|  |
| --- |
| ESE logo |
|  | Innovation Schools Annual Evaluation[Insert school name/academy here] |
|  |
| [Insert school year here][Insert **district** contact information here: Name, title, and email address][Insert **school** contact information here: Name, title, and email address] |
| Massachusetts Department of Elementary and Secondary EducationThe Office of Charter Schools and School Redesign75 Pleasant Street, Malden, MA 02148-4906Phone 781-338-3227 TTY: N.E.T. Relay 800-439-2370www.doe.mass.edu |
|  |  |
| ESE logoThis document was prepared by the Massachusetts Department of Elementary and Secondary EducationJeffrey C. RileyCommissionerThe Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, gender identity, or sexual orientation.  Inquiries regarding the Department’s compliance with Title IX and other civil rights laws may be directed to the Human Resources Director, 75 Pleasant St., Malden, MA 02148-4906. Phone: 781-338-6105.© 2022 Massachusetts Department of Elementary and Secondary EducationPermission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the “Massachusetts Department of Elementary and Secondary Education.”Massachusetts Department of Elementary and Secondary Education75 Pleasant Street, Malden, MA 02148-4906Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370www.doe.mass.eduState Seal of Massachusetts |

Table of Contents

[Introduction 1](#_Toc7009146)

[Annual Evaluation Submission Instructions 1](#_Toc7009147)

[Innovation School/Academy Information 2](#_Toc7009148)

[Part A: Description of Autonomies and Flexibilities Implementation 3](#_Toc7009149)

[Curriculum, Instruction, and Assessment (if applicable) 4](#_Toc7009150)

[Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model. 4](#_Toc7009151)

[Budget (if applicable) 4](#_Toc7009152)

[The innovation schools model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per pupil budget to expend funds in a manner that supports its mission, vision, and educational model. 4](#_Toc7009153)

[School Schedule and Calendar (if applicable) 4](#_Toc7009154)

[Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers. 4](#_Toc7009155)

[Staffing (if applicable) 4](#_Toc7009156)

[Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements. 4](#_Toc7009157)

[Professional Development (if applicable) 5](#_Toc7009158)

[Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model. 5](#_Toc7009159)

[District Policies and Procedures (if applicable) 5](#_Toc7009160)

[Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model. 5](#_Toc7009161)

[Part B: Measurable Annual Goals 6](#_Toc7009162)

[Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals. 6](#_Toc7009163)

[Part C: Innovation Plan Updates *(if applicable)* 9](#_Toc7009164)

[Describe any revisions or updates made to the approved innovation plan during the 2018-2019 school year. 9](#_Toc7009165)

[Part D: Renewal *(if applicable)* 10](#_Toc7009166)

[Innovation schools or academies seeking renewal 10](#_Toc7009167)

[Innovation schools or academies not seeking renewal 11](#_Toc7009168)

# Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap,* signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

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

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

The innovation schools statute [M.G.L., c.71, s.92](https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

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

# Annual Evaluation Submission Instructions

Evaluations for the prior school year should be submitted by August 1 each year. Questions and completed evaluations should be submitted via the [district survey for innovation schools](https://survey.alchemer.com/s3/6896855/Innovation-Schools-Updates-and-Annual-Evaluation-Submission). Please note the requested filename format “Innovation School Annual Evaluation *[insert school year]*\_*[insert School name\_District name]*.”

# Innovation School/Academy Information

|  |
| --- |
| **School/Academy Name:**Click or tap here to enter text. |
| **School Type** (New/Conversion/Academy):Click or tap here to enter text. | **District Name:**Click or tap here to enter text. |
| **Year Innovation Status Granted:**Click or tap here to enter text. | **School Year Implementation Commenced:**Click or tap here to enter text. |
| **Grades Served:**Click or tap here to enter text. | **Total Enrollment:**Click or tap here to enter text. |
| **Mission:**Click or tap here to enter text. |
| **Vision:**Click or tap here to enter text. |
| **Educational Model:**Click or tap here to enter text. |

# Part A: Description of Autonomies and Flexibilities Implementation

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

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

Responses should describe:

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

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

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

|  |
| --- |
| *Describe the innovation school or academy’s implementation of curriculum, instruction, and assessment flexibilities during the [insert school year].*  |
| Click or tap here to enter text. |

## Budget (if applicable)

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

|  |
| --- |
| *Describe the innovation school or academy’s implementation of budgetary flexibilities during the [insert school year].*  |
| Click or tap here to enter text. |

## School Schedule and Calendar (if applicable)

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

|  |
| --- |
| *Describe the innovation school’s or academy’s implementation of school schedule and calendar flexibilities during the [insert school year].*  |
| Click or tap here to enter text. |

## Staffing (if applicable)

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

|  |
| --- |
| *Describe the innovation school or academy’s implementation of staffing flexibilities during the [insert school year].*  |
| Click or tap here to enter text. |

## Professional Development (if applicable)

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

|  |
| --- |
| *Describe the innovation school or academy’s implementation of professional development flexibilities during the [insert school year].*  |
| Click or tap here to enter text. |

## District Policies and Procedures (if applicable)

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

|  |
| --- |
| *Describe the innovation school or academy’s implementation of district policies and procedures flexibilities during the [insert school year].*  |
| Click or tap here to enter text. |

# Part B: Measurable Annual Goals

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

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

* student attendance;
* student safety and discipline;
* student promotion, graduation rates and dropout rates;
* student achievement on the MCAS[[1]](#footnote-1); and
* reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student groups:
	+ Race/ethnicity
	+ Students identified as economically disadvantaged
	+ English Learners (ELs)
	+ Students with disabilities

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

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

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

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

|  |
| --- |
| *Student* [*attendance rates*](http://profiles.doe.mass.edu/statereport/attendance.aspx) *(including, but not limited to overall attendance rate and chronic absenteeism)* |
| Click or tap here to enter text. |

|  |
| --- |
| *Student safety and* [*discipline rates*](http://profiles.doe.mass.edu/statereport/ssdr.aspx) *(In-school suspensions and Out-of-school suspensions. Including, but not limited to ‘All offenses’ and ‘Non-drug, non-violent, and non-criminal-related offenses’)* |
| Click or tap here to enter text. |

|  |
| --- |
| *Student promotion and* [*retention rates*](http://profiles.doe.mass.edu/statereport/retention.aspx) |
| Click or tap here to enter text. |

|  |
| --- |
| *Student* [*graduation rates*](http://profiles.doe.mass.edu/statereport/gradrates.aspx)*, if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)* |
| Click or tap here to enter text. |

|  |
| --- |
| *Student* [*dropout rates*](http://profiles.doe.mass.edu/statereport/dropout.aspx)*, if applicable* |
| Click or tap here to enter text. |

|  |
| --- |
| *Superintendents and School/Academy Leaders should reflect and provide a brief description of your assessment on the most recently available* [*Next-Generation MCAS achievement data*](https://profiles.doe.mass.edu/statereport/nextgenmcas.aspx)*.* *Superintendents and School/Academy Leaders are also encouraged to reflect and provide a description of your assessment on student performance outcomes on non-statewide assessments over prior years of available data. To assist schools or programs in this discussion, please follow the prompts below. The Department does not expect schools to create new data reports for the purposes of this evaluation submission. Only provide and discuss the tables or visuals or data dashboards that your school or program typically uses to analyze overall student performance outcomes.*  |
| Reflection and assessment of [insert year] Next-Generation MCAS performance:Click or tap here to enter text.1. Name the assessment(s) or tool(s) the school uses to measure student performance for English language arts, mathematics, and science and technology/engineering, if available, and what type of data is being tracked (e.g., formative, or summative). If a commercially available assessment/tool is not used to track performance, indicate that the non-statewide assessment was developed internally and for which subject.
2. Provide the most recent non-statewide data and/or visuals that are presented to the district’s school committee or school/program leadership used for monitoring and evaluative purposes. Examples may include reports of absolute scores, within-year student gains/losses, and year-to-year student gains/losses, for English language arts, mathematics, and science and technology/engineering, if available.
	1. Provide the results by grade level, and if available, in the aggregate when the same tool is used for multiple grades (e.g., grades K-4). Be sure to identify the number of students included in the reported figures, if not readily displayed.
	2. Provide the results for all students and one or more student groups.
3. For comparison, include national and/or statewide comparison data for all students and by student group, if available.
4. If national and/or statewide comparison data is not available by student group, schools should explain any observed trends and/or anomalies when analyzing student group performance outcomes within the school.
 |
| Click or tap here to enter text. |
|  |

|  |
| --- |
| *Reduction of proficiency gaps in academic underperformance (not MCAS related, such as access to AP/honors-level courses) and reduction of non-academic disparities (such as discipline rates, access to the arts, civic engagement, and extra-curricular activities)* |
| Click or tap here to enter text. |

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

## Describe any revisions or updates made to the approved innovation plan during the [insert school year].

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

|  |
| --- |
| *Provide a description of any revisions or updates to the school’s innovation plan made during the past two school years, which may not have been previously identified. Be sure to include which autonomies are impacted and when implementation of these revisions or updates began or will take place.* |
| Click or tap here to enter text. |

# Part D: Renewal *(if applicable)*

## Innovation schools or academies seeking renewal

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please provide a copy of the new or revised innovation plan to the Department via the [district survey for innovation schools](https://survey.alchemer.com/s3/6896855/Innovation-Schools-Updates-and-Annual-Evaluation-Submission).

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

**Step 1: Convene Stakeholders**

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

*These discussions should include the MAGs.*

**Step 2: Innovation Plan Revision Process**

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

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

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

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

**Step 4: School Committee Vote**

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

|  |
| --- |
| *Provide the date of the school committee’s approval of the renewed innovation plan. If available at the time of submission, include a link to the school committee minutes for when the renewed plan was approved. Submit through the* [*district survey for innovation schools*](https://survey.alchemer.com/s3/6896855/Innovation-Schools-Updates-and-Annual-Evaluation-Submission) *a copy of the revised/updated or reauthorized version of the innovation school plan* |
| Click or tap here to enter text. |

## Innovation schools or academies not seeking renewal

|  |
| --- |
| Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status. |
| Click or tap here to enter text. |

1. Superintendents and School/Academy leaders should reflect on the most recently available MCAS data and provide a brief description of their assessment of performance. Additionally, data on student performance for non-statewide assessments over time may be provided and assessed. For more information on how to discuss academic performance, see the instructions found on pages 7-8. [↑](#footnote-ref-1)