Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Report to the Legislature

Implementation and Fiscal Impact of Innovation Schools

In January 2010, Governor Patrick signed Chapter 12 of the Acts of 2010, Section 8 into law, which authorized the creation of Innovation Schools. These unique, in-district schools will operate with increased autonomy and flexibility to establish the school conditions that will lead to improved teaching and learning. In exchange, the operators of Innovation Schools will be held accountable for meeting annual benchmarks for student achievement and school performance. The statute requires an annual report to the Legislature on the implementation and fiscal impact of Innovation Schools.

June 2013

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu

This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Mitchell D. Chester, Ed.D.
Commissioner

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www.doe.mass.edu

Massachusetts Department of Elementary & Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

June 2013

Dear Members of the General Court:

We are pleased to submit this 2012 Report to the Legislature*: Implementation and Fiscal Impact of Innovation Schools* pursuant to Chapter 12 of the Acts of 2010, Section 8. The Innovation School initiative is an important component of An Act Relative to the Achievement Gap that allows in-district schools to operate with increased autonomy and flexibility and create custom-made solutions to their particular student needs. Through a collaborative, local approval process, schools may use autonomy and flexibility in the areas of curriculum, budget, school schedule, staffing, school district policies, and professional development.

In the three years since the Innovation Schools legislation was signed into law, there has been growing interest in the initiative. Currently, there are 47 approved Innovation Schools across the Commonwealth serving approximately 17,000 students in 26 school districts. Eighteen Innovation Schools are located in Gateway Cities. About one-third of Innovation Schools are level three schools that are using the model to significantly improve outcomes for their students. About one-fourth of the schools are STEM themed schools; while other Innovation Schools are implementing dual language immersion programs and programs that incorporate multiple pathways to college and career success.

New this year is the Innovation Schools Network. The Department of Elementary and Secondary Education, in collaboration with the Executive Office of Education, has actively focused on developing the Innovation Schools Network in order to provide support to operators of Innovation Schools across the Commonwealth. This will continue to be an area of focus in the coming year, along with continued technical assistance to Innovation School planners.

Finally, within this report you will find an overview of the Innovation Schools model, information about the efforts this past year to support implementation of Innovation Schools including information on grant recipients, and demographic and achievement data for schools that have been in operation for one year or more.

We look forward to our continued collaboration in supporting this initiative.

Sincerely,

Matthew Malone, Ph.D.
Secretary of Education

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary

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Introduction

The Department of Elementary and Secondary Education (ESE) respectfully submits this Report to the Legislature*: Implementation and Fiscal Impact of Innovation Schools* pursuant to Chapter 12 of the Acts of 2010, Section 8, which established M.G.L. Chapter 71, Section 92(p), which states, in part:

> *(p) The commissioner of elementary and secondary education shall, to the extent practicable, be responsible for the following: (i) the provision of planning and implementation grants to eligible applicants to establish Innovation Schools; (ii) provision of technical assistance and support to eligible applicants; (iii) the collection and publication of data and research related to the Innovation Schools initiative; (iv) the collection and publication of data and research related to successful programs serving limited English-proficient students attending Innovation Schools; and (v) the collection and dissemination of best practices in Innovation Schools that may be adopted by other public schools. The board of elementary and secondary education shall promulgate regulations necessary to carry out this section. Annually, the commissioner shall report to the joint committee on education, the house and senate committees on ways and means, the speaker of the house of representatives and the senate president on the implementation and fiscal impact of this section.*

This report includes the following: 1) an overview of the Innovation School model and approval process; 2) a description of the implementation of the Innovation Schools initiative to date; 3) information about the availability of resources to establish and operate these schools; and 4) an update on data collection, research, and dissemination of best practices related to Innovation Schools.

1. Overview of the Innovation School Model

The Innovation Schools initiative, a signature component of *An Act Relative to the Achievement Gap* that Governor Patrick signed in January 2010, provides educators and other stakeholders across the state with the opportunity to create new **in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts**. These unique schools operate with increased autonomy and flexibility in six key areas: curriculum; budget; school schedule and calendar; staffing (including waivers from or exemptions to collective bargaining agreements); professional development; and school district policies.

Innovation Schools can be established by teachers, school and district administrators, superintendents, union leaders, school committees, parents, parent-teacher organizations, colleges and universities, non-profit community-based organizations, non-profit businesses or corporations, non-profit charter school operators, non-profit education management organizations, educational collaboratives, consortia of these groups, or other non-profit groups authorized by the Commissioner of Elementary and Secondary Education.

Operation of Innovation Schools

Innovation Schools operate according to an **innovation plan** which describes the areas of autonomy and flexibility and specific strategies that will be implemented in the school. At least one of the six areas of autonomy and flexibility must be addressed in this plan, and the applicant can determine which additional areas will be utilized in the short- and long-term. An innovation plan must include detailed information about the following:

- Specific **instructional, curricular, and assessment strategies** that will be implemented to improve student achievement and school performance;
- Allocation of **fiscal and other resources**;
- **School schedule and calendar**;
- Specific **recruitment, employment, evaluation, and compensation strategies** for staff members and, if applicable, a description of **proposed waivers from or modifications to collective bargaining agreements**;
- **Professional development opportunities** for all administrators, teachers, and staff members; and
- If applicable, **proposed waivers from district policies**.

The innovation plan must also include **annual measurable goals** that assess factors such as student achievement and school performance. In exchange for the authority to operate the school with increased autonomy, Innovation School operators are held responsible for advancing student learning and meeting these annual benchmarks. Innovation Schools receive the **same**

per pupil allocation as any other school in the district, and their operators can also secure grant or other types of supplemental funding to implement the innovation plan.

Eligible applicants can create an **Innovation Zone** that may include a set of schools within a district or geographic region, schools that will operate in accordance with particular instructional or curricular themes, or schools that are defined by other factors as determined by the applicants.

Multiple districts can work together to establish an Innovation School that would serve students from different communities.

Authorization Process

Innovation Schools are established in accordance with a locally-based authorization process.

1. An eligible applicant **submits an initial prospectus to the district superintendent**. *Within 30 days of receiving the prospectus, the superintendent must convene a screening committee that includes the superintendent or a designee, a school committee member or a designee, and a representative from the local teachers' union; two-thirds approval from the screening committee is required for the applicant to move forward.*

2. An **innovation plan committee** that includes up to 11 school, district, and community representatives develops the innovation plan.

3. Upon completion of the innovation plan, specific steps are required.
   - A **conversion school requires a two-thirds majority vote of educators** in the school.
   - A **new school requires negotiations** among the applicant, teachers' union, and superintendent **if the innovation plan includes proposed waivers from or modifications to the collective bargaining agreement.**

4. The innovation plan is submitted to the school committee, which must hold at least **one public hearing**. A **majority vote** of the full school committee is required for approval.

5. Upon approval, **the Innovation School is authorized for a period of up to five years**, and can be reauthorized by the school committee at the end of each term. *The superintendent will work with the school committee to evaluate the school in accordance with the annual measurable goals included in the innovation plan. In addition, the superintendent can work with the operator of the Innovation School and the school committee to revise the plan as necessary. Any revisions that propose changes to the collective bargaining agreement require a two-thirds vote of approval from the teachers in the Innovation School.*

2. Implementation of the Innovation Schools Initiative to Date

Information Sharing, Outreach, and Technical Assistance

ESE, in collaboration with the Executive Office of Education (EOE), has continued to share information across the state on the Innovation Schools initiative through the ongoing use of the Innovation School website, webinars, and communications with educators and stakeholders in the field.

This past year has seen an unprecedented interest in the Innovation Schools model. An additional 26 Innovation Schools have been approved, bringing the total number of approved Innovation Schools to 47 with another half-dozen in the planning process.

ESE and EOE have worked closely to continue to develop new guidance documents and regulations to further clarify the approval process for Innovation Schools. Additionally, technical assistance has been provided by ESE and EOE staff, as well as by consultants working in the field with Innovation School planners.

Additionally, the Innovation Schools Network (ISN) was launched this past year. The ISN brings together Innovation School educators and planners across the state to share best practice and build relationships between those working in Innovation Schools. The ISN held a statewide convening in June 2012 and four school site visits this past year.

Virtual Innovation Schools

While Virtual Innovation Schools were a component of the original Innovation School legislation, a recent change in law has changed the manner in which virtual schools may be established in Massachusetts. The establishment of Commonwealth Virtual Schools is now governed by Chapter 379 of the Acts of 2012 and may not be established as Innovation Schools. A complete text of An Act Establishing Commonwealth Virtual Schools can be found at http://www.malegislature.gov/Laws/SessionLaws/Acts/2012/Chapter379 .

Innovation Schools Advisory Groups

EOE, in collaboration with ESE, has continued to convene the Innovation Schools Advisory Group on a regular basis in order to gather feedback from the various education associations in the state as to how best to continue to support the Innovation Schools initiative.

The Innovation Schools Advisory Group members are:

- Cliff Chuang, Associate Commissioner, Office of Charter Schools and School Redesign, ESE
- Joan Connolly, former superintendent, consultant
- Michael Contompasis, City of Boston
- Sheika Edmond, Office of Charter Schools and School Redesign, ESE
- Dan French, The Center for Collaborative Education
- Linda Hayes, Massachusetts Association of Secondary School Administrators

- Nadya Higgins, Massachusetts Elementary School Principals Association
- Lyle Kirtman, Future Management Systems
- Glenn Koocher, Massachusetts Association of School Committees
- Jed Lippard, Marc Kenen and Janine Matho - Massachusetts Charter Public School Association
- Daniel Murphy, Tom Gosnell, and Edward Doherty - American Federation of Teachers Massachusetts
- Emily Raine, National Center on Time and Learning
- Bridget Rodriguez, Director of Planning and Collaboration, EOE
- Tom Scott, Massachusetts Association of School Superintendents
- Paul Toner, Kathie Skinner - Massachusetts Teachers Association

Updated Innovation Schools Regulations

The Innovation Schools statute, M.G.L. Chapter 71, Section 92 (p) states, in part: *The board of elementary and secondary education shall promulgate regulations necessary to carry out this section.*

Through the experiences of the now 47 schools that have gone through the Innovation School approval process, it has become apparent that there continue to be areas that require further clarification to assist applicants and stakeholders to move smoothly through the approval process.

At the January 29, 2013 meeting, the Board of Elementary and Secondary Education voted to approve proposed amendments to the Innovation School regulations, 603 CMR 48.00 to further clarify the approval process.

The approved amendments included three main provisions:

(1) expand the definition of "teacher," which would provide greater clarity and certainty in the innovation schools approval process;
(2) require that the innovation plan establish a process and schedule for seeking approval of the plan by the teachers who must approve the plan; and
(3) establish a process by which amendments may be made to an innovation plan during its 5-year operating period.

All of these changes to the regulations will contribute to a smoother approval process for all parties involved. Companion guidance documents are being developed to ensure that the field is aware of these regulatory changes.

3. Resources to Support the Establishment of Innovation Schools

The Innovation School model is cost-neutral with regard to the longer-term operation of an Innovation School. However, to support initial planning activities and the successful implementation of new strategies for one year, ESE and EOE have awarded planning and implementation grants to eligible applicants and partner districts.

Two primary types of funding, $1.5 million from Massachusetts' Race to the Top (RTTT) award and $600,000 from EOE through a grant provided by the Gates Foundation were available to support the establishment of Innovation Schools in communities across Massachusetts.

These funds will be expended by the end of FY13. ESE and EOE are exploring other possible sources of ongoing funding to support the initiative. Governor Patrick has included a new Innovation School line item in his FY14 budget proposing $1,465,000 in funds to support the initiative in FY14.

Race to the Top Funded Innovation Schools Planning and Implementation Grants

A total of $1.5 million in RTTT funding has been allocated to support eligible applicants and participating districts (those that submitted a Memorandum of Understanding to ESE to indicate their commitment to implementing RTTT initiatives) to support the establishment of Innovation Schools.

Three rounds of RTTT funded planning grants have been awarded (March 2011, February 2012, February 2013) and two rounds of implementation grants (August 2011 and August 2012). There are no longer RTTT funds available to support another round of implementation grants. Availability of implementation grants this coming summer will depend on availability of additional funds. A new Innovation Schools line item has been proposed in Governor Patrick's FY14 budget, which, if included in the final adopted budget, would provide funds to support implementation grants for the coming fiscal year.

RTTT Funded Innovation School Grants		
Type of Award and Eligibility	**Funding Priorities**	**Amount of Award**
Planning Grants - awarded to eligible applicants and RTTT participating districts that successfully completed the first step of the Innovation School authorization process, the approval of an initial prospectus.	Priority will be given to proposals to establish Innovation Schools in Level 3 and 4 districts and STEM-focused Innovation Schools.	Up to $10,000 per school
Implementation Grants -awarded to eligible applicants and RTTT participating districts that successfully completed the last step of the approval process, the authorization of the Innovation School by the local school committee.	Priority will be given to proposals to operate Innovation Schools in Level 3 and 4 districts and STEM-focused Innovation Schools.	Up to $40,000 per school based on the size of the school and the scope of the initiatives

RTTT Funded Innovation School Planning Grants Awarded February 2012		
Proposed Innovation School	**Partner District**	**Amount**
STEM Academy for Middle School Engineers	Auburn	$10,000
Eliot K-8 School	Boston	$10,000
Mildred Avenue School	Boston	$10,000
Paige Academy	Boston	$10,000
Renaissance Hope Academy	Boston	$10,000
Maurice J. Tobin School	Boston	$10,000
Ezra H. Baker School	Dennis-Yarmouth Regional School District	$10,000
Nathaniel H. Wixon School	Dennis-Yarmouth Regional School District	$10,000
McKay Campus School/Fitchburg Arts Academy	Fitchburg	$10,000
O'Malley Middle School	Gloucester	$10,000
GEMS Academy	Greenfield	$10,000
John C. Tilton School	Haverhill	$10,000
Center for Excellence	Leominster	$10,000
Center for Technical Education Innovation	Leominster	$10,000
Washington Elementary	Lynn	$10,000
STEM/21st Century Elementary School	Marlborough	$10,000
International Baccalaureate School of Quabbin	Quabbin Regional School District	$7,000
Worcester East Middle Academy of Science, Technology and Health	Worcester	$10,000
Lincoln Street School	Worcester	$10,000
Worcester Technical High School STEM Early College	Worcester	$10,000
Winter Hill Community School	Somerville	$10,000
Total		**$207,000**

RTTT Funded Innovation School Implementation Grants Awarded August 2012		
Innovation School	**Partner District**	**Amount**
Winter Hill Community School	Somerville	$35,000
Leominster Center for Excellence	Leominster	$25,000
Tilton Elementary School	Haverhill	$35,000
Auburn Middle School	Auburn	$25,000
McKay/ FAAS PreK-8 Pathways Innovation School	Fitchburg	$35,000
O'Maley Middle School	Gloucester	$35,000
Ezra H. Baker School	Dennis-Yarmouth Regional School District	$25,000
Nathaniel H. Wixon School	Dennis-Yarmouth Regional School District	$25,000
Total		**$240,000**

RTTT Funded Innovation School Planning Grants Awarded February 2013		
Proposed Innovation School	**Partner District**	**Amount**
Blackstone Elementary School (preK-5, proposed conversion of existing school)	Boston Public Schools	$10,000
William Monroe Trotter School (K-8, proposed conversion of existing school)	Boston Public Schools	$10,000
John F. Kennedy Innovation School (K-5, proposed conversion of existing school)	Boston Public Schools	$10,000
Fall River Innovation Academy (proposed new school, 7th-12th)	Fall River Public Schools	$10,000
Esperanza School of Language and Culture (proposed new school, K-8)	New Bedford Public Schools	$10,000
Renaissance Community School for the Arts (proposed new school, PK-5)	New Bedford Public Schools	$10,000
Kennedy Innovation School (K-8, proposed conversion of existing school)	Somerville Public Schools	$10,000
Somerville STEAM Academy (proposed new school, 9th-12th)	Somerville Public Schools	$10,000
Total		**$80,000**

Next Generation Learning Models Planning and Implementation Grants

In addition to the grants funded through RTTT, ESE and EOE have awarded a total of $600,000 with funds that have been awarded to the EOE from the Gates Foundation, to support eligible applicants of any school district in Massachusetts to plan Innovation Schools which will be implementing Next Generation Learning Models.

Innovation Schools that are established with this funding must implement Next Generation Learning Models (NGLM) which are characterized by the following: 1) greater flexibility with regard to instruction, the allocation of fiscal and human resources, and the use of instructional time; 2) differentiated content and multiple modes of instruction to boost student achievement; 3) real-time and ongoing assessment of each student's learning needs and progress; 4) opportunities for teachers and school leaders to take on different instructional and leadership roles; and 5) the inventive use of technology in classrooms, schools, and districts. NGLMs also emphasize adding value at all levels of the education system and are directly aligned with the core principles of the Innovation Schools initiative.

Three rounds of NGLM Innovation School planning grants have been awarded (March 2011, February 2012, February 2013) and two rounds of NGLMs implementation grants (August 2011 and August 20122).

These NGLM grants have now been expended. Availability of implementation grants this coming summer will depend on availability of additional funds. A new Innovation Schools line item has been proposed in Governor Patrick's FY14 budget, which, if included in the final adopted budget, would provide funds to support implementation grants for the coming fiscal year.

Next Generation Learning Models Innovation School Grants		
Type of Award and Eligibility	**Funding Priorities**	**Amount of Award**
Planning Grants will be awarded to eligible applicants and partner districts that have successfully completed the first step of the Innovation School authorization process, the approval of an initial prospectus.	Priority will be given to proposals to establish Innovation Schools in Level 3 and 4 districts.	Up to $15,000 per school
Implementation Grants will be awarded to eligible applicants and any partner districts that have successfully completed the last step of the authorization process, the establishment of the Innovation School by the local school committee.	Priority will be given to proposals to operate Innovation Schools in Level 3 and 4 districts.	Up to $40,000 per school based on the size of the school and the scope of the initiatives

Next Generation Learning Models Innovation School Planning Grants Awarded February 2012 *[funds provided to the EOE by the Bill & Melinda Gates Foundation]*		
Proposed Innovation School	**Partner District**	**Amount**
Crocker Farm Elementary School	Amherst	$10,000
Cape Cod Tech STEM Academy	Cape Cod Regional Technical High School	$10,000
Becket Washington	Central Berkshire Regional School District	$10,000
Berkshire Trail	Central Berkshire Regional School District	$10,000
Linden STEAM Academy	Malden	$10,000
Algonquin Personal Pathways in STEM (APPS)	Northborough-Southborough	$10,000
Warren Community Elementary School	Quaboag Regional School District	$7,000
West Brookfield Elementary School	Quaboag Regional School District	$7,000
TOTAL		$74,000

Next Generation Learning Models Innovation School Implementation Grants Awarded August 2012 *[funds provided to the EOE by the Bill & Melinda Gates Foundation]*		
Proposed Innovation School	**Partner District**	**Amount**
Carlton Elementary School	Salem	$45,000
Linden School	Malden	$30,000
Madison Park	Boston	$40,000
Worcester Technical STEM Early College High School	Worcester	$40,000
Academy of Science, Health and Technology at Worcester East Middle School,	Worcester	$25,000
Margarita Muñiz Academy	Boston	$30,000
Lincoln Street Early Literacy/Content Literacy, Cradle to College/Career Ready Innovation School	Worcester	$25,000
Cape Cod Tech STEM Academy,	Cape Cod Technical Regional School District	$25,000
Berkshire Trail Elementary School	Central Berkshire Regional School District	$15,000
Center for Technical Education Innovation	Leominster	$25,000
Eliot K-8 Innovation School	Boston	$30,000
Becket Washington Elementary	Central Berkshire Regional School District	$15,000
Total		**$345,000**

Race to the Top (RTTT) Optional Project 4F

In addition to the competitive planning and implementation grants, districts that participated in Race to the Top were able to select the planning and establishment of Innovation Schools as an optional project, Project 4F, as a part of their district RTTT plan. In total, these districts have elected to use just over $3.1 million in their discretionary RTTT funds to support the establishment of Innovation Schools. Below is a list of current participating districts that selected Innovation Schools as an optional project.

- Boston
- Falmouth
- Greenfield
- Monson
- North Middlesex
- Quabbin
- Quaboag
- Salem
- Worcester

The Boston Foundation Funding

EOE also received generous funding in the amount of $100,000 from The Boston Foundation. This funding has been and will continue to be used to provide ongoing technical assistance to school, district, and community teams that are interested in establishing Innovation Schools as well as to support the establishment of the Innovation Schools Network.

5. Data, Research, and Dissemination of Best Practices

M.G.L. Chapter 71, Section 92(p), states, in part:

> *(p) The commissioner of elementary and secondary education shall, to the extent practicable, be responsible for …(iii) the collection and publication of data and research related to the Innovation Schools initiative; (iv) the collection and publication of data and research related to successful programs serving limited English-proficient students attending Innovation Schools; and (v) the collection and dissemination of best practices in Innovation Schools that may be adopted by other public schools.*

Demographic Data on Innovation Schools

As you will see from the chart included in the appendix on page 18, a complete listing of each of the established Innovation Schools and their demographic data is displayed along with information about district averages. Also included are the aggregate figures for all 47 approved Innovation Schools across the Commonwealth.

There are currently approximately 17,000 students being served by Innovation Schools in 47 schools in 26 districts across the state. In general, Innovation Schools serve a significantly higher percentage of students who are English Language Learners and who are from low income families than the state average.

- Innovation Schools serve a higher percentage of students whose first language is not English as compared to state averages; 25 percent of Innovation School students' first language is not English as compared to the statewide average of 17 percent.
- Innovation Schools serve twice the percentage of students classified as Limited English Proficient than the state LEP average. Statewide 8 percent of students are categorized as LEP. Sixteen percent of Innovation School students statewide are classified as LEP.
- In the area of special needs, Innovation Schools mirror the state averages with 16 percent of Innovation Schools' students receiving special needs services as compared with the state average of 17 percent.
- Innovation Schools are serving higher levels of low income students at 57 percent than the state average. Statewide 37 percent of students are low income.
- The newly introduced high needs category also shows Innovation Schools serving more of the state's most underprivileged student population. Sixty-three percent of Innovation School students are in the high needs category as compared to the state average of 48 percent. The high needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).

In general, Innovation Schools serve significantly higher levels of students who are categorized as Limited English Proficient, students who are low income, and students listed as having high needs as compared to their respective district averages. Students who have special needs are enrolled at Innovation Schools in comparable levels to the state averages.

Innovation Schools Network (ISN)

As mentioned, the Innovation Schools Network was launched in June 2012 with a statewide convening at the Museum of Science in Boston. Over 100 educators and stakeholders from Innovation Schools across the state attended. The event included an opening session with comments from Governor Patrick and top state education officials followed by breakout sessions focused on areas of particular interest for those working in Innovation Schools. The event was underwritten through a generous donation from The Boston Foundation.

This fall and spring, ISN events have included multiple Innovation School visits, webinars and the launch of a network group specifically designed for Innovation School principals. An Innovation Schools LinkedIn group has also been established to allow educators and stakeholders to stay in touch virtually as well as to provide an online location to post multimedia items relevant to Innovation Schools.

Feedback has been collected from each of these sessions for the purposes of evaluating and improving the offerings. Participants have consistently rated the sessions very positively and are eager to come to future events.

Innovation Schools Annual Report/Measurable Annual Goals

By statute, Superintendents are required to review Innovation Schools in their district for progress against their Measureable Annual Goals (MAGs). Annual reports are then required to be submitted to the local school committee and the Commissioner of Elementary and Secondary Education. For the first time this year, Innovation Schools that have been in operation for a year or more, submitted their Annual Reports to ESE. These reports include information about the progress of individual Innovation Schools in meeting their goals, including areas required by law such as achievement data based on MCAS and other measures that capture progress on goals a school may have included in their Innovation School plan. Many Innovation Schools have goals that address areas such as school climate, staff morale, and community involvement. The annual reports also provide information to ESE and EOE about the particular challenges and success Innovation Schools are facing. This information is vital to ESE and EOE for the planning of technical support to those working in the field on the initiative.

Performance profiles for each of the 17 schools that were in operation for one year or more are included in the appendix of this report. The profiles include performance on Spring 2012 MCAS exams and summaries of the progress made toward meeting the MAGs included in each school's Innovation School Plan. Given there is only one year of data from only about a quarter of approved Innovation Schools, it is too early to do a comprehensive data analysis of the progress of schools in meeting their MAGs. However, from the 17 schools reported on this year, there are mixed results with some very promising early indicators. Some of these promising early

indicators include an elementary school posting a 78 percent SGP for their students in the area of mathematics; a high school achieving 100 percent college acceptance for its graduating class for the third year in a row, and a school with 76 percent of its students categorized as LEP with a 16 percent increase in students making progress on the Massachusetts English Proficiency Assessment. Additionally, Innovation Schools across the board anecdotally report that staff morale, family satisfaction, and student engagement have increased. As the initiative matures and when there is multi-year data on a larger number of schools, ESE and EOE will conduct further analysis of school outcome data.

Appendix A: Approved Innovation Schools

Massachusetts Innovation Schools

*There are **47** Innovation Schools in the Commonwealth established in urban, suburban and rural communities. These include schools of varying grade levels (e.g., elementary, middle, and high school) and school types (e.g., new or converted schools or programs within an existing school). Many of these schools are organized around specific themes like **STEM**, **dual language** instruction, **International Baccalaureate** (IB) programs, **alternative education** opportunities (like dropout prevention and dual enrollment at community colleges), **virtual platforms** and **wraparound** services. Many of the schools will also operate with novel schedules that will **significantly increase instructional time** for students and **professional learning opportunities** for educators.*

AUBURN

- STEM Academy for Middle School Engineers: conversion school, scheduling, curriculum and professional development autonomies

BOSTON

- Blackstone School: preK-5 conversion school, turnaround school using multiple autonomies to sustain student gains
- Roger Clap Community Academy: new school, grades K-5, lengthened school day, more professional development, inclusive governing board
- Eliot School: conversion elementary school, seeking to increase individualization of instruction for students
- Madison Park Technical Vocational High School: conversion high school, focused on multiple pathways
- Margarita Muñiz Academy: new school, grades 9-12, dual language (English/Spanish) high school
- W.M. Trotter School: K-5 conversion school, turnaround school using multiple autonomies to sustain student gains

CAPE COD REGIONAL TECHNICAL HIGH SCHOOL

- Cape Cod Tech STEM Academy: new Innovation School academy, proposed as a four-year STEM Program

CENTRAL BERKSHIRE REGIONAL SCHOOL DISTRICT

- Becket Washington Elementary School: conversion school, curricular and scheduling autonomies
- Berkshire Trail Elementary School: conversion school, curricular and professional development autonomies

DENNIS-YARMOUTH

- Ezra H. Baker Innovation School: conversion elementary school, seeking a broad range of autonomies
- Marguerite E. Small School: conversion school, grades 4-5, extended day for students through staggered teacher schedule
- Nathaniel H. Wixon Innovation School: conversion middle school, focused on inventive ways to cluster students and provide project-based learning activities

FALL RIVER

- Edmond Talbot Innovation School: conversion elementary school, STEM, shared leadership model, community partnerships

FALMOUTH

- Lawrence School: conversion school, grades 7-8, STEM, distributive leadership model

FITCHBURG

- Fitchburg Arts Academy/McKay Campus School: dual conversion school, expeditionary learning and project-based curricular focus

GLOUCESTER PUBLIC SCHOOLS

- O'Maley Innovation Middle School: conversion middle school, autonomies in the areas of instructional, curricular and assessment strategies, district policies, school schedule, and professional development

GREENFIELD

- Discovery School at Four Corners: conversion school, grades K-3, environmentally themed curriculum with expanded staff meeting time
- Massachusetts Virtual Academy at Greenfield; new school, grades K-12, offers completely virtual school experience
- GEMS Innovation School: new Innovation academy for 4th and 5th grades

HAVERHILL PUBLIC SCHOOLS

- John C. Titlon Innovation School: conversion school, multiple autonomies sought to create partnerships within the community

LEOMINSTER PUBLIC SCHOOLS

- Center for Technical Education Innovation School: Innovation academy, STEM focused program within larger vocational and technical high school
- Leominster Center for Excellence: new high school, alternative educational program, to include complete wrap-around academic, extended academic and therapeutic services

MAHAR

- Pathways Early College High School: new school, grades 11 and 12, collaboration with Mount Wachusett Community College, students earn a high school diploma and college credits

MALDEN PUBLIC SCHOOLS

- Linden S.T.E.A.M Innovation School Academy: conversion S.T.E.A.M. school

MONSON

- Monson New Century High School: conversion school, grades 9-12, individualized programs in 11th and 12th grade

NEW BEDFORD

- Renaissance Community School for the Arts: new school, grades K-5, integrated arts program that includes community partners

NORTHBOROUGH-SOUTHBOROUGH PUBLIC SCHOOLS

- Algonquin Personal Pathways in STEM Partnership: new STEM high school, alternative learning environments delivered through a blended learning model [not yet in operation]

NORTH MIDDLESEX

- Baccalaureate School of North Middlesex: school-within-a-school, grades 11-12, IB program [not yet in operation]

QUABBIN REGIONAL SCHOOL DISTRICT

- International Baccalaureate School at Quabbin: new Innovation academy, based on International Baccalaureate Diploma program [not yet in operation]

QUABOAG

- Quaboag Innovation Early College: conversion, school-within-a-school, grades 11-12, STEM, dual enrollment
- Quaboag Innovation Middle School: conversion school, grades 7-8, STEM
- West Brookfield Elementary Innovation School: conversion S.T.E.A.M. school, exploratory hands-on mathematics
- Warren Community Elementary Innovation School: conversion school, focus on S.T.E.A.M. model, along with project-based learning and service learning

REVERE

- Paul Revere Innovation School: conversion school, grades K-5, creative scheduling to create common planning time, shared leadership model

SALEM

- Carlton Elementary School: conversion school, grades K-5, individualized learning, continuous progress model, trimester student transitions

SOMERVILLE PUBLIC SCHOOLS

- Winter Hill Community Innovation School: conversion school collaborative approach to teacher leadership and student engagement

SPRINGFIELD

- Springfield Renaissance Innovation School: conversion school, grade 6-12, focus on college and career readiness, Expeditionary Learning

WEST SPRINGFIELD

- 21st Century Skills Academy: new school, grades 9-12, hybrid virtual and in-school course work, work-based learning

WORCESTER

- The Chandler Magnet School: conversion school, grades preK-6, dual language program (English/Spanish)
- Goddard Scholars Academy at Sullivan Middle School: conversion school-within-a-school, grades 6-8, accelerated magnet program
- Goddard School of Science and Technology: conversion school, grades preK-6, STEM
- Lincoln Street Early Literacy Innovation School: conversion school, focus on literacy, professional development
- University Park Campus School: conversion school, grades 7-12, college preparatory
- Woodland Academy: conversion school, pre-K-6, new staffing autonomies, enhanced governing board
- Worcester East Middle School - Academy of Science, Health and Technology: partial conversion, focus on rigorous academic program for college and career success
- Worcester Technical STEM Early Career & College High School: conversion school, STEM

Appendix B: Demographic Data for Innovation Schools

Massachusetts Innovation School Demographics

Notes: The data represented below was largely derived from the Department of Elementary and Secondary Education's Student Information Management System (SIMS).
1 - The demographic data for academies within a larger school are self reported due to the configuration of the program.
2 - These schools are approved but not yet operating as Innovation Schools.
3 - The High Needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).
4 - Commonwealth Virtual Schools are now governed by Chapter 379 of the Acts of 2012.

District	School Name	Grades Served	Total Enrollment	First Language not English (%)	Limited English Proficient (%)	Low Income (%)	Special Education (%)	High Needs (%)[3]
AUBURN	STEM Academy for Middle School Engineers	6-8	577	4.3	2.6	27.2	12.8	35.4
AUBURN DISTRICT			2,339	4.5	3.1	23.3	12.2	32.8
BOSTON	Roger Clap Community Academy	PK-5	174	31.6	22.4	62.1	17.8	75.3
BOSTON	Eliot School	PK-8	351	29.3	21.7	42.7	21.4	57.8
BOSTON	Madison Park Technical Vocational High School	9-12	1,160	51.1	32.5	87.8	35.1	95.0
BOSTON	Blackstone School[2]	PK-5	599	65.1	56.3	80.0	19.0	95.5
BOSTON	Margarita Muñiz Academy	9-12	82	76.8	48.8	79.3	12.2	95.1
BOSTON	W. M. Trotter School[2]	PK-5	399	11.3	8.3	82.7	9.5	84.5
BOSTON DISTRICT			55,114	45.4	30.7	71.7	19.2	82.3
CAPE COD	Cape Cod Tech STEM Academy[1]	9-12	15	0.0	0.0	0.0	13.0	60.0
CAPE COD DISTRICT			654	1.2	1.1	36.7	24.3	52.1
CENTRAL BERKSHIRE	Becket Washington Elementary School	PK-5	108	0.0	0.0	38.9	23.1	50.9
CENTRAL BERKSHIRE	Berkshire Trail Elementary School	PK-5	87	0.0	0.0	23.0	17.2	32.2
CENTRAL BERKSHIRE DISTRICT			1,782	0.2	0.2	31.5	14.1	39.7
DENNIS-YARMOUTH	Ezra H. Baker Innovation School	PK-3	408	8.1	6.6	55.4	17.6	63.7
DENNIS-YARMOUTH	Marguerite E. Small School	4-5	338	14.5	9.2	42.6	17.5	55.6
DENNIS-YARMOUTH	Nathaniel H. Wixon Innovation School	4-8	428	7.9	6.3	36.4	19.9	49.5
DENNIS-YARMOUTH DISTRICT			3,097	10.4	6.6	44.6	17.0	54.2
FALL RIVER	Edmond Talbot Innovation School	6-8	598	40.5	18.7	83.9	23.6	87.3
FALL RIVER DISTRICT			10,138	22.0	7.1	77.9	22.4	81.5
FALMOUTH	Lawrence School	7-8	521	4.8	1.3	29.9	20.7	44.3
FALMOUTH DISTRICT			3,536	3.4	1.2	28.3	18.1	39.3

District	School Name	Grades Served	Total Enrollment	First Language not English (%)	Limited English Proficient (%)	Low Income (%)	Special Education (%)	High Needs (%)[3]
FITCHBURG	McKay Arts Academy	PK-8	651	28.6	11.8	71.3	20.9	77.1
FITCHBURG DISTRICT			4,915	32.0	13.2	76.9	21.1	81.2
GLOUCESTER PUBLIC SCHOOLS	O'Maley Innovation Middle School	6-8	659	6.4	2.7	44.0	20.8	52.2
GLOUCESTER DISTRICT			3,016	5.1	2.7	42.5	22.2	52.6
GREENFIELD	Discovery School at Four Corners	K-3	211	4.7	4.3	38.4	12.8	44.1
GREENFIELD	Massachusetts Virtual Academy at Greenfield[4]	K-12	473	0.0	0.0	49.0	3.4	52.0
GREENFIELD	GEMS Innovation School[1]	4-5	Not Received	Not Received	Not Received	Not Received	Not Received	Not Received
GREENFIELD DISTRICT			2,146	6.7	2.1	58.2	17.5	63.9
HAVERHILL PUBLIC SCHOOLS	John C. Titlon Innovation School	K-4	502	21.5	12.0	77.1	19.3	80.7
HAVERHILL DISTRICT			7,052	16.7	7.2	54.6	21.8	62.3
LEOMINSTER PUBLIC SCHOOLS	Center for Technical Education Innovation School	9-12	705	19.4	2.3	46.7	21.7	57.0
LEOMINSTER PUBLIC SCHOOLS	Leominster Center for Excellence[2]	Not yet open	N/A	N/A	N/A	N/A	N/A	N/A
LEOMINSTER DISTRICT			6,183	18.2	5.9	46.3	18.0	55.1
MAHAR	Pathways Early College High School	11-12	35	0.0	0.0	11.4	0.0	11.4
MAHAR DISTRICT			788	0.1	0.1	44.2	15.1	49.8
MALDEN PUBLIC SCHOOLS	Linden S.T.E.A.M Innovation School Academy	K-8	888	42.3	13.0	57.5	17.3	66.4
MALDEN DISTRICT			6,573	45.5	17.9	60.0	14.4	70.1
MONSON	Monson Innovation High School	9-12	359	2.8	0.0	19.5	10.9	27.6
MONSON DISTRICT			1,255	2.3	0.6	26.8	14.9	36.4
NEW BEDFORD PUBLIC SCHOOLS	Renaissance Community School for the Arts	Not yet open	N/A	N/A	N/A	N/A	N/A	N/A
NEW BEDFORD DISTRICT			12,616	21.6	4.6	73.4	22.2	78.6
NORTHBOROUGH - SOUTHBOROUGH PUBLIC SCHOOLS	Algonquin Personal Pathways in STEM Partnership[2]	Not yet open	N/A	N/A	N/A	N/A	N/A	N/A
NORTHBOROUGH-SOUTHBOROUGH DISTRICT			1,482	4.7	0.7	4.9	10.7	15.6
NORTH MIDDLESEX	Baccalaureate School of North Middlesex[2]	Not yet open	N/A	N/A	N/A	N/A	N/A	N/A
NORTH MIDDLESEX DISTRICT			3,608	1.3	0.6	17.9	17.6	31.4
QUABBIN	International Baccalaureate School at Quabbin[2]	Not yet open	N/A	N/A	N/A	N/A	N/A	N/A
QUABBIN DISTRICT			2,589	0.6	0.2	23.2	17.1	34.4

District	School Name	Grades Served	Total Enrollment	First Language not English (%)	Limited English Proficient (%)	Low Income (%)	Special Education (%)	High Needs (%)[3]
QUABOAG	Quaboag Innovation Early College[1]	11-12	32	0.0	0.0	28.0	6.0	3.0
QUABOAG	Quaboag Innovation Middle School[1]	7-8	231	0.0	0.4	45.0	16.0	12.0
QUABOAG	West Brookfield Elementary Innovation School	PK-6	310	0.0	0.0	28.4	13.2	35.8
QUABOAG	Warren Community Elementary Innovation School	PK-6	471	0.6	0.6	52.4	17.8	58.0
QUABOAG DISTRICT			1,352	1.1	0.4	42.7	16.8	49.6
REVERE	Paul Revere Innovation School	K-5	444	48.6	17.1	76.1	14.2	80.2
REVERE DISTRICT			6,648	50.8	11.4	75.8	15.7	80.8
SALEM	Carlton Elementary School	K-5	221	31.2	20.8	74.2	23.5	81.4
SALEM DISTRICT			4,395	26.6	13.0	55.9	22.2	65.3
SOMERVILLE PUBLIC SCHOOLS	Winter Hill Community Innovation School	K-8	418	62.7	22.2	86.8	29.2	94.5
SOMERVILLE DISTRICT			4,922	51.1	15.2	69.2	20.9	75.6
SPRINGFIELD	Springfield Renaissance Innovation School	6-12	681	11.6	4.0	63.9	10.4	66.2
SPRINGFIELD DISTRICT			25,283	26.1	16.9	87.5	19.2	89.8
WEST SPRINGFIELD	21st Century Skills Academy[1]	9-12	26	0.0	0.0	46.1	11.5	50.0
WEST SPRINGFIELD DISTRICT			3,882	24.7	6.5	52.8	21.2	61.3
WORCESTER	The Chandler Magnet School	PK-6	417	77.9	76.3	83.7	21.8	93.3
WORCESTER	Goddard Scholars Academy at Sullivan Middle School[1]	6-8	143	28.0	0.7	54.5	1.4	61.5
WORCESTER	Goddard School of Science and Technology	PK-6	598	64.2	60.4	94.6	16.2	97.8
WORCESTER	Lincoln Street Early Literacy Innovation School	PK-6	256	52.0	47.3	88.7	16.0	94.1
WORCESTER	University Park Campus School	7-12	253	64.0	26.5	81.0	10.3	86.2
WORCESTER	Woodland Academy	PK-6	523	74.6	69.4	97.5	14.5	99.6
WORCESTER	Worcester East Middle School - Academy of Science, Health and Technology[1]	7-8	101	22.8	22.7	91.0	11.9	96.0
WORCESTER	Worcester Technical STEM Early Career & College High School	9-12	1,355	33.8	15.0	62.9	18.4	71.6
WORCESTER DISTRICT			24,740	44.0	34.3	73.1	20.7	81.7
Innovation Totals	**26 Districts with Innovation Schools**		**16,808**	**25.4**	**16.2**	**57.1**	**16.1**	**63.0**
Massachusetts Totals	**47 Total Innovation Schools**		**954,773**	**17.3**	**7.7**	**37.0**	**17.0**	**47.9**

Appendix C: Innovation Schools Performance Profile Sheets

Innovation Schools are required by statute to be evaluated by the Superintendent at least annually. The Performance Profiles for each Innovation School that was in operation for one year or more provide a summary of each school's progress toward meeting its stated Measurable Annual Goals as reported in its annual report. In addition, Performance Profiles include overall student performance on spring 2012 MCAS exams. NOTES: Performance level percentages are not calculated for groups with fewer than 10 students. Median Student Growth percentiles are not calculated if the number of students included in the aggregated SGP is less than 20. MCAS performance data for academy models were provided by the schools.

District: Boston	**School Name:** Roger Clap Community Academy	**Total Enrollment:** 174
	Grades Served: PK-5	**Level:** 3

Mission
The mission of the Roger Clap Innovation School is to ensure that every student, regardless of his/her socio-economic, linguistic and academic history, is educated to the highest level through a rigorous and comprehensive curriculum. In addition, the Roger Clap Innovation School educates students to become knowledgeable of, civically engaged in, and involved in the service of their school, the local community, and the global community while being at the forefront of educational innovations and preparing its students for the demands of tomorrow's world.

Theories of Action
To realize its mission and vision, the Roger Clap Innovation School Plan outlined an overarching "Theory of Action," which includes:

1. The establishment of a true "Community School"
2. Formalized and increased family involvement and communication
3. Development of a professional culture of data analysis and collaboration to improve student achievement.
4. Integration of rigorous, innovative curriculum, instruction, and assessment in the fourth and fifth grades.

Summary of Autonomies
Curriculum, Instruction, and Assessment
Roger Clap Innovation School uses some of the district's curriculum for ELA, mathematics, and other core subjects, as an Innovation School, it was granted the autonomy to deviate from these requirements. During the 2011-12 school year, the school exercised its autonomy in these areas by increasing curricula and instructional rigor. In addition, a key part of the school's innovation plan was the establishment and implementation of authentic assessments to regularly assess and monitor progress on a variety of learning goals.

Schedule and Calendar
As part of the RCIS Innovation Plan teachers hired into the school agreed to the working conditions and uses of time that were negotiated in an agreement with the BTU. This flexibility expanded instructional time for students in the following ways, instructional day for students was extended for 30 minutes per day

(90 hours/year); a two-week summer "Spring Board" program was implemented for Grade 1-5 students; acceleration academies that provided a series of interventions for a targeted group of struggling students were offered on Saturdays and during school vacation times; and other before- and after- school intervention programs provided through the use of flexible scheduling and engagement of key community partners.

Staffing
Roger Clap Innovation School was granted the autonomy to hire a diverse and highly qualified staff who best meets the focus and mission of the school, and more importantly, the needs of its students.

Professional Development
The school has developed an annual plan that makes strategic use of the additional 50 PD hours. In addition, the school makes use of its flexible scheduling to ensure that all teacher teams have at least two hours of common planning time per week.

District Policies
The Innovation Plan authorized the school to replace the School Site Council with a Governing Board made up of 13 elected members.

Budget
Roger Clap Innovation School was granted the autonomy to develop its annual school budget using a variety of flexibilities that have the potential to save the school money that can in turn be re-invested in the school. During the 2012-2013 school year, Roger Clap Innovation School began the process of developing its annual budget based on the actual salaries of teachers, rather than the average salary of all teachers in the district.

Progress on Measurable Annual Goals
Roger Clap Community Academy reported that 80 percent (up from 52 percent the prior year) of first grade students met the DIBELS benchmark by 2013. Similarly, students at the school achieved a 78 percent student growth percentile in mathematics, up from 64 percent the prior year. The school indicated that the average on grade 4 Long Composition was 12.52 percent, which resulted in a gain of 21.8 percent in the average score. Additionally, Roger Clap reported that 87.5 percent of English language learners made progress on the MEPA assessment. In the area of students with disabilities, the school reported academic growth in ELA and mathematics.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	35	65.0	45.0
All Grades Mathematics	42	67.5	78.0
All Grades Science-Tech/Eng	17	48.6	N/A

District: Dennis-Yarmouth	School Name: Marguerite E. Small School	Total Enrollment: 338
	Grades Served: 4-5	Level: 2

Mission
The Marguerite E. Small community embraces the development of successful students. Our students will have a strong foundation in academic skill development, individual strength to enable ongoing inclusion in co-curricular activities, and a strong inner character leading to a sense of belonging and self advocacy that fosters broad participation and continued academic success in middle and secondary educational experiences. Our intermediate foundation firmly begins our students' journey down the "path of educational success."

Summary of Autonomies
Curriculum, Instruction, and Assessment
Through autonomies granted in Curriculum, Instruction, and Assessment, the school instituted flexible grouping of students based on assessment data that has assisted in the closure of skill gaps. In addition, the school notes that flexible grouping has provided students on or above grade level opportunities to move ahead at their own pace. Educator professional development supports a focus on best educational practices for all students, but particularly for subgroups.

Schedule and Calendar
An MOA was created with the teacher's union as one hundred percent of the faculty voted affirmatively to flex their schedules to allow for the implementation of expanded learning time.

The flexibility of the schedule has allowed the student day to be increased by 40 minutes. The result is approximately 17 additional days of school. The additional time has allowed for students to receive additional instruction in core content areas, will providing other students with the opportunity to move more quickly through the curriculum. The additional time provides for the opportunity for all students to explore co-curricular interests that will connect them to school and ensure a sense of belonging.

The autonomies discussed above support the school's mission to develop well-rounded students who are academically successful with strong character, sense of belonging, and ability to advocate for themselves. To date the school has been extremely successful in retaining all its students in the program and currently has 18 students from a neighboring town in its district whose families have opted for this school's education program.

Progress on Measurable Annual Goals
The Marguerite E. Small School reported an annual attendance rate of 96.3 percent. In addition to increased student attendance and decreased suspension rates, the school reported positive trends in MCAS data, professional development, and continuous improvement of students in need of special education services. The school noted that gains made in MCAS were attributed to the additional 40 minutes added to the daily school schedule; which is equivalent to 17 additional school days. Additionally, the school stated that the focus on professional development translated to strengthened curriculum in the areas of language arts, writing, science, and mathematics.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	46	76.2	39.0
All Grades Mathematics	52	79.3	44.5
All Grades Science-Tech/Eng	33	70.4	N/A

District: Falmouth	School Name: Lawrence School	Total Enrollment: 521
	Grades Served: 7-8	Level: 1

Mission
The Lawrence School, in partnership with families and community, provides rigorous and relevant learning experiences for students, ensuring that all reach their unique potential as learners and as respectful members of the local and global communities.

Summary of Autonomies
Curriculum, Instruction, and Assessment
Through autonomies granted in Curriculum, Instruction, and Assessment, the Lawrence School reported the implementation of new initiatives. The school established a Literary Initiative in which all teachers were trained to proctor practice Open Response Question prompts related to their respective disciplines. In addition, the school noted the implementation of Reading Lab and Math Lab courses, taught by subject certified teachers. The courses are designed and developed for students whose progress does not meet school expectations and state curriculum standards. The autonomy granted in this area has allowed for the integration of technology in all areas of the curriculum to support and engage students. Students in grade 7 now have access to courses in Digital Literacy and 21st Century Skills; grade 8 students now have access to an engineering course; and both grade 7 and 8 students now have expanded access to foreign language curriculum through the addition of Exploratory Language.

Schedule
Through autonomies in the area of school schedule; faculty are provided with opportunities for peer observation through scheduled learning walks to share best practices. Additionally, department based curriculum planning time has been embedded into the school day to allow for common planning.

Professional Development
Teachers were provided with relevant professional development focused in the areas of Literacy and Technology to enhance engagement and learning through differentiated content and multiple modes of instruction.

Staffing
The school reorganized its resources and developed a new staffing pattern to create smaller class sizes; continue the house/learning collaborative structure; and add a specialist in mathematics and reading.

District Policies and Procedures
Implementation of a distributive leadership model for students based on the Falmouth representative town meeting model. In addition, the faculty and staff meetings follow the structure of an open town meeting model.

Budget
Through the autonomies granted in this area, the school seeks to ensure that the budget remains level funded. The school also seeks to create a Lawrence School Innovation revolving account to accumulate unspent money as a fund for managing unexpended monies and grants received for future use based on the goals of the Innovation Plan.

Additional Innovation Plan Details
The areas of autonomy and flexibility discussed above were structured with measurable annual goals and benchmarks in four key priority areas.

Key Priority Areas:
Key Priority #1: Increase academic achievement for all Lawrence School students and significantly reduce achievement gaps with a strong focus on literacy and the integration of technology throughout the curriculum.

Key Priority #2: Social Competency that boosts community participation and engagement in learning for all Lawrence School students.

Key Priority #3: Student, Family, and Community Partnerships that enrich learning opportunities for all Lawrence School students.

Key Priority #4: Professional Development and Distributive Leadership that recognizes the essential role that Lawrence School teachers play in student engagement and academic achievement of all students.

Published description of the Distributive Leadership Model for Faculty/Staff and Students
The Lawrence School, in order to form a more perfect replication of our Falmouth town government, experience the democratic process, promote a positive learning environment, provide a voice for the faculty, staff, and student body, and pursue excellence in our education, implemented a Distributive Leadership plan. The plan created three branches of school governance: Representative Student Town Meeting, Open Faculty and Staff Meeting, and Lawrence School Council. At the beginning of each school year the faculty/staff and students each elect a moderator, warrant committee members, and students elect homeroom representatives. This body of representation is responsible for creating warrant articles based on issues brought forth from faculty/staff and students, as well as, participate in the School Town Meetings.

Literacy Initiative
Lawrence School took on a school-wide literacy initiative based on MCAS data that showed our students were performing between one and four percent below the state average in the area of open-response writing prompts. All Lawrence School faculty members were trained to become an active teacher of literacy through learning the common goals of skill development in the areas of reading, writing, speaking, and reasoning. A literacy sub-committee was formed with faculty members representing each content area and met on a monthly basis to oversee the implementation of our school-wide literacy initiative. The main focus of the literacy committee was to create and implement a training program. The training included a script for teachers to read when administering the practice open-response, as well as the use of a grading rubric as a tool for giving students specific and frequent feedback based on practice sessions. Through the course of the school year, students practiced their open-response reading and writing skills ten times. The committee also created classroom posters that outline strategies students can use for key literacy areas of active reading and writing. These posters were printed and hung in each learning space in Lawrence School.

Progress on Measurable Annual Goals
Lawrence School reported an attendance rate of 94.8 percent, with 14.8 percent of students chronically absent and 8.5 percent of students receiving one or more in-school suspensions. The Lawrence School has set an annual goal to decrease the percent of students who are chronically absent, as well as those who receive both an in-school and out-of-school suspension while also increasing the overall student attendance rate.

The school noted the implementation of a school-wide literacy initiative by which teachers were trained to become "active teachers of literacy." This initiative provided training to teachers in targeted areas of skills development. The school reported that due to the school-wide literacy initiative, students were provided with ten open-response practice sessions and credits the initiative with aiding in the closure of achievements gaps.

The school made progress in closing the achievement gap in areas of academic underperformance (low-income and special education). The MAGs indicate that the students in these subgroups scoring in the "warning/failing" category decreased from 2011.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	86	95.7	56.0
All Grades Mathematics	66	85.5	54.0
All Grades Science-Tech/Eng	47	78.1	N/A

District: Greenfield	School Name: Discovery School at Four Corners	Total Enrollment: 211
	Grades Served: K-3	Level: Level 2

Mission
The Innovation School plan on file does not contain a mission statement.

Summary of Autonomies
Discovery School at Four Corners made modifications to its school day, teacher negotiated contract, curriculum, professional development, school district policies and procedures, and staffing.

Through innovation status, Discovery School at Four Corners plans to develop a thematic school with curriculum that utilizes school-wide thematic learning, with one theme introduced each trimester. Chosen themes are intended to increase student knowledge, increase depth of engagement, and create a school-wide learning community. In addition to developing and implementing thematic units of study during the year, the school also intends to focus on environmental studies, which will allow students to participate in hands-on activities which will include gardening, harvesting, and recycling with complementing lessons in sustainability and related research. The school also noted its plans to implement the Responsive Classroom social curriculum in an effort to teach students lessons in civility, tolerance, and respect within a democratic model. Data informed Individualized Learning Plans for students will be created and the school will strive to create a community school which actively engages family and community partners.

In addition to the areas noted above, the school plans to redesign the school day for teachers in an effort to provide weekly common planning time. The 60-90 minute common planning time will enable classroom teachers to be collaborative instructional leaders for school-wide thematic initiatives and individualized instruction.

Progress on Measurable Annual Goals
The Department of Elementary and Secondary Education has not received the required annual report for the Discovery School at Four Corners.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	75	93.8	N/A
All Grades Mathematics	80	88.8	N/A
All Grades Science-Tech/Eng	-----	------	N/A

District: Greenfield	School Name: Massachusetts Virtual Academy at Greenfield	Total Enrollment: 473
	Grades Served: K-12	Level: N/A

Progress on Measurable Annual Goals

The Department of Elementary and Secondary Education has not received the required annual report for Massachusetts Virtual Academy at Greenfield. The Masssachusetts Virtual Academy at Greenfield is in the process of considering a transition from Innovation School status to Commonwealth Virtual School status as outlined by the new Commonwealth Virtual Schools Act signed into law on January 2, 2013 (Chapter 379 of the Acts of 2012).

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	62	82.9	29.0
All Grades Mathematics	33	63.1	25.0
All Grades Science-Tech/Eng	37	68.6	N/A

District: Mahar	**School Name:** Pathways Early College Innovation School	**Total Enrollment:** 35
	Grades Served: 11-12	**Level:** N/A

Mission
Pathways Early College Innovation School (PECIS) is based on academic rigor and relevance, combining the opportunity to experience college, save time and money, and simultaneously graduate with a high school diploma and a two year college degree from Mount Wachusett Community College (MWCC). The fusion of wrap-around academic support and free college credits, earned in the adult environment of a college campus, is a powerful incentive for motivated students who are eager for intellectual challenges. Additionally, Pathways prepares all students for lifelong learning in the areas of academics, civic engagement and social responsibility. Outcomes for graduates of MWCC and Pathways include: the ability to effectively access, analyze, utilize and communicate information through diverse means. Students also demonstrate respect and are responsible members of society, express emotions appropriately, and practice intelligent decision making. These are all necessary skills as Pathways students progress into the work force and four year degree programs.

Key Aspects of Innovation School Plan
Under the current Mount Wachusett Community College-Mahar partnership agreement with the Gateway to College, Dual Enrollment and Middle College programs, issues of autonomy and flexibility have been addressed. Existing flexibility includes utilizing Mahar faculty as MWCC contract instructors, applying MWCC credits toward a Mahar diploma, and for Gateway students, the revision of credit requirements and the allowance of an MWCC Career Research, Development and Portfolio Design course to substitute for a 35-credit hour school to career requirement.

Initial staffing will include one director who will be 25 percent funded through the Innovation School, and one part-time resource specialist, both based out of MWCC, who will manage the student caseload and teach two of the PECHS core curriculum courses: First Year Seminar and Career Research, Development and Portfolio Design, both of which are three-credit MWCC courses designed to equip students with sound academic skill sets and a career path knowledge base for continuous lifelong learning.

Progress on Measurable Annual Goals
The PECIS provides students with the opportunity to participate in a dual enrollment model. Students enrolled in the program attend classes for two complete years, which include attending classes during Winter Intersession, Spring, Maymester, and Summer Sessions 1 and 2.

PECIS reported that May 2012 marked its inaugural graduating class comprised of 16 students. The school reports that of the 16 students that graduated, 12 did so with an Associate's Degree from MWCC. To date, students enrolled at PECIS have earned a total of 1,795 college credits with 1,019 credits earned in Fall 2010; 151 credits earned in Spring 2011; and 625 credits earned in Fall 2011. In addition, the school reported that some students remained at MWCC following the completion of their high school requirements, and that several graduates transferred to four year postsecondary institutions. Finally, the school reports that 15 students from the fall 2011 cohort are projected to graduate in May 2013.

Due to the grade span offered, Pathways Early College Innovation School is not required to administer MCAS exams.

District: Monson	School Name: Monson Innovation High School	Total Enrollment: 359
	Grades Served: 9-12	Level: 2

Mission
The Innovation School plan on file does not contain a mission statement.

Public Statement
The Monson Innovation High School plan seeks to make changes in the structure of the current high school. The restructuring will give students in grades 11and 12 the opportunity to participate in an individualized educational model comprising of options in the areas of Project-Based Education; Community/Work-Based Experiences; Dual Enrollment; Traditional Model; and Virtual Education. Students in grades 9 and 10 will engage in a traditional approach to instruction and learning. Their goal will be the successful completion of all required assessments. In addition, through the established mentoring program, students will be guided in making informed decisions regarding which model will meet their individual needs.

Progress on Measurable Annual Goals
The Department of Elementary and Secondary Education has not received the required annual report for Monson Innovation High School.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	92	98.0	50.0
All Grades Mathematics	75	87.8	39.0
All Grades Science-Tech/Eng	50	80.9	N/A

District: Quaboag	School Name: Quaboag Early College High School	Total Enrollment: 32
	Grades Served: 9-12	Level: N/A

Mission
The mission of the Quaboag STEM Early College High School (Bridges) program is to provide a highly supportive and academically challenging learning environment for students in the STEM disciplines to enable them to graduate prepared for college and to compete globally in careers related to science, technology, engineering, and mathematics.

Overview of Innovation School Model
The Quaboag Innovation STEM Early College High School (Bridges) program focuses on the following key elements:

1. STEM-focused curriculum to prepare students with 21st century skills, specifically pathways in the engineering and biomedical fields.
2. Intelligent integration of technology use in all classrooms.
3. "Smart" classrooms for core and STEM disciplines.
4. School-wide advisory for all students.
5. Rigorous college level and AP courses in core and STEM subjects.
6. Professional development in data use, new technologies introduced to the school, and opportunities for high school teachers to work with college faculty to articulate college level curriculum, and/or participate in AP instruction.
7. Collaboration with Quinsigamond Community College to improve college readiness and create articulation agreements for prerequisite and engineering and biomedical courses on the Quaboag campus.

Summary of Autonomies
Curriculum and Instruction
Through the autonomies granted in the areas of curriculum and instruction, Quaboag provides advanced placement courses in core content areas and provides prerequisites in engineering and biomedical courses. Through a partnership with Quinsigammond Community College, the school offers an Electrical Engineering course to students. In addition, the school is in the process of articulating the prerequisites in computer science and college orientation courses.

Policy
Enrolled students will receive high school and college credits from their Quinsigamond Community College course.

Schedule
Students participate in an extended block in engineering and after-school learning to ensure adequate contact hours in college level courses.

Staffing
Quinsigammond Community College faculty instruct college level courses to Quaboag Early College High School students enrolled in college level courses at the conclusion of the regular school day. Additionally, high school faculty is provided with the opportunity to apply for adjunct level faculty positions at Quinsigamond Community College in order to teach college level courses to Quaboag Early College High School students.

Progress on Measurable Annual Goals

During the course of school year 2011-2012 Quaboag Early College High School made significant changes to its Innovation School Plan that were intended to increase the success of its Early College High School model. Of the changes made, the most substantial pertained to the school's point of entry which now begins in grade 9, with students being recruited during the spring of their 8th grade year. Recruitment activities included information sessions for prospective students and their families, collaboration with the Guidance Department, and an application process which required students to select one of the two STEM program options, biomedical or engineering. As a result of the changes, Quaboag Early College High School noted that the class of 2016 will consist of a cohort of 24 students (an increase from the fist cohort of 11). Additional changes included a requirement that grade 9 students participate in two science courses (a new practice for the district), and advanced course work. The school also noted that modifications were made to the master schedule to allow student cohorts to participate in three courses as a group, as well as the implementation of an after school tutorial program with National Honor Society tutors.

Quaboag Early College High School also reported that significant upgrades were made to the technology and infrastructure to improve the area of "school and community resources." As with the Middle School, some of the upgrades reported included, the acquisition of desktops, laptops, and 200 Apple iPAD II's, the increase of internet bandwidth, network projectors and MIMIO teach interactive teach bars.

Due to the grade span of the school during initial implementation, MCAS was not required.

District: Quaboag	School Name: Quaboag Innovation Middle School	Total Enrollment: 228
	Grades Served: 7-8	Level: N/A

Mission
The mission of the Quaboag Regional Innovation Middle School is to form a vibrant partnership with parents and the community to inspire and equip our students to succeed in an "information age" world and a constantly evolving global landscape. We recognize students' varying learning styles and set high expectations for every student allowing them to see themselves as life-long learners taking ownership of their education and their meaningful role in local and global society.

Summary of Autonomies
Curriculum/Instruction
Quaboag Innovation Middle School integrates STEM, bio-technology, robotics, and solar energy into its curriculum. In an effort to increase student engagement and broaden technology throughout the curriculum, the school has focused on implementing a cross-curriculum, hands-on and project-based learning environment that not only engages students, but also fosters critical thinking. The school has created "smart classrooms," and is currently piloting blended-learning models.

Schedule
The school has modified its daily school schedule to expand learning time and developed enrichment opportunities to increase student achievement. The modifications made to the daily school schedule provide the school with the opportunity to connect its curriculum to meaningful experiences outside the classroom for its students. These experiences include, but are not limited to expert/practitioner visits and presentations, extra-curricular activities, competitions, museums, and exhibitions.

Staffing
The school opted to exercise its staffing autonomies by working with outside partners to promote cultural competencies to ensure a balanced education.

Progress on Measurable Annual Goals
Quaboag Innovation Middle School reported that its first year of implementation focused on the development of after-school learning opportunities for students; providing science data collection technology; and the integration of technology into the curriculum by creating "smart classrooms." The school reported that significant upgrades were made to the technology and infrastructure to improve the area of "school and community resources." Some of the upgrades reported included, the acquisition of desktops, laptops, and 200 Apple iPAD II's, the increase of internet bandwidth, network projectors and MIMIO teach interactive teach bars. In addition, the school reported that it instituted a STEM-focused after-school program that includes flight/aerospace, green and sustainability, and forensics clubs, and noted a partnership with the Mass Academy of Sciences intended to provide after school mentoring services to enrolled students by UMASS college students.

During the course of the 2011-2012 school year, Quaboag Innovation Middle School made changes to its Innovation School Plan that were intended to sustain and expand the program. Particularly, students are now recruited into the Quaboag Early College High School during the spring of their 8th grade year (recruitment originally began in grade 11). In addition, grade 8 students now have an optional engineering course and have cross-curriculum projects for science and mathematics. The school also noted that through its partnership with the Mass Academy of Sciences, teachers at the middle school have access to free professional development from the Massachusetts State Science and Engineering Fair.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	69	86.0	34.0
All Grades Mathematics	42	71.0	38.0
All Grades Science-Tech/Eng	47	N/A	N/A

District: Revere	School Name: Paul Revere Innovation School	Total Enrollment: 444
	Grades Served: K-5	Level: 2

Mission
The Paul Revere Innovation School partners with families and the community to ensure every child is a scholar and citizen who contribute meaningfully to our local and global community.

Summary of Autonomies
The Paul Revere Innovation School sought to use autonomies in the areas of staffing, budget, curriculum/ instruction/ assessment, and schedule. Through the use of the listed autonomies, the school seeks to strengthen teaching and learning for all students by focusing on the following key areas:

1. Develop a structured advisory to improve social-emotional engagement.
2. Develop new assessments, to include PRS progress reports and exhibitions.
3. Utilize ANET to organize student progress data to inform instruction.
4. Develop project-based learning opportunities to prepare students with 21st skills and knowledge.
5. Develop an inclusion model to increase achievement for students with special needs.

Progress on Measurable Annual Goals
The Paul Revere Innovation School reported continued efforts toward improving academic outcomes for all students, and the establishment of new programming and instructional approaches for English language learners and students with disabilities. The school reported that all Level 1 English language learners progressed beyond Level 2, and 20 percent of Level 2 English language learners gained a minimum of one proficiency level. The school also reported that by the spring of 2011, 94 percent of Level 4 and 83 percent of Level 5 English language learners increased their performance or exited the program.

Additionally, the school met its goals to increase common planning time, and the use of data to inform small group instruction. The school noted the implementation of Open Circle curriculum as well as the increase of English language learner students enrolled in summer support programs.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	58	82.0	54.0
All Grades Mathematics	51	78.8	44.0
All Grades Science-Tech/Eng	60	82.7	N/A

District: Springfield	School Name: Springfield Renaissance Innovation School	Total Enrollment: 681
	Grades Served: 6-12	Level: 3

Mission
To provide a rigorous academic program for college bound students in a small, personalized setting that impels and supports students to use their minds well, care for themselves and each other, and rise to the duties and challenges of citizenship.

Summary of Autonomies
The autonomies in the areas of curriculum, assessment, schedule, policy, and professional development have enabled Springfield Renaissance Innovation School to depart from district mandates and expectations and fully implement the Expeditionary Learning model. Springfield Renaissance has used its core beliefs, guiding principles, and core structures to create a school that continues to promote and provide academic excellence for all its students.

With the autonomies noted above, Springfield Renaissance has enacted the following structures and systems below which it feels are the core of its demonstrated success.

1. Standards-based grading
2. Passage Portfolios
3. Required completion of college applications
4. Interdisciplinary learning expeditions
5. School schedule that supports a daily advisory course and school-designed formative assessments
6. School-based workshops and professional development sequences
7. Heterogeneous groupings in grades 6-10 and mini-courses at the end of the semester

Progress on Measurable Annual Goals
The Springfield Renaissance Innovation School stated that substantial progress was achieved in grade 10 MCAS scores with 93 percent of grade 10 students scoring proficient or advanced in English language arts, and 81percent of grade 10 students scoring proficient or advanced on Mathematics. Additionally, the school continues to implement its Expeditionary Learning School design model, for which they have received awards. The school reported that it achieved the 95 percent attendance rate for students and teachers, and a 100 percent college acceptance rate for graduates for the third year in a row.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	71	88.2	54.0
All Grades Mathematics	40	68.1	38.0
All Grades Science-Tech/Eng	39	71.1	N/A

Dissemination
To date, the Springfield Renaissance Innovation School has hosted five demonstration days for nearly one hundred visiting educators. Additionally, the school reports that it will be hosting its first national site seminar in April 2013 for colleagues from throughout the region and country.

District: West Springfield	School Name: 21st Century Skills Academy	Total Enrollment: 26
	Grades Served: 9-12	Level: N/A

Mission
The mission of the 21st Century Skills Academy is to link learning with student interests and career preparation. Through the integration of rigorous academics, relevant technical and work-based learning, and comprehensive student supports, the 21st Century Skills Academy leads to higher graduation rates, increased college enrollments and higher earning potential for all graduates. 21st Century Skills Academy serves high school students in Hampden County, including LPVEC member districts, with a focus on recruiting students who are economically disadvantaged and from districts with dropout rates that exceed the state average.

Guiding Principals
Based on the Linked Learning model, the 21st Century Skills Academy integrates the following four guiding principles that ground teaching and learning at the school in its Innovation plan.

1. Students are prepared for success in postsecondary education and careers.
2. Students are prepared for a wide range of postsecondary education options including two and four year colleges, apprenticeships, certificate programs, and military service.
3. Educators connect academics to real world applications through the development and implementation of 21st Century curricula.
4. Educators have high expectations of student achievement.

Summary of Autonomies
Curriculum
21st Century Skills Academy emphasizes flexible instructional delivery to support personalized instruction. Students are provided with curriculum and instruction in a number of formats, including blended learning, work-based learning, and cooperative education placements. In addition, students are provided with flexible schedules which allows for increased engagement. Graduation requirements at 21st Century Skills Academy meet those for entry into one of the Commonwealths Community College systems. Further, students may elect to fulfill the requirements for entrance to a four year institution should they choose to do so.

Budget, Policy, and Staffing
21st Century Skills Academy is a West Springfield Public School that is operated by the Lower Pioneer Valley Educational Collaborative. This unique structure provides the school with increased flexibility in the areas of budget, policy, resource allocation, and staffing. Through this structure, staffing decisions are not subject to negotiations or contract provisions as are other West Springfield Public Schools.

Progress on Measurable Annual Goals
21st Century Skills Academy reported that it achieved the 100 percent student enrollment rate in hybrid, online, and traditional enrollment, and 100 percent student participation in career and technical education or work-based learning. Additionally, 21st Century Skills Academy reported an attendance rate of 58.9 percent, retention rate of 83 percent, and a graduation rate of 75 percent. Further, 21st Century Skills Academy noted its adoption of a social development/discipline model that focuses on problem solving and productive dialogue to manage conflict.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	4	N/A	N/A
All Grades Mathematics	4	N/A	N/A
All Grades Science-Tech/Eng	----	N/A	N/A

District: Worcester	School Name: The Chandler Magnet School	Total Enrollment: 417
	Grades Served: PK-6	Level: 3

Mission
Chandler Magnet School is committed to partnering with our stakeholders to ensure every child is met with high expectations and support. We will guide our students along a rigorous academic path toward becoming adept speakers, lifelong readers, competent writers and critical thinkers. Our diverse multilingual community of learners will be well prepared for the demands and rigors of middle and high school, college or career. In addition, we pledge to uphold a culture of collegiality, rigor and accountability for the adult learners in our community, which includes teachers, administrators, and support staff. These attributes will allow everyone to successfully navigate our expanding global society.

Summary of Autonomies
The Chandler Magnet School's autonomies include *curriculum and instruction, schedule and calendar, staffing and professional development*. Each one of these autonomies supports the school's mission and vision by empowering the Instructional Leadership Team (ILT) to plan it's instruction, select new staff, and assess efforts, as well as work collegially to support the needs of each Chandler Magnet School student.

Curriculum and Instruction
Autonomies in this area have provided Chandler Magnet School with the opportunity to teach students using best practices that are researched and responsive to its specific learning community. The identified best practices are approved by the ILT while remaining aligned to the Massachusetts Curriculum Frameworks (Common Core). Additionally, autonomies in these areas have provided the school with the opportunity to select materials that it has determined to be appropriate for its diverse learners.

Professional Development
Professional development is carefully planned and follows the schedule and calendar developed during the summer months to ensure delivery and implementation of new information and strategies. Data is continually used when the school revisits its long-term professional development plan by making sure teachers have the resources, tools and capacity needed to provide the best instruction possible for students.

Schedule
The school's learning community uses block scheduling designed to ensure that all classrooms and grade levels have an uninterrupted 90 – 120 minute English language arts block and a 90 minute mathematics block. Special classes are scheduled in grade level clusters to allow time for grade level meetings and common planning time. Dual language classrooms are scheduled to allow for equal time in both English and Spanish instruction in core subject areas.

Staffing
While abiding by contract limitations for the selection of staff, this autonomy provides the school with the opportunity to attract and retain qualified teaching professionals who have the desire and commitment to teach the school's divers learners.

Progress on Measurable Annual Goals
The Chandler Magnet School reported on the progress of its "Literacy for All" initiative and noted that a consistent Guided Reading format in English and Spanish was incorporated in all K-4 classrooms. The school noted that MCAS data comparing 2011-2012 indicates progress was made in the reading comprehension of primary grade students, as well increased gains in Mathematics for English language learners. From 2011-2012, students in grades K-2 increased scores by 16 percent. Additionally, the school noted that teachers continued to be trained in Positive Behavior Intervention Supports (PBIS), and

discussed the implementation of "Second Step" curriculum in all classrooms. PBIS was implemented as a means to augment the social curriculum and reward positive behavior.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	24	51.7	62.0
All Grades Math	15	43.5	56.5
All Grades Science-Tech/Eng	9	41.8	N/A

District: Worcester	School Name: Goddard Scholars Academy at Sullivan Middle School	Total Enrollment: 143
	Grades Served: 6-8	Level: N/A

Mission
The Goddard Scholars Academy is the middle school component of a college preparatory program conducted in collaboration with South High School and Clark University. The Goddard Scholars Academy, comprised of middle school students from throughout the city of Worcester, provides a rigorous and accelerated academic program in a safe, nurturing, and personalized atmosphere.

Summary of Autonomies
Curriculum, Instruction, and Assessment
The Goddard Scholars Academy curriculum aligns with the Massachusetts Frameworks and the Common Core Standards in all content areas. With autonomies in the areas of Curriculum, Instruction, and Assessment, Goddard Scholars Academy embeds several best practices within its Innovation Plan to improve student learning. An example of embedding best practices throughout its plan, the school has ensured the consistent implementation of reading and writing across the curriculum, which supports greater fluency in students' language, written and oral proficiencies.

Schedule
Through scheduling autonomies, time on learning is maximized and allows for flexible groupings of students. Flexible student grouping allows for students to receive the individualized attention they need in addition to providing them with opportunities to participate in activities such as, weekly gifted and talented class, guest speakers, field trips, and many other school-wide events. Modifications to the school schedule have also allowed students to take part in enrichment classes and opportunities offered by teachers from the Sullivan Middle School on a weekly or quarterly basis. Developing 21st Century skills in digital literacy was included as an enrichment class to provide students with access to digital resources for research and skill development. Foreign language instruction has enabled students to communicate with an increased range of populations while utilizing skills in reading, writing, speaking and listening. All Goddard Scholars Academy students learn to play an instrument for the school band, which reflects the school's vision for students to become confident learners and reach their full potential through the opportunity of creative expression through music education.

Modifications to the school schedule have also allowed for teacher common planning time and professional learning communities. Teachers collaborate with one another to teach skills that can then be implemented with consistency across curricula and in interdisciplinary lessons or units of study. Development and usage of common rubrics have allowed for assessment alignment for all classrooms.

Professional Development
Goddard Scholars Academy staff participate in course work, workshops, and conferences that meet the needs of the school's unique student population while expanding knowledge in content and pedagogy. Professional Development Plans include topics such as technology, Pre-AP, implementation of Common Core standards, Model U.N., Improving teacher quality, Gifted and Talented Education, and content specific courses or workshops.

Budget
Autonomy in this area has allowed the school to purchase books and supplies that meet its unique needs by expending the district's per pupil allowance on supplies and instructional materials. Purchases include, book sets for classes, summer common read initiative, band music, instrument supplies and repairs, materials for science labs, graphing calculators, student agendas, art supplies, pencils, paper, and toner, among others. In 2011-2012, the $40,000 Implementation Grant was managed by the GSA.

Staffing
The autonomies gained in this area were not exercised during the first year of implementation. During the second year of implementation (school year 2012-2013), this autonomy assisted the school in hiring four highly qualified and experienced teachers, two from within the Worcester Public Schools and two from outside of the district. The Hiring Committee, which included current teachers, parents, students, and school administration reviewed applications, scheduled interviews, and offered teaching positions to individuals who are committed to its mission and vision and who bring additional diversity and expertise to the teaching staff.

Progress on Measurable Annual Goals
Goddard Scholars Academy reported that academic achievement was strengthened by the successful alignment of instructional curriculum by teachers to the Massachusetts Curriculum Frameworks and Common Core State Standards, and common planning time for teachers in the content areas of English language arts and mathematics. The Academy reports a student growth percentile of 79 percent for English language arts. The Academy reported that all students developed Digital Literacy skills via participation in a technology class, and that teachers would continue to develop rubrics to assess growth needs when students are not enrolled in the technology class.

The Goddard Scholars Academy provided leadership opportunities for students through its Student Ambassadors program, as well as opportunities for teachers through increased teacher-led initiatives. Further, Goddard Scholars Academy noted increased parental involvement in school-wide initiatives.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	99	100	79
All Grades Mathematics	97	98.7	67
All Grades Science-Tech/Eng	62	88.3	N/A

District: Worcester	School Name: Goddard School of Science and Technology	Total Enrollment: 598
	Grades Served: PK-6	Level: 3

Mission
As a school, The Goddard School of Science and Technology challenges all of our students to achieve academic excellence as they begin their journey in the Main South Promise Learning Community to college and career.

Summary of Autonomies
Goddard School of Science and Technology sought autonomies and flexibilities in the areas of curriculum, instruction, assessment, staffing, budget and scheduling in an effort to strengthen teaching and learning for all students. The school notes its strong culture and established track record of shared leadership and professional collaboration teams will improve teaching and learning and believes that the autonomies established will continue to strengthen these areas, while providing essential services to students and families within the Promise Neighborhood.

Progress on Measurable Annual Goals
The Goddard School of Science and Technology reported growth in MEPA scores of English language learner students. The school reported that its focus on writing in grades 3 and 4 attributed to the percentage of students previously scoring "warning" in this area, and noted that 67 percent of students demonstrated proficiency on its monthly Read, Write, and Score internal assessment. In the area of mathematics, the school reported that teachers completed vertical alignment and developed mathematics scope and sequence to Common Core standards.

Additionally, the Goddard School of Science and Technology reported a decrease of behavioral referrals by 22 percent, and increased parental communication and involvement. A school administered survey revealed that 90 percent of parents noted that the school is a good place for their students to learn and that 97 percent believe that parent/teacher conferences are important. The school stated that faculty developed a standards-based reporting tool, differentiated by grade level as a mode of communication with families and noted multiple engagement activities. The school continued to make progress with the implementation of its communication system.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	27	56.8	49.0
All Grades Mathematics	23	49.0	45.0
All Grades Science-Tech/Eng	11	46.7	N/A

District: Worcester	School Name: Woodland Academy	Total Enrollment: 544
	Grades Served: PK-6	Level: 3

Mission
Woodland Academy, in partnership with Clark University and Main South Promise Neighborhood will focus unwaveringly on empowering students with the strategies and skills necessary for college readiness, character development and community responsibility.

Summary of Autonomies
Through the approval of the Innovation School plan, the principal of Woodland Academy has been granted direct oversight of "special permission" enrollment to the school. To that end, Main South Promise Neighborhood students have the opportunity to participate in our full day pre-school program.

Curriculum, Instruction, and Assessment
Woodland Academy's autonomies in the areas of curriculum, instruction, and assessment facilitate the education of the whole child while ensuring that students are engaged in problem solving, critical thinking, and teambuilding activities. Teachers will develop curriculum in English language arts and mathematics that are aligned to the Massachusetts Curriculum Frameworks and Common Core state standards. In an effort to engage students, instruction at Woodland Academy is differentiated to meet the unique needs of students. The school's Innovation plan includes a robust assessment component capable of providing formative data relative to student progress on discrete skills. In addition, the plan ensures that adjustments and refinements are made in an effort to diagnose and prescribe appropriate core instruction and interventions. Woodland Academy will explore models of inclusive education to serve its students with demonstrated difficulties as well as students with Individualized Education Plans

Schedule and Calendar
Autonomies in this area have allowed the school to modify its schedule to include professional development sessions that are 3.8 hours in length once a month for 10 months.

Staffing and Hiring Practices
The school has the ability to recruit and retain highly effective teachers who meet its unique professional expectations. Flexibilities in this area of autonomy include the adoption of a hiring timeline to recruit and train staff in advance of the academic year. In a targeted effort to provide a structured student support system, the school hired a Wrap-Around Coordinator who develops support plans and connects students and families with appropriate support services. In addition, the school has established a Governance Board comprised of administration, staff, parents and community members, such as Clark University, as well as the school based EAW representative.

Budget
Woodland Academy continues to work with district personnel to establish increased flexibility and autonomy over the use of the funds allocated to the school. Through the use the budget autonomy, Woodland Academy intends to receive a proportion of the Title I and Title III monies appropriate to its student identified needs.

Progress on Measurable Annual Goals
Woodland reported a 95 percent attendance rate; 92 percent of kindergarten students reading at or above grade level (an increase of 67 percent over the prior year); and 92 percent of students adhering to the established core values. The school also reported that 98 percent of students in grades K-6 made progress in reading fluency and comprehension. Additionally, MEPA and MELA-O data indicated that progress was made for English language learners, and noted that 50 percent of staff have completed Category

training. In the area of family engagement, Woodland noted that 90 percent of parents of students in grades PK-3 and 70 percent of parents of students in grades 4-6, attended parent teacher conferences.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	26	61.2	54.0
All Grades Mathematics	21	52.1	45.0
All Grades Science-Tech/Eng	4	42.6	N/A

District: Worcester	School Name: University Park Campus School	Total Enrollment: 253
	Grades Served: 7-12	Level: 1

Mission
The mission at University Park Campus School is to produce students who are confident and who understand that desire and hard work beat adversity.

Summary of Autonomies
Curriculum, Instruction, and Assessment
The autonomies granted to University Park Campus School in the areas of curriculum, instruction, and assessments have enabled classroom teachers to methodically develop the content for their students while also enabling teachers to foster a shared definition of high quality teaching and learning. Additionally, instructional coherence have provided students with a consistent approach to learning in all classes irrespective of course content. Formative and summative assessments are used to assess student learning and acquisition of key content and habits of mind, and a number of additional assessments are used to ensure that the school is addressing the core values, and realizing its stated mission and vision.

Budget
Autonomy in the area of budget has provided the school with the opportunity to make critical resource decisions that best meet the needs of its students.

Schedule
The daily schedule has been modified to ensure maximum time on learning for students at all levels. Moreover, the daily schedule was developed to ensure that identified classes where students demonstrate more need are longer than others.

Staffing
University Park Campus School exercises important staffing autonomies that allow the school to determine who will be hired when openings exist. Panels of teachers, parents, and students are involved in interviewing and vetting potential teacher candidates. Further, while evaluation of teachers follows the current collective bargaining agreement, teachers will also receive feedback on their use of the school's common instructional framework and definition of high quality teaching and learning.

Professional Development
The school has a strong, embedded professional development program. Teachers are valued as professionals. Teaching as a reflective art where professionals observe one another and provide feedback on practice is the norm. Workshops on the common instructional framework, developed by colleagues, are the source of professional development for current teachers.

Progress on Measurable Annual Goals
University Park Campus School reported growth in a majority of the six areas identified in its plan. In addition, the school achieved a daily attendance rate of 96 percent and a four-year adjusted cohort graduation rate of 91 percent with a dropout rate of 2.6 percent. Grade 8 University Park Campus School students saw gains on students scoring proficient/advanced from 53 percent last year to 67 percent this year on the MCAS math portion of the exam. In the area of College Readiness the school reported the following:

- 91 percent of graduates participated in dual enrollment or AP courses
- 100 percent of graduates have been accepted into postsecondary education
- 77 percent of the class of 2012 matriculated into a four-year institution

- 88 percent of alumni are on track to graduate within 6 years of matriculation

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	83	93.4	67.0
All Grades Mathematics	63	82.5	67.0
All Grades Science-Tech/Eng	43	72.7	N/A