

Innovation Schools Annual Evaluation

Eliot K-8 Innovation School

For School Year 2020-2021

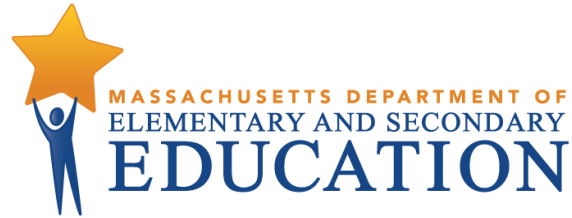
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Introduction

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

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

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

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

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

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

Annual Evaluation Submission Instructions

Evaluations for the 2020-2021 school year should be submitted by August 1, 2021. Questions and completed evaluations should be submitted to Brenton Stewart at brenton.stewart@mass.gov. Please note in the subject line of the email message "Innovation School Annual Evaluation 2020-2021 *[insert School name_District name]*."

Innovation School/Academy Information

School/Academy Name: Eliot K-8 Innovation School	
School Type (New/Conversion/Academy): Conversion	District Name: Boston
Year Innovation Status Granted: 2012	School Year Implementation Commenced: SY2020-21
Grades Served: Kindergarten - Grade 8	Total Enrollment: 781
Mission:	
<p>The Eliot K-8 Innovation School mission is to provide a fully inclusive, joyful, rigorous learning journey that prepares every Student to achieve their highest potential by embracing their identities, developing interdisciplinary 21st century skills, and applying an antiracist mindset empowered by knowledge to participate actively in a complex and constantly changing, culturally diverse world.</p>	
Vision:	
<p>The Eliot K-8 Innovation School is to be a school built on a strong foundation where:</p> <ul style="list-style-type: none"> ● Our Shared Values about educating all Students is embraced every day by the Eliot K-8 Innovation School Professional Learning Community ● Our instructional practices incorporate Eliot School Social Justice Guiding Principles inspired by Ghody Muhammad’s Cultivating Genius, developed internally by Eliot Staff. ● Principles are grounded in Identity, Skills, Intellect, Criticality, and Joy ● We ensure that teaching and learning is grounded in culturally and historically relevant content, designed to accelerate achievement for our diverse learners. <p>We foster relationships with Students, Families, Administrators and the Community to ensure all Students become critical thinkers, solve problems and make positive contributions to our Community</p>	
Educational Model: See below.	

Part A: Description of Autonomies and Flexibilities Implementation

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

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

Responses should describe:

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

Curriculum, Instruction, and Assessment (if applicable)

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

Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2020-2021 school year.

- Teachers at the Eliot create engaging lessons targeted at meeting Massachusetts State Standards. The Innovation structure allows for some flexibility in their daily schedules and teaching structures to allow individualized learning to take place at a differentiated and purposeful approach for each student.
- The Eliot believes in the benefit from instruction that is based on a belief in authentic opportunities for reading and writing across all content areas and planned in response to their needs based on ongoing data collection
- Our teaching staff are able to utilize tools like the MAP assessment, and other methods of assessment to help guide their teaching practices.

Budget (if applicable)

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

Describe the innovation school or academy's implementation of budgetary flexibilities during the 2020-2021 school year.

- The Eliot Innovation K-8 School uses budget autonomy to utilize actual versus average teacher salaries and to opt-out of discretionary district services.
- The Eliot continues to receive a weighted student funding allocation and the ability to opt in and out of discretionary services.
- We will continue to utilize our Family Council's status as an independent 501(c)(3) organization to maintain support for fundraising efforts.

School Schedule and Calendar (if applicable)

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

Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2020-2021 school year.

- The Eliot Innovation School utilizes a school schedule designed to include enrichment and instruction on a daily basis.

- We are an expanded day school, giving our students an extra hour of learning each day. Cumulatively this is 180 extra hours to provide our students with enrichment and acceleration opportunities.
- The Eliot has created a block named EPIC (Eliot Play. Innovate. Create.), during which students are able to choose project based learning, cross curricular activities that are designed by staff to be culturally and historically relevant and of high interest to students.

Staffing (if applicable)

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

Describe the innovation school or academy's implementation of staffing flexibilities during the 2020-2021 school year.

- The Eliot K-Innovation School uses a staffing model that ensures all professionals are best prepared in their subject and/or grade level areas; Staff morale and engagement are high; Teachers and service providers feel able to meet diverse student needs; and a shared school vision and collaboration process are accepted by all.
- The Eliot K-8 Innovation School has staffing autonomy to create new roles and job descriptions as well as open-post positions.
- As the Eliot continues to grow as a school, we need the autonomy to have our staff grow accordingly. With our innovation status we are able to hire staff and create positions to help support our students' needs. This has been done on an annual basis.

Professional Development (if applicable)

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

Describe the innovation school or academy's implementation of professional development flexibilities during the 2020-2021 school year.

- The Eliot hosts monthly whole staff Professional Development sessions based on the standard requirements, however in addition to this time we try to provide other opportunities in house, and in the community for our teachers to be engaged in learning and updating their practice.
- We provide Professional Development opportunities tied directly to our Curriculum, Instruction, and Assessment model to support our staff in achieving the school's educational mission and vision.
- Adjusting the schedule has allowed for teachers to have a daily planning time in their schedules which is utilized to work in grade level teams to analyze student data, evaluate teaching, and to plan for upcoming lessons. Teachers work with administrators and teaching peers during these meetings to promote best practice, and professional development.

District Policies and Procedures (if applicable)

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

Describe the innovation school or academy's implementation of district policies and procedures flexibilities during the 2020-2021 school year.

- The Eliot K-8 Innovation School utilizes our innovation autonomy from district policies and procedures related to staffing, curriculum, instruction, assessment, budget, transportation, professional development, the annual calendar, scheduling and governance.
- The school has autonomy to establish a Governing Board
- In addition to the exterior structure of the BPS and district policies that support the work we do at the Eliot, our Governing Board plays an essential role in the leadership and micro-level decisions that happen within the Eliot community. Governing Board meetings occur every month and are a critical support to the Administrative team.

Part B: Measurable Annual Goals

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

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

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS¹; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student groups:
 - Race/ethnicity
 - Students identified as economically disadvantaged
 - English Learners (ELs)
 - Students with disabilities

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

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

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

1. describe the progress made toward meeting these goals during the 2020-2021 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and

¹ Due to the ongoing COVID-19 pandemic, no MCAS administration occurred in FY20 and, therefore, no MCAS results were released in FY21. Schools should instead provide data on student performance for non-statewide assessments. For more information on how to discuss academic performance, see the 'Academic box' found on p. 8.

3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

Student [attendance rates](#) (including, but not limited to overall attendance rate and chronic absenteeism)

See attached

Student safety and [discipline rates](#) (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')

See attached

Student promotion and [retention rates](#)

See attached

Student [graduation rates](#), if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)

N/A

Student [dropout rates](#), if applicable

N/A

In light of not having [Next-Generation MCAS achievement](#) data available for the 2019-2020 school year to discuss, schools should instead provide student performance outcomes on non-statewide assessments. To assist schools or programs in this discussion, please follow the prompts below. The Department does not expect schools to create new data reports for the purposes of this evaluation submission. Only provide and discuss the tables or visuals or data dashboards that your school or program typically uses to analyze overall student performance outcomes.

1. Name the assessment(s) or tool(s) the school uses to measure student performance for English language arts, mathematics, and science and technology/engineering, if available, and what type of data is being tracked (e.g., formative, or summative). If a commercially available assessment/tool is not used to track performance, indicate that the non-statewide assessment was developed internally and for which subject.
2. Provide the most recent non-statewide data and/or visuals that are presented to the district's school committee or school/program leadership used for

monitoring and evaluative purposes. Examples may include reports of absolute scores, within-year student gains/losses, and year-to-year student gains/losses, for English language arts, mathematics, and science and technology/engineering, if available.

- a. Provide the results by grade level, and if available, in the aggregate when the same tool is used for multiple grades (e.g., grades K-4). Be sure to identify the number of students included in the reported figures, if not readily displayed.
 - b. Provide the results for all students and one or more student groups.
3. For comparison, include national and/or statewide comparison data for all students and by student group, if available.
 4. If national and/or statewide comparison data is not available by student group, schools should explain any observed trends and/or anomalies when analyzing student group performance outcomes within the school.

See attached

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

Click or tap here to enter text.

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

Describe any revisions or updates made to the approved innovation plan during the 2020-2021 school year.

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

Provide a description of any revisions or updates to the school's innovation plan made during the past two school years, which may not have been previously identified. Be sure to include when implementation of these revisions or updates began or will take place.

N/A

Part D: Renewal *(if applicable)*

Innovation schools or academies seeking renewal

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to brenton.stewart@mass.gov.

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

Step 1: Convene Stakeholders

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

These discussions should include the MAGs.

Step 2: Innovation Plan Revision Process

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

Step 3: Teacher Vote (if applicable)

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

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

Step 4: School Committee Vote

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

Renewal status updates.

Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR–

Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.

Innovation Plan Renewal to be submitted to school committee June 2022.

Innovation schools or academies not seeking renewal

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

N/A

Eliot	Enrollment (Oct 1)				Attendance Rate		Chronic Absenteeism Rate		Retention			Behavior			
	SY20-21		SY21-22		SY20-21	SY21-22 YTD	SY20-21	SY21-22 YTD	From SY20-21 to SY21-22			SY20-21		SY21-22 YTD	
	n	%	n	%	%	%	%	%	# Students	# Retained	% Retained	# Students	# Disciplined	# Students	# Disciplined
All Students	781	100.0	796	100.0	99.3	95.2	0.5	10.1	659	3	0.5	802	0	808	4
Female	385	49.3	388	48.7	99.3	95.2	0.5	10	323	0	0	394	0	394	2
Male	396	50.7	408	51.3	99.3	95.2	0.5	10.2	336	3	0.9	408	0	414	2
Non-Binary	0	0.0	0	0.0											
African American/Black	46	5.9	42	5.3	98.8	95.1	0	13.6	39	2	5.1	48	0	44	1
Asian	86	11	94	11.8	99.6	95.7	0	8	73	0	0	87	0	96	0
Hispanic	124	15.9	116	14.6	98	93.3	2.4	23.8	102	1	1	130	0	124	2
Native American	2	0.3	1	0.1					1			2		1	
Native Hawaiian, Pacific Islander	2	0.3	2	0.3					1			2		2	
Multi-Race, Non-Hispanic	53	6.8	50	6.3	99.6	96.1	0	7.8	43	0	0	54	0	48	0
White	468	59.9	491	61.7	99.6	95.5	0.2	7	400	0	0	479	0	493	1
First Language not English	139	17.8	146	18.3	not reported	not reported	not reported	not reported	not reported	not reported	not reported	not reported	not reported	not reported	not reported
English Language Learner	81	10.4	77	9.7	98.4	95.3	2.5	11.4	42	1	2.4	88	0	69	0
Students With Disabilities	123	15.7	138	17.3	98.3	94.9	1.4	11.8	125	1	0.8	145	0	152	0
Economically Disadvantaged	170	21.8	199	25	98.2	93.9	2.1	18.9	175	3	1.7	194	0	225	3
High Needs	317	40.6	349	43.8	98.8	94.6	1.1	14.4	295	3	1	354	0	331	3

Data Notes:

> SY20-21 data is taken from the (DESE Profiles Enrollment, Selected Populations, Student Attendance, Student Retention, and Student Discipline tabs). Data may have been affected by the pandemic.

> SY21-22 data is consistent with the DESE methodology. YTD means as of 5/2/22 for Attendance and Chronic Absenteeism data and as of 4/27/22 for Discipline data.

> The total # students in the Retention calculation only include students in Grades 1-12. Retention is defined as a student who repeats the grade in which they were enrolled during the previous school year.

> The total # students in the Discipline calculation includes any student reported in that group in any of the SIMS collections or the SSRD data collection (hence usually greater than the Oct 1 Enrollment).

> High Needs student group is defined as students who are designated as either economically disadvantaged, English learner, former English learner, or a student with disabilities.

> Data is suppressed when there are fewer than 6 students reported in a group.

In light of not having [Next-Generation MCAS achievement](#) data available for the 2019-2020 school year to discuss, schools should instead provide student performance outcomes on non-statewide assessments. To assist schools or programs in this discussion, please follow the prompts below. The Department does not expect schools to create new data reports for the purposes of this evaluation submission. Only provide and discuss the tables or visuals or data dashboards that your school or program typically uses to analyze overall student performance outcomes.

1.

Name the assessment(s) or tool(s) the school uses to measure student performance for English language arts, mathematics, and science and technology/engineering, if available, and what type of data is being tracked (e.g., formative, or summative). If a commercially available assessment/tool is not used to track performance, indicate that the non-statewide assessment was developed internally and for which subject.

2.

Provide the most recent non-statewide data and/or visuals that are presented to the district's school committee or school/program leadership used for monitoring and evaluative purposes. Examples may include reports of absolute scores, within-year student gains/losses, and year-to-year student gains/losses, for English language arts, mathematics, and science and technology/engineering, if available.

a. Provide the results by grade level, and if available, in the aggregate when the same tool is used for multiple grades (e.g., grades K-4). Be sure to identify the number of students included in the reported figures, if not readily displayed.

b. Provide the results for all students and one or more student groups.

3. For comparison, include national and/or statewide comparison data for

1. MAP Reading Growth, MAP Math Growth are formative assessment tools. They are both universal screens, indicating which students would benefit from further diagnostic assessment (and potential instructional intervention) as well as growth measures and predictive measures to MCAS. Using the 2020 Growth Norms, which include a linking study to MCAS, students in the ~65th percentile and above for achievement are on track to be proficient on the Spring MCAS assessment (grades 3-8). All percentiles for achievement and growth are based on national norms.

2. Data visuals

a. These data visuals present the distribution of student ACHIEVEMENT performance across five quintiles in math and ELA for the Winter of 2022.

i. [ELA](#)

ii. [Math](#)

b. These data visuals present the same performance of English Language Learners and Students with Disabilities

i. [ELA ELLs](#)

ii. [ELA SWD](#)

iii. [Math ELLs](#)

iv. [Math SWD](#)

c. This data visual presents the median growth of students by grade level, fall-winter for SY21-22.

i. [Growth](#)

3. Student performance is reported using national norms; students are compared to that national metric.

all students and by student group, if available.

4. If national and/or statewide comparison data is not available by student group, schools should explain any observed trends and/or anomalies when analyzing student group performance outcomes within the school.



Student Growth Summary Report

Aggregate by School

Term: Winter 2021-2022
 District: Boston Public Schools

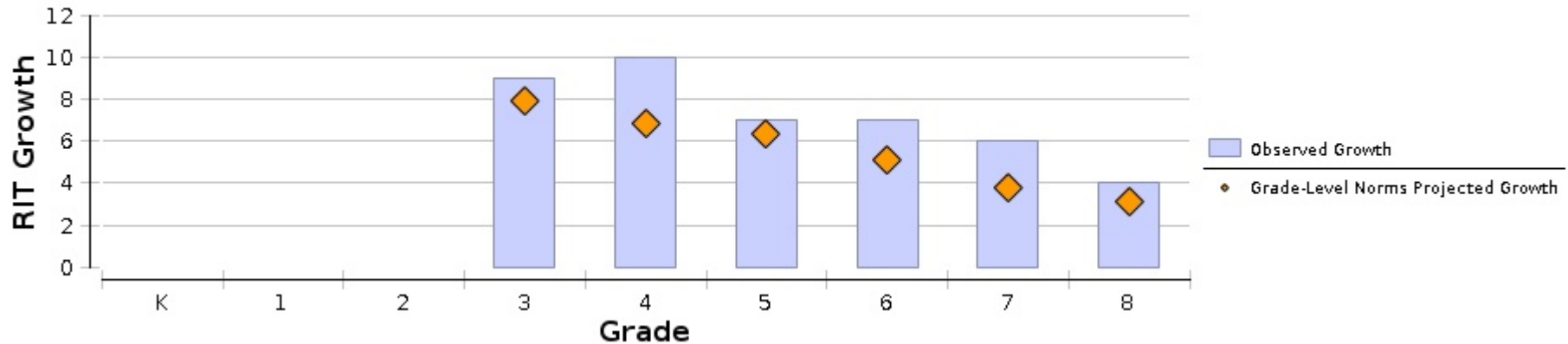
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Winter 2022
 Weeks of Instruction: Start - 4 (Fall 2021)
 End - 20 (Winter 2022)
 Grouping: None
 Small Group Display: No

Eliot K-8 Innovation School

Math: Math K-12

Grade (Winter 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Winter 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	91	194.5	13.5	84	204.0	11.7	89	9	0.8	7.9	1.32	91	91	56	62	59
4	86	208.9	13.3	92	218.6	13.4	96	10	0.9	6.8	2.53	99	86	60	70	72
5	92	223.7	14.3	98	230.9	14.9	98	7	0.7	6.3	0.64	74	92	58	63	55
6	97	223.4	19.3	87	229.9	20.5	90	7	0.6	5.1	1.12	87	97	62	64	68
7	67	218.4	20.4	42	224.9	20.6	54	6	1.0	3.8	2.32	99	67	45	67	68
8	42	217.1	18.4	21	221.5	18.2	25	4	1.2	3.1	0.92	82	42	22	52	48

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2021-2022
 District: Boston Public Schools

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Winter 2022
 Weeks of Instruction: Start - 4 (Fall 2021)
 End - 20 (Winter 2022)
 Grouping: None
 Small Group Display: No

Eliot K-8 Innovation School

Language Arts:
 Reading

Grade (Winter 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against									
		Fall 2021			Winter 2022			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**					**				
1	0	**			**			**					**				
2	0	**			**			**					**				
3	87	200.4	16.5	97	205.5	14.9	95	5	0.8	6.9	-1.51	7	87	43	49	45	
4	81	210.3	12.9	97	214.3	11.3	95	4	0.9	5.4	-1.17	12	81	47	58	52	
5	90	218.1	13.2	97	222.3	12.8	97	4	0.6	4.2	-0.03	49	90	56	62	56	
6	93	220.1	15.9	92	224.7	15.1	94	5	0.8	3.3	1.30	90	93	58	62	66	
7	65	213.5	17.8	46	216.3	16.5	46	3	0.9	2.9	-0.10	46	65	30	46	40	
8	46	210.9	16.7	18	213.0	16.5	17	2	1.5	2.7	-0.53	30	46	21	46	39	

Language Arts: Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

NWEA Assessment Summary

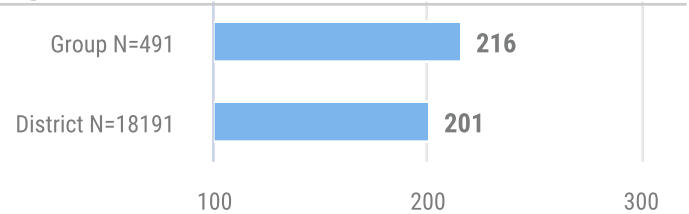
Site: **Eliot K-8 Innovation School**
 Scores for: **Winter 2021-2022**
 Grade: **All**
 Group: **All**
 User: **All Teachers**
 Tests Included: **All**

Roster Date: **Control Panel (05-05-2022)**
 Gender(s): **All**
 Reported Race: **All Reported Races**
 Special Education: **Special & Non Special Ed**
 Socio-Economic: **SED & Not SED**
 English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	40%	198
61 - 80	25%	123
41 - 60	14%	68
21 - 40	10%	50
1 - 20	11%	52
Total Students Tested		491

Average RIT Score



Lexile Distribution

Grade Level Ranges		%	#
K-1	N/A	5%	25
2-3	450-769	15%	72
4-5	770-954	19%	94
6-8	955-1079	21%	101
9-10	1080-1214	16%	81
11-CCR	1215-1355	24%	118

Lexile ranges derived from:
http://www.corestandards.org/assets/Appendix_A.pdf

What is a RIT Score? A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school.
What is a Percentile? Percentiles describe how a student's score compares with other students who took the test by showing scores that range from 1 to 99.
What is a Lexile? A Lexile level measures a student's reading ability.

NWEA Assessment Summary

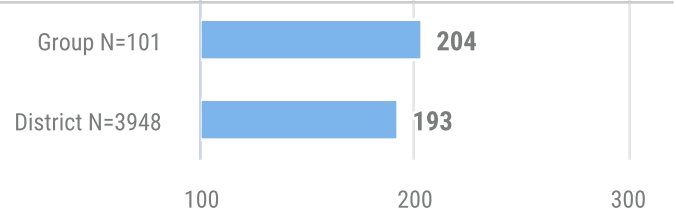
Site: **Eliot K-8 Innovation School**
Scores for: **Winter 2021-2022**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: **All**

Roster Date: **Control Panel (05-05-2022)**
Gender(s): **All**
Reported Race: **All Reported Races**
Special Education: **Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	13%	13
61 - 80	17%	17
41 - 60	15%	15
21 - 40	21%	21
1 - 20	35%	35
Total Students Tested		101

Average RIT Score



Lexile Distribution

Grade Level Ranges		%	#
K-1	N/A	18%	18
2-3	450-769	30%	30
4-5	770-954	19%	19
6-8	955-1079	17%	17
9-10	1080-1214	8%	8
11-CCR	1215-1355	9%	9

Lexile ranges derived from:
http://www.corestandards.org/assets/Appendix_A.pdf

What is a RIT Score? A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school.
What is a Percentile? Percentiles describe how a student's score compares with other students who took the test by showing scores that range from 1 to 99.
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NWEA Assessment Summary

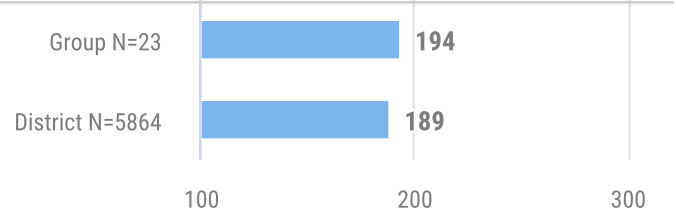
Site: **Eliot K-8 Innovation School**
 Scores for: **Winter 2021-2022**
 Grade: **All**
 Group: **All**
 User: **All Teachers**
 Tests Included: All

Roster Date: **Control Panel (05-05-2022)**
 Gender(s): **All**
 Reported Race: **All Reported Races**
 Special Education: **Special & Non Special Ed**
 Socio-Economic: **SED & Not SED**
 English Proficiencies: **LEP**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	4%	1
61 - 80	9%	2
41 - 60	13%	3
21 - 40	13%	3
1 - 20	61%	14
Total Students Tested		23

Average RIT Score



Lexile Distribution

Grade Level Ranges	%	#	
K-1	N/A	35%	8
2-3	450-769	43%	10
4-5	770-954	4%	1
6-8	955-1079	13%	3
9-10	1080-1214	4%	1
11-CCR	1215-1355	0%	0

Lexile ranges derived from:
http://www.corestandards.org/assets/Appendix_A.pdf

What is a RIT Score? A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school.
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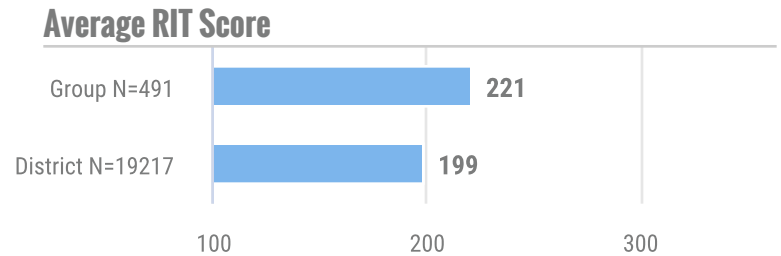
NWEA Assessment Summary

Site: Eliot K-8 Innovation School
Scores for: Winter 2021-2022
Grade: All
Group: All
User: All Teachers
Tests Included: All

Roster Date: Control Panel (05-05-2022)
Gender(s): All
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED
English Proficiencies: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	43%	212
61 - 80	22%	110
41 - 60	13%	64
21 - 40	9%	45
1 - 20	12%	60
Total Students Tested		491



What is a RIT Score? A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school.
What is a Percentile? Percentiles describe how a student's score compares with other students who took the test by showing scores that range from 1 to 99.
What is a Lexile? A Lexile level measures a student's reading ability.

NWEA Assessment Summary

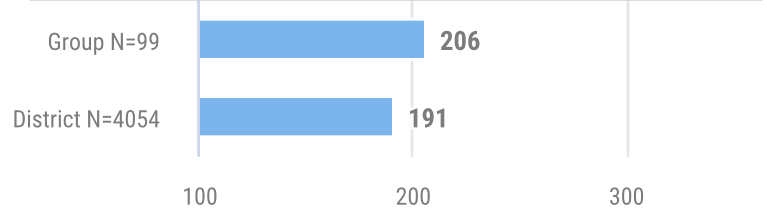
Site: Eliot K-8 Innovation School
Scores for: Winter 2021-2022
Grade: All
Group: All
User: All Teachers
Tests Included: All

Roster Date: Control Panel (05-05-2022)
Gender(s): All
Reported Race: All Reported Races
Special Education: Special Ed
Socio-Economic: SED & Not SED
English Proficiencies: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	13%	13
61 - 80	12%	12
41 - 60	17%	17
21 - 40	20%	20
1 - 20	37%	37
Total Students Tested		99

Average RIT Score



What is a RIT Score? A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school.

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NWEA Assessment Summary

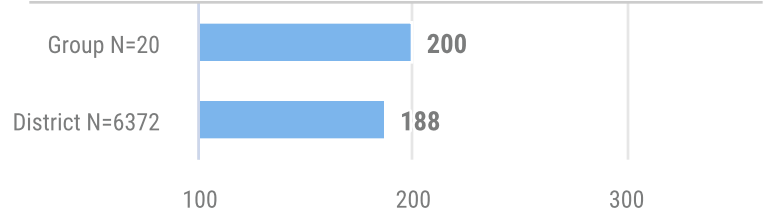
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Tests Included: All

Roster Date: Control Panel (05-05-2022)
Gender(s): All
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED
English Proficiencies: LEP

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	5%	1
61 - 80	20%	4
41 - 60	10%	2
21 - 40	20%	4
1 - 20	45%	9
Total Students Tested		20

Average RIT Score



What is a RIT Score? A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school.

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