

December 14, 2010

Boston, MA

**School Profile**

<i>Conservatory Lab Charter School (CLCS)</i>			
<b>Type of Charter</b>	CLCS	<b>Location</b>	Boston
<b>Regional/Non-Regional</b>	Non-Regional	<b>Districts in Region</b>	NA
<b>Year Opened</b>	1999	<b>Current Enrollment</b>	154
<b>Maximum Enrollment</b>	154	<b>Current Waitlist</b>	598
<b>Chartered Grade Span</b>	K1-05	<b>Current Grade Span</b>	K1-05 <sup>1</sup>

**Mission**

The CLCS will engage all children by using the Learning Through Music Curriculum model to ensure every child's academic, creative, and social success, as validated by qualitative and quantitative measures.

**Demographics**

The school reports that the racial and ethnic composition and percentages of selected populations of the student body as of the date of the site visit are as follows:

**Racial and Ethnic Composition and Selected Populations**

	Number of Students	Percentage of Student Body
African American	58	37%
Asian	11	7%
Hispanic	40	26%
Native American	0	0
White	38	24%
Native Hawaiian, Pacific Islander	1	0.6%
Multi-race, non-Hispanic	7	4.5%
Special Education	14	9.1%
Limited English proficient	30	19.5%
Low Income	102	66.2%

The following participants conducted the site visit on December 14, 2010:

- Alison Bagg, Charter School Office (CSO), Department of Elementary and Secondary Education (ESE),
- Joanna Laghetto, CSO, ESE,
- Heidi Lyne, The Neighborhood House Charter School,
- Lori Likis, Cambridge Public School District,
- Danielle Tata, Boston Collegiate Charter School

<sup>1</sup>The school's charter was amended in June 2008 to add K1.

Before the visit, the site visit team reviewed the school's 2009-10 annual report, the Year 11 Site Visit Report, the school's accountability plan, board materials, and recent internal and external assessment data. On site, the team reviewed curricular documents and other information provided by the school. The team conducted 15 classroom observations and interviewed trustees (8), administrators (3), teachers (6), families (5), and students (6).

The school's charter was renewed with conditions on January 27, 2009. The conditions imposed by the Board of Elementary and Secondary Education (BESE) on the school's charter at the time of renewal were as follows:

1. By December 2009, the school shall implement its Learning Through Music program in alignment with its charter or amend the charter to accurately reflect the school's current program.
2. By December 2010, the school shall provide evidence, written and as documented through the site visit process, of consistent implementation of its educational program in alignment with its charter.
3. By September 1, 2010, the school will be located in a programmatically accessible facility. The school shall provide the Charter School Office with the following information prior to that date:
  - a. By June 1, 2009, documentation of the vote by the school's board of trustees that determines whether the school will renovate its current facility or intends to relocate.
  - b. By September 1, 2009, documentation of estimates and timelines for renovation of the school's current facility or documentation of progress in identifying a new location, including how the school will meet accessibility requirements.

The site visit conducted by the Charter School Office had the following purposes:

- to review the progress that the school has made in meeting the conditions imposed,
- to corroborate and augment the information contained in the school's annual report, and
- to provide evidence that will support decisions regarding the school's charter.

Site visits focus on three central areas of inquiry: faithfulness to the terms of the school's charter, academic program success, and organizational viability. The team's findings in each of these areas are presented below.

### **I. Meeting the Conditions of Renewal**

**1. By December 2009, the school shall implement its Learning Through Music program in alignment with its charter or amend the charter to accurately reflect the school's current program.**

*Finding: The school has met this measure. CLCS has amended its charter to reflect the school's current Learning Through Music program.*

The CLCS charter proposed an educational model in which students would succeed in traditional academic subjects through the integration of the study of music into all areas of the curriculum.

This model was referred to as Learning Through Music (LTM) and the school was proposed as a lab in which the model could be developed, researched, and ultimately disseminated to other educational organizations. At the time of the school's renewal, it was found that the school was not faithfully providing a program in line with the school's mission; there was limited integration of music into traditional academic subjects, and students received one, 30 minute interdisciplinary LTM class each week. Additionally, it was found that the school was not measuring the efficacy of the LTM program, as outlined in the school's charter and mission statement.

Over the past two years, CLCS has amended its charter to reflect the school's current LTM program. In November 2009, CLCS received approval from the Commissioner of the Department for a major amendment to the school's mission. The amendment added Expeditionary Learning (EL) as the curricular and pedagogical model through which the school would develop and implement its LTM program. EL provides a framework for the creation of long-term interdisciplinary units (called expeditions) that contain "real world" investigations during which students do fieldwork, interview experts, document their learning through projects, and end each expedition with a public celebration of learning. CLCS adopted the EL framework during the 2009-10 school year and began to document LTM units using the EL model. As discussed further below, CLCS is providing an LTM program using the EL model.

Additionally, CLCS received approval for two minor charter amendment requests in September 2010. The school amended its charter to incorporate a whole-school, orchestral program called El Sistema. Inspired by the network of youth orchestras begun in Venezuela by Dr. Jose Abreu, EL Sistema USA trains music educators (called Abreu Fellows) to develop and teach an ensemble music program to school children. CLCS has partnered with El Sistema USA; two of the Abreu Fellows work at the school and oversee the incorporation of El Sistema. Started this school year,(2010-2011), each afternoon, from 2:30 to 5:30, students take a variety of music classes, such as instrumental, choir, music literacy, world percussion, string orchestra, or wind ensemble. They are taught by approximately 16 "resident artists." Prior to the addition of El Sistema, all CLCS students learned to play the violin. Under the new program, students are able to choose their instrument. The second minor amendment approved in September 2010 was a lengthening of the school day to accommodate the incorporation of El Sistema into the school's program.

As discussed in the next finding, CLCS has incorporated the EL program, El Sistema, and a variety of other music initiatives that allow the school to deliver a program aligned with its mission.

**2. By December 2010, the school shall provide evidence, written and as documented through the site visit process, of consistent implementation of its educational program in alignment with its charter.**

*Finding: The school has met this condition. All stakeholders reported, and evidence gathered by site visitors confirmed, that CLCS has created a LTM program in alignment with its charter. The school is implementing an ambitious combination of programs that integrate music into the school's curriculum.*

Site visitors found ample evidence, written and as observed throughout the school, of consistent implementation of the school's educational program in alignment with its charter. All of the school's major initiatives: Expeditionary Learning (EL), Learning Through Music (LTM), the integration of the five music processes into instruction, the Listening Project, and El Sistema are clearly reflected at all grade levels. Site visitors determined that CLCS has created a coherent music curriculum out of many initiatives.

**Expeditionary Learning:** As noted above, EL is the vehicle through which the LTM curriculum is documented and delivered. This year, CLCS has engaged in further professional development about the EL model and about developing EL curriculum. Teachers and administrators have attended EL conferences, visited EL schools, and have had in-house professional development. Similar to last year, CLCS receives 28 coaching days from an EL school designer to help teachers create and revise curriculum. At the time of the Charter School Office's April 2010 visit, CLCS had documented 21 LTM units. During the December 2010 visit, the school had 23 units, and had engaged a senior editor and researcher whose primary responsibility is to edit and refine all LTM units to ensure alignment with the EL framework. Each grade level has approximately three units of study – called expeditions – for a school year. The senior editor and researcher reported that approximately half of the LTM units are fully aligned with the EL model. Site visitors found that these LTM units were aligned to EL practices and notable for their comprehensive scope and detailed documentation. The LTM expeditions consist of an overarching theme usually related to science or social studies. The expedition is further broken down into multiple investigations – smaller units of study that can be used to explore the expedition's theme. The school continues to prepare, with the help of the editor/researcher, for a planned nationwide LTM conference in 2012, when CLCS will present its LTM curriculum and practices. Additionally, CLCS has developed rubrics to assess student attainment of each expedition's learning goal.

**Learning Through Music:** Site visitors found that implementation of the LTM classes had improved since the last visit. Students attend daily, hour long, LTM classes. Administrators explained to visitors that music is incorporated into every expedition, but not every investigation, so visitors might not see explicit music instruction during LTM classes. Most investigations, however, do contain a connection to music in some way. Site visitors observed five LTM classes, three of which incorporated the study of music. Site visitors found that the LTM classes were interdisciplinary and found evidence that documentation of the LTM expeditions is taking place, as required by the EL model. Additionally, site visitors found that a majority of students were actively engaged in LTM classes and focused on learning.

**Five Music Processes:** Another way CLCS incorporates learning through music into classroom instruction is by the use of the five music processes: questioning, creating, listening, performing, and reflecting. Site visitors observed posters outlining the five processes in classrooms. Teachers and administrators cited the five processes as integral practices that inform instruction. Site visitors observed students engaged in listening, reflecting (verbally or in writing), creating, performing, and questioning. Most often, site visitors saw these processes in the LTM classes, or a new class begun this year called The Listening Project.

**Listening Project:** The Listening Project is a daily, 15 minute class in which students study 30 songs of one genre over the course of the school year. Begun this fall, teachers, students, and

administrators all expressed enthusiasm for the Listening Project, an initiative meant to teach an appreciation for, and the history of, music. Created by teachers and an administrator, teachers are provided with short, daily lesson plans that introduce a piece of music, provide history to students, and ask them to listen to, reflect upon, and discuss the piece. Each grade level is assigned a genre of music – from classical to rhythm and blues – to explore for the entire year. These genres do not explicitly tie to the themes covered by LTM, but exist as a standalone class. Site visitors observed two Listening Project classes and found that students actively listened to the music, wrote in journals about it (if age appropriate), and engaged in a discussion about the piece.

**El Sistema:** Last year, in order to strengthen the school's music program, CLCS administrators and board members began to plan the adoption of the El Sistema program. After interviewing parents and assessing support for a whole school orchestral program and a longer school day, CLCS's board of trustees voted to implement the program in March 2010. CLCS opened the 2010-11 school year with a new, three hours a day, five days a week music literacy and performance program. One of the school's co-directors oversees El Sistema, the two Abreu Fellows and the 16 music teachers. All stakeholder groups were able to describe the dual purposes of the program – to develop music and social skills. While administrators, teachers, and board members all reported that the logistics of organizing students into the three hours of choral, instrumental, orchestral, music theory, and tutoring sessions initially proved to be a challenge, by the time of the site visit, the program was reported to be running smoothly. All stakeholders expressed high levels of enthusiasm for the program. Students were particularly happy with the multiple music classes and opportunity to play new instruments. Teachers noted that many of the music teachers help in the development and refinement of LTM units. On the day of the site visit, the school's two Abreu Fellows were seen co-teaching LTM classes. CLCS is currently altering the requirements of the program to better fit the abilities of pre-kindergarten and kindergarten students. Additionally, the school is planning to alter its schedule to include El Sistema classes during the morning, or mid-day, instead of the afternoon in order to more fully integrate music into the regular school day.

**3. By September 1, 2010, the school will be located in a programmatically accessible facility. The school shall provide the Charter School Office with the following information prior to that date:**

**By June 1, 2009, documentation of the vote by the school's board of trustees that determines whether the school will renovate its current facility or intends to relocate.**

**By September 1, 2009, documentation of estimates and timelines for renovation of the school's current facility or documentation of progress in identifying a new location, including how the school will meet accessibility requirements.**

*Finding: The school has met this condition.*

As stated in the Year Eleven Site Visit Report, the school met this condition. The CLCS board of trustees voted in May 2009 to renovate the school's current facility and administrators provided the Charter School Office with an accessibility plan that same month. Over the summer of 2009, the school completed a five week renovation of its facility to make it programmatically

accessible. Charter School Office staff, along with staff from the Department's Program Quality Assurance unit, visited the school in September 2009 and found that the facility is programmatically accessible for students with disabilities.

## **II. Faithfulness to the Terms of the Charter**

**Are the school's mission, vision, educational philosophy, and pedagogical approach, as articulated in the charter application and subsequent amendments, implemented in the day-to-day operations of the school?**

*Finding: All stakeholders profess an excitement about and commitment to the school's mission as a music infused school; CLCS seeks to establish a model that can be replicated.*

Teachers, students, administrators, board members, and parents all reported that CLCS has created an academic program where music is a vehicle for learning, as well as its own subject. All groups spoke with excitement about the multiple ways in which students engage with music throughout the school day. Parents stated that CLCS used music to introduce and augment academic subjects. They also felt that students had more ownership of their own musical development this year with El Sistema. Students described the school's new programs – El Sistema, the Listening Project, Expeditionary Learning, and LTM – with great detail and enthusiasm. Board members and administrators reported that teachers had fully embraced their role as academic and music teachers and committed to a LTM model during the past two years. Additionally, board members and administrators reported that the school's goal is to create a replicable model. Citing media reports and attention, board members noted that educational organizations from across the country have approached CLCS about replication. The school has also established a goal of presenting their LTM units at a large conference in 2012.

**Is the school's governance/leadership structure implemented as articulated in the charter application and subsequent amendments?**

*Finding: This year, CLCS has reallocated the responsibilities of the co-directors and added a senior researcher/ editor to the administrative team.*

Last year, the school's administrative structure consisted of a head of school and two co-directors. The co-directors were responsible for a mixture of academic and operational duties; each co-director oversaw three grade levels, teachers, and additional staff. This year, oversight of academics has been assigned to one co-director, operations to the other. The co-director in charge of operations also oversees El Sistema and the Listening Project. As mentioned above, the school also hired a full time senior editor/researcher. She revised LTM units to incorporate EL principles and practices, assists teachers in the creation of new LTM units, and helps to find fieldwork opportunities for LTM units.

**Has the school met or is it making progress toward meeting the faithfulness to charter objectives set out in its accountability plan?**

*Finding: CLCS met, or partially met, a majority of the measures related to faithfulness to charter contained in its accountability plan.*

CLCS has reported against an accountability plan that was approved in September, 2009. The accountability plan contains three objectives and nine measures related to faithfulness to charter. The school has met four and partially met three of the measures. Two measures were not

assessable; the school did not provide data that allowed site visitors to evaluate if the measures had been met. More information about the school's success in meeting the objectives and measures contained in its accountability plan can be found in Section VI, Accountability Plan Performance, of this report.

### **III. Academic Program Success**

#### **A. Curriculum**

**How is the curriculum reviewed and revised to ensure quality and effectiveness?**

**What is included in the documentation of the curriculum and what form does it take?**

*Finding: The Learning Through Music (LTM) curriculum is exceptionally well documented. The senior editor/researcher reviews and revises LTM units in order to incorporate teacher feedback and EL principles.*

As mentioned above, the LTM curriculum has been created over the past year and a half, primarily by CLCS teachers and guided by the principles of Expeditionary Learning (EL). Site visitors examined 23 LTM units which are stored in physical binders. There are approximately three per grade level. Each binder focuses on an expedition (an overarching theme) such as immigration, freedom, snakes, or water. Expeditions run from eight to twelve weeks. The expeditions relate to social studies or science and allow students ten weeks to explore the theme and participate in interdisciplinary lessons. Each expedition is further broken down into smaller units, called investigations. Each expedition is organized into two to four investigations that last for two to four weeks. Site visitors examined LTM expedition binders and found that they incorporate the EL design principles, refer to the Massachusetts curriculum frameworks (MCF), contain assessment rubrics for each investigation, and assessments. Furthermore, each binder contains documentation that demonstrates how the learning experiences contained in each unit connect to the five music listening processes. The school has also documented which additional curriculum strands are incorporated into units or lessons, such as music or literacy.

The school's senior editor and researcher reported that half of the LTM units have been fully documented, incorporating EL practices and vocabulary. CLCS is working towards having all LTM units fully documented by 2012. The senior editor/researcher uses EL designer assistance, teacher feedback, and El Sistema Abreu Fellow input to revise the LTM units. Teachers and administrators noted that teachers must provide feedback to the senior editor/researcher on one hundred percent of their LTM units. One teacher is currently creating a new unit – about the Boston Harbor islands – and is working with the senior researcher and editor, the EL school designer, and an Abreu Fellow to create the final expedition.

**Does it articulate skills and concepts that each student should know?**

**Is the school's documented curriculum aligned with state standards?**

*Finding: Most of the school's lesson plans contain references to state standards. The school has not generated a document that details how all areas of the curriculum relate to the MCF.*

In addition to the extensively documented LTM curriculum, teachers create lesson plans for other academic subjects such as math or literacy. However, based on the sampling of lesson plan packets collected by site visitors, there is neither a school-wide template for creating a lesson plan, nor a requirement to make a plan for each academic class of the school day. Some lesson

plans were detailed and included descriptions of the lesson's connection to the curriculum, standards covered, the instructional processes, goals of lesson, learning targets, and assessment. Other lesson plans were brief and only included a description of the lesson activities.

CLCS has a distinct math program – Think Math! – a comprehensive kindergarten-through-grade-five program that provides lesson plans for teachers to follow. For English language arts, the school uses a balanced literacy program, incorporating Wilson Foundations, Writer's Workshop, and guided reading. Science and social studies themes serve as the basis for the LTM units. Additionally, a team of teachers and the co-director for operations create the Listening Project lesson plans for teachers to follow. Like the LTM feedback process, teachers are required to reflect on these lessons and deliver feedback to the Listening Project team.

During the review of documents and discussion with administrators, the site visit team determined that CLCS has not yet produced a document that demonstrates vertical or horizontal alignment of the entire curriculum, nor a document that shows full curricular alignment to the MCF. The school has created a curriculum map and pacing guide for mathematics for all grades. As noted above, LTM units relate to science or social studies themes. It was unclear to site visitors how the school is covering the science and social studies standards outlined in the MCF – particularly in the upper elementary grades. Of note, CLCS' fifth grade science MCAS scores show that only 16 percent of fifth graders are reaching proficiency in science in 2010.

## **B. Instruction and Learning**

**Is the observed instructional practice consistent with what the school describes, either verbally or in writing?**

*Finding: In most classrooms instruction aligned with school expectations, in a few classrooms this was not as clearly seen. However, the school has not articulated a clear picture of instructional expectations either in writing or verbally.*

In preparation for the site visit, school leaders are asked to describe the school's instructional expectations. The document created for site visitors, describing the school's practices, outlines CLCS's academic programs – such as LTM, EL, Think Math!, etc. – as well as the school's use of Responsive Classroom for behavior management. However, the document did not contain a description of the instructional techniques or methods that site visitors would expect to see in the classroom. On the day of the visit, school administrators told site visitors that they would see “regular instruction” including a variety of instructional techniques and groupings, reading and writing workshop, evidence of music, the use of Responsive Classroom, Expeditionary Learning LTM classes, and documentation of LTM on walls of classrooms and hallways. Based on this general description of instructional practice, site visitors found that some classrooms incorporated the above elements; others did not.

Overall, classroom instruction matched the expectations outlined by school leaders. In a few classrooms, teachers were attempting to follow expectations, but had difficulty effectively doing so. Site visitors observed a variety of instructional groupings in most classrooms; the use of centers, whole group, individual work, and small group were observed. Visitors also saw examples of reading and writing workshop classes. Site visitors saw evidence of music in all classrooms, either during a class specifically devoted to music, such as LTM or the Listening Project, but also during transition times as students sang songs. Site visitors did see Expeditionary Learning principles in most classes during LTM – but did not see learning targets



(lesson aims/objectives) being used in all classes. Visitors observed several panel displays that documented student LTM learning. In all but one class, visitors observed Responsive Classroom techniques used. Not all teachers used this method all the time, and one class did not seem to use it at all.

**Is the classroom and school environment orderly, and does it support student learning?**

*Finding: A majority of classrooms have established an orderly environment. Common areas were found to be orderly.*

Classroom environments were mixed. In approximately half the classrooms teachers had established orderly environments, incorporated Responsive Classroom strategies as a management technique, facilitated smooth transitions between activities and experienced minimal interruption during instruction. These classrooms were also well organized, bright and clean. In the other classrooms, site visitors observed less orderly environments. One was observed to be quite disorganized and chaotic with students exhibiting unsafe behavior such as running, yelling, hitting, and biting. Two other classrooms were observed to be orderly at some points of the day, but not at others. In these classrooms, teachers were using Responsive Classroom techniques sometimes, but not always effectively. These teachers were seen to struggle with classroom management and not always correct disruptive behavior.

In general, site visitors observed orderly common areas. Due to the school's small space, students must form a single file line in the hallways when required to change classrooms. Adults were always seen to accompany students during classroom transitions. Additionally, teachers and administrators reported that students have become very good at orderly transitions, given the number of classroom changes required during the El Sistema portion of the day.

**Is instruction effectively delivered and are students engaged in meaningful learning?**

*Finding: Site visitors observed a range of effective instruction.*

Instructional quality varied. Students were engaged in meaningful learning in some rooms, in others, student behavior interrupted the teacher's ability to deliver the lesson. Site visitors observed that when students were presented with structured lessons – such as LTM, Listening Project, or writer's workshop lessons – they were engaged, actively participating, and learning academic content. In classes with less structure, site visitors noted that student focus faltered. Additionally, site visitors noted that lesson objectives were not always posted. Additionally, site visitors noted two instances when the lesson plan called for the use of higher order thinking skills, but students were not asked to do so, instead the teacher only asked them to recall facts.

**Do the school's instructional practices include the implementation of strategies that address the needs of diverse learners, including special education students?**

*Finding: CLCS has continued to offer supports begun last year: a tutorial program and the looping of teachers to follow a class across grade levels.*

Like the prior year, CLCS provides students with academic help through the "Tutors for All" program. During the El Sistema portion of the day, students meet with tutors four times a week. Additionally, this year teachers have remained with their classes from the prior school year. Pre-kindergarten and kindergarten, grades one and two, and grades three to five will "loop".

**How and from whom do teachers receive feedback, guidance, supervision, and evaluation to improve instructional practice and student achievement?**

*Finding: Teachers receive informal and formal feedback; the evaluation system is well understood. Multiple administrators are responsible for teacher evaluation.*

All teachers are formally observed twice during the year, with informal "check-ins" more frequently. Formal observations follow a protocol that is well understood by teachers. The school has instituted an extensive evaluation rubric – based on Kim Marshall's teacher evaluation rubric – that is the basis for formal observations. Teachers are evaluated in six domains – planning and preparation; classroom management; delivery of instruction; monitoring, assessment, and follow-up; family and community outreach, and; professional responsibilities. New this year, a section has been added to evaluate teachers based on student performance. Teachers reported that administrators discuss the rubric, and the teacher's performance, in detail. Teachers reported that this process is helpful and keeps them striving to improve their practice. On May 1<sup>st</sup>, teachers receive a formal score and a written narrative summary – which is new this year. The co-director for academics and the head of school are responsible for conducting classroom observations. The co-director for operations is informally observing the implementation of El Sistema and hopes to more fully formalize the process.

**How is qualitative and quantitative data used to inform planning and improve student achievement?**

*Finding: This year, teachers have received training and professional development on two areas of the academic program that are targeted for improvement: math and Expeditionary Learning (EL).*

During last year's site visit, stakeholders identified math as an area for improvement. This year, the school has devoted weekly professional development time to discuss the school's math program. In order to assess the program, teachers have been asked to track two students throughout the year, specifically noting their growth as math learners. Additionally, the school has a part time math coach who will be meeting with grades three through five teachers to discuss the results of the quarterly, MCAS based math interim assessments. The math coach creates the interims, analyzes and presents data to teachers, runs math professional development sessions, and models teaching strategies.

Now in its second year as an EL school, administrators noted that the school continues to refine and improve its EL practices. As noted above, teachers have participated in professional

development days, visited EL schools, and received help from the EL school designer assigned to CLCS. In particular, administrators noted that they wanted to better incorporate EL practices like community circle, shifting the focus from fieldtrips to field work, improving the quality of celebrations (end of expeditions work showcases) and documentation of learning. Board members identified the same two areas for whole school focus.

*Finding: The school is in the process of improving its use of data to inform instruction and planning.*

This year, the school has placed a greater focus on the use of data to inform instruction. The school administers assessments four times a year that provide teachers with data to inform instruction and provide support to students. Some of these assessments use external assessments – such as Fountas and Pinnell reading assessments – and some are internally created. – a writing prompt and math assessments. CLCS employs two part-time instructional coaches, one for math and one for literacy. Teachers and administrators reported that the math coach has helped teachers to better understand how to use data from interim assessment to inform instruction – such as grouping and regrouping students by ability, or the use of centers during math class.

Additionally, the school has established a “data wall” outside the academic co-director’s office. This is a physical data board that lists information for every child in the school. The academic co-director stated that she hoped to hold a data review in January to discuss how to move students into the proficiency range for math and ELA.

### **C. Student Achievement**

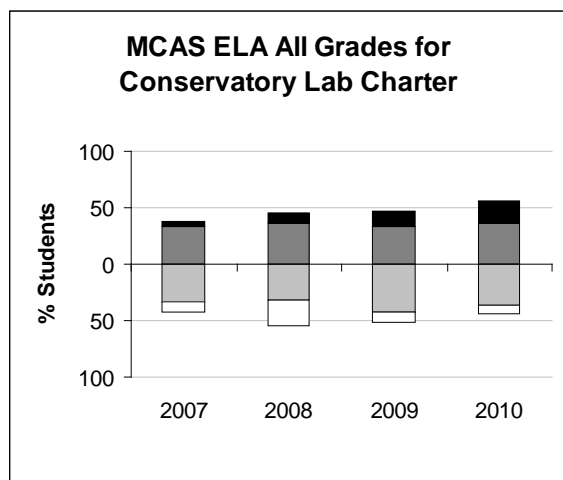
#### **Are students reaching Proficiency on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS)?**

*Finding: English language arts and mathematics MCAS scores for CLCS students have shown improvement over the past two years, with ELA improving at a greater rate than mathematics.* All MCAS results for ELA and mathematics that are available from the last four years are presented below. This data includes the Composite Performance Index (CPI), a 100-point index that measures the extent to which students are progressing towards proficiency and which reflects the distribution of student scores over the four MCAS performance categories. The data also includes the median Student Growth Percentile (SGP) for the school which shows how much students’ MCAS performance has improved from one year to the next relative to their academic peers: other students statewide with a similar MCAS score history.

# English Language Arts MCAS Scores

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

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



Performance on the ELA MCAS improved in 2010. The percentage of students scoring Proficient or Above Proficient/Advanced increased in grades three, four, and five. With the exception of grade four, a majority of students in all grades are reaching proficiency.

ELA All Grades	2007	2008	2009	2010
% Advanced	5	9	13	19
% Proficient	33	37	34	37
% Needs Improvement	34	32	42	36
% Warning/Failing	8	22	10	8
N	64	65	67	59
CPI		73.1	76.1	82.2
SGP		47.0	48.0	39.0
N for SGP		42	41	37






## ELA Performance by Grade Level

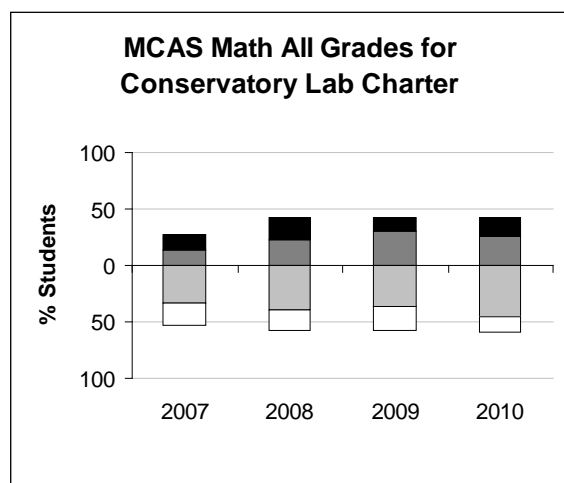
ELA Grade 3	2007	2008	2009	2010	ELA Grade 4	2007	2008	2009	2010
% Advanced	9	14	30	10	% Advanced	5	0	4	26
% Proficient	36	41	30	52	% Proficient	32	38	39	21
% Needs Improvement	50	27	30	33	% Needs Improvement	50	29	43	37
% Warning/Failing	5	18	9	5	% Warning/Failing	14	33	13	16
N	22	22	23	21	N	22	21	23	19
CPI	77.3	78.4	81.5	85.7	CPI	70.5	65.5	73.9	76.3
					SGP		41.0	48.0	
					N for SGP		21	22	18

ELA Grade 5	2007	2008	2009	2010
% Advanced	15	14	5	21
% Proficient	55	32	33	37
% Needs Improvement	25	41	52	37
% Warning/Failing	5	14	10	5
N	20	22	21	19

CPI	88.8	75.0	72.6	84.2
SGP		51.0		
N for SGP		21	19	19

## Mathematics MCAS Scores

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



Student performance on the 2010 mathematics MCAS showed slight improvement. However, a majority of students are still not reaching proficiency.

Math All Grades	2007	2008	2009	2010
% Advanced	13	20	12	16
% Proficient	14	22	30	26
% Needs Improvement	34	40	36	45
% Warning/Failing	19	18	22	14
N	64	65	67	58
CPI		70.8	70.9	73.3
SGP		40.5	43.0	46.0
N for SGP		42	41	37

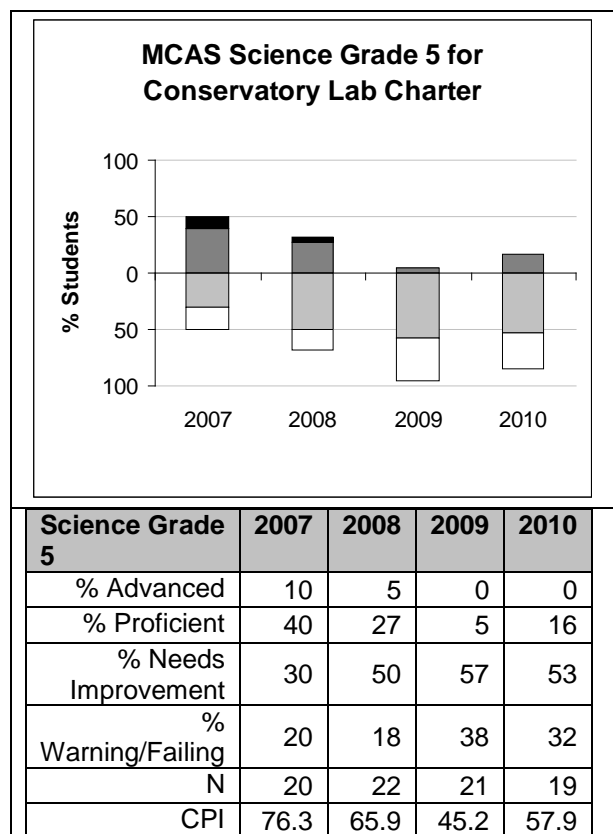
## Mathematics Performance by Grade Level

Math Grade 3	2007	2008	2009	2010	Math Grade 4	2007	2008	2009	2010
% Advanced	0	36	26	5	% Advanced	23	0	4	26
% Proficient	32	32	48	35	% Proficient	9	19	26	11
% Needs Improvement	50	18	17	45	% Needs Improvement	41	67	43	53
% Warning/Failing	18	14	9	15	% Warning/Failing	27	14	26	11
N	22	22	23	20	N	22	21	23	19
CPI	65.9	81.8	88.0	75.0	CPI	64.8	64.3	64.1	75.0
					SGP		38.0	23.5	
					N for SGP		21	22	18

Math Grade 5	2007	2008	2009	2010
% Advanced	25	23	5	16
% Proficient	25	14	14	32
% Needs	35	36	48	37

Improvement				
% Warning/Failing	15	27	33	16
N	20	22	21	19
CPI	80.0	65.9	59.5	69.7
SGP		42.0		
N for SGP		21	19	19

### Science MCAS Scores



Student performance on the science MCAS has declined over the past three years, with a slight increase in 2010. However, in 2010 only 16 percent of students are reaching proficiency.

### Is the school making Adequate Yearly Progress (AYP) in the aggregate and in all statistically significant subgroups?

*Finding: In 2010 CLCS made AYP in the aggregate and for subgroups in ELA. The school made AYP in the aggregate for mathematics, but not for subgroups in 2010.*

The aggregate composite performance index (CPI) in ELA at CLCS rose from 76.1 in 2009 to 82.2 in 2010. The school's CPI in mathematics rose from 70.9 in 2009 to 73.3 in 2010. The Low Income sub-group's CPI did not meet state or improvement targets. A summary of the school's 2010 AYP performance is below as well as the school's AYP history. Detailed data can also be found in section V of this report.

**Adequate Yearly Progress Summary**

	NCLB Accountability Status	Performance Rating	Improvement Rating
<b>ENGLISH LANGUAGE ARTS</b>	No Status	High	On Target
<b>MATHEMATICS</b>	Improvement Year 2 - Subgroups	Moderate	On Target

**Adequate Yearly Progress History**

Adequate Yearly Progress History										NCLB Accountability Status
		2003	2004	2005	2006	2007	2008	2009	2010	
<b>ELA</b>	<b>Aggregate</b>	No	No	No	Yes	Yes	No	Yes	Yes	No Status
	<b>All Subgroups</b>	No	-	-	-	Yes	No	Yes	Yes	
<b>MATH</b>	<b>Aggregate</b>	-	Yes	No	Yes	Yes	Yes	No	Yes	Improvement Year 2 - Subgroups
	<b>All Subgroups</b>	-	-	-	-	Yes	No	Yes	No	

**Has the school met or is it making progress toward meeting the academic success objectives set out in its accountability plan?**

*Finding: CLCS met, or partially met, a majority of the measures related to academic success contained in its accountability plan.*

CLCS' approved accountability plan includes five objectives and ten related measures concerning academic success. CLCS met five measures, partially met two, and did not meet three of the measures. More information about the school's success in meeting the objectives and measures contained in its accountability plan can be found in Section VI, Accountability Plan Performance, of this report.

**III. Organizational Viability**

**Does the school have systems and structures in place to review the effectiveness of the academic program and guide its improvement?**

*Finding: The school has initiated, but not yet systematized, processes for school evaluation.*

As stated above, CLCS is beginning to focus on data and data driven instruction. The part time math coach has assisted teachers with the analysis and evaluation of interim assessment data. The academic co-director has recently created a data board meant to track student progress. This year, CLCS has created assessment rubrics for the LTM expeditions. Administrators noted that rubrics will be created to assess the effectiveness of El Sistema. Administrators also reported that in the past two years math and literacy specialists have been hired to assess and improve areas of the school's academic program. At this point, CLCS is analyzing distinct areas of the school's program, but does not yet have a systemized method for reviewing the effectiveness of the entire academic program. Three separate individuals are responsible for analyzing data for use by teachers, administrators, or board members. It was not clear if these individuals work together or analyze the data in a uniform manner. As noted above in this report, the school has identified math and Expeditionary Learning as its area of focus for this year. Science was not identified as an area for improvement, even though the 2010 MCAS scores show a great majority of students are in the Needs Improvement or Failing categories.

**How does the board of trustees provide oversight and leadership in key areas of the school, including academic achievement and fiscal planning?**

*Finding: The board is very well informed about the school's performance and many programs. They are committed to the mission and clearly stated their role to be one of oversight and support.*

CLCS has a fourteen member board of trustees with a wide range of expertise from government, to arts programming, business, fundraising, education, and music. Board members reported that the board is very active with a robust subcommittee structure. There are eight subcommittees: executive, development, education, expansion and facility, finance, El Sistema, early childhood, and governance. Board members reported that they oversee the school's academic and financial health as well as ensure fidelity to mission. During the last year, the board worked to refine and clearly define many of its existing practices and policies. Board members stated that as soon as they hired the current head of school (three years ago) they were able to assume a less managerial role. The board spoke with a great depth of knowledge about the various school programs and areas targeted for improvement.

The board sets yearly goals in June and assesses their achievement on such goals each April through a self-assessment. Currently, the board is working towards three overarching goals: to ensure academic program strength, to assure the establishment of El Sistema, and examine the degree to which advanced students are challenged by the curriculum. Individual committees also have their own goals that align with the larger goals. Additionally, the board has been focused on a desire to expand the school, relocate to a better facility, and continue fundraising efforts.

**Is the school environment physically safe and free from harassment and discrimination?**

*Finding: Stakeholders report that the school has established a physically and emotionally safe learning environment.*

Parents reported that the school is very safe. Furthermore, the school addresses issues of bullying quickly and effectively, with actions taken to resolve any problems. Parents noted that the small size of the school creates a community feeling; students know each other well, and are known by other parents.

Students echoed the description of the school as small and family-like. All students in the focus group reported that they felt safe and that they knew their classmates well because most students had attended CLCS together for a number of years. Responsive Classroom techniques were mentioned by students as a way that teachers manage behavior and keep the classroom environment safe.

**Are the physical facilities adequate for the program of the school?**

*Finding: The school's physical facilities are barely adequate. While the school makes due, all stakeholders noted the need for additional space.*

CLCS is located in a facility that is shared with another school. With classrooms on three floors, site visitors noted that teachers have created orderly, clean rooms out of the small spaces.

Classrooms were noted to be crowded during transitions. Additionally, administrators reported that the gym, which is shared between the two schools is often difficult to use. Board members



noted that their current focus is finding a new facility that is more adequate to meet the needs of the school's academic and music programs.

**Are professional staff members qualified by training and/or experience in the areas to which they are assigned?**

*Finding: Most teachers are relatively new to CLCS. A majority of teachers have over three years of teaching experience.*

CLCS has ten classroom teachers in grades K-1 (pre-kindergarten) to five. Also counted in the totals below are the two El Sistema program directors (Abreu Fellows) who help integrate and teach the LTM units in the regular education classrooms. As noted in the chart below, nine teachers have been at CLCS for two years or less. The teaching staff has a range of experience in teaching, with most teachers having at least three years of experience. During the 2009-10 school year, approximately 77 percent of the teaching staff was highly qualified and 52 percent were licensed.

**Years of Teaching Experience for Lead/Core Subject Teachers 2010-2011**

	1 Year	2 Years	3-5 Years	5-10 Years	11-20 Years
Teachers with this number of years teaching	0	2 (17%)	4 (33%)	3 (25%)	1 (8%)
Teachers with this number of years teaching at CLCS	5 (42%)	4 (33%)	3 (25%)	0	0

**Are school community members satisfied with the performance of the school?**

*Finding: All stakeholders expressed satisfaction with the school's academic program, culture, and community. Additionally, all expressed excitement about the many music programs offered by the school.*

All stakeholders expressed excitement about the school's current music programs. Parents, teachers, and students all noted that there had been a greater focus on music, and additional music opportunities provided to students over the past two years. Students appreciated their new ability to choose from a variety of instruments and spoke with pride about how their school was infused with music. Parents expressed satisfaction with the school's academic program as well – speaking about the project based learning and field work which engaged their children as learners. Teachers reported to site visitors that they appreciated their own professional development opportunities, especially the growth that has accompanied the creation of the LTM curriculum. Teachers shared that CLCS' professional culture emphasized an effort to continuously improve. Board members expressed a deep appreciation for the leadership shown by CLCS' head of school and expressed confidence that the school would be able to grow under her direction.

**Has the school met or is it making progress toward meeting the organizational viability objectives set out in its accountability plan?**

*Finding: CLCS met all of the measures related to organizational viability contained in its accountability plan.*

CLCS' approved accountability plan includes three objectives and seven related measures concerning organizational viability. CLCS met all seven measures. More information about the school's success in meeting the objectives and measures contained in its accountability plan can be found in Section VI, Accountability Plan Performance, of this report.

**IV. Conclusion**

In its twelfth year, CLCS has met the conditions imposed upon the charter at its last renewal. The school has amended its charter to reflect the current Learning Through Music (LTM) program and the school's chosen pedagogical model. CLCS staff members have produced an extensively documented LTM curriculum and implemented a variety of music programs during the last two years. Site visitors remarked that CLCS is a music infused school, with students participating in music opportunities throughout the day and in El Sistema each afternoon.

While the school has made strides during the past two years in realigning the academic program to the mission, stakeholders identified areas for further improvement. While the LTM curriculum is well documented, other curricular documents are not as fully written. School stakeholders identified a need to improve the school's math program and have begun to focus on this topic for teacher professional development. MCAS science scores show a decline over the past three years, however school leaders did not identify this as an area of concern.

## V. 2010 Adequate Yearly Progress Data

English Language Arts															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (90.2)	2009 CPI Baseline	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	59	59	100	Yes	59	82.2	No	76.1	4.8	76.4-85.4	Yes	93.9	0.1	Yes	Yes
Lim. English Prof.	13	13	-	-	13	-	-	-	-	-	-	-	-	-	-
Special Education	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	47	47	100	Yes	47	81.4	No	72.7	5.5	73.7-82.7	Yes	93.3	-0.2	Yes	Yes
Afr. Amer./Black	27	27	-	-	27	81.5	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	14	14	-	-	14	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	15	15	-	-	15	-	-	-	-	-	-	-	-	-	-

Mathematics															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (84.3)	2009 CPI Baseline	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	59	58	98	Yes	58	73.3	No	70.9	5.8	72.2-81.2	Yes	93.9	0.1	Yes	Yes
Lim. English Prof.	13	13	-	-	13	-	-	-	-	-	-	-	-	-	-
Special Education	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	47	46	98	Yes	46	69.6	No	68.5	6.3	70.3-79.3	No	93.3	-0.2	Yes	No
Afr. Amer./Black	27	26	-	-	26	75.0	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	14	14	-	-	14	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	15	15	-	-	15	-	-	-	-	-	-	-	-	-	-

## **VI. Accountability Plan Performance**

<b><u>A. Faithfulness to Charter</u></b>	<b>2009-10 Performance</b>	<b>Notes</b>
<b>Objective:</b> The CLCS will enable musical achievement for all students		
<b>Measure:</b> All students will achieve a score of 70% or higher at the end of the school year on the Violin Benchmark Assessment in the appropriate level for that child	Not Assessable	<ul style="list-style-type: none"> <li>CLCS provided site visitors with data that outlined student violin achievement on a set of four benchmarks, which rated students as advanced, proficient, needs improvement, and failing. The school did not state if all students achieved a 70%, but noted the following scores in the 2009-10 school year: <ul style="list-style-type: none"> <li>Advanced – 50%</li> <li>Proficient – 39%</li> <li>Needs improvement – 11%</li> </ul> </li> </ul>
<b>Measure:</b> All students will exceed the Massachusetts general music standards.	Not Accessible	<ul style="list-style-type: none"> <li>CLCS did not define what “exceeding” the Massachusetts general standards was.</li> <li>CLCS focused on eight general music benchmarks during the 2009-10 school year. Student achievement on the eight benchmarks was as follows: <ul style="list-style-type: none"> <li>Advanced – 23%</li> <li>Proficient – 73%</li> <li>Needs Improvement – 4%</li> </ul> </li> </ul>
<b>Measure:</b> All students will perform individually and as a group in front of an audience at least 6 times a year.	Met	<ul style="list-style-type: none"> <li>During the 2009-10 school year, CLCS held four, school wide musical events at which students performed. Additionally, the school held two assemblies each Friday which included musical performances.</li> <li>School administrators reported that students had at least six opportunities to perform in front of an audience.</li> </ul>
<b>Objective:</b> The school will complete the creation of its revised LTM curriculum.		
<b>Measure:</b> By the end of the summer of 2010, all LTM units will have been	Met	<ul style="list-style-type: none"> <li>At the time of the site visit, CLCS’</li> </ul>

written and will have been edited at least once.		<p>senior researcher and editor reported that half of the school's 23 LTM units were edited and ready for dissemination.</p> <ul style="list-style-type: none"> <li>Administrators stated that all units have been edited at least once.</li> </ul>
<p><b>Measure:</b> Over a three year period, twenty-one LTM Units will have been written, piloted, edited and published by the spring of 2012. These units will include all project/presentation rubrics to assess student performance.</p>	Partially Met	<ul style="list-style-type: none"> <li>While CLCS does not have to meet this measure until 2012, the school has written 23 LTM units, and edited half of them. According to staff, the units are not yet ready for publication.</li> <li>During this school year, CLCS has created a rubric for each culminating project for each LTM unit.</li> </ul>
<p><b>Measure:</b> All units will have a culminating project/presentation.</p>	Met	<ul style="list-style-type: none"> <li>A summary of each LTM unit shows that all units include a culminating project or presentation.</li> </ul>
<p><b>Measure:</b> At the end of every unit there will be an exhibition and parents will be invited to participate.</p>	Partially Met	<ul style="list-style-type: none"> <li>During the 2009-10 school year, CLCS only held one school wide presentation of expedition final products. Additionally, individual classes invited family members to presentations of final projects.</li> <li>During the current school year, CLCS has created a robust expedition celebration schedule. By the end of December, all grade levels had shared final projects from their first expeditions to the school and wider community.</li> </ul>
<p><b>Objective:</b> The CLCS will assess and evaluate its program for potential dissemination and duplication in other schools.</p>		
<p><b>Measure:</b> All teachers implementing the LTM Units will keep a running record of content and implementation issues to address before publication of the units.</p>	Met	<ul style="list-style-type: none"> <li>Teachers reported that they are required to provide feedback on the LTM units taught. Site visitors viewed samples of teacher feedback on LTM units.</li> </ul>
<p><b>Measure:</b> A National Institute for Learning Through Music will be organized for the summer of 2012. The overall purpose of this Institute is to provide</p>	Partially Met	<ul style="list-style-type: none"> <li>Teachers, administrators, and board members all noted that the school is</li> </ul>

technical assistance to participants interested in creating/transforming a school by using CLCS' Learning Through Music model. CLCS will create a toolkit of best practices for all participants.		working on documentation and refinement of LTM units in order to prepare for this Institute. Stakeholders report that the school is on target to meet this 2012 measure.
<b><u>B. Academic Program</u></b>	<b>2009-10 Performance</b>	<b>Notes</b>
<b>Objective:</b> CLCS will enable academic achievement for all students.		
<b>Measure:</b> All fifth graders will present a graduation culminating multi-disciplinary project that meets the “acceptable level” of an established performance rubric.	Partially Met	<ul style="list-style-type: none"> <li>CLCS reported that in 2009-10 95% of 5<sup>th</sup> graders earned an acceptable level on their project.</li> <li>5<sup>th</sup> graders gave an oral presentation on the Civil Rights Era.</li> <li>It should be noted that the rubric used to assess student performance did not include the language “acceptable level.” The rubric included four levels – distinguished, accomplished, apprentice, and novice.</li> </ul>
<b>Measure:</b> 50% of the fifth graders will exceed the acceptable level of performance using the established rubric for the culminating project.	Met	<ul style="list-style-type: none"> <li>According to CLCS, 79% of fifth graders exceeded the acceptable level of performance on their culminating project for the Civil Rights Era unit.</li> <li>However, as cited above, the rubric used to assess student performance does not outline what level or performance is “acceptable” and what level exceeds acceptable.</li> </ul>
<b>Objective:</b> CLCS students will become proficient in the use of the English Language as demonstrated in one or more of the following measurements.		
<b>Measure:</b> The school will achieve AYP in English Language Arts.	Met	<ul style="list-style-type: none"> <li>In 2010, CLCS made AYP in ELA for the aggregate and for subgroups.</li> </ul>
<b>Measure:</b> Using the school’s interim assessments (based on objective Fountas-Pinnell benchmarks), 90% of the students will make at least one year’s growth in reading or ELA in each academic year.	Met	<ul style="list-style-type: none"> <li>97% of students were either above grade level or made a full year of progress on the Fountas &amp; Pinnell benchmarks.</li> </ul>
<b>Objective:</b> CLCS students will become proficient in the use of the mathematics as demonstrated in one or more of the following measurements.		

<b>Measure:</b> The school will achieve AYP in mathematics.	Not Met	<ul style="list-style-type: none"> <li>▪ In 2010, CLCS made AYP in mathematics for the aggregate, but not for subgroups. The school currently has a status of Improvement Year 2 for subgroups in mathematics.</li> </ul>
<b>Measure:</b> Using the school's interim assessments 90% of the students will make at least one year's growth in math in each academic year.	Met	<ul style="list-style-type: none"> <li>▪ CLCS reports that 91% of students were either at/above grade level or made yearly progress.</li> <li>▪ The school reports that yearly progress was measured either by the tutorial assessment or by the end of the year summative assessments.</li> </ul>
<b>Objective:</b> CLCS students will become proficient writers.		
<b>Measure:</b> Using the CLCS writing assessments, 80% of students will show mastery of appropriate grade level skills by the end of the year.	Not Met	<ul style="list-style-type: none"> <li>▪ According to data viewed by site visitors, 73% of students earned a level of proficient (a score of 18 or above) on the spring 2010 writing assessment.</li> </ul>
<b>Measure:</b> 100% of the students will publish a piece of their writing in a school-wide anthology.	Met	<ul style="list-style-type: none"> <li>▪ Site visitors viewed the school-wide anthology. It appeared that every student had a piece of writing published in the anthology.</li> </ul>
<b>Objective:</b> CLCS students will demonstrate mastery of content and skills in history/social sciences and science/technology as outlined in the Massachusetts state curriculum frameworks.		
<b>Measure:</b> Individual student and group exhibitions will be held at the end of each trimester and 50% of the students will exceed the "acceptable level" of an established rubric for performance in CLCS multidisciplinary approach to history/social studies and science/technology.	Partially Met	<ul style="list-style-type: none"> <li>▪ The 2010-11 school year is the first during which teachers will use established rubrics for performance on LTM units which incorporate social studies and science content.</li> </ul>
<b>Measure:</b> Sixty percent of CLCS students will earn a level of proficient or advanced on the Science and Technology MCAS Assessment in school year 2009-10 if enrolled at CLCS for at least two years. In each subsequent year the % of students scoring at the proficient or advanced level will increase by 10% until reaching 100% by the school year 2013-14.	Not Met	<ul style="list-style-type: none"> <li>▪ CLCS did not provide site visitors with this data.</li> <li>▪ In 2010, 5<sup>th</sup> grade CLCS student performance on the Science and Technology MCAS test:               <ul style="list-style-type: none"> <li>○ 16% proficient</li> <li>○ 53% Needs Improvement</li> <li>○ 32% Warning/Failing</li> </ul> </li> </ul>

C. Organizational Viability	2009-10 Performance	Notes
<b>Objective:</b> The Conservatory Lab Charter School will establish principles and procedures that will enable the school to operate in a financially viable and publicly transparent manner.		
<b>Measure:</b> Each year, the school will operate on a balanced budget, meaning actual revenues will equal or exceed actual expenses.	Met	<ul style="list-style-type: none"> <li>CLCS reports that the school's foundation provides the necessary funds to balance the budget each year.</li> <li>In FY10, CLCS had an operating loss of \$124,677.</li> </ul>
<b>Measure:</b> Unrestricted net assets will be equal to or exceed twenty-five percent of the school's operating budget for the upcoming year.	Met	<ul style="list-style-type: none"> <li>In FY10, the school's operating budget was approximately \$2.3 million and the unrestricted net assets were approximately \$433K or 18%.</li> <li>When taking into account the foundation's unrestricted net assets of 44%, the school and foundation together meet the measure.</li> </ul>
<b>Measure:</b> Each year the school will receive a clean audit report with no material weaknesses.	Met	<ul style="list-style-type: none"> <li>The school's FY10 audit did not contain any material weaknesses.</li> <li>However, the audit did note two compliance findings outlining problems with the school's CORI documentation and MTRS withholdings. The school has outlined an action plan to address both issues.</li> </ul>
<b>Objective:</b> The CLCS will successfully recruit students to meet enrollment levels as defined in the charter application and subsequent amendments.		
<b>Measure:</b> Full enrollment will be reached annually by the required filing date of the pre-enrollment report. Waitlists after the annual lottery will constitute no less than 75% of the total number of students in the student lottery.	Met	<ul style="list-style-type: none"> <li>As of the site visit, CLCS' enrollment was 154 and the school had a waitlist of over 600 students.</li> </ul>
<b>Objective:</b> The CLCS will establish a strong management structure.		
<b>Measure:</b> The CLCS board of trustees will represent the diverse skills and expertise required to meet the mission of the school as defined by the Governance Committee of the Board.	Met	<ul style="list-style-type: none"> <li>According to board member qualifications and experience, the board includes diverse skills that are required to meet the mission of the school.</li> </ul>
<b>Measure:</b> The CLCS board of trustees will continue its practice of oversight for all aspects of the school by actively participating in at least one board sub-	Met	<ul style="list-style-type: none"> <li>In October 2010, the CLCS board of trustees evaluated board member</li> </ul>



committee.		attendance and participation in sub-committees. The board determined that all members are actively participating in sub-committees and the board as a whole.
<b>Measure:</b> The CLCS Board of Trustees will rate itself satisfactory or above as a result of participating in a self-assessment session.	Met	<ul style="list-style-type: none"> <li>During the spring of 2010, the board conducted a robust self-evaluation of the board assessment process. The board established ten recommendations to improve its functioning and strengthen the board overall.</li> </ul>