

## Margarita Muñiz Academy SY 2020-21 Report

May, 2022

# Innovation Schools Annual Evaluation

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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.

Innovation School/Academy Information	
School Name:	
Year Innovation Status Granted: <b>November, 2011</b>	Academic Year Implementation Commenced: <b>SY 2012-13</b>
Grades Served: <b>Currently 9 through 12</b>	Total Enrollment: <b>316</b>
School Type (New/Conversion/Academy) <b>NEW</b>	School Accountability Level (if applicable): <b>Partially Meets</b>

District Name BOSTON	Accountability Level: <b>Not Requiring Assistance or Intervention/ Partially Meeting Targets</b>
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District and School Contact Information	
DISTRICT LEVEL	SCHOOL LEVEL
Name/Title: <b>Dr. Cassellius, Superintendent</b>	Name/Title: <b>Dania Vázquez, Head of School</b>
Email:	Email: <b>dvazquez2@bostonpublicschools.org</b>

**Muñiz Academy Innovation School Overview**

**Mission:** The Margarita Muñiz Academy is dedicated to full cultural and linguistic fluency in Spanish and English for all our students. Through deep partnerships with our families and community, we prepare students for higher education, careers, and civic leadership.

**Vision:** Drawing on best practices of other dual language schools in Boston, in the region and nationally, Margarita Muñiz Academy will offer a holistic, student-centered two-way bilingual high school education aimed at fostering community consciousness and preparing students for success in higher education.

**Educational Model:**

Margarita Muñiz Academy implements a college preparatory and career focused, culturally relevant dual language curriculum that provides students with the 21<sup>st</sup> century skills necessary for success in higher education and beyond. Our model *embraces* what students bring as much as it strives to deepen and enrich their skills and knowledge in both language and subject matter. Learning in both languages and across content is designed to engage students as they *construct* meaning from their experiences.

Courses in the school’s college and career program are standards-based and taught in both Spanish and English. Muñiz Academy aims for 50-50 language use, balancing both Spanish and English across the curriculum. As students journey through their four years, they experience learning academic content as well as learning social expression in both languages. The school’s comprehensive language policy ensures that students receive an exemplary dual language education.

**Our Dual Language Policy has several key features:**

- Community Language
- Developing Cultural Proficiency
- Scaffolding Use of Language in Content Areas at each Grade
- Assessment Practices
- Crew

- Family and Community
- Public Events
- Professional Development

**Key Design Elements:**

**Small School**

**Grades 9 through 12**

**Full enrollment, grades 9 to 12 at 300**

**Enrollment through district lottery and assignment process**

**College and Career Focused**

Muñiz Academy is a **college and career focused** high school.

Students will learn in a **dual-language learning model** – Spanish and English.

Learning is **student-centered**, designed around expeditions and inquiry projects that are about social change and real connections to the community.

Internships and Field-work

**Arts Education**

\_\_\_ Every student will learn **music** through the **internationally recognized El Sistema** program

Instrumental Lessons

Orchestral and Choral Work

Visual and Media Arts Instruction

**21<sup>st</sup> Century Technology**

\_\_\_ Muñiz Academy students and staff will use **technology as a core tool** for learning.

**Part A: Description of Autonomies and Flexibilities Implementation**

**Autonomies and Flexibilities**

1. Briefly describe the autonomies and flexibilities included in the approved Innovation Plan.

Margarita Muñiz Academy was granted waivers from the 2006-2010 Collective Bargaining Agreement between the Boston Teachers Union and The Boston School Committee and autonomy from district policies in the following areas:

1. **Staffing:** Muñiz Academy has the freedom to hire and excess staff based on the needs of students and mission of the school. The school hires staff regardless of their current status and requests waivers from collective bargaining agreements related to seniority and attachment rights, though it is possible that teachers could continue to accrue district seniority during their term at Muñiz Academy. While compensation for core teachers will mirror the district salary structure, teacher's job descriptions and responsibilities are significantly expanded. Working conditions also differ from conditions stipulated in collective bargaining agreements.
2. **School Calendar:** Muñiz Academy expands the length of both the school day and year in order to offer a comprehensive, college preparatory education. The expanded schedule allows for additional common planning and professional development time for teachers, expanded learning time for students, and a summer institute for incoming students. The school has the autonomy from district scheduling requirements and collective bargaining agreements pertaining to length of school year and day, summer programming, and professional development.
3. **Curriculum and Assessment:** Muñiz Academy has the autonomy from district curricular requirements, allowing the school to offer students a two-way bilingual curriculum based on Expeditionary Learning design principles. Additionally, the school determines graduation, promotion, and homework requirements. See the *Curriculum* section for further details.
4. **Governance and Policies:** Muñiz Academy has its own governance structure based on effective structures used at high performing schools. The school's governance structure allows for increased autonomy over selection, supervision, and termination of the leadership team, with final approval coming from the Superintendent. The school's governance board has responsibility for budget approval, program design, and school policies (attendance, promotion, discipline)
5. **Budget:** Muñiz Academy receives a lump sum per pupil budget based on the school's agreement with the district. The school may decline certain discretionary services and receive compensation from the district. The school has the complete discretion to spend the budget in a way that best serves the school's students and furthers the mission of the organization.

2. **Describe the autonomies and flexibilities that have been implemented to date and the extent to which implementation has occurred.**

**All of the autonomies have been implemented throughout the life of the school:**

**Staffing:** Muñiz Academy is able to select staff that meets the unique job description requirements. The school must follow the district process for hiring.

**School Calendar:** Muñiz Academy has implemented a weekly schedule and yearly school calendar to support our mission and school model.

**Curriculum and Assessment:** Muñiz Academy continues to develop curriculum using an expeditionary learning framework in a dual language high school model. Our assessments aligned to the implementation of standards-based grading. Our school meets all state assessment requirements.

**Budget:** Muñiz Academy is given the ability to determine how to best implement the budget. Discretionary funding has been reduced by the district for all autonomous schools.

**Governance and Policies:** Muñiz Academy has developed a strong governance model including a Board of Trustees, aParent Council, School-Site Council, and an Instructional Leadership Team.

## Part B: Measurable Annual Goals

### 1. Based on the review of the MAGs, describe the school's area(s) of strength and areas in need of improvement.

Muniz	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	%	%	%	%	%	#	Retained	% Retained	#	Disciplined	#	# Disciplined
All Students	315	100.0	323	100.0	87.9	86.3	42.2	52.5	323	10	3.1	324	0	316	21
Female	156	49.5	169	52.3	88.8	85.7	38.4	55	169	3	1.8	163	0	167	12
Male	159	50.5	154	47.7	87	87.1	46.2	49.7	154	7	4.5	161	0	149	9
Non-Binary	0	0.0	0	0.0											
African American/Black	21	6.7	25	7.7	91	89.3	36.4	32	25	0	0	22	0	24	0
Asian	0	0	0	0								0		0	
Hispanic	289	91.7	291	90.1	87.8	86.2	42.5	53.6	291	10	3.4	296	0	284	21
Native American	1	0.3	1	0.3					1			1		1	
Native Hawaiian, Pacific Islander	0	0	0	0								0		0	
Multi-Race, Non-Hispanic	2	0.6	5	1.5					5			2		5	
White	2	0.6	1	0.3					1			3		2	
First Language not English		84.4			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	266		260	80.5											
Students With Disabilities	151	47.9	152	47.1	87.3	86.7	40.1	51.5	152	6	3.9	158	0	154	14
	41	13	50	15.5	87.2	81.9	45.2	57.1	50	0	0	46	0	34	3

Economically Disadvantaged High Needs	241	76.5	286	88.5	87.3	86.1	43.5	53	286	8	2.8	260	0	19
	291	92.4	309	95.7	87.8	86.3	42.3	52.7	309	9	2.9	302	0	293

Key Accountability Measures	2017	2018	2019	2020 Spring Pandemic	2021	Areas for Improvement/ Strength
MCAS ELA CPI	90	88.7	83.8	NA		<b>The data points in our ELA MCAS results are clear indicators for the need to support our most struggling learners including English Learners and Students with Special Needs. SY 2021 Data reflects a lower SGP as compared to 2019 and also reflects the impact of the pandemic and hybrid learning.</b>
MCAS ELA SGP	61.7 Mean	56 Mean	58.5	NA	50.0	
MCAS Math CPI	76.2	76.2	75.0	NA		<b>Math is an area of continued important focus for improvement. SY 2021 Data reflects a lower SGP as compared to 2019 and also reflects the impact of the pandemic and hybrid learning.</b>
MCAS Math SGP	57.5 Mean	51 Mean	44.6 Low Growth	NA	28.0	
MCAS Science CPI	65.8	62	64.6	NA	NA	This year we did meet the target.
AP Spanish Language/ Lit.	62.7% Scored 3+	76% Scored 3+	65% Scored +3	NA	75% Scored 3+	Our students continue to outpace the district and state in AP Spanish



The Class of 2021 experienced a full year of either full remote learning or hybrid classes starting in March of 2021. Although the Muñiz Class of 2021 4-year graduation rate dropped from the Class of 2020, other indicators showed growth:

3.9% increase in our 5-year graduation rate;

3.8% increase in our extended engagement rate

11.9% increase between our 2020 5- year and 4- year graduation rates.

We continue our Alumni Success Program with post graduation support for all of our graduates who are in college and career training programs.

	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021
Number of Graduates	#64	#55	#63	#43	#49	#48
4-Year Graduation Rate	NA	73.3%	74.3%	74.1%	80.4%	72.9%
5-Year Graduation Rate	NA	90%	84.3%	87.9%	88.9%	91.8%
Annual Drop Out	NA	2.5	2.3	1.4	2.8	1.6
<b>Post Graduation Data</b>						
% Enrolled in education or alternative pathway	64%	64%	63%	62%	53%	53%
% Persistent in college or alternative pathways	47%	45%	52%	61%	70%	NA
Of % that persistent the % that gained high achievements in their grades	87%	84%	73%	52%	NA	NA

## 2. Describe the plan that will be used to address the identified needs.

### Areas of Strengths

Instructional strategies that meet the needs of a wide range of learners based on language and skill sets.

Academic supports and interventions: We have continued our ELA Intervention program offering additional supports for our English Learners and students who need additional instructional supports. We have continued a strong Learning Center program to focus on students with IEPs as well as students who need targeted supports in math and ELA.

School structures that ensure all students are known well.

Use of data to inform instruction – increase use of data during common planning time to track student progress.

Curricular model that provides authentic learning experiences integrating literacy across the content areas.

Use of technology: increase in accessibility of technology for all students across content areas

Strong Arts programs

We have continued to expand programs focused on college and career options for students in grades 10, 11 and 12 including Youth Build and dual enrollment (27 students participating SY 2021-22) as well as continuing our enrichment programs for students in grades 9 and 10 BU through our partnerships with Upward Bound, Summer Search, Minds Matter, Harvard Crimson, and opportunities through the Private Industry Council.

### Areas for Improvement

#### ❖ **Establishing Strategies for Wide Range of Learners:**

- a. We have refined our schedule further to provide even more targeted support for all grades:
  - i. separate Academic Intervention Program time 1 full time FTE focused on ELA for ELP level 3 and 4 learners;
  - ii. serving our ELP level 1 and 2 learners with 2 ESL teachers offering additional class time in English;
  - iii. daily period of academic supports for students lagging in course completion.
- b. We leveraged additional professional development and planning time for our Math Team during SY 2021-22 creating a clearer instructional focus and set of shared practices and curriculum mapping.
- c. In both Math and ELA, we are carefully adjusting instruction to strengthen students meeting the standards and increasing our student growth rate.

#### ❖ **Continue Instructional Alignment Across Grades:**

- a. Establishing a clearer instructional vision and set of aligned practices established aligned curriculum map across grades
- b. Aligning our school quality metrics to the Indicators of School Qualities, SpringPoint Schools ([springpointschools.org](http://springpointschools.org))
- c. Aligning our curriculum to our renewed Portrait of the Scholar competencies to begin implementation SY 2022-23.

**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.**

School level data is used as part of our ongoing process throughout the year as well as to plan our goals for succeeding years.

Student progress data is used to shape interventions as well as instructional approaches that support learning for our wide range of language learners. Grade Level Teams use ongoing progress data to determine interventions.

Professional development is based on staff input as we focus on school –wide goals. The Instructional Leadership Team shapes ongoing professional development.

Both human and material resource decisions as well as the weekly schedule model are guided by student needs based on progress data (standardized test data, course pass rates, attendance, suspensions).

4. Briefly describe the process used to evaluate the innovation school or academy’s progress towards meeting its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process.
- A. All staff participate in our beginning of year professional learning institute where we review annual progress data and affirm school-wide goals for the year. A mid-year retreat in January provides another opportunity for staff to review on going data and progress. Weekly Grade Team meetings provide opportunities for grade teams to discuss individual student progress, concerns and interventions.
  - B. The Board of Trustees conducts an annual evaluation of the headmaster including an analysis of school progress.
  - C. Boston Public Schools provides a comprehensive data analysis of annual school progress.

**Section C: Innovation Plan Updates**

Describe any updates or revisions to the Innovation Plan. Describe the process used to determine revisions were necessary and the process implemented.

Our 2017 Proposal for Expansion To Include Grades 7 and 8 was approved by BPS in January 2018 pending the Build BPS process to identify facilities. Opportunities to pursue a grade expansion are still being pursued by Muñiz Academy in collaboration with the district.

The 2022 Innovation Proposal, our third cycle of innovation, deepens our current work to frame our Portrait of the Scholar, naming the skills and dispositions we required for our graduates. A key feature of this innovation is the current planning and development of our City as Campus model where students and staff will redesign learning to include the city as our landscape for learning with partners and community members. We are excited about this developing work where students will learn in and outside our school walls, have increased opportunities for early college courses and internships, and increased opportunities to partner with the community in more intentional ways

*Important Note: 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.*