Meeting Date: Thursday, June 24, 2021
Time: 3:30 p.m.
Location: Zoom Video Conference
Members present: Pam Boisvert, Vivian Brooks, Linda Denault, James Korman, Richard McGrath, Jasmin Rivas
Members absent: Keith Blanchette, Louis Fazen, Amy Herman, Reed Hillman, Jessica Miller
Staff present: Jim Donahue (departed 4:57 pm), Tina Krasnecky, Jimmy Nunn, Sarah Parks
Also present: Cameron Berube, Rich Leveillee, Sarah Risotti

Order of Business:
Public Access 1 on Docketed Items
1. Discussion and review of the Charter Renewal Application
2. New/other business
Public Access 2*
Adjournment

Documents and Exhibits:
- Application for Renewal 2021 (instructions on the renewal process from DESE)
- Charter School Performance Criteria v4.2 (information from DESE on evaluation criteria)
- OSA Renewal Application (draft as of 6/22/2021)

Ms. Rivas called the meeting to order at 3:31 p.m.
Ms. Rivas conducted a roll call of the Board. Quorum was established.

Public Access 1 on Docketed Items
Ms. Rivas asked if there were any comments from members of the public. There were none.

1. Discussion and review of the Charter Renewal Application
Mr. Donahue noted that Ms. DeTora was unable to attend the meeting, but she has worked intensively on the draft that is being presented. Mr. Donahue introduced Cameron Berube, who is working with Ms. DeTora and others at the Academy and Village on the renewal application. The goal of today’s working meeting is to gather suggestions, insight, and feedback on the working draft of the renewal application. Mr. Donahue observed that while staff drive the renewal process, it is important for the Board to be familiar both with the process and the application. The Board will vote on the final application before it is submitted to DESE at the end of July.

Ms. Berube shared that she has enjoyed meeting with staff over the past several months to work on the renewal application.

Ms. Berube stated today the Board will review three of the major areas that DESE considers in the renewal application: faithfulness to the charter, academic program success, and organizational viability. She noted that, in addition to a draft of the renewal application, Trustees received both DESE’s guidelines for the renewal application and the performance criteria against which the charter will be evaluated. She shared that the performance criteria were revised in January to reflect changes due to the pandemic.

Ms. Berube stated that the group will review each section of the draft application. Mr. Nunn and Ms. Parks will take notes in the application.

See the attached document for comments that Board members offered on the draft.

Ms. Berube asked each Trustee to comment on why they serve on the Academy’s board and what in the application resonates with them.

Mr. McGrath responded that he is generally invested in education and has seen weaknesses in the educational systems in some of the communities in and near Sturbridge. He sees the Academy as an opportunity to instill a sense of stewardship among the students.

Ms. Boisvert stated that she has always been a fan of the Village and brought her children and grandchildren on many visits. She became involved in the Academy because she saw it as a way for many more children to engage deeply with the Village.

Ms. Rivas agreed with Mr. McGrath and Ms. Boisvert. She stated that she was attracted by the opportunity to be part of an innovative way to offer students from Southbridge an opportunity to be part of their own education. She saw that the Village’s resources could eliminate obstacles. She admires the collaborative, adaptable nature of the Academy and that its staff and administration value the knowledge and experience of stakeholders.

Dr. Denault noted that she joined the Board subsequent to the founding of the Academy. She was recently retired and looking for a way to remain involved in education, history, and hands-on learning. She wants to see every child succeed.

Ms. Brooks stated that she was intrigued by the Academy’s premise that learning isn’t one-size fits all. Students are treated as individuals and given the opportunity to learn in a variety of ways. Ms. Brooks appreciates that the Academy prepares students to be good citizens who respect themselves and each other.
Mr. Korman shared that he believes that excellent education is a bridge to equity and social justice. He strongly supports the Academy’s emphasis on its neighboring communities.

Ms. Berube thanked the Trustees for their comments.

Public Access 2

Ms. Rivas asked if there were any comments from members of the public.

Sarah Risotti (North Brookfield) said that as a member of a founding family, she cannot imagine a better place for her son than the Academy. She appreciates the hands-on, project-based learning and focus on Habits of Character. Ms. Risotti noted that the section of the renewal application addressing family engagement should be updated to include an annual family survey and remove mention of the coffee hour.

Adjournment

Ms. Rivas asked for a motion to adjourn.

Motion: Dr. Denault moved to adjourn the meeting.

Second: Ms. Boisvert seconded the motion.

Ms. Rivas conducted a roll call of the Board.

Vote: All in favor.

Ms. Rivas adjourned the meeting at 5:05 p.m.
Application for Renewal of a Public School Charter

School: Old Sturbridge Academy Charter Public School
School Address: 2 Old Sturbridge Village Road, Sturbridge, MA 01566
School Contact Information:
James E. Donahue, Executive Director, 774-922-1840, jdonahue@osacharter.org,
Lisa DeTora, Principal, 774-922-1840, ldetora@osacharter.org
School Board of Trustees Voted Approval of Application:
July 21, June 30, 2021
Application Submission Date:
July 30, 2021
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DRAFT 6/22/2021

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**Introduction to the School**

<table>
<thead>
<tr>
<th>Old Sturbridge Academy Charter Public School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Charter (Commonwealth or Horace Mann)</strong></td>
</tr>
<tr>
<td><strong>Regional or Non-Regional</strong></td>
</tr>
<tr>
<td><strong>Year Opened</strong></td>
</tr>
<tr>
<td><strong>Maximum Enrollment</strong></td>
</tr>
<tr>
<td><strong>Chartered Grade Span</strong></td>
</tr>
<tr>
<td><strong>Number of Instructional Days Per School Year</strong></td>
</tr>
<tr>
<td><strong>School Hours</strong></td>
</tr>
</tbody>
</table>

**Mission Statement:**
As an EL Education school working in partnership with Old Sturbridge Village, Old Sturbridge Academy Charter Public School provides students with rigorous, real world learning experiences in a supportive and nurturing environment. Through project-based learning, case studies, field work and more, Old Sturbridge Academy fosters intellectual curiosity and encourages students to become articulate communicators, critical thinkers, and skilled problem solvers who care for themselves, others around them and their communities.

[Commented [1]: Ms. Brooks: DESE must review and approve mission statement. Is this why the older version is used?]
## Faithfulness to the Charter

### Criterion 1: Mission and Key Design Elements

#### Key Design Elements (with parenthetical citations to pages from the charter application):

OSACPS has a partnership with EL Education. Student achievement is measured by three dimensions: mastery of knowledge and skills, high-quality work, and character (pp. 20-21). (KDE #1)

OSACPS has defined four commitments: a commitment to community, a commitment to high-quality work, a commitment to real-world application of learning, and a commitment to imagination, exploration, and immersion (pp. 16-17). (KDE #2)

OSACPS has a partnership with Old Sturbridge Village and students participate in weekly Learning Through Experiences (known as Discovery Experiences in the original charter application). These experiences will be a vehicle for us to fulfill our commitments of community, high-quality work, real-world applications of learning, and imagination, exploration, and immersion (pp. 17-18). (KDE #3)

#### Objectives and Measures related to Mission and Key Design Elements

<table>
<thead>
<tr>
<th>Objective: OSACPS will provide students with an education that reflects the three EL Education dimensions: mastery of knowledge and skills, high-quality work, and character. (KDE #1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure:</strong> All K-8 students will present their portfolios at least once a year during a Student-Led Conference by articulately communicating their educational experiences that reflect mastery of knowledge and skills, high-quality work, and character during their time at OSACPS.</td>
</tr>
<tr>
<td><strong>Kinds of data gathered/data collection plan:</strong> A reflection sheet will be completed by invited guests and the student after each Student-Led Conference describing what was discussed at the conference and how it went. Teachers will collect data reflecting rubrics for preparation and presentation that reflect mastery of knowledge and skills, high-quality work, and character. The reflection sheet and rubric data will be collected by teachers and given to the principal along with a list that demonstrates which students have presented their portfolios. This information will be stored digitally in a shared drive.</td>
</tr>
</tbody>
</table>

| **Measure:** Annually, all 5th grade students will present at least 1 Student-Led Conference to invited guests and OSACPS staff panel and all 5th grade students will receive at least an 80% from the panel’s review of their portfolio and presentation. |
| **Kinds of data gathered/data collection plan:** The panel (of OSACPS staff) will use a rubric to determine if the 5th grade student achieved 80% mastery of knowledge and skills, high-quality work, and character for preparation and presentation. One physical portfolio per student will demonstrate evidence of mastery of knowledge and skills, high-quality work, and character. The portfolio will contain work from all subject areas. Teachers will collect the panel rubrics and portfolios. The compiled rubrics will be stored in the classroom within the portfolio binder and passed on to the teachers for the next year. The panel rubric scores for each 5th grade student will also be stored digitally in a shared drive. |

| **Measure:** Each year, at least 60 percent of OSA students in all grades will meet or exceed their annual growth goals as measured through MAP Growth Reports. Growth will be recorded for all students in grades K-8. |
| **Kinds of data gathered/data collection plan:** On an annual basis for all students, individualized growth data will be collected by grade level lead teachers through MAP Growth Reports. Growth will be recorded for all students in grades K-8. |

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Commented [2]: Ms. Rivas: Include credo from Strategic Plan. Adding content from Strategic Plan will show alignment.

Commented [3]: Ms. Boisvert: This is all presented in future tense, but we've been doing it. Put it in present rather than future.

Commented [4]: Ms. Brooks: Not K-8 as we look back.
**Objective:** OSACPS will teach students about the four commitments: a commitment to community, a commitment to high-quality work, a commitment to real-world application of learning, and a commitment to imagination, exploration, and immersion. (KDE #2).

**Measure:** Each student k-8 will at some point during the school year help to prepare and host a town meeting that features an area of the school’s commitments.

**Kinds of data gathered/data collection plan:**
Each time a group of students presents a Town Meeting, teachers with assistance from their students, will complete a checklist with the required elements of a Town Meeting and a focus on one (or more) of the commitments. With teacher support, students will prepare and rehearse a Town Meeting. Students will lead Town Meeting in front of an audience of peers and guests. Pictures, Power Point presentations, scripts, and/or videos of each Town Meeting will be collected by teachers and digitally shared in a drive. The principal or designee member will keep a record of each student who leads Town Meeting during the school year. The list of students who have participated will be stored digitally in a shared drive.

**Measure:** Annually, all k-8 students will demonstrate 100% accuracy on a year-end self-assessment indicating they can complete the following: (a) identify the 4 commitments, (b) explain how at least two of these commitments help them succeed in school and in the Village, (c) articulate a commitment on which they have improved over the past year, and (d) identify a commitment on which they would like to demonstrate growth within the next year.

**Kinds of data gathered/data collection plan:**
Student self-assessments (paper or digital) will be collected by teachers at the end of the year. The information will be aggregated and analyzed by teachers to determine student accuracy in completing the four tasks. The data will be then digitally shared in a drive. The commitments identified for the following year’s growth will be shared with the students’ subsequent teachers.
**Objective:** OSACPS staff will develop Learning Through Experiences or Learning Expedition in partnership with Old Sturbridge Village Staff to fulfill our commitments of community, high-quality work, real-world applications of learning, and imagination, exploration, and immersion. (KDE# 3)

<table>
<thead>
<tr>
<th>Measure: Each year, for grades k-8, at least one Learning Through Experiences or Learning Expedition unit of curriculum will demonstrate alignment to Massachusetts Curriculum Frameworks to reflect high-quality work.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kinds of data gathered/data collection plan:</strong> At least once a year, the principal or designee from OSACPS and the Director of Education at OSACPS will collect and store digital file in a shared drive of each teacher’s Learning Through Experience or Learning Expedition Units connecting the school to Old Sturbridge Village. This documentation will include lesson plans, clear connections to Massachusetts Curriculum Frameworks, student materials, assessment tools, reflections, and examples of student work. The principal or designee will maintain a list to record which grades have documented a Learning Through Experiences or Learning Expedition unit of curriculum that is aligned to the MCF.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure: At least two times a year, all k-8 students will produce two high-quality products and 75% of students will score a 3 or a 4 (on a scale of 1-4) on both products as assessed by their teachers using a common rubric.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kinds of data gathered/data collection plan:</strong> Twice a year, all students will produce two pieces of work. Teachers will use a common rubric to assess for high-quality work. Teachers will record the rubric scores for their classes to demonstrate which/how many students scored at a 3 or 4 and store it digitally in a shared drive. Teachers will also archive high-quality student work and store it digitally in a shared drive.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure: At the end of the year, all k-8 students will complete a reflection describing their immersive experience during Learning Through Experiences or Learning Expeditions. Staff will use the feedback to improve teaching and learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kinds of data gathered/data collection plan:</strong> At the end of the year, all students will complete a paper or digital reflection form that describe their learning experience. Each teacher will submit a list of the students that have completed the reflection as well as their reflection to be stored on a shared drive. The principal or designee from OSACPS and the Director of Education at OSACPS will use the feedback from the rubric to adjust at least one LTE or Learning Expedition unit per year per grade to enhance the real-world applications of learning and/or experiences in imagination, exploration, and immersion. The feedback and adjustments to units will be store digitally in a shared drive.</td>
</tr>
</tbody>
</table>

### Amendments

<table>
<thead>
<tr>
<th>Date</th>
<th>Amendment Requested</th>
<th>Pending or Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/29/2020</td>
<td>The Board of Trustees of Old Sturbridge Academy Charter Public School accepted the recommendation of management to make a slight change to the leadership model of the school. We have adopted a Principal and Vice Principal/Director of Special Education model. In the new structure, only the Principal reports to the Executive Director.</td>
<td>Approved</td>
</tr>
<tr>
<td>1/29/2020</td>
<td>Old Sturbridge Academy Charter Public School (OSACPS) seeks to add up to two faculty representatives to the Board of Trustees.</td>
<td>Approved</td>
</tr>
<tr>
<td>1/29/2020</td>
<td>OSACPS seeks to amend its indemnification clause (Article VII in the Bylaws) to more accurately adhere to the guidelines described in the</td>
<td>Approved</td>
</tr>
</tbody>
</table>

Commented [5]: Mr. McGrath: Earlier change to bylaws?
Commented [6]: Mr. Donahue: Between years 1 and 2.
Department’s Indemnification Provisions Guidance form, and is consistent with M.G.L. c.258, particularly M.G.L. c.258, § 9. These changes to our Bylaws will be effective upon the approval of the Commissioner.

1/29/2020  The Board of Trustees of OSACPS seeks to amend the existing Bylaws to the proposed Bylaws.  Approved

**Criterion 2: Access and Equity**

**Enrollment:** The successes of the school’s Recruitment and Retention Plan in regard to enrolling a demographically comparable population during the charter term (since July 2016) have been that we have been higher than our GNT for students with disabilities, Economically Disadvantaged, and English Language Learners. Our enrollment numbers for our special education population has increased annually since 2016 because when we initially opened we had a cohort of students in K-3 who were underidentified in their districts. Further, families of students with disabilities have noted our success with their children. In regards to economically disadvantaged and English Language Learners, we ensure that through the recruitment process we provide materials in multiple languages and engage outreach in all sending communities. We currently do not have challenges meeting our enrollment targets.

**Website - Special Education and ELL Programming:** As noted above, our mission is to ensure that we provide quality education for ALL learners and maintain open communication with these learners and their families. You can access materials on our website here:

- ESL Programming on website: [https://www.osacps.org/important-information-for-parents--guardians.html](https://www.osacps.org/important-information-for-parents--guardians.html)

**Website - Languages Other than English:** We have families that speak languages other than English and Spanish. Annually we conduct outreach to all families to understand translation needs and to do requests have been in English and Spanish only. You can access translation of our website into Spanish here: [https://www.osacps.org/sobre-la-escuela.html](https://www.osacps.org/sobre-la-escuela.html)

**Attrition Data and Stability Rates Over the Past Four Years:** Review of the attrition data for our school using the comparison index indicates that over the past four years we have been lower than the third quartile of comparison schools for all students.

In regards to attrition data for subgroups:

- **English Learners:** In 2017 and 2018 we didn’t have enough data to compare. We are lower in 2019 and 2020 than our comparison schools, but we are higher than our comparison schools in 2021. This is the only area that we are higher than our comparison schools. The analysis of this data indicates that we have exited a large number of English Language Learners from the program due to reaching the threshold which has resulted in us having a higher attrition rate. These students have stayed enrolled in our school.
- **High Needs:** In 2017 and 2018 we didn’t have enough data to compare. In 2019, 2020, and 2021 we are lower than the third quartile of comparison schools.
- **Low Income:** In 2017 and 2018 we didn’t have enough data to compare. In 2019, 2020, and 2021 we are lower than the third quartile of comparison schools.
- **Students with Disabilities:** In 2017 and 2018 we didn’t have enough data to compare. In 2019, 2020, and 2021 we are lower than the third quartile of comparison schools.
Review of the stability data for our school using the comparison index indicates that over the past four years we have been higher than the first quartile of comparison schools for all students.

In regards to stability data, for subgroups:

- **English Learners:** In 2017 we didn’t have enough data to compare. In 2018-2021, we are higher than the first quartile of comparison schools.
- **High Needs:** In 2017 we didn’t have enough data to compare. In 2018-2021, we are higher than the first quartile of comparison schools.
- **Low Income:** In 2017 we didn’t have enough data to compare. In 2018, we were higher by 0.4 than our comparison schools. In 2019-2021, we are lower than the first quartile of comparison schools. Review of this data indicates that we have been adding a grade level over each year and our new incoming kindergarten students have had less students who are identified as low income year over year. We have been working to recruit this population of students for our kindergarten class including partnership with Head Start organizations in Southbridge and Webster.
- **Students with Disabilities:** In 2017, we didn’t have enough data to compare. In 2018 and 2019 we were lower than the first quartile. In 2020 and 2021, we are higher than the first quartile. From 2018-2021, we have doubled this number.

**Suspension, Emergency Removal, and Expulsion Data:** There are no anomalies for our school for all students and for subgroups of students.

**Equal Rights of Access:** OSACPS believes that all students can learn, regardless of ethnicity, socioeconomic status, family background, race, disability, or state of health. OSACPS will provide an inclusive, relevant, and rigorous program to all students including special education services to all eligible students in compliance with state and federal regulations, including the Individuals with Disabilities Education Act (IDEA), No Child Left Behind Act (NCLB), Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act (ADA), and Family Education Rights and Privacy Act (FERPA). Through our partnership with EL Education, we will utilize resources to enhance learning for all students, with proven approaches for supporting diverse learners.

Our educational program will result in high academic achievement and mastery of knowledge, skills, and experiences that ensure college and career readiness for our anticipated student population. Our unique partnership with Old Sturbridge Village provides students with real world experiences and equal access for all learners to College and Career Readiness programming within the classroom and within the village. In addition, our partnership with EL Education provides our educators with access to high quality professional learning and curriculum materials developed with an eye for equity and inclusion. For example, the EL Core Instructional Practices include research based strategies to support language acquisition for ELLs within core classes. In addition to core content, our school utilizes CREW which allows students to build peer-to-peer relationships and develop social emotional learning skills. Further, we utilize a full inclusion academic model in alignment to our mission with the goal of mainstreaming as many students as possible. This model includes supports within the classroom, differentiated instruction, students engaging in self directed learning, and making real world connections.

Through our Student Teacher Assistance Team, we regularly analyze student performance and SEL data to monitor student progress and provide academic and SEL interventions. This process has resulted in no students being retained to date.

**Criterion 3: Compliance**
Based upon the recent tiered focus monitoring in English Language Learners and Special Education, as well as years one and two site visits, our school is in compliance in terms of its charter and applicable state and federal regulations.
## Criterion 4: Dissemination

<table>
<thead>
<tr>
<th>Best Practice Shared</th>
<th>Vehicle for Dissemination (describe the method, format, or venue used to share best practices)</th>
<th>Who at the school was involved with the dissemination efforts? (Title)</th>
<th>With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)</th>
<th>Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hosted other educators at the charter school to share Student-Led Conferences (SLCs) process as well as resources and programs developed at the charter school</td>
<td>Host visitors to observe winter SLCs in progress with students, teachers, and families</td>
<td>Principal</td>
<td>Southbridge Public Schools Director of Elementary Education, Coaches</td>
<td>This visit was postponed and not able to be rescheduled due to the school building closure. The principal and SPS director have met and looked at recorded examples of SLCs, focusing on fifth graders. We will reschedule during the 2020-2021 school year.</td>
</tr>
<tr>
<td>University partnerships</td>
<td>Introduce courses taught at Old Sturbridge Village to meet the ongoing educational and professional development needs of regional schools and teachers.</td>
<td>Executive Director and Principal</td>
<td>Regional districts (Dudley-Charlton Regional School District; Monson Public School District; North Brookfield Public School District; Palmer Public School District; Quaboag Regional School District; Southbridge Public School District; Spencer-East Brookfield Regional School District; Tantasqua Regional/School Union 61 Districts; Webster Public School District)</td>
<td>Worked with Lesley University to investigate local/regional need for teacher education. Developed a plan to recruit and enroll students in OSACPS-based M.Ed. programs in 2020-2021</td>
</tr>
</tbody>
</table>

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**Commented [10]:** Dr. Denault: Any additional times OSA hosted observations?


**Commented [12]:** Ms. Rivas: Any activities specific to the pandemic? Mr. Donahue: Not related to dissemination. The pandemic slowed down dissemination activities.

**Commented [13]:** Ms. Boisvert: Village or Academy? Mr. Donahue: Refers to Lesley partnership with the Village.

**Commented [14]:** Mr. McGrath: Add number if participants if known.
<table>
<thead>
<tr>
<th>Project Area</th>
<th>Description</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics education</td>
<td>Partner with the Museum Education Department at OSACPS to develop standards-based civics curricula for MA and RI fifth and eighth graders.</td>
<td>Director of Education at Old Sturbridge Village Principal, lead teachers for grades 5-6</td>
</tr>
<tr>
<td>OSA Replication - Worcester</td>
<td>Convene interested parties to explore the possibility of replicating the OSA model in Worcester, MA with a local museum partner.</td>
<td>Executive Director EcoTarium, Worcester Art Museum</td>
</tr>
<tr>
<td>OSA Replication - Rhode Island</td>
<td>Partner with Coggeshall Farm Museum to develop a proposal to replicate the OSA model in the Providence, RI area</td>
<td>Executive Director Coggeshall Farm Museum, about 12 community-based volunteers and partners, including New England Institute of Technology</td>
</tr>
</tbody>
</table>
Academic Program Success

Criterion 5: Student Performance

In order to provide evidence of our school’s performance and progress related to the school’s academic success, we align to the values of our organization around student achievement. Namely, we measure student achievement in three ways: mastery of knowledge and skills, character, and high-quality work.1

- **Mastery of Knowledge and Skills**
  We ensure that curriculum, instruction, and assessments are rigorous, meaningful, and aligned with standards. We use meaningful data for both teachers and students to track progress towards learning goals. We engage all students in daily lessons that require critical thinking about complex, worthy ideas, texts, and problems. The assessment tools we use are MAP, iReady, EL Education’s benchmark assessments, EL Education’s module performance tasks, end of unit assessments, where applicable assessments aligned to students’ IEP goals and/or language acquisition goals.

- **Character**
  We elevate student voice and leadership in classrooms and across the school. Our 5 habits of character (courage, collaboration, stewardship, perseverance, high-quality work) are visible across the school and in daily instruction. We model a schoolwide culture of respect and compassion. We prioritize social and emotional learning, along with academic learning, across the school. The assessment tools we use are habits of character benchmarking, iReady factors of learning growth mindset/confidence/productive strategy/self regulation, and where applicable assessments aligned to students’ IEP goals.

- **High-Quality Work**
  We design tasks that ask students to apply, analyze, evaluate, and create as part of their work. We use models of excellence, critique, and multiple drafts to support all students to produce work of exceptional quality. We connect students to the world beyond school through meaningful fieldwork, expert collaborators, research, and service learning. We measure this through rubrics, performances, checklists, presentations, conferences, exhibits, displays, and documentation panels.

We analyze data in cycles to foster a continuous cycle of improvement and high achievement to inform our teaching and student learning.2 Each fall, winter, and spring we follow a data cycle: organize for collaborative work, build assessment literacy, create data overview, dig into student data, examine instruction, develop action plan, plan to assess progress, act and assess. This analysis becomes part of our yearly rhythm as we move from short-term interventions to long-term action plans.

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1. [https://eleducation.org/resources/el-dimensions-of-student-achievement-in-el-schools](https://eleducation.org/resources/el-dimensions-of-student-achievement-in-el-schools)

2. [https://datawise.gse.harvard.edu/](https://datawise.gse.harvard.edu/)
We disaggregate data to hone in on equity. We break down data into smaller parts in order to learn about the performance, opportunities, and outcomes of specific student groups' populations. For example, we may look at the data from a single sending district.

We engage stakeholders so that every child is known well. We believe in a culture of engagement and achievement in which all students and adults believe that effort and reflection lead to academic growth and high-quality work (EL Core Practice 27).

- **Educators** - We use multiple methods of formative and summative assessment to track students’ progress toward academic learning targets and character. We continually analyze quantitative and qualitative evidence of student performance to inform our instruction.
- **Students** - We use assessment practices that position students as leaders of their own learning. Our students can articulately communicate their areas of strength and growth. Our students learn to reflect deeply and concretely on their own performance data, assess their own learning, use feedback from peers and teachers, and set goals for achievement.
- **Parents and Caregivers** - We utilize assessment practices that position students to partner with their parents and/or caregivers to communicate their areas of strength and growth. Further, this allows them to come together as a team in partnership with the educator to determine next steps driven by the student.
- **Board members** - Board members engage in a 30,000 foot view every trimester on student achievement and disaggregate based upon student subgroups to ensure students are on track.

**Schools Progress Made in Student Achievement During Charter Term:**

**Statewide Assessments Links:** We utilize the following links to analyze our statewide assessment data.

- **2018**
  

- **2019**
  

**Non-Statewide Assessments:** For the 2019-2020 and 2020-2021 school years, we have continued to monitor non-statewide assessments as part of our larger process of continuous improvement outlined above. The following are high level excerpts from these tools:

**Academic - MAP BOY/MOY/EOY SY 2019-2020 AND SY 2020-2021** - We have utilized MAP for each year in addition to state testing to provide more regular data checkpoints for ourselves as educators and for our students to support the process outlined above. The following chart outlines high level data for the SY 2019-2020 and SY 2020-2021 by grade level for BOY and EOY, please note we also engage in a MOY assessment cycle.

**SY 2019-2020 MAP Results Math**

| Grade Level | BOY | MOY*  
|-------------|-----|------
|             | High % | High Average % | Average % | Low Average % | Low % | High % | High Average % | Average % | Low Average % | Low % |

(*)Please note no EOY due to COVID)
### SY 2020-2021 MAP Results Math

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>BOY</th>
<th>EOY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High %</td>
<td>High Average %</td>
</tr>
<tr>
<td>K</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td>1</td>
<td>23%</td>
<td>43%</td>
</tr>
<tr>
<td>2</td>
<td>18%</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>15%</td>
<td>18%</td>
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<tr>
<td>4</td>
<td>23%</td>
<td>25%</td>
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<tr>
<td>5</td>
<td>8%</td>
<td>25%</td>
</tr>
<tr>
<td>6</td>
<td>13%</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Note:** For MAP Growth K–2 tests, scores from before July 24, 2020 should not be compared with scores after that date. For the 2020–2021 school year, only measure growth from MAP Growth K–2 tests from fall 2020 and after. See the MAP Growth K–2 Scale Maintenance FAQ to learn more.

### SY 2019-2020 MAP Results Reading

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>BOY</th>
<th>MOY*</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

(*Please note no EOY due to COVID)
### SY 2020-2021 MAP Results Reading

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>BOY</th>
<th></th>
<th></th>
<th></th>
<th>EOY</th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>High %</td>
<td>High Average %</td>
<td>Average %</td>
<td>Low Average %</td>
<td>Low %</td>
<td>High %</td>
<td>High Average %</td>
<td>Average %</td>
</tr>
<tr>
<td>K</td>
<td>15%</td>
<td>41%</td>
<td>33%</td>
<td>10%</td>
<td>0%</td>
<td>28%</td>
<td>35%</td>
<td>23%</td>
</tr>
<tr>
<td>1</td>
<td>40%</td>
<td>30%</td>
<td>23%</td>
<td>8%</td>
<td>0%</td>
<td>50%</td>
<td>25%</td>
<td>13%</td>
</tr>
<tr>
<td>2</td>
<td>33%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
<td>30%</td>
<td>26%</td>
<td>31%</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>45%</td>
<td>10%</td>
<td>18%</td>
<td>13%</td>
<td>15%</td>
<td>43%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>18%</td>
<td>23%</td>
<td>18%</td>
<td>30%</td>
<td>13%</td>
<td>10%</td>
<td>28%</td>
<td>23%</td>
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<tr>
<td>5</td>
<td>43%</td>
<td>28%</td>
<td>18%</td>
<td>8%</td>
<td>5%</td>
<td>33%</td>
<td>33%</td>
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<td>6</td>
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</tbody>
</table>

Note: For MAP Growth K–2 tests, scores from before July 24, 2020 should not be compared with scores after that date. For the 2020–2021 school year, only measure growth from MAP Growth K–2 tests from fall 2020 and after. See the MAP Growth K–2 Scale Maintenance FAQ to learn more.
Academic - IReady BOY/MOY/EOY Math Diagnostic SY 2020-2021 - In addition to MAP, we wanted another data point to triangulate student progress and create individualized lessons based upon student needs. The following outlines high level data by grade level for each of our testing windows this year. In teams, we analyze this data at the classroom and student level.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>BOY Tier 1</th>
<th>BOY Tier 2</th>
<th>BOY Tier 3</th>
<th>MOY Tier 1</th>
<th>MOY Tier 2</th>
<th>MOY Tier 3</th>
<th>EOY Tier 1</th>
<th>EOY Tier 2</th>
<th>EOY Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>15%</td>
<td>85%</td>
<td>0%</td>
<td>38%</td>
<td>62%</td>
<td>0%</td>
<td>57%</td>
<td>43%</td>
<td>0%</td>
</tr>
<tr>
<td>1</td>
<td>8%</td>
<td>85%</td>
<td>8%</td>
<td>28%</td>
<td>73%</td>
<td>0%</td>
<td>46%</td>
<td>54%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>13%</td>
<td>70%</td>
<td>18%</td>
<td>20%</td>
<td>73%</td>
<td>8%</td>
<td>27%</td>
<td>68%</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>5%</td>
<td>65%</td>
<td>30%</td>
<td>10%</td>
<td>78%</td>
<td>13%</td>
<td>38%</td>
<td>54%</td>
<td>8%</td>
</tr>
<tr>
<td>4</td>
<td>3%</td>
<td>80%</td>
<td>18%</td>
<td>18%</td>
<td>70%</td>
<td>13%</td>
<td>30%</td>
<td>63%</td>
<td>8%</td>
</tr>
<tr>
<td>5</td>
<td>3%</td>
<td>75%</td>
<td>23%</td>
<td>8%</td>
<td>68%</td>
<td>25%</td>
<td>15%</td>
<td>67%</td>
<td>18%</td>
</tr>
<tr>
<td>6</td>
<td>8%</td>
<td>67%</td>
<td>26%</td>
<td>21%</td>
<td>62%</td>
<td>18%</td>
<td>19%</td>
<td>69%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Academic - EL Benchmark and EL Module Performance Assessment SY 2019-2020 and SY 2020-2021- This ELA assessment supports us in reviewing students reading proficiency markers and is utilized in addition to MAP to provide a deeper level of analysis.

**SY 2019-2020 EL Benchmark Results**

<table>
<thead>
<tr>
<th>Grade</th>
<th>EL Benchmark Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**SY 2020-2021 EL Benchmark Results**

<table>
<thead>
<tr>
<th>Grade</th>
<th>EL Benchmark Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
SEL - Habits of Character Benchmark SY 2019-2020 and SY 2020-2021 - Educators utilize a Habits of Character tracker in partnership with students to support character development throughout the school year. Every level team reviews data from the tracker monthly and the school leadership team reviews cross school. Students utilize this data to reflect during their student led data conferences. Students must analyze their own data during these conferences.

Sample Habits of Character Data Tracker (1st Grade)

Name ________________________________

Tracking Our Habits of Character

This month, I am focusing on...

- courage
- collaboration
- high-quality work
- perseverance
- stewardship

This week, I feel...

I can continue to work on this Habit of Character by...

Sample Habits of Character Data Tracker (5th Grade)
Your Name: __________________________
Subject: ______________________________
Date: ________________________________

Directions: Rate yourself on your use of the Way of the Ox.

Act with **INTEGRITY**.

<table>
<thead>
<tr>
<th>Habit of Character</th>
<th>Courage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Emerging - 1</td>
</tr>
<tr>
<td>Did I ask for help?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developing - 2</td>
</tr>
<tr>
<td>Did I share my thinking with others?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Succeeding - 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Habit of Character</th>
<th>Perseverance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Emerging - 1</td>
</tr>
<tr>
<td>Did I grapple with my work before stopping?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developing - 2</td>
</tr>
<tr>
<td>Did I make progress towards the Learning Target?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Succeeding - 3</td>
</tr>
</tbody>
</table>
Learning Acceleration Planning for 2021-2022 School Year: It is important to note that as a school community we decided to return to school in September of this school year. This decision was made in partnership with community members, families, students and staff as a way to mitigate potential learning loss. There were a small number of families who chose to opt in for remote learning for the entire school year. We will continue to have scope and sequences that align to grade level standards as well as an RTI program where we identify gaps in student learning and create individualized intervention plans. Our model is to accelerate not remediate. Our expectations will continue to be students having access to grade level, worthy tasks throughout the year. In the summer, we are offering 21st century programming for additional supports for those students who have had interrupted learning and will extend into next school year.

Our reentry plan included a focus upon trauma informed practices for staff and students due to the nature of the impact of the pandemic upon our community. Examples of strategies utilized included: our students with disabilities and English Language Learners, our plan for acceleration includes:

- Educational Leadership-Trauma-Informed Teaching Strategies
- Lesley University-Trauma-Sensitive School Checklist
- Delta Consultants, Providence Rhode Island
- Mindfulness Consultant-Wendy O’Leary

Our planning for learning acceleration is based upon research from the following sources:

- DESE’s Acceleration Roadmap
- Responding, Recovering, and Reinventing: Three Jobs that Matter for School Communities Navigating a COVID World (Transcend)
- Leaps for Equitable 21st Century Learning
- Retention and Social Promotion
- What Post-Katrina New Orleans Can Teach Schools About Addressing COVID Learning Loss
- Planning for Unfinished Learning Session Curriculum Associates
- TNTP Learning Acceleration Guide
- Priority Instructional Content in ELA/Literacy and Mathematics
- TNTP Planning for Summer School in 2021
- Accelerating Learning as We Build Back Better
- The Science of Reading
- Higher Education - Teaching After the Pandemic, What Innovations are Worth Keeping?
- Discovery Ed: Acceleration Learning Guide
- Achieve the Core Addressing Unfinished Learning
- USDOE: Reopening Guide Version 2
Criterion 6: Program Delivery

Key Indicator 6.1: Curriculum

OSACPS has year long curriculum maps for each of its courses, finalized prior to the start of each academic year, aligned to state standards. In development of the curriculum maps, units of study, and daily lessons the faculty utilize the EL Core Practices centered upon curriculum development. A founding principle of EL Education is that curricular resources and opportunities to engage with those resources align to the full breadth and diversity of the student population served. The following are key EL Core Practices currently in use with the team:

EL Core Practice 1: Choosing, Adopting, and Enhancing Curricula - This core practice outlines the belief that “When districts or schools choose published curricula, they do so in order to give all students access to challenging content and engaging lessons that prepare them for college, careers, and global citizenship. Classrooms are dynamic systems that require responsiveness and flexibility.” Our school has adopted the following curricula:

- ELA - EL Education ELA Curriculum
- Math - Math In Focus

EL Core Practice 8: Designing Projects and Products AND EL Core Practice 9: Designing Learning Expeditions: “EL Education defines a project as not just the tangible product resulting from learning, but as the series of classroom lessons, discussions, labs, work sessions, student research, and fieldwork that provide an in-school structure for teaching core skills and content.” This systematic approach to project development is utilized in both science and social studies, specifically we follow the Massachusetts curriculum frameworks for both content areas and students have the opportunity to have expeditions and/or stand alone projects to address standards connected to these frameworks. These expeditions are a unique feature of all EL schools and afford our students the opportunity to have the standards come to life and “involve students in original research, critical thinking, and problem solving, and they build character along with academic skills. All learning expeditions explicitly focus on building literacy skills particularly in reading and writing nonfiction text and writing from evidence.”

EL Core Practice 10: Planning Effective Lessons “Lessons are the building blocks of all curricular structures in the EL Education model. Whether planning a single lesson or a series of lessons, teachers attend to how the lessons sit in the larger arc of curriculum. They carefully craft a beginning, middle, and end, regardless of lesson type. By attending to each lesson with care, teachers ensure that all students are challenged, engaged, and empowered and can transfer their understanding to new contexts. They also give students opportunities to develop and demonstrate Habits of Character.”

The team utilizes these EL Core Practices within our daily, weekly, monthly, and quarterly structures to support a cycle of continuous improvement within curriculum development and implementation. We work collaboratively to ensure alignment to state standards, as well as aligned vertically between grades and horizontally across grade level classrooms. Through EL we engage in a mid year review and at the end of the year an implementation review to ensure quality of our curriculum.

Key Indicator 6.2: Instruction

OSACPS ensures that students are provided with high quality instruction through our use of a common definition of quality instruction outlined by EL Education in the Core Practices 11: Delivering Effective Lessons - “In the EL Education model, teachers engage students in meaningful and productive work throughout the class period. When delivering lessons, teachers create purpose and build curiosity for students. They use classroom management techniques that promote equity and create a respectful, active, collaborative, and growth-oriented culture. They make time to confer with students and are aware of each
student’s level of understanding and participation. Teachers use practices that ensure all students grapple with challenging content. Teachers foster character by building positive relationships with students and inspiring each student to develop craftsmanship, perseverance, collaborative skills, and responsibility for learning. They promote critical thinking by asking that students make connections, perceive patterns and relationships, understand diverse perspectives, supply evidence for inferences and conclusions, and generalize to the big ideas of the discipline studied."

Beyond this overarching belief about high quality instruction, the team utilizes the EL Core practices connected to core content areas around what high quality instruction means within content. These include:

- EL Core Practice #13: Teaching Reading Across the Disciplines
- EL Core Practice #14: Teaching Writing Across the Disciplines
- EL Core Practice #15: Teaching Mathematics
- EL Core Practice #16: Teaching Science
- EL Core Practice #17: Teaching Social Studies
- EL Core Practice #18: Teaching In and Through the Arts

Currently, the school has engaged a design team of a cross section of stakeholders: parents, students, teachers, community partners, and school leaders to plan and design the expansion to high school. During this work, the team reviewed the EL Core Practice documents and current literature around culturally responsive and sustaining education through Zaretta Hammond’s work, Universal Design for Learning Equity and Access, and the Nellie Mae Racial Equity and Student Centered Learning Framework. They then met as a team to define: “What is high quality instruction?” and the following outlines a list of the core tenants. These expository how the larger school community holds these instructional practices as core tenants based upon high expectations for all learners and a reflection of the importance of cultural proficiency.

- Holds a culturally responsive mindset
- Challenging and rigorous
- Includes an integration of social-emotional learning
- Student-centered and grounded in meaningful relationships
- Interdisciplinary
- Multiple approaches to teaching and learning
- Commitment to lifelong learning (and model this)
- Fosters a community of learning
- Builds on character and academics
- Students are partners in teaching and learning process
- Prepares students for college and career readiness
- Experiential and brain-based
- Engaging and motivating
- Accessible and inclusive
- Maximizes opportunities for student voice, critical thinking, and leadership
- Metacognitive and reflective
- Fosters collaboration
- Promotes equity
- Builds craftsmanship and museum-quality work
- Fosters revision and evaluation
- Provides authentic opportunities for practice and application of learning
- Relevant to student experiences and community
- Engagement:(NOT work being done to students, work being done with students)
  - Create work
  - Read, think, talk, write process
  - Revising
OSACPS utilizes a variety of systems to support all educators in enacting this vision of instruction. Educators engage weekly in professional development aligned to our annual priority areas (for example this year the focus priorities were: deeper instructional practices, utilizing restorative and responsive instructional practices, providing students an opportunity to grapple with complex texts/problems and concepts). The leadership team then engages in learning walks aligned to these areas and the recent strategies reviewed and analyzed by the teams to look for trends in implementation across the school. Our instructional leadership team meets bi weekly to review the data from the learning walks to inform upcoming professional development.

**Key Indicator 6.3: Assessment and Program Evaluation**

OSACPS’s approach to assessment is based on the following core principles:

1. Assessment is used to inform instruction and to engage, support and hold students accountable for rigorous learning;
2. Learning Targets (LTs) inform the school’s formative and summative assessment practices and provide structure for the communication of progress to all stakeholders;
3. Academic performance assessment measures student proficiency of specific LTs. Habits of Scholarship are evaluated separately from LTs;
4. Teachers assess student learning on a daily basis through formative assessment practices;
5. Students have multiple ways in which to demonstrate proficiency of LTs; a mixed assessment approach that includes traditional exams, project-based assessments, Student Led Conferences, and Portfolios Presentations ensure that all students can demonstrate proficiency;
6. Students have ongoing opportunities to demonstrate proficiency; students who do not are provided with additional instruction and support until they can do so;
7. Students are engaged in the assessment of their own learning;
8. Students support the learning of their peers;
9. Teachers use high-quality assessments of learning. Summative assessments measure student progress toward specific targets;
10. Teachers use ongoing interim assessment data to modify curriculum and tailor instruction throughout the year.

These core principles have supported students in being the owners and drivers of their own learning through a comprehensive assessment system. The following EL Core Practices drive this system:

- **EL Core Practice #27:** Cultivating a Culture of Engagement and Achievement
- **EL Core Practice #28:** Crafting and Using Learning Targets
- **EL Core Practice #29:** Checking for Understanding in Daily Instruction
- **EL Core Practice #30:** Using Assessments to Boost Student Achievement
- **EL Core Practice #31:** Communicating Student Achievement

Further, this information has supported us as a school community to engage in a process of continuous improvement. Specifically, we analyze the impact of instructional practices upon the learning of our young people. EL Education Partners definition of achievement outlined above of: mastery of knowledge and skills, character, and high-quality work center this work and utilizes this to credential the school to continue to be part of the EL network. Through the credentialing process we track progress towards ambitious goals for student achievement and teacher practice.

**Examples of Assessment Utilized:**
NWEA: Our analysis of NWEA data in concert with localized coaching has supported a process of continuous improvement at the classroom, grade level, and whole school level. Through the use of the various reports in NWEA, we have reviewed Student Progress Reports, Class Breakdown by RIT (Rasch Unit), and Student Growth Summaries. These include absolute scores, within year student gains/losses, and year-to-year student gains/losses, and trends determined by longitudinal analysis. Our particular focus is on the growth model (to quantifiably measure a student’s growth in relation to his/her peers from year to year) along with EL’s growth mindset (our school believes and communicates that all students are capable of high academic achievement).

Curriculum Embedded Assessments: Further, teachers are expected to utilize curriculum embedded assessments to identify any student gaps or challenges and to provide immediate support to prevent students from falling behind. In addition, teachers check for understanding daily to monitor student progress over time, and student-centered coaching cycles are utilized to ensure that teachers receive support to respond effectively to assessment information about each student. Many of these assessments (especially within the literacy and math curriculum) are already created through EL modules and the Math curriculum Product.

Expedition Products: In addition, as part of our unique village-centered Expeditions, we utilize Expedition products as another opportunity for students to demonstrate their learning. Expedition products are analyzed for standards alignment with cross references across disciplines. As indicated in the core principles, Learning Targets form the foundation for both assessment for learning (formative) and assessment of learning (summative), and communicating these results to teachers, parents, and the board. Furthermore, Learning Targets play an integral role in using assessment to engage, support, and hold students accountable for rigorous learning.

Interim Assessments: Interim Assessments are utilized to gauge student progress on specific Learning Targets and to identify trends to inform instructional planning. We utilize the NWEA’s MAP and MPG interim assessments for ELA and Math every six weeks. These internally developed assessments are further complemented and calibrated against nationally normed assessments from Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP).

F&P BAS: Additionally, to benchmark literacy instruction, F&P BAS are used for a targeted population of students who benefit from extensive literacy instruction in the early grades. This assessment system provides the school with national, normed-based data which allows us to benchmark students’ progress as the data drives small group and differentiated instruction. Though each test has its own data, the purpose of this information is to remediate academic gaps and accelerate student learning.

Student-Engaged Assessments: Portfolios, Student Led Conferences, and Portfolio Presentations: Teachers support students in reflecting on and archiving their high-quality work at all grade levels throughout the year in portfolios. Students use that work to reflect on and/or demonstrate their progress. The work in students’ portfolios is linked to standards-based long-term Learning Targets and to the Habits of Scholarship established with the Expeditionary Learning school designer. Archived work can range from drafts of a writing sample to museum-quality Expedition products. The purpose of these portfolios is to gather evidence to use in Student Led Conferences and Portfolio Presentations that show student growth, mastery, and high-quality work. A unique feature that replaces the traditional, adult-driven conference is a Student Led Conference (SLC). Students become leaders of their own education as they select pieces of work based on specified criteria to share at quarterly SLCs. During these conferences, students reflect on the progress they have made in relation to specific Learning Targets and set goals for the future. During these conferences, students outline the specific ways their parents, Crew leaders, and teachers can support in monitoring their progress towards the goals they have set. Furthermore, the articulation of these conference goals by the students empowers them as learners. SLCs,
themselves, are graded based on a rubric and become integrated into the grading system as a form of assessment. Students are given feedback on their quarterly presentations as they master the format.

**Process of Data Analysis:**
As discussed by Schmoker, we utilize essential elements of a school culture that uses data effectively for student achievement and school improvement. School leaders and teachers establish a safe data culture, as shared ownership of the data occurs. This practice is consistent with EL and is exhibited through the use of language such as “our students and our data”, thereby sharing responsibility. This culture is achieved through the curation of data walls, data galleries, and interactive data walls. Our ultimate goal has been to look at student achievement through multiple assessments and have informed discussions about how to support all of our students. During common planning time and bi-monthly data meetings with the Principal and/or DSS, we engage in ongoing data inquiry and analysis to ensure a rigorous management of the data process that focuses on student growth, per EL Core Practice 20 utilizing protocols provided by National School Reform Faculty that foster shared leadership and collaborative work. The flow of our work follows a cycle: organize for collaborative work, build assessment literacy, create a data overview, dig into student data, examine instruction, develop action plans, plan to assess progress, and finally, act and assess. Specifically, these action plans have authentic language (“If we…then students will…”) and articulate supports from faculty actions, structure and leadership actions, ELL and Special Education support and services, as an accountability for monitoring progress.

**Key Indicator 6.4: Supports for All Learners**
Our vision is for all children with disabilities to reach their full potential through a student centered, individualized education system using a collaborative and supportive model. We believe in leading collaboration between schools, families, and communities to create inclusive education that ensures student success and growth, and equity of special education and related services at OSACPS. We implement effective specialized instruction using research based curriculum and assessment to accelerate special education learning. Our unique partnership with the Village allows for opportunities for our learners to connect standards to real world connections and learn at their own pace. We utilize licensed staff to provide targeted services to students with safety nets in place to prevent retention.

We utilize the **EL Core Practice #19: Differentiation of Instruction** to ensure that we meet the needs of each learner. This practice specifically states, “in the EL Education model, differentiation is a philosophical belief and an instructional approach through which teachers proactively plan instruction to capitalize on students’ varied assets and meet students’ varied needs based upon ongoing assessment. Teachers differentiate for students with disabilities, for advanced learners, for English language learners, and for students whose differences are not formally evaluated but have been identified through informal learning and interest inventories.” The faculty believes in the unlimited potential of each learner and positions itself as needing to utilize a wide toolkit of strategies to support each learner in his/her individualized needs in each content area. Beyond differentiation, the community is structured to support three specific groups of learners: English Language Learners, Students with Special Needs, and Economically Disadvantaged Youth, see below for more details.

**English Language Learners:** OSACPS is committed to serving culturally and linguistically diverse children who may speak an additional home language, or may need support in learning English. We are dedicated to providing English language support services for these students to acquire English language skills in a hands-on environment. This will be achieved, in part, through our partnership with EL and the unique location at OSACPS, as we create rigorous, real world learning experiences. Our philosophy and approach is aligned to the **EL Core Practice #20: Teaching English Language Learners.**

Students who are ELLs are identified upon enrollment by a Home Language Survey (HLS) that will be given to each family. If a language other than English is identified in the home, the students are assessed for English proficiency in reading, writing, speaking, and listening using the MODEL test, which is the...
initial assessment in the World Class Instructional Design and Assessment (WIDA) consortium. A WIDA classification is given to the student on a scale from 1 to 6 and an instructional program is planned and carried out accordingly. Depending on the level of the student’s classification, one or more of the following methods will occur:

- **Structured English Immersion (SEI):** OSACPS staff instruct students with WIDA classifications of Entering/Developing/Expanding English language learners using the SEI approach. This includes a combination of placement in a regular education classroom using sheltered content instructional strategies, as well as ELL services by a licensed ESL teacher. All ELL services take place with either a pull-out or inclusion model. All classroom teachers are trained in evidence-based, best instructional practices for ELLs and must be SEI endorsed.

- **Sheltered Content Instruction:** Best practices for all English language learners are implemented in the classrooms. These best practices include scaffolding the instruction, using visuals and hands on activities, modifying assignments, preferential seating, differentiated learning centers, and the reinforcement of language through a welcoming and safe environment. Each classroom is rich in literature and informational texts for all reading levels and all teachers are trained in SEI strategies to ensure that the best instructional practices are taking place throughout the curriculum. A licensed ESL teacher is a critical part of the school and support for students, staff, and families.

- **Pull out program:** Students who enter OSACPS with a WIDA classification of Entering/Emerging English learners benefit from additional, intensive English language development and early literacy instruction by following the WIDA standards and Common Core for 2 to 2.5 hours daily. This is taught by a certified ESL teacher trained in WIDA as well as reading, writing, and the OSACPS curriculum. WIDA “Can Do” descriptors are utilized for each student so that the lesson can be differentiated as needed for each child depending on their language classification.

- **Inclusion/Co-teaching program:** Students who are English language learners in the Bridging and Reaching categories remain in the regular education classroom with the benefit of a certified ESL teacher who co-teaches with the SEI endorsed classroom teacher during the service time. Both teachers are trained in the co-teaching model and in the strategies for ELL students and WIDA instruction. During this time, the ESL teacher may group the ELL students to guide them through a reading or writing lesson using leveled readers as well as making sure they have the academic language and vocabulary needed to understand the classroom lesson. The WIDA “Can Do” descriptors are used so the lesson can be differentiated as needed.

**Students with Special Needs** If a student arrives at OSACPS with an existing Individualized Education Program (IEP) from his or her sending district, the Director of Special Education and Student Supports, special education teachers, and the classroom teacher review the documents for implementation. A parent conference is arranged to discuss the present IEP and services that it requires until it is revised or a re-evaluation takes place. The special education teachers are responsible for all students with IEPs and are coached, supported, and evaluated by the Director of Special Education and Student Supports. OSACPS contracts with providers for counseling and psychological services; speech, language, occupational and physical therapy; BCBA; and any other services deemed necessary to meet the needs of the students. These services are under the purview of the Director of Special Education and Student Supports. Regular education classrooms are responsive to all students’ needs using an inclusive model and where there is the capacity to group students to provide individual support and instruction for students in need. Classroom teachers work collaboratively with the special education staff as part of this inclusion model.

OSACPS has an established Parent Advisory Council (PAC) as required by M.G.L. 603 CMR 28.07 (4) to ensure that all parents are well-informed of their and their child’s rights and are collaborative decision-makers.
makers in their child’s educational services. The Parent Advisory Council is an essential part of the school community; parents are engaged as volunteers and active participants in their children’s education.

Our Teacher Assistance Team (hereinafter “TAT”) is utilized to support students who do not have an existing IEP, but who may demonstrate potential support needs. The TAT typically consist of classroom teachers from various grade levels, the school nurse, a special education teacher, the Director of Special Education and Student Supports, and the Principal. Classroom teachers who suspect a need in a student’s level of performance submit the student’s name to the TAT leader, the Director of Special Education and Student Supports. A meeting is scheduled with all staff that interacts with the student to discuss their perceptions of the child and the teacher’s concerns. Information from the different perspectives is shared and results in new ideas for the teacher to implement in the classroom and/or a coordinated plan for intervention. This may involve such steps as having the special education teacher observe the student, adjusting the level or type of scaffolded support for the student, increasing small group skill-based lessons, developing a behavior modification plan, or moving toward a special education referral.

During the period of intervention, with parental permission, additional academic support is provided by the classroom teacher, the special education teacher, or other needed professionals for 6 to 8 weeks. The student’s progress is assessed to determine if he/she has responded successfully to the intervention. If, after the allotted 40 intervention period, the child has not demonstrated growth, then the student will be referred for special education testing.

If the student is found eligible for an IEP based on a disability at his or her team meeting, the IEP Team will collaborate to construct an IEP with appropriate goals and objectives to meet the student’s needs. The IEP will be modified annually to reflect the student’s progress and continued need for services. Reevaluation, with parental consent, will be done every three years. If a student does not qualify for an IEP, then a 504 Plan may be an appropriate course of action. OSACPS will meet the needs of qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973, as amended, even if the student is not eligible as a student with disabilities under federal and state special education laws.

**Economically Disadvantaged Youth:** Based on the work of Eric Jensen, students with economic disadvantages are successful in brain-based environments that include acknowledgment of value, everyone feels cared for, encourage affiliation, accountability, hope of success, orchestrated common experiences, physically safe environment, trust of others, and consistency of structure. Through its staff, curriculum, partnerships with EL and OSACPS, and hands-on school environment, OSACPS provides the support needed for economically disadvantaged students to close the achievement gap.

Federal funding through the Title I program is available for districts with high levels of economically disadvantaged students and for students with academic needs that are not served by special education programs. We utilize Title I funding to support these students who qualify for the program and implement a number of activities and services to meet students’ needs. Through Community Eligibility Provision, all students are provided healthy meals to ensure that they can learn and thrive and at the same time increases the number of students participating by removing stigma. We provide uniforms for families who are identified as economically disadvantaged. We provide access to the museum through free family memberships for OSACPS students. OSACPS has a commitment to closing the achievement gap and providing social and academic skills through community, high-quality work, real-world applications of learning, and imagination, exploration, and immersion.

**Criterion 7: School Climate and Family Engagement**

**Key Indicator 7.1 Safe and Supportive Environment**
OSACPS takes school climate and community as a core of our work. We have worked to build a culture of respect, responsibility, courage and kindness, where students and adults are committed to high-quality work and citizenship. The museum has been an extension of the classroom and serves as an essential part of our school’s culture. EL supported school structures and traditions such as Crew, Daybreak, Town Meetings, exhibitions of student work, Celebrations of Learning, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school, The Village, greater community and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible. The culture reflects our mission: to provide K-8 students with rigorous, real-world learning experiences in a supportive and nurturing school community, helping all students to become reflective inquisitors, articulate communicators, critical thinkers, and skilled problem solvers.

The EL Practices that support our development of a safe and supportive environment are:

- **EL Core Practice #21: Creating a Community of Learning:** This core practice specifically outlines “The EL Education model fosters and celebrates students’ academic growth and character development as inseparable. Members of the school community live up to the spirit of EL Education’s Design Principles on a daily basis and create a school climate characterized by physical and emotional safety, joy in learning, kindness, and positive leadership. All adults in the school communicate clear expectations for student character based on the school’s Habits of Character and model those values in their own practice and interactions. Policies and practices encourage students to become effective learners and ethical people who contribute to a better world. This means leaders, teachers, and students value diversity and work to create a community that is equitable, inclusive, and committed to social justice.” Character Development and academics are intricately intertwined throughout the fabric of our school.

- **EL Core Practice #22: Fostering Habits of Character:** “In the EL Education model, students’ character development is equally as important as producing high-quality work and mastering knowledge and skills. Throughout their educational journey, students are working to become effective learners, ethical people, and contributors to a better world”. Our code of character includes relational character traits and performance character. Many of these traits are those that are instilled and modeled by Village staff through their work with the public, their historical research, as well as their work reproducing artifacts from the village collection. These sustained practices unite our school and the Village communities together. Both the school and the Village demand respect for all. Proactive traditions are implemented consistently to avert bullying and discrimination. Teachers explicitly teach collaborative work, conflict resolution, problem solving, and personal communication skills. We defined performance character through habits of scholarship, which are written as learning targets, assessed (both by students and teacher) and communicated to students and their families separately from academic content. We publicly celebrate students who exhibit strong habits of character in Crew, at Town Meetings, and during Celebrations of Learning.

- **EL Core Practice #23: Building the Culture and Structure of Crew:** EL Education describes this practice as: “In the EL Education model, the tradition of Crew is both a culture and a structure. The term “crew” comes from educator Kurt Hahn, founder of Outward Bound. Hahn’s quote “We are crew, not passengers, strengthened by acts of consequential service to others” inspired the EL Education motto, “We are crew.” The culture of crew impels all members of a school community to work together as a team, to pitch in, to help others. Staff and students help their colleagues and peers get up the mountain together—individual success is not enough. The structure of Crew—daily meetings to support everyone’s learning and growth—makes time for students to build meaningful relationships with peers and their Crew leader, to reflect on and monitor academic progress, and to focus on character development. Crew is also an engine for equity and inclusion, a place where all students feel they belong and can succeed. Crew leaders strategically plan Crew
meetings to address and assess these multiple goals. Other school structures can also help build crew culture and ensure that every student is well known and supported by peers and adults (e.g., community meetings, mentoring, peer counseling, restorative justice work, apprenticeships). The culture of crew extends beyond the school walls to relationships with families and community members.” At OSACPS relationships between students and the Village communities are fostered through mentorships and apprenticeships (through Learning Through Experience (LTE) programs and Learning Expeditions) and internships. These experiences help students accumulate work experience, learn about job and career prospects, and create opportunities for students to master a craft or discipline.

School discipline is framed in terms of self-discipline and becoming a self directed learners. All members of our school community commit to a code of character that lists positive dispositions of character rather than behavioral rules. Student misbehavior is treated as a learning opportunity for both students and teachers. Consequences are logical, consistent, and clearly communicated. The code of character is discussed daily in Crew, in lessons, and during Village experiences. Students are publicly affirmed and celebrated for displaying positive habits and held accountable for breaking them. The publication “Management in the Active EL Classroom and Rules in School” guides professional development to support all educators in learning effective practices to uphold these values around character. These proactive approaches outline teacher presence, norms, routines, communication, and collaboration for student behavior management. Teachers use body language, such as proximity and nonverbal hand signals to redirect students. Classroom norms are developed by students and then posted in classrooms as the foundation and reference point for future conversations about interactions among students and between students and teachers.

Suspensions are kept at a minimum in our school due to the process of a continually focus on character and the use of low level interventions in the classroom focusing upon:

- Anticipating behavior before it happens and addressing it proactively
- Accentuating positive student behavior and drawing as little attention as possible to negative behavior
- Issuing logical consequences when possible and delivering them with empathy
- Issuing consequences as soon as possible after the offense has occurred

Students are only referred to administration if they have severe negative behavior or repeated minor misbehaviors. The process of restorative practice is used in such cases to support the student in thinking through his or her choices and any potential damage it caused to the community and then reflecting upon how to make amends to the community.

Key Indicator 7.2 Family Engagement

OSACPS recognizes that families are a key partner in the education of the student. As partners in the education of their children, parents are vital to helping OSACPS help their children to meet their academic and learning goals. At the start of each year, parents and students receive an orientation that clearly outlines our academic and behavioral expectations for all students including our partnership to support students in meeting these expectations. In addition, an annual school calendar of events that involve families is shared that includes dates for family nights, expedition nights and student-led conferences. Translators and transportation is offered for all events. Family surveys are done every semester to provide feedback to our school and a monthly coffee hour is held with the administrative team to offer a forum for less formal but more immediate comments.

Student-led Conferences: One key element of this partnership is our unique student-led conferences. During these quarterly meetings, our students take an active role in directing conversation rather than
being the topic of discussion, reflect on their progress, and set an academic and character goal for the coming months. Teachers, families, and students work as a team to establish learning targets and goals for Habits of Scholarship and relational character.

**Town meetings:** Our school community comes together for this gathering. Activities may include celebrations of student achievement, guest speakers, sharing of student work, community problem solving, and student performance. Town meetings usually occur weekly; they may include the entire school or the Lower and Upper Schools may have separate meetings. Parents and caregivers are welcome to attend this community gathering once a month. The school will distribute a calendar.

**5th grade passages:** Passage presentations are benchmark presentations at the end of the pivotal transition years (e.g., fifth grade, eighth grade). During passage presentations, students use their portfolios as evidence to demonstrate their readiness to move on to the next level of their education with reflections that provide evidence of a student’s progress toward standards, learning targets, and character growth. Student portfolios are the anchors for passage presentations during which students—with nervousness, excitement, and pride—stand before you, an OSA Crew Member, Village/LTE Staff, and a Community Member/Board Member to present evidence of growth and readiness to move forward with their learning. These take place instead of Spring Student-Led Conferences. Primarily, this rite of passage is a celebration of self as a scholar and an OSA Community Member.

**Village Partnership:** Our unique partnership with the village also strengthens our family and community relationships. Through our partnership with OSV, every family receives a family membership to the museum at no cost to them or to our school. Families are also able to participate in a number of special programs delivered by OSV as part of the school experience. They are welcome to attend many special events at the Village such as Families Cook, a night where parents, children, and teachers make a 19th century meal in our Great Room and sit by the fire to enjoy it together. Additional programs include Family Farm Fest, a celebration of agricultural heritage where families help with farm chores, meet baby animals, and learn about backyard farming and homesteading practices; and Maple Days an early spring event featuring a working maple sugar camp, tree tapping and cooking and tasting demonstrations featuring maple sugar.

**Community Health Network Partnership (CHNAS):** Through our partnership with CHNAS additional resources such as Behavioral/Mental Health, Child Care, Child Development and Early Education, Domestic/Sexual Violence, Education/Cultural Programs, Emergency Hotlines, Employment/Job Training, Food/Fuel/Budget, Healthcare/Hospitals, Housing, Legal Assistance, Public Assistance, and Public Health are available for our families.

**Seven Hills Foundation:** The Seven Hills Foundation provides wrap around services for our students and families.

In addition to these partnerships, our school values the diversity of our families.

### Organizational Viability

#### Criterion 8: Capacity

**Key Indicator 8.1: School Systems and Leadership**

The current leadership team entered the school at its inception in 2017. There has been minimal turnover from the original team. The organizational chart has shifted slightly during the charter term to better support students and families. This shift has been a movement away from a two director model towards a...
Principal model because we wanted to ensure better support for the day to day operations as the school expanded. It also allowed for clearer communication channels and cascading of messages to the School Board of Trustees, Old Sturbridge Village, EL Education, and school community. Throughout the charter term the roles and responsibilities of these leaders has been clearly delineated to the board, faculty, and families through the staff and family handbook which includes an organizational chart.

At the core of our distributed leadership model is the administrative team, the Director of Special Education and Student Supports and Principal. The Director of Special Education and Student Supports reports to the Principal who report directly to the Executive Director. The Principal and Director work closely with the EL school designer. To promote shared leadership and support students we utilize the following team structure. Our process of decision making and communication is done through cascading of these teams:

- School Leadership Team (ED, Principal, Director) meets prior to the start of every school day to collaborate to continuously improve curriculum, instruction, assessment, and school culture in alignment with EL core practices and the school’s unique mission.
- Instructional Leadership team (Principal, Director, and classroom teachers) monitors students’ achievement, fosters the implementation of the EL model, and supports continuous school improvement by developing and following an annual work plan. This plan ensures monitoring for student achievement gaps with specific short term goals and milestones to ensure immediate support and intervention.
- Student Teacher Assistance Team (STAT) will be established for students who do not have an existing IEP but who may demonstrate potential support needs. The STAT will typically consist of classroom teachers, the school nurse, special education teacher, ESL teacher, the Director of Special Education and Student Supports, and the Principal.

These teams utilize structures outlined in the following EL Core Practices:

- **EL Core Practice #32: Fostering a Cohesive School Vision** - “In the EL Education model, leaders unite staff, students, and the broader community around an inspirational vision of student success rooted in EL Education’s Dimensions of Student Achievement: mastery of knowledge and skills, character, and high-quality student work. This vision transforms schools into places where students and adults engage in purposeful, challenging, and joyful learning.”
- **EL Core Practice #33: Leading Evidence-Based Strategic Improvement** - “In the EL Education model, school leaders carefully set priorities and then keep their focus squarely on those priorities until they are achieved. To do this, they engage their school community in a strategic improvement process that identifies a limited number of high-priority goals, strategies, and a clear timetable that will guide actions as they work toward the vision. Leaders then deliberately and creatively align available resources (people, time, money) to fulfill the vision.”
- **EL Core Practice #34: Cultivating a Positive Professional Culture** - “In the EL Education model, leaders cultivate a professional culture among adults that parallels the empowering culture they foster for students. (See also Core Practice 23: Building the Culture and Structure of Crew.) School leaders build trust so that educators can take risks, show vulnerability, and explore new practices that lead to increased student achievement. School leaders support this growth-oriented and impact-focused professional collaboration by creating professional communities where adults bring their whole selves to work and where they continually improve their ability to work productively with each other. This means leaders invite and facilitate honest, direct feedback, and, when needed, candid and courageous conversations. They prioritize growth more than the status quo and implement an asset-based orientation toward all members of the school community. School leaders embody the school’s values and exemplify the positive and professional character they want all staff to demonstrate. Leaders foster an environment where all staff members feel safe, valued, and productive in a culture that respectfully challenges them to do more than they think possible.”
● **EL Core Practice #35: Promoting Shared Leadership** - “Thus, in addition to creating the conditions for all staff to learn, school leaders create the conditions for all staff to lead. Leaders articulate and uphold clear decision-making processes, as well as roles and responsibilities for decisions that impact the learning community. Leaders strategically build the leadership capacity of others; they set up structures for staff and other members of the school community to take responsibility for school improvement efforts and empower these individuals to lead the work. High-functioning, data-informed, impact-oriented teams of educators drive improvement across the school.”

In regards to recruitment, development, and retention of educators, OSACPS has been selective in hiring faculty during the renewal term. The team recruit strategy utilizes a pronged approach by developing partnerships with local universities, participation in job fairs geared towards diverse teacher candidates. Once recruited our hiring process includes an initial screening as a conversation with a school leader, demonstration lesson including student feedback, interview with a panel, and finally the panel makes a recommendation to the school leader for final decision. Once hired educators are onboarded through a new teacher orientation, new teacher mentoring program, and the professional development received is outlined in section 8.2 below. Many founding teachers now hold leadership roles in the school such as ILT representative, Professional Learning Community Leader, lead professional learning for colleagues both at our schools and other schools across the Commonwealth, and participate in subcommittees as a process of continuous improvement. A priority for us as a school throughout this entire process is to work actively to recruit, onboard, and retain educators that match the racial and ethnic composition of our students and families.

**Key Indicator 8.2: Professional Climate and Standards for Performance**

OSACPS upholds a collaborative learning environment not only for students, but also for our staff. OSACPS partners with EL to ensure that teachers receive high quality, targeted professional development (PD) throughout the year including a school design implementation plan; mid-year review of observations, anonymous surveys, and focus groups of faculty and students culminating in an review from EL; and an implementation review to assess how well the school is integrating EL’s Core Practices in daily activities. The trajectory of PD for the year follows an intentional cycle with attention to culture and teaching. Differentiation is a mindset for our teachers to address the unique needs of our students, including students with disabilities and ELLs. We have intentional, focus, vibrant, differentiated PD to support every individual on the staff through a system of Professional Learning. At the start of every academic year, the school’s Principal works with the EL school designer to develop a work plan for the year that is based on an analysis of student performance data that indicates priority areas for improvement. Within the work plan are the following:

- Learning targets;
- Supporting structures and actions for the administration and leadership teams;
- Support that will be provided by EL; and
- The data measures that will be used to indicate success.

The support provided, as described in the work plan, includes inquiry-based study groups, teacher coaching cycles, assistance for curriculum development, learning walks to provide descriptive feedback, and whole faculty and small group training. Teachers also have the opportunity to attend off-site EL professional development institutes exploring a variety of critical practices, including developing assessments, proficiency-based grading, differentiating instruction, content area instruction, and creating Learning Expeditions.

Throughout the year, the administration team and teachers, often joined by the EL school designer, conduct learning walks to identify patterns in classroom practice, assess progress toward the goals outlined in the work plan, and if additional resources are needed to support student achievement and
developing educators. These learning walks are aimed at examining school-wide trends and needs. The Principal and the EL school designer are the leads for professional development design and implementation. The Director of Special Education and Student Supports enhances and complements PD through the lens of diverse learners. The goal of PD is to have teachers implement the EL curriculum with fidelity, using consistent language, continue to support and grow teachers who instruct a diverse group of students, including students with disabilities, ELLs, and students who are economically disadvantaged. We lay the foundation of collaborative work during the planning period that will continue through our school’s maturity.

The umbrella of Professional Learning covers two types of Professional Development (PD): Embedded PD that occurs during the school day, afforded by specials, while Whole-school PD Sessions take place on Monday after school. One critical strand to the professional learning includes a focus upon examining and dismantling implicit bias and systemic inequalities. This involved our partnership with EL Education whose curriculum and professional development centers around anti-

Overall, this professional development model utilizes the approaches outlined in the following EL Core Practices:

- **EL Core Practice #36: Leading Professional Learning** - “School leaders using the EL Education model respect teachers and other staff members as creative agents in their classrooms and as professionals continually seeking to improve their craft. The EL Education model supports leaders to demonstrate a growth mindset and a commitment to continuous professional learning in themselves and all faculty members. School leaders build capacity in teachers in order to improve student achievement and to sustain teacher commitment, motivation, retention, and performance. Leaders establish and communicate high expectations for learning in the classroom. They conduct classroom learning walks to ask “what’s working?” and use evidence from their observations to inform professional learning, formal coaching cycles, and evaluation systems. They conduct regular walk-through observations to assess whether professional learning is being applied effectively and continually improve professional learning systems to impact student achievement.”

In regards to teacher supervision and evaluation, the Director of Special Education and Student Supports and the Principal coach, supervise, and evaluate teachers. The DSS evaluates the social worker, nurse, and Special Education teachers, and contracted student services (OT, PT, SLP, counseling), and custodian/janitor. The Principal evaluates all other Core Academic teachers, both Deans, and paraprofessionals, the contracted specialists (Art, Music, Spanish, Wellness), ESL teacher, and Technology Coordinator. These two individuals jointly evaluate the Administrative Assistant. The Principal evaluates the Director of Special Education and Student Supports and the ED evaluates the Principal. The Board of Trustees evaluates the ED.

Since we are committed to providing a high-quality educational experience to our student population, we provide educators with the opportunity to take charge of their own growth and development by setting individual and group goals related to student learning through implementation of the ESE Model system for teacher evaluation, which is consistent with the new educator evaluation regulation, 603 CMR 35.00. The five components of the evaluation cycle include: self-assessment; goal setting and educator plan development; plan implementation and evidence collection; formative assessment/evaluation; and summative evaluation. We utilize the four standards of effective teaching practice: (1) Curriculum, Planning, and Assessment (2) Teaching All Students (3) Family and Community Engagement (4) Professional Culture. OSACPS utilizes ESE Model Rubrics that offer a detailed picture of practice at four levels of performance (Exemplary, Proficient, Needs Improvement, Unsatisfactory). In accordance with Dweck’s growth mindset, each educator takes a leading role in shaping his or her professional growth and development in a newly established charter school. The administrative team along with the EL school
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designer select the indicators with Power Elements based on EL practices with the goal of strengthening professional practice and improving student learning. The Principal and DSS inform teachers of their assigned evaluator by the end of September. In early October, the evaluator meets with first-year educators to assist in self-assessment and review proposed goals. Educators submit self-assessments and finalized goals by October 15. Evaluators complete the first observation of each educator by December 15. By February break, the evaluator completes the second observation of each educator and discusses elements of the overall performance rating. On February 14, educators submit evidence on parental outreach, professional growth, and progress on goals for Summative Evaluation. The evaluator completes Summative Evaluation reports by May 1. Evaluators meet with educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory. The evaluator meets with educators whose ratings are Proficient or Exemplary. The educator signs Summative Evaluation Report and adds response, if any, within 5 school days of receipt.

Key Indicator 8.3: Contractual Relationships

The OSACPS Board is responsible for hiring and overseeing the Management Organization (Old Sturbridge Village). The Management Organization (Old Sturbridge Village) will be accountable to the Board. The five year management agreement will end on June 30, 2022 unless terminated earlier. Because the accountability of the Management Organization is essential to the foundation of this partnership, and because the responsibilities of the Directors of Teaching and Learning and Student Support are critical to the success of OSACPS, the Board of Trustees will delegate to the Management Organization the authority and responsibility, consistent with State law, to make recommendations for recruiting, hiring, evaluating and terminating the Directors. The Management Organization will provide the leadership of the ED who is responsible in assisting the Board in holding the Directors accountable for managing the school’s day-to-day operations and will hold them accountable for meeting established goals that ensure the success of OSACPS. As described throughout this application, the partnership between OSACPS and EL will be that of a school and management organization as well as program provider.

EL Education serves as a curriculum provider and school design partner. They provide professional development and coaching for faculty as well as curriculum and access to the EL network of schools and resources. EL’s philosophy that learning is active, challenging, meaningful, public, and collaborative perfectly complements OSACPS’ belief that all students can be scholars and lifelong learners. EL will not have a governance or management role at OSACPS.

Criterion 9: Governance

The school is governed by the board of trustees pursuant to the charter and applicable law. The Executive Director reports to the board of trustees and is responsible for the management of the school. The Principal and the Director of Special Education and Student Supports are responsible for the day-to-day operations and management of the school, as well as being the educational leaders of the school. By purchasing non-program administrative resources from the Village, it allows OSACPS to commit more resources to educational resources.

The ED manages the OSACPS staff supporting the school through the OSACPS Management Agreement. This will compromise the functions of accounting, finance, human resource and development. This supporting team ensures all records are up-to-date, accurate, and meet all local, state, and federal requirements; coordinates human resource needs, including documents, communications, and records, works to maintain and build new funding opportunities through networking, planning, and hosting fundraising events, searching for and applying for government and private foundation grants.
The Board delegates day to day management of the school to the ED through the Management Agreement with OSACPS. The ED reports to the Board and is responsible for overall school performance, management, and ensures viability, leads public relations, fundraising, finances, and operations. The ED is evaluated by the Board annually as part of the evaluation of the OSACPS Management Agreement. The annual performance review of the ED is provided to the Chairman of the OSACPS Board. The evaluation of the ED includes:

- Professional support of the OSACPS Board of Trustees:
  - Working closely to determine vision, develop strategies and policy development.
  - Clear communications, both verbally and in writing of opportunities, progress and issues in a timely fashion.
  - Reports of financial and school program status.

- Staff supervision and guidance:
  - Keeps SLT and ILT focused on the goals and mission of OSACPS
  - Effectively manages and utilizes Principal and DSS.
  - Promotes a "no surprises" philosophy with staff and trustees.
  - Directing recruitment, hiring, training, and evaluation of staff.
  - Providing instructional and cultural leadership

- Financial management:
  - Is knowledgeable and well informed regarding managing OSACPS financial operations and understands the overall financial picture.
  - Prepares, in cooperation with board treasurer, a budget that is understandable and realistic.
  - Adapts quickly to changing financial circumstances and events.

- External relations:
  - Actively promotes understanding of OSACPS among community officials and partners.
  - Deals effectively with vendors and contractors.
  - Is an articulate and knowledgeable spokesperson for OSACPS.
  - Conducting public relations and outreach.
  - Overseeing student recruitment and enrollment.
  - Conducting resource development and providing vision, leadership, and support for all fundraising efforts

- Accountability Plan:
  - Effectively achieving school goals and executing the OSACPS accountability plan.

Should the ED fail to meet the goals spelled out in the Accountability Plan or fails to meet any other agreed upon expectations of the charter school board, the Chairman of the Charter Board can request a meeting with the Chairman of the OSACPS Board to request remediation and a solution. The management contract calls for a 90 day cure period to work towards a resolution if the evaluation of the ED results in the OSACPS Board of Trustee’s desire for a change in leadership.

At the core of our distributed leadership model is the administrative team which is made up of the Principal, who reports to and is evaluated by the ED. The ED recruits, interviews, and then recommends individuals for this positions to the Board who will have final authority for hiring. The ED can also recommend termination of this individual, which would also be subject to Board approval. The Principal and the Director of Special Education and Student Supports will coach, supervise, and evaluate teachers. The Principal oversees curriculum development and refinement, student assessment, professional development and teacher evaluations. In addition, she supervises the core academic teachers, Deans, Information Technology Professional, specialists (Art, Music, Spanish), Wellness teacher, and paraprofessionals and serves as the school’s liaison to our EL school design coach and will work with teachers to ensure that the school is as responsive as possible when it comes to the teaching of social
skills and character. The Principal will respond to student behavioral management issues. The Principal works with program directors at the museum to develop innovative programs at the Village for the school.

The Director of Special Education and Student Supports (DSS) will oversee the identification and support the individual needs of all OSACPS students. The DSS supervises all of the special education resources, including speech and language pathologists, physical therapists, and occupational therapists. The DSS supervises and evaluates the social worker, the school nurse, and special education teachers. The DSS manages the maintenance staff. The DSS convenes meeting for the development of Individualized Education Plans (IEPs) and 504s and monitors them for student progress. The DSS works with the faculty to ensure that OSACPS is a school attuned to the individual brains of the students in the classrooms. The DSS is also responsible for implementing our plan for parent and family engagement at the school, and supervises and train sany volunteers working in the classroom.

With OSACPS managing the operational components of the school, the Principal and DSS are available to dedicate more of their time to teaching and learning and the social and emotional support of students. These position demonstrate the school’s commitment to ongoing curriculum review and refinement; to the coaching and development of teachers; to the collection and analysis of student data measuring progress toward Learning Targets; to the innovative program development in partnership with the Village; to rapid and effective response to learning challenges for students; to galvanizing the needed professional resources to make sure that every child can be successful and to creating and sustaining a school culture conducive to high achievement for all.

In order to facilitate the decision making process for key decisions about curriculum and instruction, student achievement, professional development, culture, staffing, fiscal planning, and operations, there are three key leadership teams: A School Leadership Team, Leadership Team, and Teacher Assistance Team. The School Leadership Team (SLT), consisting of the Executive Director, Principal, and Director of Special Education and Student Supports is charged with overseeing the entire school, addressing all operational issues, and issuing instructions and policies that will keep the school functioning. The SLT meets prior to the start of every school day to collaborate to continuously improve curriculum, instruction, assessment, and school culture in alignment with EL core practices and the school’s unique mission. The Leadership Team (LT), comprised of the DSS, Principal, and classroom teachers, monitors student achievement, fosters the implementation of the EL model, and supports continuous school improvement by developing and following an annual work plan. Teacher Assistance Team (TAT) is established for students who do not have an existing IEP but who may demonstrate potential support needs. The TAT consists of classroom teachers, the school nurse, special education teacher, ESL teacher, the Director of Special Education and Student Supports, and the Principal.

In terms of the curriculum and instruction shared between OSACPS and OSV, the Principal, working in conjunction with the OSV’s Director of Museum Education, Director of Collections and Research, and Director of Interpretation will plan, implement, assess, and refine activities in the Village. There are three levels of experiences:

- **Self-guided visits** - Teachers are able to access the Village without a museum facilitator to provide for their students additional experiences to support the curriculum.
- **Learning Expeditions** - Teachers collaborate with Village experts to plan and conduct field work pertaining to Expeditions including access to the collections, research library and hands-on activities in both the education center and Village. This requires preplanning and scheduling through the Principal.
- **Learning Through Experiences (LTEs)** - The weekly program that takes place during Professional Development Sessions for OSACPS teacher, developed by the school in collaboration with the Directors of Interpretation, Museum Education, and Collections and
Research. Ongoing evaluation of LTEs is done by both the OSACPS leadership and OSV directors.

The ED, Principal and DSS are responsible for the recruitment and hiring of all staff with the support of human resource professionals provided under the OSACPS Management Contract. The ED has final authority in regards to all hiring and terminations with the exception of the Principal and DSS which are subject to Board approval.

**Criterion 10: Finance**

Describe evidence that demonstrates how the school maintains a sound and stable financial condition and operates in a financially sound and publicly accountable manner.

Under the guidance of the Board of Trustees, the Finance Committee and working with the Management Organization (OSACPS) Old Sturbridge Academy has maintained a sound and stable financial condition and operates in a financially sound and publicly accountable manner.

The Finance Committee works with the Management Organization each year to develop an annual budget that can be sustained by enrollment and other sources of historically stable revenue. The school uses all available allocated funding effectively to support student performance, opportunities, and outcomes. Student performance has been used to set budget priorities. This budget is then approved by the Board of Trustees. During the year, the Finance Committee reviews performance to this plan at regularly scheduled meetings and then reports results and achievements to the full Board.

Additional evidence of the school’s sound and stable financial condition include:

1. **As of the school’s third year end (June 30, 2020), all financial indicators identified in the Massachusetts Charter School Financial Dashboard were LOW RISK.**
2. The school has a history of positive net assets, having had an operating surplus each year since inception. As of June 30, 2020, the net position of the school is approximately $713,000.
3. The school does have access to a $100,000 Line of Credit although this line has not been needed as operating cash flow has sustained the operation and supports the academic program.
4. Independent financial audits, done by AAFCPA’s, in each of the school’s three completed fiscal years have resulted in audits that were free of questioned costs, contained no instances of non-compliance, and had no findings of significant deficiencies or material weaknesses. Therefore, each of these audits resulted an unqualified opinion.

The school maintains a sound and stable financial condition and operates in a financially sound and publicly accountable manner.

**Key indicators include but are not limited to:**

1. The school maintains a sound and stable financial condition and demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, as evidenced by performance on key financial indicators reported in the Massachusetts Charter School Financial Dashboard.
2. The school develops an annual budget that can be sustained by enrollment and other sources of historically stable revenue. The school uses all available allocated funding effectively to support student performance, opportunities and outcomes. Student performance has been used to set budget priorities.
3. The school uses an accurate accounting system and engages in appropriate budgetary planning, budget oversight and budget revision.
4. The school has and is maintaining appropriate internal controls, documented by a written set of fiscal policies and procedures.
5. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion and a limited number of findings that are quickly corrected.

Under the guidance of the Finance Committee and working with the ED and finance team provided as part of the OSACPS Management contract an annual budget has been developed in each year that uses allocated funding effectively to support student performance, opportunities, and outcomes. Both the Finance committee as well as the full Board of Trustees review performance against this budget regularly.

In each of the 4 years of operation, the school has had positive net assets and has had adequate cash flow to sustain operations. The school has no borrowing/debt for working capital. Financial performance, as documented by the on key financial indicators reported in the Massachusetts Charter School Financial Dashboard shows clearly a sound and stable financial conditions for the school.

Fiscal policies and procedures are adhered too, reviewed and updated as needed. Internal controls have been maintained as evidence by internal audits for the past 3 years with an unqualified opinion and no findings.

As of 6/30/2020, all financial indicators as identified in the Mass Charter School Financial Dashboard were at LOW risk and Net assets have increased from $0 to $700K at the end of three complete years.

**Plans for the Next Five Years**

Over the past year, the board of the Academy has engaged in a vigorous strategic planning process that resulted in a five-year strategic plan being adopted by the board in June 2021. The planning process provided an opportunity to refine the Academy's vision, mission, and values. Having defined goals and objectives in Academic Excellence; Finance (Sustainability, Revitalization & Growth); Governance; Institutional Distinction, Dissemination and Replication; and Academy Culture & Community, the board will update its committee structure and bylaws to better support the achievement of the strategic plan.

(Add link to approved Strategic Plan on OSA website.)

The next five years will see the addition of seventh and eighth grade to the Academy; by fall 2022 we will operate under the capacity described in our original charter, with 360 students enrolled in K-8.

Mr. McGrath: Need to reference updates to the bylaws.
Ms. Boisvert: Concern over page reduction. Can some of it go in an appendix? (Appendix D?)
Mr. Donahue: Could likely take out EL paragraphs, some of the data tables.
Ms. Boisvert: Specificity is helpful. Give concrete examples.
Ms. Rivas: Give a snapshot of student work? Something to give the data some meaning.