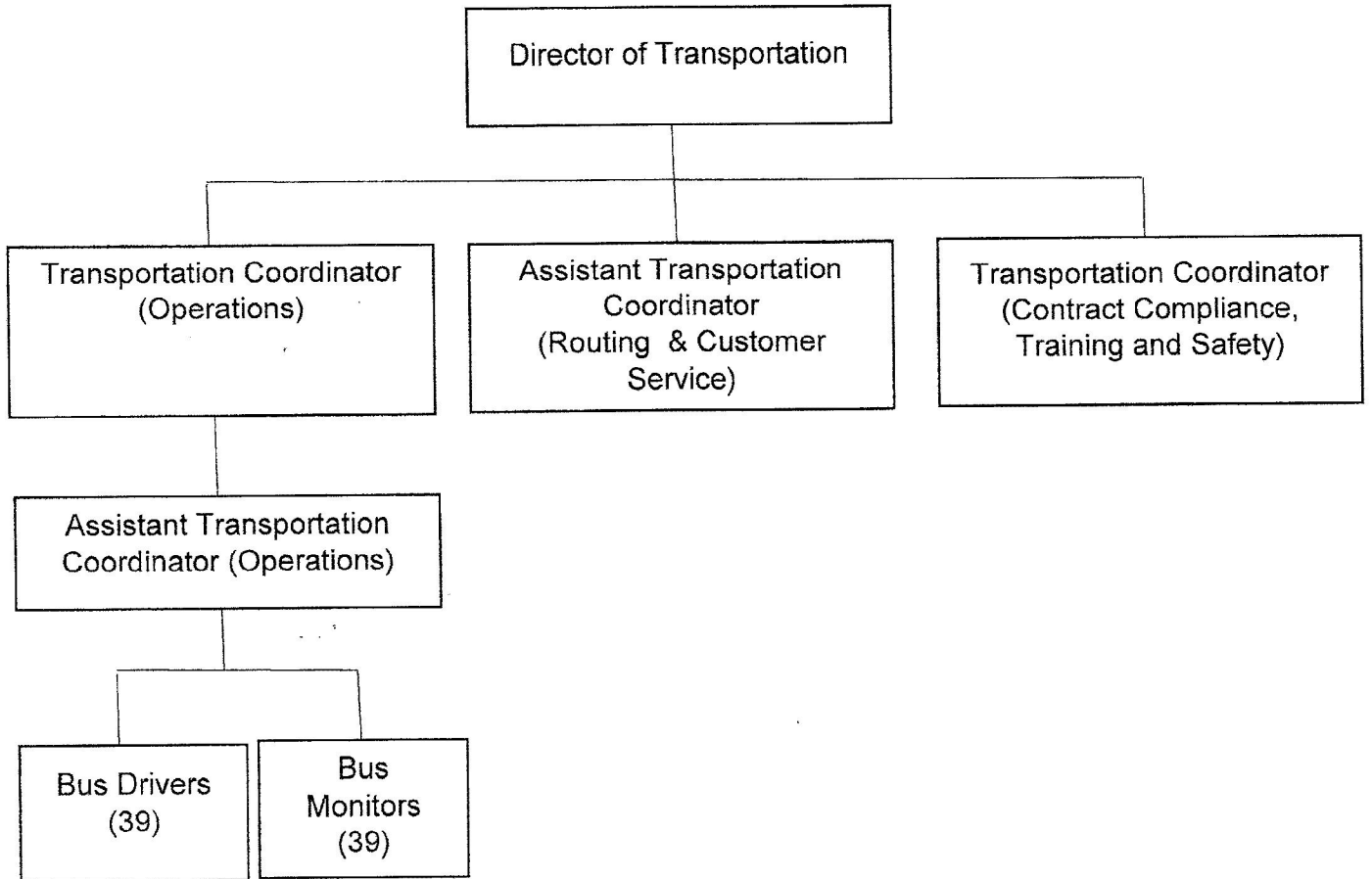
Bid for Pupil Transportation for the Worcester Public Schools to cover the following programs:

- Regular Education
  (School Year, Head Start Summer School, and Academic After-School Programs)
- Special Education

for a five-year period beginning the First Day of Summer School 2015 and ending on the last school day of June 2020.

The following meanings are to be attached to the defined words when used in this proposal:

- A "large" vehicle is a school bus with a 13 inch seating capacity of seventy-one (71) passengers and over. All Large Vehicles must be of a Type-D design.

- A "mid-size" vehicle is a school bus with a 13 inch seating capacity of twenty-nine (29) passengers. It is the intent of the Worcester Public Schools that mid-size vehicles are to be used primarily for in-city transportation requirements and all Central Massachusetts Special Education Collaborative locations through duration of this contract. Any vehicle with a 2016 model year or later must be a 37-38 inch seat for two students with integrated car seats for all positions except side emergency window exit locations and rear seat on entrance door side.

- A "wheelchair" vehicle is a school bus with a minimum of four (4) adjustable tie-downs, a minimum capacity of four (4) walk-ons and a hydraulic lift for boarding and discharging wheelchair pupils. Pupils/wheelchairs must be secured in a forward-facing position. All wheelchair buses must contain a fire blanket as per the specification in Appendix A.

Bidders shall be required to submit the following pertinent information with the bid submittal:

- A balance sheet and a statement of profit and loss, prepared and certified by the bidder's certified public accountant, which reflects financial status for each of the last three (3) corporate fiscal years.

- A bank letter of reference from the bidder's principal financial institution.

- Bidders shall furnish a certificate or letter to the City of Worcester Purchasing Director from an insurance company legally authorized to act within the Commonwealth of Massachusetts indicating that the bidder is insurable to the extent required by these specifications.

Bidders shall be required to submit the following pertinent information at time of contract award:

- Upon award of the contract, the successful bidder must provide the City of Worcester Purchasing Director proof of performance bond from an acceptable surety company for 100% of the annual contract value on the following dates:

Within 30 days of contract execution: for the periods July 1, 2015-June 30, 2016 and July 1, 2016-June 30, 2017.

Thereafter, the contactor shall submit the annual performance bond to the Superintendent of Schools of the Worcester Public Schools.

By July 1, 2016: for the period of July 1, 2017 to June 30, 2018
By July 1, 2017: for the period of July 1, 2018 to June 30, 2019
By July 1, 2018: for the period of July 1, 2019 to June 30, 2020

The Worcester Public Schools reserves the right to investigate the financial responsibility of any or all bidders and surety companies to determine what assurance the Worcester Public Schools may have of subsequent service. It further reserves the right to withhold the award of this contract if the bidder is unable to furnish satisfactory evidence of adequate ability and experience to execute this contract as specified.

Upon award of the contract, the contractor shall deposit with the City of Worcester Purchasing Director, certificates from an insurer to the effect that the insurance policies required in the below Insurance section have been issued to the Contractor. The certificates must be on a form satisfactory to the Worcester Public Schools. Actual policy represented by certificate must be filed with the City of Worcester Purchasing Director within 30 days of signing resulting contract.

The Contractor shall maintain vehicles according to a planned preventative maintenance program. Evidence of such plan, satisfactory to the Worcester Public Schools, shall be presented upon contract award and updated and submitted to the Worcester Public Schools Director of Transportation annually by September 1 thereafter.

RULE OF AWARD

The Worcester Public Schools shall award the contract to the lowest responsible and eligible bidder on the basis of competitive bids. The words "lowest responsible and eligible" shall mean the bidder whose bid is the lowest of those bidders possessing the skill, ability and integrity necessary for the faithful performance of the work.

A contract shall not be awarded to a bidder if that bidder cannot accommodate all pupils with vehicles currently owned or leased unless the bidder submits proof of ability to obtain sufficient vehicles to perform the contract.

INSURANCE

The Contractor agrees at its sole expense to procure and keep in force, during the entire period of the Agreement, public liability and property damage liability insurance protecting the City of Worcester, the Worcester Public Schools and officers thereof, the Contractor, drivers, and other related personnel. The Contractor will have the City of Worcester named as an additional named

insured on the required insurance policies and this will be shown on the certificates of insurance. All certificates of insurance should bear a 30-day written notice of cancellation on their face.

Contractor will supply the Worcester Public Schools with certificates of insurance showing coverage for General Liability written on a comprehensive form, including Contractual Liability, with bodily injury limits of Fifteen Million Dollars ($15,000,0000).

Contractor will supply the Worcester Public Schools certificates of insurance covering Motor Vehicle Liability on all types of owned, hired and non-owned motor vehicles, including garage liability, on a state form with bodily injury liability limits of One Million Dollars ($1,000,000.00) per person and Fifteen Million Dollars ($15,000,000.00) per accident and property damage limits of One Million Dollars ($1,000,000.00) per accident.

The Contractor may obtain these insurance limits either through a single carrier or through a combination of primary carrier and umbrella insurance.

The Contractor shall furnish the School Committee with certificates showing that all employees who shall be connected with this work are protected under Worker's Compensation insurance policies and said policies should bear a thirty (30) day notice of cancellation on their face.

The Contractor agrees to keep in force, at all times during the terms of the contract, a policy or policies of insurance as specified in the General Laws of Massachusetts. All of these policies shall be continuously carried during the term of the contract by the Contractor. The Contractor shall also provide extra-territorial coverage and guest insurance.

The successful bidder shall provide additional copies of these policies with the Superintendent of Schools.

DURATION

Contract will be awarded for five school years, beginning on the first day of summer school June 2015 and ending on the last regular school day of June 2020.

VEHICLES

No vehicle to be used in fulfilling the terms of this agreement shall be more than 10 years old, or show more than 150,000 miles on its odometer at any time during the life of this contract. However, the average age of the vehicle fleet shall not be greater than six (6) years. When the term "year" is used it is understood that "model year" is intended in defining the age of the bus.

All federal laws, local laws, and laws of the Commonwealth of Massachusetts, and all regulations of the Registry of Motor Vehicles, the Department of Public Safety, the Department of Transportation, the Department of Public Utilities, the Department of Education, where applicable, and ICC regulations relating to the use, maintenance and operation of motor vehicles or school buses shall be and are hereby made a part of this contract. Contractor agrees to comply

with all such laws and regulations as they now exist or as they may be amended or promulgated during the life of this contract.

The Worcester Public Schools does not assume any responsibility for any change in state or federal laws concerning school transportation which may occur during the duration of this contract.

All buses shall be constructed, equipped and maintained in conformance with all applicable laws, regulations, and rules of the Federal Government and Registry of Motor Vehicles. The attention of all concerned is particularly directed to the following sections of Chapter 90 of the General Laws of the Commonwealth of Massachusetts:

Section 1 – Definitions
Section 1A – School Bus Registration
Section 7A – Inspection of School Buses
Section 7B – Requirements as to Equipment and Operation of School Buses
Section 7C – Registrar may establish Minimum Standards for Construction, etc.
　　　　　　　of School Buses
Section 14 – Precautions for Safety
Section 17 – Speed limit in Operation of School Buses

Buses furnished must comply with the General Laws of the Commonwealth of Massachusetts and the rules and regulations of the Registry of Motor Vehicles relating to the transportation of school children.

All vehicles will comply with Federal School Bus Safety Standards. All vehicles shall provide for safety egress. All vehicles shall have fire-retardant seat materials.

All vehicles shall be kept clean, mechanically safe, and be equipped with working heaters. In all mid-size and wheelchair buses, vehicles must be also equipped with working air conditioners.

All mid-size and wheelchair vehicles, seats must meet spacing requirements as per Federal Motor Vehicle Safety Standard Number 222 regarding compartmentalization and be equipped with simultaneous load color-coded seat belts. The seat covering must be of flame-retardant material.

All mid-size and wheelchair vehicles, as well as twelve (12) of the large buses, used in accordance with this contract must be equipped with an integrated child restraint in each seat to accommodate children up to 50 pounds. The installed seats must be equal to or exceed the specifications of the C.E. White integrated school bus seat or the Collins DuraStraint integrated school bus seat. All restraints must be in good working order. All vehicles are subject to inspection at any time by an authorized representative of the Worcester Public Schools.

All wheelchair lifts must comply with Federal Motor Vehicle Safety Standard Numbers 203 and 204.

All diesel vehicles used in connection with the contract must use electric block heaters or other mechanical means when outside temperatures reach freezing or below.

The Contractor shall keep the vehicles or buses in good working condition and furnish all necessary fuel, oil, grease, tires, maintenance and repairs through the entire period of the contract; and to comply with all applicable motor and equipment laws of the Commonwealth of Massachusetts. The Contractor shall, on request, provide the Worcester Public Schools Director of Transportation with written verification of such compliance.

Each vehicle shall clearly identify the contractor name in letters not less than 2" height. Each vehicle shall clearly identify the WORCESTER PUBLIC SCHOOLS in letters not less than 6" height. These vehicle markings must be done in a size, style, and location approved by the Superintendent of Schools for the Worcester Public Schools.

The Contractor shall ensure that all vehicles are equipped with drop-down tire chains (On-Spot or Insta-Chain) for use when road conditions require their use. All tire chains must be installed on vehicles used in connection with this contract by October 15, 2015.

Each large vehicle shall be marked along each side and the rear perimeter with 3M reflective tape or equivalent, having the same reflective quality as that of the 3M tape. "School Bus" signs on the front and rear of each vehicle shall be of 3M reflective material or equivalent, having the same reflective quality as that of the 3M tape.

All buses shall have a system of mirrors that will give the seated driver a view of the immediate area of the roadway to each side of the bus, and of the area in front of the front bumper. All drivers, in seated position, shall have full view of students boarding and departing from the bus as required by law. All new vehicles used in accordance with this contract shall be equipped with heated exterior mirrors.

Written reports of conditions of buses, as determined at the time of inspection, to be held the first week of January, March, May, August, and November, shall be presented to the Superintendent of Schools or her designee no later than ten (10) working days following the date of each inspection.

All vehicles shall be equipped with a wireless telephone and/or a working two-way radio licensed by the Federal Communication Commission (FCC) to enable the driver to communicate with central dispatching at any time students are being transported. However, in accordance with Massachusetts General Laws, Chapter 90, Section 7b, no person shall operate a moving school bus while using a mobile telephone except in the case of an emergency. For the purpose of this paragraph, an emergency shall mean that the operator of the school bus needs to communicate with another to report any of the following: (a) that the school bus is disabled; (b) that medical attention or assistance is required for a passenger on the bus; (c) that police intervention is necessary for the personal safety of a passenger or to otherwise ensure the safety of the passengers; and (d) the presence of a disabled vehicle or an accident in the roadway. The contractor must supply the Worcester Public Schools with three programmed two-way radios

(portable hand held with charger and extra battery per unit) with all frequencies used in connection with the operation of this contract.

The rear emergency door of each vehicle shall be equipped with an audible device that requires that the driver walk the interior length of the vehicle prior to exiting the vehicle to disengage the audible device. These devices should be equal to or exceed the specifications of those manufactured by "C.R.S."(Child Reminder System) and "Child Check Mate Systems."

All vehicles used in connection with this contract with a 2016 model year or later must be equipped with a factory installed high-visibility seat belt for the bus driver. All other vehicles must be equipped with a high visibility seat belt cover.

The contractor shall provide a detailed description of each vehicle to be used in connection with the contract. The description shall include manufacturer, manufacturer model number, year of manufacture, present mileage, seating capacity, and present condition. The Worcester Public Schools reserves the right to reject any unacceptable vehicle. The contractor must submit annual updated documentation to the Worcester Public Schools Director of Transportation identifying and detailing composition of the fleet to be used as of each of the following dates: a) August 1, 2015 b) August 1, 2016 c) August 1, 2017 d) August 1, 2018 e) August 1, 2019.

No vehicle used as part of this contract may be parked on city streets overnight, during mid-day hours, or on weekends.

The Worcester Public Schools reserves the right to install on any vehicle used by the Contractor in performance with this contract real time video devices, or any other equipment, at any time during the duration of this contract and at its own expense.

VIDEO SYSTEM

The Worcester Public Schools use a four (4) camera Pro-Vision Channel Solid State Digital Recording System on its owned and operated school buses. For consistency and compatibility the contract must use this same system and no exceptions will be allowed. The specifications are attached in Appendix B. This digital recording system of four (4) video cameras and a digital recording unit shall be installed, maintained and operational for one-hundred (100%) of the vehicles. The location of the four (4) cameras will be determined by the Worcester Public Schools upon award of the final contract and will be consistently located for all vehicles included in this contract.

All video and data obtained in the mobile digital recording devices will become the sole property of the Worcester Public Schools. Sufficient removable spare SDXC memory cards in conformity to original specifications must be available to replace units that may be turned over to the Worcester Public Schools to ensure full compliance on all vehicles. The original removable SDXC card will be returned to the vendor as soon as practicable.

Cameras and the digital recording unit shall be used only in accordance with the policies and procedures of the Worcester Public Schools and all relevant state and federal regulations

regarding student confidentiality. No video may be viewed prior to being turned over to a representative of the Worcester Public Schools.

The video system shall be supplied, installed and fully operable by August 20, 2015.

REAL TIME GLOBAL POSITIONING SYSTEM

All vehicles used in connection with this contract must be equipped with a real time global positioning system (GPS) as included in Appendix C with no exceptions allowed. The contractor shall provide the Worcester Public Schools with full access to this system.

The real time GPS system shall be supplied, installed and fully operable by August 20, 2015.

PERSONNEL

The Contractor agrees to assign a representative acceptable to the Worcester Public Schools who shall be available to the School Administration for the purpose of conferences and consultations with a representative from the School Administration relative to bus schedules, bus routes, bus stops, pupil behavior, and other related matters.

Contractor shall permit vehicles required pursuant to this contract to be operated only by trained and competent drivers who hold valid licenses for the operation of school buses in the Commonwealth of Massachusetts. Immediately upon discovery of carelessness and/or incompetence, the driver or drivers shall be replaced. The bidder agrees to require references on drivers as a condition of employment.

No operator who has tested positive for alcohol and/or drug use, and/or has had his/her driver's license suspended or revoked for alcohol or drug related offenses, and/or has been convicted for operating any vehicle while under the influence of alcohol or drugs, at any time while they have possessed a driving license of any type shall be permitted to operate any vehicle under the terms of this contract.

The Contractor agrees to submit written health record reports on physical condition and freedom from tuberculosis of the drivers and monitors; and agrees to list name and the experience of drivers. Such a list to be updated annually and provided to the Director of Transportation.

All drivers and monitors employed by the Contractor pursuant to this contract shall not be younger than 21 and all State Law Age requirements must be met.

Special Education Bus Monitors shall be employed by the Contractor. At least one bus monitor or substitute shall be assigned to each Mid-Size and Wheelchair vehicle for each trip. Assignment of these bus monitors shall be subject to the approval of the Director of Transportation of the Worcester Public Schools as necessary.

Bus monitors and drivers are required to be trained annually in immediate first aid, including but not limited to, CPR, EPI pen administration, and Crisis Prevention Institute (nonviolent

prevention training). The Contractor shall provide acceptable documentation to the Worcester Public School that such annual training was provided.

Head Start bus monitors shall be assigned at the direction of the Superintendent of Schools or assigned designee.

The Contractor will insure that the Worcester Public Schools has a current list of drivers and their addresses at all times.

The Contractor will comply with the Department of Transportation's drug testing program and with M.G.L. C.71 §38R regarding C.O.R.I. (Criminal Offender Record Information. The Contractor will conduct criminal record checks in each state where the Driver has lived since he/she was sixteen (16) years of age, to determine if there have been any felony convictions. If the felony conviction in another state would have disqualified the applicant as a driver in Massachusetts (had the felony conviction been in Massachusetts), the Contractor agrees not to hire this person as a driver to transport students attending the Public Schools. The contractor shall certify and provide sufficient documentation to the Director of Transportation of the Worcester Public Schools that this information was obtained for each driver.

The Contractor must submit a C.O.R.I. REQUEST FORM as provided by the Worcester Public Schools for every bus monitor, licensed operator and substitute operator along with a copy of their license. The Contractor will insure that all drivers will allow the Worcester Public Schools to conduct a C.O.R.I check on their record at least every three years.

All drivers and monitors must complete the Statewide Applicant Fingerprinting Identification Service background check.

All bus drivers and monitors (including substitutes) are required to wear a photo identification issued by the Contractor that is clearly visible at all times while the school bus is in operation. All bus drivers and monitors must also wear safety vests at any time the bus is in operation as part of this contract.

The Contractor shall present and implement an ongoing and viable plan for the selection, training, and supervision of all school bus drivers and monitors. The intent of such plan is to ensure that all drivers (regular and temporary) and bus monitors are highly trained and competent.

The contractor shall operate with an available reserve of not less than five qualified substitute bus drivers to be on site at all times.

Upon the recommendation of the Superintendent or assigned designee, the Contractor agrees to dismiss any driver for violating any of the rules and regulations of the School Committee and/or the General Laws of Massachusetts.

The Superintendent or assigned designee reserves the right to check the credentials of any drivers or monitor, and require replacement if unacceptable.

SAFETY AND TRAINING

The Contractor shall administer a satisfactory safety program. Said program shall include, but not be limited to regularly scheduled safety meetings for Contractor's personnel. A driver-supervisor shall ride with every driver at least twice per year for the purpose of observing their driving practices with respect to safety, mechanical operation, and conformance with applicable laws, rules and regulations, including adherence to published time schedules. This program shall be included in a formal, ongoing, in-service driver and monitor training and safety program for all drivers and monitors, including spare drivers/monitors and substitute drivers/monitors in accordance with M.G.L. Ch.71B. A list identifying those drivers who have satisfactorily completed this training is to be furnished to the Worcester Public Schools Director of Transportation annually. A list containing the names of the supervisor, the dates such supervision occurred, and the employees supervised on that date shall be provided to the Director of Transportation twice per year (February 1 and June 15) during the term of this contract.

The Contractor will make available information and instructions needed by drivers for the proper and safe transportation of students.

No Special Education pupil will be dropped at any home other than his/her own without the approval in writing of the Superintendent or assigned designee.

No Special Education pupil will be dropped at a home that shows no evidence of a parent, guardian, or other supervising person. In the event a Special Education student cannot be dropped at home, the Director of Transportation will be notified immediately.

All vehicles shall carry students in accordance with the laws of the Commonwealth governing capacities. However, no vehicle shall carry students in excess of seating capacity.

The Contractor shall take all necessary precautions for the maximum safety of all students and, specifically, he shall agree:

a. that no one but the driver shall occupy the driver's seat;

b. that the driver shall not leave the vehicle while the motor is running, and that the bus must not be in gear while the motor is running and the vehicle is stopped;

c. that the doors of the vehicle must be kept closed while the bus is in motion;

d. that he will not allow vehicles to be overcrowded;

e. that there will be no smoking or use of tobacco products by the drivers or monitors at any time while on the school bus or while on any grounds owned or leased by the Worcester Public Schools;

f.   that drivers and monitors will be at all times courteous and exemplary in speech and behavior before said children;

g.   that drivers and monitors will not leave a vehicle unattended when children are in the vehicle;

h.   that drivers and monitors will not take disciplinary action against any child. Cases that warrant such action should be reported at once to the Principal of the school and the Director of Transportation;

i.   that Chapter 90, Section 7-B will be met-- No fueling shall take place while any school vehicle is occupied by passengers;

j.   the speed and method of operation of school vehicles shall always be such as to insure a high degree of safety for the pupils, and shall be in compliance with all state and local laws regarding this aspect;

k.   that Chapter 90, Section 17 will be met --No persons shall operate a vehicle at a rate of speed exceeding posted limits.

The Contractor agrees to make available, at the Contractor's expense, a bus to be brought to each school for use in bus evacuation drills as required by M.G.L. Ch. 90.

PUPILS

Only those persons authorized by the Worcester Public Schools shall be allowed to ride in the vehicles. Pupils shall include only those listed on the schedule. The schedule is subject to adjustment and/or modification during the school year.

The Worcester Public Schools shall have the authority to make such changes as are deemed necessary in adjusting times, dates, schedule, and routes or any other matters effecting the specific, individual needs of children.

Students with special needs will be serviced in accordance with the State Department of Education guidelines for Chapter 766 of the acts of 1972 as amended. Students in wheelchairs will not be required to leave their wheelchair to travel safely.

The Worcester Public Schools reserves the right to collaborate with other districts for the transportation of special education students.

Pickup and delivery of Special Needs pupils will be from place of residence or other site as approved by the Worcester Public Schools to the designated school or program site and return as determined by the Worcester Public Schools.

No pupil will be dropped at school prior to arrival of supervisory person(s) and, at no time, will a pupil be dropped at his school earlier than 15 minutes before the opening school time.

WAGES

Attention of all bidders is directed to the wage rates as determined by the Department of Labor and Workforce Development's Division of Occupational Safety to be paid to School Bus Drivers employed under the provisions of Chapter 71, Section 7A, as amended. This rate constitutes the minimum wage rate, and does not supersede or preempt higher rates that may result from collective bargaining agreements or individual employment contracts.

FUEL ADJUSTMENT

The Worcester Public Schools shall establish a starting price for fuel of $3.00 per gallon. The basis of the fuel adjustment computation will be the average daily price (school session days) for fuel paid during each month by the City of Worcester plus state and federal taxes if such state and federal taxes are not required to be paid by the City of Worcester at the time the fuel adjustment computation is made. This shall be the base price for the purpose of determine the fuel adjustment calculation.

The fuel consumption rate standards will be as follows:

1.   All Vehicles (Large, Mid-Size, and Wheelchair)   8 miles per gallon

Fuel adjustment calculation applies to regular home-to-school and summer school routes only.

The fuel adjustment shall be calculated semi-annually by the Worcester Public Schools and the contract amount paid to the Contractor will be adjusted accordingly by multiplying the base price times the total route mileage for all vehicles divided by the appropriate fuel consumption standard. For the purpose of this calculation, only "live miles" will be used based upon the routing software of the Worcester Public Schools.

Any fuel adjustment will be invoiced separately.

PAYMENTS

Payments will be made monthly for Worcester Public School transportation services based upon the Contractor's rendering an invoice weekly. Said invoices shall be emailed to the Worcester Public Schools Director of Transportation and will include:

a.   a summary of daily cost based upon bid price per vehicle type,

b.   an itemized listing of vehicles actually used, indicating vehicle type, schools served,

c.   totals of the number of vehicles of each type actually used each day.

There will be no billing for services on those days when the Contractor is notified by 5:30 AM that school is canceled for the entire day.

The lack of bus monitor coverage will reduce the daily trip cost charge for the specific bus to the Worcester Public Schools by one-half (1/2). The Contractor will provide the Director of Transportation of the Worcester Public Schools upon request with sufficient evidence that coverage was provided on all trips (such as payroll records or day sheets).

ROUTING

The Worcester Public Schools shall provide the Contractor in a timely fashion with a listing of all bus routes, vehicle assignments, stopping places, and time schedules for each school. The Worcester Public Schools reserves the right to alter any of the aforementioned routes and schedules at any time for any reason, with due notice supplied to the Contractor for implementation of the changes. It will be the responsibility of the Contractor to provide the bus service as specified by the Worcester Public Schools, and to communicate promptly any problems or difficulties encountered in the implementation of the specified bus routes and schedules.

Time schedules and stopping places on all routes developed by the Worcester Public Schools shall be documented on forms. Regular buses shall be run on schedule and shall not be required to wait for pupils. Special Education buses shall run on a schedule and are required to wait a minimum of two (2) minutes in picking up a pupil.

A copy of the specific bus route shall be maintained in an up-to-date condition in each bus for ready reference by the driver.

During the 2014-2015 school year, the Worcester Public Schools are expected to employ the following buses:

> 96 large vehicles
> 31 mid-size vehicles
> 20 wheelchair vehicles

Included in this total, the Head Start program is expected to utilize 6 of the large vehicles during the 2014-2015 school year to transport approximately 250 students.

In addition, charter school transportation has required twenty additional days beyond the regular school year schedule utilizing ten large buses.

Special Education programs has required 13 midsize and 20 wheelchair vehicles for summer school programming consisting for approximately twenty additional days.

The total number of buses used during the duration of this contract is not expected to exceed the following:

> 106 large vehicles
> 40 mid-size vehicles
> 25 wheelchair vehicles

The Head Start schedule may require an estimated 8 buses to run mid-day routes.

Charter school and summer school scheduling is expected to be approximately the same.

The actual number of buses used is subject to change based on the policies of Worcester School Committee, changes to any state or federal regulations regarding student transportation, the number of eligible students, and availability of funding. The Worcester Public Schools reserves the right to add or delete from these numbers of vehicles as the Worcester Public Schools deems is the best interest of the Worcester Public Schools. Additions to the contract will be at the same prices as in the base bid for the appropriate vehicle.

The successful bidder shall be responsible to have all drivers on all routes drive a school bus over their routes not less than once during the week prior to school opening. During these pre-opening runs, the driver shall follow the routes exactly as listed on the routing documents supplied by the Worcester Public Schools to the successful bidder. The drivers shall stop the bus at all listed pickup and discharge points on the route and be thoroughly familiar with the location of streets, stops, schools, etc.

The Contractor shall arrive at the respective schools with the pupils prior to the designated starting time. No pupil will be dropped at school prior to arrival of supervisory person(s) and, at no time, will a pupil be dropped at school earlier than 15 minutes before the opening school time.

The Contractor shall arrive at the designated schools no sooner than 15 minutes prior to school dismissal time for the pupils' return trip home. The Contractor shall comply with the above, except for unusual circumstances beyond the Contractor's control, such as breakdowns, storms, etc. In the event such unusual circumstances should occur, for either AM or PM schedules, the Contractor shall immediately notify the affected school or schools and the Director of Transportation.

OTHER

The requirements of the Worcester Public Schools contained herein will supersede any corporate/company policy of the Contractor.

The Contractor shall agree to disclose to the Worcester Public Schools the ownership and management organization proposed for the Worcester Public Schools Bus Contract. Such management and staff organization shall have the approval of the Worcester Public Schools. A representative of the Contractor must be assigned to Worcester, whose duty it is to maintain the terms of this contract. Such representative must be on-site daily.

If for any reason, scheduled vehicles cannot be operated, the Contractor agrees to provide, without additional charges, suitable insured transportation in place thereof. In the event the Contractor is unable or does not furnish all contracted transportation on such day or days, or if it appears unlikely, in the opinion of the Superintendent, that all such transportation can be

provided, then the Worcester Public Schools may hire a bus, buses, or any type of vehicle for such time as is necessary and charge the cost thereof to the Contractor and he shall pay same.

The Contractor agrees that any bus that is 15 minutes late in its scheduled routing of pickup stops and/or arrival time to school will result in having a credit issued for the contract price for that bus on that day. Full credit will be issued for a bus which does not perform its scheduled runs on any given day. A 15 minute deviation from a scheduled run is considered non-performance.

For purpose of this contract, transportation for Regular Education will be required for all pupil session days. Transportation for Special Education will be required for all pupil session days and as required by students' Individual Education Plans (IEP's).

Vehicles shall normally be operated five days a week, excepting holidays, vacations, and emergencies resulting in the closing of schools. The per day rate for buses shall apply to all summer school or extra day service that may be required by the Worcester Public Schools.

The contractor shall have available and keep in reserve at all times five (5) large vehicles, four (4) mid-size vehicles, and two (2) wheelchair vehicles. Such buses shall comply with all provisions of these specifications.

Transportation for early release purposes shall be considered to be included in the base bid pricing, including high school final exam schedule in June. Final exam schedule in June, not to exceed five days, at high schools includes two school-to-home trips per day per bus.

The bidder agrees that on each school day when school is kept for one session or any portion of a day, he will have appropriate transportation ready at the school premises at the time set by the Worcester Public Schools.

The Contractor will follow with the Worcester Public Schools crisis response plan for each school. In the event of an individual school emergency, a minimum of five (5) large buses, a minimum of five (5) mid-size and at least two (2) wheelchair buses will be available within thirty (30) minutes to accomplish the evacuation of students as specified in the individual school crisis response plan.

The Contractor shall report, immediately by phone after its occurrence, to the Superintendent of Schools or assigned designee, any event or circumstance which causes unavoidable delay or in any way interferes with the strict performance of the agreement. A formal written report of such accident, event, or circumstance must be submitted within 24 hours to the Superintendent or assigned designee.

The Contractor shall pay the cost of obtaining alternative contract services to transport students in the event that any routes cannot be served due to the unavailability of drivers or buses.

The contract entered into between the City of Worcester and the successful bidder shall not be assigned nor assignable by way of subcontract or otherwise, unless or until the Worcester Public Schools shall have first assented thereto in writing.

In the event of a negligent failure, for five (5) consecutive days, to transport pupils as herein provided, this contract may be terminated by the Worcester Public Schools, or its legal representatives, by notice in writing, given to the Contractor, or it's legal representatives or assignee, of its intention to terminate this contract, and after three (3) days said notice shall constitute termination of this contract and the Worcester Public Schools shall not be liable for any service rendered under this contract for any part of the month when said services ceased or failed to be rendered, according to the terms thereof, and the Contractor shall be liable for all other damages suffered by the Worcester Public Schools as a result of the termination of the contract.

In addition to the right to terminate for the neglect of the contractor referenced above, it is understood that upon ten (10) days' notice the School Committee, in its sole discretion, may terminate the contract, or eliminate any number of vehicles, trips, and/or routes which therefore may have been in effect. Such termination or elimination of vehicles, trips and/or routes shall not result in any cost or liability to the Worcester Public Schools.

In the event that school is canceled for a part of the day, the Contractor, upon one (1) hour's notification, shall be required to provide student transportation.

The Contractor will have installed and maintained, at the Contractor's expense, a direct, two private telephone lines (one for regular education transportation and one for special education transportation), in order to provide immediate and continuous communication between the office of the Contractor's local manager and the Director of Transportation for the Worcester Public Schools. The Contractor will also maintain a second local telephone line for the term of the contract dedicated to receiving complaints or answering the questions of citizens.

The Contractor must be reachable by telephone at all times buses are used in connection with this contract.

The Contractor agrees to indemnify and to hold the City of Worcester, the School Committee, and School Administration harmless from any and all claims for damages arising out of bodily injury to or death of any person or persons, and for all claims for damages arising out of injury to or destruction of property caused by accident resulting from the use of implements, equipment or labor used in the performance of the contract or from neglect, default or omission, or want of proper care, or misconduct including intentional acts and torts on the part of the Contractor or any one of its employees, agents, or servants during the execution of the contract.

APPENDIX A

**SPECIAL EDUCATION
FIRE BLANKET SPECIFICATION
REQUIRED ON ALL VEHICLES**

Each lift-equipped school bus shall be equipped with an Evac Aid fire blanket. It shall be at least eighteen (18) square feet in size, having a minimum width of 29 inches. The Evac Aid shall be enclosed in a non-metallic enclosure cabinet of no more than five and one half inches (5 ½") in depth, eight and one half inches (8 ½") X ten and one half inches (10 ½") in length and width. It shall be identified on the front as to the contents. The pouch shall be mounted on the left side interior wall in the buffer zone, behind the left rear seat as close to the rear entrance door opening as practical on a horizontal and vertical line no higher than the horizontal metal portion of the seat frame. The blanket and the cabinet combined weight shall be less than ten (10) lbs. and shall be attached to the interior wall in a manner that would retain the pouch to the wall when a 20G force is applied to the cabinet in any direction.

Appendix B

<u>Video System</u>

4- Camera Pro-Vision® 8 Channel Solid State Video Recording System (NO EXCEPTIONS)

To include:

1 each DVR-808-128 1080p HD Base Kit with Single Camera [128GB] as per a-f:

   a) 2.8mm Wide Angle Dome Night Vision Camera
   b) Solid State DVR
   c) 128GB Class 10 SDXC Memory Card
   d) Lockable Cage
   e) 20 foot HD Camera Cable
   f) Software and Guides

2 each DVR-810 1080p HD Night Vision Dome Camera

1 each DVR-812 1080p HD Forward Facing Cameras

1 each DVR GPS Antenna

1 each DVR-710 Enhanced Event Marker Button

1 each Wireless File Transfer

1 each PX-1843 30 foot HD Extension Camera Cable

Appendix C

Real Time Global Positioning System

The Worcester Public Schools uses Versatrans Routing and Planning System. For compatibility and consistency, this contract requires:

Versatrans Onscreen (up to 170 vehicles)

Versatrans e-Link (up to 25,000 students)

- The Worcester Public Schools will contract directly with Versatrans for the Versatrans Onscreen (up to 170 vehicles) and Versatrans e-link (up to 25,000 students) in order to maintain ownership of the license and all student data.
- GPS hardware **MUST** be compatible with Versatrans Onscreen
- Versatrans will provide the download information necessary to the contractor.
- Versatrans will invoice the contractor for all application software license and maintenance fees for the term of this contract. *These products will be billed directly to and paid by the contractor.*
- The contractor will be required to provide all upgrades to all application software for the term of this contract.
- The contractor will be required to provide all maintenance for all application software and systems for the term of this contract.

GROUP I
Bid Proposal Pages – Bid #: CR-6300-W5
Regular Transportation
Head Start Transportation
2015 – 2020

- It is estimated ninety-six (96) buses will be needed to complete the contract.

- It is estimated eight (8) buses will be needed for <u>after school</u> programming yearly

A. **Bid Price:** **2015 - 2016**

a) 96 Buses, Large   x _____ per day   x 180 days   = $_____

b) 8 Buses, Large   x_____ per day   x 90 days   =$_____

        Total 2015-2016   **(sum a + b)** =$_____

B. **Bid Price:** **2016 - 2017**

a) 96 Buses, Large   x _____ per day   x 180 days   = $_____

b) 8 Buses, Large   x_____ per day   x 90 days   =$_____

        Total 2016 - 2017   **(sum a + b)** =$_____

C. **Bid Price:** **2017 - 2018**

a) 96 Buses, Large   x _____ per day   x 180 days   = $_____

b) 8 Buses, Large   x_____ per day   x 90 days   =$_____

GROUP I
Bid Proposal Pages – Bid #: CR-6300-W5
Regular Transportation
Head Start Transportation
2015 – 2020

Total 2017 – 2018   (sum a + b)   =$_____

D.   <u>Bid Price:</u>   <u>2018 - 2019</u>

a) 96 Buses, Large   x _____per day   x 180 days   = $_____

b) 8 Buses, Large   x_____per day   x 90 days   =$_____

Total 2018 – 2019   (sum a + b)   =$_____

E.   <u>Bid Price:</u>   <u>2019 - 2020</u>

a) 96 Buses, Large   x _____per day   x 180 days   = $_____

b) 8 Buses, Large   x_____per day   x 90 days   =$_____

Total 2014 – 2015 (sum a through d)   =$_____

GROUP I
GRAND TOTAL 2015 – 2020   *(Sum A through E)*   =   *$_____*

GROUP II
Bid Price Page – Bid #: CR-6300-W5
Special Needs Transportation / WPS
2015 - 2020

- It is estimated thirty-one (31) mid-size vehicles will be needed to complete the contract.
- It is estimated twenty (20) wheelchair buses will be needed to complete the contract
- It is estimated four (4) mid-size vehicles will be needed for mid day preschool program to complete this contract.
- It is estimated four (4) wheelchair vehicles will be needed for mid day preschool program to complete this contract.

A.   Bid Price: 2015 - 2016

a) 31Mid Size   x _____per day x 180 days   = $_____

b) 20 Wheelchair   x _____per day x 180 days   = $_____

c)   4 Mid-Day Bus   x _____per day x 180 days   = $_____

d)   4 Mid-Day W/chair   x _____per day x 180 days   = $_____

        Total 2015 – 2016   (sum a through d)   =$_____

B.   Bid Price: 2016 - 2017

a) 31Mid Size   x _____per day x 180 days   = $_____

b) 20 Wheelchair   x _____per day x 180 days   = $_____

c)   4 Mid-Day Bus   x _____per day x 180 days   = $_____

d)   4 Mid-Day W/chair   x _____per day x 180 days   = $_____

        Total 2016 – 2017   (sum a through d)   =$_____

GROUP II
Bid Price Page – Bid #: CR-6300-W5
Special Needs Transportation / WPS
2015 - 2020

C.   **Bid Price:**   **2017-2018**

a) 31 Mid Size   x _____ per day x 180 days   = $_____

c) 20 Wheelchair   x _____ per day x 180 days   = $_____

c) 4 Mid-Day Bus   x _____ per day x 180 days   = $_____

d) 4 Mid-Day W/chair   x _____ per day x 180 days   = $_____

Total 2017-2018 (sum a through f)   =$_____

D.   **Bid Price:**   **2018-2019**

a) 31 Mid-Size   x _____ per day x 180 days   = $_____

b) 20 Wheelchair   x _____ per day x 180 days   = $_____

c) 4 Mid-Day Bus   x _____ per day x 180 days   = $_____

d) 4 Mid-Day W/chair   x _____ per day x 180 days   = $_____

Total 2018-2019 (sum a through f)   =$_____

GROUP II
Bid Price Page – Bid #: CR-6300-W5
Special Needs Transportation / WPS
2015 - 2020

E.   **Bid Price:**   **2019-2020**

a)   30 Mid-Size   x _____ per day x 180 days   = $ _____

b)   20 Wheelchair   x _____ per day x 180 days   = $ _____

c)   4 Mid-Day Bus   x _____ per day x 180 days   = $ _____

d)   4 Mid-Day W/chair x _____ per day x 180 days   = $ _____

Total 2019-2020 (sum a through f)   =$ _____

GROUP II
GRAND TOTAL 2015 – 2020   *(Sum A through E)* =   *$* _____

GROUP I TOTAL   = $ _____

+

GROUP II TOTAL   = $ _____

GRAND TOTAL
ALL GROUPS   = $ _____ *

* Award to be based on this amount.

PAYMENTS

Payments will be made monthly for Worcester Public School transportation services based upon the Contractor's rendering an invoice weekly. Said invoices shall be emailed to the Worcester Public Schools Director of Transportation and will include:

a. a summary of daily cost based upon bid price per vehicle type,

b. an itemized listing of vehicles actually used, indicating vehicle type, schools served,

c. totals of the number of vehicles of each type actually used each day.

There will be no billing for services on those days when the Contractor is notified by 5:30 AM that school is canceled for the entire day.

The lack of bus monitor coverage will reduce the daily trip cost charge for the specific bus to the Worcester Public Schools by one-half (1/2). The Contractor will provide the Director of Transportation of the Worcester Public Schools upon request with sufficient evidence that coverage was provided on all trips (such as payroll records or day sheets).