

# Application for Renewal of a Public School Charter



## The Advanced Math and Science Academy Charter School

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*\* Appendices B through E are in pdf format and have been submitted as a separate document from the body of this application.*

## INTRODUCTION TO THE SCHOOL

|                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                           |                                                 |                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------|
| Advanced Math and Science Academy Charter School                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                           |                                                 |                                       |
| <b>Type of Charter</b><br>(Commonwealth or Horace Mann)                                                                                                                                                                                                                                                                              | Commonwealth                                                                                                                                                                                              | <b>Location</b>                                 | Marlborough, MA                       |
| <b>Regional or Non-Regional?</b>                                                                                                                                                                                                                                                                                                     | Regional                                                                                                                                                                                                  | <b>Districts in Region</b><br>(if applicable)   | Marlborough, Clinton, Maynard, Hudson |
| <b>Year Opened</b>                                                                                                                                                                                                                                                                                                                   | 2005                                                                                                                                                                                                      | <b>Year(s) Renewed</b><br>(if applicable)       | 2010, 2015, 2020                      |
| <b>Maximum Enrollment</b>                                                                                                                                                                                                                                                                                                            | 966                                                                                                                                                                                                       | <b>Projected Enrollment for 2024-25</b>         | 966                                   |
| <b>Chartered Grade Span</b>                                                                                                                                                                                                                                                                                                          | 6-12                                                                                                                                                                                                      | <b>Grade Span for 2024-25</b>                   | 6-12                                  |
| <b>Number of Instructional Days For the 2024-25 School Year</b>                                                                                                                                                                                                                                                                      | 180                                                                                                                                                                                                       | <b>Students on Initial Waitlist for 2024-25</b> | 791                                   |
| <b>School Hours for the 2024-25 School Year</b>                                                                                                                                                                                                                                                                                      | 7:55-2:45<br>(Monday-Friday)<br><br>7:55-11:07<br>(Professional Development Half Days-total 6)<br><br>7:55-11:07<br>(Half Days for Students and Staff-total 4)<br><br>7:55-11:45<br>(Final Exams-total 4) | <b>Age of School in 2024-25</b>                 | 20                                    |
| <b>Mission Statement</b><br>The Advanced Math and Science Academy Charter School will create an atmosphere of celebration of knowledge where children of all backgrounds and abilities excel in all subjects, especially in math, science and technology, empowering them to succeed in the workplace of our modern high-tech world. |                                                                                                                                                                                                           |                                                 |                                       |

When AMSA first opened its doors in 2005, we were fortunate to attract parents and students from as many as 65 sending districts who were willing to take a leap of faith in our educational experiment. The diversity of such a widely dispersed and motivated student population brought depth and richness to our young community. As a result of AMSA's success and growing reputation for high standards, interest within our four core towns (Marlborough, Hudson, Clinton, and Maynard) continued to grow. It is not surprising that at the end of the 2023-2024 school year, students from our four core towns represent

89% of our total student population, 54% alone coming from Marlborough. *“We, at the Academy, believe that children with a wide range of abilities can achieve a world-class education if given an opportunity to apply themselves diligently. The Academy does not intend to attract only talented students, but on the contrary, will serve ALL students that come to the Academy with the goal to achieve.”*

This is a direct quote from AMSA’s original charter application. At no time in our 19 years of operation has AMSA been more dedicated to fulfilling its mission to serve children of all backgrounds and abilities. AMSA is committed to its mission to “create an atmosphere of celebration of knowledge”, provide opportunities for all our students to excel in all subjects and experience the joy of learning, and cultivate strong leadership skills by promoting our core values of integrity, excellence, and community.

The AMSA community embraces our mission to serve the needs of all our students and continues to celebrate the depth and richness of diversity that exists at AMSA today.

## **FAITHFULNESS TO THE CHARTER**

### **CRITERION 1: MISSION AND KEY DESIGN ELEMENTS**

AMSA’s key design elements support the implementation of our program, making it unique and distinct from other schools.

#### **Celebrate academic knowledge and inspire an appreciation of learning.**

*AMSA provides the opportunity for all students to participate in the American Mathematics Competitions that are designed to promote the development and enhancement of problem-solving skills and a love for learning.*

*AMSA students are offered many choices of academic clubs and activities. Students are encouraged to participate in academic endeavors during and beyond school hours that complement their studies and allow them to focus deeper into their individual passions.*

*AMSA recognizes seniors who have earned honor roll status for at least 12 out of 15 quarters during their high school career with the award of Honor Roll Distinction.*

**Implement an educational model that is highly structured, and each year consists of continuous, logically organized, and interconnected multi-year courses (Executive Summary) in which teachers introduce, and build upon, fundamental concepts and theories in math, science, computer science, and the humanities, preparing students for college and professional life.**

*AMSA’s program prepares and encourages students to participate in Advanced Placement studies as early as 10th grade and offers a wide selection of courses available to students inspired to take the challenge and strive for excellence.*

*The Counseling Department provides seminars for all high school students that focus on college preparation, college applications, and career planning. This includes essay writing, financial aid guidance, and a strong focus on mental health and wellness.*

**Cultivate a generation of leaders (and collaborators), especially in math, science, and technology that requires full commitment from the school to ensure that every student is challenged at the maximum**

**of their ability and current intellectual preparedness with the goal of further advancing this “maximum” level.**

*AMSA has implemented **Panorama**, a data driven program used to improve the school climate and culture, teaching and learning, family and community engagement, and student’ social-emotional learning. The program allows us to identify and track students who are considered the “lowest performing”, providing data that guides strategies for narrowing learning gaps. Due to testing interruptions caused by COVID-19, the 2022 Next Generation MCAS will serve as our baseline.*

*Students identified as lowest performing are supported through our Math Intervention Program, MCAS Tutoring Program, or Peer Academic Counseling Program.*

*AMSA offers many opportunities for participation in research and internships within our science, engineering/technology, and computer science departments.*

During the previous charter term, AMSA administrators, teachers, students, and parents worked collaboratively to identify three core values that would define and direct the day-to-day culture at AMSA: Integrity, Excellence, and Integrity. Integrity requires honesty in our work and our relationship with others. Excellence requires a commitment to the joy of learning and to creativity, as well as a commitment to persevere in the face of obstacles. Community requires that we pursue the characteristics of good citizenship; that we help each other, collaborate with each other, and celebrate our amazing diversity.

2020-2021 was the first year of our current charter term and faithfulness to our core values was never more evident. COVID-19 was at its height and AMSA was faced with the daunting challenge of providing a rigorous learning experience via remote participation. Working in a variety of Back-to-School committees, our staff discussed and analyzed the challenges COVID-19 presented to our community from multiple perspectives. Based on the data collected, AMSA made the decision to provide an all-remote learning model for the first quarter, which led to an equally successful all-remote second and third quarters. AMSA teachers participated in ten extra days of professional development. Training focused on the effective use of online platforms and a variety of remote teaching techniques, including best practices on effective assessment techniques and ways to evaluate online student learning. AMSA also provided teachers with professional development on effectively building positive student-teacher relationships in an online environment.

The AMSA remote learning plan provided lessons aligned with AMSA’s curriculum standards. AMSA’s remote curriculum and instructional materials were consistent with AMSA’s highly structured academic model. The academic program continued to follow the original design and intent of our charter, delivering a high-quality academic program that is highly structured, consisting of continuous, logically organized, and interconnected multi-year courses in which teachers introduce, and build upon, fundamental concepts and theories in math, science, computer science, and the humanities. All AMSA Departments developed rich virtual academic curriculums consistent with our core mission, challenging and supporting each student. Many of our students inspired us with their enthusiasm and eagerness to participate in the American Mathematics Competitions (AMC), which were remote and optional during the 2020-2021 and 2021-2022 school years.

AMSA’s decision to return to in-person at the end of the 2021-2022 school year was helpful in easing students and staff back into the school’s previous routine. Although it has been a demanding two years dealing with the loss of learning time, behavioral effects of COVID, and searching for a new school

leader, we are pleased with our successes and have learned from our challenges. The 2022-2023 and 2023-2024 school years have been successful. Our administrators, teachers, staff, and students are enthusiastic and eager to begin planning for the 2025-2030 charter term!

### **Amendments to the Charter**

| <b>Amendment Requested</b>                                                                                                                                    | <b>Approval Date</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Amend Bylaws to clarify protocols and procedures and to align with current state guidance.                                                                    | 8-05-20              |
| New Accountability Plan for the 2020-2025                                                                                                                     | 8-05-20              |
| Clarify enrollment process for homeless students, requirements for establishing residency, and application cycle.                                             | 9-21-21              |
| Amend Bylaws to allow a new position that would report to the Board, Director of Capital Projects, to oversee the new academic building construction project. | 12-22-22             |
| The Department was notified that AMSA made the decision not to implement the Director of Capital Projects position.                                           | 7-18-23              |

### **CRITERION 2: ACCESS AND EQUITY**

AMSA is dedicated to its mission to educate students of all backgrounds and abilities and has utilized several methods to familiarize residents in our region of service (Marlborough, Maynard, Clinton, and Hudson) with our academic program, student support services, and application process. Our recruitment campaign includes printed information in English, Spanish, and Portuguese, which is posted on social media platforms and the school's website. On many occasions, the Executive director, Principal, Registrar, and other key personnel from AMSA traveled to each of the four core towns as part of our recruitment outreach strategy, providing an overview of our mission, answering questions, and demystifying the concept of a charter school. Unfortunately, attendance was consistently low at these meetings. When the school moved to holding virtual recruitment meetings, attendance increased tremendously. This has become the preferred model for marketing and communicating information to prospective applicants.

In the 2020-2021 school year, we held three virtual information meetings, two in November and one in December. In the 2021-2022 school year, we held five virtual information meetings, one in November, two in December, and two in January. That year, the Executive Director, Principal, and Dean visited the four elementary schools in Marlborough with the goal of introducing AMSA to all fifth-grade students. Students were given letters to take home to their parents. Postcards in English, Portuguese, and Spanish with information about our academic program, student support services, and lottery/application process were mailed to all families in the other core towns (Maynard, Clinton, and Hudson) with children between the ages of 8-11.

In the 2022-2023 and 2023-2024 school years, we held three virtual information meetings each year. Recruitment postcards were mailed to all families with children ages 8-11 who reside in Marlborough, Maynard, Clinton, and Hudson. All virtual parent information meetings are recorded, and video content is combined and edited to create "the best of" videos that are posted on our website. Live interpreters

are available during at least one meeting each year. AMSA held three in-person, student led, school tours in the fall and three in the spring. Tours are open to the public and publicized through social media (Facebook and Instagram). All new students who were accepted through eh lottery, and their families, were invited personally to attend the spring tours.

**Lottery and Admissions Information can be found on the Admissions Page on the school's website.**

<https://www.amsacs.org/admissions>

**Student Services Information can be found on the school's website:**

<https://www.amsacs.org/academics/curriculum/special-education>

Some of the more prevalent challenges to our recruitment efforts have included situations we cannot control. Families who live outside of the Marlborough district have to consider the time and cost of transportation. Families who are happy with the student support services they are receiving in their own district are often reluctant to disrupt their child's routine. Some parents are hesitant to apply knowing that admission is based on a lottery and not guaranteed. Admission preference is given to siblings and residents of core towns, not to students in specific subgroups. Seats are limited as siblings often make up a significant percentage of incoming students. Despite these challenges, AMSA's waitlist is consistently in the hundreds.

Another challenge is the net school spending (NSS) cap, which affected lottery applicants from Marlborough this year. After consultation with the Department regarding AMSA's 2024-2025 lottery, and to comply with 603 CMR 1.05(10)(b), all Marlborough residents who applied by the application deadline were included in the lottery but offers of admission were limited to siblings of currently attending students and to twenty-five non-sibling Marlborough residents. All remaining non-sibling Marlborough residents were placed on the waitlist but will be "skipped over" and not eligible for enrollment. If the Marlborough Public School District no longer is at its NSS cap, and a vacancy occurs, a Marlborough resident applicant from the waitlist could become eligible for enrollment.

### Enrollment Trends

Charter schools are graphed against comparable schools in its region, the median and first quartile of the comparison schools, and the state average. For enrollment demographic indicators, where possible, a statistically derived "Comparison Index" is graphed to provide a comparison figure that account for the charter school's size and fluctuations in student populations that yield natural variation in school-level enrollment figures.

| <b>Students with Disabilities</b> | 2020  | 2021  | 2022  | 2023  | 2024  |
|-----------------------------------|-------|-------|-------|-------|-------|
| AMSA                              | 6.3%  | 5.8%  | 4.2%  | 6.8%  | 6.8%  |
| Comparison Index                  | 13.2% | 13.4% | 12.9% | 13.1% | 13.7% |

| <b>English Language Learners</b> | 2020 | 2021 | 2022 | 2023  | 2024  |
|----------------------------------|------|------|------|-------|-------|
| AMSA                             | 3.3% | 1.3% | 2.7% | 1.4%  | 4.7%  |
| Comparison Index                 | 7.4% | 7.4% | 8.3% | 10.8% | 11.6% |

| <b>Economically Disadvantaged</b> | 2020  | 2021  | 2022  | 2023  | 2024  |
|-----------------------------------|-------|-------|-------|-------|-------|
| AMSA                              | 8.5%  | 10.4% | 14.7% | 16.0% | 17.3% |
| Comparison Index                  | 25.3% | 29.9% | 39.4% | 39.1% | 38.3% |

Although AMSA has not enrolled a demographically comparable population during the past charter term to meet the *Comparison Index* set by the state, our percentages are moving upward.

Information that is available to stakeholders about special education and English as a second language programming is located on the AMSA. This information is also available in the Student Handbook, which is also available on the website. The website provides a translation feature prominently placed at the top of the screen. On the Student Services homepage, the *Parent's Notice of Procedural Safeguard* is offered in English, Spanish, Russian, and Portuguese.

### Attrition Trends

The chart below tracks the attrition for three subgroups, Students with Disabilities, English Language Learners, and Economically Disadvantaged over the past five years. Attrition has been below the third quartile for the following subgroups, except in 2024, when the attrition percentage was unusually high in the English Language Learners category, **even though we enrolled a record high number of ELL students (45) in the 2023-2024 school year.** *\*We contacted the Data Service Office regarding the high percentage, and they explained that at the end of the 2022-2023 school year, there were 14 ELL students reported across all grades for attrition reporting, 3 of whom were reported as exits, resulting in the 21% attrition rate for the group in the 2024 CHART retention data.*

*The Third Quartile is the median of the upper half of all comparison schools.*

| Students with Disabilities | 2020  | 2021  | 2022  | 2023  | 2024  |
|----------------------------|-------|-------|-------|-------|-------|
| AMSA                       | 5.3%  | 5.7%  | 11.1% | 10.2% | 10.9% |
| Third Quartile Attrition   | 11.0% | 11.3% | 15.3% | 11.4% | 15.9% |

| English Language Learners | 2020  | 2021  | 2022  | 2023  | 2024   |
|---------------------------|-------|-------|-------|-------|--------|
| AMSA                      | 2.3%  | 6.7%  | 0.0%  | 0.0%  | *21.4% |
| Third Quartile Attrition  | 12.7% | 14.5% | 11.1% | 20.5% | 12.4%  |

| Economically Disadvantaged | 2020  | 2021  | 2022  | 2023  | 2024  |
|----------------------------|-------|-------|-------|-------|-------|
| AMSA                       | 4.9%  | 3.8%  | 8.8%  | 1.6%  | 6.6%  |
| Third Quartile Attrition   | 11.2% | 10.5% | 14.1% | 13.3% | 12.7% |

Historically, we estimate 2% attrition between grades 9 and 10, to account for students who may consider returning to their sending districts or applying to Assabet Valley Regional Technical High School or a private school. We estimate 4% attrition between grades 10 and 11, to account for students who may transfer to the Massachusetts Academy of Math and Science (Mass Academy) at Worcester Polytechnic Institute (WPI). We believe that recruitment of our highest-performing math students reflects the ambitious standards set at AMSA. The Massachusetts Academy of Math and Science offers students a year of free tuition at WPI, which is a compelling opportunity and stiff competition. We are actively developing strategies and incentives for students to remain in our program.

### Suspension and Expulsion Trends

During the 2020-2021 school year, the COVID epidemic drove the decision for AMSA to continue with a remote learning model until April 26, 2021. The deans and school counselors focused their efforts on student attendance during online classes as well as collaborating around issues with student mental

health. Discipline was largely centered around ensuring students were actively participating in their online instruction.

AMSA continued the peer mediation program in partnership with a community-based mediation agency. This program is designed to help students resolve conflicts with each other peacefully and constructively before they escalate to the point of requiring a serious disciplinary response. Due to the pandemic, mediation did not occur but recruiting for a new class of mediators did. Those mediators were trained during the 2021-2022 school year. It was evident in the transition to in-person learning that students were facing behavioral and mental health challenges. That same year, AMSA experienced a higher rate of suspension for ELL students and students with disabilities. AMSA counselors offered a variety of services throughout the pandemic. In addition to their tiered intervention for struggling students, they worked with MassSupport to deliver wellness presentations to all students in grades 6-12 that focused on healthy habits and self-care.

During the 2022-2023 school year there was a decrease in the use of suspension for all students, from 52 individual students suspended the prior year to 34. AMSA successfully reduced the use of suspension for ELL students from the prior year from 6 students to 2 students, resulting in a rate lower than the state reporting threshold. This was accomplished through increased collaboration and calibration between the deans' offices and counseling staff, special education staff, and ELL staff. More than 50 mediations were conducted by the peer mediation program. Both deans met with representatives from several area school districts throughout the year to share practices related to running a successful peer mediation program.

#### **Efforts to Ensure Program Access**

The Director of School Counseling was involved in administering two DESE Grants: FC 332 SEL and Mental Health Grant (MTSS Focus) and FC 248 Systems for Student Support. Through FC 248, AMSA iterated on our Peer Academic Coaching Center (PACC) and a Math Intervention Program (MIP), and Bridge, a bryt-model program focused on reintegrating students after psychiatric hospitalization. Through FC 613/332, AMSA was able to add administrative support to the counseling department, an academic success coach to the ELL department, and contracted with a new referral service Care Solace (a mental health care coordination service). With increased focus on AMSA's MTSS (Multi-Tiered System of Support) and SEL (social and emotional learning), AMSA piloted an SEL screener, Tier 2 Cognitive Behavioral Therapy Groups (CBT) and a Tier 1 Advisory program called TRAILS (Transforming Research into Action to Improve the Lives of Students). The TRAILS program offers SEL curriculum for the classroom, and self-care programming for staff, to promote mental health and wellness and build resiliency among students and staff. Counselors held focus groups for teachers to help them embed social emotional learning in their classrooms. AMSA strengthened collaborations with Challenge Success, Wayside Youth and Family Support Network, and other community partners to expand services and support. Ongoing professional development and training was provided for counselors, teachers, and administrators to enhance support capabilities. AMSA's Counseling staff presented at Massachusetts School Counseling Association Annual Conference, showcasing AMSA's leadership in social-emotional learning and mental health support.

AMSA purchased Panorama, a tool to explore a variety of student data points. The data available includes comprehensive information such as attendance, grades, discipline action, IEP, 504, ELL, or low-income status. The vice principal and both deans met with the upper and lower school counselors every week to check in on students, making it possible to flag behavior issues. The deans worked closely with the school counselors to provide a consistent message to our students regarding behavior and civic

mindedness. The deans held assemblies with students at separate grade level meetings allowing for targeted and age-appropriate topics and conversations. Topics for the younger students included bullying and harassment, vandalism, discrimination, respecting self and others. The older students were provided with information on vaping, drug and alcohol use, plagiarism, and academic dishonesty.

AMSA offers a summer credit recovery program for students who fail a subject. Middle school students have the opportunity to recover credit in English and Math. High School students are given the opportunity to recover credit in all core subjects. Running simultaneously during the summer, AMSA offers the Eagles Academy Program, which is an enrichment program designed to offer AMSA students and rising 6<sup>th</sup> graders opportunities to gain additional academic support.

### **CRITERION 3: COMPLIANCE**

The Department's Summary of Review received at the end of AMSA's last charter term (February 2020) reported the following findings:

A Coordinated Program Review (CPR) mid-cycle visit to AMSA in December 2016 identified 20 findings in special education. It was determined that AMSA had addressed the findings by completing an approved corrective action plan (CAP).

AMSA had been out of compliance with terms of its charter regarding the school's maximum enrolment during the 2015-2020 charter term. The maximum enrollment granted by AMSA's charter is 966. AMSA was able to make the necessary adjustments to correct the "bubble" responsible for the over enrollment. The maximum enrollment of 966 has been stable every year during the current charter term.

AMSA was out of compliance with state statutes and regulations regarding teacher qualifications. Per state regulations (603 CMR 1.06(4)), all teachers beyond their first year of employment must take and pass the Massachusetts Test for Educator Licensure (MTEL). At the time of the renewal inspection in November 2019, three teachers (out of 72) beyond the first year of employment had not passed the required MTEs. These three teachers passed the MTEL and met the requirements. At this time, all our teachers have met the state statutes and regulations regarding teacher qualifications, with one teacher who just finished their first year, taking their MTEs this summer.

### **CRITERION 4: DISSEMINATION**

AMSA has provided innovative models for replication and best practices to other public schools in our district and other districts in the Commonwealth during this charter term. In addition, we have welcomed visitors from other states who have come to learn about our educational model. Just recently, we have partnered with a group from Rhode Island that is in the process of opening a charter school with ambitious plans to replicate AMSA's program. We look forward to sharing our successes as well as strategies for overcoming challenges that are familiar to charter schools.

Kate Driver, Director of School Counseling, was a panelist at the DESE Spring 2024 Federal Grants Conference on May 13, 2024. The session, titled "Data-Driven Decisions: Supporting Social Emotional and Mental Health in Schools," was facilitated by Chris Pond, Behavioral Health and Mental Health Specialist at DESE.

Last year the Cummings Foundation awarded AMSA with a \$105,000 grant (over three years) to fund an initiative AMSA created to broaden participation in engineering from underrepresented groups. We

piloted the program with our collaborator, the University of Massachusetts Lowell (UML). Last year and again this year, we are serving students from primarily underrepresented backgrounds.

Underrepresented students in engineering include students who identify as women, first-generation college students, and as Underrepresented Minority (URM) students. In our program, rising ninth and twelfth graders were put into teams to develop a prosthetics prototype. Undergraduate students facilitate their design process in collaboration with UML and AMSA staff. Professors across the different fields of engineering at UML gave seminars and ran activities. The goal is to encourage students to develop their STEM identity and identify in-group STEM role models, while engaging in hands-on engineering activities and learning about potential engineering careers. AMSA hosted a two-week engineering design camp again this year, in addition to on-campus recruitment events for STEM careers at UML and UMass Amherst.

AMSA's outreach is not limited to the classroom. Our students and staff are equally interested in building strong citizenship and community mindedness through service to local residents and assistance programs. AMSA's Leaders of Tomorrow actively participate in community services. This year, Leaders of Tomorrow provided books to the Willis House (a homeless shelter in Hudson for women and children who are victims of domestic abuse). The group organized three town-wide coat drives in Marlborough, Hudson, and Clinton and participated in supporting two community soup kitchens, June's Table in Marlborough, and the Wheat Kitchen in Clinton. Leaders of Tomorrow hosted classes and activities (How to use your Smart phone, jazz band concert, trivia, and bingo) at four senior housing projects in Marlborough (The Branches, Marlborough Hills, The Reservoir, and New Horizons).

Years in the making, AMSA initiated a Collaborative Internship Program with Lesley University. In August 2022, three Lesley students signed on for a one-year Intensive Program to earn a master's degree and Massachusetts Initial Licensure. The program provides hands-on classroom experience, exposure to AMSA's unique Math and Computer Science curriculum, mentorship, and professional development opportunities. The program is led by AMSA's Math Department Chair and Computer Science and Engineering Department Chair, along with several Math and Computer Science Teachers. At the end of the school year, these interns had a full year of classroom experience, curriculum knowledge, and professional development training. They passed the MTEL exams and two of the candidates acquired employment upon completion of the program. One joined the Concord district as a Computer Science teacher and the other joined AMSA's faculty to teach Computer Science in grades 6 and 9. Although Lesley University did not have interns for us this past school year, the program is ongoing and accepting applicants. [www.amsacs.org/community/lesley-internship-program](http://www.amsacs.org/community/lesley-internship-program)

#### CRITERION 4: DISSEMINATION

| School Year Dissemination Occurred | Best Practice Shared                                                    | Vehicle for Dissemination         | Who at the school was involved with the dissemination efforts?  | With whom did the school disseminate its best practices?                                                                                                  | Result of dissemination                                                                                                                                                                                                                                                 |
|------------------------------------|-------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2020-2021                          | Health Curriculum                                                       | Instruction and workbooks         | Health Teacher and Community Outreach Manager                   | PE/Health teachers at Middle Schools in Clinton and Hudson                                                                                                | Over 300 Hudson and Clinton Middle School 6 <sup>th</sup> graders will have instruction in the Botvin Life Skills Program.                                                                                                                                              |
| 2020-2021                          | Anatomy and Biology Curriculum                                          | Lecture, presentation, labs       | Five AMSA seniors and two AMSA juniors                          | Sunovian Pharmaceuticals Marlborough, MA                                                                                                                  | AMSA team developed a unit on the human brain and taught all AMSA 7 <sup>th</sup> graders. The unit included the central and peripheral nervous systems. Unit enhanced the existing biology curriculum.                                                                 |
| 2020-2021                          | Health, Laboratory and Career Skills                                    | Corporate Internship              | Five AMSA seniors and their supervisors at Quest Diagnostics    | Quest Diagnostics Marlborough, MA                                                                                                                         | AMSA team developed an orientation checklist, training program, and laboratory duties that future high school interns from many different high schools will use.                                                                                                        |
| 2021-2022                          | Health Curriculum                                                       | Instruction and workbooks         | Health Teacher and Community Outreach Manager                   | PE/Health teachers at Middle Schools in Clinton and Hudson                                                                                                | Over 300 Hudson and Clinton Middle School 7 <sup>th</sup> graders will have instruction in the Botvin Life Skills Program, which completed the final phase of instruction. Additionally, another 300 students in 6 <sup>th</sup> grade have started the Botvin program. |
| 2021-2022                          | Hands-on classroom experience, mentorship, and Professional Development | Collaborative Internship Program. | The Math and CS Dept Chairs, along with many of their teachers. | Lesley University students. We expect to expand this program to include other disciplines as we continue our exciting association with Lesley University. | Three interns joined AMSA for the school year. Interns had a full year of classroom experience, curriculum knowledge, and professional development training which they will bring with them to their first teaching assignments.                                        |

|           |                                                                                           |                                                                                                   |                                                                                 |                                                                                                                                        |                                                                                                                                                                                                                                                                                                                     |
|-----------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2021-2022 | Math Curriculum                                                                           | Onsite interviews and classroom observations.                                                     | Executive Director, Math Dept Chair, Math Teachers, and students.               | Principal and Math Dept Chair from the Old Sturbridge Academy Charter School.                                                          | The Principal and Math Dept Chair from the Old Sturbridge Academy CS spent the day at AMSA. They met with our ED and Math Dept Chair to discuss best practices, program delivery, and curriculum. They observed a cross section of subject classes in action. They also gathered information about our ELL program. |
| 2022-2023 | Mediation Program                                                                         | Onsite visit with school personnel and sharing information through a Q & A.                       | The Upper School Dean and the Lower School Dean                                 | Northborough Public Schools, McAuliffe CS, Wayland Middle and High School, Natick Middle and High School, and Dover Sherborn District. | Sharing and explaining the details of AMSA's successful and ongoing mediation program: the partnership with Metro West Mediation and the process used to implement and operate the mediation program at AMSA.                                                                                                       |
| 2022-2023 | AMSA Policies and resources related to employee relations, hiring practices, and benefits | Onsite visit with administrators                                                                  | The Executive Director and the Assistant Executive Director                     | Foxborough Regional Charter School.                                                                                                    | Shared successful administrative policies, resources, and provided guidance.                                                                                                                                                                                                                                        |
| 2022-2023 | Computer Science Curriculum                                                               | Panel Discussion                                                                                  | AMSA's Math and English Dept Chairs                                             | MCPSA Fall Conference                                                                                                                  | Dept Leaders shared information about how AMSA prepares students for MCAS.                                                                                                                                                                                                                                          |
| 2022-2023 | Tier 2 Group Counseling                                                                   | Presentation "Building Capacity for High School Tier 2 Group Counseling"                          | Director of School Counseling and a High School Counselor                       | Attendees at the Massachusetts School Counseling Association Annual Conference                                                         | The presentation was delivered live at the conference and was recorded as a resource for attendees.                                                                                                                                                                                                                 |
| 2023-2024 | How to conduct a productive science lab                                                   | Classroom instruction was presented as a lab, one per quarter in Chemistry, Biology, and Physics. | Community Outreach Manager and 12 student members of AMSA's Leaders of Tomorrow | 4 full classrooms of 4 <sup>th</sup> graders at Kane School in Marlborough.                                                            | Elementary school students were exposed to the intriguing art of science lab techniques used at AMSA, which encourages further interest in science.                                                                                                                                                                 |

|           |                                                                                 |                                                                                                                           |                                             |                                                                                                |                                                                                                                                                                                                                                                                                   |
|-----------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2023-2024 | Research and Development practices                                              | Worked together to research and develop proposals to address housing sustainability in Massachusetts.                     | Science Teachers and Grade 11 AMSA students | Students from Marlborough High, Assabet Technical High, and the New England Innovation Academy | AMSA's corporate partners from Quest Diagnostics, Dupont, and Thermal Fisher served as consultants during the process and served as judges of the students' proposals.                                                                                                            |
| 2023-2024 | Capstone Projects                                                               | AMSA seniors shared their capstone projects with students from other schools as part of the Marlborough STEM Competition. | AMSA Teachers and Grade 12 AMSA students    | Students from Marlborough High, Assabet, and the New England Innovation Academy.               | Students from the Marlborough High Schools were able to share and compare their work.                                                                                                                                                                                             |
| 2023-2024 | Data-Driven Decisions: Supporting Social Emotional and Mental Health in Schools | Panelist at the DESE Spring Federal Grants Conference                                                                     | Director of School Counseling               | Attendees at the DESE Federal Grants Conference                                                | AMSA's Director of School Counseling shared how AMSA supports students using a strong Multi-Tiered System of Support (MTSS) and tracking tool that includes comprehensive student data points such as attendance, grades, discipline action, IEP, 504, ELL, or low-income status. |

Our teachers and staff are especially dedicated to celebrating and sharing their joy of learning through personal example. AMSA's core values are based on the ideals of excellence, integrity, and community, which form the context for how we teach, live, and communicate with one another. AMSA is actively involved with building partnerships with leaders in the technical, biotech, and engineering industries, who live and work in our community. We believe that AMSA will continue to grow if we continue to foster relationships and opportunities for our students and staff within our community. We also believe we can support our community and other schools by collaborating and sharing our methods with them.

## ACADEMIC PROGRAM SUCCESS

### CRITERION 5: STUDENT PERFORMANCE

#### MCAS Performance

Despite the learning gaps and behavioral challenges, AMSA students have continued to perform at a high level on MCAS. The percentages of students who scored **Exceeding or Meeting Expectations** on the Grade 10 Next Generation MCAS tests compared to the overall state results are demonstrated in Appendix D (Table 1).

An Education Proficiency Plan (EPP) is initiated for students who do not achieve proficiency in Math or English. Students are provided with additional support and their academic progress is monitored and documented throughout the year. Students who do not pass the High School MCAS are given multiple opportunities by the state to retake the exam and are offered support during academic labs, after school tutoring, and Study Island (an online MCAS preparation program).

AMSA's original enrollment policy limited offering seats past grade 7. When state regulations mandated charter schools to enroll and backfill new students as late as grade 9, fulfilling our mission to bring all students to proficiency was an added challenge. AMSA's academic program was designed to build on continuous, logically organized, and interconnected multi-year courses beginning in grade six. Our teachers embrace the challenge and work very hard to provide additional support to older students who do not have the strong academic foundation that AMSA students are expected to form during the lower school experience. Academic understanding and excellence are possible through the great effort and commitment shared by our students and teachers at AMSA.

#### Non-Statewide Assessment Performance

The AMSA community is proud of its commitment to providing students with a broad access to Advanced Placement (AP) courses. AMSA offered 17 different AP courses in 2024 to students in grades 10, 11, and 12. As shown in the chart provided in Appendix D (Table 2), 87% of our students' AP exams had scores of 3 or higher, demonstrating a dedication to excellence that is shared by our students and teachers.

The table provided in Appendix D (Table 3) demonstrates the total number of AP students who took the exams over the past four years and the number of students in each cohort who are identified as High Needs. (*High Needs includes the following groups: students with Disabilities, Low Income, and English language learners.*)

The English Department at AMSA uses several measures to assess students' placement and progress including, i-Ready Diagnostic, School-wide writing rubrics, AP English Language and AP English Literature test scores, and the PSAT and SAT test scores. The i-Ready Diagnostic (which was new to AMSA this year, replacing the Lexia Rapid Test used in past years) 2024 spring assessment showed an overall improvement in grade-level reading ability for the 55 students enrolled in AMSA's reading program. This is the first year using this program so historical data is unavailable. At the start of the year, 56% of reading students were performing 3+ grade levels below their enrolled grade, which shrunk to 27% in the spring. Students reading two grade levels below reduced from 24% to 13%. Students reading one grade level below grew from 25% to 27%. Students reading on grade level grew from 5% to 13%. Students reading above grade level grew from 0% to 9%. Results in the specific areas of the assessment reveal stronger results in vocabulary and weaker results in comprehension of informational texts. For vocabulary, 58% of reading students scored on grade level or one grade level below, while in

comprehension of informational texts, 56% of students scored 2 or more grade levels below their enrolled grade.

The historical statistics measured using the Lexia Rapid Test is as follows: Comparing the testing data for incoming 6th graders over the last four years (2020-2023) to data from the previous four years (2016-2019), there was a slight shift in the scores of students we serve. In the first four years of data, we had an average of 13.5% of students reading below grade level when they entered AMSA. From 2020-2023, 15.25% of students new to AMSA were reading below grade level. We also saw a slight drop in the average RSP, from 71.5% of students above the threshold for likely reading success to 70% with the lowest percentiles in the last two years.

Anecdotally, teachers report a general decline in student vocabulary and reading comprehension which tracks national trends. This year we piloted a new half credit course for students who have failed an English class at the high school level. The purpose of this class is not only to provide an opportunity for credit recovery for students who did not qualify or complete summer school, but also provide an opportunity for practice and support for our lowest achieving students and to address the causes (which are many) in an intensive and individualized way. The plan is to expand this program over the next two years to include students identified by their English teachers who are struggling to complete work and develop skills. For these students, the program will offer them additional support for their reading and writing work during the school year. This program is integral to the school's mission and commitment to excellence for all students. Because of programs like this, our students continue to do well on standardized tests despite these trends.

For many years, the English Department has used a school-wide writing rubric with 3 three grade level bands: 6-8; 9-10; 11-12 as the primary assessment tool for writing. Based on these rubrics' criteria, we are seeing a clear decline in the sophistication of student writing. Certainly, these gaps are attributable to several factors and have complex causes, but among them are losses during Covid and the deleterious effects of a constant barrage of low-quality reading "hits" from social media and other online sources which constitute the bulk of many students' reading activity. We are trying to address both of these trends by keeping our standards and expectations for students high, and by providing the support needed for students to regain the stamina and skills lost to Covid and the societal trend away from engaging in critical reading.

AP scores in English (AP Language & Composition and AP Literature & Composition) have held fairly steady over the years, indicating that our highest achieving students continue to thrive with scores significantly higher than the state and national averages. AMSA's average score over the last six years in AP Literature is 3.65, and in AP Language it is 4.2. As demonstrated in Appendix D (Table 4).

By opening enrollment to both 11th and 12th graders this year, we were able to enroll significantly more students in AP Language (50 this year vs. 5 last year) due to additional flexibility in scheduling. Students did not have to choose between two courses which were offered only in a single year but could plan to take both. The enrollment for AP Literature has increased this year over last year because in 2022-23, the course was only offered to 11th graders. As a result, interested 12th graders had already taken the course in 11th grade. We expect enrollment numbers to settle into a more consistent pattern over the next year or two.

The Math department uses midyear exam results and final exam results to analyze gaps in students' knowledge. The 2023-2024 results showed that in grades 9 through 12, "covid learning gaps" still exist, but have continued to narrow. The majority of students gained expected confidence and knowledge

with averages in the range of 65-85 across all levels, though exams are still based on a partially abbreviated curriculum.

With younger students in grades 7 and 8 we still see lower than pre-COVID averages, especially in groups of struggling students. For example, in both 7th and 8th grade, students who are considered “struggling” scored a raw average result of 60 on the 2024 mid-year exam, versus the results on the mid-year exam in 2020, where raw average results in these groups were in the range of 68-80. For both 7th and 8th grade, midyear exams were more challenging than the previous year and included the majority of pre-covid curriculum which is a step forward for these grades. Struggling 6th grade students this year performed better than 6th grade students last year, showing an average of 65-70, which is higher than the average of 62 last year.

In addition to midyear and final exams, the math department runs MCAS practice tests. This year’s practice tests identified twice as many underperforming students in 10th grade than last year. These are students whose 6th, 7th and 8th grades were affected by COVID restrictions and online study, clearly demonstrating that we must continue to address the effects of COVID with some groups of students.

### **Criterion 6: Program Delivery**

AMSA continues to deliver a highly structured academic program that consists of continuous, logically organized, and interconnected multi-year courses. Our goal is to meet the needs of all students. The foundation of AMSA’s educational model is the belief that all children can learn complex, abstract concepts at an early age if allowed to build on these concepts as they mature and allowed to make mistakes. Understanding grows from exposure to ideas and concepts developed over time. AMSA students are encouraged to embrace challenges, pursue intellectual advancement, and develop valuable collaborative skills. Students are taught that advancement in academic knowledge is a process that requires time, commitment, and discipline, but most importantly, a passion for learning.

The AMSA English program includes seven years of continuous, scaffolded writing practice. Grammar, mechanics, usage, and vocabulary are taught directly in grades 6, 7, and 8, and targeted instruction in problem areas of writing continues in grades 9-12. At all grade levels, AMSA’s writing curriculum develops writers by doing. All students work toward mastery of the techniques of effective writing by producing meaningful and effective prose in a variety of modes and by editing and revising their own and peers’ work, preparing them for writing in college, work, and civic society. Literature study at AMSA is historically and thematically aligned with an emphasis on foundational works of literature confronting the essential questions of human existence from a variety of perspectives and traditions. Students’ study of literature has a two-fold goal: to produce critical thinkers who have a clear and informed understanding of the literary canon and who have mastered the skills and concepts necessary to interpret, appreciate, and apply the knowledge gained from a wide range of literary works and voices from both the past and present. General alignment with AMSA’s history curriculum helps students understand the context necessary to achieve the rigorous levels of critical analysis for which AMSA strives. Our goal is to produce critical readers who can ask incisive critical questions and find answers which undergird a deep understanding of any text.

Changes to the reading program this year have been directed at improving the coordination of reading with our core English curriculum and improving communication of relevant information about students between our new reading teacher (who is a veteran AMSA English teacher) and the rest of the English department. The reading program is now supervised directly by the English

department chair rather than the Principal and Vice Principal. This structure is more in line with how teachers are supervised and evaluated at AMSA and has created a more collegial and cooperative relationship between the English and Reading programs at the school.

This year, our new reading teacher has implemented an improved reading testing program and much more student-centered practice in reading classes as well as regular communication with families and planning with our English teachers to identify and assist students who may need additional reading support. We have encouraged reading generally (both inside and outside of school) by partnering with the Marlboro Public Library to obtain library cards for our 6th and 7th graders and to bring MPS librarians into AMSA to make presentations to the students about the resources available at the newly renovated library. Students have learned how their local library and librarians can enrich their lives, from school and research help to manga clubs and finding the books each student will love reading just for fun. We have also received a grant this year to provide incoming 6th graders with a “jumpstart” on their career at AMSA which provides them with a fun, four week “summer camp” experience which will better prepare them to meet the rigors and demands of AMSA’s high standards, including completing regular critical writing and reading assignments not only in class but also independently. Marlboro Public librarians will also be presenting for this program and will be assisting students in finding books to read for fun.

Gaps in students’ writing skills are most apparent in grades 6-8 but are also evident in the upper school grades 9-12. By the time students have moved through our Lower School grades 6-8 program, they have shown marked improvement; however, we continue to see gaps in the Upper School grades 9-12 in writing and reading ability, particularly in the areas of organization, evidence and analysis, and ability to comprehend more complex texts. Over the last couple of years, we have returned to our more rigorous pre-Covid reading and writing program and are beginning to see improvements year to year in student writing ability. We continue to review and adjust all grade-level writing assessments in order to identify where re-teaching and additional practice may be necessary.

The AMSA Math program introduces students to concepts of Algebra and Geometry in grade 6 and grade 7. Geometry is taught in parallel to Algebra in grade 7 through 10 to build connection between subjects. There is progression of courses from grade 6 through 12. All students are introduced to ideas of polynomial functions, trigonometry, conic sections, logarithms, exponent, probability, and statistics. 85% of students are introduced to concepts of Calculus. Students are given knowledge of Calculus (including Multivariable Calculus) and Linear Algebra before or in parallel of studying advanced Physics, Chemistry and Statistics. Seniors are offered “Life Courses” that include Statistics and Accounting. Special lessons for advanced students are offered once a week that focus on non-standard problems, such as graph theory, game theory, number theory, and advanced combinatorics and probability.

During the last two years AMSA math department implemented a Math Intervention program that paired struggling students with tutors ( teachers and advanced students) to work once or twice a week on knowledge gaps and missing material due to long absences or chronic underperformance. (about 40 students participated in this program this year). AMSA continues to implement a Middle School Math Internship Program, offering credit to student interns who assist students during Directed Study by reviewing material covered in class, helping students prepare for quiz retakes by reviewing previous quizzes and managing the Skills Quiz retake process.

AMSA’s Middle School Science program is unique. Over the course of three years, AMSA middle school students will cover a high school biology course. This allows teachers to reinforce ideas throughout the material, helping to draw connections relevant to students and the world they live

in today. In grade 7, the classes of Chemistry and Physics are folded in, and in grade 8, an Earth Science class is added. That means that AMSA students have four unique science teachers, all specialists in their field, in 8th grade. Due to this multi-year foundation, students in grade 9 are well prepared for their high school Biology course. After successful completion of their freshman year, students have the opportunity to choose their path in Chemistry and consider AP Biology. Juniors are provided with options in addition to Physics, from Anatomy and Physiology, Sustainability, GIS, Forensics, Our Research Program, and AP Chemistry. Seniors have all the elective options, plus the ability to take AP Physics.

Some of the most notable advancements to our science curriculum in recent years are the dynamic research and internship opportunities offered in collaboration with Thermo Fisher Scientific, Boston Scientific, Sunovion, Quest Diagnostics, Raytheon, GE Health, and ViaSat. Students participate in scientific research modeled after graduate school science programs. Current areas of research include Engineering, Environmental Sustainability, Geochemistry, Molecular Biology, and Wildlife Population Studies.

AMSA's Computer Science and Engineering program is very special as it integrates our Science and Math curriculum into its program for all grade levels. All students take Computer Science in grades 6 through 11. The curriculum focuses heavily on solving problems using tools that help students visualize and get feedback from their computation. The curriculum focuses on projects that not only reinforce the Math, Science, and other content areas, but also emphasizes the importance of foundational knowledge of STEM fields to show the real-world relevance to our students. AMSA's Computer Science curriculum focuses not only on core concepts and programming structures but also on creativity, flexibility, and critical thinking. AMSA offers many accelerated courses such as AP Computer Science, Intro to Data Sciences, Intro to Cyber Security and Cryptography, Discrete Mathematics that teaches foundational mathematics and logic, Networks and Full stack development which is the core of Computer Science.

AMSA introduced *Full Stack Development* as a new course this past year. This is a comprehensive and interdisciplinary project that requires students to apply the knowledge and skills acquired throughout their academic careers to solve real-world problems or issues. Students organized an independent group research in order to devise an innovative solution for a real-world problem - period Attendance at schools. They developed a product called AMSA Eagle Eye, which will provide AMSA administrators with data on the amount of time students spend out of class.

Students learned a lot about GitHub and version control, used by thousands of development teams and companies, learned Advanced web server and database management using AWS, worked with Object-oriented design through the document-object model and Realistic development workflows and environments using Docker Containers, which is the latest technology used in the software industry. This is like no other class at a high school.

When a high school student completes our program, they will be well prepared to seek a Computer Science, Math, Science and/or Engineering degree, have advanced knowledge and abilities in computing, be able to engage in solving problems with success, push the boundaries of conventional thinking, complete interdisciplinary projects, and explore internship/research opportunities with skill and confidence. AMSA seeks to build collaborative relationships with industry and universities to expose our students to practical applications of Computing and Engineering. AMSA is proud of its early foresight to keep Computer Science in the core curriculum, and we are willing to work with other schools and businesses to make its program's model of Computer Science a core requirement, the exemplar for all others.

AMSA's History and Social Studies Department seeks to instill a passion for learning about how the past informs the present. Across grades 6 through 12, students learn about the chronological progression of human history. 6th grade focuses on ancient history, while 7th grade focuses on medieval and early modern world history. Beginning in the 2024-2025 academic year, 8th grade focuses on Civics, adhering to the standards set by the 2018 History and Social Studies Curriculum Frameworks. Students take a final year of world history in 9th grade. In 10th grade, students transition to United States History, which they continue studying in 11th grade. Students in grades 9-12 have the opportunity to take several elective courses, including AP courses. The following AP courses are offered: AP Macroeconomics (10-12), AP Microeconomics (10-12), AP United States History (11-12), AP US Government (11-12), and AP Psychology (12). The remaining electives are driven by the department's own priorities of allowing opportunities to study certain historical periods and trends in greater depth. In alternating years, students can select elective courses on Anthropology, History of Modern Africa, Contemporary US History, History of Sports, The History of the Wild West, and The Dark Side of American History. There is one elective specially reserved for juniors and seniors who wish to study Government and Economics in a non-AP setting. Assessments across all grades include document-based questions, primary source analysis, simulations, group and individual projects, geography quizzes, multiple choice exams, and research essays.

The World Language and Art Program offers a rigorous program with the AP level in all subjects including Art, French, Latin, and Spanish. The department implements interdisciplinary study between World Language and Art, and other disciplines, so students can make connections and comparisons across various subjects, synthesize concepts, and engage in critical thinking and analysis. For the second consecutive year, we have held Arts and Science night in May as a way to celebrate our multi-faceted and talented students. This event includes an extensive visual artwork display, student presentations of science projects and performances by chorus, band and acapella.

AMSA has also successfully offered the Massachusetts Biliteracy State Seal for the fifth year. This initiative recognizes students who demonstrate proficiency in English and another language. The department is also proud to offer national honor societies in Art and Spanish to qualifying students.

| <b>Class of</b> | <b># of Students</b> | <b>Massachusetts Biliteracy State Seal</b> |
|-----------------|----------------------|--------------------------------------------|
| 2020            | 6                    | French, Japanese, Portuguese, Spanish      |
| 2021            | 7                    | Portugues, Russian, Spanish                |
| 2022            | 3*                   | Polish, Portuguese, Spanish                |
| 2023            | 10                   | Latin, Portuguese, Spanish                 |
| 2024            | 26                   | Latin, Portuguese, Russian, Spanish, Tamil |

*\*The test is usually taken by juniors, so the Class of 2022 was particularly impacted by COVID.*

AMSA has a vigorous wellness and physical education curriculum. Our wellness and physical education teachers are highly qualified professionals who work with a diverse student body. The curriculum provides activities and learning opportunities that encourage healthy habits and lifelong fitness. Along with teaching students the importance of teamwork and sportsmanship, students in grades 8 and 10 receive a health curriculum in conjunction with their physical education. The curriculum is designed to familiarize students with issues that are commonly experienced in middle and high school. Lessons have been carefully developed to provide a strong knowledge base and offer experiences that enable students to make good choices and

decisions. The goal is to build a foundation of self-awareness, empathy, and understanding, that promotes the development of physically, socially, and emotionally healthy students.

The Special Education Department teaches skills that students need in order to access and make progress in the general education curriculum. The skill development areas include academic and executive functioning skills as well as social/emotional and behavioral skills that are needed to access the life of the school. Our service delivery model is an inclusive model of service, which means that students receive their special education services in the classroom, where the learning occurs. General Educators, Learning Specialists, and Assistant Learning Specialists work as a cohesive team with the student and family to effectively implement the Students Individual Education Plan.

We have a full service of Related Service Providers which include Adjustment Counselors, Psychologist, Speech and Language Pathologist, and Behavior Specialist to consult with team members and provide direct services. Physical Therapy and Occupational Therapy are currently contracted services through Assabet Valley Collaborative. We also have an Inclusion Specialist to effectively include students in the general education classroom. The Inclusion Specialist works with students and families who may need an increased level of support in the development of skills needed to access the curriculum.

The AMSA English Language Learners Program of Sheltered English Instruction provides specialized instruction for students according to their level of need depending on the integrated setting. Sheltered English Instruction means that students study the same subjects and material as their peers, but with simplified language and with audio-visual material presented in a comprehensible manner. Lessons and activities are designed so the English language development of the student is addressed. ELL students are also provided regular in-classroom support and enrollment in an English Language Development (ELL) class providing more focused development of necessary academic English language skills. All ELL classes are taught by a fully licensed ELL teacher.

AMSA offers a summer credit recovery program for students who fail a subject. Middle school students have the opportunity to recover credit in English and Math. High School students are provided with the opportunity to recover credit in all core subjects. Running simultaneously during the summer, AMSA offers the Eagles Academy Program, which is an enrichment program designed to offer AMSA students and rising 6<sup>th</sup> graders opportunities to gain additional academic support.

## **CRITERION 7: SCHOOL CLIMATE AND FAMILY ENGAGEMENT**

### **Safe and Supportive Environment**

In accordance with the Massachusetts Charter School Performance Criteria, AMSA ensures that the school and classroom environments are safe, supportive, culturally responsive, welcoming, respectful, inclusive, and reflective of the community and students' cultures and identities.

Challenge Success is a non-profit affiliated with the Stanford University Graduate School of Education. They partner with school communities to elevate student voice and implement research-based, equity-centered strategies that improve well-being, engagement, and belonging for all students. AMSA joined Challenge Success during the 2019-2020 school year. Having completed our fourth year, the AMSA Challenge Success Team has brought together students, teachers, administrators, and counselors to work toward bringing more balance to the AMSA student experience. We also conduct pulse surveys for our middle school students, asking them about their academic, social, and emotional well-being.

Through the Challenge Success organization, AMSA holds surveys every two years for students in grades 9-12 and teachers, collecting historical data that can be compared with prior responses. The surveys ask questions related to overall academic, social, and emotional well-being. The data collected (with a nearly 100% response rate for both) informed plans for the 2022-2023 and 2023-2024 school years.

In the final set of meetings for the year, the team looked at data and discussed insights, questions, and ideas in two main areas: schedule and transitions and balance with assignments. These priorities were informed by data from Challenge Success Students and Faculty surveys and by teacher feedback from the Shadow a Student event. Teachers who participated in Shadow a Student remarked on how full and sedentary many students' days felt. Some interesting data collected: 69% of students reported feeling "exhaustion" in the last 30 days; 31% of students feel "quite" or "very" confident in their ability to cope with stress; 13% of teachers are "quite" confident in students ability to cope with stress; 53% of students think they have too much homework; On a scale of 1-5 (1=Never, 5 = always) students rated the statement "how often do you enjoy your schoolwork" at an average of 2.5; 67% of students think it would be "very effective" to create more time for students to work on projects/homework in school.

### **Family Engagement**

During the first year of this charter term (2020-2021), family engagement was critical to keeping our students connected to the school and to their educational progress while the AMSA community remained at home through the spring. The Executive Director and the Principal were assessable and visible while we were teaching remotely and through the recovery years. Family Forums continued to be held virtually as it became evident that virtual forums were more convenient for families to attend. Family Forums were held quarterly every year. A Community Council was created, comprised of parents who also met quarterly with the Executive Director and Principal to discuss school matters and strategize.

Our new Executive Director engages with families through a periodic newsletter (nine this past year) that highlights student achievements, school events, athletic successes, fundraising, and building construction updates. This form of communication is a friendly vehicle for addressing active concerns that affect the AMSA community. The Executive Director's newsletter is delivered through a platform that offers translation in over 100 languages.

The school website is a living resource for families with the *AMSA This Week* published every Sunday evening, offering information on upcoming events, recaps, reminders, deadlines, and announcements.

### **Family Surveys**

[2021 Spring Family Survey Results](#)

[2023 Spring Family Survey Results](#)

[2022 Spring Family Survey Results](#)

[2024 Spring Family Survey Results](#)

AMSA conducted a communications survey to all AMSA families at the end of the 2023-24 school year. This year's survey focused on three questions, and we received 163 responses. There were several action items for improvement from survey comments that are being implemented.

**Do you read the weekly e-newsletter "AMSA This Week"?**

Almost Always - 77%

Sometimes - 19%

Never - 4%

**We send specific emails with info/reminders about events, deadlines, etc. In general, do you feel that we send?**

Too many emails - 11%

Not enough emails - 9%

About the right number of emails - 80%

**Do you view content on AMSA's social media?**

Often - 40%

Sometimes - 33%

Never - 27%

We worked with a team of MBA students from Bentley University to evaluate the effectiveness of the AMSA website. The team did an audit of the website and conducted independent interviews with parents, staff, and students. Overall, the feedback was positive. The Bentley team provided recommendations, and we have begun working with our web developer on implementing improvements.

We hope to create many opportunities for AMSA families to get together this year. Activities will include an Open Door Day on August 20, allowing AMSA students and their families to tour the school followed by an ice cream social. AMSA will host three potluck dinners (October 17, January 16, and April 17) to encourage families to get acquainted, build relationships, and develop a strong community identity.

## **ORGANIZATIONAL VIABILITY**

### **Criterion 8: Capacity**

#### **School Systems and Leadership**

In August 2022, Executive Director Ellen Linzey announced that she had made the difficult decision to retire at the end of the 2022-2023 school year. AMSA was deeply saddened by the loss of her leadership. As the school leader, Ms. Linzey brought the community together after the school had endured several years of climate unrest and leadership issues. Her handling of the COVID-19 pandemic was a tribute to her ability to meet overwhelming challenges with tenacity combined with her unwavering compassion. During those difficult years, AMSA was able to carry on with its mission to provide quality education to all our students.

A Search Committee, comprised of a cross-section of the AMSA community, was formed in the fall of 2022 to guide the search for a new school leader. The Search Committee was created, and members included three Board members, five staff members, and two parents. The school engaged *Eos Transition Partners* to manage the search and assist in finding qualified candidates. The purpose of the Search Committee was to guide and review the preliminary search findings by Eos, approve the position profile and outreach plan, interview the highest quality candidates, and select a number of candidates to advance as finalists. In February 2023, two finalists were selected to go through the final interview process and met with members of the school community through in-person interviews at open Board of Trustees meetings. In March 2023, the Board of Trustees offered Dr. Lisa C. Mobley the Executive Director position. Dr. Mobley is an experienced administrator and former Principal at King Phillip

Regional High School, with a strong background in administration, teaching, curriculum development, and counseling. AMSA welcomed Dr. Mobley on July 1, 2023.

Dr. Mobley spent her first year getting to know the staff, embracing the school's mission, and putting together an entry plan that would establish a set of intentional activities, strategies, and organizational goals that would guide her next years as AMSA's school leader.

AMSA's leadership team implements the academic programming and operations in a manner that is consistent with the school's mission and core values. The administrative leadership team has sought to work together through consistent communication and holding weekly administrative team meetings. The administrative team works closely and collaboratively with Department Chairs on a host of issues including the evaluation rubrics and processes for teachers and department chairs, homework policies, communication expectations, and basic decisions around standardized testing, mid-terms, finals, and course schedules. In order to maintain open dialogue, the Executive Director meets with the Principal and Vice Principal regularly. The Principal and Vice Principal meet with the Department Chairs and Deans on a weekly basis. The Executive Director meets with the District Operations Team monthly, ensuring that systems and operational responsibilities are clearly understood and properly executed. In general, most major decisions are made in a collaborative fashion. All stakeholders are actively encouraged to share ideas and concerns with the administration.

The leadership team models the school's core values of excellence, integrity, and community, fostering a culture of accountability, trust and collaboration with all stakeholders. The leadership team is dedicated to keeping professional development a priority at AMSA.

The backbone of AMSA's program is the academic leadership team. AMSA's department chairs are responsible for the mentorship and support of their team teachers, while ensuring strong curricula. Department chairs are experts in their content area and take the lead role in the hiring of new teachers. During the 2018-2019 school year, the administration focused on creating an improved evaluation tool for department chairs that would promote professional growth in a collegial and supportive environment. The department chairs were actively involved with the development process, providing insight and perspective as both teachers and supervisors specific to their content area. The evaluation tool was designed to reflect AMSA's core values of integrity, excellence, and community, and to reinforce AMSA's mission to serve all students, regardless of background or ability, so they may excel in all subjects. This evaluation tool is still in use and is considered a "live" process that is continually being reviewed and revised by the leadership team.

### **Professional Climate and Standards for Performance**

AMSA started a Professional Learning Community (PLC) model in 2023-2024. A PLC is a collaborative group of educators who meet regularly to share ideas and improve their teaching practices. PLCs are designed to help teachers learn and create a learning environment where all students can reach their full potential. Our teachers were provided with a variety of options and selected a group/area of focus for the school year. The PLC focus groups were:

- Classroom Management (focus on running a classroom so that everyone knows what's going on, things are organized and run smoothly without interruptions) addressing disengagement due to learning gaps, routines, differentiation, gender bias, proactive vs reactive.

- Students Engagement addressing Diversity, Equity, and Inclusion, strategies to boost the feeling of belonging, differentiation for high achieving students, disengagement, helping special education student succeed.
- Designing effective assessments, focusing on the essential question “What is the purpose of assessment?” Challenging our assumptions about assessments including innovating ways to think about assessment, earned honors distinction, P/F, alternative grading systems.
- Curriculum Mapping and Interdepartmental Collaboration working with Atlas, PowerSchool, Gimkit/Blookit/Quizziz, and GradeCam.

AMSA conducts annual staff surveys to provide actionable data that informs the administration with policy and procedural decisions.

[2021 Spring Staff Survey Results](#)

[2023 Spring Staff Survey Results](#)

[2022 Spring Staff Survey Results](#)

[2024 Spring Staff Survey Results](#)

## **CRITERION 9: GOVERNANCE**

Members of the board of trustees uphold their responsibilities under Massachusetts law and regulations to act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school. The Board has clear and well-understood systems and policies for decision-making and communication processes. Board meetings are held monthly in open session, minutes are taken, and meetings are videotaped. The board of trustees engages in strategic and continuous improvement planning by setting and regularly monitoring progress relative to priorities and goals that are aligned with the school’s mission, vision, and educational philosophy. They hold one or two strategic planning meetings annually. During the current charter term, the board of trustees has participated in facilitated strategic planning exercises to develop a unified vision statement.

The subcommittees (Finance, Education, Governance, and Development), meet regularly, usually once per month, and follow Open Meeting Law protocols. Each board member is assigned to at least one subcommittee and may be asked to serve on a task force. The board ensures sustainability of the school by establishing clear processes for board and school leadership succession; and recruiting, selection and training new members. The Board of Trustees uses an online board management platform called BoardOnTrack, specifically designed for charter schools’ unique needs. This program offers significant organizational systems for Board materials such as meeting agendas, minutes, Board documents, evaluation tools, and a wide range of resources for best practices.

## **CRITERION 10: FINANCE**

AMSA has consistently demonstrated that the school maintains a sound and stable financial condition and operates in a financially sound and publicly accountable manner. The Board of Trustees has approved a balanced budget every year and the audit reports prepared by *Alexander, Aronson, Finning and Company* have consistently confirmed sound fiscal practices.

## PLANS FOR THE NEXT FIVE YEARS

Over the course of the next five years, we hope to build upon the progress we have made in our first 19 years. We are, most importantly, committed to fulfilling the mission of our school as described in our charter: that we are a school where all students of all backgrounds and abilities can excel in all subjects. We will meet this goal with outstanding MCAS scores, high participation rates and strong scores in our AP program, and outstanding college acceptance rates. Next to the importance of our mission are our core values: integrity, excellence, and community. We recognize much work still remains to instill these values and we look forward to doing this throughout our community. Integrity (by which we mean honesty and respect); excellence (by which we mean hard work and a joy and love of learning); and community (by which we mean supporting others, being good citizens, and celebrating diversity) will all be key ingredients in our ability to meet our goals.

To fulfill our mission and to implement our core values, we believe it is essential to build an environment of trust and collaboration throughout our community. To build this trust, we will continue to create and nourish relationships between our staff, students, and our families that are premised upon respect. We will seek to build trust by encouraging and promoting open and clear communication as well as bottom-up problem solving. AMSA is fortunate to have an incredibly talented staff. By working together, encouraging frank feedback, sharing and testing ideas, and examining data, we are confident that we can create a dynamic, supportive culture that will uplift and support our students and staff. AMSA's success is grounded in teacher autonomy, and commitment to excellence with adequate support and adequate time to plan. We want to be a school of choice for talented educators through competitive compensation and emphasizing employee well-being.

To fulfill our mission and to implement our core values, it will also be essential that we continue to support the academic, social-emotional, and physical growth of all students with high expectations for all, including exceeding standards with "unapologetic rigor." This requires that we hire and retain passionate and enthusiastic teachers to teach our challenging and engaging curriculum in all subjects that is premised on high academic expectations. It is essential that we ensure that our teachers have the professional development and resources they need to effectively teach our curriculum. It also requires that we guarantee robust support for our high needs students and that we create a safe and supportive learning environment throughout our school.

To fulfill our mission and implement our core values, we plan to strengthen AMSA's partnerships with our families and engage the wider community to support our mission. It will also be important to continue to build collaborative relationships with surrounding schools, universities, and businesses. Over the course of the past couple of years, we have been involved in meetings, internships, shared panels, and workshops to reach this goal (detailed in the dissemination section of our renewal application) and we have made large strides, but more work remains.

Lastly, it requires that we secure and adopt a long-range plan for our facilities. AMSA has an opportunity to explore expansion to reach more students while simultaneously enhancing our financial position. Our goal is to develop Board capacity in governance and resource acquisition to advocate for the charter school movement at the local, state, and national levels. We seek to diversify funding streams, expand and strengthen funding infrastructure, and enhance resources.

## Appendix A: Accountability Plan Performance

| Faithfulness to Charter                                                                                                                                                                                                                                                                                                                                                                   | Charter Term Performance |         |         |         | Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                                                                                                                                                                                                                                                                                                                                                                           | M (Met)<br>NM (Not Met)  |         |         |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                           | 2020-21                  | 2021-22 | 2022-23 | 2023-24 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Objective: The school will establish an environment in which students feel safe and supported.                                                                                                                                                                                                                                                                                            |                          |         |         |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Measure: 95% of all AMSA students in grades 6 though 11 will participate in the annual American Mathematics Competitions (AMC). The 95% of AMSA students in grades 6 through 11 participating in the annual AMC will reflect the demographics of all students in grades 6 through 11. (Participation in the AMC is optional for seniors.)                                                 | NM                       | NM      | NM      | M       | 2020-21: The AMC was optional due to the COVID-19 pandemic.<br>2021-22: The AMC was optional due to the COVID-19 pandemic.<br>2022-23: 58% of students in grades 6-11 participated in the AMC. 97% of students in grades 6-8. The AMC was optional for grades 9-11 and only 15.8% opted to participate.<br>2023-24: 96.5% of students participated in the AMC. Participation reflected the demographics of all students in grades 6 through 11.<br><i>It is noteworthy to report that 78% of our seniors opted to participate in the AMC in 2024.</i> |
| Measure: By the end of the charter term, 65% of all AMSA students will participate in an academic interest club, Student Government, Student Council, a National Honor Society, Student Mentor Program, Student Mediation Program, and/or competitive academic activity during or outside their regular school day. The 65% of all AMSA students participating in academic interest clubs | NM                       | NM      | M       | M       | 2020-21: 47% of all AMSA students participated in virtual academic clubs and/or interest groups during the school year. AMSA did not have its system in place for collecting related demographic data until September 2021 due to the pandemic.<br>2021-22: 51% of all AMSA students participated in academic clubs and/or interest groups. Data closely reflected AMSA’s demographics for most student groups.                                                                                                                                       |

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| and activities will reflect the demographics of all AMSA Students.                                                                                                                                                                                  |    |   |    |    | <p><b>2022-23:</b> 77% of all AMSA students participated in academic clubs and/or interest groups. Data closely reflected AMSA's demographics for most student groups.</p> <p><b>2023-24:</b> 78% of all AMSA students participated In an academic club, student government, and/or interest groups. Data closely reflected AMSA's demographics for most student groups.</p>                                                                                                                                                     |
| <b>Objective:</b> AMSA's educational model will prepare students for college and professional life.                                                                                                                                                 |    |   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Measure:</b> Each year, 85% of all AMSA students will take at least one Advanced Placement course during their High School career.                                                                                                               | M  | M | NM | NM | <p><b>2020-21:</b> 86% of all AMSA students in the class of 2021 took at least one AP course during their High School career.</p> <p>2021-22: 91% of all AMSA students in the class or 2022 took at least one AP course during their High School career.</p> <p><b>2022-23:</b> 82% of all AMSA students in the class of 2023 took at least one AP course during their High School career.</p> <p><b>2023-24:</b> 82% of all AMSA students in the class of 2024 took at least one AP course during their High School career.</p> |
| <b>Measure:</b> Each school year, the number of Advanced Placement exams taken by AMSA students earning at least a score of "3" will exceed the state average by 15% and the national average by 20%.                                               | M  | M | NM | NM | <p><b>2020-21:</b> Scores of at least "3" exceeded the state average by 20% and the national average by 25%</p> <p><b>2021-22:</b> Scores of at least "3" exceeded the state average by 18% and the national average by 23%</p> <p><b>2022-23:</b> Scores of at least "3" exceeded the state average by 14% and the national average by 18%</p> <p><b>2023-24:</b> Scores of at least "3" exceeded the state average by 13% and the national average by 18%.</p>                                                                 |
| <b>Measure:</b> By the end of the charter term, the School Counseling Department will have integrated into the curriculum, seminars for all high school students, that provide grade appropriate college admissions preparation, essay writing, and | NM | M | M  | M  | <p><b>2020-21:</b> Counselors taught a fall senior seminar and spring junior seminar online for all students. They worked with the Health/PE Dept to implement 9<sup>th</sup> and 10<sup>th</sup> grade seminars. Implemented a new Counseling Integration Team that is mapping curriculum between the two departments.</p>                                                                                                                                                                                                      |

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| financial aid guidance, with a strong focus on health and wellness.                                                                                                                                                                                                                                       |    |    |    |    | <p><b>2021-22:</b> Counselors taught a fall senior seminar and a spring junior seminar online for all students. .They continued to work with the Health/PE Dept and have begun to implement similar seminars for all 9<sup>th</sup> and 10<sup>th</sup> grade students.</p> <p><b>2022-23:</b> Counselors taught a fall senior seminar and a spring junior seminar online for all students. AMSA was awarded a MyCAP grant and continued to work with the Health/PE Dept to finalize the 9<sup>th</sup> and 10<sup>th</sup> grade seminars to be fully implemented in 2023-2024.</p> <p><b>2023-24:</b> Counselors taught grade level seminars to all students in grades 9-12. AMSA has a fully integrated grades 9-12 seminar program that is also mapped in Atlas. AMSA was the recipient of MyCAP funding for the second year in a row and expanded their MyCap Implementation team this year to include teachers in a wider range of subject areas at ASMA: Computer Science, Math, English, and Science.</p> |
| <p><b>Measure:</b> Each year, 98% of seniors will apply to a college or university and 100% of seniors who apply to a college or university will be accepted.</p>                                                                                                                                         | NM | NM | NM | NM | <p><b>2020-21:</b> 95% of the students in the class of 2021 applied to a college or university and of these students, 100% were accepted.</p> <p><b>2021-22:</b> 97.2% of the students in the class of 2022 applied to a college or university and of these students, 100% were accepted.</p> <p><b>2022-23:</b> : 97% of the students in the class of 2023 applied to a college or university and of these students, 100% were accepted.</p> <p><b>2023-24:</b> 95% of the students in the class of 2023 applied to a college or university and of these students, 100% were accepted.</p>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Objective:</b> AMSA will challenge all students at the maximum of their ability and current intellectual preparedness with the goal of further advancing their “maximum” level.</p>                                                                                                                 |    |    |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Measure:</b> 100% of AMSA students in grade 6 (Class of 2027) and grade 7 (Class of 2026) who are identified as Lowest Performing based on their Next Generation MCAS scores in Math and ELA will advance to the level of Next Generation passing or higher by the time they complete grade 10.</p> | NM | NM | NM | NM | <p><b>2020-21:</b> Cancellation of the 2020 MCAS due to COVID-19 left us without a baseline to determine progress.</p> <p><b>2021-22:</b> Participation in the 2021 MCAS was significantly reduced due to COVID-19 and left us without a true baseline to determine progress. Participation in the 2022 MCAS was back to normal and will serve as our new baseline.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                                                                                                                                                                                                                                                                                                                                    |    |    |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                                                                                                                                                                                                                                                                                                                                    |    |    |    |    | <p><b>2022-23:</b> The 2022 baseline does not provide enough of a timeline to provide comparison data for the class of 2027 or the Class of 2026.</p> <p><b>2023-24:</b> 2024 MCAS data is embargoed at this time.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Measure:</b> 100% of students in grade 8 (Class of 2025, Class of 2026, and Class of 2027) who are identified as Lowest Performing based on their Next Generation MCAS scores in Science, Technology, and Engineering will advance to the level of Next Generation passing or higher by the time they complete grade 10.</p> | NM | NM | NM | M* | <p><b>2020-21:</b> Cancellation of the 2020 MCAS due to COVID-19 left us without a baseline to determine progress.</p> <p><b>2021-22:</b> Participation in the 2021 MCAS was significantly reduced due to COVID-19 and left us without a true baseline to determine progress. Participation in the 2022 MCAS was back to normal and will serve as the new baseline.</p> <p><b>2022-23:</b> The 2022 baseline did not provide the adequate timeline to provide comparison data for the Class of 2025 or Class of 2027.</p> <p>*The Class of 2026 took the STE in 2022 and the High School Science in 2023, allowing us to track progress for the lowest performing students over two years. Two students did not meet expectations in grade 8 but both students (100%) were able to achieve passing or higher in the High School Science MCAS.</p> <p><b>2023-24:</b> 2024 MCAS data is embargoed at this time.</p> |
| <p><b>Measure:</b> By the end of the charter term, 20% of students in grades 10, 11, and 12 will be enrolled and actively participating in AMSA's Science Research and/or Internship Program. The 20% of students will reflect the demographics of all students.</p>                                                               | NM | M  | M  | M  | <p><b>2020-21:</b> 85 students (19%) out of the 441 students in grades 10, 11, and 12 enrolled and actively participated. Demographics were closely reflected for most groups</p> <p><b>2021-22:</b> 100 students (24%) out of 421 students in grades 10, 11, and 12 enrolled and actively. Demographics were closely reflected for most groups.</p> <p><b>2022-23:</b> 98 students (25%) out of 397 students in grades 10, 11, and 12 enrolled and actively. Demographics were closely reflected for most groups.</p> <p><b>2023-24:</b> 84 students (22%) out of 387 students in grades 10, 11, and 12 enrolled and actively. Demographics were closely reflected for most groups.</p>                                                                                                                                                                                                                           |

| Dissemination                                                                                                                                                                                                                                                                                                                        | Charter Term Performance<br>M (Met)<br>NM (Not Met) |         |         |         | Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------|---------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                      | 2020-21                                             | 2021-22 | 2022-23 | 2023-24 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Objective: AMSA will share its curriculum with other Massachusetts public schools and public charter schools over the course of the charter term.                                                                                                                                                                                    |                                                     |         |         |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Measure: Each year of the character term, AMSA will participate in at least two educational exchange activities with the Massachusetts Charter Public School Association and their Northeast and Central Region affiliate.                                                                                                           | M                                                   | M       | M       | M       | <p><b>2020-21:</b> The ED actively participated in the Leadership Program through MCPSA that provided opportunities for valuable exchanges of administrative knowledge, best practices, and especially sharing innovative ideas for navigating the COVID-19 experience. The program included the ED Networking Group, ED Northeast and Central Regional Alliance, and the bi-annual Delegate meetings.</p> <p><b>2021-22:</b> The ED continued all forementioned activities with the MCPSA. AMSA’s Outreach Manager and Communications Manager Developed relationships with our sending districts through their affiliation with the MCPSA Advocates4Charter Quarterly.</p> <p><b>2022-23:</b> The ED continued all forementioned activities with the MCPSA. AMSA’s Math and English Department Charis sat on a discussion panel at the 2022 Fall Delegate meeting to share strategies regarding how AMSA prepares students for MCAS.</p> <p><b>2023-24:</b> AMSA’s new ED continued all forementioned activities with the MCPSA.</p> |
| Measure: AMSA is an active member of the Marlborough STEM Council, a collaborative educational initiative with Marlborough High School and the Assabet Valley Regional Technical High School. The goal is to encourage students to be “professional learners” within their community. Each school year, AMSA student members “adopt” | NM                                                  | NM*     | NM*     | NM*     | <p><b>2020-21: COVID-19 restrictions prohibited our students and staff from participating in collaborative classroom work with our core town students.</b></p> <p><b>2021-22:</b> AMSA students collaborated with students from Marlborough High, Assabet Calley Regional Technical School, and the New England Innovation Academy. Each high school “adopted” an elementary school in Marlborough and participated in a program called <b><i>STEM in the</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <p>a local elementary school, share curriculum, and personally deliver instruction.</p> <p>*By the end of the charter term, AMSA will establish similar collaborative initiatives with our other three core towns, Maynard, Hudson, and Clinton.</p> |  |  |  |  | <p><b>Classroom.</b> The high school students taught Chemistry and Physics to all the 4<sup>th</sup> graders in Marlborough.</p> <p><b>2022-23:</b> AMSA students collaborated with students from Marlborough High, Assabet Valley Regional Technical School, and the New England Innovation Academy. Each high school “adopted” an elementary school in Marlborough and participated in a program called <b>STEM in the Classroom</b>. The high school students taught Chemistry and Physics to all the 4<sup>th</sup> graders in Marlborough.</p> <p><b>2023-24:</b> AMSA students collaborated with students from Marlborough High, Assabet Valley Regional Technical School, and the New England Innovation Academy. Each high school “adopted” an elementary school in Marlborough and participated in a program called <b>STEM in the Classroom</b>. The high school students taught Biology (a new addition to the curriculum), Chemistry and Physics to all the 4<sup>th</sup> graders in Marlborough.</p> <p><i>*The work with the STEM Council has been met in Marlborough. However, the goal to get Clinton, Hudson, and Maynard involved in this program has been an ongoing initiative, which has proven to be a difficult measure to achieve.</i></p> |
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## Appendices B through E

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|-------------------------------------------------|---|
| Appendix B: Statement of Assurances .....       | * |
| Appendix C: Compliance Documents .....          | * |
| Appendix D: Additional Information .....        | * |
| Board of Trustees Turnover .....                | * |
| Academic Performance Data .....                 | * |
| Appendix E: Application Content Checklist ..... | * |

*\* Appendices B through E are in pdf format and have been submitted as a separate document from the body of this application.*