



Worcester East Middle School
Worcester Public Schools
SCHOOL REVIEW

July 2009

Massachusetts Department of Elementary and Secondary Education
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Overview

To meet state accountability requirements,¹ schools in restructuring are being reviewed for the purpose of providing a progress report to the Board of Elementary and Secondary Education. These schools will be visited for two days to ensure that the review team has sufficient time to be able to describe improvement efforts (including district supports) and conditions at the school.

This report, by a review team of contracted Department of Elementary and Secondary Education consultants, profiles the trends in student achievement at the Worcester East Middle School over the last three years and responds to two overarching key questions based on evidence collected while on site.

Key Question 1: To what extent have the school and the district demonstrated the capacity to improve student achievement?

Key Question 2: Are the conditions in place to continue to support student achievement?

The visit to Worcester East Middle School is also part of the District Plan for School Intervention (DPSI) review for the Worcester Public Schools. The purpose of the DPSI review, being conducted in certain urban school districts, is to assess district efforts to support school intervention, including strategic decisions made to support ongoing school improvement. It also seeks to assess the impact of support given by the Massachusetts Department of Elementary and Secondary Education (ESE) for improvement efforts. DPSI reviews also carry out requirements for state audits of districts.²

The visit to Worcester East Middle School was conducted from May 6-7, 2009. Further information about the review and the schedule can be found in Appendix B; information about the members of the review team can be found in Appendix A.

¹ Under 603 CMR 2.00.

² See Mass. Gen. Laws c. 15, § 55A, as amended by St. 2008, c. 311, § 3, effective August 14, 2008.

Worcester East Middle School

School Profile

Worcester East Middle School (WEMS) serves students in grades 7 and 8. In the 2008-2009 academic school year, WEMS enrolled 584 students. Student enrollment at the school has decreased from the 2004-2005 academic year, when 817 students were enrolled. Student demographic and subgroup information for the 2008-2009 academic year is displayed in Table 1.

**Table 1: Worcester East Middle School Student Enrollment
By Race/Ethnicity and Selected Population, 2008-2009**

Enrollment by Race/Ethnicity	Percent of Total	Selected Populations	Percent of Total
African American	14.2%	First Language not English	48.6%
Asian	6.0%	Limited English Proficient	19.2%
Hispanic or Latino	47.6%	From low-income families	84.4%
Native American	0.3%	Special Education	27.9%
White	30.3%	Free-lunch	76.5%
Multi-Race, Non-Hispanic	1.5%	Reduced-price lunch	7.9%

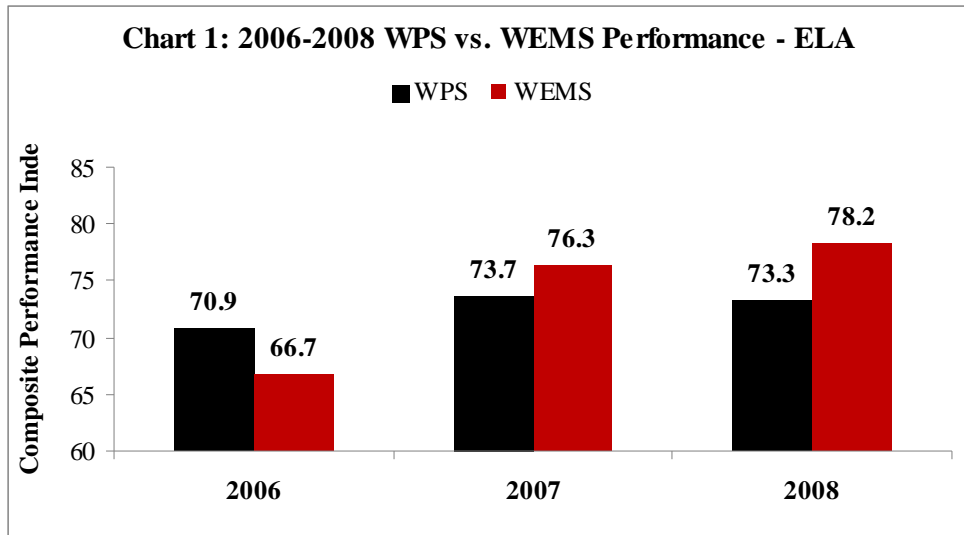
Student Performance

In 2008, WEMS made Adequate Yearly Progress (AYP) in English Language Arts (ELA) in the aggregate. This was the second consecutive year that the school has made AYP in ELA in the aggregate. The school now has an NCLB status of Restructuring Year 2 in ELA for subgroups only. In 2008, the school did not make AYP in mathematics in the aggregate. Its NCLB status in mathematics is Restructuring Year 2.

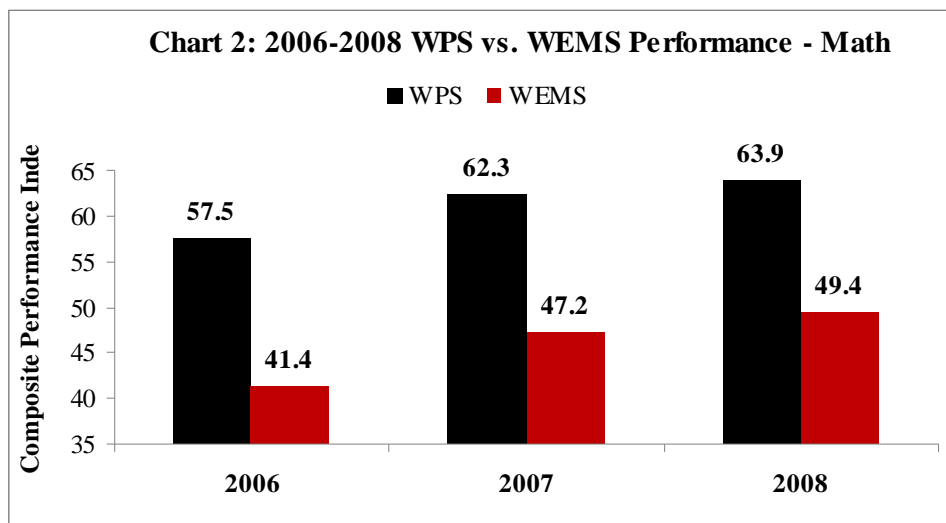
Table 2: Worcester East Middle School Adequate Yearly Progress History

		2003	2004	2005	2006	2007	2008	NCLB Accountability Status
ELA	Aggregate	Yes	No	No	No	Yes	Yes	Restructuring Year 2 - Subgroups
	All Subgroups	No	No	No	No	Yes	No	
Math	Aggregate	No	No	No	No	Yes	No	Restructuring Year 2
	All Subgroups	No	No	No	No	No	No	

From 2006 to 2008, WEMS student performance on the ELA MCAS has improved. The Composite Performance Index (CPI) has increased during the previous three years from 66.7 in 2006, jumping to 76.3 in 2007 and 78.2 in 2008. In 2007 and 2008, WEMS students outperformed the district in ELA. District performance has remained fairly stable over this same period.



Worcester East Middle School's CPI in mathematics has also increased each year from 2006 to 2008. The total CPI increase for WEMS across these years was 8. The Worcester Public Schools has also consistently improved its performance from 2006 to 2008. The district's total CPI increase from 2006 to 2008 was 6.4. Although WEMS has shown continued improvement in mathematics, performance is still significantly below the district's performance.



Key Question 1: To what extent have the school and the district demonstrated the capacity to improve student achievement?

Worcester East Middle School has implemented multiple initiatives in accordance with its School Improvement Plan (SIP). These initiatives include an increased use of standards-based instruction, a system of behavioral and academic interventions, an instructional leadership team, and processes for distributing, analyzing, and discussing student performance data. The school is also using a variety of district-supported resources, programs, and assessments to advance improvement initiatives.

Findings

Teachers are using the Massachusetts Curriculum Frameworks to plan their classroom instruction.

Worcester East Middle School has begun to implement standards-based instruction as part of its school improvement efforts. In focus groups, school leaders and teachers indicated that they have worked to align curriculum to the state standards. During the summer of 2008, teachers attended district workshops focused on mapping the English and mathematics curricula to the Massachusetts Curriculum Frameworks. School leaders also reported that the mathematics department has intervened to fill identified gaps (i.e., areas that mathematics textbooks do not cover). School leaders stated that the main objective is to ensure that curriculum and instruction are tied to the state standards. In focus groups, teachers reported that they prioritize the state standards and limit their reliance on textbooks to guide their instruction. This behavior is different from that of past years, when the textbook was used as the primary vehicle for delivering content. Teachers reported, for example, “The state framework is [the] bible” and “the textbook is more of a reference tool.”

Classroom visits conducted by the site visit team indicated that teachers are actively incorporating standards into daily lesson planning and instruction. In 45 percent of classrooms visited (n=31), the site visit team noted a student-friendly, standards-based description of the purpose of the lesson. In 42 percent of observed classes, learning objectives were present although not clearly formulated or differentiated from posted state standards. In 13 percent of visited classrooms, learning objectives were not present. Thus, evidence indicates that teachers are now aligning curriculum and instruction with the Massachusetts Curriculum Frameworks.

The school’s implementation of Positive Behavioral Interventions and Supports (PBIS) has provided a structure to guide positive student behavior and has reduced disruptions to teaching and learning.

Worcester East Middle School has effectively implemented and sustained its PBIS program, which has helped to generate a culture of expectations conducive to learning. Although PBIS was adopted several years before the implementation of the SIP, school stakeholders agree that PBIS has been integral to the school’s continued improvement.

During focus groups, all school stakeholders expressed enthusiasm about the impact of the PBIS system on school culture. Teachers are expected to establish a clear set of expectations for

students; encourage positive student behavior; discourage problematic student behaviors; and continually monitor and evaluate overall improvements in student behavior. An academic component is also built into the PBIS program. For example, students are regularly rewarded prizes for academic excellence or growth on external assessments.

In a focus group, teachers acknowledged that the way students treat one another has dramatically changed. One teacher explained, “PBIS provides different avenues to deal with bad student behavior. Now, we focus on the positive and talk with students, instead of just focusing on the negative.” Guidance and adjustment counselors indicated that after-school classes on anger management and behavioral problem-solving have also had a positive effect. These classes currently have a waiting list because of the large number of students who would like to participate. The school’s “subway system” is another PBIS initiative. This is a color-coded hallway traffic plan that facilitates safer and more efficient transitions for students throughout the school day. Students are held accountable for having color-coded passes that match the color of their team’s hallway. Each section of the subway system is carefully monitored by one of the teacher teams. School leaders stated that the subway system has been a “tremendous assistance to the school” by greatly reducing student traffic in hallways, eliminating student wandering, and increasing time spent on learning activities. The site visit team observed most students adhering to this subway system.

The school monitors the impact of its PBIS program. Documentation provided by the school revealed that since the 2004-2005 school year, the school has decreased not only the number of “repeat offenders,” but also the number of infractions committed by repeat offenders.

In general, the PBIS program is implemented across the school. In some classrooms, however, the site visit team observed that teachers did not exhibit the standards and procedures of PBIS. Specifically, in 45 percent of classrooms visited (n=31), the climate was marked by respectful, on-task behavior. In 42 percent of classrooms visited, there was only partial evidence of such behavior. When queried about this variation, school leaders indicated that newer teachers have not completely bought in to or incorporated the program. In a focus group, several teachers acknowledged the difficulties of adhering to the PBIS system. These teachers indicated that they often struggle to find a balance among rewarding positive student behavior, curbing problematic behavior, and maintaining appropriate instructional pacing. During classroom visits, 39 percent of observed lessons demonstrated effective instructional pacing that ensured student engagement, whereas the majority of lessons observed (or 55 percent) provided only partial evidence of effective instructional pacing. In 6 percent of classrooms observed, instructional pacing was not effective. In these classrooms, teachers re-explained lesson directions several times throughout the class period and wrestled with re-directing students back to learning activities.

These data suggest that the school’s efforts to implement PBIS are contributing to a positive and instructionally-focused school climate and that school leaders and teachers are working to achieve more consistent implementation across the school.

The school has established processes to disseminate assessment results and to analyze and discuss these results and their implications for instruction and intervention programs.

The school has developed and implemented processes for examining student performance data and using these data to inform instructional planning and interventions. Data discussions occur at various levels of the school (e.g., staff meetings, team teacher meetings, department meetings) and lead to the development of school- and individual-level performance and growth goals. Teachers are in the early stages of using data to revise classroom instruction.

The school analyzes student performance data from both internal and external assessments. Some formative assessments have been generated and used by the school. For example, the school has created quarterly common assessments in ELA, mathematics, science, and social studies, as well as weekly teacher-produced exams. In focus groups, school leaders reported that the school proactively added internal assessments to “triangulate and draw from more data and resources to improve instruction.”

External assessment data are analyzed during teacher common planning time, department meetings, some after-school meetings, and all-inclusive faculty meetings. School leaders reported that they deliberately distribute data to encourage teachers’ commitment to school improvement efforts. “I want teachers to be within the grass roots movement of the school,” one school leader stated, “to get a handle on what students are learning and achieving.”

During a focus group, school leaders explained that teacher teams are specifically required to use some of their common planning time to identify and address weaknesses within their particular cohort of students. In focus groups, teachers stated that they receive generous support from the literacy coach and departmental heads when disaggregating data. They stated that they use data to make revisions to their curriculum maps, identify certain lessons for re-teaching, and redesign student instructional groups. They also reported that they are continually revisiting aspects of the SIP to ensure that their instructional strategies align with SIP priorities. One group of teachers even described how they are in the process of putting together a notebook of supplementary material tailored to a student’s particular strengths and weaknesses. For their part, school leaders stated that they are actively using *The Northwest Evaluation Association’s Descartes Continuum of Skills* to identify the concepts and skills teachers need to address in their instruction.

Participants in department meetings also analyze trends in student performance data and sometimes conduct item analyses for those questions that caused the most students the greatest amount of difficulty. For instance, teachers discovered that students were not performing well on the MCAS mathematics open-response questions. Teachers found that while students were quite competent with calculations on the test, they could not adequately explain their problem-solving rationales within the open-response section. To remedy this difficulty, the literacy coach, in interviews, reported that she worked closely with school staff to provide students with samples of effective open responses. Students who performed well on the MCAS were also invited by the literacy coach to publicly present and describe their test-taking strategies to their classmates. In focus groups, mathematics and ELA teachers indicated that they also meet with individual students to discuss assessment results, encourage students by providing incentives for higher

performance and growth, and set goals for upcoming assessments. School leaders informed the site visit team that schoolwide goals and teacher team-level goals exist in conjunction with student-specific goals.

Teachers reported that the staff has become more cohesive as a result of their common goals around data analysis and improving learning for all students. “Looking at the data has definitely centralized everyone,” one teacher declared. School leaders also acknowledged that the motivational piece of goal-setting and celebrating when students accomplish their goals has contributed to the success of their school improvement efforts.

The professional staff at Worcester East Middle School is consistently involved in analyzing data. Summative and formative student performance data are evaluated at various levels in the school and are used to identify student learning needs and to set performance and growth goals. Teachers are beginning to use data to inform instructional decisions, such as which lessons to re-teach. School leaders and teachers perceive that engaging in data analysis and goal-setting has had an impact on the school’s professional culture, classroom instructional practices, and student learning.

WEMS is using district-supported programs, assessments, and professional development to advance school improvement efforts.

Worcester East Middle School has actively used the resources and supports provided by the district to bolster its improvement efforts. Consequently, the school has implemented an instructional leadership team (ILT), regular Measures of Academic Performance (MAP) assessments, professional development around data use, and an Advancement Via Individual Determination (AVID) program.

In collaboration with the district, the school has formed an ILT. The ILT has worked with a consultant from Focus on Results (FOR) during the 2008-2009 academic year. This collaboration has allowed WEMS to identify an instructional focus and select a set of related instructional best practices to bring about improved student performance. These practices include writing across the curriculum, teaching vocabulary, and open-response writing. In focus groups, members of the school’s ILT indicated that monthly meetings with other ILT members within the district, as well as the FOR consultant, are used to develop instructional leadership capacity, share instructional practices, brainstorm over instructional challenges, and celebrate school improvements. ILT members and teachers can request to observe classrooms at other schools within and beyond the Worcester Public Schools. In addition to monthly ILT meetings, school leaders indicated that the FOR consultant also provides onsite coaching and problem-solving meetings as needed.

The principal has participated in the National Institute of School Leadership (NISL) program that is made available through the district and sponsored by the Department of Elementary and Secondary Education. In a focus group, the principal reported that she has benefited from the NISL trainings and “realized a sense of urgency” around providing students with effective instruction and continuously improving the school. Both ILT and NISL activities support the development of instructional leadership capacity and expertise at the school.

WEMS also takes advantage of district-provided professional development on using student performance data. In focus groups, teachers stated that they have received training in disaggregating and interpreting MCAS and MAP data. District MAP assessments – exams aligned with the Massachusetts Curriculum Frameworks – are used to measure student skill growth three times per year. In focus groups, several teachers reported that they understand how to access and analyze the MAP data. Although teachers also noted several differences between MAP and MCAS and questioned the predictive power of MAP, they indicated appreciation of MAP as a tool to inform instruction.

WEMS has benefited from district funding for several other initiatives. School leaders reported that the school needed to realign and reintegrate its curriculum with the standards. To accomplish this, they requested district support for curriculum mapping in English and mathematics. Several teachers described how they attended a summer institute to map their curricula and how this strengthened their ability to provide standards-based instruction. The AVID program – a college-preparatory program designed to increase student learning and improve performance – is another district-funded resource that the school has integrated as an after-school program.

Worcester East Middle School has taken advantage of resources offered by the district to support school improvement initiatives. Professional development, leadership coaching, and technical assistance from external consultants have strengthened the school’s capacity to make data-based decisions and helped the school develop a standards-based instructional focus.

Key Question 2: Are the conditions to continue to support student achievement in place?

From 2006 to 2008, Worcester East Middle School's MCAS scores have improved in both ELA and mathematics. As described under Key Question 1, the school has implemented several initiatives that contribute to its capacity to improve student performance over time. These include a positive behavior system, data-based discussions of student learning needs, and investment in building instructional leadership capacity. Although teachers express support and respect for school leaders, several conditions pose challenges to the school's continued improvement. In particular, the school's combined role of department head and coach is inadequate to ensure the provision of instructional rigor for all students. Additionally, the function of the newly formed ILT is not well-articulated or integrated with current leadership structures.

Findings

Classroom instruction lacks rigor and differentiation. The school's coaching model is inadequate to improve the quality of instruction for all students.

The site visit team conducted 31 classroom observations, approximately half of which were in ELA classes. The other visits included mathematics, science, social studies, Spanish and music classes. Observations were conducted for approximately 20 minutes.

During these classroom observations, rigorous instructional practice was infrequent and inconsistent throughout the school. Rigor was determined by the following indicators: (1) teacher questioning required students to engage in higher-order thinking (e.g., analysis, synthesis, evaluation, and application); (2) teachers provided multiple opportunities for students to apply new knowledge and content to the lesson; (3) students clearly articulated their thinking and reasoning; and (4) students inquired, explored, and problem-solved in pairs or small groups. In 23 percent of classrooms visited (n=31), the site visit team recorded solid evidence of teacher questioning that required students to participate in higher-order thinking. Students applied new knowledge and content in 13 percent of observed classrooms. In one classroom, for example, ELA students independently answered questions about the character traits, themes, and climax they discovered in a novel they were reading. Students articulated their thinking and reasoning in 13 percent of classrooms visited. For instance, mathematics students individually solved ratio/proportion problems by generating algebraic expressions and then explained their problem-solving rationales to the whole group. The site visit team found solid evidence of students actively exploring and discussing learning material in pairs or small groups in 6 percent of observed classrooms and noted that the majority of observed instruction was delivered from the front of the classroom through whole-group presentation. Although overall instructional practice lacked rigor, the school did provide pockets of effective practice from which school staff might build broader capacity.

During classroom observations, site visit team members recorded that several special education/resource classes were marked by frequent interruptions to learning time. For instance, teachers struggled to pace instruction appropriately and to handle multiple behavioral disturbances from several students. Each of these classes had at least one assistant supporting instruction.

School and district efforts have improved the focus on standards-based instruction at Worcester East Middle School. The school, however, is still working to increase the quality and consistency of rigorous instructional practice.

To support the development of instructional quality, Worcester East Middle School uses a coaching model in which department heads also serve as content coaches. As department heads, staff members must evaluate teacher performance – for some teachers, a potentially high-risk interaction. In focus groups, department heads indicated that during formal evaluations, they observe teachers for a class period and submit their comments and suggestions to the principal, who then finalizes all teacher performance evaluations. Department heads indicated they typically comment on classroom management and configurations and noted that teachers do not usually respond to these formal observations. Department heads described these formal observations as “responsibility without authority.”

As coaches, however, these same department heads must encourage instructional risk-taking and experimentation and interact with teachers as supportive, instructional guides. Given one period per day for their coaching role, department heads indicated that they are expected to observe one teacher per day, as well as to review and comment on teacher lesson plans. As time allows, department heads also coach classroom teachers by co-teaching, modeling lessons, and providing instructional consultation. While some department heads reported that they give written feedback in the form of emails following these coaching sessions, others explained that they rely on oral feedback in order to ensure a more collegial process. In a focus group, department heads noted that they provide individualized advice and suggestions to teachers, but do not follow up on whether these recommendations have been implemented. They also stated that, in their coaching role, they seek to give collective encouragement to teachers and not to single out any teacher for poor performance.

School leaders and department heads described several problems that arise from the combined role of the department head and coach positions and noted these have been frustrating to resolve. Department heads stated that they find it difficult to switch frequently between an evaluative and collaborative stance with their colleagues. They also noted that scheduling classroom observations once a day during the time they have free for coaching and ensuring that all teachers are observed an equal number of times are sometimes nearly impossible challenges. One coach described how her schedule often does not allow her to incorporate pre- and post-conferencing with classroom observations. Thus, the schedule does not allow for the substantive coaching interaction that needs to accompany classroom observations. Department heads explained that observing classroom instruction at times other than their designated coaching period would require getting substitute coverage for their own classes, which would be disruptive and counterproductive for their own students. One coach described the problem with getting substitute coverage by saying, “I have to try to guess what the substitute has covered and not covered, and I usually end up re-teaching and losing time.”

Interviews with department heads and school leaders revealed that the school is aware of these issues and concerned about the coaching model. Both department heads and school

administrators reported that they have kept the district informed of the challenges and tensions with this coaching model.

The function of the school's instructional leadership team (ILT) has not been clearly articulated.

During 2008-2009, the school collaborated with FOR to develop an ILT composed of representative members of the school staff. However, the ILT is in the beginning phase of establishing its function and position within the school. It has yet to distinguish its roles and responsibilities from those of existing teacher and administrative teams.

The WEMS ILT is composed of the principal, assistant principals, department heads/coaches, literacy coach, and volunteer representatives from teacher teams. The ILT meets monthly and is charged with spearheading school improvement efforts. During a focus group, ILT members indicated that they have co-facilitated the design of the SIP, determined an instructional focus in reading comprehension and writing, and gathered input from the school staff in the selection of instructional best practices.

During focus groups, both teachers and department heads expressed some uncertainty regarding how the ILT's work integrates with the teacher and administrator teams that are already part of their middle school model. For example, the role of ILT members was described as an additional responsibility that teacher team leaders did not necessarily want to assume. Therefore, teacher teams were typically represented on the ILT by volunteer teachers from each teacher team, rather than by team leaders who coordinated the team's agendas and work. Team leaders described their role as an information conduit between the school's administrative team and their teacher team, including the transfer of student performance data. School leaders stated that the ILT functions primarily as an information conduit between the broader district and the school. Data analysis, revision of instruction, and discussion of student progress were described as occurring at several levels in the school, but primarily at the teacher-team level. Both school leaders and teachers indicated that the role of the ILT is not yet clear amid the currently functioning systems between the administrator and teacher teams. School leaders asserted that the ILT is still a work in progress and that they have not formally specified the responsibilities of its members. They noted that, as administrators, they are beginning to think about ways to coordinate the ILT and teacher teams effectively.

Members of the leadership team have clearly articulated responsibilities and have the respect and support of the faculty in advancing their improvement initiatives.

The members of the school leadership team, composed of the principal, assistant principals and literacy coach/interim special education department head, have developed distinct responsibilities in order to implement and assess various aspects of the SIP.

In focus groups, school administrators and teachers described the principal as responsible for shepherding the mission and vision of the SIP. Her other obligations include providing the school with necessary resources and additional materials, serving as a primary liaison between the school and district, and ensuring that the SIP is implemented with fidelity. Teachers reported

that the principal is responsive and willing to solve school concerns that arise during the year. In 2008-2009, for example, the principal reportedly doubled the budget for arts enrichment and also allocated monies for teacher professional development opportunities (e.g., curriculum mapping). Administrators and teachers indicated that the principal regularly monitors teachers' use and analysis of data by checking and commenting on their lesson plans. She also conducts formal evaluations for new teachers (once a year) and experienced teachers (once every two years).

The assistant principals reported that they have been part of the leadership team for the past three years. In that time, one assistant principal has devoted his time to observing and supervising classroom teachers on a regular basis and to reviewing and managing school finances. In partnership with the principal, he writes teachers' summative evaluations. He also meets with individual students who demonstrate behavioral or academic needs. The other assistant principal spearheads the creation and execution of behavioral interventions and supports at WEMS. In particular, she supervises the progress of the PBIS program and leads the PBIS universal team. This team meets weekly with the assistant principal to analyze data related to behavioral problems and improvements, as well as to share successes and failures in the implementation of the program. Throughout the school year, this assistant principal teaches and reminds students of the behavioral and academic expectations of the school, and designs and oversees the incentive program (e.g., school store, STAR bucks, quarterly awards, and assemblies). In addition, this assistant principal collates and distributes evidence of the program's effectiveness. During an interview, the assistant principal presented the site visit team with documentation demonstrating the program's success in helping to decrease student transgressions.

The literacy coach is also a member of the school's leadership team. In her dual role as coach and interim special education department head, she guides and participates in multiple activities at the school, including lesson modeling, data analysis and implementation of PBIS. In a focus group, the literacy coach noted that she co-teaches and models lessons with ELA teachers and discusses ways to strengthen reading skills within the mathematics curriculum. When analyzing student ELA performance data, she works with teachers to develop effective strategies for approaching open-response questions on external assessments. Several times throughout the year, she presents students with easily understandable data and sets schoolwide goals and performance expectations.

The site visit team noted that teachers, coaches, and department heads are respectful, supportive, and mobilized behind the school's leadership team and its work on school improvement initiatives. In focus groups, staff members described their approval of the leadership team's open communication and its supportive, collaborative stance.

Appendix A: Worcester East Middle School Review Team Members

The review of the Worcester East Middle School in the Worcester Public Schools was conducted from May 6-7, 2009 by a team of educators from SchoolWorks, LLC on behalf of the Massachusetts Department of Elementary and Secondary Education.

Susan Carlson, Consultant, SchoolWorks

Candice Carpenter, Project Associate, SchoolWorks

Joseph Trunk, Consultant, SchoolWorks

Appendix B: Review Activities and Schedule

Activities conducted at the Worcester East Middle School

The following activities were conducted as part of the review of the Worcester East Middle School, Worcester Public Schools.

- The site visit team conducted interviews and focus groups with the following representatives from the Worcester East Middle School:
 - The School Leadership Team, including the principal, two assistant principals and the literacy coach/interim special education department head
 - The Instructional Leadership Team, including the principal, assistant principals, department heads/coaches, literacy coach, and volunteer representatives from teacher teams
 - Seventh and eighth grade teachers in ELA, reading, mathematics, science and social studies
 - Adjustment counselors and guidance counselors
 - Department heads/coaches
 - Special education, resource, and support staff
 - 7th and 8th grade students
- The site visit team conducted 31 classroom visits at the school in ELA, reading, mathematics, science, social studies, music and Spanish. Special education and resource/inclusion classrooms were also observed.
- The site visit team reviewed the following documents at the school:
 - The School Improvement Plan
 - Description of the Positive Behavioral Interventions and Supports (PBIS) system and evidence of effectiveness
 - Minutes from Instructional Leadership Meetings
 - Agendas and minutes from teacher common planning time

Schedule for review of Worcester East Middle School

Worcester East Middle School Site Visit Schedule – May 6, 2009		
Time	Team Leader	Team Members
6:45-7:30	Team arrives at school and morning meeting	
7:30-8:22	Focus group with school leadership	
8:25-9:20	Classroom visits & document review	
9:23-10:18	Focus group with department heads (also leadership team)	
10:21-11:50	Classroom visits	
11:50-12:50	Lunch; Mid-day meeting and team debrief	
1:00-1:43	Focus group with school-based coaches	Classroom visits
2:00-2:30	Focus group with teachers	Focus group with teachers
2:30- 4:00	Team debrief and evidence sorting	
4:00-4:30	Follow-up with school leadership; mid-point trends; clarifying questions	
4:30	Team departs	

Worcester East Middle School Site Visit Schedule – May 7, 2009		
Time	Team Leader	Team Members
6:45-7:30	Team arrives at school and morning meeting	
7:30-8:00	Focus group with students	Focus group with students
8:00-8:22 8:30-10:18	Classroom visits	
10:21-10:55	Document review	Focus group with support staff
10:55–11:50	Classroom visits	
11:50-12:50	Lunch; Mid-day meeting and team debrief	
12:50 – 1:15	Document review	
1:15-1:43	Follow-up with school leadership	Document review
2:00-2:30	Focus group with teachers	Focus group with teachers
2:30 - 4:00	Team debrief and evidence sorting	
4:00-4:30	Team report to leadership: Key learnings and evidence	
4:30	Team departs	