



Innovation Academy Charter School

Summary of Review

December 2010

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Innovation Academy Charter School
72 Tyng Road
Tyngsborough, MA 01879

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I. Sources of Evidence for this Document

The charter school regulations state that “[t]he decision by the Board [of Elementary and Secondary Education] to renew a charter shall be based upon the presentation of affirmative evidence regarding the success of the school’s academic program; the viability of the school as an organization; and the faithfulness of the school to the terms of its charter” 603 CMR 1.12(3). Consistent with the regulations, recommendations regarding renewal are based upon the Department of Elementary and Secondary Education’s (Department) evaluation of the school’s performance in these areas. In its review, the Department has considered both the school’s absolute performance at the time of the application for renewal and the progress the school has made during the first four years of its charter. Performance is evaluated against both the Massachusetts Charter School Common School Performance Criteria and the school’s accountability plan. The evaluation of the school has included a review of the following sources of evidence, all of which are available from the Charter School Office:

- the application for renewal submitted by the school,
- the school’s annual reports for the term of the charter,
- site visit reports generated by the Charter School Office in the twelfth and thirteenth years of the school’s charter,
- independent financial audits,
- Coordinated Program Review reports,
- the year five Renewal Inspection Report and Federal Programs Renewal Inspection Report, and
- other documentation, including amendments to the school’s charter.

The following sections present a summary from all of these sources regarding the school’s progress and success in raising student achievement, establishing a viable organization, and fulfilling the terms of its charter.

II. Summary of Review Findings

Listed below are the findings contained in the review of the school’s performance in the three areas of accountability. Further evidence to support each finding can be found in the body of the report.

A. Faithfulness to Charter Findings

Stakeholders consistently identified the school’s mission to prepare students for future success in education and the world at large. Individualized learning, working towards mastery, self-directed projects and presentations are essential parts of the academic program that help the school achieve its mission.

The school is still striving to define aspects of its educational philosophy, such as systems thinking.

The middle school's incorporation of mission and vision into school culture is more visible than in the high school.

B. Academic Program Findings

Student MCAS performance has been strong and shown improvement over the term of the charter.

Over the course of the charter term, IACS has made AYP in the aggregate for both mathematics and ELA, with the exception of mathematics in 2010.

The school has had varied progress regarding its goal of 100 percent proficiency for students' presentation of learning.

The academic program is based on the Massachusetts Curriculum Frameworks (MCF) and tied to the school's mission.

IACS's middle school curriculum is better documented than the high school curriculum.

IACS's curriculum development and revision is an ongoing, teacher-led process. Teachers receive minimal feedback on the curriculum documents that they create.

The school has established an academic program that enables all students, including those enrolled in special education, to fully participate in, and benefit from, the educational goals and mission of the school.

IACS lacks an English language learner program. Neither English language development instruction from a qualified teacher nor sheltered content instruction from fully trained teachers is available at the school.

There is limited evidence of assessment data being used to guide instructional planning and practice. Site visitors did not find evidence of systematic program evaluation or review.

IACS's school and classroom environment has been variable over the charter term. The high school environment is less structured than the middle school environment.

Instructional practices vary across grade level and discipline. Teacher-driven instruction has increased over the course of the charter term.

Evidence of higher order thinking and project-based learning in classrooms has varied over the charter term.

Teachers receive frequent instructional feedback and support. The school is working to formalize its protocols for providing instructional feedback.

The school offers a series of professional development workshops and is in the process of formalizing its professional development program.

During a time of growth and expansion over the charter term, IACS has had high staff retention.

C. Organizational Viability Findings

Throughout the charter term, IACS has obtained unqualified audit opinions. However, IACS's FY10 audit contained a material weakness.

The school has created and managed realistic budgets and has planned conservatively in an unpredictable revenue environment.

Currently, board oversight of school finance is limited.

The board is not actively engaged in oversight of the school's academic programs, as measured by accountability plan goals or other indicators.

The board annually reviews the performance of the executive director, based on strategic goals.

The school leadership structure is stable and has expanded to address needs based on the school's growth.

IACS developed a multi-year strategic plan with the input of community members. The plan has guided the school through significant growth and expansion and informs the board's work.

School leaders are in frequent contact with teachers and each other to coordinate programmatic elements across the school.

The school has established a safe environment and facility.

The school purchased a permanent facility in 2008. The school's expanded space provides opportunities for IACS' programs and a stable facility for the future of the school.

The school is fully programmatically accessible to persons with disabilities.

IACS has completed the CPR process, which was closed in May, 2010.

Nearly all of the teaching staff are highly qualified.

The school's dissemination practices have been limited.

D. Accountability Plan Objectives and Measures

IACS has not met a majority of measures in its accountability plan related to faithfulness to charter

IACS has not met a majority of measures in its accountability plan related to academic achievement.

IACS has made progress towards meeting the measures in its accountability plan related to organizational viability.

III. School Profile

<i>Innovation Academy Charter School (IACS)</i>			
Type of Charter	Commonwealth	Location	Tyngsborough
Regional/Non-Regional	Regional	Districts in Region	Nine ¹
Year Opened	1996	Year Renewed	2001, 2006
Maximum Enrollment	600	Current Enrollment²	591
Students on Waitlist³	391	Grades Served	5-12

Mission Statement

“The mission of the Innovation Academy Charter School is to provide students with a challenging, interdisciplinary education that will prepare them for the 21st century through an emphasis on holistic learning, higher order and critical thinking skills, and practical application and integration of curriculum areas.”

Major Amendments

IACS has received the following major amendments during the charter term:

1. On April 26, 2006, the Board of Education voted to approve the request of IACS (then named Murdoch Middle Charter Public School) to amend its charter to increase the school’s maximum enrollment from 300 to 600 students and to expand its grade span to include grades nine through twelve beginning in the fall of 2007.
2. On February 26, 2008, the Board of Elementary and Secondary Education (Board) voted to approve the request of IACS to amend its charter to become a regional charter school serving the districts of Billerica, Chelmsford, Dracut, Groton-Dunstable, Littleton, Lowell, Tewksbury, Tyngsborough, and Westford and to relocate the school’s facilities from Chelmsford to Tyngsborough.

Demographics

The following table compares demographic data of the charter school to the nine districts from which it draws most of its students, and to the state. The comparison includes forty-one schools in the districts with grade levels that overlap with the charter school.

- Comparison Minimum refers to the school(s) among the forty-one schools with the lowest percentage of students in a given category.
- Comparison Median refers to the school(s) among the forty-one schools with the middle percentage of students in a given category.
- Comparison Maximum refers to the school(s) among the forty-one schools with the highest percentage of students in a given category.
- The Comparison Total represents the percentage of the total number of students in a given category in all forty-one schools combined.

¹ Billerica, Chelmsford, Dracut, Groton-Dunstable, Littleton, Lowell, Tewksbury, Tyngsborough, and Westford.

² As reported by the school at the time of the renewal inspection visit.

³ As reported by the school at the time of the renewal inspection visit.

Race/Ethnicity (%)		African American	Asian	Hispanic	White	Native American	Native Hawaiian, Pacific Islander	Multi-Race, Non-Hispanic
Innovation Academy Charter School		2.4%	4.1%	4.1%	86.9%	0.4%	0.0%	2.1%
(41 Schools)	Comparison Minimum	0.2%	0.5%	0.2%	20.1%	0.0%	0.0%	0.0%
	Comparison Median	1.3%	5.9%	2.2%	88.0%	0.0%	0.0%	1.0%
	Comparison Maximum	13.0%	54.4%	35.3%	95.9%	0.5%	1.1%	3.8%
	Comparison Total	2.5%	9.8%	6.5%	80.1%	0.1%	0.1%	1.1%
	State	8.2%	5.3%	14.8%	69.1%	0.3%	0.1%	2.2%

Other Demographics (%)		Males	Females	First Language Not English	Limited English Proficient	Special Education	Low-Income
Innovation Academy Charter School		56.3%	43.7%	0.2%	0.2%	19.8%	6.9%
(41 Schools)	Comparison Minimum	46.1%	44.4%	0.1%	0.0%	6.5%	0.2%
	Comparison Median	50.8%	49.2%	5.0%	0.5%	15.8%	6.1%
	Comparison Maximum	55.6%	53.9%	56.0%	38.9%	21.6%	89.4%
	Comparison Total	50.9%	49.1%	11.7%	6.1%	13.7%	18.4%
	State	51.3%	48.7%	15.6%	6.2%	17.0%	32.9%

IV. Areas of Accountability

A. Faithfulness to Charter

ESE Charter School Performance Criteria: Consistency of school operations with the school's charter and approved charter amendments

The school operates in a manner consistent with the mission, vision, educational philosophy and governance and leadership structure outlined in the school's charter and approved charter amendments.

Finding: Stakeholders consistently identified the school's mission to prepare students for future success in education and the world at large. Individualized learning, working towards mastery, self-directed projects and presentations are essential parts of the academic program that help the school achieve its mission.

Throughout the charter term, all constituents (including staff, parents, and students) mentioned the emphasis on providing students with an educational program that offers challenging project-based learning, portfolios, exhibitions, presentations of learning, innovation, real world applications, 21st century learning, problem-solving, and interdisciplinary connections. Students, parents, teachers and administrators could cite the school's motto of "Think; Connect; Apply; Innovate." as a motivation for success, along with real world applications of learning. The school places an emphasis on what it calls the four habits or outcomes: self-direction, effective communication, community membership, and problem solving. Throughout the charter term, students were well versed in the four habits. Also, site visitors have observed that much of the academic program is mission driven and well integrated into the school.

Throughout the charter term, the school has clearly shown a commitment to individualized learning, student presentation skills, working towards mastery, and self-directed learning. Individualized learning is supported through IACS's use of Individual Learning Plans (ILPs). Each student has an ILP that contains specific goals. At individual student-led conferences, students explain to their families how well they have performed in terms of their ILP. Students also hone their presentation skills by participating in periodic exhibitions of their learning. Students are expected to maintain learning portfolios and make presentations of their learning periodically. At the middle school level, these presentations are called "quality nights"; at the high school level, they are "presentations of learning" (POL). The school also has a focus on continuous learning, which is manifested in the schools' standards-based grading system. All sixth and eighth grade students participate in a "gateway" portfolio presentation as part of the school's promotion requirements. Portfolios that do not meet accepted standards are asked to rework them and present again. All of these programmatic elements have created a school culture in which students are expected to take responsibility for and direct their own learning.

Finding: The school is still striving to define aspects of its educational philosophy, such as systems thinking.

The school's accountability plan contains an objective which requires students to utilize systems thinking (ST) concepts during their POLs or portfolio presentations. The school has not met this measure and stakeholders could not provide a clear definition of systems thinking. There were statements such as: systems thinking is used with student-goal setting and tracking behavior; it is implemented in the clear connections between the culture at school and how classrooms are managed; it was a big focus during the early years at the school and is just now being made

explicit again; it is more evident in behavior and planning, rather than in academics. During the 2009-10 school year, several *Systems Thinking Workouts* were presented to all teaching staff. A session was held in September; the school plans to continue this training during the current school year. The school's original charter application, discusses ST will help students learn how to understand the "nature of change within systems and how to find 'leverage' points that are important for change."

Finding: The middle school's incorporation of mission and vision into school culture is more visible than in the high school.

In 2007, IACS began its expansion into the high school grades by adding ninth grade. Each year since, the school has added a grade. IACS is now serving fifth through twelve graders and the school's first twelfth grade class graduates in June 2011. During first year of high school expansion, administrators noted they were working to create a model that sustained the culture and feel of the school. Renewal inspection team members found that the middle school's culture is visible and mission driven, as evidenced by multi-grade groups named for social outcomes (community membership, effective communication, self-direction, problem solving), homeroom classes named for individuals exemplifying the outcomes, and photographs of these exemplars posted. In the high school, site visitors did not observe visuals related to the mission, nor other culture-based systems or principles connected to the mission.

ESE Charter School Performance Criteria: Accountability plan objectives and measures

The school meets, or shows progress towards meeting the faithfulness to charter objectives and measures set forth in its accountability plan.

Finding: IACS has not met a majority of measures in its accountability plan related to faithfulness to charter.

A charter school creates an accountability plan to set objectives in each of the three areas of charter school accountability for the charter term and to show growth through time. IACS has reported against an accountability plan that was created in 2006. The accountability plan includes five objectives and nine measures related to faithfulness to charter. The school has partially met three measures, has not met five measures, and one measure is not assessable. A summary of the school's success in meeting the objectives and measures contained in its accountability plan can be found in Section VII of this report.

B. Academic Program

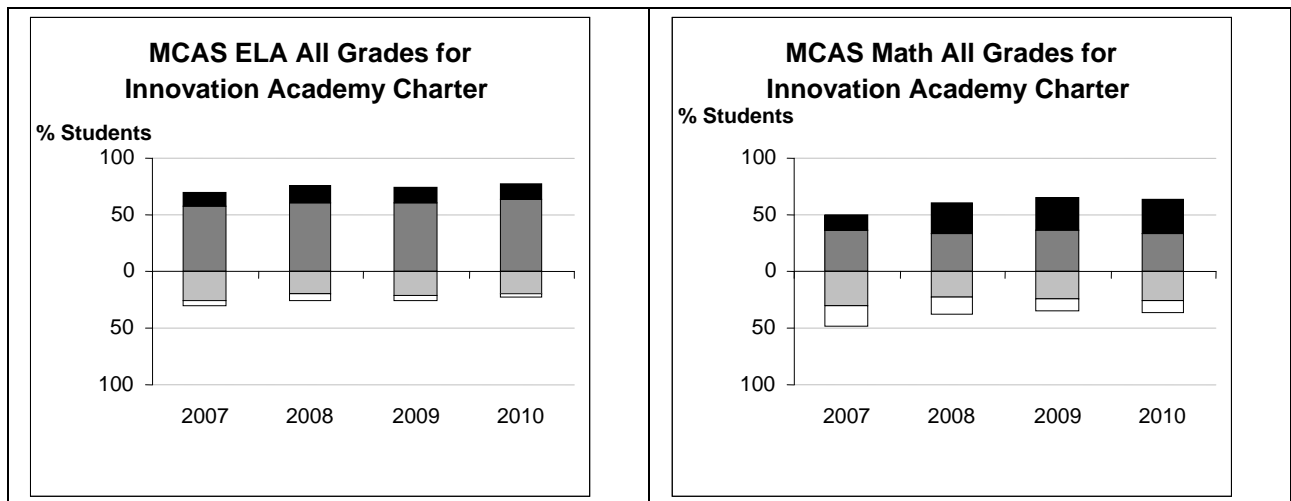
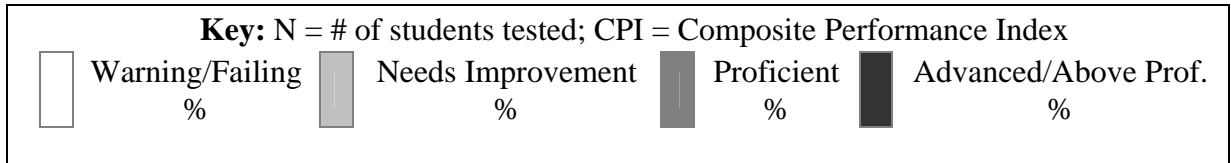
ESE Charter School Performance Criteria: MCAS performance

Students at the school demonstrate Proficiency, or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes.

Finding: Student MCAS performance has been strong and shown improvement over the term of the charter.

During this charter term, IACS students annually completed the grades five-eight English language arts (ELA) MCAS assessments, the grades five –eight mathematics MCAS assessments, and the grades five and eight science and technology MCAS assessments. The following analyses present MCAS performance data on the tests in ELA and mathematics

utilized by the Department for No Child Left Behind (NCLB) accountability purposes. This data also includes the Student Growth Percentile (SGP) which measures how much a student's MCAS performance has improved from one year to the next relative to his or her academic peers: other students statewide with a similar MCAS test score history. Section V summarizes other MCAS performance by grade level and provides data for tests that do not count towards AYP determinations in 2010.



ELA All Grades	2007	2008	2009	2010
% Advanced	11	16	15	15
% Proficient	58	60	60	63
% Needs Improvement	25	19	21	19
% Warning/Failing	6	6	4	3
N	293	289	337	441
CPI	87.4	88.8	89.9	91.5
SGP	-	53.0	42.0	52.0
N for SGP	-	274	309	387

Math All Grades	2007	2008	2009	2010
% Advanced	14	27	29	30
% Proficient	36	34	36	34
% Needs Improvement	30	22	24	25
% Warning/Failing	19	16	11	11
N	294	291	339	443
CPI	74.7	80.5	83.0	82.6
SGP	-	61.0	51.0	54.0
N for SGP	-	275	312	390

ESE Charter School Performance Criteria: Adequate Yearly Progress

The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups. The school is not identified for accountability purposes (not designated as in Needs Improvement, Corrective Action, or Restructuring).

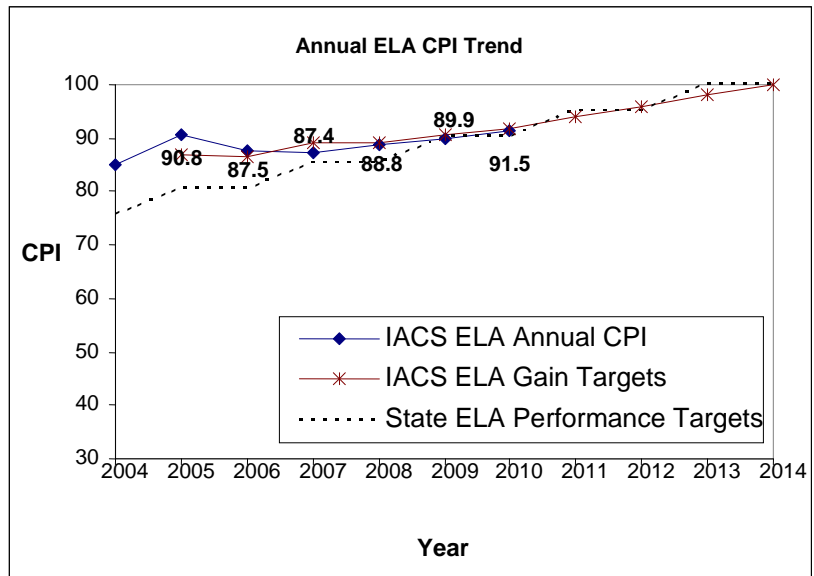
Finding: Over the course of the charter term, IACS has made AYP in the aggregate for both mathematics and ELA, with the exception of mathematics in 2010.

- IACS did not make AYP for mathematics in the aggregate or for subgroups in 2010.
- The school has a current designation of “No Status” for NCLB purposes.
- The school has a performance rating of “Very High” for ELA and “High” for mathematics.
- The AYP summary in Section VI includes full details.

Adequate Yearly Progress History										NCLB Accountability Status
		2003	2004	2005	2006	2007	2008	2009	2010	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No Status
	All Subgroups	Yes	Yes	Yes	Yes	No	Yes	Yes	No	

Meeting state targets

IACS’s performance on ELA exams between 2007 and 2010 has met, or nearly met, state CPI performance targets each year.

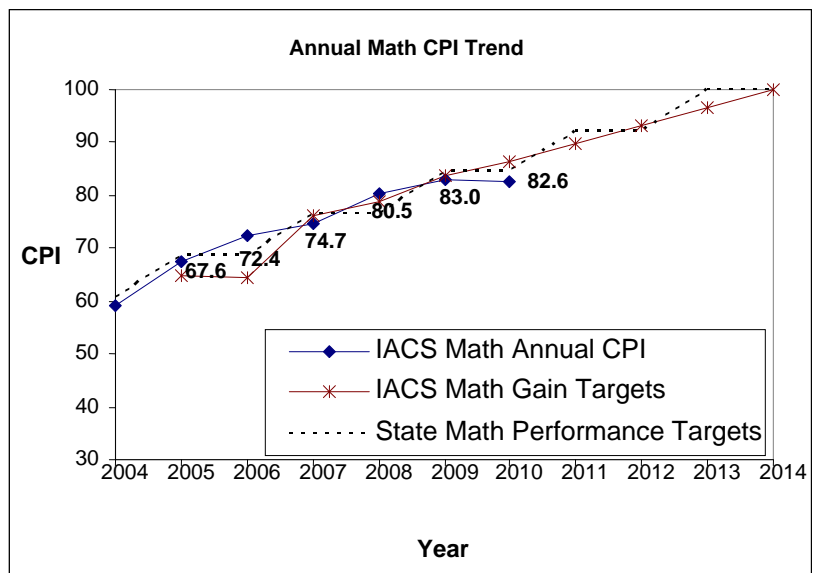


Meeting school improvement targets

IACS has nearly met its own improvement targets in ELA in every year between 2007 and 2010.

Meeting state targets

IACS’s performance on math exams between 2007 and 2010 was below state CPI performance targets in 2007, 2009, and 2010. The school met state CPI targets in 2008.



Meeting school improvement targets

IACS met, or nearly met, its own improvement targets in math in 2008 and 2009. The school did not meet math improvement targets in 2007 and 2010.

ESE Charter School Performance Criteria: Internal measures of student achievement
Student performance is strong and demonstrates improvement on internally-developed assessments of academic achievement.

Finding: The school has had varied progress regarding its goal of 100 percent proficiency for students' presentation of learning.

As stated above, IACS internal assessments include presentations of student work and learning which are held throughout the year. Student work and presentations are graded with a five point rubric which includes the following levels: distinguished, proficient, apprentice, novice, and warning. The rubrics are also tied to the school's four outcomes (self-direction, effective communication, problem solving, and community membership). Students who don't pass these gateway presentations are asked to revise them and present again. Over the course of the charter term, student performance has varied during the presentations of learning (middle school) and exhibition nights (high school). IACS set an accountability plan goal that 100 percent of students will attain proficiency on their presentations. The school did not meet this measure in 2006-07 (84 percent of eight graders attained proficiency or higher) or in 2007-08. The school did attain the measure in 2008-09. However, IACS did not report on this measure during 2009-10. The few students who did not receive a passing grade on their presentations revised their presentation and were ultimately promoted.

ESE Charter School Performance Criteria: Curriculum

The school's curriculum is documented, articulates the skills and concepts that all students must know and be able to do to meet state standards, is aligned horizontally and vertically, and supports opportunities for all students to master these skills and concepts.

Finding: The academic program is based on the Massachusetts Curriculum Frameworks (MCF) and tied to the school's mission.

Over the course of the charter term, site visitors found that IACS's academic program is aligned with the MCF and project-based so that students can link classroom concepts to daily experiences. Teachers have consistently reported, and site visitors have observed that the documented curriculum references the MCF. The curriculum is stored electronically on the school's computer server. Each academic curriculum includes a focus on large projects that allow students to demonstrate application of knowledge learned in the particular subject area. Every quarter, students complete three large projects for each class. Stakeholders noted that the curriculum is also based on demonstration of the four habits or outcomes: self direction, problem solving, community membership and effective communication.

Finding: IACS's middle school curriculum is better documented than the high school curriculum.

IACS is engaged in formalizing and documenting curriculum, particularly at the high school level. Because the middle school has been in existence longer than the high school, more comprehensive unit plans and other curriculum documents (course overviews, projects, and quizzes) are posted on the middle school's shared computer drive. As IACS has been adding a high school grade each year since 2007, the high school curriculum is still under development. The renewal inspection team, and past site visit teams, found that the high school year long plans, unit plans, and lesson plans were not as uniform, or complete, as those documented for the middle school grades.

Finding: IACS's curriculum development and revision is an ongoing, teacher-led process. Teachers receive minimal feedback on the curriculum documents that they create.

Teachers work collaboratively to plan curriculum, based on state standards, through various team and department meetings. Broad overviews of courses are created each summer by teachers within each department. Teachers share lesson plans with other teachers often in order to receive feedback.

Over the course of the charter term, administrators have had varying levels of involvement with the curriculum development process. In year twelve of the charter term, the principal reviewed unit plans and curriculum online, but it was unclear as to the level of feedback given during that process. The following year, teachers noted that they were expected to submit unit plans to administrators for feedback and further collaborative planning. The renewal inspection report notes that, "the extent to which these plans are reviewed by leadership is unknown. Sample midyear reflections by school leaders did not include references to curriculum review. Teachers reported that they receive limited feedback on their lesson or unit plans, but are expected to review and evaluate their own curriculum annually.

ESE Charter School Performance Criteria: Diverse learners

The school provides services for all students, including English language learners and those with disabilities and/or special education needs, as required by law. The school establishes and implements an accommodation plan that addresses the needs of diverse learners.

Finding: The school has established an academic program that enables all students, including those enrolled in special education, to fully participate in, and benefit from, the educational goals and mission of the school.

Throughout classroom observations conducted by the federal programs renewal inspection team, students with disabilities were monitored on their levels of understanding by general, special education and paraprofessional staff. In the majority of classes observed, the special educators' role was to provide the appropriate curriculum modifications to assist students with disabilities to positively engage in the lesson. Classroom observations revealed that curriculum accommodations and modifications are provided.

The federal programs renewal inspection team observed students with disabilities engaged in lessons with hands-on science materials, laptop computers, math manipulatives, and working both independently and with their peers. All teachers observed implemented a wide array of techniques to engage students by incorporating technology into the curriculum, gross-motor, and tactile activities. Classroom observations were conducted both inside and outside the school, e.g., an environmental science class was observed where students, including students with disabilities, were engaged in individual research projects based on information gathered from nearby ponds. Related services, including counseling and speech and language therapy, are provided in small group and pull-out settings.

Finding: IACS lacks an English language learner program. Neither English language development instruction from a qualified teacher nor sheltered content instruction from fully trained teachers is available at the school.

A home language survey was administered to all incoming students at the start of the current school year resulting in 22 assessments for English language proficiency, but it was not clear in the review of ELL student records, that the language proficiency assessments had been administered and scored correctly. Evidence gathered during the review process also indicated that inappropriate assessments were used to exit students from the ELL program.

A single student enrolled for the 2010-11 school year has been identified as limited English proficient. Starting in early November, the middle school Spanish teacher has been providing two 30 minute sessions of English language development instruction per week, but the Spanish teacher is not licensed to provide English language development instruction, nor does the quantity of English language development instruction meet the minimums recommended by the Department.

Some instructional staff at the school have received limited amounts of training in sheltering instructional content for English language learners. Fourteen middle school teachers have received Category training, mostly in Category 1, in addition to two high school teachers who have received training in two of the four required training areas. The school reports, however, that none of the teachers presently assigned to the school's ELL student have received any category training.

ESE Charter School Performance Criteria: Program evaluation and planning

The school regularly and systematically reviews the quality and effectiveness of the academic program and modified the program accordingly. Teachers and school leaders use qualitative and quantitative evidence to inform, guide, and improve instructional planning and practice.

Finding: There is limited evidence of assessment data being used to guide instructional planning and practice. Site visitors did not find evidence of systematic program evaluation or review. In the first years of the charter term, IACS teachers used results from the Achievement Net (ANet) benchmark assessments to inform their instruction and make accommodations for individual students. ANet provided six MCAS-like assessments to be administered approximately every six weeks, data analysis for which is provided to the school and individual teachers within a week. Teachers and administrators analyzed this data during department meetings to determine where material needs to be re-taught to classes as a whole or to determine which individual students had particular needs. The school abandoned this assessment in the 2009-10 school year due to budget constraints. During the current school year, IACS is again using ANet. However, the renewal inspection team found no evidence that the school had used the results in order to review the quality and effectiveness of the academic program. Nor did the team find that IACS had a plan on how ANet data would be used to guide instructional planning and practice.

From observations and reports from school leaders and teachers, site visitors found that the school's year-long plans, unit plans, and lesson plans were limited in reference to students' academic performance. Lesson plans did not reflect a thoughtful analysis of student performance on the MCAS or note where improvements are needed. Although MCAS scores are posted on the school's network, data is not disaggregated to inform instruction. Feedback is provided to teachers on classroom instruction, rather than on lesson planning and how well students' learning needs are addressed based on the analysis of data.

ESE Charter School Performance Criteria: Classroom and school environment

The classroom and school environment is orderly, supports the goal of student understanding and mastery of skills, and is consistent with the school's mission.

Finding: IACS's school and classroom environment has been variable over the charter term. The high school environment is less structured than the middle school environment.

In the year twelve site visit report, the school environment was characterized as being inclusive, respectful, and on-task, yet informal. In later years, classroom management and student behavior varied across grade levels and classrooms. During the year thirteen visit, site visitors noted that 30 percent of the lessons observed included disruptive behavior or off-tasks students. Visitors also noted that students often entered classes late. The pacing of classes also varied in effectiveness.

There are noted differences in IACS's middle and high school environment. Middle school classrooms were orderly and managed in a manner consistent with the school mission. Behavioral rules, expectations, and classroom work are posted in classrooms. Adjacent to the doors of homebase (homeroom) classes are photographs of exemplars of the school's four outcomes. Leadership reported that these structures were a result of an increase in the principals' presence in hallways and classrooms on a regular basis and an emphasis on increasing adult supervision during non-instructional time.

High school classrooms exhibit varying levels of orderliness and cleanliness. The high school has not displayed student work and has not posted clear expectations for classroom behavior. There is a lack of wall coverings related to the mission and vision of the school in hallways; and renewal inspection team members noted that classrooms had an informal atmosphere. While students were often productively engaged in projects, they were allowed to eat snacks and listen to ipods while in class. Data from classroom observations showed that student engagement was lower at the high school than at the middle school. Although there is a student Code of Conduct in the *High School Student and Family Handbook*, including disciplinary consequences for behavior, it was not posted in classrooms. Administrators noted that the process of transitioning to a full high school presented a challenge to the school's ability to maintain its culture while students become acculturated to the IACS philosophy and environment. Administrators also noted that they have been working to create a model that sustains the culture and feel of the school.

ESE Charter School Performance Criteria: Instruction

School-wide instructional practice is aligned with the school design, instructional expectations, and the curriculum. Instruction is effectively delivered and conveys clear expectations to students. The use of classroom time maximized meaningful student learning. Students are actively engaged in learning.

Finding: Instructional practices vary across grade level and discipline. Teacher-driven instruction has increased over the course of the charter term.

Over the charter term, administrators noted that teachers have the autonomy to teach in a variety of ways and in the style that most suits them. Administrators indicated that the middle school instruction should lay the groundwork for high school, with a strong focus on skills and preparation for the presentations and project-based learning that occur at the high school level.

Early in the charter term, site visitors observed that instruction in math at both the middle and high school levels was primarily teacher-driven. A wider variety of instructional practices more aligned with the school's educational philosophy was observed at all levels in art, ELA, and humanities. In these areas, students were seen engaging in a fishbowl discussion, working in groups at learning stations, and working on projects independently.

During the renewal inspection visit, whole class instruction was observed in a majority of observed classes in the middle and the high school. Direct instruction was used to introduce a new concept or provide the setting for independent or group work. Modalities were generally visual or auditory (students using their eyes and ears), with a small amount of hands-on activity and use of technology. Most instruction was delivered clearly and contained meaningful content; teachers were seen to be checking for understanding. Site visitors did observe several examples of students working on individual or group projects.

Finding: Evidence of higher order thinking and project-based learning in classrooms has varied over the charter term.

Earlier in the charter term, site visitors noted that teachers frequently asked questions that prompted students to take what they were learning and connect it to the broader world. Teachers also employed questioning strategies that guided students to do their own thinking rather than simply affirm answers and information provided by the teacher. Students were frequently engaged in project-based assignments that called for the use of critical thinking skills. Students in a computer engineering class were programming small robots to perform simple commands, rewriting code on computers when the robots did not perform as expected. A middle school history class had students researching a battle from the Revolutionary War and then creating video presentations about it in which they portrayed soldiers retelling their experiences in that battle. Students completed an energy analysis and created a renewable energy system for their homes as a culminating project for a high school engineering and technology class. One piece of students' culminating work in a ninth grade Spanish class was to create a podcast, in Spanish, reflecting on their year at IACS.

During the renewal inspection visit, site visitors did not observe the same focus on higher-order thinking and project-based learning. In a quarter of classes observed, students were not encouraged or directed toward activities that required the use of higher-order thinking skills. As described by school leadership, classroom observations included several examples of students working on a project either individually or in groups, but this was not widely seen.

ESE Charter School Performance Criteria: Professional Climate

Teachers are provided with feedback, guidance, professional development, and opportunities for collaboration that lead to improved instructional practice and student achievement. The school establishes a professional climate resulting in a purposeful learning environment and reasonable rates of retention for school administrators, teachers, and staff.

Finding: Teachers receive frequent instructional feedback and support. The school is working to formalize its protocols for providing instructional feedback.

Over the course of the charter term, teachers consistently looked to their peers as well as their formal supervisors to provide instructional feedback. Peer observation has become part of the

process at the high school by which teachers receive feedback on their teaching practice. Small groups of teachers from different disciplines observe each other each week, providing written feedback to each other. Additionally, teachers in both the middle and high schools have peer coaches. Peer coaching, in part, was a response of leadership to requests from teachers on the annual teacher survey.

At the middle school level, teachers attend monthly formal meetings with their principals to review goals and expectations and handle department business. The high school principals observe teachers, especially new ones, on a regular though unscheduled basis and provide written feedback. Time is set aside at weekly faculty meetings for debriefing these lessons. All teachers at the school meet at least bi-monthly with administrators for guidance and supervision. All teachers are formally evaluated twice a year, with newer teachers receiving more reviews. Teachers set mid-year benchmarks and also reflect on progress toward meeting goals. A year-end reflection includes the teacher's reflections on accomplishments, supervisor feedback and rating, as well as a summative overall performance objective rating.

Multiple administrators participate in reviewing classroom instruction and observing teachers. The high school co-principals observed newer teachers frequently – typically, every other week for 15-to-20 minutes. They collected data to follow up in individual conferences. More experienced teachers are observed every four to six weeks. The principal for assessment and mentoring also visits classes at the middle school level and provides quick feedback by keeping a running record of lessons observed. However, IACS administrators do not use consistent criteria for walkthroughs or informal observation. At the time of the renewal inspection visit the administration was considering implementing a more formalized protocol.

Finding: The school offers a series of professional development workshops and is in the process of formalizing its professional development program.

Over the course of the charter term, middle and high school teachers received professional development both together and separately. The 2008-09 and 2009-10 annual reports describe middle school professional development as “individualized and tied to teachers’ goals.” (2008-09 Annual Report, p 15, 2009-10 Annual Report, p 14). Training topics are determined by what the school is required to cover as well as school-wide needs.

The school brings middle and high school teachers together throughout the year to meet in discipline teams for professional development. In 2009-10, both middle and high school staff participated in monthly “Systems Thinking Workouts” and peer coaching sessions. During the current school year, new faculty orientation took place in August with dedicated time for new staff and then a week for returning staff. The proposed 2010-11 professional development training includes several sessions on systems thinking, differentiation and peer coaching; and a digital portfolio overview, as well as department meetings. According to school administrators, the emphasis on systems thinking and differentiation were based on faculty survey data. The middle school faculty also had training on the ANet assessment project in preparation for its reintroduction this year.

Teachers are also granted permission to attend professional conferences or other professional development opportunities. In 2008-09, teachers observed math instruction at Phillips Exeter

Academy and participated in an English Language Learner teacher certification program. Two teachers presented at Coalition of Essential Schools last year; three were approved to go to the National Council of Teachers of Mathematics convention. This year, one teacher will go to a College Board workshop; another is visiting an independent school with a rigorous curriculum.

Finding: During a time of growth and expansion over the charter term, IACS has had high staff retention.

The administrative team of principals has remained intact through the majority of the charter term, but a long time middle school principal left prior to the 2010-11 school year. An area of challenge has been in retaining a student services director; the school has employed three since its last renewal. The school has retained nearly all of founding high school staff and rates of teacher turnover at the middle school have remained low. Between 2006-07 and 2009-10, two administrators left. Teacher turnover has ranged from ten percent to 23 percent during the charter term. Over the charter term, 12 other non-teaching staff members have also left.

ESE Charter School Performance Criteria: Accountability plan objectives and measures

The school meets, or shows progress towards meeting the academic achievement objectives and measures set forth in its accountability plan.

Finding: IACS has not met a majority of measures in its accountability plan related to academic achievement.

IACS's accountability plan includes eight objectives and six measures related to academic achievement. Of these six measures, IACS did not meet four measures and two measures were not assessable. The school also has three objectives without accompanying measures; the school met two of these objectives, a third is not yet applicable. A summary of the school's success in meeting the objectives and measures contained in its accountability plan can be found in Section VII of this report.

C. Organizational Viability

ESE Charter School Performance Criteria: Financial management

The school demonstrates financial solvency, stability, internal controls, and oversight.

Finding: Throughout the charter term, IACS has obtained unqualified audit opinions. However, IACS's FY10 audit contained a material weakness.

From FY06 through FY10, IACS has received unqualified audit opinions. However, the school's FY10 audit contained a material weakness and a significant deficiency, pertaining to internal controls and paperwork. The school has a corrective action plan in place to address such findings. IACS's has shown surpluses in the past two fiscal years. As of June 30, 2010, the school had an unrestricted net assets balance of \$905,236. In 2008, the school purchased a new facility for \$7 million. The school has a 30 year mortgage, requiring monthly payments of approximately \$41,000 a month.

Finding: The school has created and managed realistic budgets and has planned conservatively in an unpredictable revenue environment.

Throughout the charter term, the board has focused on crafting budgets that meet the school's needs, even during a time of significant school expansion and through the school's purchase of

an expanded facility. The renewal inspection team found that school stakeholders all described a coherent and consistent process for creating the school's budget. Each year, the budget is based on a revenue assumption that is slightly lower than predicted by ESE. The budget for 2010 was based on an average per-pupil expenditure of \$9,000, which was a decrease from the previous year (2009). At the same time, the school cut expenditures to balance the budget by providing no salary increases to staff, deferring hiring for several positions and eliminating programs such as the ANet benchmark assessment program. When the school found that the per-pupil revenue was higher than they predicted last fall (2009), they granted retroactive three percent raises to all staff members. The school ended the year with a significant cash surplus.

ESE Charter School Performance Criteria: Board governance

The members of the board understand their responsibilities and are engaged in oversight of the school's academic progress and financial condition.

Finding: Currently, board oversight of school finance is limited.

The IACS board of trustees currently consists of ten members, nine of whom are parents. The board possesses a range of expertise. Earlier in the charter term, the board characterized their role as providing oversight of the business aspects of the institution, while leaving curricular aspects of management to school administrators. In 2007-08 the board was focused on raising money, approving the budget, and finding a new facility. In 2008, with added concerns about lower state revenues, the board began meeting twice a month, with one meeting devoted solely to financial matters. Additional subcommittees, comprised of parents and staff, were formed to focus on fundraising and finance.

However, the renewal inspection team observed that board oversight of school finances has become limited. Board members reported that financials are reviewed during meetings, but board meeting minutes were did not verify oversight in this area. During the 2009-10 year the board discussed finances at three meetings. The renewal inspection team determined that the board does not take an active role in reviewing quarterly financial reports prepared by the school's CFO. The board's finance committee is changing the way that the board discusses the school's financial picture; revision of mechanisms for ensuring long-term fiscal oversight are in process.

Finding: The board is not actively engaged in oversight of the school's academic programs, as measured by accountability plan goals or other indicators.

Throughout the charter term, site visitors noted that the board leaves curricular aspects of management to school administrators. While mechanisms exist for the board to be informed as to the school's academic performance (such as MCAS scores, conversations with teachers and school leadership), the board focuses its work on the operational aspects of the institution.

While the work of the board is informed by the strategic plan, there is no evidence that the accountability plan objectives are actively used to monitor IACS's performance. Board meeting minutes from 2009-10 reflect discussion on facilities, enrollment, and school events. There is a mention of SAT data in one of the executive director reports, but no reference to other academic performance measures or to specific accountability plan items. The board members interviewed by the renewal inspection team mentioned previous MCAS results, which informed strategic initiatives such as improving the mathematics curriculum, but there was no reference to MCAS or other academic performance measures in the interview or in the board meeting minutes. Board

members had deep knowledge of school events such as quality nights, exhibitions, and portfolio juries. They were able to describe frequent communication with the executive director and with teachers. It was clear that the board members were passionate and supportive of the school, but it was not clear how the board, as a governing body, measures the school's performance.

ESE Charter School Performance Criteria: School leadership

The board of trustees regularly and systematically assesses the performance of (the) school leader(s) against clearly defined goals and makes effective and timely use of the evaluations. School leaders administer the school in a manner that ensures academic success, organizational viability, and faithfulness to charter.

Finding: The board annually reviews the performance of the executive director, based on strategic goals.

The board evaluates the performance of the school's executive director with a document that outlines annual goals. The document assesses the executive director's performance in terms of the key objectives such as renewing the charter, becoming a high school, and improving the facility. There are usually four annual objectives that are based on yearly priorities. There is also a section that assesses the executive director's progress in terms of professional development.. Finally, the document establishes goals, set by the board and the director, for the following year. Parent and staff surveys are taken into consideration. The 2010 evaluation objectives include academic initiatives such as the development of the high school curriculum, the development of an internship program, fundraising efforts, and long term facilities expansion.

Finding: The school leadership structure is stable and has expanded to address needs based on the school's growth.

Over the course of the charter term, IACS has grown from a middle school, with an enrollment of 140 students to a fifth through twelfth grade school, with an enrollment of approximately 600 students. As a result of its expansion, IACS has altered its leadership structure.

In the 2008-09 school year the school added tenth graders and two former middle school teachers became co-principals of the high school, allowing the executive director to step back from the day-to-day operations of the school and focus more on long-range planning and financial matters. Currently, the middle school has three principals: one for grades five and six and one for grades seven and eight, as well as a middle school principal for student assessment and teacher performance. The high school has maintained its co-principal model, but follows a different administrative structure from the middle school; the principals are content area specialists – one for mathematics and science, the other for humanities.

The executive director is in his tenth year in his role (and eleventh at the school). The board recently renewed his contract for another five years. The primary role of the executive director is to oversee the entire school to ensure that the mission is accomplished and that the fiscal resources are maximized. He hires and supervises the five principals, the enrollment manager, the facility manager, and the part-time CFO (who supervises the business manager). The principals supervise and evaluate faculty, ensure that the academic program is implemented, and work with the student services director to ensure that the needs of all students are met.

ESE Charter School Performance Criteria: Organizational planning

The school has clear and well-understood systems for decision-making and communication. These systems result in a common sense of purpose for all school constituents. The school has realistic plans for program improvement based on evaluation and analysis of data.

Finding: IACS developed a multi-year strategic plan with the input of community members. The plan has guided the school through significant growth and expansion and informs the board's work.

The IACS community gathered to develop a strategic plan for the future of the school in 2007. Over 30 community members, including teachers, administrators, parents, students and board members gathered to participate in a multi-day process to develop the plan. The plan outlines long and short-range goals in the following areas: academic programs, widespread community connections, short and long term physical plant, and the financial plan. Action steps outlined in the strategic plan have guided the board's and administration's work through the school's expansion and relocation.

Currently, the school has accomplished most of its short-term facilities goals and is engaged in a long-term facilities master planning process to reach larger goals. These goals include: to increase student enrollment; provide temporary classroom space; and design, finance, and build a facility expansion to accommodate additional students and academic programs, breaking ground in 2011. The strategic plan also addresses the need to increase the cultural diversity of the student body through outreach to Lowell, which has a more multi-cultural student population than is currently reflected at IACS.

Finding: School leaders are in frequent contact with teachers and each other to coordinate programmatic elements across the school.

Over the course of the charter term, teachers consistently noted the frequency and positivity of communication with the school leaders. Teachers stated that principals were in classrooms weekly. As the school altered its leadership structure at the high school level, the frequency of communication remained consistent. The co-principal model is, by nature, highly collaborative and lends itself to ongoing dialogue about the school and its progress and needs. Principals also have frequent check-ins with teachers and have a common leadership goal to be present in classrooms at least two hours each day.

ESE Charter School Performance Criteria: Family satisfaction

The school demonstrates that families and students are satisfied with the school's program.

Finding: Both students and parents are satisfied with the school. Communication between the school and families is highly effective.

Throughout the charter term, IACS's students and families felt positive about the school. Students reported satisfaction with the creativity and hands-on nature of the work at the school and the relationships they build with other students and teachers. In a 2010 focus group, families reported that their children were challenged because the school provided project-based learning, teamwork, and individual accountability and responsibility. Families spoke highly of teachers' enthusiasm and commitment to their students and the school. Families also particularly noted the school's high level of communication, noting they receive many emails about school information on a regular basis, such as course descriptions and individual class calendars. Grades, for all

current term assignments, are available online. Families expressed support for the student-led conferences with parents and teachers, based on student's ILPs (individualized learning plans). Additionally, families noted that the school is open to feedback and that their participation in school events is always welcomed.

ESE Charter School Performance Criteria: School safety

The school establishes and maintains a physically safe environment for students and staff. The school establishes an environment that is free from harassment and discrimination, and effectively addresses the social, emotional, and health needs of its students.

Finding: The school has established a safe environment and facility.

Students, families, teachers and students have consistently reported that IACS is a safe and orderly environment. The school has maintained a safe environment through their move to a new building and the addition of a high school. Recent site visitors noted that the parents and students report that the school is safe, both physically and emotionally. Few incidents of disruptive behavior were observed in hallways or classrooms.

The school facility has a locked front door, with only one main entrance and video surveillance. Site visitors noted that the four-member maintenance staff was consistently visible. The executive director reported that the Tyngsborough police and fire departments have assisted the school in the development of evacuation plans and in conducting safety drills. Visitors are required to wear nametags when they are on site.

Student/family and faculty handbooks contain sections pertaining to student codes of conduct; the IACS bullying policy; the drug-free school policy; CORI checks for all volunteers and staff; and overall expectations for student safety and emergencies. Students complete a *Reflection Form for Student Behavior* for infractions such as distracting or disrupting the class, inappropriate language, leaving classroom without permission, inappropriate language, etc. Possible consequences for inappropriate behavior include isolated work in class, loss of recess, office referral, detention, suspension, or expulsion.

ESE Charter School Performance Criteria: School facilities

The school provides facilities that meet applicable state and federal requirements, are suited to its programs, and are sufficient to serve diverse student needs.

Finding: The school purchased a permanent facility in 2008. The school's expanded space provides opportunities for IACS' programs and a stable facility for the future of the school.

On June 30, 2008, the school purchased an 80,000 square foot facility, which sits on 200 acres of forested land. In its first year at the new site, both students and teachers noted that the size of the new facility led to some loss of the sense of intimacy that the school's previous close quarters provided. In addition, the need to schedule transition time between classes led to the elimination of the school's daily 25-minute block of school-wide, silent, sustained reading block. However, the expanded campus provides the school with many benefits. The facility provides faculty, students and staff with inviting common space, community gathering space, and a pleasant and productive environment. The 200 acres of land provide the school with both opportunities for programming through future construction and for potential revenue if they were to sell portions

of the land. The school plans to further develop athletic facilities, science labs, and additional classrooms in the coming years.

Finding: The school is fully programmatically accessible to persons with disabilities.

The building may be entered through a side main entrance that leads to a reception area. The building is equipped with an elevator providing access to all floors.

ESE Charter School Performance Criteria: Compliance

The school is in compliance with the requirements of the Coordinated Program Review (CPR). Employees of the school meet all applicable state and federal qualifications and standards.

Finding: IACS has completed the CPR process, which was closed in May, 2010.

IACS underwent a full Coordinated Program Review (CPR) in December 2008, which included reviews of the school's special education, English learner education, and civil rights programs. A final report was issued by DESE in June 2009. The school's Corrective Action Plan (CAP) for special education and civil rights was approved on March 12, 2010 while the CAP for English learner education was approved on May 18, 2010 and the CPR cycle was closed on May 19, 2010. IACS is scheduled for a Mid-Cycle Review in 2012-13 school year.

Finding: Nearly all of the teaching staff are highly qualified.

During the 2009-10 school year, approximately 97 percent of the school's teachers were highly qualified.

ESE Charter School Performance Criteria: Dissemination

The school has collaborated with its sending district(s) on the sharing of innovative practices, or provided models for replication and best practices.

Finding: The school's dissemination practices have been limited.

The school provided documentation of the following dissemination efforts:

- In November 2008, several members of the middle school mathematics and science team worked with the University of Massachusetts (Lowell) STEM (science, technology, engineering and math) Pipeline and made a presentation about IACS's STEM practices.
- Two members of the IACS staff provided a presentation on an interdisciplinary English/history genocide unit at a 2009 Coalition of Essential Schools conference.
- One member of the faculty provided a presentation at a National Science Teachers Association National Convention in 2008. The topic was Creative Contraptions: Rube Goldberg and the Engineering Design Process.

The school reported that it participates in the New Teacher's Collaborative teacher training program and has trained more than 10 teachers in the school's practices over the past five years. Also, it has hosted visitors from the High Tech network of schools and from Japan. There are no formal partnerships with other schools.

ESE Charter School Performance Criteria: Accountability plan objectives and measures

The school meets, or shows progress towards meeting the organizational viability objectives and measures set forth in its accountability plan.

Finding: IACS has made progress towards meeting the measures in its accountability plan related to organizational viability.

IACS's accountability plan includes six objectives and three measures related to organizational viability. The school nearly met one, and did not meet two of the measures. There are three additional objectives that do not have accompanying measures. The school met one objective, and partially met the other two. A summary of the school's success in meeting the objectives and measures contained in its accountability plan can be found in Section VII of this report.

V. MCAS Performance

English language arts

Key: N = # of students tested; CPI = Composite Performance Index							
□	Warning/Failing %	■	Needs Improvement %	■	Proficient %	■	Advanced/Above Prof. %

ELA Grade 5					ELA Grade 6				
	2007	2008	2009	2010		2007	2008	2009	2010
% Advanced	7	13	3	11	% Advanced	5	5	12	8
% Proficient	50	48	60	51	% Proficient	56	68	60	73
% Needs Improvement	35	31	36	33	% Needs Improvement	32	24	23	17
% Warning/Failing	8	8	1	5	% Warning/Failing	7	3	4	3
N	72	71	73	101	N	75	74	73	102
CPI	81.6	82.0	87.3	84.4	CPI	84.0	87.5	88.7	92.4
SGP		34.0	20.0	31.0	SGP		45.0	37.5	45.0
N for SGP		63	65	85	N for SGP		71	68	89

ELA Grade 7					ELA Grade 8				
	2007	2008	2009	2010		2007	2008	2009	2010
% Advanced	16	24	9	16	% Advanced	15	20	23	17
% Proficient	63	50	64	63	% Proficient	63	73	59	70
% Needs Improvement	18	18	20	18	% Needs Improvement	16	4	11	12
% Warning/Failing	3	8	7	2	% Warning/Failing	5	3	7	1
N	73	74	74	98	N	73	70	70	99
CPI	92.1	88.9	88.5	92.6	CPI	91.8	96.8	90.7	94.9
SGP		68.0	53.0	64.5	SGP		68.0	58.5	69.0
N for SGP		71	70	86	N for SGP		69	66	90

ELA Grade 10		
	2009	2010
% Advanced	34	34
% Proficient	53	54
% Needs Improvement	11	10
% Warning/Failing	2	2
N	47	41
CPI	96.8	95.7
SGP	49.5	52.0
N for SGP	40	37

Mathematics

Key: N = # of students tested; CPI = Composite Performance Index

Warning/Failing %
 Needs Improvement %
 Proficient %
 Advanced/Above Prof. %

Math Grade 5	2007	2008	2009	2010	Math Grade 6	2007	2008	2009	2010
% Advanced	19	30	22	30	% Advanced	12	35	35	25
% Proficient	38	32	47	26	% Proficient	29	34	28	45
% Needs Improvement	23	23	24	35	% Needs Improvement	41	19	27	26
% Warning/Failing	19	15	7	9	% Warning/Failing	17	12	9	4
N	73	71	74	100	N	75	74	74	103
CPI	76.4	78.9	87.2	80.5	CPI	71.7	84.5	83.1	86.9
SGP		53.0	46.0	45.0	SGP		64.0	49.0	44.0
N for SGP		64	66	84	N for SGP		71	70	90

Math Grade 7	2007	2008	2009	2010	Math Grade 8	2007	2008	2009	2010
% Advanced	14	19	8	18	% Advanced	12	25	23	28
% Proficient	38	31	41	44	% Proficient	40	41	38	27
% Needs Improvement	30	28	34	22	% Needs Improvement	26	20	23	25
% Warning/Failing	18	23	18	15	% Warning/Failing	22	14	17	19
N	73	75	74	99	N	73	71	71	99
CPI	78.1	75.0	74.0	80.8	CPI	72.6	83.8	78.5	76.3
SGP		59.0	33.0	55.0	SGP		61.0	69.0	58.5
N for SGP		72	70	88	N for SGP		68	67	90

Math Grade 10	2009	2010
% Advanced	72	76
% Proficient	20	14
% Needs Improvement	7	7
% Warning/Failing	2	2
N	46	42
CPI	97.8	96.4
SGP	73.0	67.5
N for SGP	39	38

IACS Median Student Growth Percentiles (SGP)			
<i>Year</i>	2008	2009	2010
<i>English Language Arts</i>	53.0	42.0	52.0
<i>Mathematics</i>	61.0	51.0	54.0

Science MCAS Results

Science Grade	2007	2008	2009	2010	Science Grade	2007	2008	2009	2010
5					8				
% Advanced	7	16	12	10	% Advanced	1	6	4	1
% Proficient	42	34	34	39	% Proficient	41	34	39	35
% Needs Improvement	40	41	48	43	% Needs Improvement	40	51	37	46
% Warning/Failing	11	9	5	8	% Warning/Failing	18	10	20	17
N	73	70	73	100	N	73	71	71	99
CPI	77.4	77.1	79.8	79.8	CPI	71.2	74.3	71.8	68.9
Science Grade	2009	2010							

10				
% Advanced	5	11		
% Proficient	79	72		
% Needs Improvement	13	14		
% Warning/Failing	3	3		
N	39	36		
CPI	94.9	93.1		

VI. Adequate Yearly Progress Data

Performance and improvement ratings for Massachusetts public schools are based on aggregate student performance on MCAS tests. Performance is measured using the Composite Performance Index (CPI), a measure of the distribution of student performance relative to attaining proficiency. Ratings are used to track schools' progress toward meeting the goal of all students achieving proficiency in English language arts and mathematics by 2014. IACS's most recent AYP Data is presented below.

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Very High	On Target
MATHEMATICS	No Status	High	No Change

English Language Arts																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (90.2)	2009 CPI Baseline	Gain Target	On Target Range	Met Target	2009 (4yr)	Change (4yr)	2008 (5yr)	Met Target	
Aggregate	446	441	99	Yes	441	91.5	Yes	89.9	2.0	89.9-94.4	Yes	-	-	-	N<6	Yes
Lim. English Prof.	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	86	84	98	Yes	84	75.3	No	72.8	5.4	73.7-82.7	Yes	-	-	-	N<6	Yes
Low Income	37	37	-	-	37	87.2	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	12	12	-	-	12	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	19	19	-	-	19	-	-	-	-	-	-	-	-	-	-	-
Hispanic	16	16	-	-	16	-	-	-	-	-	-	-	-	-	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	388	383	99	Yes	383	91.3	Yes	89.5	2.1	89.5-94.1	Yes	-	-	-	N<6	Yes
Mathematics																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (84.3)	2009 CPI Baseline	Gain Target	On Target Range	Met Target	2009 (4yr)	Change (4yr)	2008 (5yr)	Met Target	
Aggregate	446	443	99	Yes	443	82.6	No	83.0	3.4	83.9-88.9	No	-	-	-	N<6	No
Lim. English Prof.	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	86	85	99	Yes	85	60.3	No	58.5	8.3	62.3-71.3	No	-	-	-	N<6	No
Low Income	37	37	-	-	37	73.6	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	12	12	-	-	12	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	19	19	-	-	19	-	-	-	-	-	-	-	-	-	-	-
Hispanic	16	16	-	-	16	-	-	-	-	-	-	-	-	-	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	388	385	99	Yes	385	82.7	No	82.3	3.5	83.3-88.3	No	-	-	-	N<6	No

Adequate Yearly Progress History											NCLB Accountability Status
		2003	2004	2005	2006	2007	2008	2009	2010		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No Status
	All Subgroups	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	

VII. Accountability Plan Objectives and Measures

<u>A. Faithfulness to Charter</u>	2009-10 Performance	Notes
Objective: Students at IACS will utilize systems thinking concepts and tools in hands-on projects.		
Measure: 100% of students will apply systems thinking concepts during their yearly presentations of learning.	Partial	<ul style="list-style-type: none"> ▪ All middle school students completed a Behavior-Over-Time graph for one or more Individual Learning Plan Goals that demonstrate systems thinking ▪ There is no evidence that systems thinking concepts are required and applied in high school Presentations Of Learning (POL)
Measure: 100% of seniors will complete senior projects that include a systems analysis of a problem and recommend routes to <i>innovate</i> this problem.	Not Applicable	<ul style="list-style-type: none"> ▪ The first seniors will graduate in June 2011. ▪ Documents outlining requirements for senior project and rubric do not mention systems thinking
Objective: Students at IACS will learn to effectively utilize appropriate technology to enhance their learning.		
Measure: 100% of students will integrate appropriate technology during their yearly presentation of learning.	Not Met	<ul style="list-style-type: none"> ▪ The school has not clarified what “appropriate technology means” during the POL. ▪ Teachers and school leaders report technology is not a requirement for these presentations.
Measure: 100% of students will maintain an up to date digital portfolio which will include a resume, work samples and reflections on learning.	Not Met	<ul style="list-style-type: none"> ▪ According to the current High School and Family Handbook, a digital portfolio is now a promotion requirement at the high school level.
Objective: Students at IACS will demonstrate the ability to present their work to internal and external audiences.		
Measure: 100% of students will receive a “proficient” or better grade on their yearly presentation of learning.	Not Met	<ul style="list-style-type: none"> ▪ The school did not provide evidence of this measure.
Objective: Students at IACS will learn the importance of a healthy lifestyle.		
Measure: 100% of students will participate successfully in a physical activity during each season of the school year.	Not Met	<ul style="list-style-type: none"> ▪ High school students are required to complete only one of three seasons of

		physical activity per year.
Measure: All students will learn about health, wellness and nutrition.	Partially Met	<ul style="list-style-type: none"> The measure does not indicate how and when students will learn this content.
Objective: Students at IACS will demonstrate an understanding of the school's habits of mind.		
Measure: Student assessment information will demonstrate improved student learning.	Partially Met	<ul style="list-style-type: none"> The middle school jury portfolio presentation does not measure improved student learning.
Measure: Students will participate in successful internships.	Not Met	<ul style="list-style-type: none"> Internships are currently voluntary and only for seniors.
<u>B. Academic Program</u>	2009-10 Performance	
Objective: Students at IACS will become proficient in and demonstrate continuous improvement of their math skills.		
Measure: 90% of students in their third year at the school will perform at the Proficient or Advanced level on MCAS tests. 100% of students will pass the test.	Not Met	<ul style="list-style-type: none"> There were no grades in which 100 percent of the students passed the test.
Objective: Students at IACS will become proficient in and demonstrate continuous improvement of their reading skills.		
Measure: 90% of students in their third year at the school will perform at the Proficient or Advanced level on MCAS tests. 100% of students will pass the test.	Not Met	<ul style="list-style-type: none"> There were no grades in which 100 percent of the students passed the test.
Measure: 100% of students will show improvement on value-added tests given year to year. (Value added tests measure how much a student has learned from one year to the next).	Not Met	<ul style="list-style-type: none"> IACS did not administer a value-added test.
Objective: Students at IACS will become clear and effective writers of the English language.		
Measure: 90% of 7 th and 10 th grade students who are at least in their third year at the school will perform at the Proficient or Advanced level on MCAS writing prompts. 100% of students will pass the test.	Not applicable	<ul style="list-style-type: none"> The MCAS writing prompts are not scored this way. The school does not track progress toward this measure.
Objective: Students at IACS will demonstrate mastery of critical knowledge and skills in the area of science.		
Measure: 90% of students in their third year at the school will perform at the Proficient or Advanced level on MCAS tests. 100% of students will pass the test.	Not Met	The school did not meet either measure. The school provided information showing that 65% of the current grade seven three-year cohort scored Proficient or Advanced in mathematics; 62% of the current grade eight cohort scored Proficient or

		Advanced in mathematics; and 93% of the current grade 10 cohort scored Proficient or Advanced in mathematics. MCAS data for 2010 showed that, across the school, 11% of the students were in the Warning/Failure status for mathematics. There were no grades in which 100% of the students passed the test.
Objective: Students at IACS will demonstrate mastery of critical knowledge and skills in the area of history.		
Measure: 90% of students in their third year at the school will perform at the Proficient or Advanced level on MCAS tests. 100% of students will pass the test.	Not Applicable	<ul style="list-style-type: none"> Currently, there is no MCAS related to history.
Objective: Students at IACS will demonstrate a mastery of conversational Spanish and the ability to enter into an Intermediate college level Spanish class upon graduation. Goal to be implemented beginning in 11 th grade when students will take placement test to be determined).		
	Met	<ul style="list-style-type: none"> Students met this objective through their end of year presentations of learning.
Objective: 95% of students at IACS will receive acceptance to a four year college or university. 5% of students will receive acceptance to either a two-year associates degree program or other post-secondary preparatory education.		
	Not Applicable	<ul style="list-style-type: none"> IACS's first graduating class is the current senior class.
Objective: 25% (the highest percentage allowed from a district) of students will achieve at a level on the MCAS tests that makes them eligible for the Adams scholarship to the state college/university school systems.		
	Met	<ul style="list-style-type: none"> 43% of the current senior class qualified for this scholarship.
<u>C. Organizational Viability</u>	2009-10 Performance	
Objective: IACS will maintain a high rate of parent satisfaction.		
Measure: Parent survey results will demonstrate that 95% of parents agree or strongly agree that school is meeting its goals as defined in the survey.	Nearly Met	<ul style="list-style-type: none"> Between 89 and 96 % of parents agreed or strongly agreed that the school is meeting each of the four goals related to parent satisfaction.
Objective: IACS will maintain an enrollment that meets or exceeds budget projections.		

Measure: Enrollment and budget projections will be determined on a yearly basis.	Not Met	<ul style="list-style-type: none"> ▪ IACS has not made the annual enrollment target over the past several years.
Objective: IACS will receive a positive financial audit report each year.		
Measure: Audit report will show no significant material findings.	Not Met	<ul style="list-style-type: none"> ▪ The school's FY10 audit contained a material weakness.
Objective: IACS will budget for and maintain a surplus of 5% each year and the end of year financial statements will reflect this.		
	Partially Met	<ul style="list-style-type: none"> ▪ Met in FY10, but not FY08 or FY09.
Objective: IACS's board of trustees will maintain a strategic plan that ensures an organizational focus on the long-term goals of the school.		
	Met	<ul style="list-style-type: none"> ▪ IACS's strategic plan was created in 2007.
Objective: IACS's board of trustees in collaboration with the Executive Director will set a fundraising goal for the school and meet that goal prior to the end of each fiscal year.		
	Partially Met	<ul style="list-style-type: none"> ▪ IACS reported that 60% of families gave to the annual fund, the school set a goal of 100%. ▪ However, the school has raised over \$90,000 in FY08 and FY09.