

## Innovation Schools Annual Evaluation

### Claremont Academy

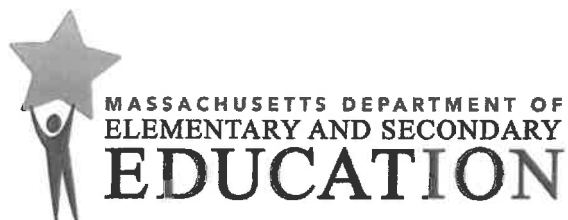
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For School Year 2018-2019

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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> Claremont Academy	
<b>School Type</b> (New/Conversion/Academy): Claremont Academy	<b>District Name:</b> Worcester Public Schools
<b>Year Innovation Status Granted:</b> June 2015	<b>School Year Implementation Commenced:</b> 2015-2016
<b>Grades Served:</b> 7-12	<b>Total Enrollment:</b> 546
<p><b>Mission:</b> The Claremont Academy Innovation School strives to ensure that all of its Main South students realize the power of their minds and hearts and develop their capabilities as readers, writers, problem-solvers, communicators, creators, collaborators, and civic-minded contributors to their community; to guide and support every student on a pathway to college, career, and civic readiness; to provide the majority of students, in tandem with its college partners, with early college academic experiences such as visiting, auditing, and taking courses; and to qualify every student for postsecondary education, with at least three-fourths enrolling at a two- or four-year college within a year of the fall following graduation.</p>	
<p><b>Vision:</b> Claremont will fulfill its mission by committing to college and career as common goals, to community and civic mindedness as core values, and to each and every student as a powerful thinker and important community member capable of postsecondary learning and contributing to the betterment of the world. Our sense of community will be grounded in the concept of Ubuntu adopted by the Claremont staff during its redirection process several years ago—"I am because we are!" All students will participate in a unique neighborhood-based and partnership-supported college going culture and curriculum shaped by the following design elements:</p> <ul style="list-style-type: none"> <li>• An all-honors foundational curriculum built on the idea of students as powerful thinkers;</li> <li>• A curriculum in which career, community, and early college learning are integrated; · A curriculum in which socio-emotional learning is integrated;</li> <li>• A personalized College, Career, and Civic Readiness Plan;</li> <li>• An assessment process which charts students' progress in college, career, and civic readiness and which involves them in public "Gateway" demonstrations of their learning;</li> <li>• A strategically aligned partnership and professional community, spanning Pre-K – College, designed to support students; ·</li> <li>• A process of tracking students' progress in postsecondary learning, building a stronger connection between secondary and postsecondary experience; and</li> <li>• A professional learning community built on the idea of teachers as powerful learners of practice.</li> </ul>	
<p><b>Educational Model:</b> The Educational Model of our school is a grade-level, team-based organization, with team leaders instead of Department Heads. Through this structure, we are better able to provide support for the entire child, and support for teacher development.</p>	

## **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.*

Claremont's Innovation Plan is an all-honors curriculum. Teachers learn strategies and supports needed within the classroom to ensure student access to content and concepts. Teaching practices are identified and supported through work in Professional Learning Communities (PLCs). A team-based approach to curriculum implementation is used to support powerful teaching and learning. Key PLC practices include instructional rounds, looking at student work, collaborative lesson planning, and implementation of our school-wide rubrics aligned to our Claremont Characteristics (Perseverance, Collaboration, Communication, Research, Analysis). Student engagement and data are discussed. Teams implement the Claremont Assessment and Reflection to evaluate teacher and student knowledge of the school characteristics.

Advanced Placement (AP) classes are offered on site. In the 2017-18 school year 26.1% of students participated in AP coursework with 17.1% qualifying score rate on the AP exam. Students may also take courses at Clark University, our community partner, and through the District's dual enrollment and early college programs at other local colleges.

2018-2019 marked our second year of Gateways implementation at Grades 8, 10 and 12 to provide authentic performance assessments within several grade levels.

We continue to utilize scheduling autonomy to allow each student meet two times a month with a small group of 7 through 12 graders in an advisory program. The goal is to provide a structure to support teachers in getting to know each student and ensuring each student has at least one adult within the building that they can go to. This supports a culture of transparency and respect in the academic community.

The neighboring community in partnership with the District utilizes our building to offer evening ESL classes and Saturday programming for immigrant youth.

### ***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.*

NA

### ***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.*

Claremont Academy adjusts the daily schedule of time on learning, adding minutes to accommodate a three hour staff professional development during the first Wednesday of every month. This staff meeting time has been used, for example, to develop and refine the Gateway assessments and to identify formative assessment strategies that lead to improved summative assessments.

### ***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.*

Claremont Academy has the autonomy to work outside of the District's collective bargaining agreement in this area. Rubrics were created to interview and rate candidates. Many teachers had a voice in the development of this process. Depending on the number of candidates, the process follows these steps:

- The paperwork committee (approximately 3 members) determines 3-5 candidates with suitable licenses, experience and recommendations to forward to the next committee.
- The 3-5 candidates come in for a ten-question interview process with approximately 5 committee members including a staff and/or student member.
- The candidates are then screened further by performing a demo lesson in front of a mock student classroom of approximately 3 committee members.
- The paperwork and evaluation of each committee then goes to the final "tally" committee (3 people) who send the final two recommendations to the Principal.



As a result, to hire for one position, approximately 14 people are involved. Our belief is that this process benefits the teachers hired as well as to the staff involved in the hiring.

### ***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.***

As described in the mission, vision and educational model, a collaborative, team approach is assumed as an overarching organizational structure. The monthly three hour staff meeting block structures time specifically for targeted professional development. Teacher voice plays a key role in shaping the PD offered. For example, staff have worked to: improve the Gateway implementation; to identify how the Claremont Characteristics are developed and taught within each department; to evaluate and refine the Advisory period; and to prepare for the NEASC visit, Fall 2019.

### ***District Policies and Procedures (if applicable)***

Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.

#### ***Describe the innovation school or academy's implementation of district policies and procedures flexibilities during the 2018-2019 school year.***

Claremont Academy assumes the District policies and procedures.

Additionally, our Innovation Advisory Board has been in existence since the beginning and represents Faculty, Student, Parent and Community partners. With three meetings each year, it is a valuable support. Board members are invited to participate in as many school activities as possible. Because the Advisory Boards at Woodland Academy has common members, we began the 2018-2019 year with meetings in conjunction with our partner K-6 school. This was successful and we look to continue this.

In 2017-2018, we instituted the Gateway performances. In 2018-2019, these ran in grades 8, 10 and 12.

The Grade 8 Gateways were a culmination of using the Claremont Assessment and Reflection each quarter and having students responsible to develop a portfolio-based, authentic assessment of their multi-disciplinary work. During the final quarter, a skit, demonstration, or Powerpoint was presented to allow students to display their growth in a minimum of two

characteristics. They were to reflect upon their work and then describe any challenges they faced. Results of feedback from both student and faculty were extremely positive. Classmates were asked to generate two comments about each Gateway presented and the cumulative summary of comments was given to the presenter. Teachers determined that they need to make clear the Characteristics within each lesson they teach. A special note was made to document going forward the effective supports and the effort of students with IEPs as well as students who are English Learners. All students presented their Gateway. Students took ownership and made it their own.

The Grade 10 Gateways followed a different format. Students produced a research-based paper generated around a problem of interest. This was followed by a presentation of the research and how the process supported the development of the Characteristics. Students identified and took ownership of a community issue which gave an authentic orientation to their research. Groups worked with a teacher advisor to collectively plan and develop the Gateways. This led to the individual personalization of each Gateway. When asked if it was worth the investment of time, each teacher responded resoundingly in the positive. Calibration efforts were made to create a rubric that all disciplines could utilize to assess and grade the papers and the process. Student reflections were calibrated within the same general range as the teachers.

The Grade 12 Gateway was used to demonstrate readiness for graduation and proficiency on the Claremont Characteristics. The defined set of student expectations and college-ready behaviors are the backbone of the student academic experience at Claremont. Seniors used their reflection paper and presentation to provide evidence of their proficiency.

## 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 meetings 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)***

Attendance rates remained essentially the same (e.g., 2017-2018= 93.08% and 2018-2019=92.94% for a .13% difference)

Chronic absenteeism increased by 12 students from the previous year and was ranked in the 28<sup>th</sup> percentile. During the 2018-2019 school year, chronic absenteeism was a concern for our school community. Our two day a week School Adjustment Counselor worked primarily on chronic absenteeism and interventions such as Attendance Intervention Meetings (AIM) with the Probation Office prior to filing Child Receiving Assistance (CRA) paperwork with the Courts. The AIM meetings set up plans and protocol to minimize absenteeism. Work had begun to celebrate/reward students with good attendance (Attendance Matters Program) and to include attendance as a part of quarterly goal setting.

Our drop out rate decreased by 1 student (e.g., decrease from 12 to 11). A break out of these demographics (e.g., gender= 5 f and 6 m; race=1 AA, 6 H and 4 W; 10 low income; 6 LEP) suggests we must identify effective supports for low-income students and our interventions must include attention to identifying specific supports to limited English proficient students and our Hispanic students.

**CLAREMONT ACADEMY Attendance (Data source: WPS June 2019 Baseline data)**

	Pupil attendance 7-12	Chronic Abs +10% Membership 7-12	Drop out
2017-2018	93.08%	82 Ss	12
2018-2019	92.94%	94 Ss N=470 10/1/18	11
Difference	.13 %	+ 12 Ss	-1 Ss *

***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')***

The data illuminates the impact of interventions and our necessary next steps. The school leadership changed in August 2018. During the 2018-2019 year, we worked diligently to monitor and document student behavior. Some of our students exhibited poor decision-making choices that resulted in in or out of school suspension or other disciplinary action. We

continue to work on Restorative Justice practices and the use of Peer Mediators to minimize the negative behaviors that some students display. We work with support staff such as School Adjustment Counselors, School Psychologist, Guidance Counselors and outside agencies such as ENLACE and Girls Promoting Safety to support our students social emotional development. Our data suggests that the varied interventions in place were impactful when the number of offenses is considered (e.g., number of offences: 1=56 Ss; 2 to 4= 6 Ss; 5 to 9=1 Ss; 10+ =0 Ss). Grades 7 (17 students), grade 8 (13 students), and grade 9 (12 students) are the higher incident years for discipline, transition years, and follow a district trend. We will address this through a new orientation program, Jump Start, in August for entering grade 7 and 9 students. Staff will work in the new year to identify action steps to better and specifically support the needs of low income (n=60), Hispanic (n=50), English learners (n=24) and students with disabilities (n=12).

CLAREMONT ACADEMY Discipline (Data source: WPS June 2019 Baseline data)

	Suspension 7-12	In	Out	Emerg. Removal	37H	37H1/2	37H3/4
2017- 2018	45	11	34	14			
2018- 2019	76  N=470 10/1/18	3	73	32	12	0	110
Difference	31	-8	39	18			

### *Student promotion and retention rates*

This goal will be re-examined when the data is in. At the end of the 2017-18 school year 11 students were retained (2.0%). During the 2018-2019 school year, no middle schoolers were retained. Interventions and supports were put into place by each team to try and minimize the retention numbers at the high school level. High school retention data is not yet available. It will be impacted by the Summer Buyback program ending on 7/12/19.

### *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)*

This goal remains a concern of focus. For the 2017-18 school year, the 4 year adjusted graduation rate was 93.3%, up from 86% the prior year, and the 5 year adjusted graduation rate was 90.0%, down from 94.6% the prior year. During the 2018-2019 year, the vast majority of our seniors were eligible to graduate. Nine received certificates of attainment while waiting to hear if their appeals were granted by the state. The rest of the senior class was able to fully graduate. One student did not complete the school year.

***Student dropout rates, if applicable***

This goal remains a concern of focus. At the end of the 2017-18 school year, 2.7% (n=10) of students dropped out. During the 2018-2019 year, there were approximately 11 students who dropped out of Claremont Academy or who attended an alternative program that they did not complete either. Each student who dropped was monitored for attendance, met with by guidance and student support staff prior to their dropping out and when possible were offered assistance in applying to alternative school settings. Special notice was taken to the gender and ELL make up of the dropout rate this year.

***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)***

This goal cannot be assessed at this time. The 2018-2019 data is not yet available to analyze.

The school, as a combined middle and high, has a state accountability percentile of 16 with the notation of "Not requiring assistance or intervention" based on 2018 results. Progress toward improvement targets is noted as "57% Partially meeting targets".

Category	Middle School	High School	2018 Percentiles
Achievement	6th	6 <sup>th</sup>	
SGP	21st	74th	
EPL Progress	36th	48th	
Chronic Absen	28th	28th	
Overall	6th	26 <sup>th</sup>	

Middle School MCAS 2.0 Spring 2018 was a serious concern. With ELA, Math and Science performance a concern, Math was relatively the strongest performance. When separated out, the middle school ranked in the sixth percentile statewide. If a stand alone school, it would have qualified for turn-around status. Achievement patterns are low overall with Grade 8 science significantly lower. The progress rate for middle school English learners ranked in the 36<sup>th</sup> percentile.

	Composite scaled score	Composite scaled score percentile	SGP	SGP percentile	CPI	CPI Percentile	Achievement Mean Percentile
ELA	478.3	3	41.3	18			
Math	479.9	8	45.8	46			
Science					49.1	9	
							6

	2014	2015	2016	2017	2018	Percent Meeting/Exceeding
Claremont Gr 7 ELA	33%	24%	27%	28%	14%	
Claremont Gr 7 Math	5%	11%	15%	14%	17%	
Claremont Gr 8 ELA	57%	23%	33%	29%	30%	

Claremont Gr 8 Math	9%	9%	13%	14%	12%
Claremont Gr 8 Science	15%	3%	7%	9%	5%

High school performance on the MCAS Legacy test has been somewhat steady in ELA but has fluctuated greatly in Math and in Science for grade 10. OF concern would be the impact of the new assessment, Next Generation MCAS and the change in format to computer based.

	2014	2015	2016	2017	2018	Percent Proficient/Advanced
Claremont Gr 10 ELA	65%	78%	85%	78%	79%	
Claremont Gr 10 Math	47%	51%	65%	32%	53%	
Gr 10 Science	18%	35%	47%	28%	31%	

*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)*

In 2018, Middle school subgroups each declined significantly in ELA. Math subgroups declined to a small degree ( EL=-0.6), realized no change ( economically disadvantaged and Hispanic/Latino), or improved below target (lowest performing= 1.1 and high needs= 0.8. The growth in both Math and ELA for each subgroup was below target.

High school exceeded targets for all math subgroups and showed a decline for ELA for lowest performing (-4.2), improved below target for EL/Former EL (1.3), met target for high needs, and exceeded target for economically disadvantaged (3.9) and Hispanic/Latino (4.4). Math growth was met or exceeded for all subgroups. Subgroups each met the growth target in ELA.

All of our courses are at the honors level. In the 2017-18 school year 26.1% of students participated in AP coursework with 17.1% qualifying score rate on the AP exam.

During the 2018-2019 year, students at Claremont Academy were offered many opportunities, as in years past, to enroll in Advanced Placement classes Students were afforded the opportunity to take college courses at three local campuses. This year approximately 10 students attended Clark University and 15 students participated in the Early College program.

Our students were engaged in multiple civic, municipal government programs, along with financial literacy programs at the middle and high school level. All grade nine students took an Early College Awareness class. Work was done to provide more supports to students who are struggling academically to minimize the achievement gap. STAR testing has become another data source to evaluate progress at the middle school level.

The preliminary MCAS scores in ELA, math and science demonstrate a drop in scores but in addition demonstrate growth/progress for ELL's. Further evaluation of this data by staff is needed to make improvement and reduce achievement gaps.

## 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.*

During the 2018-2019 year, beginning in the fall of 2018, Claremont Academy and Woodland Academy held joint Innovation Advisory Board meetings. This was an effort to share in a more efficient way information about both school communities and to strengthen the connection between our community partners and our school communities.



## 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.*

Click or tap here to enter text.

***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.

Click or tap here to enter text.