

The Memorandum of Understanding between Worcester Public Schools and the Department of elementary and Secondary Education Office of Urban and the Commissioner's District (School Year 2009 – 2010) supports four Core District Priorities that align to Worcester's Strategy for Improvement. The Core District Priorities (page 3) focus on 1. the development of instructional leadership capacity, 2. understanding and using multiple forms of data, 3. systems to assess the impact of initiatives, and 4. professional development to support literacy, data analysis, and differentiated instruction.

Strong collaboration between the Department of Elementary and Secondary Education and Worcester Public Schools is an essential component of the agreement (page 4). Joan Tuttle has been a valuable liaison and partner to the district.

Given the limited funding offered, only four strategies are currently supported financially. Additional strategies are listed, in the event that the State Department for Elementary and Secondary Education is able to supply additional funds. Only those target strategies listed can be funded.

**An Implementation Audit is funded for \$108,760.** This audit will be conducted by The Leadership and Learning Center in one of the district's quadrants. Results will be used to ensure resources are focused on key strategies rather than across a wide range of strategies.

**\*Focus on Results is funded for \$275,935.** Focus on Results provides leadership training and coaching via two consultants who work closely with principals and instructional leadership teams.

**Instructional Leadership Teams are funded for \$44,185.** This funding covers costs such as stipends or substitute teachers.

**The design of a Comprehensive Accountability Plan is funded for \$48,513.** These funds cover the expenses for materials and consultancy support from the Leadership and Learning Center.

**English Language Learner Training for Principals is supported with \$10,000.** This training supports requirements in the agreement between the District and the Department of Justice.

The total financial support provided to the District is \$487,393.

\*Other Federal Grants support Focus on Results: Total Cost = \$384,695

**Worcester Public Schools**  
**District Priority for ESE Technical and Financial Assistance (FY10)**

District Priority 1: Leadership				Alignment to Essential Condition(s):	District Project Manager:
The district will continue to use four key principles to guide the development of instructional leadership capacity: build expertise, change practice, monitor student performance, communicate relentlessly.					Jeffrey Mulqueen and Maureen Ciccone
Strategies:	Action Steps: (training, resources, materials, etc.)	Technical Assistance Requested:	Timeline:	Benchmarks and Outcomes:	Cost:
Continue to embed learnings from key leadership initiatives (NISL, ExEL, and Focus on Results).	Investigate need for an additional NISL cohort while also determining how/whether to participate in the NISL train-the-trainer model. Consider whether or not having one or more NISL coaches might help the district turn NISL learnings into implemented action. Determine how NISL coaching work and Focus on Results work might align. New NISL cohort at \$8,000 per person. Cost for 30 participants for 2 years, app. \$124,000 per year, \$248,000 cost for two years.	Erica Champagne to connect with Dolores Gribouski around these considerations.	Oct. 2009 to June 2010		
Audit resources to ensure that resources are focused on high leverage strategies and intended results	The Leadership and Learning Center will conduct a resource audit of one quadrant. Results will be used to extrapolate changes in practice for the district.	The Leadership and Learning Center	January 2010 through June 2010	1. Contract with The Leadership and Learning Center to conduct an implementation Audit of schools in one quadrant. 2. Create a PD Plan that will build on internal capacity and save costs in developing educators to help students meet established goals. 3. Dr. D. Reeves will present findings and conduct a focused meeting on key take-aways for district and school leaders.	\$108,760
1	Continue to pursue a contract with <b>Focus on Results</b> for leadership training and coaching. Part of this consultancy will focus on building a comprehensive <b>PD plan</b> . It will also focus on strengthening the coaching model used by the district.	Utilize ESE specialists to support the development of a comprehensive PD plan that: 1. addresses and reflects the district's focus on results, 2. differentiates for staff needs and demonstrated performance, 3. depends on an iterative process, and 4. targets high leverage adult work and priority student outcomes.	Oct. 2009 to June 2010		\$384,695

Strategies:	Action Steps: (training, resources, materials, etc.)	Technical Assistance Requested:	Timeline:	Benchmarks and Outcomes:	Cost:
	Document and define overarching curriculum structures by grade level. Develop an <b>assessment plan</b> and an <b>instructional plan</b> in the same manner. Ensure alignment. First, the district must define what "should be". Then, gaps must be identified. There are insufficient structures, so central office leaders will want to determine 1) what is required, 2) what is being done (taught/tested), and 3) what should be refined.	Utilize ESE assistance (assistance of liaison and content specialists) to undertake this work. Use state specialists to connect the district with experts and with other districts who are working in the same area (mapping of curriculum and assessment, etc.).	Oct. 2009 to June 2010		
	Expand <b>time for ILTs at Title 1 Schools to meet</b> at the schools. Principals, Quadrant Managers, and other district instructional support personnel <b>guide and oversee</b> the work of the ILTs. Cost for substitutes and stipends are combined in the total on the left.			1. Instructional leadership teams implement strategies for using data to improve instruction and learning. 2. ILTs meetings are scheduled and follow an established process 3. ILTs engage in reflection and continuous improvement	\$44,185

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District Priority 2: Data				Alignment to Essential Condition(s):	District Project Manager:	
Implement a three-tiered accountability system for instructional problem solving.					Jeffrey Mulqueen	
Strategies:	Action Steps: (training, resources, materials, etc.)	Technical Assistance Requested:	Timeline:	Benchmarks and Outcomes:	Cost:	
1	Design a three-tiered accountability system for the purpose of monitoring progress and judging the effectiveness of high leverage adult work in effecting improvements in priority student outcomes (The District's Theory of Action).	Use student outcome data, i.e., MCAS, MEPA, and MAP, to determine priority student outcomes. Identify high leverage adult work through the investigation of research-based instructional strategies. Document a system of assessment (formative and summative) to monitor the progress of strategy implementation and student outcomes. Implement a system to apply assessment data. <b>Training:</b> Systems of Accountability; Balanced Scorecard; Theories of Action; SBR Instruction; Customer Satisfaction <b>Materials:</b> Accountability in Action by Doug Reeves; Results Fieldbook by Mike Schmoker; 101 Questions and Answers about Standards, Assessment, and Accountability <b>Travel</b> for consultants is included in the \$14,000 (220F). <b>LEADERSHIP &amp; LEARNING INSTITUTE</b>	Liaison to share ESE District Data Team toolkit for district review and best practices regarding systems of assessment.  Consultancy to support professional development and the construction of a system of assessments that documents for each assessment: 1. purpose, 2. function, 3. calendar for analysis, 4. calendar for application  Seven of the on-site meetings and the equivalent of three days of off-site support (24 hours of work per off site day) as detailed in the contract between WPS and The Leadership and Learning Center.	Oct. 2009 - June 2010	Outcomes: District has Theory of Action for connecting high-leverage adult work to priority student outcomes. Research-based, high-leverage adult work at the district/school/classroom levels, as well as related indicators and measures have been identified and systematized. There is identification of key student outcomes, as well as formative and summative measures of indicators (academic, non-academic, and customer satisfaction indicators). (Every initiative specified in the MOU connects to this Accountability System).	\$48,513
2	Implement data team structures at the district, school and instructional level of the organization.	Access ESE technical assistance tools for District Data Teams to determine which parts might be useful. Training and materials for team development.	Liaison to share ESE District Data Team toolkit for district review.	Dec. 2009 - June 2010	1. Chief Accountability Officer to be hired by district 2. District Data Dashboard and formative measures to be established 3. Calendar / Schedule of Data Team Mtgs. Established for use of team process 4. Data system connects district, school, & classrooms	

<b>Strategies:</b>	<b>Action Steps:</b> (training, resources, materials, etc.)	<b>Technical Assistance Requested:</b>	<b>Timeline:</b>	<b>Benchmarks and Outcomes:</b>	<b>Cost:</b>
3 Develop and implement single and double loop learning (Feedback systems) that are focused on the high leverage adult actions and priority student outcomes.	Access ESE technical assistance to benchmark external models of feedback systems. Systems Thinking training and materials.	Liaison to share best practices regarding feedback systems.		1. Develop and implement an evaluation tool for the data team process, indicators, and measures. 2. Develop and implement indicators and measures (formative & summative) of high leverage adult actions 3. Develop and implement indicators and measures (formative & summative) of priority student outcomes.	

**Worcester Public Schools**

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<b>District Priority 3: Systems to Assess Impact of Initiatives</b>				<b>Alignment to Essential Condition(s):</b>	<b>District Project Manager:</b>
<b>The district will build and enhance systems to assess the impact of initiatives and inform adjustments.</b>					Maureen Ciccone
<b>Strategies:</b>	<b>Action Steps:</b> (training, resources, materials, etc.)	<b>Technical Assistance Requested:</b>	<b>Timeline:</b>	<b>Benchmarks and Outcomes:</b>	<b>Cost:</b>
1 Continue to expand professional development for leaders so that they can support students-especially special populations.	Pursue ELL administrator PD, which is now in the pilot phase.	The Director of English Language Learner Programs and the Manager of Staff and Curriculum Development will communicate with Denise Delorey to strategize PD planning for roll-out.	Jan. 2010 - June 2010	1. Evaluate ELL Admin. PD Pilot 2. Establish intended short- & long- term outcomes 3. Design time-line for training and PD Evaluation 4. Implement PD Plan for Spring 2010 5. Evaluate PD and PD Plan, refine as needed 6. Construct 2010 - 2011 PD Plan	\$10,000
2 Alignment of resources and technical assistance.	Determine how to ensure coherence by re-evaluating the way state resources are deployed. The district would like to be sure that state resources align and fold into the existing plan.	Joan Tuttle to connect to ESE colleagues	Oct. 2009	1. Joan Tuttle to meet regularly with Chief Academic Officer (monthly) 2. Joan Tuttle will be a member of the district's LEAP Team 3. Joan Tuttle will provide DESE supports will be provided as needed	