

# **ANNUAL REPORT 2012-13**

**Date submitted: July 25, 2013**

**CONSERVATORY LAB CHARTER SCHOOL  
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## INTRODUCTION TO THE SCHOOL

<b>Name of School</b> CONSERVATORY LAB CHARTER SCHOOL			
<b>Type of Charter</b>	Commonwealth	<b>Location</b>	Boston, MA
<b>Regional or Non Regional</b>	Non-regional	<b>Districts in Region</b>	NA
<b>Year Opened</b>	1999	<b>Year(s) Renewed</b>	2004 and 2009
<b>Maximum Enrollment</b>	444	<b>Current Enrollment</b>	169
<b>Number of students enrolled as of 8/1/13</b>	312	<b>Students on Waitlist</b>	1104
<b>Chartered Grade Span</b>	Pre-k to Grade 8	<b>Current Grade Span</b>	Pre-k to Grade 6
<b># of Instructional Days per school year</b>	180	<b>School Hours</b>	8:15 a.m. to 5:15 p.m.
<b>Mission Statement</b>			
<p>The purpose of the Conservatory Lab Charter School is to provide an opportunity for inner city children to achieve the highest standards of academic achievement in the context of continuous and comprehensive study of music. The public school is not intended to serve a limited population of musically gifted children, but to provide a learning opportunity where all public school children will have a chance to learn academic skills in conjunction with developing musical, listening, performance, composition and literacy skills. Accordingly, all Boston public school students may apply to become part of this charter school and will be chosen randomly from the pool of applicants that will undoubtedly reflect the diversity of this city. Based on a growing body of research which suggests that achievement in reading, math and science is enhanced dramatically through association with the continuous study of music, this school will provide a model school community in which music is used to transform even at-risk children into high achieving learners, parents into effective partners in both academic and music learning processes, and teachers into action researchers and collaborators who will work with highly experienced consultants to design a fully accountable “music centric” elementary school curriculum that is adaptable to other public school settings. Within its Learning Through Music (LTM) program, the Conservatory Lab Charter School will use Expeditionary Learning as a framework for the continued development and implementation of the LTM curriculum units.</p> <p>Note: We are submitting for a charter amendment request to approve a new mission statement for the school. The new mission statement was approved by the board as part of the approval of the strategic plan on June 13, 2012.</p>			

## LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

July 2013

Dear Friends of Conservatory Lab,

It has been a year of growth and promise in the Conservatory Lab community. In every aspect of our work, we have gone deeper, laying down roots that will keep us grounded through an exciting time of transition and expansion. Academically, musically, and socially, our children are shining like never before. We are poised to embark on the next phase of our life as a school, broadening our reach and entering into the national conversation on education.

Leadership and social-emotional learning have been a strong focus in all of our classrooms this year, and we have seen the results from our children. For the first time, a student council was elected and convened, meeting monthly to discuss questions and concerns with Principal Annie Sevelius. A more robust schedule of professional development has given the staff opportunities to align our approach to creating a common culture throughout our school and establishing standards of social-emotional learning. We have seen decreased office visits, increased on-task learning time, and a new level of warmth and maturity in student and staff interactions.

By every measure, our students are growing as scholars, and this year our greatest focus has been on science. Six of our third graders won top prizes in the Massachusetts Science Poetry Contest. Fifth graders distinguished themselves in their mock United Nations Summit on Global Climate Change, speaking with conviction from the perspectives of scientists and activists from countries across the globe about the causes and effects of climate change. After investigating geographical formations at Needham's Hemlock Gorge, sixth graders created a unique graphic geology book explaining the site's geological past. Second graders returned to the recording studio this year, this time to narrate and lay down background music for a remarkable audio e-Book of stories that depict the habitats and life cycles of snakes around the world.

Many of the outstanding learning expeditions of the past two years are becoming valued traditions. First graders brought back *The Three Little Pigs* musical with new original songs and a revised script that speaks to this year's focus on engineering processes, developed through a collaboration with Tufts Center for Engineering Education and Outreach. This exciting STEM partnership impacted two classrooms this year, and will expand to other grades next year.

For the second year in a row, we celebrated record MCAS growth, this time in the area of English Language Arts, making us even with or surpassing the state average in every subject and well above the state average among the demographic of children receiving free and reduced lunch. We continue to use the Achievement Network to analyze students' learning and to tailor instruction to individual needs. Aware of their learning targets and motivated by opportunities to apply their learning in the context of expeditions, our students take their foundational skills seriously, and take initiative to make themselves stronger readers and mathematicians.

Musically, we are seeing the passionate performances of our young ensembles grow more refined, as they establish a foundation of literacy and technique. Even as students advance through the orchestras, every ensemble is learning more challenging repertoire than the year before. When master teachers from Venezuela came to visit our program, they remarked that they could feel "the spirit of El Sistema" in our program, and affirmed that Conservatory Lab is a model for what El Sistema can be in the United States.

In September, we welcomed Maestro Adrian Anantawan as conductor of the Dudamel Orchestra. Under his visionary guidance, that orchestra has stunned us with performances of Sibelius' Finlandia, the Finale from Brahms' First Symphony, and the third movement of Mahler's First Symphony, among many others. Students have demonstrated maturity and professionalism collaborating with professional musicians from Pro Arte Chamber Orchestra, Landmarks Orchestra, and Grammy-nominated composer Michael Gandolfi. They have also been active participants in partnerships with *From The Top* Young Arts Leaders and the Boston Philharmonic Youth Orchestra, forging strong relationships with talented high school mentors.

It has been an historic year for the El Sistema Network in Boston. On June 1, we co-hosted with the Boston Philharmonic, The First Annual Greater Boston El Sistema Showcase, bringing together eight El Sistema programs from the Boston area for a joint concert and exposition. Sponsored in part by the Free For All Concert Fund, this was an important moment in the development of a network among our separate programs. Fortuitously, a number of Venezuelan dignitaries and maestros were present to witness and participate in this inspiring event. It was the first time influential members of Venezuela's El Sistema network were able to see Boston programs in full force, and it was exciting to build these relationships.

Through a grant from the Bill and Melinda Gates Foundation, we are entering into closer partnerships with St. Columbkille and Edison K-8 schools, sharing resources and practices in the areas of Achievement Network, music, English Language Learner support, and social-emotional learning. This partnership is in conjunction with the goals of the Boston Compact to enhance the synergy among private, charter, and public schools. We began this year by inviting several students from St. Columbkille to participate in our El Sistema program, and we look forward to deepening those relationships in the coming year.

The greatest resource and the engine of our success continue to be our talented, collegial, and devoted staff. This year, second grade teacher Jenna Gampel became a finalist for Massachusetts Teacher of the Year, and Rebecca Levi received a distinguished music educator award from Yale. Our teachers have been presenters at national conferences on Expeditionary Learning and string teaching. In addition, we mounted a series of Instructional Rounds that invited educators into our classrooms for an intimate look at our curriculum in action and disseminated the innovative teaching practices that distinguish Conservatory Lab. Our teachers work tirelessly and joyfully to give our students an education like no other, and they are committed to the mission of sharing our practices and materials for the benefit of students and teachers across the country.

In March of this year, we were approved for the requested seats to expand into middle school and enlarge our elementary program. Over the next four years, we will grow to serve 444 students in pre-K through 8<sup>th</sup> grade. We will continue to offer a dynamic, arts-rich education to every student, based in the pedagogical principals of Expeditionary Learning and El Sistema. We will rely on the strong culture of scholarship and artistry that we have established, the ingenuity and resourcefulness of our staff, and the magnanimous support of our community as we undertake this bold new endeavor. As we enlarge our capacity to serve more students, we open the door to new opportunities as education innovators on a national stage.

Sincerely,

Stephanie Perrin  
Chairman, Board of Trustees

## SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

### Faithfulness to Charter

#### Accountability Plan Objectives and Measures

	Performance (Met/Not Met)	Evidence
<b>Objective 1: CLCS will enable musical achievement for all students.</b>		
<b>Measure:</b> At the end of the year, all students in grades 1-6 will score 80% on the Instrument Technique Proficiency Assessment at the appropriate level for each child.	<b>Not met*</b>	72% of students in grades 1 – 6 achieved proficiency goals in the ITPA. These scores reflect revisions of this <u>internal</u> assessment instrument to refine and heighten proficiency standards as students advancing through the program become increasingly more proficient. *The decrease in the percentage of students meeting proficiency standards on this test is a result of the assessment instrument becoming increasingly more difficult each year.
<b>Measure:</b> At the end of the year, all students will achieve proficiency as measured by the Music-In-Education National Consortium Music Literacy Skills Test at the appropriate level for each child.	<b>Partially met</b>	93.8% of the 176 students assessed met or exceeded the established grade-level benchmarks. Grade level proficiency percentages: Pre-k – 100%; K2 – 96%; Gr 1 – 96%; Gr2 – 100%; Gr3 – 91%; Gr4 – 85%; Gr5 – 91%; Gr6 – 90%. These scores represent a significant improvement over the last two years, when 86.3% and 91% met or exceeded grade-level benchmarks.
<b>Measure:</b> All students will perform in front of an audience as a member of an orchestra (or other musical ensembles in K1 and K2) at least 6 times per year.	<b>Met</b>	All students performed in front of an audience six or more times in SY13. See dissemination report below for a list of student performances.
<b>Objective 2: The school will complete the creation of its revised LTM curriculum.</b>		
<b>Measure:</b> By the end of the summer 2010, all LTM units will have been written and most will have been edited at least once.	<b>Met</b>	All LTM unties have been written and edited.
<b>Measure:</b> Over a three-year period, twenty-one LTM Units will have been written, piloted, edited and published by the spring of 2012. These units will include all project/ presentation rubrics to assess student performance.	<b>Met</b>	Over 21 units have been written, piloted and edited, with project/presentation assessment rubrics. We are in the process of refining 21 units for Grades K1 – 5, aligned with Common Core standards, and are developing

		additional units for Grades 6 – 7.
Measure: All units will have a culminating project/presentation.	<b>Met</b>	All units have final projects or performances. Final products include including acrylic self-portraits (Pre-k); healthy placemats and an original food group song performance (K2); American Leaders wax museum and an original musical theater performance (Gr1); an audio e-book of nonfiction snake narratives (Gr2); a book of pollination poems in two voices (Gr3); a True or False book on the solar system (Gr4); a mock U.N. Global Climate Change Summit and Advocacy Fair (Gr5); a graphic geology book about Hemlock Gorge in Needham (Gr 6).
<b>Measure:</b> At the end of every unit there will be an exhibition and parents will be invited to participate.	<b>Met</b>	Parents were invited to attend culminating exhibitions. Pre-k–Gr2 exhibitions this year yielded close to 100% parent participation.
<b>Objective 3: The CLCS will assess and evaluate its program for potential dissemination and duplication in other schools.</b>		
<b>Measure:</b> All teachers implementing the LTM Units will keep a running record of content and implementation issues to address before publication of the units.	<b>Met</b>	Records kept by teachers and/or through reports to Senior Editor and Researcher.
<b>Measure:</b> A National Institute for Learning Through Music will be organized for the Summer of 2012. The overall purpose of this Institute is to provide technical assistance to participants interested in creating/transforming a school by using CLCS’ Learning Through Music model. CLCS will create a tool kit of best practices for all participants.	<b>Met</b>	Our National Institute for Learning Through Music, entitled “Music Moves Minds,” was held at the Conservatory Lab on June 1, 2012 and received superlative reviews. Each of the 75 participants received a flash drive toolkit containing over 1,000 pages of curriculum and other materials. This year, we followed up on this conference with a series of instructional rounds where educators visited our classrooms. See dissemination report below.

## **Charter School Performance Criteria Relating to Faithfulness to the Charter**

### **Mission, Vision, and Educational Philosophy**

Conservatory Lab’s mission, vision, and educational philosophy are embodied in its comprehensive Learning Through Music model that features three interrelated programs: the Listening Project, El Sistema, and Learning Through Music expeditions. Based on the principles and practices of Expeditionary Learning and aligned with Massachusetts and Common Core standards, the LTM expeditions are extended interdisciplinary, thematic studies that incorporate music into the content areas. Together, these three programs create a music-infused curriculum and school culture. The curriculum is richer, and with the emphasis on active learning, learning

for understanding, and tracking achievement on a regular basis, our students are performing at higher levels. We have continued to implement our vision and mission with another year of great collaboration between the academic and music staff, as well as exciting new partnerships with area schools, universities, and professional orchestras. These sustained, yearlong collaborations between professional musicians, classroom teachers, and students resulted in explosions of creativity, integrating music with the study of social studies, science, and language arts in new and exciting ways. For example, our first grade expedition, “Building with the Three Little Pigs,” seamlessly integrates literacy, science, engineering, and music, culminating in an original “Broadway” musical with original songs composed by a talented resident artist. Another outstanding example is our second grade life science expedition on snakes. This year, students produced a groundbreaking product—an audio e-Book of nonfiction narratives that showcases the depth of students’ knowledge about snakes, their extraordinary research and writing skills, their remarkable fluency, as well as their artistic and musical talents.

Further evidence of successful implementation of the school’s vision, mission, and philosophy is elaborated on in the letter from the Chairman of the Board of Trustees, in the dissemination report below, and in the Academic Program Success sections.

### **Dissemination Efforts**

Conservatory Lab continues to be recognized for its exemplary work in implementing El Sistema, developing multidisciplinary, project-based learning expeditions, and introducing a Listening Project to deepen all students music literacy and appreciation. In 2012–2013, Conservatory Lab enhanced its dissemination efforts by developing long-term collaborations with professional orchestras and educational institutions and by inviting local educators into our classrooms to experience our innovative curriculum in action.

Collaborations and Partnerships: Since we began our El Sistema program three years ago, our students’ skills have risen to astonishing levels of precision and musical complexity. Their impressive artistry has allowed Conservatory Lab to forge partnerships with professional orchestras and educational institutions that have resulted in opportunities for students to perform orchestral masterworks alongside professional ensembles at large venues throughout Boston. In May 2013, the founders of the original El Sistema program in Venezuela visited Boston for the first time and called Conservatory Lab “a model for El Sistema in the United States.” Today, largely as a result of Conservatory Lab’s pioneering El Sistema program, there are now seven other El Sistema programs in the Greater Boston area, all of which came together on June 1, 2013 for the First Annual Boston El Sistema Showcase at the Benjamin Franklin Institute. The Showcase, attended by an audience of over 600, was the culmination of a yearlong partnership between Conservatory Lab and the **Boston Philharmonic Youth Orchestra**.

This year also marked a groundbreaking partnership with the **Landmarks Orchestra**. Throughout the year, Conservatory Lab students and resident artists have worked with renowned composer Michael Gandolfi from the New England Conservatory of Music to create a new work, for both the student and professional orchestras. The work premiered on May 24, 2013 at the Strand Theater in Dorchester, where our students performed alongside the Landmarks Orchestra for an audience of over 1000 primarily Boston Public School students. **The Horace Mann School for the Deaf and Hard of Hearing** also collaborated on this project, composing and

performing ASL poetry to accompany the Conservatory Lab Dudamel Orchestra.

Other music program partnerships include a collaboration with the **Children’s Museum** that featured a series of performances at the Museum by our youngest K2 musicians, culminating in a “Paper Orchestra” performance in the spring, as well as an ongoing collaboration with **From the Top** that brought high school music students to Conservatory Lab to work alongside our Dudamel Orchestra to develop string ensembles.

Conservatory Lab has also developed and deepened partnerships in the academic arena that provide ongoing opportunities to enhance our teaching and learning, as well as to disseminate our best practices locally and across the nation. In 2012-2013, we were selected to participate in an innovative, cross-sector partnership with the Edison K-8 and St. Columbkille schools as part of the **Boston Compact** and supported by the Gates Foundation. Partnership activities throughout the year included joint meetings and inter-visitations focused on instruction for English Language Learners, addressing problems in math practice, meeting with the Achievement Network (ANet) to review student work and data and to collaboratively design re-teach plans based on ANet assessment data, collaborative planning on social-emotional learning, sharing Conservatory Lab’s 2nd-grade physical science expedition with partnership schools, and joint concert performances.

In its continuing partnership with **Expeditionary Learning**, Conservatory Lab is distinguishing itself as a model of best practices and excellence in teaching. Two of our teachers were invited to present their exemplary expeditions at the Expeditionary Learning National Conference this year. Both presentations received outstanding evaluations. After four years as an Expeditionary Learning School, Conservatory Lab has become known for our high-quality student products, published at the end of the Learning Through Music expeditions. Our 2nd-graders’ music video, “Snakes Are Born This Way,” has been showcased on the Expeditionary Learning website and around the nation by Expeditionary Learning leadership as an example of how the Common Core standards can be taught in a way that deeply engages students in meaningful work and joyful learning. The Dean of the Harvard Graduate School of Education showed the music video to the 2012 incoming class of graduate students to inspire them as future teachers. This year, Expeditionary Learning is videotaping Ms. Gampel’s 2nd-grade classroom to document the process of delivering an entire learning expedition with strong models of literacy instruction and critique. The video will be part of a curriculum collection housed on the EL website in November 2013, as well as published by Jossey Bass as part of a four-volume collection of core EL practices.

All of our high-quality student products and are showcased on our website and displayed at presentations and conferences as exemplars to inspire educators and students. This year’s highlights include greeting cards featuring our pre-K students remarkable self-portraits, an interactive True or False book on the solar system, a unique graphic geology book about the geological formations at Needham’s Hemlock Gorge, and an innovative audio e-Book of slithering snake stories, narrated by students and accompanied by a musical soundtrack from their orchestral performances.

Instructional Rounds. This year, Conservatory Lab developed an innovative model for sharing our best practices that gives participants the opportunity for in-depth classroom observation

coupled with presentations on curriculum development and implementation. Building on the success of last year's Music Moves Minds Conference, we drew from elements of the instructional round model to offer educators an intimate look at our curriculum in action. We hosted four half-day sessions on our Pre-k, K2, Grade 1, and Grade 2 learning expeditions, as well as a full-day session on our El Sistema Early Childhood music program. These sessions were offered free-of-charge and were attended by 38 teachers, principals, and other administrators from public, charter, and private schools in the district. Each of the five sessions consisted of two or more hours of classroom observation, and was preceded by a comprehensive orientation to the curriculum and followed by a de-briefing. Participants received curriculum materials, including El Sistema's Paper Orchestra curriculum developed this year, and each session featured examples of student work, instructional materials, and documentation panels.

Feedback from participants was overwhelmingly positive, with many identifying the depth of the experience and observing classroom interactions as highlights. They were inspired by the "high level of student engagement," the "combination of routines, structures, and high expectations for student behavior with joyful learning," and the examples of "engaging, exuberant, and positive teaching." One participant observing a whole-class feedback and critique session exclaimed, "This is so amazing. I can't wait to get back to my classroom and try it out with my kids." Another commented, "It was very helpful to see Expeditionary Learning in practice. It helps me truly envision how I can incorporate the model in my classroom." This was perhaps the most important takeaway for educators. They came away from these classroom observations and teacher-to-teacher discussions with the conviction "We can do it! It's doable!"

Conservatory Lab views its relationship with the Boston Public Schools as critical to fulfilling the spirit of the charter school legislation to disseminate best practices. During this 2012-2013 school year, Conservatory Lab provided technical support to the Margarita Muñiz Academy, a dual language (Spanish/English) high school that Conservatory Lab helped to found and which implements Expeditionary Learning and El Sistema, along with other Conservatory Lab features. Conservatory Lab also provided technical assistance to Codman Academy Charter School, as it expands to add elementary grades, and to the Trotter School in Roxbury.

Beyond the greater Boston area, Conservatory Lab has the ability and responsibility to be a resource center for other schools choosing arts-based curricula. As a center of excellence in music-infused curricular programs, the school is open to visitors and trainees. Learning Through Music Expeditions, Listening Project, and El Sistema materials developed by the staff are available for others to use. However, there remains a need for a central organization to provide research, ideas, and information on best practices. Conservatory Lab is exploring establishing a related, but separate entity, with independent funding and staffing to fulfill this aspect of the mission and to manage and direct efforts to further promote the role of arts in education.

In 2012-2013, we hosted more visitors than in any other year in the existence of the school. See **Appendix A** (page 26) for a list of selected presentations, performances, other dissemination activities provided to schools, colleges and universities, and other educational organizations about El Sistema, the Listening Project, and our innovative multidisciplinary, project-based curriculum model.

## Academic Program Success

### Accountability Plan Objectives and Measures

	2012-2013 Performance (Met/Not Met)	Evidence
<b>Objective 1: CLCS will enable academic achievement for all students.</b>		
<b>Measure:</b> All fifth graders will present a graduation culminating multi-disciplinary project that meets the “acceptable level” of an established performance rubric.	<b>Met</b>	On June 18 and 19, 2013, all fifth graders presented persuasive speeches and met the acceptable level based on a performance rubric.
<b>Measure:</b> 50% of the fifth graders will exceed the acceptable level of performance using the established rubric for the culminating project.	<b>Met</b>	82% of fifth graders exceeded the acceptable level of performance for the final project presentations in June, 2013.
<b>Objective 2: CLCS students will become proficient in the use of the English Language as demonstrated in one or more of the following measurements.</b>		
<b>Measure:</b> The school will achieve AYP in English Language Arts.	*	*AYP measurements discontinued. Conservatory Lab ranked a Level 1 school at end of SY12.
<b>Measure:</b> Using the school’s interim assessments (based on objective Fountas-Pinnell benchmarks), 90% of the students will make at least one year’s growth in reading or ELA in each academic year.	<b>Met</b>	90.7% of Conservatory Lab K2-Grade 6 students either read on grade level or above and/or made a year’s worth of growth.
<b>Objective 3: CLCS students will become proficient in the use of the mathematics as demonstrated in one or more of the following measurements.</b>		
<b>Measure:</b> The school will achieve AYP in mathematics.	*	*AYP measurements discontinued. Conservatory Lab ranked a Level 1 school at end of SY12.
<b>Measure:</b> Using the school’s interim assessments, 90% of the students will make at least one year’s growth in math in each academic year.	<b>Not Met</b>	In SY13, (as of May 1 <sup>st</sup> , 2013), on average, 77% of students in grades Pre-k–6 are proficient or above. We are currently trying to gauge how best to measure growth in mathematics with new CCSS.
<b>Objective 4: CLCS students will become proficient writers.</b>		
<b>Measure:</b> Using the CLCS writing assessments, 80% of students will show mastery of appropriate grade level skills by the end of the year.	<b>Met*</b>	80% more of students at the Conservatory Lab showed mastery of appropriate grade level skills by the end of the year. *Please note, in SY13 we significantly changed the kinds of writing we assess. Instead of

		assessing narrative writing only, as we had in years past, we now assess open response writing, narrative writing, non-fiction writing, prompt writing, and writing in the expeditions. In an effort to score such a wide variety of writing, we have created our own Writing Traits Map based on the <u>6+1 Traits of Writing</u> .
<b>Measure:</b> 100% of the students will publish a piece of their writing in a school-wide anthology.	<b>Met</b>	Conservatory Lab student anthologies, including the 2013 anthology, are available on our website.
<b>Objective 5: CLCS students will demonstrate mastery of content and skills in history/social sciences and science/technology as outlined in the Massachusetts state curriculum frameworks.</b>		
<b>Measure:</b> Individual student and group exhibitions will be held at the end of each trimester and 50% of the students will exceed the “acceptable level” of an established rubric for performance in history/social studies and science/technology	<b>Met</b>	Our goal was met with an average of 88.6% of students at “acceptable level” (i.e., Proficient or above).
<b>Measure:</b> Sixty percent of CLCS students will earn a level of proficient or advanced on the Science and Technology MCAS Assessment in school year 2009-10 if enrolled at CLCS for at least two years. In each subsequent year the % of students scoring at the proficient or advanced level will increase by 10% until reaching 100% by the school year 2013-14.	<b>Met Awaiting MCAS data for SY13.*</b>	In SY12, we met this goal. Conservatory Lab ranked a Level 1 school at end of SY12. *Awaiting MCAS data for SY13.

## Charter School Performance Criteria Relating to Academic Program Success

### Student Performance

The link to the Conservatory Lab Charter School’s school report card is:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04390050&fycode=2012&rgtypecode=6&>

### Academic Trends (Measured by MCAS)

#### ELA

In SY10 the ELA CPI was 82.2 (high performing). In SY11, the ELA CPI was 80.7, also high performing, but not sufficiently advanced to make a new AYP. AYP measurements have now been discontinued. Conservatory Lab was ranked a Level 1 school at the end of SY12.

#### Math

In SY10, the school made AYP math in the aggregate category, but not in the low-income subgroup category. In SY10, the math CPI was 73.3. In SY11, the math CPI was 84.2 (high performing), but not sufficiently advanced to make a new AYP. AYP measurements have now been discontinued. Conservatory Lab ranked a Level 1 school at the end of SY12.

### Science & Technology

In SY10, the goal was not met. However, in SY11 tremendous progress was made in meeting our goal. By SY12, we met our goal.

### **Internal and non-MCAS External Assessments**

A chart documenting and analyzing academic trends measured by internal and non-MCAS assessments is provided in **Appendix B** (page 29) below. Extensive analysis of this data by the Principal and teachers resulted in setting academic priorities, as described below, for the upcoming school year (SY14).

In addition to our ongoing use of our in-house Early Literacy Assessment (Pre-k and Kindergarten only) and 10 Questions Math Assessment (Pr-k - Grade 1 only), we have begun to create our own Early Childhood Scope & Sequence and Schedule of Assessed Standards to be launched in the fall of 2013. The intent is to create an assessment cycle that mirrors the ANet cycle in an effort to better prepare our young scholars to tackle problem solving with curiosity, perseverance, and skill.

### **Academic priorities for SY14**

We see our school goals, as outlined in our Mission and Accountability Plan as multi-year. In SY14, our focus on low-income students and ELL students and their academic success will be our North Star. Despite significant growth in our math MCAS scores, our internal math assessments reveal that we have not yet reached our goals as set forth in our Accountability Plan. Math will therefore be a primary focus of our work schoolwide. In ELA, we will focus on bringing students into proficiency and our proficient students to the advanced level. These components will be reflected in the SY14 Work Plan that we will create in the summer of 2013.

### **Practices that support diverse learners**

At Conservatory Lab, all classroom teachers and specialists (SpEd and ELL) have taken category courses, and a culture of supporting all learners, in particular English language learners, is a cornerstone of our collective work. In an effort to meet new requirements presented this year, all lead teachers and specialists took or will take the ESL MTEL this spring/summer, 8 staff members participated in QTEL, and three additional staff members took the RETELL course this spring.

Additionally, as a part of the Gates Foundation Boston Compact, Conservatory Lab partnered with the Edison K-8 (BPS) with the specific goal of better serving ELLs in our school communities. The collaboration included, but was not limited to, peer observations, instructional rounds, ANet data support, and cycles of joint Professional Development targeted at ELL initiatives and the sharing of best practices.

## Organizational Viability

### Accountability Plan Objectives and Measures

	2012 - 2013 Performance (Met/Not Met)	Evidence
<b>Objective 1: CLCS will establish principles and procedures that will enable the school to operate in a financially viable and publicly transparent manner.</b>		
Measure: Each year, the school will operate on a balanced budget, meaning actual revenues will equal or exceed actual expenses.	Met	The school operated a balanced budget this year with the support of the Conservatory Lab Foundation. (See Budget and Finance Reports section below.)
Measure: Unrestricted net assets will be equal to or exceed twenty-five percent of the school's operating budget for the upcoming year.	Met	The Foundation's net assets exceeded 25% of the school's operating budget. See Budget and Finance Reports section below).
Each year the school will receive a clean audit report with no material weaknesses.	Met	The school received a clean audit report this year.
<b>Objective 2: CLCS will successfully recruit students to meet enrollment levels as defined in the charter application and subsequent amendments.</b>		
Measure: Full-enrollment will be reached annually by the required filing date of the pre-enrollment report. Wait lists after the annual lottery will constitute no less than 75% of the total number of students in the student body.	Met	The school was fully enrolled for 2012 – 2013 and continues to maintain a strong waitlist.
<b>Objective 3: CLCS will establish a strong management structure.</b>		
Measure: The CLCS Board of Trustees will represent the diverse skills and expertise required to meet the mission of the school as defined by the Governance Committee of the Board.	Met	The Board of Trustees is a diverse group of skilled individuals who enrich the school with their expertise in areas including law, financial management, education, technology, management, fundraising, school leadership, and the arts.
Measure: The CLCS Board of Trustees will continue its practice of oversight for all aspects of the school by actively participating in at least one board sub-committee.	Met	Each board member participates in at least one board sub-committee. The Board of Trustees met 9 times in 2012-2013.
Measure: The CLCS Board of Trustees will rate itself satisfactory or above as a result of participating in a self-assessment session.	Met	On June 20, 2013, the board assesses its performance and rated itself to be performing satisfactorily.

## Charter School Performance Criteria Relating to Organizational Viability

### **Amendments to the Charter**

No amendments were sought. We are submitting a request to align the charter mission with the strategic plan.

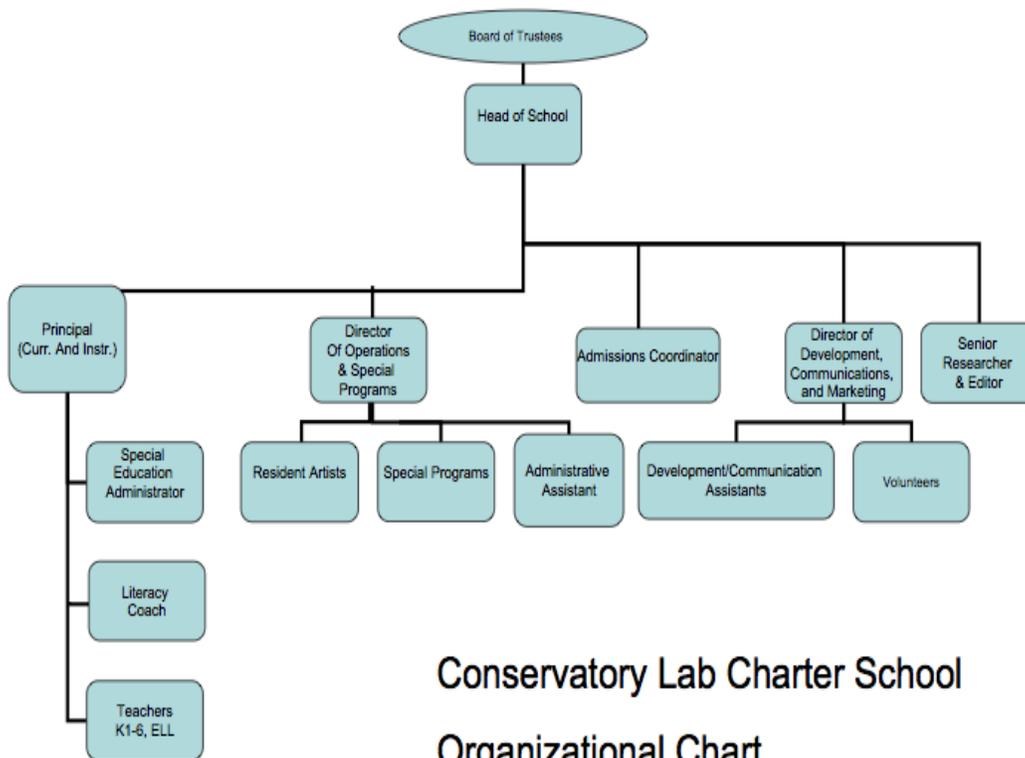
### **Complaints**

No official complaints were filed.

### **Conditions**

We are operating our charter without conditions.

### **Organizational Structure of School**



Conservatory Lab Charter School  
Organizational Chart  
2012-2013

### **Network Structure**

Not applicable. Conservatory Lab does not operate multiple schools.

## **ADDITIONAL INFORMATION**

### Report on Implementation of **Recruitment** Strategies for the 2012-2013 School Year

Conservatory Lab met all of its recruitment goals through our strategies to disseminate information about our school, specifically about our commitment to eliminate the opportunity gap by targeting for inclusion in our community students with special needs, English language learners, families eligible for free or reduced lunch, and students at risk. We successfully recruited students with special needs by designing a pamphlet describing the school's Special Education Program, making it available at the Charter School Showcase, and including it in our mailings to Headstart, ABCD, and other family/community resource centers. Our website features a section on Special Education, and includes information about our inclusion model, along with the statement: "We welcome all students at Conservatory Lab Charter School, including those with disabilities and limited English proficiency." In order to keep the community apprised of the citywide Special Education Parent Advisory Council (SEPAC) activities, we include their information on our website, and announce their events on our monthly Parent Advisory Council (PAC) meetings.

We continue to recruit families of students with limited English language proficiency by making our application and recruitment materials available in Spanish, Haitian Creole, Portuguese, Vietnamese, and two forms of Chinese. We continue to employ an ELL teacher, and utilize foreign language fluency from staff and parents to translate promotional materials, interpret at school events, and communicate with families.

In order to encourage low-income families to apply to our school, we have made applications and admissions materials available to facilities that serve homeless families and to facilities that serve low-income families, such as the Metropolitan Boston Housing Partnership, and the Boston Housing Authority. Our website and all promotional materials highlight the fact that all aspects of our music education is completely cost-free. We continue to recruit from minority communities by providing admissions materials in several languages on our website and promotional literature, sending multilingual staff to the Charter School Showcase, emphasizing our cost-free musical education, and mailing promotional packets to community centers in all corners of the city of Boston.

Our successful recruitment efforts have yielded a socio-economically and ethnically diverse population of incoming students that very much reflects the population of sending districts. 82% of incoming students self-identify as non-white, and 13% of non-white students self-identify as multiracial.

### Report on Implementation of **Retention** Strategies for the 2012-2013 School Year

Conservatory Lab has met and exceeded its retention goals during the 2012-2013 school year. We retained 96% of our students through a mixture of strategies. We continue to employ a full-time Special Education coordinator/teacher that monitors IEP plans and goals and that provides in-classroom support, as well as individualized services to special needs students. Among the many strategies we utilize to keep students academically, socially, and emotionally engaged is

our Crew (daily advisory) curriculum, which, along with our Special Support Team, serves to foster an environment of inclusion, cooperation, empathy, and responsibility.

We continue to employ an ELL teacher who provides support to English language learners. Currently, ten members of our staff speak languages other than English and assist in translating and interpreting for families. Continuous language support is available in the form of in-house interpreters for Spanish, Haitian Creole, and Portuguese-speaking families for progress or intervention meetings.

Students who are academically sub-proficient receive support through our work with the Achievement Network (ANet), which allows us to identify and address areas of sub-proficiency through a process of cyclical assessments and targeted re-teaching strategies. In 2013, Conservatory Lab's Summer Institute will focus on academic and musical orientation for our incoming middle-school students, and we will continue with our efforts to fully implement our home tutoring initiative. Combined, these programs, coupled with the Student Support Team's constant and consistent review, will ensure that sub-proficient students move towards adequate proficiency, and stay enrolled at our school.

School Name: Conservatory Lab Charter School
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Date: July 25, 2013
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## Recruitment Plan 2013 - 2014

### **General Recruitment Activities**

1. Post on the school website all admissions information, including important dates and Q&As, along with downloadable applications in Spanish, Haitian Creole, Portuguese, Vietnamese, simplified and traditional Chinese.
2. Advertise on the school website and on print materials information sessions and school tours held from October through February for prospective families.
3. Mail application and informational brochures to all local Head Start programs, community organizations, after-school programs, libraries, and nearby schools.
4. Participate in the annual citywide Charter School Showcase.
5. Advertise admissions process and application deadlines by press release to the Boston Globe and local neighborhood newspapers.
6. Announce application deadlines in the school's family newsletter (Family Notes), which is sent electronically to families and to the entire school community. Person-to-person communication has proven to be an effective student recruitment tool.
7. Work closely with the Parent Advisory Council (PAC) and ask families to help with advertising in their communities with flyers and emails.
8. Keep Conservatory Lab website link current on the BPS website pages.
9. Speak about Conservatory Lab and distribute promotional materials to major community centers such as the Kroc Center and other Salvation Army and YMCA locations throughout Boston.

10. Include admissions information in Conservatory Lab’s social media outlets.

<b>Recruitment Plan – Goals and Strategies</b>	
<b>Demographic Group</b>	<b>Goals and Strategies</b>
Special education students	<ol style="list-style-type: none"> <li>1. Distribute our Special Education pamphlet in English and Spanish at the Charter School Showcase and through the mail to community centers.</li> <li>2. Continue to promote citywide Special Education Parent Advisory Council (SEPAC) events on our school website, and announce SEPAC events at Conservatory Lab’s Parent Advisory Council (PAC) meetings.</li> <li>3. Send admissions information to family/community resource centers across the city.</li> <li>4. Continue to highlight the following statement on our website: “We welcome all students at Conservatory Lab Charter School, including those with disabilities and limited English language proficiency.”</li> <li>5. Contact the Federation for Children with Special Needs and inquire about possible recruitment strategies.</li> </ol>
Limited English-proficient students	<ol style="list-style-type: none"> <li>1. Make available applications and related admissions materials in Spanish, Haitian Creole, Portuguese, Vietnamese, and two forms of Chinese.</li> <li>2. Continue to employ ELL teacher and other staff with second language fluency.</li> <li>3. Continue to utilize interpreting services from staff and family members as needed throughout the recruitment process.</li> <li>4. Provide interpreters in Spanish, Haitian Creole, and Portuguese at school events, as needed.</li> <li>5. Continue to send recruitment information in English, Spanish, Haitian Creole, traditional and simplified Chinese, and Portuguese to local Head Start programs and other community organizations serving non-English speaking populations. These organizations may include Villa Victoria Center for the Arts, the Haitian Multi-Service Center, the Mass Alliance of Portuguese Speakers, the Jackson-Mann Community Center, and the Literacy Connection.</li> </ol>
Students eligible for free or reduced lunch	<ol style="list-style-type: none"> <li>1. Continue to emphasize and promote in brochures and on school website the fact that our music program is cost-free.</li> <li>2. Make applications and admissions materials available to facilities that serve low-income families, in several foreign languages (listed above).</li> </ol>

Students who are sub-proficient	<ol style="list-style-type: none"> <li>1. Continue to inform families, using the dissemination strategies listed above (mailings to community centers, Charter School Showcase, etc.), that our school welcomes all students, including those who are academically sub-proficient. Emphasize that our school is committed and equipped to prepare sub-proficient students for success in our community and beyond.</li> <li>2. Encourage families of sub-proficient students to apply by highlighting, in our promotional materials, our belief that music instruction improves students' academic performance, as well as their social-emotional learning.</li> </ol>
Students at risk of dropping out of school	<ol style="list-style-type: none"> <li>1. Make families aware at the citywide Charter School Showcase, and school tours and open houses, that our school is committed to retain students by encouraging family involvement and support and by constant review of student cases by the Student Support Team, which will identify students at risk of dropping out and identify intervention strategies.</li> </ol>
Students who have dropped out of school	<ol style="list-style-type: none"> <li>1. Even though our available seats are mostly in the early elementary grades, where drop out is highly unlikely, our promotional materials are designed to encourage all families to apply to our school.</li> </ol>
Other subgroups of students who should be targeted to eliminate the achievement gap	<ol style="list-style-type: none"> <li>1. Continue to recruit Hispanic and African American families from local community programs through outreach efforts, including distributing informational flyers and conducting information sessions at local cultural centers and fairs.</li> </ol>

**Retention Plan  
2013 - 2014**

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage)</b>	92%

<b>Retention Plan – Goals and Strategies</b>	
<b>Demographic Group</b>	<b>Goals and Strategies</b>
Special education students	<ol style="list-style-type: none"> <li>1. Continue to employ a full-time Special Education coordinator/teacher who will create and monitor IEP plans and goals, and meet regularly with special education students.</li> <li>2. Host an open house for incoming families of students with special needs, in coordination with the Student Support Team, which will include information about our special education program and the SEPAC.</li> <li>3. Continue to build on the success of our fluid support system, which may include tutoring, computer-assisted instruction, mentoring, additional time on task, and small group projects.</li> </ol>

Limited English-proficient students	<ol style="list-style-type: none"> <li>1. Continue to employ an ELL teacher and other staff with second language fluency.</li> <li>2. Provide interpreters in Spanish, Haitian Creole, and Portuguese during progress or intervention meetings.</li> </ol>
Students eligible for free or reduced lunch	<ol style="list-style-type: none"> <li>1. Continue to offer free and reduced-price breakfast and lunch plans and snacks to qualifying families.</li> <li>2. Utilize school vacation periods for targeted individual tutoring, including home tutoring.</li> </ol>
Students who are sub-proficient	<ol style="list-style-type: none"> <li>1. Work with the Achievement Network (ANet) to identify students who are sub-proficient through a cyclical assessment process. Continue to implement individualized intervention strategies and plans, such as in-school and home tutoring, to raise proficiency levels of identified students throughout the school year. Continue to align curriculum to Common Core standards.</li> <li>2. Consistent review by the Student Support Team will continue to help to retain students who are sub-proficient.</li> </ol>
Students at risk of dropping out of school	<ol style="list-style-type: none"> <li>1. Through parent-teacher conferences, Student Support Team review and progress reports, administrators and teachers will maintain constant communication with families and students to decrease the risk of students dropping out.</li> </ol>
Students who have dropped out of school	<ol style="list-style-type: none"> <li>1. As an elementary school, we have not had any students drop out of school.</li> </ol>
Other subgroups of students who should be targeted to eliminate the achievement gap	<ol style="list-style-type: none"> <li>1. Continue to follow up on the ANet testing results by re-teaching and keeping track of pre- and post- teaching data to eliminate the achievement gap. If re-teaching is not successful, create focused interventions.</li> <li>2. Continue to include diverse, multicultural literature in Learning Through Music expeditions and Readers Workshop, so that minority students see themselves in the curriculum and personally identify with the course work.</li> </ol>
All Groups	<ol style="list-style-type: none"> <li>1. Fully implement Crew (Advisory) class time in all grades. The purpose of this component is to emphasize that we are responsible and active learners and to promote citizenship and service learning throughout the grades. These authentic and tangible opportunities to experience the joys of learning and service and to make connections beyond the classroom motivate and engage students.</li> </ol>
All Groups	<ol style="list-style-type: none"> <li>1. Continue to engage students in the practices of El Sistema.</li> </ol>
All Groups	<ol style="list-style-type: none"> <li>1. Continue to use ANet Interim Assessments. Administer the Achievement Network Interim Assessments for grades 1-7 each cycle and adhere to the re-teaching and data gathering schedule. This will help to identify and close the gaps in student learning and embed strategies into each day to increase overall student performance.</li> </ol>
All Groups	<ol style="list-style-type: none"> <li>1. Continue to implement classroom enrichment periods for students who excel academically in ELA or Math.</li> </ol>
All Groups	<ol style="list-style-type: none"> <li>1. Systematically and explicitly teach social-emotional learning skills across all grade levels.</li> </ol>

All Groups	1. New Space: Continue efforts to secure a new facility, with a goal of relocating for FY14. We are seeking to identify space to build and/or renovate a school that is located closer to the communities where most of our low-income, minority children come from.
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**School and Student Data Tables**

Conservatory Lab Charter School’s school report card link containing the school profile is: <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04390000&orgtypecode=5&>

<b>ADMINISTRATIVE ROSTER FOR THE 2012-2013 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)
Diana Lam, Head of School	Responsible for the overall instructional programs, school operations, development and communication efforts and building and maintaining relationships with the parent community and external community at-large	8/2008	
Annie Sevelius Principal	Responsible for instructional programs, including professional development	9/2004 as principal 8/2011	
Andrés Cruz Director of Operations and Special Programs	Responsible for school operations and implementation of El Sistema	7/2009	
Cecilia Soriano, Director of Development, Communications, and Marketing	Responsible for fundraising, communication and marketing. Also works with the Board of Trustees.	7/2010	
Adam Eccleston Part-time Operations Assistant	Responsible for food services program, student admissions, lottery and waitlist, purchasing, facilities.	8/2010	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2012-2013 SCHOOL YEAR</b>			
	<b>Number as of the last day of the 2012-2013 school year</b>	<b>Departures during the 2012-2013 school year</b>	<b>Departures at the end of the school year</b>
Teachers	13	0	1 (part time)
Other Staff	17	1	2

## Budget and Finance Reports

### **Conservatory Lab Charter School Income Statement**

**(unaudited)**

**July 2012 through June 2013**

#### Ordinary Income/Expense

##### Income

Tuition	2,291,514
Governmental Grants	173,921
Nutrition Funding	91,058
Medicaid Reimbursements	9,014
Component Unit & Miscellaneous Income	230,219
<b>Total Income</b>	<b>2,795,726</b>

##### Expense

01 - Teaching Staff	587,410
02 - LTM Staff	122,250
03 - Support Staff	238,872
04 - Development Staff	109,521
05 - Administrative Staff	367,117
06 - Health Insurance	81,000
07 - Other Fringe Benefits	53,000
08 - Payroll Taxes	150,000
09 - Professional Development	57,125
10 - El Sistema	312,000
11 - LTM	82,125
12 - Support Consultants	54,900
13 - Classroom Supplies Text & Tech	44,544
14 - Development	37,040
15 - Administrative Expenses	94,700
16 - Food for Nutrition	87,000
17 - Facilities	316,850
<b>Total Expense</b>	<b>2,795,454</b>

**Net Ordinary Income** 272

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**Conservatory Lab Charter School**  
**Balance Sheet**  
**(unaudited)**  
**As of June 30, 2013**

**ASSETS**

**Current Assets**

Cash and Cash Equivalents	662,135
Accounts Receivable	10,000
Due from related parties	5,440
Prepaid Expenses	9,185

**Total Current Assets** 686,760

**Fixed Assets**

Furniture and Equipment	220,574
Less Accumulated Depreciation	-209,965

**Total Fixed Assets** 10,609

**TOTAL ASSETS** 697,368

**LIABILITIES & EQUITY**

**Liabilities**

Accrued Expenses/Accrued Payroll	123,530
Current Deferred Income	2,252
Due to related parties	7,044

**Total Liabilities** 132,825

**Equity**

Opening Bal Equity	486,207
Retained Earnings	78,063
Net Income	272

**Total Equity** 564,542

**TOTAL LIABILITIES & EQUITY** 697,368

**Conservatory Lab Charter School  
FY14 Budget Summary - Board Approved June 20, 2013**

	<b>Total</b>
	<b>FY14 Budget</b>
<b>Enrollment</b>	<b>312</b>
<b>Income</b>	
Tuition	4,212,000
Entitlement Grants	249,600
Nutrition Funding	138,715
Miscellaneous Income	5,000
<b>Total Income</b>	<b>4,605,315</b>
<b>Expenses</b>	
Teaching Staff	936,000
Instructional Support Staff	495,620
El Sistema Staff	345,500
Development Staff	241,500
Admin Support Staff	75,000
Administration	383,000
<b>Sub-total Staff</b>	<b>2,476,620</b>
Health Insurance	167,200
Other Fringe Benefits	117,353
Payroll Taxes	160,674
<b>Sub-total Staff Benefits</b>	<b>445,227</b>
<b>Total Staff Expenses</b>	<b>2,921,847</b>
LTM	90,000
El Sistema	48,000
Support Consultants	262,000
Classroom Supplies, Textbooks, Technology	155,000
Development	40,000
Administrative Expenses	207,000
Food for Nutrition	138,715
Facilities	640,500
<b>Total Expenses</b>	<b>1,581,215</b>
<b>Total Staff and Expenses</b>	<b>4,503,062</b>
<b>Net Income</b>	<b>102,253</b>

### Capital Plan for FY14

Conservatory Lab envisions two capital projects within a ten-year horizon to facilitate the school's increased enrollment from 169 to 444 students:

- Occupancy of incremental temporary space
- Purchase and construction/renovation of a permanent all-school facility

	<b>Occupancy of incremental temporary space</b>	<b>Purchase and construction or renovation of a permanent all-school facility</b>
<b>Description</b>	Refresh painting and floors of rented space; provide any missing furnishings	Acquire land/building; design and secure approvals; demolition, construction and renovation as appropriate for an essentially 100% new ~55,000 SF school facility; furnishing of fixtures and equipment; and related outdoor space for playground and parking.
<b>Current status</b>	Real estate search and negotiations in process	Real estate search underway
<b>Estimated completion</b>	December 31, 2013	December 31, 2015
<b>Current estimated cost</b>	Less than \$100,000	Approximately \$18-\$23 million; scope may be adjusted to reflect nature of property selected
<b>Financing</b>	Contribution from related but independent 501c3 foundation	20% to 33 1/3% contribution from related but independent 501c3; balance to be provided by private debt financing with the aid of government subsidy programs for tax free status
<b>Reserve account</b>	None	None

## APPENDICES

### Appendix A (Faithfulness to Charter) 2012-2013 List of Selected Presentations, Performances, Technical Assistance, School Visits, Sharing of Materials

#### *Instructional Rounds at Conservatory Lab*

- Grade 1, Jovanne Buckmire and Katie Biro, “Building with the Three Little Pigs,” February 14, 2013 (half-day session)
- Grade 2, Jenna Gampel, “Supporting Students to Take Charge of Their Learning,” (Expedition: Don’t Be Scared: The Truth About Snakes), February 26, 2013 (half-day session)
- Grade K2, Mary Randolph, “Healthy Placemats Tell a Story: Creating High-Quality Products,” (Expedition: What’s On Your Plate?) March 12, 2013 (half-day session)
- Grade K1, Becca Mason, “Portrait of an Artist: The Self- and Peer-Critique Process with Young Learners,” March 14, 2013 (half-day session)
- El Sistema Early Childhood Music Program, Rebecca Levi (K2, Paper Orchestra, Grade 1 Abreu Orchestra) April 3, 2013 (full-day session)

#### *Selected Off-site Presentations*

- Jenna Gampel, Grade 2 Teacher, “Leaders Are Born this Way: Supporting Students to Take Charge of Their Learning Through Choice, Self-Assessment, and Reflection,” Expeditionary Learning National Conference, Baltimore, MD, February 28, 2013
- Becca Mason, “Early Childhood Curriculum: Topics in Math, Science, and Health” (course), Lesley University, School of Education, February – April, 2013
- Rebecca Levi, El Sistema Director and Levi Comstock, Resident Artist, “Paper Orchestra: Creating a Culture of Wonder in the Early Childhood Ensemble,” American Strings Teachers Association (ASTA) Conference, Providence, Rhode Island, March 2, 2013 (distributed Paper Orchestra curriculum)
- Rebecca Levi, Brown University, April 24, 2013

#### *Musical Performances*

- K2 students, Early Childhood Music Program, series of concerts at the Children’s Museum, Boston, MA, October 24, 2012, January 15, 2013, April 12, 2013
- El Sistema, Dudamel Brass Ensemble, Annual National Conference Leaning Forward, Hynes Auditorium, Boston, MA, December 4, 2012
- Winter Concert I: grades pre-K-2, Longy School of Music, Cambridge, MA, December 18, 2012
- Winter Concert II: grades 3-6, Longy School of Music, Cambridge, MA, December 20, 2012
- 4th grade performance of original blues songs at House of Blues, Boston, MA, February 5, 2013
- El Sistema Dudamel Orchestra with the Pro Arte Orchestra, All Saints Parish, Brookline, MA, March 2, 2013

- Abreu Orchestra, ASTA Conference, Providence, Rhode Island, March 2, 2013
- Bernstein Orchestra, New England Conservatory for the Greater Boston El Sistema Seminario, March 27, 2013
- Spring Fling Parent Fundraiser, Strand Theater, Dorchester, MA, April 7, 2013
- El Sistema, Dudamel Orchestra, with the Landmarks Orchestra, premiering composer Michael Gandolfi's "The Queen and the Conjuror," Strand Theater, Dorchester, MA, May 24, 2013
- El Sistema, Bernstein and Dudamel Orchestras, 1st Annual Greater Boston El Sistema Showcase, Benjamin Franklin Institute, Boston, MA, June 1, 2013
- Spring Concert I: grades preK-2, Longy School of Music, Cambridge, MA, June 5, 2013
- First grade original musical, "The Three Little Pigs: An Engineering Tale" Veronica B. Smith Senior Center, Brighton, MA, June 11, 2013
- Spring Concert II: grades 3-6, Longy School of Music, Cambridge, MA, June 13 2013

### ***Technical Assistance, School Visits, and Sharing of Materials***

- Technical assistance to Margarita Muñiz Academy, a BPS Innovation School, Jamaica Plain, MA, in the areas of El Sistema, Fundraising, and General Operations, ongoing
- Technical assistance to Meg Campbell, Executive Director, Codman Academy Charter School, Dorchester, MA: provided Learning Through Music curriculum units, copies of all student products, and key practices, ongoing
- Technical assistance to Forth Worth Independent School District, Texas, replication of Conservatory Lab model, ongoing
- Technical assistance to Mairead Nolan, Principal, Trotter School, provided Learning Through Music curriculum units, copies of all student products, and other support documents, May, 2013 and ongoing
- Shared new compensation plan with Barr Foundation, Charter Association, and DESE
- Emily Kutielsky, YOLA/HOLA, Los Angeles, CA, September 19, 2012
- Deborah Broughton, Catherine Garrett, principals, The Achievement Network, September 20, 2012
- Wellington College, United Kingdom, teachers, September 21, 2012
- Heath Marlow, Director for Abreu Fellowship, with new fellows, September 25, 2012
- Harron Ellenson, Boston Landmarks Orchestra, Executive Director, September 26, 2012
- Laurie Zait, Coordinator of an experimental music program at the Reeim-Shimsheet Elementary School, Israel, school visit and sharing of curriculum materials, September 28, 2012
- Seymour Simmons III, Associate Professor, Department of Fine Arts, Winthrop University, Rock Hill, South Carolina, October 5, 2013
- Joshua DaPante, Music Teacher, Alma del Mar Charter School, New Bedford, November 19, 2012
- Erik James, Choir Teacher, Westwood Public Schools, November 26, 2012
- Judith Eisenberg, Director, Music Unites Us, Brandeis University, with Elizabeth Carter, November 26, 2012
- Lynch Leadership Academy Team (Thaly Germaine, Corbett Coutts, Sarah Fiarman, Elizabeth Hurley), November 30, 2012

- Kim Burke and Lance Pace, Principal and Assistant Principal, Nalle Elementary School, Washington D.C., December 3, 2012
- Lisa Kozlowski, Director of Education, Urban Ecology Institute, December, 2012
- Kerry Brennan, Roxbury Latin Headmaster, January 10, 2013
- Joann Brierley, 3<sup>rd</sup>-grade teacher; Kelsey Cotter, 1st-grade teacher; Shalem Kaufer, Literacy Coach; Shelly Fournier, 2nd-grade teacher; Freetown Elementary School, February 1, 2013
- James Watson, The Atlanta Project, March 6, 2013
- Andrea Sungarten, Los Angeles librarian, March 12, 2013
- Allison Bennet, student, Brown University, April 12, 2013
- Laura Kanter and Sarah Zuckerman, Harvard Graduate School of Education (HGSE), documented Conservatory Lab 2nd- and 4th-grade student products in video project showcased at HGSE, April 25, 2013
- Berkshire Trail Elementary School, teachers interested in becoming an Expeditionary Learning school, May 3, 2013
- Kathryn Hoffman, music teacher, Monarch Academy, Baltimore, MD, May 3, 2013
- Keala Grass, graduate assistant, Lynch Leadership Academy, May 3, 2013
- Lauren Dale, Mid-Atlantic School Designer, Expeditionary Learning, May 23, 2013
- Aida Walqui and Leslie Hamburger, QTEL/WestEd, San Francisco, CA, May 23, 2013
- Kate Scott, Assistant Headmaster and Kristin Keeper, 1st-grade teacher, Neighborhood House Charter School, Dorchester, MA, June 3, 2013

### ***Congressional and Press Visits***

- Geoff Eggers, Boston Globe, August 7, 2012 and October 23, 2012
- Senator William Brownsberger, January 17, 2013
- Representative Michael Moran, February 7, 2013

### ***Research Projects***

- Tufts Center for Engineering Education and Outreach (CEEEO). Through this yearlong collaboration and research project, Assistant Director Merridith Portsmore and associates supported the infusion of technology and engineering into learning expeditions in Grades 1 and 5. Documented projects and learning experiences to be shared by the CEEEO.
- Kathryn Stankus, Bachelors candidate, Boston Architectural College, conducting research on music as a tool for learning, October 26, 2012
- Andrea Kantrowitz, Thinking through Drawing Project Director, Teachers College, New York. Research project focuses on how drawing enhances science learning. Classroom observations and student interviews, February, March, May, and June, 2013
- Pavithra Arvind, PhD, Graduate School of Education, University of Exeter, United Kingdom, ethnographic study exploring Conservatory Lab culture and community, ongoing

**Appendix B (Academic Program Success)  
Internal and non-MCAS External Assessments**

Assessment Name: <b>Achievement Network</b> (Math and ELA)	Grades Assessed: Grades 2-6
Date Implemented: September 2011	Date Discontinued: n/a (if applicable)
<p><b><u>MATH</u></b></p> <p>2011-2012: In Grades 2-6, an average of 72.8% of students scored 60 or higher on interim assessments provided by The Achievement Network. 100% of 2<sup>nd</sup> graders score 60 or higher on every interim.</p> <ul style="list-style-type: none"> <li>We were able to correlate individual growth on successive ANet tests with success on MCAS.</li> </ul> <p>2012-2013: In Grades 2-6, an average of 80% of students scored 70 or higher on interim assessments provided by The Achievement Network; the exception was grade 3 which did not, as a class, break 60 on average for the year. 100% of 2<sup>nd</sup> graders score 84 or higher on every interim.</p> <ul style="list-style-type: none"> <li>We are waiting to see if we can correlate individual growth on successive ANet tests with success on MCAS as well this year.</li> </ul> <p><b><u>ELA</u></b></p> <p>2011-2012: In Grades 2, 4, 5, and 6, an average of 74.7% of students scored 60 or higher on interim assessments provided by The Achievement Network. 92% of 2<sup>nd</sup> graders scored 60 or higher on every interim.</p> <ul style="list-style-type: none"> <li>We were less able to correlate individual growth on successive ANet tests with success on MCAS in ELA than we were in Math and hope that two sets of data will be better able to help us identify trends in our teaching and learning.</li> </ul> <p>2012-2013: In Grades 2-6, an average of 68% of students scored 60 or higher on interim assessments provided by The Achievement Network.</p> <ul style="list-style-type: none"> <li>This was a significant drop for us and we are closely examining the shift, its possible relationship to the full implementation of the CCSS, and eagerly await our MCAS scores so that we can dig deeper into the data.</li> </ul> <p>Note:</p> <ul style="list-style-type: none"> <li>Interim assessments in math and ELA happened 5 times a year, both years, leading up to the MCAS testing in the spring, approximately every 6 weeks.</li> <li>ANet does not support the school with writing or writing scoring (see below in 6+1 Traits of Writing section).</li> </ul>	

Assessment Name: <b>Fountas &amp; Pinnell Benchmark Assessment</b>	Grades Assessed: Grades Kindergarten - 6
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<b>System (reading)</b>	
Date Implemented: Fall 2006	
<p>In SY10, 97.1% of the students are either at/above grade level (86.3%) or below grade level but made at least a full year of progress.</p> <p>In SY11, 92.2% of the students are EITHER at/above grade level (84.5%) OR below grade level but made at least a full year of progress.</p> <p>In SY12, in Grades 1 - 6, 95.1% of students are EITHER at or above grade level (91.8%) OR are below grade level but made at least a full year of progress.</p> <p>In SY 13, 90.7% of students grades K-6 read at grade level or above and /or have made one year's worth of growth. *</p> <p>* Note: In SY13, we significantly raised our reading levels based on new Fountas &amp; Pinnell criteria. For example, in previous years, the benchmark for Proficiency in Kindergarten was Level B; this year it was raised to Level D. As a result, 57% of kindergarteners this year were at grade level; we have made a concerted effort to raise the rigor of our program to meet the new standards.</p>	

Assessment Name: <b>6+1 Traits of Writing</b>	Grades Assessed: Kindergarten-6 <sup>th</sup> Grade
Estimated Implementation: Fall 2006	Date Discontinued: N/A
<p>In SY10, 87% of students earned a level of Proficient.</p> <p>In SY11, 78% of students earned a level of Proficient.</p> <p>In SY12, 81.3% of students earned a level of Proficient.</p> <p>In SY13, 80% or more of grades K–6 students reached proficient on internal writing assessments. The exact percentage is difficult to ascertain while we are in the midst of creating our writing rubric.*</p> <p>*Note: In SY13, we significantly changed the kinds of writing we assess. Instead of assessing only narrative writing, as in past years, we now also assess open response writing, non-fiction writing, prompt writing, and writing in the Expeditions. In an effort to score such a wide variety of writing, we have created our own Writing Traits Map based on the <u>6+1 Traits of Writing</u>.</p>	

Assessment Name: <b>ELL Assessments: ACCESS, MEPA, &amp; MELA-O</b>	Grades Assessed: Kindergarten-6 <sup>th</sup> Grade
Date Implemented: ACCESS January 2013; MEPA and MELA-O as determined by DESE.	Date Discontinued: MEPA and MELA-O discontinued in Spring 2012, as determined by DESE
<p>When reviewing our ACCESS scores, we recognized that schoolwide, ELL students, with the exception of kindergarten, scored at Level 5 and Level 6 in the listening and reading indicators. Schoolwide students were weaker in the writing indicator, including kindergarten.</p> <p>Our ELL students in our upper grades (3-5), scored strong in all indicators, with the exception of one student who scored low in the speaking indicator.</p> <p>The strong reading scores in our ELL population, with the exception of kindergarten, is in keeping with our strong reading scores schoolwide. Our low writing scores in our ELL population speak to the fact that writing is an identified growth area in the school.</p> <p>Our MEPA and MELA-O scores are a matter of record. We anxiously await the report from the DESE correlating the MEPA scores with ACCESS. This will give us a fuller picture of the trajectory of growth in our ELL students.</p>	

