

**Innovation Schools Annual Evaluation**

Chandler Magnet Elementary School

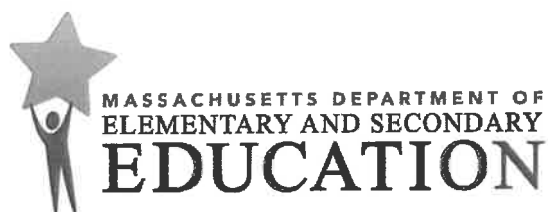
**Massachusetts Department of Elementary and Secondary Education**

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## Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an 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 with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute M.G.L., c.71, s.92, requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

## Annual Evaluation Submission Instructions

Evaluations for the 2018-2019 school year should be submitted by August 1, 2019. Questions and completed evaluations should be submitted to Brenton Stewart at [bstewart@doe.mass.edu](mailto:bstewart@doe.mass.edu). Please note in the subject line of the email message "Innovation School Annual Evaluation 2018-2019 *[insert School name\_District name]*."

**Innovation School/Academy Information**

<b>School/Academy Name:</b> Chandler Magnet Elementary School	
<b>School Type (New/Conversion/Academy):</b> Conversion	<b>District Name:</b> Worcester
<b>Year Innovation Status Granted:</b> 2011	<b>School Year Implementation Commenced:</b> 2011
<b>Grades Served:</b> PK, K, 1, 2, 3, 4, 5, 6	<b>Total Enrollment:</b> 494
<b>Mission:</b>	
<p>Chandler Magnet School is committed to collaborating 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.</p>	
<b>Vision:</b>	
<p>Chandler Magnet School is committed to accelerating the literacy and language of all students across all curricula areas using the Massachusetts Common Core and WIDA (World-Class Instructional Design and Assessment) in English and Spanish. The social, emotional and academic needs of our English, Spanish and multilingual community will be met through teacher collaboration, family involvement and community partnerships. Educating our children means encompassing their world; that is our ultimate goal.</p>	
<b>Educational Model:</b>	
<p>The Chandler Magnet Elementary School Innovation is Literacy and Language for all. A strand within this innovation is a dual language program in grades Kindergarten through sixth grade.</p>	
<b>Key Design Elements:</b>	
<ul style="list-style-type: none"> <li>● Literacy and language for all</li> <li>● Literacy across the curriculum</li> <li>● Universal Design for Learning (UDL)</li> <li>● Safe, supportive, consistent and positive learning environment with shared vision and responsibility of all learners</li> <li>● Dual language program K- 6</li> <li>● Addition of full day Preschool (2015)</li> <li>● Partnership with Worcester State University</li> <li>● Family Partnerships</li> <li>● Professional Development concentrating on our school focus, utilizing Professional Learning Communities (PLCs) and other formats as needed.             <ul style="list-style-type: none"> <li>● District addition of a 4<sup>th</sup> Prep time for teachers where students will be exposed to STEAM (Science, Technology, Engineering, Art and Mathematics) once per week.</li> </ul> </li> <li>● Early Literacy Grant K-3</li> <li>● Gateway Grant K-6 Transitional Bilingual Education and Dual Language</li> </ul>	

### **Part A: Description of Autonomies and Flexibilities Implementation**

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

***Curriculum, Instruction, and Assessment (if applicable)***

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

*Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2018-2019 school year.*

Chandler Magnet utilizes the Massachusetts State Frameworks and the district scope and sequence to guide curriculum and instruction. We also infuse ESL and SEI strategies to guide our practice to meet the needs of our unique learners, most of whom are ELs. CMS assesses students regularly by using school and district created assessments (Envisions, STAR, F&P Benchmark assessment, SRSD) to guide practice and change instruction to meet the needs of our students. Chandler Magnet has the only Transitional Bilingual Education (TBE) program in the district. Students enroll in the program throughout the school year and almost on a daily basis. In order to help strengthen the program, the district provided the program with an additional ESL teacher to support the influx of new students into the school. Chandler Magnet uses block scheduling to maintain uninterrupted literacy and math blocks at all grade levels. ESL and special education services are scheduled to minimize interruption of core content and provide the necessary scaffolds, modifications and supports for all learners.

***Budget (if applicable)***

The innovation schools model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

*Describe the innovation school or academy's implementation of budgetary flexibilities during the 2018-2019 school year.*

The district provides schools with autonomy to use budget allocations to meet the needs of the district schools. The district provides materials in all core content areas. We purchase literacy, math, and supplemental assessment materials to meet the needs of our students based on data. Chandler Magnet also purchases authentic materials to supplement and enhance native language instruction at all grade levels and all strands. Literacy, math and assessment materials are purchased to meet the needs of all students.

***School Schedule and Calendar (if applicable)***

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

*Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2018-2019 school year.*

We have used this autonomy to create a block schedule for students that features uninterrupted literacy and math time including time for interventions as needed. We have combined all of our contractual minutes/hours to after-school meetings to participate in Professional Learning Communities (PLCs). One meeting per month was dedicated to a vertical PLC where multi-grade levels meet to discuss student outcomes and work, and the remaining PLC meetings per month are dedicated to grade level Professional Development (PD) and tasks. Our school calendar is identical to that of all of the district schools.

**Staffing (if applicable)**

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

*Describe the innovation school or academy's implementation of staffing flexibilities during the 2018-2019 school year.*

Our Staffing Autonomy gives us the flexibility to select teachers and administrators for open and new positions. The new teaching positions require that prospective candidates participate in a demonstration lesson and a panel interview with current Chandler Magnet teachers and staff. Our staff takes an active role in the selection and mentoring of new teachers who are ultimately hired at Chandler Magnet School. Selected teachers must adhere to district policies and requirements (e.g., licensure, training, etc.). Our greatest challenge to date, has been the recruitment and retention of certified and experienced native Spanish speaking teachers for the Dual Language and Transitional Bilingual Classrooms.

**Professional Development (if applicable)**

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

*Describe the innovation school or academy's implementation of professional development flexibilities during the 2018-2019 school year.*

The school's Instructional Leadership Team (ILT) plans our Professional Development before the beginning of each school year. The Professional Development is planned after careful analysis of student data and features research based practices to improve student outcomes. Although we plan and implement our PD for the year during the summer, Chandler Magnet teachers take part in all district-wide PD that will augment teacher capacity in literacy, mathematics and science. One of the challenges we faced this year was to find the time to implement and monitor our professional development plan due to the training needed to work with the new materials for mathematics, writing and literacy purchased by the district.



## Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student subgroups:
  - Race/ethnicity
  - Students identified as economically disadvantaged
  - English Learners (ELs)
  - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student subgroup rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the 2018-2019 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meeting its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

*Student attendance rates (including, but not limited to overall attendance rate and chronic absenteeism)*

- Our daily student attendance rate will remain at or above 94%

*Student attendance has an average daily percentage of 96.14% as shown in SAGE. Incentives and recognition for attendance were spearheaded by the School Adjustment Counselor and the leadership team:*

- *daily attendance recognition*
- *classroom recognition for perfect attendance,*
- *absence phone calls (SAC monitored attendance closely and met with families of students with chronic absenteeism)*
- *schoolwide celebration for perfect attendance when our attendance rate was over 97%*

*Student safety and discipline rates (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')*

- One hundred percent of our students and staff will participate in PBIS (Positive Behavioral Intervention Supports).
- A bi-weekly PBIS PLC meets to discuss PBIS supports for teachers, review discipline data, and plan rewards and celebrations.

*100% of our students participated in PBIS as evidenced by our quarterly celebrations, punch card turn in rate and teacher participation.*

*PBIS PLC met biweekly to plan, review data, and implement cool tools and implement new cool tools.*

**Discipline Rate**

Action Type	Days	Male	Female	ELL	SpEd	504
Out Suspension	23	15	4	15	10	2
Emergency Removal	2	1	0	0	1	0
Total	25	16	4	15	11	2

***Student promotion and retention rates***

*ESL and literacy interventions were closely monitored to reduce retention rates in the 2018-2019 school year*

**Retention Rates**

<b>EPL</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
	% #students	% #students	% #students	% #students
<b>1</b>	27% 3	83% 5	75% 3	1% 1
<b>2</b>	12% 1			
<b>3</b>	27% 3			
<b>4</b>	12% 1	16% 1	25% 1	
<b>Total % of grade</b>	11% 8	8% 6	7% 4	1% 1

3% of Chandler Magnet was retained

*Student graduation rates, if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)*

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*Student dropout rates, if applicable*

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*Student Next-Generation MCAS achievement and legacy MCAS achievement (as applicable, Next-Generation ELA proficiency and growth, Next-Generation Math proficiency and growth, Legacy ELA proficiency and growth, Legacy Math proficiency and growth, and SCI proficiency)*

- One hundred percent of our students will show improvement in Reading as demonstrated by the administration of MCAS ELA. 10% of our students will increase their scores.

STAR data

Grade Level	READING	
	Mean GE	% Proficient
Grade K	1.1	
Grade 1	1.6	
Grade 2	2.7	32%
Grade 3	3.2	13%
Grade 4	3.5	15%
Grade 5	4.2	11%
Grade 6	4.3	7%

*Classroom EL demographics and data analysis by grade level led to realignment of resources including personnel to provide scaffolds, interventions and enrichment to meet the needs of our learners*

- One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MCAS math. 10% of our students will show growth within their proficiency level.

STAR Math

Grade Level	MATH	
	Mean GE	% Proficient
Grade K		
Grade 1	1.6	17%
Grade 2	2.6	11%
Grade 3	3.6	20%
Grade 4	4.2	15%
Grade 5	5.6	17%
Grade 6	6.2	11%

Envision Math

Grade	BOY	EOY	% change
K	51%	64%	+25%
1	28%	37%	+32%
2	28%	47%	+68%
3	35%	24%	-31%
4	26%	45%	+73%
5	33%	36%	+9%
6	37%	39%	+5%

*According to our EOY Envisions assessment, grades K, 2, 4 and 6 have shown a positive change. Classroom EL demographics and data analysis by grade level led to realignment of resources including personnel to provide scaffolds, interventions and enrichment to meet the needs of our learners*

- One hundred percent of our students will show improvement in SCIENCE as demonstrated by the administration of MCAS Science, Technology and Engineering. 10% of our students will increase their scores within their proficiency level.

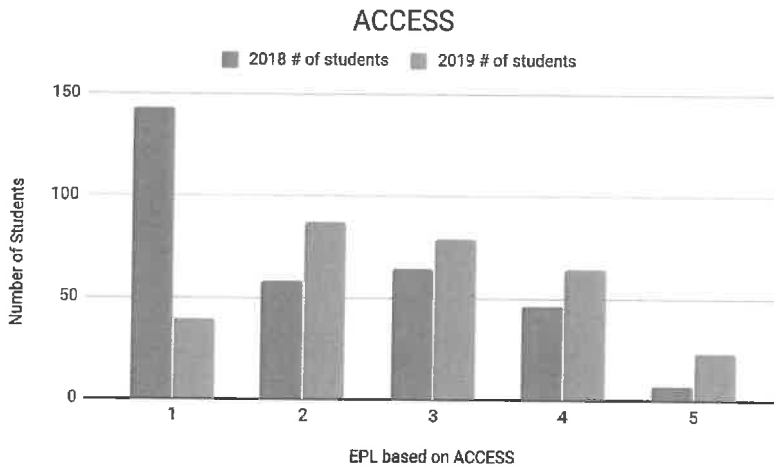
*Classroom EL demographics and data analysis by grade level led to realignment of resources including personnel to provide scaffolds, interventions and enrichment to meet the needs of our learners*

*Grade 5 students received science extension lessons from Science from Scientists in our newly designed STEAM lab.*

*Reduction of proficiency gaps in areas of academic underperformance (not limited to MCAS) and non-academic disparities (such as access to AP/honors-level courses, art, civic engagement, and extra-curricular activities)*

- One hundred percent of our EPL 1 students will show improvement in English Language Proficiency as demonstrated by the administration of the ACCESS assessment.

*ACCESS scores for each grade level show a decrease of EPL 1's since the administration of ACCESS 2018; approximately 72% have transitioned to an EPL level of 2 or 3. Resources and staff were realigned to meet the needs of our EL demographic at each grade level*



**Part C: Innovation Plan Updates** *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the 2018-2019 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

*Provide a description of any revisions or updates made during the 2018-2019 SY. Be sure to include when implementation of these revisions or updates began or will take place.*

- 09/2018 Implementation of district wide literacy programs K-6 (CIA Read Side by Side and Fountas and Pinnell Classroom)
- 09/2018 Partial implementation of CIA Read Side by Side in Spanish Dual Language and TBE (Transitional Bilingual Education) classrooms
- 09/2018 Implementation of SRSD writing instruction in grade 3-6  
09/2017 2nd year implementation of the Early Literacy Grant (K-3) focusing on oral language, extended discourse and vocabulary instruction, use and retention. The goal is to disseminate the instructional strategies in all K-3 classrooms throughout the 2019-2020 school year.
- 09/2018 Addition of a school-wide Math Coach
- 01/2019 Participation in the GATEWAY GRANT by the staff from the Dual Language, Transitional Bilingual Education Program, ESL, school administrators, coaches and stakeholders, to study, analyze and make recommendations for improvements in the bilingual programs. (2Way and TBE)
- Adjustments made to professional development included
  - 10/2019 Math Fact Fluency School Wide Intervention
  - 01/2019 Depth of Knowledge PD
  - 01/2019 PBIS Refresher for beginning teachers

**Part D: Renewal** *(if applicable)*

***Innovation schools or academies seeking renewal***

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to [bstewart@doe.mass.edu](mailto:bstewart@doe.mass.edu).

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

**Step 1: Convene Stakeholders**

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

*These discussions should include the MAGs.*

**Step 2: Innovation Plan Revision Process**

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

**Step 3: Teacher Vote (if applicable)**

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

*This is the only time that teachers will have to vote.*

**Step 4: School Committee Vote**

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

***Renewal status updates.***

*Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR–*

*Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.*

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***Innovation schools or academies not seeking renewal***



Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

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