

Innovation Schools Annual Evaluation

University Park Campus School, Worcester

For School Year 2018-2019

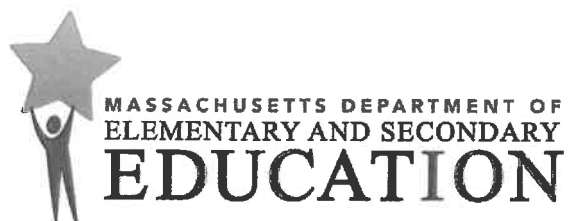
Worcester Public Schools

Maureen Binienda, Superintendent
binienda@worcesterschools.net

University Park Campus School

Daniel St. Louis, Principal
stlouisd@worcesterschools.net

Massachusetts Department of Elementary and Secondary Education
The Office of Charter Schools and School Redesign
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3227 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
Jeffrey C. Riley
Commissioner

The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, gender identity, or sexual orientation.

Inquiries regarding the Department's compliance with Title IX and other civil rights laws may be directed to the Human Resources Director, 75 Pleasant St., Malden, MA 02148-4906. Phone: 781-338-6105.

© 2019 Massachusetts Department of Elementary and Secondary Education
Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the "Massachusetts Department of Elementary and Secondary Education."

This document printed on recycled paper

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



Table of Contents

| | |
|---|-----------|
| Introduction..... | 1 |
| Annual Evaluation Submission Instructions..... | 1 |
| Innovation School/Academy Information | 2 |
| Part A: Description of Autonomies and Flexibilities Implementation | 4 |
| Curriculum, Instruction, and Assessment (if applicable)..... | 5 |
| 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. | 5 |
| Budget (if applicable) | 6 |
| 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. | 6 |
| School Schedule and Calendar (if applicable)..... | 7 |
| 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..... | 7 |
| Staffing (if applicable)..... | 7 |
| 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. | 7 |
| Professional Development (if applicable) | 7 |
| Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model..... | 7 |
| District Policies and Procedures (if applicable) | 8 |
| Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model. | 8 |
| Part B: Measurable Annual Goals | 9 |
| Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals..... | 9 |
| Part C: Innovation Plan Updates (if applicable) | 14 |
| Describe any revisions or updates made to the approved innovation plan during the 2018-2019 school year..... | 14 |
| Part D: Renewal (if applicable) | 15 |
| Innovation schools or academies seeking renewal | 15 |
| Innovation schools or academies not seeking renewal | 16 |

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. 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

| | |
|---|---|
| School/Academy Name: University Park Campus School | |
| School Type (New/Conversion/Academy): Conversion | District Name: Worcester |
| Year Innovation Status Granted: 2011 | School Year Implementation Commenced: 2011-2012 |
| Grades Served: 7-12 | Total Enrollment: 240 |
| <p>Mission: University Park Campus School (UPCS) exists to provide a first-class education to a traditionally disadvantaged population. Situated in the Main South section of Worcester, UPCS is a public, 7-12 school that accepts neighborhood students of all abilities and prepares them for success in college.</p> <p>Students will be taught to read, write, and think on their own, with the realization that hard work develops a strong intellect. Every single student pursues a rigorous academic program consisting of all honors classes. At the same time, instruction is individualized to connect to each student's particular level of development. There is no tracking. Instead, there are small, heterogeneous classes centered on active student inquiry and collaborative group work. UPCS utilizes extended learning blocks, morning and afternoon academic help sessions, a rich variety of extracurricular activities, and a range of powerful summer learning opportunities to develop well-rounded, deep-thinking individuals.</p> <p>Students study in a building that is small, nurturing, intimate, and comfortable, but one that is inextricably connected to Clark University. The Clark University Hiatt Center for Urban Education is an important partner in developing and implementing effective teaching strategies. In addition, Clark offers UPCS students access to a number of facilities, including a research library, gymnasiums, classrooms, commons area, etc. In addition, every UPCS student will take at least one college course from Clark or from another member of the Worcester College Consortium.</p> <p>The mission at UPCS is to produce students who are confident and who understand that desire and hard work beat adversity.</p> | |
| <p>Vision: The vision of University of Park Campus School (UPCS) is for each student to graduate prepared for success in college. This includes the ability to work collaboratively with different people, to communicate effectively in a number of formats, to think independently, to persist in difficult tasks, to be reflective, and to contribute to society in a positive manner. Students should have plans to pursue post-secondary studies, and they should have all the confidence and skills necessary to pursue those studies successfully.</p> | |

As an institution, the goal of UPCS is to continually reflect upon both our successes and our shortcomings, and to use this reflection to revise instructional practices to best serve our students.

Educational Model:

UPCS is a grade 7-12 neighborhood school that focuses intensely on college readiness for its diverse, low-income population. Its student-centered, active learning approach values student voice and seeks to internalize student motivation.

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.

UPCS has the autonomy to create its own curriculum maps, design its own Common Instructional Framework, integrate its approach to standardized test preparation, and assess its students success in reaching the school's academic, civic, and social expectations. This autonomy has been fully implemented.

The U.S. News and World Report in 2019 ranks UPCS 85th in Massachusetts noting students opportunity to take Advanced Placement (AP) coursework, the 84% AP participation rate, and the total minority enrollment of 88%. UPCS is ranked #1,973 in the National Rankings based on performance on state tests, graduation, and preparation for college. (Retrieved at: <https://www.usnews.com/education/best-high-schools/massachusetts/districts/worcester/university-pk-campus-school-9570>)

UPCS has many positive outcomes in 2017-2018:

| | |
|---|---|
| 5 year adjusted graduation rate (2017): 100 % | 11/12 th graders completing adv. course: 83.3% |
| 4 year adjusted graduation rate (2018): 91.4% | Students taking AP: 29.2% |
| Dropout rate: 0.7% (n=1) | Qualifying AP score: 35.8% |
| Grads attending higher ed institutions: 77.1% | Average SAT Reading score: 488 |
| | Average SAT Math score: 498 |

(Retrieved at:

[http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=03480285&orgtypecode=6&\)](http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=03480285&orgtypecode=6&)

In 2017, the 4 year graduation rate at 97.6 ranked in the 81st percentile. The 2016, 5 year extended engagement ranks in the 70th percentile. (Retrieved at:

<http://www.doe.mass.edu/accountability/school-percentile-2018.xlsx>) UPCS will sustain and continue to improve these rates using the structures of ongoing sophomore and junior year PEP (personal educational plan) talks, junior and senior seminar courses for college readiness, and student support services to access non-academic concerns.

In 2018-2019, UPCS offered 12 AP courses. This was accomplished through creative scheduling, including extra AP courses offered before school. Over time, the number of AP course offerings has increased, the number of exams given has trended up, and the pass rate (score 3+) has increased. Additionally, the UPCS partnership with Clark University enables us to offer college courses free of charge to juniors, seniors, and a few select sophomores. Our students also participate in the District early college program.

| School Year | # exams passed (3+) | % "pass" (3+) | # exams given | #courses offered |
|-------------|---------------------|---------------|---------------|------------------|
| 07-08 | 17 | 25.8% | 66 | 7 |
| 08-09 | 9 | 20.9% | 43 | 5 |
| 09-10 | 11 | 24.4% | 45 | 4 |
| 10-11 | 9 | 23.1% | 39 | 4 |
| 11-12 | 16 | 28.1% | 57 | 6 |
| 12-13 | 24 | 25.5% | 94 | 8 |
| 13-14 | 27 | 24.1% | 112 | 9 |
| 15-16 | 20 | 23% | 90 | 9 |
| 16-17 | 24 | 20% | 120 | 9 |
| 17-18 | 54 | 36% | 149 | 11 |
| 18-19 | 39 | 35% | 112 | 12 |

The sophomore class continues to score impressively on the legacy MCAS test. Staff believe the continued use of the UPCS Common Instructional Framework and curriculum maps will sustain these scores in the transition to the Next-Generation MCAS. When compared to a cohort of 10 other schools most similar in terms of grade span, total enrollment and special populations, UPCS' percent of students scoring proficient or higher is ranked: Grade 10 ELA 2nd at (81%) and Math 3rd at (59%). (Retrieved from: <http://profiles.doe.mass.edu/analysis/default.aspx?orgcode=03480285&orgtypecode=6&>)

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.

UPCS has the autonomy to allocate staffing as needed. With this autonomy, we created a college transition/alumni support coordinator position. This autonomy has been fully implemented, and contributes to our college acceptance rate.

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.

While UPCS does not deviate from the Worcester Public Schools calendar, it does implement an innovative schedule that provides for weekly common planning time for the entire faculty. In addition, UPCS hosts 7th and 9th grade transition academies during the summer to orient and prepare students for middle and high school.

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.

UPCS has implemented its own hiring process, independent of the District collective bargaining agreement. Faculty is hired through a process of interview panels and model lessons.

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.

UPCS faculty have multiple opportunities for professional learning throughout the year. In addition to weekly common planning time, faculty attend conferences, participate in rounds, lesson studies, and book studies. Staff meet frequently to refine curriculum maps, share student work, meet with college professors to align expectations, and create cross-curricular projects. All faculty are members of Professional Learning Communities (PLCs).

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.

N/A

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)

MAG: UPCS will achieve a daily attendance rate of 96% in the 2018-2019 SY.

Results:

This goal was essentially met. UPCS had a daily attendance rate of 95.82% in the 2018-2019 SY, an increase of .52% over 2017-2018.

Chronic absenteeism was 9.8% (20 students/204 enrollment). This was an improvement, a decrease of 4 students from 2017-2018 and places the school close to the 50th percentile. Monthly data reviews enable the school to track its progress and allows support staff to reach out to families, connect with classroom teachers to track student progress, and provides any necessary supports.

UPCS Attendance (Data source: WPS June 2019 Baseline data)

| | Pupil attendance 7-12 | Chronic Abs +10% Membership 7-12 |
|-------------------|--------------------------|---|
| 2017-2018 | 95.29% | 24 Ss |
| 2018-2019 | 95.82% | 20 Ss N=204 Ss 10/1/18 |
| Difference | .52% | -4 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')

MAG: Fewer than 10% of student will be suspended in the 2018-2019 SY.

Results: This goal was met. Discipline decreased this year, down 5 students from 2017-2018, Suspended students represented 9.31% of the UPCS student population, with 24 students suspended. The majority of suspended students were in grade 10 (N=11). Data is tracked monthly and administration works closely with support faculty to provide alternatives to suspension, including restorative justice circles, family meetings, and work with guidance and adjustment counselors. The breakout of discipline data suggests interventions were successful (e.g., number of offences: 1=8 Ss; 2 to 4= 4 Ss; 5 to 9=0 Ss; 10+ =0 Ss).

UPCS Discipline (Data source: WPS June 2019 Baseline data)

| | Suspension 7-12 | In | Out | Emerg. Removal | 37H | 37H1/2 | 37H3/4 |
|---------------|-------------------------------|----|-----|-------------------|-----|--------|--------|
| 2017- 2018 | 24 | 2 | 22 | 2 | | | |
| 2018- 2019 | 19 N=204 Ss 10/1/18 | 0 | 19 | 2 | 1 | 0 | 20 |
| Difference | -5 | -2 | -3 | 0 | | | |

Student promotion and retention rates

MAG: UPCS will have a 100% promotion rate.

Results: This goal was essentially met, closely approximated. The promotion rate at the end of the 2017-18 school year was 98.3% and UPCS achieved a 99.51% promotion rate in 2018-2019. Staff feel this success is due to the features outlined in the autonomies and that most important is the instructional autonomy that encourages teachers to use our common instructional framework to engage learners, support struggling students, and to meet regularly with other faculty to plan interventions.

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)

MAG: UPCS will maintain its five-year adjusted 100% graduation rate.

Results: While the 2018 4 year adjusted cohort graduation rate was 91.4%, the remainder of those students are still enrolled in school. The five-year adjusted graduation rate continues to be 100%. This is achieved by keeping students engaged through meaningful instruction, and by continuing to engage families in keeping students enrolled and active in school.

Student dropout rates, if applicable

MAG: UPCS will have a 0% dropout rate.

Results: This goal was met in 2018-2019 with zero drop outs. In 2017-2018, 1 student was recorded as a drop out. Students who struggle are tracked carefully every five weeks in order to plan intervention around warning signs such as attendance, discipline, and grades. Interventions are planned in order to keep student engaged through tutoring, family meetings, mentorships, and small group instruction support.

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)

The spring 2018 state accountability report for UPCS classified our grade 7 through 12 school as partially meeting targets.

Student achievement results at the middle grades continue to be lower than desired in year two of taking the computer based Next-Generation MCAS. The average scaled score in both Math (482) and ELA (489) was categorized as "Partially meeting expectations" in spring 2018. Interestingly, the achievement percentile rank varies from 2017-2018 to 2018-2019 considerably with a trend for improvement in grade 7 ELA and Math and decline in grade 8 ELA and Math. Because the SGP calculation changed from a median (2017) to average (2018), SGPs cannot be compared between years. However, an underperforming feeder school experienced a leadership change in December 2017. This may be a contributing factor to the dramatically improved grade 7 performance. Concerning is the grade 8 Science CPI drop from 54.8 (2017) to 35.4 (2018). This will be addressed by..... and in consideration with the spring 2019 performance. The middle school ranks in the ninth percentile in the state with the ELA SGP percentile 24 and the Math SGP percentile 89. The English Learner (EL) progress rate is in the 4th percentile. We will analyze the spring 2019 accountability when available and, based on the data trends, plan specific steps to improve middle school students' performance with an eye toward acceleration.

| | Spring 2017 Ach % | 2017 Median SGP | Spring 2018 Ach % | 2018 Avg SGP |
|----------|----------------------|--------------------|----------------------|--------------|
| 7 ELA | 9 | 42 | 18 | 42.7 |
| 7 Math | 18 | 73.5 | 30 | 59.4 |
| 8 ELA | 33 | 60 | 8 | 42.4 |
| 8 Math | 56 | 78 | 20 | 55.9 |
| 3-8 ELA | 10 | 50 | 4 | 42.4 |
| 3-8 Math | 25 | 77 | 16 | 59.1 |

Comparison of grade 10, Legacy MCAS CPI's indicate improved performance between spring 17 to spring 18 for grade 10 in ELA and Math and a slight drop in Science (e.g., ELA 2017=93.8 and 2018=98.8, Math 2017=84.7 and 2018=87.2 and Science 2017=86.4 and 2018=85.5). We will analyze the spring 2019 results and take action to ensure continued improvement in student performance.

Preliminary data for 2019 shows some potential improvements, with the 7th grade in particular outscoring the state on several ELA items.

The high school change of test to MCAS 2.0 and change of format to computer based may impact the first year scores. We look forward to analyzing the results when they are finalized. Preliminary data for the next-generation MCAS 2.0 indicate a trend with UPCS scores on individual test items either matching or exceeding the state.

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)

The 2018 accountability report gives an overall classification of “not requiring assistance or intervention” with the reason “partially meeting targets”. Progress toward improvement targets was 57%, partially meeting targets.

Middle School data indicates some progress in ELA: high needs student, Asian, Multi race Non-Hispanic, and White students met target; economically disadvantaged EL/Former EL, lowest performing, and African American/Black students improved below target; and students with disabilities and Hispanic/Latino students no change. Middle school mathematics instruction is an area to examine and improve: lowest performing students exceeded target; Multi-race, Non-Hispanic met target; High needs and white improved below target, Asian and African American/Black student had no change, and economically disadvantaged, EL/Former EL, students with disabilities, and Hispanic Latino students declined.

High school Math and ELA were stronger with targets mostly met and, particularly in math, exceeded. (Retrieved from:

<http://profiles.doe.mass.edu/accountability/report/district.aspx?linkid=30&orgcode=03480000&orgtypecode=5&>)

Action steps for 2019-2020 will take into an account an analysis of spring 2019 accountability data which is not yet available as well as AP scores, college course scores, college applications and college acceptance. Civic engagement and extra-curricular activities will also be examined as levers to support continued improvement.

2018-2019 UPCS Demographics (Retrieved from:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=03480285&orgtypecode=6&>)

| Enrollment by Race/Ethnicity (2018-19) | | | |
|--|-------------|---------------|------------|
| Race | % of School | % of District | % of State |
| African American | 12.1 | 16.3 | 9.2 |
| Asian | 20.8 | 6.7 | 7.0 |
| Hispanic | 53.3 | 42.9 | 20.8 |
| Native American | 0.4 | 0.2 | 0.2 |
| White | 9.2 | 29.6 | 59.0 |
| Native Hawaiian, Pacific Islander | 0.0 | 0.0 | 0.1 |
| Multi-Race, Non-Hispanic | 4.2 | 4.3 | 3.8 |

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.

There were no revisions or updates in the 2018-2019 SY.

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.

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.