



MCCPS Board of Trustees

Board of Trustees Monthly Meeting

Amended on February 3, 2020 at 4:17 PM EST

Date and Time

Tuesday January 28, 2020 at 7:00 PM EST

Location

MCCPS, 17 Lime St, Marblehead MA

Agenda

	Purpose	Presenter	Time
I. Opening Items			7:00 PM
Opening Items			
A. Record Attendance and Guests		Karl Smith	
B. Call the Meeting to Order		Artie Sullivan	
C. Approve Minutes	Approve Minutes	Karl Smith	2 m
Approve minutes for Board of Trustees Monthly Meeting on November 19, 2019			
D. Approve Minutes - Charter Renewal Meeting	Approve Minutes	Karl Smith	2 m
Minutes of Special Board Meeting - Charter Renewal			
Approve minutes for Charter Renewal Site Inspection Meeting on November 7, 2019			
E. Approve minutes	Approve Minutes	Karl Smith	2 m
Approve minutes for Board of Trustees Monthly Meeting on October 29, 2019			
F. Approve Minutes	Approve Minutes	Karl Smith	2 m
Approve minutes for Board of Trustees Monthly Meeting on September 24, 2019			
G. Approve Minutes	Approve Minutes	Karl Smith	2 m
Approve minutes for Board of Trustees Monthly Meeting on July 30, 2019			
II. Public Comment			7:10 PM
A. Student Presentation	Discuss	Ellen Lodgen	10 m
Student Presentation			
B. Public Comment	Discuss	Artie Sullivan	5 m

III. Review of Previous Meeting Action Items**7:25 PM****A. Review of Previous Meeting Action Items**

Discuss Artie Sullivan

- Development and Fundraising training for Board
- Identify potential candidates for the Board – Goal is 3 new members for SY 2019-2020. Areas that need representation on the board –
 - Alumni
 - Parents of families residing outside of Marblehead.
- Strengthen Subcommittees if needed
 - Communication and Development
- Review Documents located in Board Member Handbook Google Drive. Invitation sent by separate email.
 - Add documents that are needed

IV. Board Annual Items**A. Upcoming Meeting Agenda Items**

FYI Artie Sullivan

- Jan – HOS Mid-year review
- Feb – Review Charter Renewal Report
- March – Set up Satisfaction Survey, Set Annual Board Retreat Date
- April – HOS Goals Presentation
- May – HOS Annual Evaluation, Budget Adoption
- June – Annual Board Retreat
- July - Adopt Annual Report and Student Opportunity Act 3-year Plan, by July 31, Adopt Annual Board Goals
- August – Adopt HOS Goals, Open Annual Board Self Assessment
- Sept – Review Annual Board Self Assessment, Approve Committee Memberships and Vice-Chairs
- Oct – Adoption of the Annual Audit (must be done by Oct 31), MCAS Presentation
- Nov – Presentation on HOS Evaluation Process by the Personnel Committee, Adoption of the Strategic Plan,
- Dec –

B. Board Goals for SY 2019-2020

Discuss Artie Sullivan

Goal-1 (Strategic Plan Implementation):

- Define and adopt a 3-year strategic plan that is fully aligned with the mission of MCCPS. To include full implementation of year-1 objectives as defined in the plan and staging for the subsequent year. **Adopted Nov-2019**

Goal-2 (Board Health & Sustainability)

- Continue to build and develop a strong and diverse board to ensure the long-term health and sustainability of MCCPS, through creative mentorship and training programs (in collaboration with governance committee). To include identification of 2-3 new board members SY 2019-2020.

Goal-3 (Development)

1. Funding Streams
2. Grants & Fundraising
3. Board Responsibility

Goal 4 (Communication and Community Development)

- Strengthen the engagement with key stakeholders (e.g. Head of School, Parents, Students, Educators, PTO and Community) to support the growth and development of MCCPs role within the community and enhance the ongoing school initiatives and fundraising efforts. To include fostering a strong working relationship between the Board of Trustees and HOS to drive implementation of the 2019 strategic plan and ensure the long-term success of MCCPS.

Goal-5 (Bylaws Review)**V. HOS Report****7:25 PM**

Academic Excellence Committee

A. Monthly Report

FYI Peter Cohen

10 m

HOS to share monthly report.

VI. Other Business			7:35 PM
A. HOS Mid-Cycle Evaluation Presentation	Discuss	Peter Cohen	20 m
B. Approval of Committee Memberships for 2019-2020	Vote		5 m
C. State of the School - Debrief	Discuss	Peter Cohen	5 m
Review of State of the School, Mission Vision, Organization Development			
D. Charter Update	Discuss	Peter Cohen	5 m
Update on Charter Renewal and Enrollment Targets			
VII. Committee Updates			8:10 PM
Board			
A. Governance Committee	Discuss	Karl Smith	10 m
Update on member documentation			
B. Finance Committee	Discuss	Rudi Herve	5 m
C. Personnel Committee	Discuss	Artie Sullivan	2 m
D. Academic Excellence	Discuss	Jessica Xiarhos	5 m
E. Development	Discuss	Ellen Lodgen	5 m
F. Strategic Plan Committee	Discuss	Fred Ferris	2 m
G. Communications, and Community Relations Committee	Discuss	Ian Hunt	5 m
H. Charter Renewal	Discuss	Artie Sullivan	2 m
I. BY Laws Task Force	Discuss	Stephen Veiga	2 m
VIII. Public Comment			8:48 PM
A. Public Comment	Discuss	Artie Sullivan	5 m
IX. Board Member Comments and Resolutions			8:53 PM
A. Board Member Comments and Resolutions	Discuss	Artie Sullivan	3 m
This is an opportunity for Board Member Comments and Resolutions			
X. Closing Items			8:56 PM
A. Recap Action Items	Discuss	Karl Smith	2 m
Clerk to review actions items, add any additional items discussed.			
B. Meeting Evaluation	Discuss	Artie Sullivan	3 m
Discuss how meeting went, did we stay on topic, meet goals, etc.			
C. Adjourn Meeting	Vote	Artie Sullivan	

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board of Trustees Monthly Meeting on November 19, 2019

APPROVED



MCCPS

MCCPS Board of Trustees

Minutes

Board of Trustees Monthly Meeting

Date and Time

Tuesday November 19, 2019 at 7:00 PM

Location

MCCPS, 17 Lime St, Marblehead MA

Trustees Present

Artie Sullivan, Ellen Lodgen, Fred Ferris, Jessica Xiarhos, Karl Smith, Paul Baker, Peter Cheney, Peter Cohen, Rebecca Whidden, Richard Doron, Rodolphe Herve

Trustees Absent

Ian Hunt, Stephen Veiga

I. Opening Items**A. Record Attendance and Guests****B. Call the Meeting to Order**

Artie Sullivan called a meeting of the board of trustees of MCCPS Board of Trustees to order on Tuesday Nov 19, 2019 at 7:04 PM.

C. Approve Minutes

The minutes for the October meeting will be presented at the next scheduled meeting in December

D.

Approve Minutes - Charter Renewal Meeting

The minutes for the special meeting in November will be presented at the next scheduled meeting in December

II. Public Comment

A. Student Presentation

Two 8th grade senators provided an update to the board regarding their research topics and various ongoing activities and initiatives within which they are involved.

B. PTO Liason

There were no representatives from the PTO at the meeting.

C. Public Comment

There were no public comments presented.

III. Review of Previous Meeting Action Items

A. Review of Previous Meeting Action Items

Artie Sullivan reviewed all of the action items listed providing current status and relevant updates.

IV. Yearly Meeting Agenda Items

A. Upcoming Meeting Agenda Items

The board calendar dates with expected upcoming items and topics per meeting were also reviewed by the Board Chair, Artie Sullivan.

V. Other Business

A. Board Goals for SY 2019-2020

The group walked through the current Board Goals and overall plan for the upcoming school year, noting overall the progress on goals appears on track. Discussion highlights including:

- By-laws review and update
- Celebration of 25 year anniversary
- Site visit from the state

B.

Planning for SY 2019-2020

See above - the board goals and school year planning was more of a combined discussion.

C. HOS Evaluation Process Presentation

Katie Sullivan - a member of the Personnel Committee (and founding teacher at MCCPS) provided an in-depth training presentation regarding the HOS Evaluation process. She reviewed the sequence of events and the expected steps to be followed by the board to deliver the mid-year and final full year assessment on time. Based on a question by Ellen Lodgen, Katie agreed to follow-up and assist in clarifying how teachers are expected to participate.

D. Adoption of MCCPS Strategic Plan, 2020-2023

Rebecca Whidden walked the group through the strategic plan, highlighting various components and elements, providing insights and explanations regarding how the content was developed and prepared. She noted that while the concepts and areas are adequately defined, that additional details and information will be refined and developed by the various responsible parties.

While the team agreed there are some minor updates and proof-reading corrections needed, the concepts and areas of focus are on-point and reflect the expectations of the board. It was also noted that the plan needs to be evolving and refined based on various current events such as the MCAS scores, as well as the charter renewal process with the anticipated report being sent back to MCCPS early in 2020. Everyone present was appreciative of the work put forth by the sub-committee.

Paul Baker made a motion to To adopt the strategic plan for 2020-2023.

Karl Smith seconded the motion.

The board **VOTED** unanimously to approve the motion.

VI. Committee Updates

A. Governance Committee

There is a meeting scheduled for November 20th, with the primary topics to be covered include:

- By-laws refresh
- Recruitment efforts
- Expiring terms / open seats
- Board composition

B.

Finance Committee

Rudi Herve - presented financial results for October, highlighting overall position and anticipated challenges faced.

The group considered the use of Board on Track and if the subscription cost should be voted into the budget. Given the extensive use of the tool as well as the favorable feedback provided by the representatives from the state during the charter renewal meetings, the board unanimously elected to continue the subscription.

Rebecca Whidden made a motion to Renew the subscription to Board on Track and pay for the annual license fee (approximately \$6.5K).

Rodolphe Herve seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. Personnel Committee

The personnel committee previously presented the HOS evaluation training and no additional updates were required.

D. Academic Excellence

Jessica Xiarhos updated the board on the progress made by the Academic Excellence Committee. She noted that she is now attending the Instructional Leadership Team and noted that she believe the different groups are now collaborating more than in recent history.

The group hopes to enhance and further develop measurable indicators for both exhibition projects and overall throughout the curriculum.

E. Development

Ellen Lodgen updated the group on the recent Development committee efforts.

The primary focus was on the status of the calendar raffle and the ongoing planning for the 25th anniversary celebration in the early spring of 2020.

F. Strategic Plan Committee

Please see the earlier presentation of the strategic plan - there were no additional updates.

G. Communications, and Community Relations Committee

Dr. Cohen noted that a sub-committee meeting hasn't been held as of yet, however there will be one in short order.

He also noted there is an 'Internal task force' which will meet first and then report back to the sub-committee on matters such as the status of web-site and social media pages. There may be a cost to upgrade the web-site and Peter will provide that update after quotes are obtained. Becca Whidden will be providing some additional information (on potential web development) to the committee for consideration.

H. Charter Renewal

Dr. Cohen indicated the management team is now waiting for feedback / a response from the state after the visit held. Additional updates will be available after the report is received early in 2020.

I. BY Laws Task Force

As indicated earlier, there were two meetings held and the task force will be presenting Governance with the proposed edits for their review and commentary. When fully approved by Governance, the updated by laws will be presented to the board.

VII. HOS Report

A. Monthly Report

Dr. Peter Cohen reviewed in detail his monthly Head of School report

Please refer to that document for the items covered.

The committee focused in on, and asked additional question relating to the following areas:

- IXL - the nature of the tool and how it is being utilized by both teachers and students.
- Overall process, systems and team assignments (both Admin and Teaching staff)
- Charter school visits
- Available interns or fellowships
- Budgeting and enrollment figures

Lastly the group continued to discuss the strategic plan and potential capital campaign efforts.

VIII. Public Comment

A. Public Comment

There were no public comments.

IX. Board Member Comments and Resolutions

A. Board Member Comments and Resolutions

Concerns were presented by some of the board members that the meeting was too lengthy and that participants may not be fully focused or able to fully express themselves given the late hour.

The pros and cons of splitting monthly meetings into two meeting times was discussed in detail.

X. Closing Items

A. Recap Action Items

The following action items were noted:

- Strategic plan was adopted
- Board on Track service was approved along with the payment for subscription fees

B. Meeting Evaluation

Again the excessive length of the meeting was discussed with potential solutions debated.

C. Adjourn Meeting

Fred Ferris made a motion to adjourn the meeting.

Peter Cheney seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:50 PM.

Respectfully Submitted,
Karl Smith

Documents used during the meeting

- HOS Evaluation Training19-20.pdf
- Strategic_Plan_WORKING COPY_RW 02.pdf
- MCCPS-Oct-2019-Financial Statements v1.pdf

Coversheet

Approve Minutes - Charter Renewal Meeting

Section: I. Opening Items
Item: D. Approve Minutes - Charter Renewal Meeting
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Charter Renewal Site Inspection Meeting on November 7, 2019

APPROVED



MCCPS

MCCPS Board of Trustees

Minutes

Charter Renewal Site Inspection Meeting

Date and Time

Thursday November 7, 2019 at 8:00 AM

Location

MCCPS, 17 Lime St

Trustees Present

Artie Sullivan, Ellen Lodgen, Ian Hunt, Karl Smith, Paul Baker, Rebecca Whidden, Rodolphe Herve

Trustees Absent

Fred Ferris, Jessica Xiarhos, Peter Cheney, Peter Cohen, Richard Doron, Stephen Veiga

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Artie Sullivan called a meeting of the board of trustees of MCCPS Board of Trustees to order on Thursday Nov 7, 2019 at 8:00 AM.

II. Meeting with Charter Renewal Site Inspection Team

A. Meeting with Charter Renewal Site Inspection Team

Members of the Board met with representatives from the Massachusetts Department of Elementary and Secondary Education as part of the Charter Renewal process. Board members answered questions and offered their insights to the current status of the Marblehead Community Charter Public School.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:00 AM.

Respectfully Submitted,
Karl Smith

Coversheet

Approve minutes

Section: I. Opening Items
Item: E. Approve minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board of Trustees Monthly Meeting on October 29, 2019

APPROVED



MCCPS Board of Trustees

Minutes

Board of Trustees Monthly Meeting

Date and Time

Tuesday October 29, 2019 at 7:00 PM

Location

MCCPS, 17 Lime St, Marblehead MA

Trustees Present

Artie Sullivan, Ellen Lodgen, Ian Hunt, Jessica Xiarhos, Karl Smith, Paul Baker, Peter Cheney, Peter Cohen, Rebecca Whidden, Richard Doron, Rodolphe Herve, Stephen Veiga

Trustees Absent

Fred Ferris

Trustees who arrived after the meeting opened

Ian Hunt, Peter Cheney, Richard Doron

Guests Present

Doris Hasbun de Hawthorne, Jeremy Bumagin

I. Opening Items**A. Record Attendance and Guests**

In addition to the PTO representatives there were at least 3 additional guests present, however a listing of names for attendance was not distributed / maintained.

B. Call the Meeting to Order

Artie Sullivan called a meeting of the board of trustees of MCCPS Board of Trustees to order on Tuesday Oct 29, 2019 at 7:05 PM.

C. Approve Minutes

Rebecca Whidden made a motion to approve minutes.
Rodolphe Herve seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Approve Minutes - Charter Renewal Meeting

Stephen Veiga made a motion to approve minutes from the Charter Renewal Meeting on 10-22-19.
Paul Baker seconded the motion.
The board **VOTED** unanimously to approve the motion.

II. Public Comment

A. Student Presentation

Student council members presented an overview of the structure and how the overall student government organization operates with a brief outline of the different positions, the timing of elections and requirements to be followed.
They explained the different activities and functions performed by the group.

Peter Cheney arrived.
Ian Hunt arrived.
Richard Doron arrived.

B. PTO Liason

Jeremy Bumagin updated the board on the successful Halloween dance held and expressed his gratitude to Doris an excellent job organizing and supporting the function.

With upcoming events such as 'Penny Wars' - now linked to spirit days - the team is hoping to generate some renewed enthusiasm and additional participation from parents.
The PTO is also looking to help promote additional involvement by defining a new strategy for delegation and well defined, achievable assignments for parents.

C. Public Comment

There were no public comments at this time

III. Review of Previous Meeting Action Items

A. Review of Previous Meeting Action Items

All of the ongoing initiatives and activities were briefly reviewed and current status presented by Artie Sullivan.

Please refer to the agenda for all of the specific items covered.

IV. Yearly Meeting Agenda Items

A. Upcoming Meeting Agenda Items

The upcoming schedule of board meetings and anticipated agenda items were noted by Artie Sullivan. There are several significant items such as the HOS evaluation training and presentation of the strategic plan were two major items of focus.

For a complete listing, please refer to the agenda.

V. Other Business

A. Board Goals for SY 2019-2020

Board Chair, Artie Sullivan walked through each of the board goals listed for school year 2019-2020 and provided current commentary to the group.

B. Planning for SY 2019-2020

The primary discussion point for the school year was the anticipated site visit from DESE. However, Artie Sullivan and Dr. Cohen walked the group through the entire listing of items shown on the agenda.

C. Adoption of MCCPS Strategic Plan, 2020-2023

The draft Strategic Plan was reviewed by the group with Becca Whidden explaining the origins of the existing plan and how it has been evolving. It was agreed that the anticipated vote would need to be delayed until more refinements can be made and proofreading performed.

Extensive discussion ensued with several board members expressing their opinions and thoughts on the plan overall.

Peter Cohen also urged that the document be considered more of a 'living' plan that could be amended or refined through the school year specifically based on the results of the report expected from DESE. He believes this can be accomplished while maintaining and honoring the work already performed to date.

Stephen Veiga made a motion to Postpone the vote for the strategic plan to November meeting.

Paul Baker seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. MCCPS MCAS Presentation

Peter Cohen presented the Accountability Data for 2019. He walked through the presentation included within the agenda in great detail highlighting key areas and answering numerous questions by the group.

Dr. Cohen explained how the results were the second year of the 'next generation' of testing methodologies and provided his thoughts and opinions on how comparisons are relatively challenging with only 2 years' worth of data.

One area of concern based on the results was the 8th grade math program. It appears the curriculum being covered in the 8th grade has gone beyond the level the test was covering and that unfortunately the topics were not aligned well to reflect MCCPS' students' comprehension of the subjects.

One additional suggestion from the group was to more clearly align exhibition work with the concepts and topics covered in the testing.

E. Annual Audit

Rudi Herve presented the annual audit results and independent auditors' report to the board.

Not only was the opinion clean, but there were no findings for the year under audit. Rudi expressed his thanks to Jeff Barry and commended him on his professionalism.

Ellen Lodgen made a motion to Accept the report as presented the auditor Daniel Dennis and Co.

Karl Smith seconded the motion.

The board **VOTED** unanimously to approve the motion.

VI. Committee Updates

A. Governance Committee

Karl Smith provided an update noting the progress with the following areas:

- Mentoring
- Exit interviews
- Recruiting efforts
- Board member composition - pending term ends

B. Finance Committee

Rudi Herve reviewed the monthly statements, highlighting the updates to the budget based on enrollment figures noting the reimbursement figures are expected to be updated as that information is processed by the state.

C. Personnel Committee

Artie Sullivan updated the board on the recent personnel committee meeting.

He noted the following key areas:

- The committee is working to tying the HOS goals to board evaluation process
- Discussions with Dr. Cohen to ensure the monthly HOS report - show progress on those goals
- Katie Sullivan is scheduled to conduct board training during the November meeting for HOS evaluation process

As a final note, Artie urged all of the committee chairs to seek out additional involvement by parents.

D. Academic Excellence

Jessica Xiarhos updated the board on the recent meetings held by Academic Excellence.

She noted the following items:

- A 'road map' is being developed to help guide the educators on the vision of the committee and how they believe excellence is obtained.
- Overall use of Map goals, my way and other tools
- Use of the results of the Charter renewal process to pinpoint topics / bullet points for exhibition assessments - meeting expectations
- Use of project goals / rubrics - and specifically project essentials to drive professional development days to determine if they are effective.

E. Development

Ellen Lodgen updated the board on the progress being made by the development committee.

The conversation focused on the calendar raffle and the planning for the big 25th anniversary event

The tentative date for the celebration is April 4th with the location to be 17 Lime Street.

F. Strategic Plan Committee

See earlier discussion - update previously provided.

G.

Communications, and Community Relations Committee

Ian Hunt updated the board on the communication and community relations committee. He noted that a schedule was created and the team is working to ensure those meetings are properly posted.

He also indicated that Susan Haulk has joined the committee and the group is focusing on improving the overall parent experience.

There was much discussion on technologies and use of social media and the need for some updates and enhancements to existing platforms.

H. Charter Renewal

The renewal process was covered in detail earlier in the meeting.

I. BY Laws Task Force

Stephen Viega updated the board on the progress made by the By-Laws task force, noting the meetings held to date have been well attended and productive.

The group expects to have a red-lined, updated version within the next few months.

VII. HOS Report

A. Monthly Report

Dr. Peter Cohen reviewed his monthly HOS report in detail. Please refer to that attachment for more details.

VIII. Public Comment

A. Public Comment

There were no comments from the public.

IX. Board Member Comments and Resolutions

A. Board Member Comments and Resolutions

Artie Sullivan praised Bill Sullivan for his efforts throughout the last calendar year and requested the board recognize him for his ongoing commitment.

Ellen Lodgen also noted the upcoming veterans day program on November 8th has been very successful in the past and urged all to attend if possible.

X. Closing Items

A. Recap Action Items

Artie Sullivan urged all board members to work with their mentees / mentors and at minimum open the online handbook and review some of the items included.

B. Meeting Evaluation

Although lengthy, the board believed much was accomplished during the meeting.

C. Adjourn Meeting

Stephen Veiga made a motion to adjourn the meeting.

Richard Doron seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:00 PM.

Respectfully Submitted,
Karl Smith

Documents used during the meeting

- Copy of Strategic_Plan_WORKING COPY_RW.pdf
- MCAS 2019 - MCCPS.pdf
- Marblehead Exit, 2019.pdf
- FY19 draft audit - Copy.pdf
- MCCPS Financials, Sept-19.pdf
- HOS Report to Board of Trustees 10_22_19.pdf

Coversheet

Approve Minutes

Section: I. Opening Items
Item: F. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board of Trustees Monthly Meeting on September 24, 2019

APPROVED



MCCPS Board of Trustees

Minutes

Board of Trustees Monthly Meeting

Date and Time

Tuesday September 24, 2019 at 7:00 PM

Location

MCCPS, 17 Lime St, Marblehead MA

Trustees Present

Artie Sullivan, Ellen Lodgen, Fred Ferris, Ian Hunt, Jessica Xiarhos, Karl Smith, Paul Baker, Peter Cohen, Rebecca Whidden, Richard Doron, Rodolphe Herve, Stephen Veiga

Trustees Absent

Peter Cheney

Guests Present

Carol McEnaney, Jeremy Bumagin

I. Opening Items**A. Record Attendance and Guests****B. Call the Meeting to Order**

Artie Sullivan called a meeting of the board of trustees of MCCPS Board of Trustees to order on Tuesday Sep 24, 2019 at 7:03 PM.

C. Approve Minutes

Stephen Veiga made a motion to approve minutes from the Board of Trustees Monthly Meeting on 08-27-19 Board of Trustees Monthly Meeting on 08-27-19.

Paul Baker seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. Public Comment

A. Public Comment

There were no public comments.

B. PTO Liason

Jeremy Bumagin. - PTO liaison - provided an update, noting the upcoming events such as the Halloween dance.

III. Review of Previous Meeting Action Items

A. Review of Previous Meeting Action Items

Artie Sullivan lead the discussion and took the group through the various points. Desired skill sets and recruitment efforts for both sub-committee and board seats were covered in detail.

Other items such as the SEPAC, Governance, Personnel Committee, and board membership were also covered.

IV. Yearly Meeting Agenda Items

A. Upcoming Meeting Agenda Items

The following upcoming meetings were reviewed:

- Presentation by Strategic plan - overview
- HOS evaluation and training provided by the Personnel Committee - the group agreed to hold that meeting in November
- Peter Cohen suggested the board meet in October before the standard month-end board meeting, and it was determined the best date would be October 22nd at 7 PM
- End of October, the annual finance statements and audit opinion will be presented and the MCAS scores will be reviewed
- The Charter renewal site visit is scheduled for November 7th and members of the board will meet with inspectors (will be a posted / public meeting)
- The mid-year HOS review will be held in January.

V. Other Business

A.

Board Goals for SY 2019-2020

The following topics were discussed in detail:

- Strategic plan
- Health and sustainability
- Fundraising / Development
- Communication / community development
- By-laws review and formation of a task force
- 25th anniversary planning / preparation

B. Planning for SY 2019-2020

See the notes in the goal discussion above - the planning and goals were generally covered at the same time

C. Board Self Assessment

Artie Sullivan presented the self assessment information and the group discussed nature of some of questions and how the responses drove the numeric scores.

The team noted the general alignment between the board and the head of school. And the areas that need improvement are not surprising given the board's focus and goals over the past year or two.

Other discussion points included:

- On-boarding HOS - providing Peter with the information he needs
- Open meeting laws - compliance
- Committees and Chairs - ensure the notifications are going out timely and packets are sent to the clerk and Peter
- Use of BOT and how to navigate
- Potential addition of a faculty member on the Governance Committee
- Goals and accountability
- Development - considered a key, recurring area for improvement
- IXL - new tool used to track overall student performance

VI. Committee Updates

A. Governance Committee

Karl Smith provided an update to the group on the Governance Committee meeting held earlier in the month.

The main topics covered included the by-laws review, mentor program for new board members, and overall recruitment efforts.

For the by-laws review, the following individuals were identified to participate in the review:

- Chris Reigle
- Pam Ferris

From the board, Artie Sullivan suggested that Karl Smith, Stephen Vega, and Rudi Herve join him as members of this task force.

A tentative meeting was scheduled for October 8th

Karl Smith made a motion to create a by-laws task force:

Rebecca Whidden seconded the motion and it passed unanimously

Karl Smith made a motion to create a by-laws task force.

Rebecca Whidden seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Finance Committee

Rudi Herve presented the Finance Committee update noting the following:

- Need for a board vote for the revised budget for the school year based on enrollment and updated reimbursement rates.
- Required waiver from East Boston Savings (the mortgage holder on the building loan) for the debt covenant for the external auditors.
- Desire to maintain professional development to retain teachers
- Enrollment figures - current and projected
- 5 year look-back at the per pupil expenditures requested from Jeff Barry
- Anticipated clean audit report to be presented at the next scheduled board meeting

Karl Smith made a motion to To accept the amended budget as present and approved by the Finance Committee.

Ian Hunt seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. Personnel Committee

Since the last meeting, the Personnel Committee did not meet, however the group is working on linking HOS goals to rubric - and will present the information to the board once completed.

D. Academic Excellence

Jessica Xiarhos walked the group through the topics covered at the sub-committee meeting held earlier in the month.

The team is looking to recruit another parent to have more representation from that faction.

She explained the goal is to focus on the road map and vision for academic excellence. The team is attempting to formulate steps to maintain and track academic progress at the school.

E. Development

Ellen Lodgen briefed the committee on her recent sub-committee meeting and that the meeting schedule has been updated to avoid conflicts with other meetings.

Among the topics covered included:

- More contact / communication with alumni - Nick Santoro is looking to schedule some planned events
- Jeff Barry is the only member of the board of the education fund and there should be focus on recruiting additional members
- Grants - more focus and attention by Peter to determine what is available and how to pursue those
- Scheduled trips with the 6th and 8th grades - fundraising is needed for those two big trips and some parents have been identified
- Calendar raffle will occur in November

Artie Sullivan proposed an over all goal for the Development Committee to raise - \$75K by the end of the school year

Stephen Veiga made a motion to set a goal for the Development Committee to raise \$75K by the end of the school year.

Fred Ferris seconded the motion.

The board **VOTED** unanimously to approve the motion.

F. Strategic Plan Committee

Fred provided an update

During the previous week a meeting was held to finalize the strategic plan. Although there were some remaining minor edits, the document is ready for distribution. The committee was looking to have a vote from the trustees at the next scheduled meeting.

Peter provided his outlook of the plan and urged everyone to consider it more a living document, being adapted to circumstances as they develop.

Additionally he noted that a 3 year plan was more appropriate for a number of factors such as the charter renewal and providing flexibility to reach shorter term goals first.

G. Communications, and Community Relations Committee

Ian Hunt walked the board through the progress of the Communications Committee.

The following items were highlighted:

- The school's story - and how MCCPS is a great experience
- Establishing a standing agenda for Staff meetings

- Bench-marking with other school
- Redesign web-page

H. Charter Renewal

As previously noted, the group agreed to meet on Tuesday, October 22nd.

VII. HOS Report

A. Monthly Report

Dr. Peter Cohen provided his head of school update and covered all of the items detailed in the document previously distributed.

VIII. Public Comment

A. Public Comment

There were no public comments.

IX. Board Member Comments and Resolutions

A. Board Member Comments and Resolutions

Artie Sullivan reminded the board members who have not yet submitted a head shot and a brief biography, that these items should be provided as soon as possible. Additional information about the upcoming PTO events was provided.

X. Closing Items

A. Recap Action Items

The general items for consideration include:

- Training on Open Meeting Laws
- Board on Track use and navigation
- Development overall
- Board member recruitment
- Strengthening sub-committee membership - keep a look out for parents who may be interested
- Mentoring - those meeting should be scheduled for October

B. Meeting Evaluation

The overall consensus was that much was accomplished tonight.

C. Adjourn Meeting

Fred Ferris made a motion to adjourn the meeting.

Richard Doron seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:00 PM.

Respectfully Submitted,
Karl Smith

Documents used during the meeting

- Board Assessment Report, 9-19.pdf
- FY19-20 Board Assessment, recommendations.pdf
- MCCPS-Aug-2019-Financial Statements.pdf
- FY20 Approved Budget V 4.0.pdf
- HOS Report to Board of Trustees 9_24_19.docx

Coversheet

Approve Minutes

Section: I. Opening Items
Item: G. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board of Trustees Monthly Meeting on July 30, 2019

APPROVED



MCCPS

MCCPS Board of Trustees

Minutes

Board of Trustees Monthly Meeting

Date and Time

Tuesday July 30, 2019 at 7:00 PM

Location

MCCPS, 17 Lime St, Marblehead MA

Trustees Present

Artie Sullivan, Ellen Lodgen, Fred Ferris, Jessica Xiarhos, Karl Smith, Rebecca Whidden, Richard Doron, Rodolphe Herve, Stephen Veiga

Trustees Absent

Ian Hunt, Paul Baker, Peter Cheney, Peter Cohen

Trustees who arrived after the meeting opened

Fred Ferris

Guests Present

William Sullivan

I. Opening Items**A. Record Attendance and Guests****B. Call the Meeting to Order**

Artie Sullivan called a meeting of the board of trustees of MCCPS Board of Trustees to order on Tuesday Jul 30, 2019 at 7:07 PM.

The meeting was held in Room 7R

C. Approve Minutes

A few minor edits were discussed and the minutes were approved with the updates noted. Stephen Veiga made a motion to approve minutes from the Monthly Board Meeting on 06-25-19 with minor edits noted Monthly Board Meeting on 06-25-19.

Ellen Lodgen seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. Approve Minutes

Karl Smith made a motion to approve minutes from the HOS Contract Vote on 05-15-19 - with the removal of Ellen Lodgen and Stephen Veiga from the guest list HOS Contract Vote on 05-15-19.

Artie Sullivan seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. Public Comment

A. Public Comment

There was no public comment for the Board

III. Review of Previous Meeting Action Items

A. Review of Previous Meeting Action Items

For the action items the board discussed additional fundraising efforts, board member searches and work on recruiting subcommittee members.

Additional topics included the board handbook and the mentoring program.

IV. Other Business

A. Board Goals for SY 2019-2020

The current year goals are consistent with last year's primary goals with the strategic plan, school health and sustainability as the ultimate priorities.

B. Planning for SY 2019-2020

The discussion around planning involved updates to the by-laws, committee term limits, the 25th anniversary committee, and other areas.

7:25 - Fred Ferris arrived late

Fred Ferris arrived.

C.

Review of Satisfaction Survey

The group felt the survey was a good summary with useful information for Peter to have for when he settles into the new role. Artie suggested there is a scheduled check-in for certain key areas. (to be identified by the board).

D. Annual Goal Setting for Head of School

There was extended conversation regarding the HOS goals. While there are several items the group would like him to focus on, the group believed Peter should have a chance to review these items before finalized / voted. It was agreed the vote would be held off until the next meeting.

E. Approve Annual Report

The annual report is being finalized and there are a few items which require clarification. Everything appears on track for an on-time filing.

V. Committee Updates

A. Governance Committee

The governance committee is spear-heading the mentoring program and there will be more work to come with this initiative

B. Finance Committee

Rudi Herve provided an update with regards to the funding adjustment from the state along with the timeline for due dates on disclosures. For the salaries discussion, Ellen Lodgen suggested that certain areas for stipends and other additional areas be highlighted to avoid confusion.

C. Personnel Committee

The group is looking to meeting in August to further review the HOS goals. More information is pending for future meetings.

D. Academic Excellence

There was no meeting since the last board meeting. More information will be forthcoming once a meeting is held.

E. Development

Ellen Lodgen provided a brief update and noted that discussions were being had with the new HOS. Artie also noted a listing of foundations in the area which could be potentially 'tapped into' for contributions or funds.

More work is pending from the development committee.

F. Strategic Plan Committee

Similar to other areas, the strategic planning committee is waiting for the arrival of the new head of school to start a new drive to complete the overall vision and plan. It is key to have the HOS act as part of the focus and direction the school will be heading.

G. Communications, and Community Relations Committee

Again, this is an effort by certain board member and the hope is that with the new HOS there will be increased focus and drive to improve communications overall.

H. Charter Renewal

Bill Sullivan noted the renewal application has be completed and submitted. There will be a few more required documents, however he believes the process went well.

VI. HOS Report

A. Monthly Report

Bill Sullivan provided the update and focused on staffing and admissions primarily. Talks around lottery and re-allocation of resources based on projected enrollment were had.

Everyone agreed there will be challenges faced and work to be done to meet the projected year.

VII. Public Comment

A. Public Comment

There were no public comments.

VIII. Board Member Comments and Resolutions

A. Board Member Comments and Resolutions

There were comments surrounding the preservation of some domain names for the sporting web-pages, the mentoring program, the by-laws review, the financials in the renewal, and other areas for the sub-committees.

IX. Closing Items

A. Recap Action Items

General action items for all trustees to consider are:
- Sub-committee meetings to be held to gain focus.

- Development efforts and ideas
- Mentoring program - reach out to your mentee / mentor

B. Meeting Evaluation

All present believed the meeting was efficient and met the assigned goals.

C. Adjourn Meeting

Ellen Lodgen made a motion to adjourn the meeting.

Fred Ferris seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:00 PM.

Respectfully Submitted,
Karl Smith

Documents used during the meeting

- Overview of Results of Parent Satisfaction Survey.docx
- Draft Copy of Head of School Goals - P. Cohen 2019.docx
- MCCPS Annual Report 2018-19 DRAFT.docx
- MCCPS-June-2019-Financial_Statements.pdf
- PDF of Charter Renewal Submission 7_17_19.pdf
- HOS Report to Board of Trustees 7_30_19.docx

Coversheet

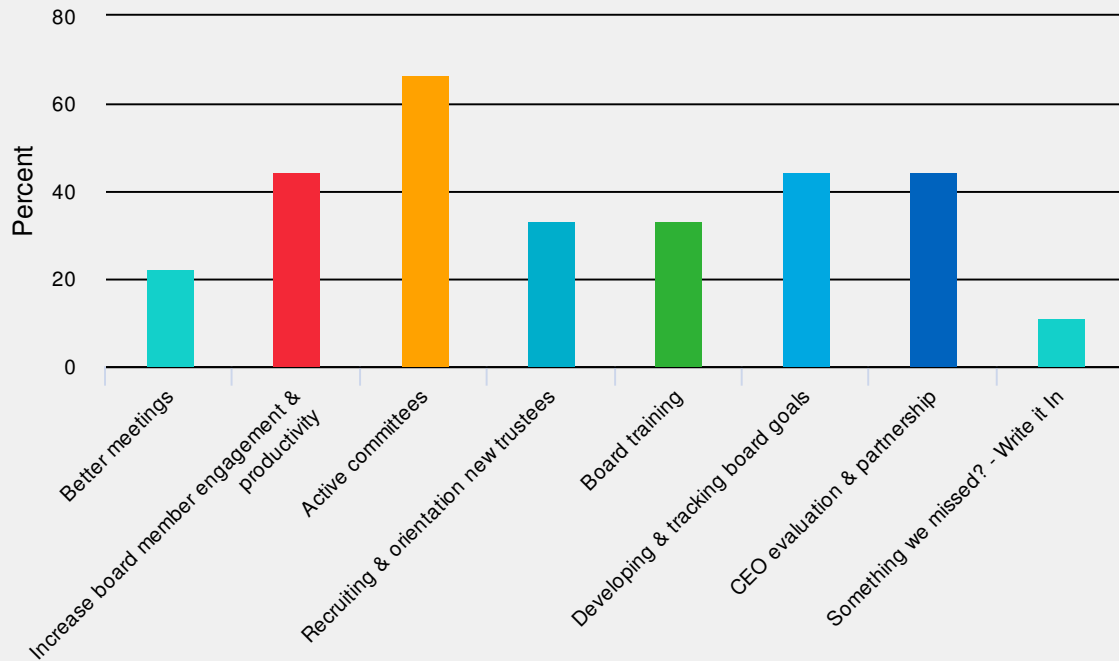
Board Goals for SY 2019-2020









Section: IV. Board Annual Items
Item: B. Board Goals for SY 2019-2020
Purpose: Discuss
Submitted by:
Related Material: MCCPS Board of Trustees.pdf



MCCPS Board of Trustees Board Goals 2019-2020

1. What are your top 3 board development goals?



Value		Percent	Responses
Better meetings		22.2%	2
Increase board member engagement & productivity		44.4%	4
Active committees		66.7%	6
Recruiting & orientation new trustees		33.3%	3
Board training		33.3%	3
Developing & tracking board goals		44.4%	4
CEO evaluation & partnership		44.4%	4
Something we missed? - Write it In		11.1%	1

Something we missed? - Write it In

Count

Completion of the 5 year strategic plan

1

Totals

1

Coversheet

Monthly Report

Section: V. HOS Report
Item: A. Monthly Report
Purpose: FYI
Submitted by:
Related Material: HOS Report to Board of Trustees 1_20_20.pdf



Marblehead Community Charter Public School

17 Lime Street Marblehead, MA 01945

Tel: 781-631-0777 Fax: 781-631-0500

Web: marbleheadcharter.org

HOS Report to the Board of Trustees

Submitted by Peter Cohen, Ed.D

January 21, 2020

Faithfulness to Charter

Charter Renewal:

- Full Report from DESE arrives in February
- We have received draft Summary of Review and we will respond with minor factual corrections.
- All indications point to renewed charter with one technical condition due to enrollment
 - Enrollment is supposed to be 80% students from Marblehead.
 - FY18 - 74% MHD
 - FY19 - 72% MHD
 - FY20 - 58% MHD
 - We will request amendment to Charter to remedy this condition.
 - Possible remedies are to either include Swampscott in the Charter - regionalize with Marblehead & Swampscott so that students from both communities are part of required 80% - current enrollment is 78%
 - Consider reconfiguration of grade levels - not currently on the table, but may need to be considered in the future if enrollment issue persists.

Academics:

- The Academic Excellence Committee visited Francis Parker Charter Essential School in Devens, MA in early January - inspired ideas
- New direction for Academic Excellence Committee

Head of School Goals Update:

See Self-Assessment Document

Organizational Viability

- Strategic Plan
 - Shared with community.
 - Committee needs to reconvene with new membership to monitor progress
- Staffing Updates
 - Director of Student Services
 - Principal

- School Adjustment Counselor
- Director of Development
- Salem State Partnership and student interns

- Enrollment
 - Enrollment numbers are below

- Future Planning
 - Budget Development Process underway
 - Legal Representation - vetting labor counsel and special ed counsel
 - Handbook revisions needed - summer 2020

- Development
 - Marketing firm

Enrollment Update as of 1.21.20:

4th - 49

5th - 51

6th - 52

7th - 19

8th - 36

Total: 207

Application Update as of 1.21.20 (See email from Artie Sullivan re: enrollment conditions):

95 Applications Received

4th Grade - 57 applications

5th Grade - 10 applications

6th Grade - 20 applications

7th Grade - 5 applications

8th Grade - 3 applications

18 applications are siblings of current students

37 from Marblehead

28 from Swampscott

12 from Salem (Salem currently at cap, but no proration of tuition this year)

12 from Lynn (Lynn cap will be expanded)

3 from Peabody

2 from Beverly

1 from Nahant

Coversheet

HOS Mid-Cycle Evaluation Presentation

Section: VI. Other Business
Item: A. HOS Mid-Cycle Evaluation Presentation
Purpose: Discuss
Submitted by:
Related Material: HOS Mid-cycle Evaluation Form, 19-20.docx
Peter Cohen HOS SELF-ASSESSMENT Jan 2020.docx

Name: _____ Date: _____

Head of School Mid-cycle Review

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and school improvement.
 Check one box for each goal.

Goal(s)	Description	Not Started	Off Target	On Target
Professional Practice				
	Effective Entry and Direction Setting. By early spring, the school will have broad agreement from key stakeholder groups about (a) the school's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
School Improvement				
	Maintain Momentum During the Transition. Keep the school moving forward during this year's transition in leadership by working with the Admin Team and other school leaders to ensure that meaningful progress is made on critical school goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Professional Practice				
	New Charter Public School Leader Program - MCPSA. Develop knowledge of the role of Head of School and skills in team building, community support, budgeting, development, and instructional leadership by completing the first year of the New Leader Program led by the Massachusetts Charter Public School Association.	✉	✉	✉
Comments				
Student Improvement				
	Begin the Process of designing an effective plan for Instructional Coaching and Teacher Evaluation. (This is year one of a multi-year goal.) Work with evaluators toward developing a coaching model that leads to improved instructional practices across the school	✉	✉	✉
Comments				

Comments:

Head of School Mid-cycle -- SELF-ASSESSMENT

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and school improvement.
Check one box for each goal.

Goal(s)	Description	Not Started	Off Target	On Target
Professional Practice				
	<p>Effective Entry and Direction Setting. By early spring, the school will have broad agreement from key stakeholder groups about (a) the school's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.</p>	☒	☒	X
Comments	<ul style="list-style-type: none"> • <i>Entry Plan shared with community – posted on website (Aug. 2019)</i> • <i>Listening & learning from key stakeholders including: parents, teachers, board members, committee members, fire chief, police chief, Marblehead Public Schools principals (Aug. 2019-present)</i> • <i>Strategic Plan finalized & approved by Board of Trustees (Nov. 2019)</i> • <i>Community Meeting Jan. 15 (state of the school address) followed by coffee on January 17</i> • <i>Sharing strategic plan and vision with local Rotary clubs, MCCPS community, Personnel Committee, and full Board (on-going)</i> • <i>Next steps will include prioritized list/map of suggested improvements and will lead to future HoS goals.</i> • <i>The HoS goals and the strategic plan in the future will be aligned and in sync with recommendations from Charter Renewal process and constant reflection.</i> 			

School Improvement				
	<p>Maintain Momentum During the Transition. Keep the school moving forward during this year's transition in leadership by working with the Admin Team and other school leaders to ensure that meaningful progress is made on critical school goals</p>	☒	☒	X
Comments	<ul style="list-style-type: none"> • <i>The August professional development days were successful in kicking off year with the faculty and staff. Achieved goal of forming relationships and building trust, as evidenced by feedback from faculty and staff.</i> • <i>The start of the school year with students was a success. Student schedules were in place and established routines were followed.</i> • <i>The first exhibition showed signs of improved quality of projects over June 2019 exhibition. This is a work in progress with goal of elevated Exhibition 2.0 for fall 2020.</i> • <i>Concerted effort to identify current roles and responsibilities of the administrative leadership team at the school. This included off-site workshop with Admin Team. November 2019-January 2020</i> • <i>Uncovering and identifying systems that are broken or non-existent. This includes working on communication protocols, marketing, field trip planning, use of social media, and staff attendance monitoring.</i> • <i>Working to balance the pace of improvements (change)</i> • <i>Created updates to Website (tour of these improvements is possible)</i> • <i>Created marketing strategy for the school to assist with recruitment, fundraising, and promoting the 25th anniversary event. Winter 2019-2020.</i> • <i>Tapping into the skills and talents of our community – marketing experts, admissions experts, architects</i> • <i>Increased use of Facebook, Instagram, and Twitter to tell our story</i> • <i>Ushered school through the Charter renewal process Fall 2019.</i> • <i>Hired licensed English as a Second Language Teacher in order to bring school in compliance, as outcome of last year's Coordinated Program Review. October 2019.</i> • <i>Established system for identification of English Learners and ESL services. October 2019.</i> • <i>Improved communications between PTO and community by assigning Office Manager as liaison to PTO. November 2019.</i> • <i>Implementing internal and external communications including a</i> 			

	<p><i>weekly (Sundays) "This Week at Charter" documents for staff and a weekly (Thursdays) newsletter to the community</i></p> <ul style="list-style-type: none"> • <i>Implementation of #PositiveSignThursdays. August 2019</i> • <i>Assigned staff to implement Mindfulness Mondays into our community meeting rotation. August 2019.</i> • <i>Pursued efforts to de-clutter classrooms and the warehouse. Ongoing.</i> 			
Professional Practice				
	<p>New Charter Public School Leader Program - MCPSA. Develop knowledge of the role of Head of School and skills in team building, community support, budgeting, development, and instructional leadership by completing the first year of the New Leader Program led by the Massachusetts Charter Public School Association.</p>	✉	✉	X
Comments	<ul style="list-style-type: none"> • Membership in the Charter Association has been of critical importance! • <i>Participation in the new leader cohort program.</i> • <i>Sessions on Sept. 27, Oct. 25, Dec. 6. And Jan 10 – topics include Diversity, Equity, and Inclusion (D.E.I.), Hiring/Firing, Organizational Planning, MCAS & Accountability, Building a network, Building the right team, Developing a teacher evaluation system</i> • <i>October 17 – Suburban Rural Charter Alliance meeting</i> • <i>Attended Fall Delegate Assembly – November 1</i> • <i>Network continues to grow.</i> • <i>Assigned a mentor leader.</i> • <i>Assigned a coach – speak via phone for 30 minutes 2xMonth.</i> • <i>Have reached out to MCPSA numerous times for advice and resources.</i> • <i>Led team visits to Salem Academy (Nov. 2019) and Francis Parker Essential Charter School. (Jan. 2020)</i> 			
Student Improvement				

	<p>Begin the Process of designing an effective plan for Instructional Coaching and Teacher Evaluation. (This is year one of a multi-year goal.) Work with evaluators toward developing a coaching model that leads to improved instructional practices across the school</p>	✉	X	✉
Comments	<ul style="list-style-type: none"> • A work in progress • <i>Outlined timeline for faculty – Sept. 2019</i> • <i>Assigned evaluators for teachers Sept. 2019</i> • <i>Completed one round of observations with feedback in October/November</i> • <i>Second round of formal observations in progress. January 2020.</i> • <i>Introduced peer observation protocol – Sept. 2019</i> • <i>Will revisit and focus on power of peer observations Jan. 31, 2020</i> • <i>Working with Ties Jan de Blij (TJ) – a Marblehead resident – on implementing Leerkracht (Teaching Force) system utilized in the Netherlands. Will lead to dramatic improvement in the classroom in terms of instruction and teacher accountability – over the next two years.</i> • <i>Reorganization of leadership team is coming to increase our capacity to provide teachers with more feedback throughout the year.</i> <ul style="list-style-type: none"> ○ <i>Posted Principal Position – interviews to begin late January 2020</i> 			

Coversheet

Charter Update

Section: VI. Other Business
Item: D. Charter Update
Purpose: Discuss
Submitted by:
Related Material: MCCPS Year 25 Summary of Review FINAL.pdf



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

SUMMARY OF REVIEW

Marblehead, MA
February 2020

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02138
Phone: (781) 338-3227
Fax: (781) 338-3220



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

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ABOUT THE CHARTER SCHOOL RENEWAL PROCESS

The charter school regulations state that “the decision by the Board [of Elementary and Secondary Education] to renew a charter shall be based upon the presentation of affirmative evidence regarding the faithfulness of the school to the terms of its charter, including the extent to which the school has followed its recruitment and retention plan and has disseminated best practices in accordance with M.G.L. c. 71, § 89(dd); the success of the school's academic program; and the viability of the school as an organization” 603 CMR 1.11(2). Consistent with the regulations, recommendations regarding renewal are based upon the Department of Elementary and Secondary Education’s (Department) evaluation of the school’s performance in these areas. In its review, the Department has considered both the school’s absolute performance at the time of the application for renewal and the progress the school has made during the first four years of its charter. Performance is evaluated against both the [Massachusetts Charter School Performance Criteria](#) (Criteria) and the school’s accountability plan.

The charter renewal process begins when a charter school submits to the Department an Application for Renewal of a Public School Charter (Application for Renewal). After the Department has determined the Application for Renewal is complete, the Department works with the school to schedule a renewal inspection.

The renewal inspection provides the Department with current information about the school’s performance relative to the Criteria. The Department conducts two types of renewal inspections: full criteria renewal inspections. Both types of renewal inspection visits collect evidence that are required for a renewal determination as outlined by M.G.L. c. 71, § 89(dd). The type of renewal inspection a school receives depends on a number of factors, including the school’s age, size, whether the school is operating under conditions or probation, recent major expansions, and prior academic performance. The Department may contract with an independent organization to conduct the renewal inspection. For more details about the renewal inspection, see the [Charter School Renewal Inspection Protocol](#).

The Summary of Review (SOR) summarizes the school’s performance over the five-year charter term, reflecting evidence compiled throughout the charter term from sources such as annual reports, site visit reports, and state assessment results. See *Appendix F: Sources of Evidence* for more details. The SOR incorporates descriptions of evidence gathered during the renewal inspection¹. The renewal inspection team prepares these descriptions, and they are included in the gray shaded boxes in the body of the report². The SOR highlights evidence for six Criteria aligned with the statutory requirements for charter renewal outlined by M.G.L. c. 71, § 89(dd): Criterion 1: Mission and Key Design Elements; Criterion 2: Access and Equity; Criterion 3: Compliance; Criterion 4: Dissemination; Criterion 5: Student Performance; and Criterion 9: Governance. The SOR also includes evidence related to other Criteria assessed during the renewal inspection.

¹ The renewal inspection at Marblehead Community Charter Public School was conducted by Class Measures on November 7, 2019.

² Descriptions of evidence gathered during the renewal inspection constitute the renewal inspection report referenced in 603 CMR 1.11.

Marblehead Community Charter Public School
Summary of Review

SCHOOL OVERVIEW

SCHOOL PROFILE

Marblehead Community Charter Public School (MCCPS)			
Type of Charter	Commonwealth	Location	Marblehead
Regional or Non-Regional	Non-Regional	Districts in Region	N/A
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010, 2015
Maximum Enrollment	230	Current Enrollment	205 ³
Chartered Grade Span	4-8	Current Grade Span	4-8
Students on Waitlist	82 ⁴	Current Age of School	25
<p>Mission Statement:</p> <p>MCCPS fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential. We are dedicated to involving, learning from, participating in, and serving our school community and the community at large.</p>			

SCHOOL HISTORY

- Marblehead Community Charter Public School (MCCPS) was founded in 1995 by local parents, teachers, and community members. The school originally served students in grades 5 through 7. The school added grade 8 in 1996-97 and grade 4 in 2004-05.
- The school's board of trustees oversees the head of school. The head of school oversees the assistant head of school, the business manager, the director of student service, and the director of curriculum, instruction, and technology.
- The school experienced a leadership transition in 2018 and 2019. The head of school who served in that role since 2009 resigned in December 2018. The board appointed the assistant head of school to serve as acting head of school while it conducted a search for a new head of school. The board hired a new head of school in July 2019.
- The school received a Check-In Site Visit in 2017.

³ This is the number as of October 1, 2019. Source: [Profiles](#)

⁴ This is the number as of March 15, 2019, as reported in the Massachusetts Charter School Waitlist Updated Report for FY 2020, found at: <http://www.doe.mass.edu/charter/enrollment/>

Marblehead Community Charter Public School
Summary of Review

STUDENT DEMOGRAPHICS

Enrollment by Race/Ethnicity ⁵	
Race/Ethnicity	Percentage of Student Body
African-American	5.9
Asian	2.9
Hispanic	6.3
Native American	0.0
White	82.4
Native Hawaiian, Pacific Islander	0.0
Multi-Race, Non-Hispanic	2.4

Selected Populations ⁶	
Title	Percentage of Student Body
First Language not English	1.5
English Language Learner	1.5
Students with Disabilities	24.4
High Needs	38.0
Economically Disadvantaged	14.1

⁵ Source: [Profiles](#)

⁶ Source: [Profiles](#)

Marblehead Community Charter Public School
Summary of Review


EXECUTIVE SUMMARY OF SCHOOL PERFORMANCE

Massachusetts Charter School Performance Criteria		
Faithfulness to Charter		Rating ⁷
Criterion 1: Mission and Key Design Elements <i>Throughout the charter term, MCCPS has been faithful to its mission and has implemented its key design elements. MCCPS met all of the measures in its Accountability Plan.</i>		● Meets
Criterion 2: Access and Equity <i>MCCPS provides information to the public regarding non-discriminatory enrollment practices and the availability of special education and English learner programs. The school provides translated materials for families whose first language is not English. The school has been mostly successful in recruiting a demographically comparable population; however, the school has not been successful in retaining students.</i> <i>During the charter term, the school's rates of in-school and out-of-school suspension increased. The school's rates of in-school suspension were above the statewide average in 2018 and 2019; the school's rates of out-of-school suspension also increased but remained below the statewide average.</i>		● Partially Meets
Criterion 3: Compliance <i>MCCPS is not in compliance with program requirements as determined by the Coordinated Program Review (CPR). MCCPS was out of compliance with the terms of its charter regarding the school's maximum enrollment during the charter term. MCCPS is out of compliance with state regulations regarding teacher qualifications.</i>		Not Rated
Criterion 4: Dissemination <i>During the charter term, MCCPS disseminated best practices to other public schools in its district and across the state.</i>		● Meets
Academic Program Success		
Criterion 5: Student Performance	2019 Overall Classification:	Not requiring assistance or intervention
	Cumulative Progress Toward Improvement Targets:	30%
	2019 Accountability Percentile:	52
Organizational Viability		
Criterion 9: Governance <i>Throughout the charter term, members of the MCCPS board have been active and involved in their roles as public agents, providing competent and appropriate governance and oversight of the school.</i>		● Meets

⁷ Rating Key:

- **Exceeds:** The school fully and consistently meets the criterion and is a potential exemplar in this area.
- **Meets:** The school generally meets the criterion and/or minor concern(s) are noted.
- **Partially Meets:** The school meets some aspects of the criterion but not others and/or moderate concern(s) are noted.
- **Falls Far Below:** The school falls far below the criterion and/or significant concerns are noted.

FINDINGS**FAITHFULNESS TO CHARTER**

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS	
The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its Accountability Plan goals.	 Meets

Finding: Throughout the charter term, MCCPS has been faithful to its mission and has implemented its key design elements.

- The school’s mission is to foster a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential. During a visit in Year 22 and during the renewal inspection, site visitors found that the school had many structures in place to support the mission, including student-led community meetings; project-based learning to promote critical and creative thinking; and art, music, and sports programs. Evidence gathered and reviewed as part of the renewal inspection is described in further detail below.
- The school has three key design elements: facilitating the development of teacher leadership in the areas of curriculum, instruction, and assessment; implementing rigorous project-based learning that incorporates increasing levels of cognitive complexity; and employing a portfolio system to document student achievement and growth in the core subjects. During a visit in Year 22 and during the renewal inspection, site visitors found that the school was implementing its key design elements through regular teacher development, project-based learning initiatives, and student portfolios. Evidence gathered and reviewed as part of the renewal inspection is described in further detail below.

Evidence gathered and reviewed as part of the renewal inspection:

All stakeholders of the Marblehead Community Charter Public School (MCCPS) interviewed by the renewal inspection team (team) share a common understanding of the school’s mission.

- The mission of MCCPS is: “MCCPS fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential. We are dedicated to involving, learning from, participating in, and serving our school community and the community at large.”
- Board members, school leaders, and teachers described the mission in a manner that reflected a common understanding, emphasizing a commitment to empowering students to reach their highest potential, educating the whole child, promoting community, promoting teacher leadership, project-based learning, and a portfolio system that documents student goals, achievement and growth.

MCCPS is operating in a manner faithful to its mission and is implementing its key design elements outlined in its charter. In describing how the mission is realized in the operation of the school, stakeholders described aspects of the mission and of each of the three key design elements

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articulated in the school's current Accountability Plan. Evidence of the school's implementation of the mission and of each key design element is discussed below.

- Board members, teachers, and school leaders reported that they promote and build community. The team observed a community meeting and saw parents and board members in attendance. The school also promotes community by inviting parents, grandparents, relatives, and board members to take part in breakfast and lunch. An enrichment class at the end of the day also provides an ongoing opportunity for parents and community members to lead learning activities. Examples of community-provided enrichment classes include knitting, team sports, chess, guitar, makerspace activities, and realistic drawing.
- Board members reported that one way they support the aspect of the mission having to do with empowering students is by having students attend and speak at board meetings. For example, 8th grade students made a presentation to the board about their desire to have a sleepover at the Museum of Science. The board reported that these presentations help them understand the students and their needs.
- School leaders and staff reported that project-based learning fully engages students and promotes critical and creative thinking.
- MCCPS provides opportunities for artistic expression through art and music classes and drama performances. The team observed examples of student art projects throughout the school, including a large welcoming mural.
- MCCPS has an active sports program, offering coed varsity cross country and varsity soccer to students in grades 5 through 8.
- School leaders reported that they keep parents and the community informed of school meetings and events through newsletters and social media such as Instagram, Twitter, and Facebook.

Facilitate the development of teacher leadership in the areas of curriculum, instruction, and assessment. (KDE 1)

- Teachers reported to the team that they are empowered as teachers. They have the autonomy to develop or modify the curriculum as long as it aligned to the state's curriculum frameworks/Common Core and supports the school's mission.
- Teachers said they have weekly grade level meetings, department meetings, and faculty meetings where they can collaborate and make decisions. They reported working on horizontal and vertical alignment of the curriculum, lesson planning, pacing of learning activities, how to support students' needs, and using assessment results to inform instruction.
- Teachers and school leaders reported that the use of IXL assessments in ELA and mathematics was a result of a recommendation by grade 4 and grade 7 teachers who piloted the program two years ago.
- Teachers reported that they record all student assessment results in Excel and use the data to inform instruction, detect learning issues, and customize learning plans for students.
- Teachers reported that they were empowered to make changes to the schedule that they thought would improve instruction. Teachers reported that the school's academic content is rich and 45-minute blocks did not provide enough time to provide students with an in-depth analysis. Teachers said they restructured their content classes to a 90-minute block. The increased instructional time allowed the teacher to do more cooperative learning activities and science teachers reported students now have more time to work on their lab experiments and projects.

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- Teachers described additional leadership activities, including providing input into hiring of teachers, writing and obtaining grants, and participating on the school's board.
- Three teachers are board members. According to board members and staff, these teachers facilitate communication between the board and staff. The board told the team that these teachers help them to better understand programs and the needs of students and teachers.
- Teachers described opportunities for professional development. The school received a \$6000 grant from Friends of Marblehead. The money was used to hire Harkins Consulting to provide professional development on Community Service Learning (CSL). The teachers have developed units to integrate CSL projects into the curriculum using the KIDS Service Learning model.

Implement rigorous project-based learning that incorporates increasing levels of cognitive complexity. (KDE 2)

- The team observed evidence of project-based learning. Students in a humanities class were preparing for their first exhibition by writing and reviewing spooky stories on their computers. They also had to integrate an illustration from their art class. In a science class, students were learning about the stages of purification of water as it goes through a water treatment plant. The students had to design a water filter and then test it with their peers. As a culminating activity, they wrote a reflection on how well they collaborated with one another. The head of school provided the team with a comprehensive list of the projects that the students were preparing for the exhibition.
- All students present an exhibition as a project culmination. They provide oral presentations and provide written explanations of their project to parents, teachers, and the community, followed by a second exhibition the next day for their peers. Teachers told the team that these projects are building 21st century skills such as critical thinking, problem solving, and communication.
- School leaders and staff reported that project-based learning fully engages students and promotes critical and creative thinking. MCCPS provides opportunities for artistic expression through art and music classes, through drama performances, and through musical performances. The team observed examples of student art projects throughout the school, including a large welcoming mural located at an entrance.

Employ a portfolio system to document student achievement and growth in the core subjects. (KDE 3)

- The portfolio system documents student achievement and growth through project-based learning assessments and reflections for each of their core subjects. The board reported that students have a 45-minute time block on Fridays to work on portfolios. Teachers reported that students set goals for themselves and reflect frequently about their progress toward achieving their goals. As an example, teachers described the following portfolio process for grade 8 students: students upload the portfolio on a Google site, dedicate a page for each subject, provide exemplars of their work, and end with a reflection. The team observed students in a music class entering their reflections, one of several activities available to students during the class period.

Finding: MCCPS met all of the measures in its Accountability Plan.

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- MCCPS's approved Accountability Plan sets goals for the school's current charter term and includes 4 objectives and 7 related measures. Charter schools endeavor to meet the Accountability Plan measures by the end of the charter term. MCCPS met all seven measures. The school met both measures related to facilitating the development of teacher leadership in the areas of curriculum, instruction, and assessment. The school met both measures related to project-based learning, both measures related to the school's portfolio system, and the one measure related to dissemination.

CRITERION 2: ACCESS AND EQUITY	
The school ensures access and equity for all students eligible to attend the school.	● Partially Meets

Finding: MCCPS provides information to the public regarding non-discriminatory enrollment practices and the availability of special education and English learner programs. The school provides translated materials for families whose first language is not English.

- The school has received approval for its Recruitment and Retention Plan for the 2019-20 school year. The 2019-20 Recruitment and Retention Plan includes enhanced strategies to retain students.
- The school provides information to the public regarding non-discriminatory enrollment practices and the availability of specialized programs and services at the school to meet the needs of students with disabilities and English learners. The school's application for enrollment includes a non-discrimination statement. Recruitment materials clearly indicate that all students are welcome to apply, including English learners and students with disabilities. The school's student handbook, available on the website, indicates the availability of specialized programs at the school for students with disabilities and English learners.
- The school provides translated materials for families whose first language is not English. The school provided copies of recruitment materials translated into Spanish, Russian, and French. The school's application for enrollment is available in those three languages as well as English on the school's website, along with a notice that the application can be translated into additional languages. The school reported that it provides other translated documents upon request.

Finding: The school has been mostly successful in recruiting a demographically comparable⁸ population; however, the school has not been successful in retaining students.

- *Enrollment of students with disabilities was consistently above the Comparison Index in 2016 to 2019.*
- *Enrollment of English learners was above the gap narrowing target in 2016, above the Comparison Index in 2017, below the gap narrowing target in 2018, and equal to the Comparison Index in 2019.*
- *Enrollment of economically disadvantaged students was below gap narrowing targets in 2016 and 2017 and above the Comparison Index in 2018 and 2019.*

⁸ A school's enrollment of a particular subgroup is determined to be comparable if the percentage is equal to or greater than the Comparison Index, a figure derived from data of students who reside within the charter school's sending district(s). The Comparison Index is explained in further detail in *Appendix B: Access and Equity*. Gap narrowing targets are explained in further detail in *Appendix B: Access and Equity*.

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- *Attrition rates⁹ were above the third quartile in 2016 to 2019 for all students and for students in the high needs group.*
- *Stability rates¹⁰ improved in 2016 to 2018 but were below the first quartile for all students in 2016 to 2018 and for students with high needs in 2016 and 2017. The stability rate for students with high needs rose above the first quartile in 2018.*
- *Please see Appendix B: Access and Equity and [Profiles](#) for more information.*

In the tables below, percentages that meet Department expectations are highlighted in green, while percentages that do not meet Department expectations are highlighted in red¹¹.

Recruitment

Students with Disabilities (Percent Enrolled)				
	2016	2017	2018	2019
MCCPS	16.5	21.3	23.6	25.2
Comparison Index	12.9	14.2	13.4	14.3
Gap Narrowing Target	N/A	N/A	N/A	N/A

English Language Learners (Percent Enrolled)				
	2016	2017	2018	2019
MCCPS	0.9	4.8	0.4	1.3
Comparison Index	2.0	1.7	1.3	1.3
Gap Narrowing Target	0.5	0.6	0.7	0.8

Economically Disadvantaged (Percent Enrolled)				
	2016	2017	2018	2019
MCCPS	3.9	3.0	10.5	11.9
Comparison Index	4.0	4.2	4.3	5.2
Gap Narrowing Target	5.2	5.2	5.2	5.2

⁹ Attrition rates are the percentage of attrition from the end of one school year to the beginning of the next school year.

¹⁰ Stability rates measure how many students remain in a school throughout the school year.

¹¹ With respect to recruitment, percentages at or above the Comparison Index or gap narrowing target are highlighted in green; those below the gap narrowing target are highlighted in red. With respect to attrition, percentages at or below the third quartile are highlighted in green; those above the third quartile are highlighted in red. With respect to stability, percentages at or above the first quartile are highlighted in green; those below the first quartile are highlighted in red.

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Retention

All Students (Percent Attrition)				
	2016	2017	2018	2019
MCCPS	11.4	11.3	21.6	18.6
Median	4.0	4.2	5.1	4.9
Third Quartile	4.0	4.2	5.3	5.6

High Needs (Percent Attrition)				
	2016	2017	2018	2019
MCCPS	18.4	10.9	18.5	15.4
Median	2.8	6.8	6.7	7.2
Third Quartile	2.9	7.1	6.9	7.9

All Students (Stability Rate Percentage)			
	2016	2017	2018
MCCPS	79.6	97.0	97.4
Median	98.2	98.6	98.4
First Quartile	97.7	98.5	98.3

High Needs (Stability Rate Percentage)			
	2016	2017	2018
MCCPS	79.2	94.7	98.8
Median	96.4	97.4	97.3
First Quartile	95.6	97.4	97.1

Finding: During the charter term, the school's rates of in-school and out-of-school suspension increased. The school's rates of in-school suspension were above the statewide average in 2018 and 2019; the school's rates of out-of-school suspension also increased but remained below the statewide average.

- During the charter term, the school's rates of in-school and out-of-school suspension increased. The school's rates of in-school suspension were below the statewide average in 2016 and 2017 but above the statewide average in 2018 and 2019. The school's rates of out-of-school suspension were consistently below the statewide average. In the table below, percentages at or below the statewide average are highlighted in green; those above the statewide average are highlighted in red.

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In-School Suspension (Percentage)				
	2016	2017	2018	2019
MCCPS	0.7	0.0	3.4	3.4
Statewide Average	1.9	1.7	1.8	1.9

Out-of-School Suspension (Percentage)				
	2016	2017	2018	2019
MCCPS	0.0	0.0	1.3	2.6
Statewide Average	2.9	2.8	2.9	3.0

- Discipline rates for student subgroups that are higher than the discipline rate for all students are highlighted in red in the table below.

2018-19 Student Discipline Data Report ¹²¹³					
Student Group	Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	236	13	3.4	2.5	0.0
ELL	3				
Economically Disadvantaged	34	3			
Students with Disabilities	68	7	8.8	2.9	0.0
High Needs	93	9	8.6	2.2	0.0
Female	105	2			
Male	131	11	5.3	3.8	0.0
American Indian or Alaska Native	2				
Asian	6	0			
African American/Black	16	3			
Hispanic/Latino	9	1			
Multi-race, Non-Hispanic/Latino	5				

¹² Source: [Profiles](#)

¹³ Data in this report are suppressed (cells are blank) for a variety of reasons. More information about the data may be found [here](#).

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Native Hawaiian or Pacific Islander	0				
White	198	8	3.0	1.0	0.0

CRITERION 3: COMPLIANCE
The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public charter schools.

Finding: MCCPS is not in compliance with program requirements as determined by the Coordinated Program Review (CPR).

- The Office of Public School Monitoring conducted its most recent CPR visit to Marblehead in April 2018. The outcome of the visit was eight findings in special education, seven findings in civil rights, and eight findings in English learner education. Marblehead addressed the special education and civil rights findings through an approved corrective action plan (CAP). The school is addressing the ELE findings by implementing an approved corrective action plan (CAP), but has not met all deadlines.

Finding: MCCPS was out of compliance with the terms of its charter regarding the school’s maximum enrollment during the charter term¹⁴.

- The maximum enrollment granted by MCCPS’s charter is 230. During the charter term, the school exceeded its maximum enrollment in 2015-16, when the school enrolled 231 students.

Finding: MCCPS is out of compliance with state regulations regarding teacher qualifications.

- Per state regulations (603 CMR 1.06 (4)), all teachers beyond their first year of employment must have taken and passed the Massachusetts Test for Educator Licensure (MTEL). As of the date of the renewal inspection, 1 teacher (out of a total of 22) beyond the first year of employment had not passed the required MTEs.

CRITERION 4: DISSEMINATION	
The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located.	● Meets

Finding: During the charter term, MCCPS disseminated best practices to other public schools in its district and across the state.

The school’s Application for Renewal and annual reports from the charter term indicate that MCCPSC engaged in a variety of dissemination activities during the charter term.

¹⁴ Commonwealth charter schools do not receive tuition for any student enrollment above the school’s chartered maximum enrollment.

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- In 2015-16, MCCPS held a series of meetings and presentations with students and staff from Swampscott Middle School about the school's STEM program. That same year, the school presented about innovative school practices and project-based learning at the Massachusetts Library Association Conference.
- In 2016-17, the school hosted local educators and community members for a public exhibition of student work. That year, the school also presented about innovative school practices at professional conferences such as the DESE Dissemination Fair and the Massachusetts Charter Public School Association's Fall Principals' Convening.
- In 2016-17, 2017-18, and 2018-19, the school presented about the integration of project-based learning and technology at the Massachusetts Computer Using Educators (MassCUE) conference.
- In 2018-19, the school collaborated with Essex Tech Vocational School on food service integration

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE		
The school consistently makes progress in student academic achievement for all students as defined by the statewide accountability system.	2019 Overall Classification:	Not requiring assistance or intervention
	Cumulative Progress Toward Improvement Targets:	30%
	2019 Accountability Percentile:	52

Finding: MCCPS did not meet gap narrowing goals in 2016. In 2017, schools such as MCCPS that administered the Next-Generation MCAS assessment in grades 3 through 8 were not assigned gap narrowing goals. In 2018, MCCPS partially met targets for indicators included in the new statewide accountability system. In 2019, MCCPS made moderate progress toward targets.

The purpose of the statewide accountability system is to provide clear, actionable information about school performance. The accountability indicators used for each school depend on the grades served and the assessments administered. Following is summary information for MCCPS for the years 2016 to 2019. A copy of the school's overall results for 2019 along with detailed data for each indicator is included in *Appendix C: Student Performance*. More detailed information related to student performance is included in [Profiles](#). Please note that in general, caution is required when making comparisons across years when there were changes to the state accountability system. As a result of significant changes to the state's accountability system in 2018, comparisons between accountability results from 2018 and 2019 and historical accountability data should not be made.

Accountability and Assistance Level/Overall Classification

Prior to 2018, all Massachusetts schools and districts with sufficient data were classified into one of five accountability and assistance levels (1 to 5), with the highest performing in Level 1 and lowest performing in Level 5. Beginning in 2018, all Massachusetts districts and schools with sufficient data

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were classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools without required assistance or intervention.

Accountability and Assistance Level		Overall Classification	
2016	2017	2018	2019
Level 2: Not meeting gap narrowing goals	No Level: Students in this school participated in 2017 Next-Generation MCAS tests	Not requiring assistance or intervention: Partially meeting targets Progress Toward Improvement Targets: 35%	Not requiring assistance or intervention: Moderate progress toward targets Cumulative Progress Toward Improvement Targets: 30%

School Percentile/Accountability Percentile

Prior to 2018, a school percentile between 1 and 99 was reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades. School percentiles were not calculated for schools that administered the Next Generation MCAS assessment in grades 3 through 8 in spring 2017.

School Percentile	
2016	2017
84	-

Beginning in 2018, an accountability percentile between 1 and 99 was reported for most schools. This number is an indication of the school's overall performance relative to other schools that administer similar assessments, and is calculated using up to two years of data for all accountability indicators. The 2018 and 2019 accountability percentiles should not be compared to school percentiles calculated in 2016 and prior years because they represent different calculations.

Accountability Percentile	
2018	2019
56	52

Next-Generation MCAS Tests

Next-Generation MCAS tests were given in English language arts and mathematics in grades 3 through 8 starting in 2017. Starting in 2019, Next-Generation MCAS tests were also given in science in grades 5 and 8 and in English language arts and mathematics in grade 10. Scaled scores range from 440 to 560. Students meet expectations in the scaled score range of 500 to 529 and exceed expectations in the scaled score range of 530 to 560.

Please note that in the table below, the school's data is for students in grades 4 through 8 only. MCCPS does not enroll students in grade 3.

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Next-Generation MCAS Tests												
Grade and Subject	2017				2018				2019			
	Percent of Students Meeting or Exceeding Expectations		Avg. Scaled Score		Percent of Students Meeting or Exceeding Expectations		Avg. Scaled Score		Percent of Students Meeting or Exceeding Expectations		Avg. Scaled Score	
	School	State	School	State	School	State	School	State	School	State	School	State
Grades 3-8 English Language Arts	62	49	504.5	499.0	58	51	503.1	500.5	53	52	499.7	501.2
Grades 3-8 Mathematics	59	48	503.8	498.8	60	48	502.9	498.4	51	49	501.4	499.2
Grades 5 Science									75	49	509.2	498.9
Grades 8 Science									63	46	505.1	498.2

Composite Performance Index

The Composite Performance Index (CPI) is a 100-point index that serves as a measure of the extent to which all students are progressing toward proficiency. When all students score Proficient or Advanced on the legacy MCAS assessment, the CPI will be 100. The legacy MCAS assessment was administered for the last time in 2018 in science in grades 5 and 8 and in English language arts and mathematics in grade 10.

Composite Performance Index								
Grade and Subject	2016		2017		2018		2019	
	School	State	School	State	School	State	School	State
Grade 5 Science and Tech/Eng	94.1	76.4	87.8	75.3	85.5	76.5		
Grade 8 Science and Tech/Eng	82.6	71.3	88.5	70.6	79.9	68.3		

Student Growth Percentile

The Department uses Student Growth Percentiles (SGPs) to demonstrate progress in student achievement each year. SGPs are generated based on student performance on statewide assessments, including MCAS and/or PARCC in 2016 and the Next-Generation MCAS in 2017 through 2019. For schools that took PARCC, transitional SGPs were calculated based on PARCC and prior MCAS scores. In 2018, DESE began including average SGP in all assessment and accountability reports instead of median SGP. In general, SGPs in the range of 1 to 39 are associated with lower growth, SGPs in the range of 40 to 60 are associated with typical growth, and SGPs in the range of 61 to 99 are associated with higher growth.

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Please note that in the table below, the school's data is for students in grades 4 through 8 only. MCCPS does not enroll students in grade 3.

Student Growth Percentile				
Grade and Subject	MCAS	Next-Generation MCAS		
	Median SGP		Average SGP	
	2016	2017	2018	2019
Grades 3-8 English Language Arts	48.0	44.0	43.0	41.6
Grades 3-8 Mathematics	51.0	51.5	51.5	44.7

CRITERION 6: PROGRAM DELIVERY

The school delivers a high quality academic program that meets the needs of all students.

Key Indicator 6.2: Instruction

The school staff has a common understanding of high-quality instruction. Instructional practices are aligned to this common understanding. Instructional practices are based on high expectations for all students and reflect cultural proficiency. Instruction fosters student engagement. Classroom environments are conducive to learning.

Evidence gathered and reviewed as part of the renewal inspection¹⁵:

All observed classroom environments were conducive to learning.

- During the renewal inspection, the team observed 19 classrooms, all of which had environments that were conducive to learning.
- During classroom observations, the team found classrooms to be supportive, well-organized, and respectful in tone and discourse between teachers and students and among students. Teachers complimented and acknowledged student successes, and students appeared respectful of the work of their peers, applauding following student presentations.
- Students knew and followed established routines. The review team observed many instances of teachers using hand signals and countdowns to get students' attention and timers to support smooth transitions from one activity to the next and to maximize classroom time. Teachers reminded and reinforced classroom rules and procedures before the start of activities. In one grade 8 music class, for example, while one group practiced their Veterans Day assembly songs, other groups, wearing headphones, wrote portfolio reflections or worked on individual music assignments on their computers. At the teacher's signal, groups switched quickly and efficiently, accessing or putting away equipment and getting started on the next activity.

¹⁵ The renewal inspection team gathered evidence related to a subset of the elements included in *Key Indicator 6.2: Instruction*.

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- Overall, the team found classroom environments to be physically and emotionally safe. The team frequently observed students openly sharing their opinions and thinking in large and small groups and/or with partners.

Key Indicator 6.4: Supports for All Learners

The school has a proactive system to effectively identify and address all students' strengths and needs for academic, behavioral, and social-emotional development through a tiered support model. Data and progress monitoring are used to ensure that all students across all subgroups have equal access and equitable support, interventions, and resources to achieve, grow, and advance. The school regularly uses data to evaluate and modify its support programming to ensure student success.

Evidence gathered and reviewed as part of the renewal inspection:

The school has a proactive, data-based system to effectively identify all students' strengths and needs for academic, behavioral, and social-emotional development.

- Through documents reviewed, including the school's District Curriculum Accommodation Plan (DCAP), the Application for Renewal, and information shared in interviews with school leaders and teachers, the review team learned that the school implements a data-driven system to identify all students' strengths and needs. The school has designed a universal screening process for all incoming students in grade 4 that consists of several short, grade level assessments. The assessments measure skills in the following areas: reading, writing, listening, speaking, computation and problem solving, fine and gross motor, executive functioning and social-emotional skills. In addition, parents complete a four-page questionnaire on their child.
- Teachers reported that students' strengths and needs are continually identified through additional academic assessments. The school has recently (2019) implemented the IXL mathematics and reading online programs to gather additional individual student data as well as yearly schoolwide data. Teachers administer math program assessments (Big Ideas Math) and teacher created assessments. Data from these assessments as well as performance assessments, along with MCAS data, are regularly reviewed and analyzed during weekly grade level teachers' meetings that include a math/science teacher, a humanities (ELA/global studies) teacher, an inclusion teacher, and a teaching assistant. Together, they monitor students' performance and assessment results which are used not only to plan instruction but also to continually address the varied learning needs of all students.
- Although the school does not administer formal assessments for behavioral or social-emotional problems, teachers and school leaders reported that they routinely monitor these through the grade level meetings or student success teams. The school also participates in the Signs of Suicide program and uses a screening tool to identify students who may be struggling with depression.
- From a review of the school's English learner (EL) policies and procedures manual, and as confirmed in interviews with teachers and school leaders, the team learned that all incoming students complete a home language survey. Once the home language survey is completed by a parent/guardian, if it is determined that the student's home language is not English, an

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assessment of the student's English language proficiency will take place. The school also checks with the student's sending school to ensure they have current records for the student. If the student is determined to be eligible for EL services, the parent/guardian is contacted and the WIDA Access 2.0 is administered to assess the student's written and spoken English skills and level. The parent/guardian is notified of testing results and the student is enrolled in the appropriate class with structure English immersion (SEI) supports. In January, the school administers the ACCESS test to all identified and former ELs to determine their progress in English proficiency. In addition, former ELs are monitored and, if concerns arise, they are provided with writing and SEI supports.

The school implements a tiered support model that effectively addresses the strengths and needs of all students, across all subgroups.

- According to the school's DCAP and responses given during focus groups, the school provides a continuum of supports to address the academic, behavioral, and social emotional needs of students. The goal of the school's student success team (SST) is to ensure that all students in general education classrooms are acquiring the expected skills and knowledge with interventions targeted to their specific learning needs. The SST is comprised of a group of teachers including the inclusion teacher, two classroom teachers, an EL coordinator, and a school counselor, as well additional staff if needed (nurse, reading specialist, occupational, speech, and language therapists). The assistant head of school coordinates the meetings for general education students, which take place every other week. The SST engages in cycles of collaborative inquiry and problem solving with a general education classroom teacher, monitoring and documenting student progress and data. The school has also implemented an SST focused on students who are on IEPs. This SST is headed by the director of student services and meets on alternate weeks.
- Along with the SST, the school implements a Response to Intervention (RTI) framework with three tiers focused on providing high quality instruction and interventions matched to students' varied needs.
- In Tier I, classroom teachers provide high quality instruction, routinely conduct progress monitoring, and collect data to ensure that students are gaining the expected knowledge and skills. From information shared in interviews, the team learned that teachers consult with their grade level teams, which include a special education teacher, to plan Tier 1 interventions to enable students' access to the curriculum. These may include flexible grouping, differentiation, and/or remediation. In addition, teachers may follow an array of well-delineated Tier 1 instructional strategies listed in the DCAP covering academic subjects, social emotional learning, behavioral skills, organizational skills, attention strategies and fine and gross motor strategies. Examples of Tier 1 strategies shared with the review team include, but are not limited to, monitoring student homework completion, emailing parents/guardians to ensure homework completion, helping a student with organizational skills, using thera-bands on student chairs, and chunking content to help students process new information.
- If it is determined that a student continues to struggle, the teacher and/or team may enlist the support of the SST. At this point, the SST would offer additional Tier I interventions with ongoing progress monitoring and collecting data to determine the effectiveness of the interventions. According to information learned in interviews, the Tier I process can last from 8 to 12 weeks depending on the progress made by the student. If the interventions are not successful, a more intensive support, Tier II, is recommended. Parents are consulted throughout the process. Before starting Tier II interventions, a parent conference is held.

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- In Tier II, the SST determines additional interventions for the student within the classroom, such as the support of a reading specialist. Other Tier II interventions include, but are not limited to, small group instruction with the inclusion teacher, after school help during the enrichment block, and the use of online research-based intervention programs such as Read Naturally and Learning Ally audiobooks. The school has 1:1 Chromebook access to facilitate student use of these programs. The student's progress is closely monitored, and data is collected and shared with grade level teams over a six to eight week cycle. If a student does not respond adequately to the interventions, additional approaches are determined and followed with more monitoring and data collection. This cycle of inquiry continues until the team determines either that the intervention was successful or that a more intensive approach, Tier III, is required.
- In Tier III, the SST may refer a student for a special education evaluation. As mentioned above, throughout this entire process, teachers are in close communication with parents/guardians.
- During all 19 classroom observations conducted, the review team found that classroom instruction supported the needs of all learners. The review team observed frequent instances of classrooms that included a general education teacher as well as an inclusion teacher and/or a teaching assistant to provide different types and amount of work to support students' diverse learning needs. In these classrooms, lessons were frequently student-driven, with students working collaboratively in small groups and/or with partners where they shared their thinking with one another while teacher(s) circulated the room to support student learning. The review team noted that in most of the classrooms observed, content and language objectives were prominently posted. The review team also cited the frequent posting of content vocabulary and the use of graphic organizers to help students grapple with engaging content and materials. In these classrooms, students had opportunities to read, write, speak and listen. The review team observed the frequent use of Chromebooks for research or reinforcement, short video clips on content, and the use of audio books/headsets to ensure students' access to content. In addition, the team's review of submitted lesson plans indicated that learning strategies followed the UDL framework, and accommodations listed were specific to the learning tasks of the lesson. For students who needed additional support, teachers were available during the enrichment block at the end of the day to work one-on-one with students.
- Additional support resources available to students include: special education teachers at each grade level; a full-time nurse and guidance counselor; an assistant head of school who leads the SST team, ensuring administrative awareness of and attention to student concerns; a director of curriculum and technology; a licensed ESL teacher; a full-time speech and language therapist; and part-time occupational and physical therapists. In addition, the school contracts with a consulting psychologist. At the time of the visit, according to the school leader, a position of school adjustment counselor was vacant because the selected candidate accepted another position.
- Additional supports provided to students include: a morning advisory program, social skills groups, lunchtime conversation groups, and planned and impromptu counseling to support students' health and well-being. Fourth grade students, including ELs, take a literacy course using the Universal Design for Learning framework (UDL). The course is taught by a licensed ESL teacher and focused on reading/writing/speaking. All students have 90 minutes per week of physical education and two recesses per day to provide time for students to exercise and socialize with friends.

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The school uses data to evaluate and modify its support programming to ensure student success. However, the special education evaluation submitted for the review does not align to Department guidance.

- In 2016-17, the school conducted a formal evaluation of its ELE program, aligned to Department guidance. The evaluation included qualitative and quantitative data: ACCESS scores, MCAS results and parent survey results. Based on the analysis of this data, the school set goals for improvement by June 2018: to ensure that educators better identify ELs' needs and provide remediation; and to improve the school's ELE program by providing a stronger focus on reading, writing, speaking, and listening.
- To achieve these goals, the ELE self-evaluation stated that the school implemented the following actions: the SST reviews ELs' progress in weekly meetings to ensure that classroom teachers have a better understanding of how to address ELs' needs and to better accommodate those needs; teachers provide targeted instruction in reading and writing for ELs; and teachers schedule opportunities for ELs to participate in public speaking.
- In addition, as mentioned earlier in the report, the school now has a licensed ESL teacher who is also serving as a coordinator of the ELE program.
- The school's self-evaluation of its special education program was conducted during the 2017-18 school year. The document, entitled Special Education, Year 17-18, did not follow Department guidance. A comparison of the performance of students with disabilities with general education students was limited to the school's grade 5 2018 MCAS assessment for ELA. It did not include comparisons of student achievement for students with disabilities made across time showing changes on multiple assessments. Nor did it not contain an analysis, interpretation, or discussion of results to reach conclusions regarding the effectiveness of the entire school's special education program for the 2017-18 school year.
- According to the self-evaluation and the narrative summary/data analysis of the 2018 grade 5 MCAS ELA assessment, 48 percent of students with disabilities scored meeting expectations or higher compared to 81 percent of general education students. The report indicated that the following action items were required to address the achievement gap: target instruction and formative assessments for special education students in the areas where they are not meeting the standards; review special education IEP goals and benchmarks to ensure students' needs were met; include general education students (partially meeting/not meeting) in targeted instruction; and target instruction for students who barely met the standards.

ORGANIZATIONAL VIABILITY

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.	● Meets

Finding: Throughout the charter term, members of the MCCPS board have been active and involved in their roles as public agents, providing competent and appropriate governance and oversight of the school.

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- During a visit in Year 22 and during the renewal inspection, site visitors found evidence of board members being actively engaged in fulfilling their legal responsibilities and obligations to the school. The board meets regularly and has several active committees.
- During a visit in Year 22 and during the renewal inspection, site visitors found evidence of board members providing competent and appropriate governance and oversight of the charter school's administration, financial health, and progress towards meeting academic and other school goals. During the charter term, the board oversaw the expansion of the school's building, the hiring of a new head of school, and the development of a new strategic plan.

Evidence gathered and reviewed as part of the renewal inspection:

The MCCPS board of trustees fulfills its legal and fiduciary responsibilities related to oversight of the school.

- The board acts in compliance with its bylaws. The board currently has 13 members, within the range of 9 to 15 members permitted by the board's bylaws. Board minutes indicate, and board members confirmed, that the current board officers include a chair, vice-chair, treasurer, and a clerk.
- Teachers and board members said, and website biographies confirmed, that board membership includes three teachers and three parents of MCCPS students, fulfilling the bylaws requirements for at least one current teacher and one current parent.
- Board minutes recorded, and members confirmed, that there are seven active committees: governance, personnel, finance, communication, strategic planning, academic excellence, and development. Board members reported that they also create task forces as needed, which may include community members. A recent example was a task force led by a teacher, charged with seeking information about the reasons families chose to leave the school.
- Board bylaws require the board to meet monthly in addition to holding an annual meeting. Board meeting minutes for the period July 2018 to October 2019 indicate the board met 15 times, including a June annual retreat meeting as bylaws required. In addition, the board held five executive sessions ("special meetings") between 11/15/18 and 12/13/18 for the purposes of discussing items related to severing the contract with the now former school leader.
- The board is currently operating under 2008 bylaws and members told the team that they have established a short-term bylaws committee to update and "refresh" their bylaws. One example board members provided was a desire to amend the bylaws to include remote participation.
- The board generally acts in compliance with the Open Meeting Law (OML). Board meeting minutes reviewed by the team consistently included the date and time of the meeting, board members present and absent, a record of decisions made, and actions taken at each meeting, and a summary of the discussion of each subject as required. While a list of documents and other exhibits used were separately available and accessible on Board on Track on the school's website, they were not listed in the minutes as required by OML.
- According to board members, a non-disclosure agreement prevented the school from granting the team access to the minutes of the November and December 2018 meetings regarding the departure of the former school leader. Nevertheless, the agendas for these meetings indicated that the minutes of the meetings were voted on and approved. Further, the agendas revealed that the board followed appropriate procedures in convening these meetings.

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- The school submitted and the team reviewed minutes for the governance, personnel, and finance committee meetings; these were approved and made public in a timely manner. When asked about the other committee minutes, the board said that some meeting minutes had not yet been approved and therefore were not yet posted.
- The board approves appropriate school policies. During the 2018-19 school year, board minutes made available to the team indicated board subcommittee clarified its “policy adoption policy.” The board voted a final approval of this revised policy.
- The board demonstrates appropriate oversight of the school’s efforts to be faithful to the mission. Board members described empowering students by welcoming them to make presentations to the board; for example, a recent presentation involved students’ request to consider special field trips in grades 4 and 5. Board members also described their commitment to learning from the community through actively supporting teacher participation on the board and on its committees. They described the school’s community projects such as hosting a food pantry, student engagement in coastal studies, and hosting a Veteran’s Day assembly to honor local veterans.
- The board provides appropriate oversight of the school’s academic performance. School leaders and members reported, and a review of meeting packets confirmed, that the school leader in October reported on MCAS performance, including strengths and areas for growth and comparisons with other charter schools. In addition, the school leader provided information on staffing, enrollment, and information about instructional coaching and evaluation. A review of minutes and board packets indicated that the former school leader also provided monthly updates until her departure in November 2018.
- The board has an active academic excellence committee chaired by a board member who is also a teacher at the school; according to school leaders, teachers, and board members, the committee provides information about teacher, student, and academic issues. Board members said, and school leaders confirmed, that the academic excellence committee chair serves as a liaison between the instructional leadership team (ILT) and the board and is on the ILT team.
- Board members said that they participate in academic student activities such as students’ culminating exhibitions. Three board members are parents of students currently enrolled at the school. During the visit, board members attended the daily community meeting and reported attending other similar student gatherings.
- The board periodically reviews disaggregated student data to ensure that the school’s academic program is a success for all students. A review of minutes from the board’s academic excellence committee, and board members and school leaders confirmed, that discussion about student data begins at the committee level and is then reported to the committee of the whole at its monthly meetings. For example, at the committee’s October 2 meeting, draft minutes indicated a discussion about a review of exhibition assessment data over the past two years.
- Board members said that, in addition to learning about student MCAS performance, they have discussed whether the school is effectively meeting the needs of students with disabilities, because data analysis indicated that these students did not score as well as the other students. The discussion resulted in the decision to hire a school adjustment counselor, although that position had not yet been filled.
- The board demonstrates appropriate oversight of the school leader(s). In the last school year, from September 2018 through November 2019, the board conducted evaluations of three school leaders: the former school leader (departed December 2018), the interim school

Marblehead Community Charter Public School
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leader (December 2018 through July 2019), and the newly hired school leader (July 2019 through present).

- The school experienced the sudden departure of the previous school leader in late November 2018. A review of the November special meeting agenda indicated the board met to respond to a complaint and, following several special meetings held in November and December 2018, decided to sever its contract with the school leader. As mentioned above, a non-disclosure agreement prevented the board from discussing the cause for severing the contract. The board had completed an evaluation of the former school leader's performance as noted in the July 2018 board meeting minutes.
- The board appointed the assistant school leader as an interim. According to board minutes, and confirmed by school leaders, including the former interim school leader, the board conducted an evaluation of the interim school leader at the end of the 2018-19 school year.
- A review of August 27, 2019 board minutes noted, and the current school leader confirmed, that the school leader worked with the personnel committee to set goals; the minutes also recorded a recommendation to establish more specific, measurable, achievable, realistic, and timely (SMART) goals. Board minutes for a meeting held September 4, 2019 noted plans to evaluate the new school leader at the mid-year mark.
- According to board minutes, and confirmed by members, the board has established a new financial oversight committee stemming from recommendations of the Massachusetts state auditor's office to avoid problems identified in another Massachusetts charter school. According to the board, this occurred prior to the issues with the former school leader; the oversight committee includes the current school leader and the chairs of the personnel and finance committees.
- The board told the team that it engages in governance tasks rather than management of day-to-day operations at the school. A review of minutes from the past year's board meetings revealed activities that typically address governance issues; these include addressing bylaws changes, holding discussions about finances, reviewing enrollment trends, finalizing a succession plan, and improving communication and expanding community involvement. The school leaders told the team that the board members are not overly involved and "stay in their lane."
- The team questioned school leaders and staff about leadership in the school and the board's role during the transition between the departure of the former school leader and the appointment of the interim school leader. School leaders and staff told the team that day-to-day operations were managed by school leaders who worked closely together to ensure that the business of the school continued so that the focus remained on the students. Staff reported that while this was a stressful period, it revealed much about the leadership and staff's ability to work together and support one another to meet the school's mission.
- The board demonstrates appropriate oversight of the school's finances. Board members told the team, and a review of the finance committee minutes confirmed that the finance committee meets monthly and reports back to the board at its monthly meeting. Board and finance committee minutes include evidence of discussions related to the school's finances such as impact of enrollment numbers, benefits for staff including paternity leave, and impact of legal costs associated with the departure of the former school leader, audit reports, and visits by bank personnel. Minutes also provided evidence that the board reviewed and approved the budget for the current fiscal year.

The board of trustees fosters a culture of collaboration.

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- The board communicates regularly with members of the school community. The board uses Board on Track, which is also accessible through the school's website, to make all meeting notices, agendas, board packets, and minutes available to the school community. Each agenda includes time for public comment, and a review of minutes indicated that there was public comment at a few meetings. Board members also reported that board meetings are listed in the school's weekly news announcements.
- Board members reported that they attend various school events such as student exhibitions and music performances and that they interact with community members.
- Board members reinforced the importance of having parents and teachers serve as board members; they said that teachers help to educate the board about educational issues, provide helpful feedback, and serve as liaisons to the rest of the staff. They noted that the educational excellence committee chair, a teacher, plays a key role in communicating with the instructional leadership team.
- Board members said that they engaged parents in the school leader hiring process; they noted that students also had the opportunity to interview the prospective candidates.
- The board has a communications and community relations committee that has not regularly met since July 2018; it was identified in the April 30, 2019 board meeting minutes as a committee that required "strengthening" and subsequent monthly updates in board minutes reflect efforts at recruiting new members. Although the committee reported to the board about its occasional meetings, there were no minutes provided to the team, nor posted on Board on Track. June governance meeting minutes indicated that a parent expressed concerns about communication between the board, school leaders, and parents and thought it could be improved.
- The board described their interactions as collegial; they said that they provide each other with assistance as committee chairs and board responsibilities transition at the start of the new school year or when chair terms expire.
- The board has clear and well-understood systems for decision-making. Board members told the team that they had made considerable improvement in getting information packets to board members in a timely way so that they can make well-informed decisions. Board minutes reviewed indicate that there is a designated time at each meeting for committee reports and discussions.
- Board of trustees meetings foster open, deliberate, and thorough discussions to facilitate and ensure public accountability. A review of board minutes provided evidence that the board has a well-functioning committee system that provides for thorough discussion leading to recommendations to the whole board. The committees enable the board to plan in critical areas such as succession, strategic planning, maintaining a focus on academic excellence, and managing governance and personnel issues. While the public was not informed of the reasons leading up to the departure of the prior school leader, as required by a non-disclosure agreement according to the board, the board conducted open meetings and interviews regarding the interviewing and hiring of the new school leader.

The board of trustees engages in strategic and continuous improvement planning.

- At the time of the site visit, the board was in the final stages of developing a new strategic plan. The team reviewed minutes from the strategic planning committee which noted a draft was completed in February 2019 in collaboration with the prior school leader but was put on hold pending the arrival of the new school leader. The information packet for the October

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2019 board meeting, contained the draft of the three-year (2020-23) plan and school leaders and board members confirmed that the plan was being presented for adoption by the board.

- The draft action plan for 2020-23 lists student, faculty and staff, community, and operations success goals. The plan lists strategies, action items, and responsible parties, and the school leader and board members reported that they are working on providing the measures of success.
- A review of the minutes indicated that at the end of most board meetings, members evaluate the meeting with regard to efficacy. Members also reported that they use the Board on Track evaluation tool, and a review of the minutes confirmed board members are engaged in on-going discussions regarding the self-evaluation planned for fall 2019.
- The board ensures the sustainability of the school by establishing clear plans for board and school leadership succession. A review of board minutes indicated that the board, through their governance committee, had held discussions about refining the succession plan in September 2018, prior to the unexpected and sudden departure of the long-standing school leader in November 2018. According to board members, school leaders, and staff, the succession plan worked. School administrators reported that they were able to carry out all the functions required of the school leader during the transition. A review of board minutes revealed attention to succession of members as they completed their terms, the change of signatories to ensure a smooth turnover, and training in such areas as conflicts of interest and ethics.
- The board recruits, selects, and trains members with skills, expertise, and connections to the community. A review of board minutes beginning in July 2018 revealed numerous discussions and plans to reach out to recruit potential members who would bring specific areas of expertise such as fund-raising, school design and construction, and law. One concern voiced by the board to the team was the desire to increase the diversity of board membership by seeking residents outside of Marblehead who could connect to the communities represented by their enrollment.

APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE

Faithfulness to Charter

	Charter Term Performance				Evidence
	Year 1	Year 2	Year 3	Year 4	
Objective: MCCPS will facilitate the development of teacher leadership in the areas of curriculum, instruction, and assessment.					
<p>Measure: Each year at least 80% of MCCPS teachers who have been employed for at least 2 years will lead at least one professional development or mentoring activity.</p>	M	M	M	M	<p>According to the school's Application for Renewal and annual reports, the school met this measure each year of this charter term.</p> <p>Each year, more than 80% of faculty, staff, and administration who have been employed at the school for at least 2 years have led at least one professional development or mentoring activity.</p> <p>2015-16: 86%</p> <p>2016-17: 83%</p> <p>2017-18: 90%</p> <p>2018-19: 86%</p>
<p>Measure: Each year, at least 80% of MCCPS teachers who have been employed for at least 2 years will achieve proficient or above on the Element IV-D-1 of the Professional Culture Standard on the Educator Evaluation Rubric.</p>	M	M	M	M	<p>According to the school's Application for Renewal and annual reports, the school met this measure each year of this charter term.</p> <p>Each year, 100% of eligible teachers achieved proficient or above on IV-D-1.</p> <p>2015-16: 100%</p> <p>2016-17: 100%</p>

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					2017-18: 100% 2018-19: 100%
Objective: MCCPS will implement rigorous project-based learning that incorporates increasing levels of cognitive complexity.					
Measure: Each trimester at least 90% of teachers will collaborate with their colleagues to create project based learning experiences that include the development of higher order thinking skills.	M	M	M	M	According to the school’s Application for Renewal and annual reports, the school met this measure each year of this charter term. Each trimester, 100% of teachers collaborated with their colleagues to create PBL experiences for their students that were presented to the community during public exhibitions of student work. 2015-16: 100% 2016-17: 100% 2017-18: 100% 2018-19: 100%
Measure: Each trimester at least 80% of students will achieve proficient or higher on project-based assessments that are aligned to grade level standards in the core subjects.	M	M	M	M	According to the school’s Application for Renewal and annual reports, the school met this measure each year of this charter term. Throughout the charter term, at least 80% of students achieved proficient or higher on project-based assessments each trimester. In 2017-18 and 2018-19, the school did not provide specific figures but reported that at least 80% of students achieved proficient or higher on project-based assessments each trimester. 2015-16: 87% 2016-17: 80% (Grade 4), 88.5% (Grade 5); 88.5% (Grade 6); 86% (Grade 7); 93% (Grade 8) 2017-18: specific percentage not provided 2018-19: specific percentage not provided
Objective: MCCPS will employ a portfolio system to document student achievement and growth.					

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<p>Measure: Each trimester, at least 95% of students will document a project-based learning assessment and reflection for each of the core subjects.</p>	NM	M	M	M	<p>According to the school's Application for Renewal and annual reports, the school met this measure four out of five years this charter term.</p> <p>In 2015-16, students reflected regularly, but a formal portfolio system had not been adopted. In 2017-18 and 2018-19, the school did not provide specific figures but reported that at least 95% of students documented a PBL assessment and reflected on their growth/progress.</p> <p>2016-17: 100%</p> <p>2017-18: specific figure not provided</p> <p>2018-19: specific figure not provided</p>
<p>Measure: Annually, at least 80% of students will achieve proficient or higher on the MCCPS Portfolio Rubric.</p>	NM	M	M	M	<p>According to the school's Application for Renewal and annual reports, the school met this measure four out of five years this charter term.</p> <p>In 2015-16, the portfolio rubric had not been created yet. Since 2016-17, the school reported each year that at least 80% of students achieved proficient or higher on the MCCPS portfolio rubric.</p> <p>2016-17: 92%</p> <p>2017-18: specific figure not provided</p> <p>2018-19: specific figure not provided</p>
<p>Objective: MCCPS will disseminate its practices regarding curriculum, instruction, and assessment to other schools in Massachusetts.</p>					
<p>Measure: By the end of the 2019-20 school year, MCCPS faculty will have executed at least 8 workshops for public school faculty in the areas of curriculum, instruction, and assessment.</p>	NM	NM	NM	M	<p>According to the school's Application for Renewal and annual reports, the school met this measure by the end of the charter term.</p> <p>Throughout the charter term, the school executed the following workshops: MASS CUE conference (2015, 2016, 2017), MASS library association (2016), DESE DissemiNATION Fair (2016), MCPSA Principals' Convening (2016), and</p>

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					project-based learning workshop at MCCPS (2017). The school reports it will conduct an eighth workshop during the current school year.
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APPENDIX B: ACCESS AND EQUITY

The longitudinal comparison data presented in the graphs of student enrollment and student indicators are intended to provide context for the charter school's recruitment and retention efforts¹⁶. Information is displayed for the charter school and for comparison schools, which include all of the public schools in the charter school's region that serve at least one grade level of students that overlaps with the grade levels served by the charter school. All data displayed in these graphs are derived from DESE District and School Profiles (<http://profiles.doe.mass.edu>).

STUDENT ENROLLMENT

The graphs provide comparison enrollment percentages for four different subgroups of students: English language learners, first language not English, low income /economically disadvantaged¹⁷, and students with disabilities. Each line on the graph represents the percentage of total school enrollment for a given school or set of schools during the most recent five years. If available, data listed are displayed longitudinally across multiple years in line graph form, with:

- a solid **bold black** line representing subgroup enrollment in the charter school;
- a solid **green** line for the statewide average;
- a solid **blue** line for the comparison district average;
- a dotted **orange** line for the median¹⁸ enrollment percentage of all comparison schools;
- a dotted **dark orange** line for the first quartile¹⁹ enrollment percentage of all comparison schools;

¹⁶ New statutory provisions related to Criterion 2 were established in 2010, and as specified in regulation, charter schools were first required to implement recruitment and retention plans in 2011-2012. Charter schools are required to receive Department approval for a recruitment and retention plan to be reported on and updated annually. When deciding on charter renewal, the commissioner and the Board must consider the extent to which the school has followed its recruitment and retention plan by using deliberate, specific strategies to recruit and retain students in targeted subgroups, whether the school has enhanced its plan as necessary, and the annual attrition of students.

¹⁷ 2014-2015 is the first year for which the category "Economically Disadvantaged" is being reported, replacing the "Low-income," "Free Lunch" and "Reduced Lunch" categories used in 2013-2014 and earlier. It is important for users of this data to understand that enrollment percentages and achievement data for "economically disadvantaged" students cannot be directly compared to "Low-income" data in prior years. Please see <http://www.doe.mass.edu/info/services/data/ed.html> for important information about the "Economically Disadvantaged" category.

¹⁸ The midpoint value of all comparison schools. This is derived using Microsoft Excel's MEDIAN function.

¹⁹ The first quartile is the middle number between the smallest number and the median of all comparison schools. This is derived using Microsoft Excel's QUARTILE function.

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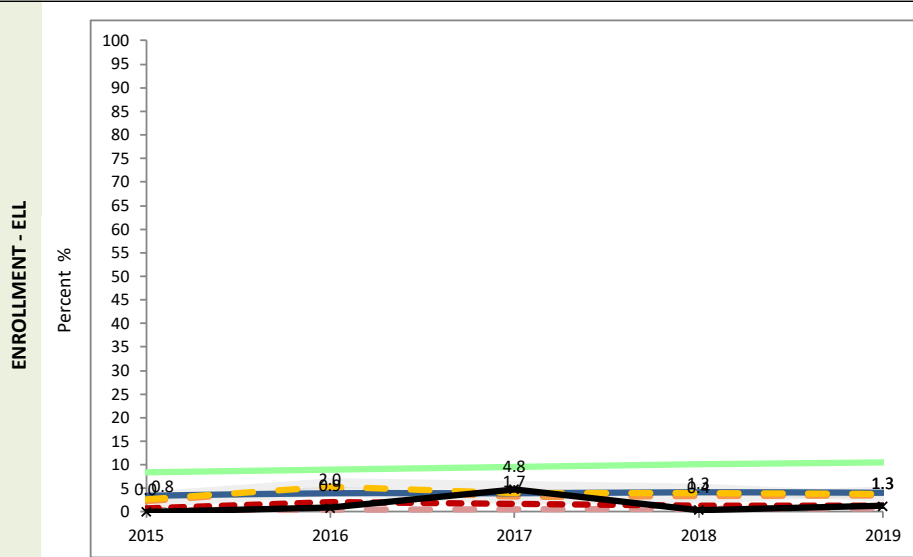
- a dotted **red** line for the comparison index²⁰;
- a dotted **pink** line for the Gap Narrowing Target (GNT)²¹; and
- solid **gray** lines for the enrollment percentage in each individual comparison school (darker gray for charter schools, and lighter gray for district schools).

Though comparisons of subgroup enrollment data in a charter school to that of other public schools in a geographic area as provided in Appendix B can provide some information regarding comparability of student populations, it is presented for reference only and primarily to determine trends within the charter school itself and to guide further inquiry. The subgroup composition of a charter school is not required to be a mirror image of the schools in its sending districts and region. The Department urges caution in drawing any conclusions regarding comparability of subgroup populations between schools and districts based on aggregate statistics alone. Enrollment of students in traditional public schools differs significantly from enrollment of students in charter schools. In particular, charter schools are required by law to use a lottery process when admitting students; traditional public schools must accept all students that live within the municipality or region that they serve. Specific caution should be used for special education enrollment data, as research by Dr. Thomas Hehir (Harvard Graduate School of Education) and Associates (Review of Special Education in the Commonwealth of Massachusetts: A Synthesis Report (August 2014) found that low-income students were identified as eligible for special education services at substantially higher rates than non-low-income students. Further, across districts with similar demographic characteristics, district behavior differed for special education identification, placement, and performance. Finally, it is important to note that student demographics for a charter school, particularly in the aggregate, will not immediately reflect recruitment and retention efforts; charter school must give preference in enrollment to siblings of currently attending students and are permitted to limit the grades in which students may enter the school.

²⁰ The comparison index provides a comparison figure derived from data of students who reside within the charter school's sending district(s). The comparison index is a statistically calculated value designed to produce a fairer and more realistic comparison measure that takes into account the charter school's size and the actual prevalence of student subgroups within only those grade levels in common with the charter school.

²¹ The Gap Narrowing Target (GNT) refers to the halfway point between the school's baseline rate (which is the rate in the 2010-11 school year, or the first year enrollment data is collected if after 2010-11,) and the current Comparison Index (the "target"). The object is to meet this halfway point by the 2016-17 school year (or in a later year if baseline is after 2010-11), giving the school six years to do so. For a school to be on schedule to meet its GNT, an incremental increase must be met annually. To determine this increment, the following equation is used: $[(\text{Comparison Index} - \text{Baseline}) / 2] / 6 \text{ years} = \text{Annual GNT}$.

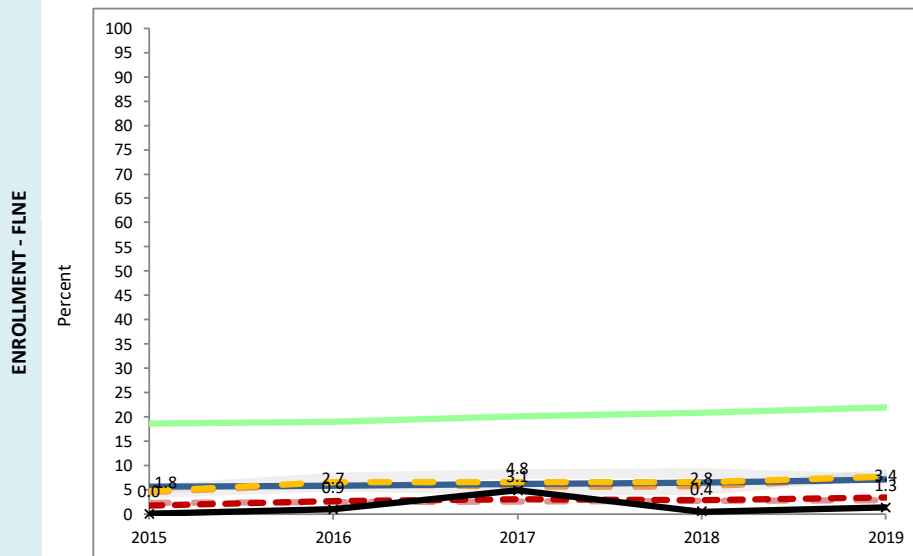
Marblehead Community Charter Public School - Marblehead - Est. 1995 (Max Grade Span: 04-08)



English Language Learners
% Enrolled

	2015	2016	2017	2018	2019
Charter School	0.0	0.9	4.8	0.4	1.3
Statewide Average	8.5	9.0	9.5	10.2	10.5
Marblehead (District)	3.4	3.9	3.9	4.1	4.0
Grades served per year	4-8	4-8	4-8	4-8	4 - 8
Median	2.7	5.3	4.1	4.0	3.8
First Quartile	2.3	4.9	3.3	3.4	3.6
Comparison Index	0.8	2.0	1.7	1.3	1.3
Gap Narrowing Target (GNT)	0.4	0.5	0.6	0.7	0.8

— Charter School
 — Statewide Avg
 — District
 - - - Median
 - - - First Quartile
 - - - Comparison Index
 - - - GNT
 - - - Comp. Charter Schools
 - - - Comp. District Schools



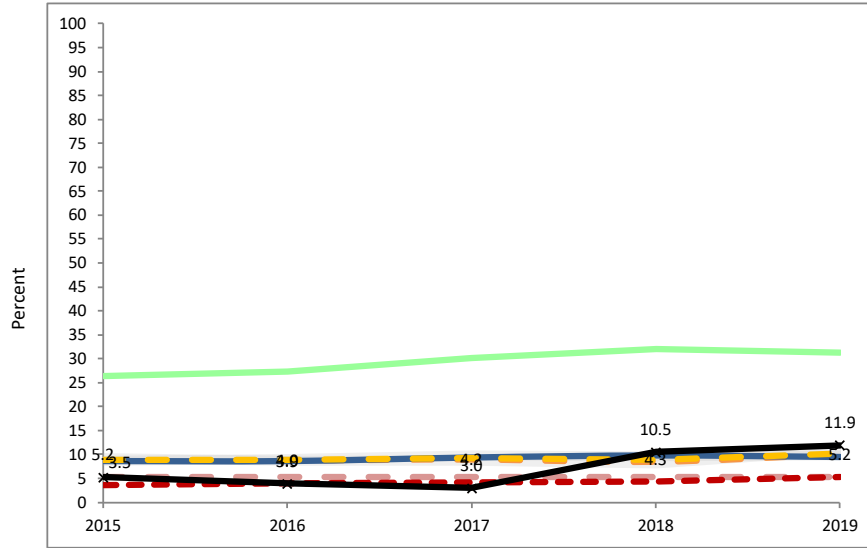
First Language Not English
% Enrolled

	2015	2016	2017	2018	2019
Charter School	0.0	0.9	4.8	0.4	1.3
Statewide Average	18.5	19.0	20.1	20.9	21.9
Marblehead (District)	5.5	5.7	6.1	6.4	7.1
Grades served per year	4-8	4-8	4-8	4-8	4 - 8
Median	4.7	6.5	6.5	6.6	7.7
First Quartile	4.5	6.0	5.7	5.8	7.5
Comparison Index	1.8	2.7	3.1	2.8	3.4
Gap Narrowing Target (GNT)	2.3	2.4	2.5	2.7	2.8

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Marblehead Community Charter Public School - Marblehead - Est. 1995 (Max Grade Span: 04-08)

ENROLLMENT - Economically Disadvantaged



Economically Disadvantaged

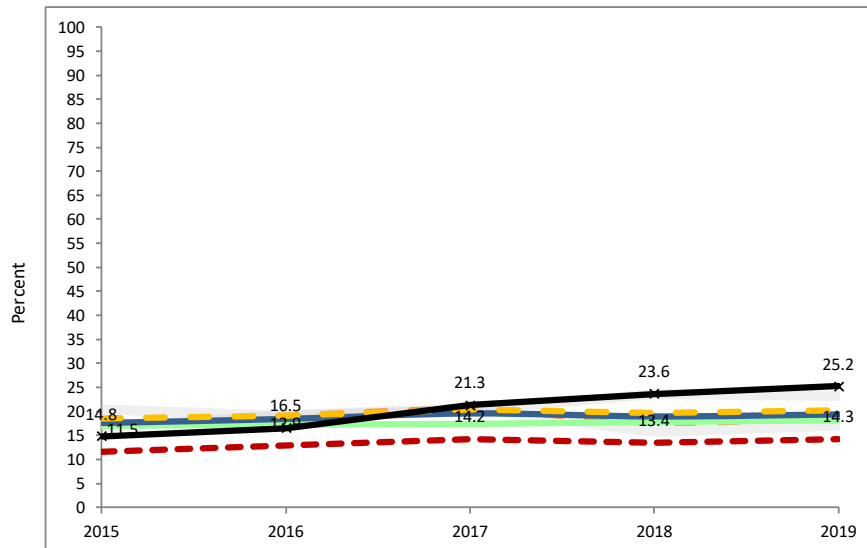
(Low Income was used prior to 2015-2016)

% Enrolled

	2015	2016	2017	2018	2019
Charter School	5.2	3.9	3.0	10.5	11.9
Statewide Average	26.3	27.4	30.2	32.0	31.2
Marblehead (District)	8.6	8.6	9.3	9.7	9.4
Grades served per year	4-8	4-8	4-8	4-8	4-8
Median	9.0	8.9	9.3	8.9	10.3
First Quartile	8.8	8.8	9.0	8.6	10.0
Comparison Index	3.5	4.0	4.2	4.3	5.2
Gap Narrowing Target (GNT)	5.2	5.2	5.2	5.2	5.2

— Charter School — Statewide Avg — District - - - Median - - - First Quartile - - - Comparison Index - - - GNT - - - Comp. Charter Schools - - - Comp. District Schools

ENROLLMENT - Students with Disabilities



Students with Disabilities

% Enrolled

	2015	2016	2017	2018	2019
Charter School	14.8	16.5	21.3	23.6	25.2
Statewide Average	17.1	17.2	17.4	17.7	18.1
Marblehead (District)	17.6	18.4	19.5	18.9	19.3
Grades served per year	4-8	4-8	4-8	4-8	4-8
Median	18.6	19.2	20.4	19.6	20.2
First Quartile	17.6	19.1	20.4	17.7	18.6
Comparison Index	11.5	12.9	14.2	13.4	14.3
Gap Narrowing Target (GNT)					

STUDENT INDICATORS

The graphs include comparison data for the following indicators: attrition rate²² for all students, attrition rate for students in the high needs subgroup²³, in-school suspension rate, out-of-school suspension rate, attendance, retention rate²⁴, four-year graduation rate (if applicable), dropout rate, stability rate²⁵ for all students, and stability rate for students in the high needs subgroup. Each line on the graph represents a school or set of schools during the most recent five years. If available, data listed are displayed longitudinally across multiple years in line graph form, with:

- a solid **bold black** line representing the charter school;
- a solid **green** line for the statewide average;
- a solid **blue** line for the comparison district average²⁶;
- a dotted **orange** line for the median²⁷ percentage of all comparison schools;
- a dotted **dark orange** line for the first quartile²⁸ percentage of all comparison schools; and
- solid **gray** lines for the percentage in each individual comparison school (darker gray for charter schools, and lighter gray for district schools).

²² The percentage of attrition, or rate at which enrolled students leave the school between the end of one school year and the beginning of the next.

²³ A student is high needs if he or she is designated as either low income, or ELL, or former ELL, or a student with disabilities. A former ELL student is a student not currently an ELL, but had been at some point in the two previous academic years.

²⁴ The percentage of enrolled students in grades 1-2 who were repeating the grade in which they were enrolled the previous year.

²⁵ The Stability Rate measures how many students remain in a district or school throughout the school year.

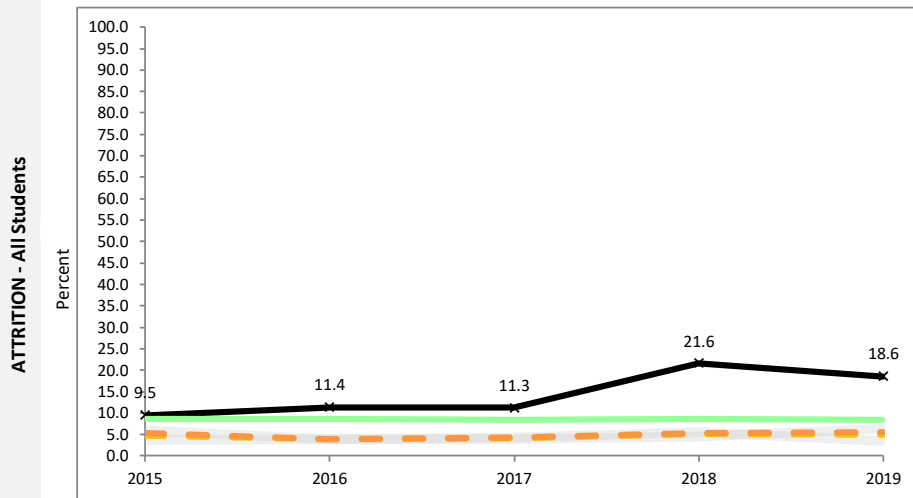
²⁶ District percentages are not included for attrition since attrition at the district level cannot be reasonably compared to attrition at the school level.

²⁷ The midpoint value of all comparison schools. This is derived using Microsoft Excel's MEDIAN function.

²⁸ The first quartile is the middle number between the smallest number and the median of all comparison schools. This is derived using Microsoft Excel's QUARTILE function.

Marblehead Community Charter Public School
Summary of Review

Marblehead Community Charter Public School - Marblehead - Est. 1995 (Max Grade Span: 04-08)

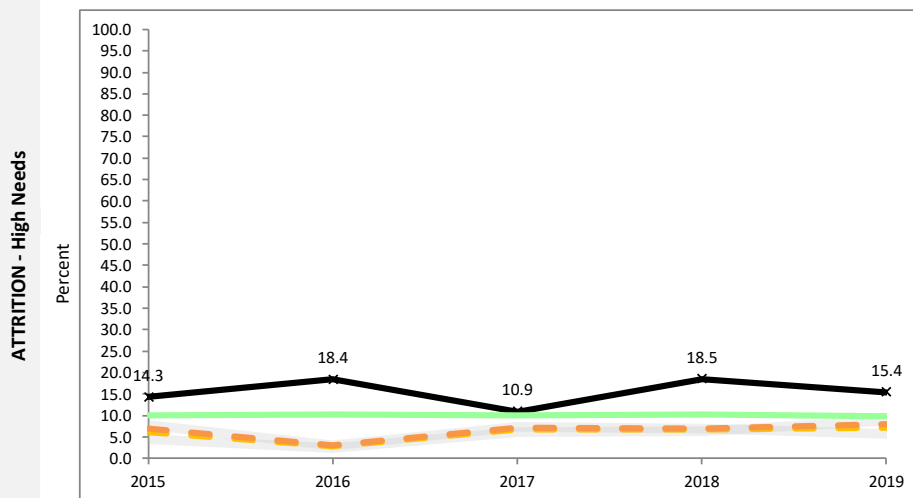


All Students
Attrition %

	2015	2016	2017	2018	2019
Charter School	9.5	11.4	11.3	21.6	18.6
Statewide Average	8.7	8.7	8.5	8.6	8.4
Grades served per year	4-8	4-8	4-8	4-8	4-8

	2015	2016	2017	2018	2019
Median	4.8	4.0	4.2	5.1	4.9
Third Quartile	5.4	4.0	4.2	5.3	5.6

— Charter School — Statewide Average — Median - - - Third Quartile Comp. District Schools



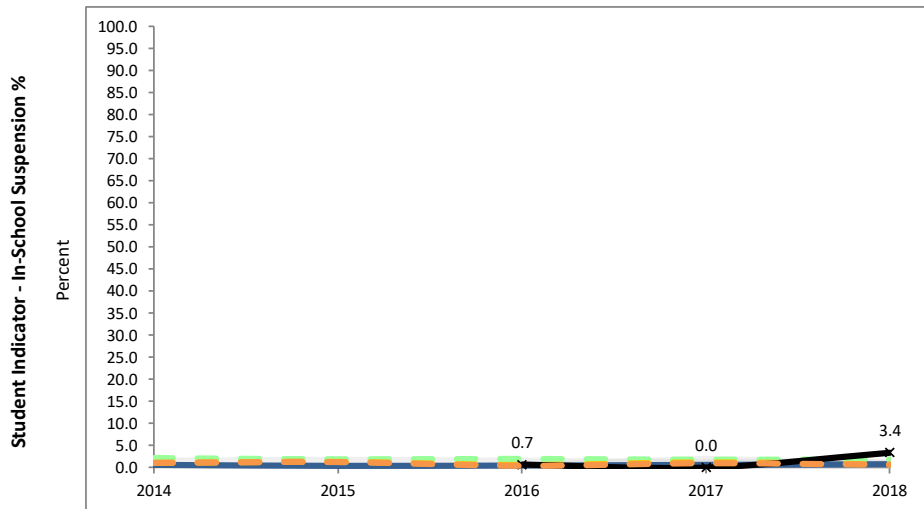
High Needs
Attrition %

	2015	2016	2017	2018	2019
Charter School	14.3	18.4	10.9	18.5	15.4
Statewide Average	10.0	10.1	10.0	10.1	9.9
Grades served per year	4-8	4-8	4-8	4-8	4-8

	2015	2016	2017	2018	2019
Median	6.1	2.8	6.8	6.7	7.2
Third Quartile	6.9	2.9	7.1	6.9	7.9

Marblehead Community Charter Public School
Summary of Review

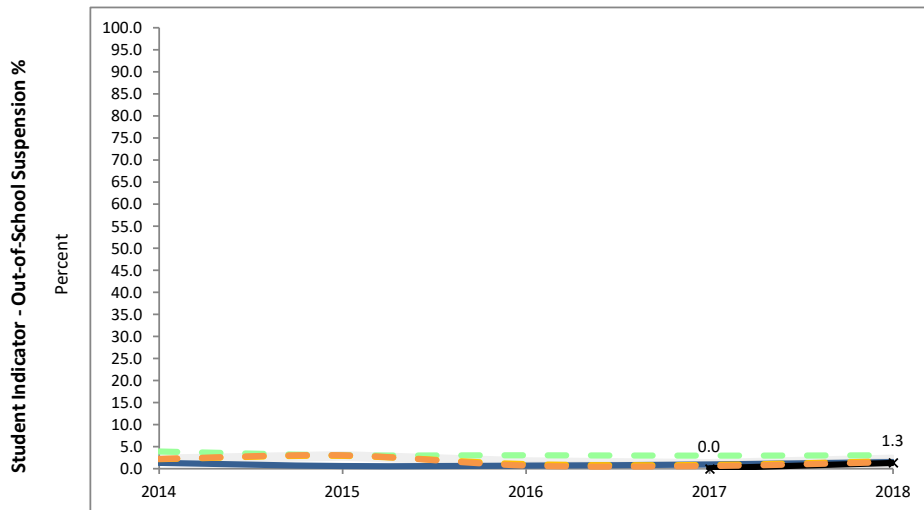
Marblehead Community Charter Public School - Marblehead - Est. 1995 (Max Grade Span: 04-08)



In-School Suspension %

	2014	2015	2016	2017	2018
Charter School			0.7	0.0	3.4
Statewide Average	2.1	1.8	1.9	1.7	1.8
Marblehead (District)	0.6	0.3	0.4	0.6	0.8
Grades served per year	4-8	4-8	4-8	4-8	4-8
Median	1.1	1.3	0.7	1.2	0.8
First Quartile	1.1	1.3	0.4	1.0	0.6

■ Charter School
 ■ Statewide Avg
 ■ District
 ■ Median
 ■ First Quartile
 ■ Comp. Charter Schools
 ■ Comp. District Schools

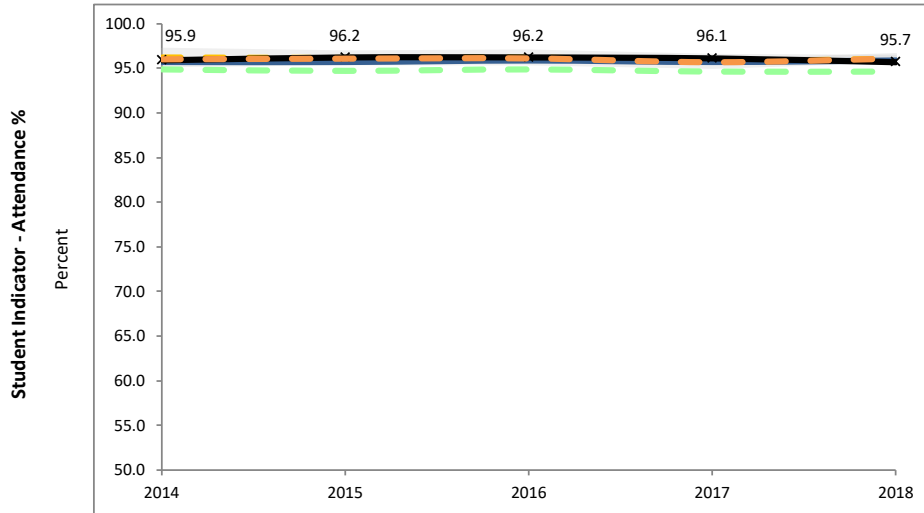


Out-of-School Suspension %

	2014	2015	2016	2017	2018
Charter School				0.0	1.3
Statewide Average	3.9	2.9	2.9	2.8	2.9
Marblehead (District)	1.3	0.5	0.6	0.9	1.5
Grades served per year	4-8	4-8	4-8	4-8	4-8
Median	2.1	2.9	0.9	0.7	1.6
First Quartile	2.1	2.9	0.7	0.6	1.4

Marblehead Community Charter Public School
Summary of Review

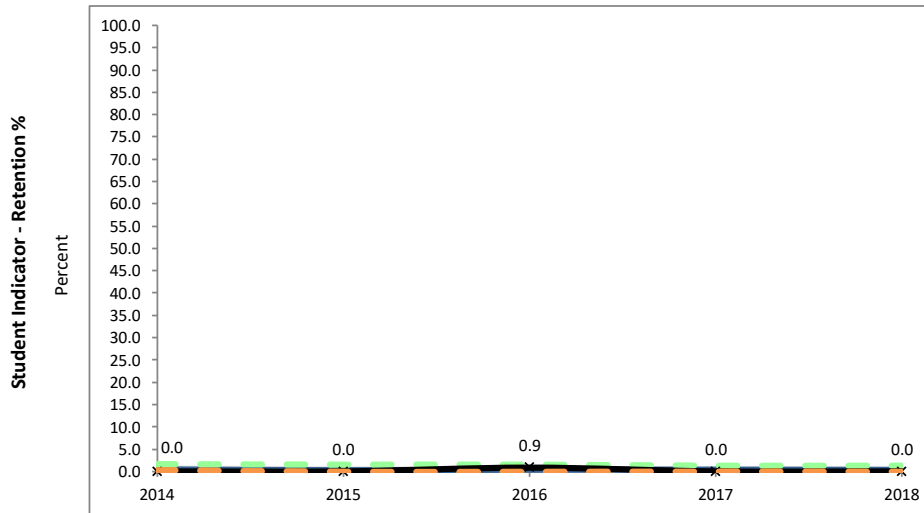
Marblehead Community Charter Public School - Marblehead - Est. 1995 (Max Grade Span: 04-08)



Attendance %

	2014	2015	2016	2017	2018
Charter School	95.9	96.2	96.2	96.1	95.7
Statewide Average	94.9	94.7	94.9	94.6	94.6
Marblehead (District)	95.7	95.7	95.9	95.7	95.9
Grades served per year	4-8	4-8	4-8	4-8	4-8
Median	96.3	96.2	96.3	95.8	96.1
First Quartile	96.0	96.1	96.1	95.7	96.1

■ Charter School
 ■ Statewide Avg
 ■ District
 ■ Median
 ■ First Quartile
 ■ Comp. Charter Schools
 ■ Comp. District Schools

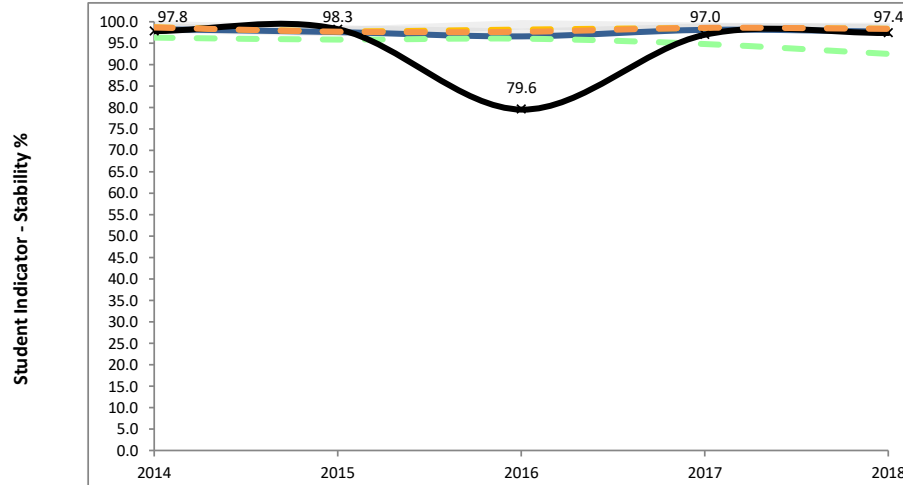


Retention %

	2014	2015	2016	2017	2018
Charter School	0.0	0.0	0.9	0.0	0.0
Statewide Average	1.6	1.5	1.5	1.3	1.3
Marblehead (District)	0.5	0.2	0.4	0.4	0.3
Grades served per year	4-8	4-8	4-8	4-8	4-8
Median	0.3	0.0	0.0	0.1	0.0
First Quartile	0.2	0.0	0.0	0.0	0.0

Marblehead Community Charter Public School
Summary of Review

Marblehead Community Charter Public School - Marblehead - Est. 1995 (Max Grade Span: 04-08)

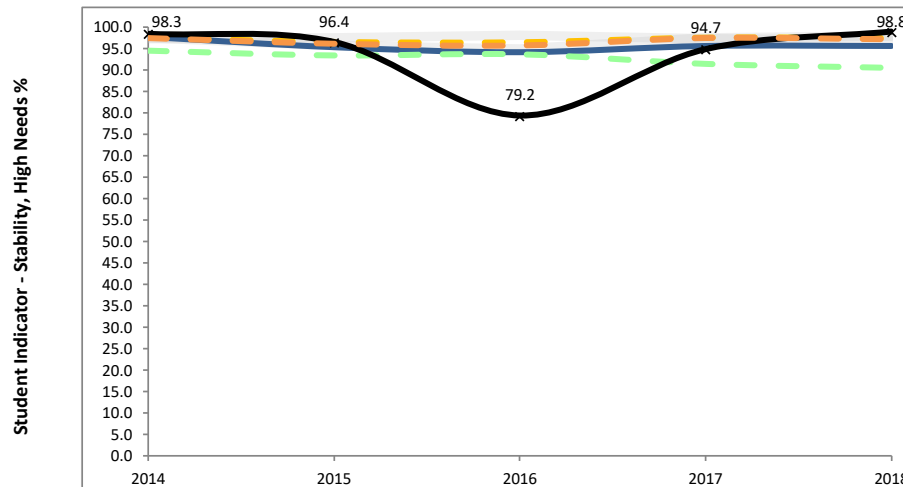


All students
Stability Rate%

	2014	2015	2016	2017	2018
Charter School	97.8	98.3	79.6	97.0	97.4
Statewide Average	96.2	95.7	95.9	94.7	92.4
Marblehead (District)	98.2	97.6	96.6	98.1	97.7
Grades served per year	4-8	4-8	4-8	4-8	4-8

Median	98.7	97.8	98.2	98.6	98.4
First Quartile	98.6	97.7	97.7	98.5	98.3

— Charter School
 - - - Statewide Avg
 — District
 - - - Median
 - - - First Quartile
 — Comp. Charter Schools
 — Comp. District Schools



High Needs
Stability Rate%

	2014	2015	2016	2017	2018
Charter School	98.3	96.4	79.2	94.7	98.8
Statewide Average	94.4	93.3	93.6	91.4	90.5
Marblehead (District)	97.6	95.2	94.0	95.5	95.5
Grades served per year	4-8	4-8	4-8	4-8	4-8

Median	97.4	96.4	96.4	97.4	97.3
First Quartile	97.3	96.0	95.6	97.4	97.1

Marblehead Community Charter Public School
Summary of Review

APPENDIX C: STUDENT PERFORMANCE

The following tables are taken from the [2019 Official Accountability Report for MCCPS](#).

OVERALL RESULTS

Overall progress toward improvement targets

	2018	2019
Annual criterion-referenced target percentage	35%	26%
Weight	40%	60%
Cumulative criterion-referenced target percentage (2018 x 40%) + (2019 x 60%)	30%	
	Moderate progress toward targets	

2019 Points awarded

2019 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	0	4	-
	Mathematics achievement	0	4	-	2	4	-
	Science achievement	1	4	-	-	-	-
	Achievement total	1	12	67.5	2	8	67.5
Growth	English language arts growth	2	4	-	1	4	-
	Mathematics growth	2	4	-	3	4	-
	Growth total	4	8	22.5	4	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	3	4	10.0	3	4	10.0
Weighted total		1.9	10.3	-	2.6	7.6	-
Percentage of possible points		18%			34%		
Criterion-referenced target percentage		26%					

2018 Points awarded

2018 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	2	4	-
	Mathematics achievement	0	4	-	3	4	-
	Science achievement	0	4	-	-	-	-
	Achievement total	0	12	67.5	5	8	67.5
Growth	English language arts growth	2	4	-	2	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	5	8	22.5	5	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	0	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	0	4	10.0	0	4	10.0
Weighted total		1.1	10.3	-	4.5	7.6	-
Percentage of possible points		11%			58%		
Criterion-referenced target percentage		35%					

Marblehead Community Charter Public School
Summary of Review

RESULTS FOR STUDENTS IN THE HIGH NEEDS SUBGROUP

High needs ▾

Overall progress toward improvement targets

	2018	2019
Annual criterion-referenced target percentage	52%	49%
Weight	40%	60%
Cumulative criterion-referenced target percentage (2018 x 40%) + (2019 x 60%)	50%	
	Substantial progress toward targets	

2019 Points awarded

2019 Progress toward improvement targets		High needs Subgroup (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-
	Mathematics achievement	2	4	-
	Science achievement	4	4	-
	Achievement total	6	12	67.5
Growth	English language arts growth	1	4	-
	Mathematics growth	2	4	-
	Growth total	3	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-
	Chronic absenteeism	3	4	-
Additional indicators	Advanced coursework completion	-	-	-
	Additional indicators total	3	4	10.0
Weighted total		5.0	10.3	-
Percentage of possible points		49%		-
2019 Annual criterion-referenced target percentage		49%		

2018 Points awarded

2018 Progress toward improvement targets		High needs Subgroup (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	1	4	-
	Mathematics achievement	4	4	-
	Science achievement	1	4	-
	Achievement total	6	12	67.5
Growth	English language arts growth	2	4	-
	Mathematics growth	3	4	-
	Growth total	5	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-
	Chronic absenteeism	2	4	-
Additional indicators	Advanced coursework completion	-	-	-
	Additional indicators total	2	4	10.0
Weighted total		5.4	10.3	-
Percentage of possible points		52%		-
2018 Annual criterion-referenced target percentage		52%		

Subgroup percentile

This group's overall performance relative to the performance of the same subgroup in schools serving similar grades
65

Marblehead Community Charter Public School
Summary of Review

DETAILED DATA FOR EACH INDICATOR

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	503.2	500.1	-3.1	504.2	220	0	Declined
Lowest Performing	483.6	481.3	-2.3	487.7	38	0	Declined
High needs	494.9	491.7	-3.2	496.1	83	0	Declined
Econ. Disadvantaged	496.5	489.3	-7.2	497.5	30	0	Declined
EL and Former EL	-	-	-	-	17	-	-
Students w/ disabilities	492.4	488.9	-3.5	493.9	61	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	2	-	-
Asian	-	-	-	-	5	-	-
Afr. Amer./Black	-	-	-	-	14	-	-
Hispanic/Latino	-	-	-	-	6	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	5	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	504.7	502.0	-2.7	505.7	188	0	Declined

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	503.1	501.5	-1.6	504.4	220	0	Declined
Lowest Performing	481.8	484.8	3.0	485.5	38	2	Improved Below Target
High needs	494.6	495.3	0.7	495.9	83	2	Improved Below Target
Econ. Disadvantaged	497.5	496.1	-1.4	499.0	30	0	Declined
EL and Former EL	-	-	-	-	17	-	-
Students w/ disabilities	488.6	491.6	3.0	490.7	61	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	2	-	-
Asian	-	-	-	-	5	-	-
Afr. Amer./Black	-	-	-	-	14	-	-
Hispanic/Latino	-	-	-	-	6	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	5	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	503.9	502.3	-1.6	505.4	188	0	Declined

Science achievement - MCAS Composite Performance Index (CPI) - Non-high school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	84.2	84.1	-0.1	86.4	91	1	No Change
Lowest Performing	-	-	-	-	-	-	-
High needs	71.2	77.3	6.1	74.0	33	4	Exceeded Target
Econ. Disadvantaged	-	-	-	-	12	-	-
EL and Former EL	-	-	-	-	5	-	-
Students w/ disabilities	67.9	70.8	2.9	71.3	24	3	Met Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	-	-	-	-	3	-	-
Afr. Amer./Black	-	-	-	-	5	-	-
Hispanic/Latino	-	-	-	-	5	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	85.3	86.7	1.4	87.6	77	3	Met Target

English language arts growth - Non-high school					About the Data
Group	2019 Mean SGP	N	Points	Reason	
All Students	41.6	204	2	Typical Growth - Low	
Lowest Performing	37.1	37	1	Low Growth	
High needs	38.1	76	1	Low Growth	
Econ. Disadvantaged	36.9	28	1	Low Growth	
EL and Former EL	-	16	-	-	
Students w/ disabilities	36.6	56	1	Low Growth	
Amer. Ind. or Alaska Nat.	-	2	-	-	
Asian	-	5	-	-	
Afr. Amer./Black	-	13	-	-	
Hispanic/Latino	-	5	-	-	
Multi-race, Non-Hisp./Lat.	-	5	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	
White	42.3	174	2	Typical Growth - Low	

Marblehead Community Charter Public School
Summary of Review

Mathematics growth - Non-high school					About the Data
Group	2019 Mean SGP	N	Points	Reason	
All Students	44.7	204	2	Typical Growth - Low	
Lowest Performing	51.4	37	3	Typical Growth - High	
High needs	48.4	76	2	Typical Growth - Low	
Econ. Disadvantaged	48.0	28	2	Typical Growth - Low	
EL and Former EL	-	16	-	-	
Students w/ disabilities	50.1	56	3	Typical Growth - High	
Amer. Ind. or Alaska Nat.	-	2	-	-	
Asian	-	5	-	-	
Afr. Amer./Black	-	13	-	-	
Hispanic/Latino	-	5	-	-	
Multi-race, Non-Hisp./Lat.	-	5	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	
White	44.3	174	2	Typical Growth - Low	

Progress toward attaining English language proficiency - Non-high school								About the Data
Group	2018 Rate (%)	2019 Rate (%)	Change	Target	N	Points	Reason	
All Students	-	-	-	-	-	-	-	
Lowest Performing	-	-	-	-	-	-	-	
High needs	-	-	-	-	-	-	-	
Econ. Disadvantaged	-	-	-	-	-	-	-	
EL and Former EL	-	-	-	-	-	-	-	
Students w/ disabilities	-	-	-	-	-	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	-	-	-	-	-	-	-	
Afr. Amer./Black	-	-	-	-	-	-	-	
Hispanic/Latino	-	-	-	-	-	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	-	-	-	-	-	-	-	

Chronic absenteeism - Non-high school								About the Data
Group	2018 Rate (%)	2019 Rate (%)	Change	Target	N	Points	Reason	
All Students	6.8	5.6	-1.2	5.5	234	3	Met Target	
Lowest Performing	2.6	5.3	2.7	0.0	38	3	Met Target	
High needs	6.0	4.3	-1.7	3.4	93	3	Met Target	
Econ. Disadvantaged	0.0	6.3	6.3	0.0	32	0	Declined	
EL and Former EL	-	-	-	-	19	-	-	
Students w/ disabilities	6.8	4.4	-2.4	3.5	68	3	Met Target	
Amer. Ind. or Alaska Nat.	-	-	-	-	2	-	-	
Asian	-	-	-	-	6	-	-	
Afr. Amer./Black	-	-	-	-	16	-	-	
Hispanic/Latino	-	-	-	-	9	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	5	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	8.0	5.1	-2.9	6.6	196	4	Exceeded Target	

Assessment participation - All students															About the Data
Group	English language arts					Mathematics					Science				
	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate
All Students	228	227	100	Yes	1	228	227	100	Yes	1	92	92	100	Yes	1

Marblehead Community Charter Public School
Summary of Review

Assessment participation - Subgroups											About the Data	
Group	English language arts		Mathematics		Science		Overall					
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Total Enrolled	Total Assessed	%	Met Target?	Years in Rate	
High needs	90	89	90	89	33	33	213	211	99	Yes	1	
Econ. Disadvantaged	33	33	33	33	12	12	78	78	100	Yes	1	
EL and Former EL	19	19	19	19	5	5	43	-	-	-	-	
Students w/ disabilities	66	65	66	65	24	24	156	154	99	Yes	1	
Amer. Ind. or Alaska Nat.	2	2	2	2	1	1	5	-	-	-	-	
Asian	5	5	5	5	3	3	13	-	-	-	-	
Afr. Amer./Black	16	16	16	16	5	5	37	-	-	-	-	
Hispanic/Latino	8	8	8	8	5	5	21	-	-	-	-	
Multi-race, Non-Hisp./Lat.	5	5	5	5	-	-	10	-	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	
White	192	191	192	191	78	78	462	460	100	Yes	1	

APPENDIX D: FINANCE

Marblehead Community Charter Public School - Marblehead - Est. 1995

5-Year Financial Summary

▲ **Low Risk**

▲ **Moderate Risk**

▼ **Potentially High Risk**

Financial Metric	FY15	FY16	FY17	FY18	FY19	5 year AVG	FY19 MA AVG
1. Current Ratio <small>is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.</small>	▲ 1.1x	▲ 1.1x	▲ 1.4x	▲ 1.7x	▲ 1.6x	▲ 1.4x	▲ 3.6x
2. Unrestricted Days Cash <small>indicates how many days a school can pay its expenses without another inflow of cash. Calculated as Cash and Cash Equivalents divided by ((Total Expenses-Depreciated Expenses)/365). *Important Note: This is based on the current monthly tuition payment schedule.</small>	▲ 54	▲ 44	▲ 41	▲ 49	▼ 13	▼ 40	▲ 67
3. Percentage of Program Paid by Tuition <small>measures the percentage of the school's total expenses that are funded entirely by tuition. Calculated as (Tuition + In-Kind Contributions) divided by Total Expenses.</small>	▲ 83%	▲ 89%	▲ 92%	▲ 92%	▲ 90%	▲ 89%	▲ 91%
4. Percentage of Program Paid by Tuition & Federal Grants <small>measures the percentage of the school's total expenses that are funded by tuition and federal grants. Calculated as (Tuition + In-Kind Contributions + Federal Grants) divided by Total Expenses.</small>	▲ 85%	▲ 90%	▲ 93%	▲ 93%	▲ 91%	▲ 91%	▲ 96%
5. Percentage of Total Revenue Expended on Facilities <small>measures the percentage of Total Revenue spent on Operation & Maintenance and Non-Operating Financing Expenses of Plant. Calculated as Operation & Maintenance plus Non-Operating Financing Expenses of Plant divided by Total Revenues.</small>	▲ 18%	▲ 8%	▲ 11%	▲ 11%	▲ 10%	▲ 12%	▲ 14%
6. Change in Net Assets Percentage <small>measures a school's cash management efficiency. Calculated as Change in Net Assets divided by Total Revenue.</small>	▼ -5.6%	▲ 0.2%	▲ 2.3%	▲ 2.3%	▲ -1.3%	▲ -0.4%	▲ 0.4%
7. Debt to Asset Ratio <small>measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as Total Liabilities divided by Total Assets.</small>	▲ 0.96x	▲ 0.97x	▲ 0.95x	▲ 0.93x	▲ 0.94x	▲ 0.95x	▲ 0.55x
Enrollment	230	231	230	229	226	230	566
Total Revenues	\$ 3,376,657	\$ 3,621,093	\$ 3,886,473	\$ 4,029,550	\$ 4,122,134	\$ 3,807,181	\$ 11,237,872
Total Expenditures	\$ 3,565,130	\$ 3,615,303	\$ 3,797,168	\$ 3,935,670	\$ 4,176,291	\$ 3,817,912	\$ 10,855,658
Total Net Assets	\$ 197,973	\$ 147,818	\$ 237,123	\$ 331,003	\$ 276,846	\$ 238,153	\$ 4,468,958

Financial Metrics Comments from School (optional):

Audit Indicator	FY15	FY16	FY17	FY18	FY19	Repeat Finding from FY18
A. Did the audit include an unqualified opinion?	Y	Y	Y	Y	Y	N/A
B. Is the audit free of findings of Material Weakness?	Y	Y	Y	Y	Y	N/A
C. Is the audit free of findings of Significant Deficiency?	N	Y	Y	Y	Y	N/A
D. Is the audit free of Instances of Noncompliance under GAAS?	N	Y	Y	N	Y	Finding Resolved
E. Is the audit free of Questioned Costs?	Y	Y	Y	Y	Y	N/A

Marblehead Community Charter Public School
Summary of Review

Financial Metric Definitions		Low Risk	Moderate Risk	Potentially High Risk
1. Current Ratio	<i>Current Ratio is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.</i>	≥ 1.5	Between 1.0 (inclusive) and 1.5	< 1.0
2. Unrestricted Days Cash	<i>The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. Calculated as Cash and Cash Equivalents divided by $([Total\ Expenses - Depreciated\ Expenses]) / 365$. Please note that the Department of Revenue was late making June, 2019 tuition payments to many charter schools.</i>	≥ 60 days	Between 30 (inclusive) and 60 days	< 30 days
3. Percentage of Program Paid by Tuition	<i>This measures the percentage of the schools total expenses that are funded entirely by tuition. Calculated as $(Tuition + In-Kind\ Contributions)$ divided by Total Expenses (expressed as a percentage). Note: In-Kind Contribution are added to the numerator in this ratio to balance out In-Kind Expenditures which will be captured in the Total Expenses in the denominator, and ratios over 100% are set to 100%.</i>	$\geq 90\%$	Between 75% (inclusive) and 90%	$< 75\%$
4. Percentage of Program Paid by Tuition & Federal Grants	<i>This measures the percentage of the schools total expenses that are funded by tuition and federal grants. Calculated as $(Tuition + In-Kind\ Contributions + Federal\ Grants)$ divided by Total Expenses (expressed as a percentage). Note: In-Kind Contribution are added to the numerator in this ratio to balance out In-Kind Expenditures which will be captured in the Total Expenses in the denominator, and ratios over 100% are set to 100%.</i>	$\geq 90\%$	Between 75% (inclusive) and 90%	$< 75\%$
5. Percentage of Total Revenue Expended on Facilities	<i>This measures the percentage of Total Revenue that is spent on Operation & Maintenance and Non-Operating Financing Expenses of Plant. Calculated as $Operation\ \&\ Maintenance\ plus\ Non-Operating\ Financing\ Expenses\ of\ Plant$ divided by Total Revenues (expressed as a percentage).</i>	$\leq 15\%$	Between 15% and 30% (inclusive)	$> 30\%$
6. Change in Net Assets Percentage	<i>This measures a school's cash management efficiency. Calculated as $Change\ in\ Net\ Assets$ divided by Total Revenue (Expressed as a percentage).</i>	Positive %	Between -2% (inclusive) and 0%	$< -2\%$
7. Debt to Asset Ratio	<i>Measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as $Total\ Liabilities$ divided by Total Assets.</i>	$\leq .9$	Between .9 and 1 (inclusive)	> 1
FY18 MA AVG Column	<i>All financial metrics indicated in this column are a result of each ratio calculated using statewide totals. For Enrollment, Total Net Assets and Total Expenditures rows, these numbers are averages calculated using the statewide totals of all charter schools' data.</i>			

APPENDIX E: SOURCES OF EVIDENCE

- [MCCPS Academic Performance](#)
- MCCPS Accountability Plan Performance (2016-19)
- MCCPS Annual Reports (2016-19)
- MCCPS Board Minutes
- MCCPS Board Committee Minutes
- MCCPS Student Enrollment Data and Student Indicator Data: [DESE Charter Analysis and Review Tool](#) (CHART)
- MCCPS Recruitment and Retention Plans (2016-19)
- MCCPS Application for Renewal (2019)
- Renewal Inspection Evidence (2019)
- MCCPS Bylaws
- MCCPS Handbooks
- MCCPS Recruitment Materials
- MCCPS Translated Documents
- MCCPS Staff Roster
- MCCPS Staff Qualifications: [Education Personnel Information Management System \(EPIMS\)](#); [Educator Licensure and Renewal \(ELAR\)](#)
- MCCPS Strategic Plan
- [MCCPS Website](#)
- MCCPS Summary of Review (2015)
- [2012 Coordinated Program Review](#)
- Year 22 Check-In Site Visit Report (2017)

APPENDIX F: RENEWAL INSPECTION METHODOLOGY

The following individuals conducted the renewal inspection:

- **Christine Brandt**, independent educational consultant, team leader. Christine's recent experience includes leading school inspections in Massachusetts, New York, Michigan, Ohio, and the United Arab Emirates-Dubai. She is currently a district review coordinator for the New York Department of Education, and the Massachusetts Department of Elementary and Secondary Education. She has been an educator for over 40 years, serving as a classroom teacher, special educator, and elementary school principal. She began her career as a middle school teacher of English, French, moderate special needs, and reading. She served as elementary school principal for 18 years, first in Wellesley and then in Dover, Massachusetts. Her experience in charter schools includes serving as lower school coordinator for the Prospect Hill Charter School. For several years she served as the federal and legislative liaison for the Massachusetts Elementary School Principals Association. She earned her undergraduate degree from Regis College and her graduate degrees from the University of Massachusetts at Lowell in Reading and Learning Disabilities and from Northeastern University in Leadership in Education.
- **Suzanne Kelly**, independent educational consultant, team member. Her recent experience includes working as a team member in district reviews for the Department as well as for school redesign grants and monitoring site visits. She has been an educator for over 37 years, serving as a middle school teacher on an interdisciplinary team, high school teacher, high school assistant principal, and housemaster in a large suburban high school. In addition, she was an instructor for ten years in a district-based licensure program. Her experience in charter schools includes serving as team member for numerous charter school reviews with Class Measures. She earned her bachelor's degree from Mundelein College in Chicago and graduate degrees in teaching from Antioch College and in educational leadership from the University of Massachusetts.
- **Helen Apostolides** is an independent education consultant. She consults for Class Measures and has participated in numerous for them, including charter school renewal inspections, district reviews, and differentiated needs reviews. Prior to that she was a school district examiner for the Office of Educational Quality and Accountability. Mrs. Apostolides has over 34 years of experience as a teacher, administrator and mentor in public education. Before she retired in 2003, she was an elementary school principal for 11 years in Peabody, Massachusetts. She instituted the Skills for Life program at the Welch Elementary School, which won national recognition. Her school was the first in Peabody to collaborate with the Lesley University Literacy Collaborative and then restructure its reading program to the Collaborative standards. She helped facilitate the development of full-day kindergarten throughout the district. She was an assistant principal for 14 years and a classroom teacher in grades K, 3, 5, 6, and 7. She has a Master of Education degree in Elementary Education from Boston State College and a Master of Teaching degree in History at the secondary level from Salem State University. She received the George Peabody Legacy Award in 2013 and the Pride of Peabody award in 2003, and she was a semi-finalist in Massachusetts in NASA's Teacher in Space Program.

The one-day core criteria renewal inspection was conducted at Marblehead Community Charter Public School on November 7, 2019. The renewal inspection team (the team) held focus group interviews,

Marblehead Community Charter Public School
Summary of Review

conducted classroom observations, and reviewed documents and other information provided by the school as part of the renewal process²⁹.

The team conducted interviews with the following stakeholder groups:

- Board of Trustees: seven members, including the chair, the vice chair, the treasurer, and the clerk.
- School Leaders/Administrators: five school leaders and administrators, including the head of school, the assistant head of school, the business manager, the director of curriculum, instruction and technology, and the office manager and admission coordinator.
- Special Education/English as a Second Language (ESL) Administrators: two administrators, including the director of student services and the ELL coordinator.
- Teachers: nine teachers, including one from grade 4, two from grade 5, two from grade 6, one from grade 8, and three teachers from special subject areas, and the following content areas: four in the humanities, two in mathematics/science, one in music, one in art, and one in French.
- Special Education/ESL Staff: seven staff members, including one grade 8 and one grade 6 inclusion teacher, one grade 6 instructional support teacher, one English Language development teacher, one school counselor, one reading specialist and one school nurse/health teacher.

The team conducted 19 classroom observations and recorded evidence of what they saw using a classroom observation form developed by the Office of Charter Schools and School Redesign. The form is aligned with the areas of inquiry referenced in the section *Key Indicator 6.2: Instruction* of this report. Team members observed classrooms in grades 4, 5, 6, 7, and 8 in a variety of content areas, including humanities (ELA and Global Studies), mathematics, science, music, art, PE, advisory, enrichment, French, and Spanish.

The renewal inspection schedule is included on the following page.

²⁹ See the [Application for Renewal of a Public School Charter](#) and the [Renewal Inspection Protocol](#) for a complete listing of the documents and other information provided by schools as part of the renewal process.

Marblehead Community Charter Public School
Summary of Review

RENEWAL INSPECTION SCHEDULE

November 7, 2019

Time	Team Member 1	Team Member 2	Team Member 3
7:00-7:30	Arrival/Team Meeting		
7:30-8:00	Orientation Meeting with Heads of School		
8:00-9:00	Board of Trustees Focus Group		Classroom Observations
9:00-10:00	Classroom Observations		
10:00-10:45	Classroom Observations	10:00-10:45	
10:45-12:00		Teachers Focus Group: General Education Teachers	
10:45-11:30	Director of Student Services and ELL Coordinator Focus Group		
11:30-12:00	Classroom Observations		
12:00-1:00	Team Meeting/Lunch		
12:00-1:00	Classroom Observations	Teacher Focus Group: Special Education/ESL staff	
1:00-2:00			
2:00-3:00	Classroom Observations	School Leaders Focus Group	
3:00-4:00	Team Moderation		
4:00-4:30	Exit Discussion Head of School		

Coversheet

Governance Committee

Section: VII. Committee Updates
Item: A. Governance Committee
Purpose: Discuss
Submitted by:
Related Material: Trustee Exit Interview responses.docx

MCCPS Board Member Exit Interview Questions:

The following is a listing of questions developed by the Governance Committee.

Note: the comments have been updated or modified where needed in an attempt to maintain anonymity.

1. With successful Board Service behind you, what advice would you give yourself as a new board member starting in the position?

Responses:

- Listen, read and learn. Every year is new and challenges shift, but at the core it's a cyclical business driven by governance documents that set a map for process and ways of working. This is a strength I think; in an environment that doesn't have an overarching superintendent structure, the charter and by-laws become our checks and balance, which is essential to sustain the model, especially through transition. In a perfect world, all new Trustee candidates would serve on the Governance Committee for one year and move onto the Board in year 2. It's a perfect way to learn about how the school functions and about procedure. [To me being involved early on] meant researching, leveraging resources (past chair, Roberts Rules of order, Charter, by-laws, former Chairs and asking a lot of questions to experienced Committee Members who have institutional knowledge and may have even experienced the question before).
 - Spend time becoming oriented to the school, history, by-laws, etc. I think that it went well that the retreat was one of the first meetings for many of the new members. I would also try to explain that things move slowly and to set realistic expectations for change / impact.
 - Ask questions - understand the charter and goals for the school - shared vision and accountability of a school that needs to deliver as advertised.
2. To what degree was the workload of MCCPS Board of Trustees consistent with your expectations? How would you better set expectations for new trustees in areas where there was a gap?
 - Very consistent - at different times - like any position demands increase to meet the needs of the school. All very manageable.
 - Prior to the Fall of 2018, it was in-line with my expectations. The work ebbed and flowed depending on the agenda items - prepping for procedures for significant votes; assisting new Chairs etc. would be more work than the normal week/month. As a Chair, preparation was important to me and the process also had a dual benefit of being able to learn as I went, so I spent a lot of time on that step. I think leveraging the team whenever possible is

helpful to spread the workload.

- Workload was much more than I expected. With participating in committees prep and meeting time was realistically 5-8 hours a week when things were bad. I think trustees should only serve on just one committee so that they can focus energies in a specific area and not get burned out. It would be great if there was a process to move committee members to the board, they would be familiar with the content and workload and there would be a sense of continuity. (See below for thoughts on staffing of committees)

3. Which Board initiatives that you were involved in merit a careful look today? Why?

- Academic Success - using the state assessment information the data trending is concerning and requires immediate attention and outside of the box thinking to balance charter experience and student learning for all students.
- Bylaw reviews: Need to be more mindful of time and how to provide effective checks and balances beyond the number of sub committees. The current structure can make change and decision making cumbersome and defaults to the way it is ...
- Need to clarify the question before answering in full but I think it's important to ensure Governance is setting annual goals, in-line with the Board's expectations, Committee roles and responsibilities and ensuring enough time to also handle ad hoc questions. Creating an annual calendar was also helpful to ensure the Committee activities were logged and we could plan accordingly.

4. What are the secrets to trustee success?

- Understanding the boundaries of governance versus management. I think having a broad, diverse board, not all parents or staff that are too connected to the day to day, will help with this.
- Understanding the role, willing to serve and having a passion to move the school forward I think are a part of the recipe of success. From a skills perspective, successful trustees who have strong leadership skills, executive maturity, analytical and fact based, good communication skills, experience in key areas (finance, education, HR, strategy, legal etc.) lend to a strong and effective Board. The numbers can be challenging at times but it is really important to identify and vote on qualified candidates for Trustees including a team that is diverse in experience, perspectives, professions and represents the community MCCPS serves.

- Communicate effectively and often
 - HOS goal setting and evaluation process was a nightmare. It wasn't until my second year that I really understood what the process was, partially thanks to Katie who came in and did an orientation. Though I think the process is too complicated and burdensome and didn't elicit thoughtful evaluation and opportunities for staff development. This being the one of the main responsibilities of the Board I hope that the process can be simplified and made more effective.
5. The school is in a time of transition: what can the Board of Trustees and its Committees do improve the likelihood of continued success? How about the Head of School? (Probe in the areas of faithfulness to charter, academic program success, organizational viability).

- Continue the hard work. This is not an easy role, but it can be very rewarding and have a real difference in the lives of the students, teachers and the community in which it serves. It's important. There needs to be a space for this kind of learning and school in our Community and it has been the school of so many graduates who continue to use skills learned as a Navigator in their lives. Alumni come back. Former teachers come back. People invest their time with Charter because it makes a difference and there is so much love for the school and [desire for] it to be the best it can be.

I think we just came through a significant year of transition and honestly, great challenge. It was not easy and when looking back on the history of the school, attrition numbers, key statistics etc., 2018-2019 it will show its scars in the numbers. Now, it is time to rebuild. Using the foundation of all the great things that came before, I'm very excited to see the school move forward and build itself back up to full enrollment.

The strength of the school is dependent on all groups working together and being strong; the teachers as leaders, the students, the Board and the Head of School – all have to be working together in health to move forward so I would say continued success would be to continue to engage others and build a culture and school that people choose because of the value it brings to them...whether it's a child, a teacher, a trustee or the HOS, the question "why do you choose Charter" should provide insights to how the school is doing as a whole and why people will choose MCCPS.

When things get "noisy", it's a symptom that things may not be in full health and maybe time to take a look at systemically what is driving the noise so the team and leaders can re-adjust; this work isn't "quick fix" work but needs to occur (strategy, planning etc.) for the longevity and sustainability of the school.

- The early efforts of 2019-2020, as observed, look to be very promising for the future of MCCPS. As you continue to focus on retention of current students

and families, the buzz should gain more interest for the future fourth grade enrollment. I believe that more students should be accepted in fourth grade to account for the historical attrition between 6th/th grade and reduce the social pressure of staying at MCCPS.

Obviously enrollment drives budget, and budget is required to retain highly qualified staff.

But the work and success and happiness of the students and families will dictate the success of the school

- I think the new HOS needs to delegate management of some of the committees to other staff members (he may be doing this). In my professional experience with other nonprofits, staff organize, help set priorities and agendas, and lead in conjunction with the committee chair. It is a good professional development opportunity for the staff and will hopefully help with staff retention and ease burden on the HOS and Board members. The lack of this also leads to confusion around the governance vs. management. For example, if committee members are preparing the financial statements and the budget, of course they are going to want to talk about management issues. If the staff and HOS presented a well-planned budget, the committee could help analyze data and have strategic conversations.
- Need to enact the strategic plan and get the feasibility study done so we know where to focus energies. Without actual data, research, and financial modeling, there is no clear vision and we just keep spinning our wheels. This has affected retention (student and staff) and fundraising. [A teacher] said something interesting at the strategic planning meeting, (s)he said that Vets and Village were starting to do some of the innovating things that MCCPS was known for and so some families realized they don't have to go to Charter to get something special. To me that is the exact reason charters exist, to experiment and prove that innovate education can work. So maybe it is time for MCCPS to discover the next new innovate educational thing.
- Communication - We need to learn to promote and tell our story to improve visibility in the community and improve fundraising. I think Alumni are key component to this and an untapped resource. Also need to coordinate the communication between school, PTO, after school / summer, etc. especially around fundraising.

Coversheet

Finance Committee

Section: VII. Committee Updates
Item: B. Finance Committee
Purpose: Discuss
Submitted by:
Related Material: MCCPS-Dec-2019-Financial Statements.pdf

Marblehead Community Charter Public School

Financial Results As of Dec 31, 2019



Prepared and reviewed by:
Jeff Barry - MCCPS Business Manager (jbarry@marbleheadcharter.com)
Rodolphe Hervé - MCCPS Treasurer (rherve@marbleheadcharter.com)

MCCPS

Balance Sheet Standard

As of Dec 31, 2019

Accrual Basis

	Aug 31, '19	Sep 30, '19	Oct 31, '19	Nov 30, '19	Dec 31, '19	Dec 31, '18	Increase / (Decrease)	%age
ASSETS								
Current Assets								
Checking/Savings								
1073 — EBSB Payroll (8947)	30,409	25,285	15,626	28,993	19,898	51,436	9,095	-43.6%
1072 — EBSB Operating (8934)	396,770	439,191	489,901	463,759	434,500	349,772	29,258	32.6%
1010 — Charter Hall (8202)	2,967	2,967	3,008	3,008	3,214	2,895	(206)	3.9%
1040 — Petty Cash (4534)	819	337	757	1,103	552	2,046	551	-46.1%
1070 — Checking (4542)	97,287	97,796	102,889	105,327	107,645	85,475	(2,318)	23.2%
1085 — PayPal	9,931	5,895	7,252	252	89	3,412	162	-92.6%
1090 — FoodService (5077)	4,424	2,075	2,508	1,054	6,707	9,226	(5,653)	-88.6%
Total Checking/Savings	542,607	573,547	621,942	603,497	572,607	504,262	30,890	19.7%
Accounts Receivable								
1200 — Accounts Receivable	7,349	7,349	7,349	7,349	7,349		0	
1201 — Grants Receivable	10,044	10,044	10,044	10,044	10,044		0	
Total Accounts Receivable	17,393	17,393	17,393	17,393	17,393		0	
Other Current Assets								
1310 — Prepaid Expense	34,227	35,763	35,763	34,227	34,227		0	
1210 — State Allocation Receivable	20,221	20,221	20,221	20,221	20,221		0	
Total Other Current Assets	54,448	55,984	55,984	54,448	54,448		0	
Total Current Assets	614,448	646,924	693,783	675,338	644,448	504,262	30,890	33.9%
Fixed Assets								
1532 — 17 Lime Street								
1533 — Land - 17 Lime Street	687,400	687,400	687,400	687,400	687,400	687,400	0	0.0%
1532 — 17 Lime Street - Other	3,562,600	3,562,600	3,562,600	3,562,600	3,562,600	3,562,600	0	0.0%
Total 1532 — 17 Lime Street	4,250,000	4,250,000	4,250,000	4,250,000	4,250,000	4,250,000	0	0.0%
1530 — Building Improvements	33,184	33,184	33,184	33,184	33,184	33,184	0	0.0%
1531 — Fixed Assets	86,648	86,648	86,648	86,648	86,648	86,648	0	0.0%
1599 — Accumulated Depreciation	(556,880)	(564,856)	(572,833)	(580,809)	(588,785)	(493,545)	7,976	17.7%
Total Fixed Assets	3,812,953	3,804,976	3,797,000	3,789,024	3,781,047	3,876,287	7,976	-2.3%
TOTAL ASSETS	4,427,401	4,451,900	4,490,783	4,464,362	4,425,495	4,380,549	38,867	1.9%
LIABILITIES & EQUITY								
Liabilities								
Current Liabilities								
Accounts Payable								
2000 — Accounts Payable		3,471	(165)	(21,751)	(28,102)	169	6,352	
Total Accounts Payable		3,471	(165)	(21,751)	(28,102)	169	6,352	
Other Current Liabilities								
2110 — Accrued Payroll	117,331	117,331	117,331	117,331	117,331	137,734	0	-14.8%
2110-25 — Payroll Liabilities	(465)	(465)	(465)	(465)	(465)	(65,930)	0	-99.3%
2111 — Accrued Payroll Taxes	3,990	3,990	3,990	3,990	3,990	4,661	0	-14.4%
2160-25 — MTRB Liability	12,188	12,188	13,101	12,768	12,841	13,506	(73)	-5.5%
2190-25 — Payroll Clearing Account	3,471	4,703	15,928	25,351	31,901	81,659	(6,551)	-69.0%
2230 — Accrued Expenses	80,836	80,836	80,836	80,836	80,836	40,978	0	97.3%
Total Other Current Liabilities	217,350	218,583	230,720	239,810	246,435	212,609	(6,624)	12.8%
Total Current Liabilities	217,350	222,054	230,555	218,060	218,332	212,777	(272)	2.5%
Long Term Liabilities								
2613 — East Boston Savings Bank	3,801,767	3,793,834	3,785,532	3,777,553	3,769,206	3,866,165	8,347	-2.3%
Total Long Term Liabilities	3,801,767	3,793,834	3,785,532	3,777,553	3,769,206	3,866,165	8,347	-2.3%
Total Liabilities	4,019,117	4,015,888	4,016,087	3,995,612	3,987,538	4,078,942	8,074	-2.0%
Equity								
3000 — Opening Bal Equity	(295)	(295)	(295)	(295)	(295)	(295)	0	0.0%
3900 — Retained Earnings	278,745	274,215	274,215	274,215	273,073	331,031	1,142	-17.2%
Net Income	129,833	162,092	200,776	194,829	165,179	(29,129)	29,650	-768.8%
Total Equity	408,283	436,012	474,696	468,749	437,957	301,607	30,792	55.4%
TOTAL LIABILITIES & EQUITY	4,427,401	4,451,900	4,490,783	4,464,362	4,425,495	4,380,549	38,867	1.9%

MCCPS

Profit and Loss Prev Year Compari

July through December 2019

Accrual Basis

months YTD

6

	Jul - Dec '19	Jul - Dec '18	Increase / (Decrease)	%age	Budget	Over / (Under)	%age
Ordinary Income/Expense							
Income							
4057 — VACATION PROGRAMMING	7,250.00	15,538.32	(8,288)	-53.3%	3,625	3,625	100.0%
4005 — STATE ALLOCATION	1,678,877.00	1,609,911.00	68,966	4.3%	1,536,113.50	142,764	9.3%
4040 — INVESTMENT INCOME	55.61	47.80	8	16.3%	50.00	6	11.2%
4050 — OTHER INCOME	20,741.08	12,550.79	8,190	65.3%	15,622.00	5,119	32.8%
4055 — STUDENT SUCCESS FUND	14,233.10	16,136.77	(1,904)	-11.8%	9,315.00	4,918	52.8%
4080 — REIMBURSEMENTS	1,004.74	6,556.55	(5,552)	-84.7%	4,250.00	(3,245)	-76.4%
4090 — FUNDRAISING	14,577.28	13,950.50	627	4.5%	18,200.00	(3,623)	-19.9%
Total Income	1,736,738.81	1,674,691.73	62,047	3.7%	1,587,175.50	149,563	9.4%
Gross Profit	1,736,738.81	1,674,691.73	62,047	3.7%			
Expense							
5000 — PERSONNEL	1,146,822.38	1,169,540.30	(22,718)	-1.9%	1,112,841.00	33,981	3.1%
5140 — BENEFITS	160,668.33	205,218.77	(44,550)	-21.7%	209,700.00	(49,032)	-23.4%
5150 — STAFF DEVELOPMENT	7,550.60	8,156.82	(606)	-7.4%	3,000.00	4,551	151.7%
5160 — SEARCH COSTS	1,687.81	1,562.79	125	8.0%	800.00	888	111.0%
5170 — SUBSTITUTE	231.25	0.00	231		0.00	231	NA
5200 — DIRECT STUDENT SUPPORT	37,641.49	33,545.76	4,096	12.2%	35,505.00	2,136	6.0%
5300 — OCCUPANCY	53,752.76	63,222.14	(9,469)	-15.0%	56,225.00	(2,472)	-4.4%
5400 — OFFICE & ADMIN	118,387.56	135,438.62	(17,051)	-12.6%	111,361.50	7,026	6.3%
6100 — Depreciation	47,858.34	47,286.18	572	1.2%	47,286.00	572	1.2%
Total Expense	1,574,600.52	1,663,971.38	(89,371)	-5.4%	1,576,718.50	(2,118)	-0.1%
Net Ordinary Income	162,138.29	10,720.35	151,418	1412.4%	10,457.00	151,681	1450.5%
Net Income	162,138.29	10,720.35	151,418	1412.4%	10,457.00	151,681	1450.5%

MCCPS
Profit and Loss Standard
 July through December 2019

	Jul '19	Aug '19	Sep '19	Oct '19	Nov '19	Dec '19	Accrual Basis TOTAL
Ordinary Income/Expense							
Income							
4057 — VACATION PROGRAMMING	5,020.00	2,230.00					7,250.00
4005 — STATE ALLOCATION	287,579.00	290,567.00	290,567.00	290,567.00	290,567.00	229,030.00	1,678,877.00
4040 — INVESTMENT INCOME	7.20	13.62	7.93	10.67	11.60	4.59	55.61
4050 — OTHER INCOME							
4051 — 17 Lime Rent		1,484.00	2,359.72	1,700.00	2,020.00	1,362.50	8,926.22
4054 — Misc. Inc.		10,450.00	179.95		146.00		10,775.95
4056 — Homework Club		197.10		741.81	100.00		1,039.91
Total 4050 — OTHER INCOME		12,131.10	2,539.67	2,441.81	2,266.00	1,362.50	20,741.08
4055 — STUDENT SUCCESS FUND		5,947.59	5,886.28	1,549.47	250.00	599.76	14,233.10
4080 — REIMBURSEMENTS		1,004.74					1,004.74
4090 — FUNDRAISING							
4092 — Events		300.00		3,340.00	4,422.00	1,617.00	9,679.00
4094 — Musical					2,057.00		2,057.00
4090 — FUNDRAISING - Other		66.28	2,500.00	69.00		206.00	2,841.28
Total 4090 — FUNDRAISING		366.28	2,500.00	3,409.00	6,479.00	1,823.00	14,577.28
Total Income	292,606.20	312,260.33	301,500.88	297,977.95	299,573.60	232,819.85	1,736,738.81
Gross Profit	292,606.20	312,260.33	301,500.88	297,977.95	299,573.60	232,819.85	1,736,738.81
Expense							
5000 — PERSONNEL							
5088 — Vacation Programming	1,300.00						1,300.00
Payroll Taxes							
5118 — MAPML				700.46	689.93	680.09	2,070.48
5120 — Work Comp	4,055.00	1,386.00	1,796.00	1,384.00	1,384.00	1,384.00	11,389.00
5117 — Unemployment	1,174.68	1,070.05	1,003.39	1,264.45	1,212.95	1,180.50	6,906.02
5116 — Medicare	2,488.21	2,288.92	2,565.72	2,621.35	2,577.98	2,563.88	15,106.06
5115 — Soc Sec	2,712.62	3,071.41	3,350.99	3,256.50	3,031.13	2,948.95	18,371.60
Total Payroll Taxes	10,430.51	7,816.38	8,716.10	9,226.76	8,895.99	8,757.42	53,843.16
Total 5000 — PERSONNEL	188,675.04	169,623.87	191,345.39	207,056.43	200,848.22	189,273.43	1,146,822.38
5140 — BENEFITS							
5141 — Health	10,678.99	23,646.12	23,559.46	23,918.42	34,050.50	23,842.12	139,695.61
5142 — Dental	2,533.86	2,650.63	2,495.08	2,024.85	2,413.78	2,413.78	14,531.98
5143 — Life & Disability	1,415.24	1,743.40	621.49	886.87	1,773.74		6,440.74
Total 5140 — BENEFITS	14,628.09	28,040.15	26,676.03	26,830.14	38,238.02	26,255.90	160,668.33
5150 — STAFF DEVELOPMENT			7,482.14			68.46	7,550.60
5160 — SEARCH COSTS			1,687.81				1,687.81
5170 — SUBSTITUTE						231.25	231.25
5200 — DIRECT STUDENT SUPPORT							
5255 — Homework Club			413.00	343.75	286.00	211.75	1,254.50
5202 — Furnishings		20.98					20.98
5203 — Student Success Fund		1,450.00	1,740.26	1,236.50		705.20	5,131.96
5210 — Teachers supplies	54.06	374.98	360.62	408.98	572.93	451.83	2,223.40
5211 — Instructional Equipment	1,967.99	1,018.61	1,940.99	1,510.50	1,220.81	1,423.01	9,081.91
5215 — Curriculum supplies	75.00	846.65	387.59	231.85	148.81	297.29	1,987.19
5220 — Student supplies	46.70	137.63	36.77		146.49	14.24	381.83
5221 — SPED supplies	1,566.46				690.00		2,256.46
5240 — Computer Support		27.00	24.98	42.95			94.93
5241 — Technology - Hardware							
5242 — Technology-Software	3,428.16	6,729.00				120.00	10,277.16
5250 — Nursing supplies			167.02			52.25	219.27
5260 — Enrichment						101.90	101.90
5290 — Vacation Programming	1,575.00	3,035.00					4,610.00
Total 5200 — DIRECT STUDENT SUPPORT	8,713.37	13,639.85	5,071.23	3,774.53	3,065.04	3,377.47	37,641.49
5300 — OCCUPANCY							
5320 — Maintenance							
5322 — equip				268.55			268.55
5323 — HVAC					1,490.00		1,490.00
5325 — supplies			90.89		24.94	54.94	170.77
5326 — Repairs						379.00	379.00
5320 — Maintenance - Other	1,029.67	2,724.95	4,358.21	723.99	1,514.24	2,181.24	12,532.30
Total 5320 — Maintenance	1,029.67	2,724.95	4,449.10	992.54	3,029.18	2,615.18	14,840.62
5330 — CustSvc		3,065.00	2,850.00	2,850.00	2,850.00	2,850.00	14,465.00
5340 — CustSupplies			309.80	665.14	77.14	319.80	1,371.88
5351 — Utilities							
5352 — Electric		887.92	4,414.45	6,832.29	1,171.12	3,165.84	16,471.62
5354 — Water	702.80	1,982.80			2,378.00		5,063.60
5355 — Communications	298.12	47.81	548.44	47.81	550.05	47.81	1,540.04
Total 5351 — Utilities	1,000.92	2,918.53	4,962.89	6,880.10	4,099.17	3,213.65	23,075.26
Total 5300 — OCCUPANCY	2,030.59	8,708.48	12,571.79	11,387.78	10,055.49	8,998.63	53,752.76
5400 — OFFICE & ADMIN							
5465 — MCCPS PTO Transfer						260.00	260.00
5492 — Mortgage Interest	10,466.26	10,791.80	10,769.39	10,400.24	10,723.39	10,355.60	63,506.68
5405 — FundraisingExp							
5407 — Events					1,051.25	100.00	1,151.25
5408 — Musical					250.00		250.00
5405 — FundraisingExp - Other		66.28	1,247.96		397.46		1,711.70
Total 5405 — FundraisingExp		66.28	1,247.96		1,698.71	100.00	3,112.95
5410 — Supplies	168.43	390.28	189.67	113.63	320.92	658.18	1,841.11
5430 — Accounting			11,330.00		7,820.00	300.00	19,450.00
5431 — Legal		170.00	2,078.66	(1,152.50)	100.00		1,196.16
5440 — PayrollSvc	491.00	419.00	445.00	464.00	473.00	464.00	2,757.00
5450 — Printing&Copy			930.00				930.00
5460 — Postage	45.15	479.77		404.40		655.64	1,584.96
5470 — General Liability Insurance	504.00	4,702.18	2,351.09	2,351.09	2,351.09	2,351.09	14,610.54
5480 — Board						6,995.00	6,995.00
5486 — HoS Discretionary		480.07			164.84		644.91
5487 — Admissions			431.78		49.60	321.88	803.26
5497 — Bank Chrg	128.40	66.04	274.60	70.51	59.31	96.13	694.99
Total 5400 — OFFICE & ADMIN	11,803.24	17,565.42	30,049.15	12,651.37	23,760.86	22,557.52	118,387.56
6100 — Depreciation	7,976.39	7,976.39	7,976.39	7,976.39	7,976.39	7,976.39	47,858.34
Total Expense	233,826.72	245,554.16	282,859.93	269,676.64	283,944.02	258,739.05	1,574,600.52
Net Ordinary Income	58,779.48	66,706.17	18,640.95	28,301.31	15,629.58	(25,919.20)	162,138.29
Net Income	58,779.48	66,706.17	18,640.95	28,301.31	15,629.58	(25,919.20)	162,138.29

MCCPS
Profit and Loss by Class
 July through December 2019

	01 - General Fund	20-school lunch	22 - Athletics	1 - Nature's Classroom	4 - Project Adventure	25 - Field Trips	63 - Title 4	40-sped 94-142	61-Title 1	- Teacher Quality (140)	94-FMPSGrant	-MCCPSEdFoundGrant	Accrual Basis			
			1 - Student Activities	1 - Student Activities	1 - Student Activities	1 - Student Activities	(90 Federal Grants)	(90 Federal Grants)	(90 Federal Grants)	(90 Federal Grants)	otal 90 Federal Gran	(92 Private Grants)	(92 Private Grants)	otal 92 Private Gran	TOTAL	
Ordinary Income/Expense																
Income																
4057 - VACATION PROGRAMMING	7,250.00														7,250.00	
4005 - STATE ALLOCATION	1,678,877.00														1,678,877.00	
4010 - FEDERAL & STATE GRANTS															10,250.00	
4020 - SCHOOL LUNCH		48,798.04						1,000.00	5,642.00	1,209.00	2,399.00	10,250.00			48,798.04	
4030 - STUDENT ACTIVITIES			7,870.35	4,145.00	2,040.00	2,657.00	16,712.35								16,712.35	
4040 - INVESTMENT INCOME	55.61														55.61	
4050 - OTHER INCOME	20,741.08							8,667.38							29,408.46	
4055 - STUDENT SUCCESS FUND	14,233.10														14,233.10	
4070 - PRIVATE GRANTS											1,585.00		1,585.00		1,585.00	
4080 - REIMBURSEMENTS	1,004.74														1,004.74	
4090 - FUNDRAISING	14,577.28														14,577.28	
Total Income	1,736,738.81	48,798.04	7,870.35	4,145.00	2,040.00	2,657.00	16,712.35	8,667.38	1,000.00	5,642.00	1,209.00	2,399.00	10,250.00	1,585.00	1,822,751.58	
Gross Profit	1,736,738.81	48,798.04	7,870.35	4,145.00	2,040.00	2,657.00	16,712.35	8,667.38	1,000.00	5,642.00	1,209.00	2,399.00	10,250.00	1,585.00	1,822,751.58	
Expense																
5000 - PERSONNEL	1,146,822.38	15,954.25	2,000.00				2,000.00			7,450.68			7,450.68		1,172,227.31	
5140 - BENEFITS	160,668.33														160,668.33	
5190 - STAFF DEVELOPMENT	7,550.60										1,223.98		1,223.98		8,774.58	
5160 - SEARCH COSTS	1,687.81														1,687.81	
5170 - SUBSTITUTE	231.25														231.25	
5200 - DIRECT STUDENT SUPPORT	37,641.49							1,901.02		10,066.37			10,066.37	1,846.38	52,258.28	
5261 - STUDENT ACTIVITY			6,936.62	2,600.00	2,400.00	1,792.00	13,728.62								13,728.62	
5270 - SCHOOL LUNCH EXP		26,974.88													26,974.88	
5300 - OCCUPANCY	53,752.76	646.00	16.99				16.99								54,415.75	
5400 - OFFICE & ADMIN	119,387.56							360.00							119,747.56	
6100 - Depreciation	47,858.34														47,858.34	
Total Expense	1,574,600.52	43,575.13	8,953.61	2,600.00	2,400.00	1,792.00	15,745.61	2,261.02		17,517.05			1,223.98	18,741.03	1,657,572.71	
Net Ordinary Income	162,138.29	5,222.91	(1,083.26)	1,545.00	(360.00)	865.00	966.74	6,406.36	1,000.00	(11,875.05)	1,209.00	1,175.02	(8,491.03)	(261.38)	(803.02)	165,178.87
Net Income	162,138.29	5,222.91	(1,083.26)	1,545.00	(360.00)	865.00	966.74	6,406.36	1,000.00	(11,875.05)	1,209.00	1,175.02	(8,491.03)	(261.38)	(803.02)	165,178.87

MCCPS Financial Ratios

Dec 31, 2019

months YTD

6

Debt Service Coverage Ratio	TBD
Days of Cash	68
LUNA (liquid unrestricted net assets)	2.46

Debt Service Coverage Ratio	
Standard monthly payment (Principal and Interest)	10,584
Net operating Income	162,138
Projected based on YTD results	20,914
Calculated Debt Service Ratio	TBD

Debt-Service Coverage Ratio (DSCR) is a measure of the cash flow available to pay current debt obligations. The ratio states net operating income as a multiple of debt obligations due within one year, including interest, principal, sinking-fund and lease payments.

Days Cash	
Cash on Hand	572,607
Operating Expense Annualized	3,149,201
Noncash expense Depreciation Annualized	47,858
Days Cash	68

$$\text{Cash on hand} \div ((\text{Operating expenses} - \text{Noncash expenses}) \div 365)$$

Liquid Unrestricted Net Assets	
Unrestricted Net Assets	4,425,495
Fixed Assets	3,781,047
Liquid Unrestricted NA	644,448
Expense (YTD) Monthly	262,433
LUNA	2.46

Steps to Calculate LUNA and months of liquidity
Step 1. Calculate LUNA:
 Subtract fixed assets from unrestricted net assets (property and equipment minus debt owed) = liquid unrestricted net assets (LUNA)
Step 2. Divide LUNA by monthly expense

$$\text{LUNA} / \text{monthly expense} = \text{months of liquidity}$$

MCCPS

FY20 adjusted operating budget

Revised 10/12/19

APPROVED BUDGET

Using FY20
Projected PPES

Ordinary Income/Expense
Income

4057 — VACATION PROGRAMMING	7,250	actual
4005 — STATE ALLOCATION	3,072,227	
Total 4040 — INVESTMENT INCOME	100	
Total 4050 — OTHER INCOME	31,244	
4055 — STUDENT SUCCESS FUND	18,630	
4080 — REIMBURSEMENTS	3,500	
4085 — MEDICARE REIMB.	5,000	
Total 4090 — FUNDRAISING	36,400	
Total Income	3,174,351	
Gross Profit		
Expense		
Total 5000 — PERSONNEL	2,225,682	
Total 5140 — BENEFITS	419,400	
5150 — STAFF DEVELOPMENT	6,000	
5160 — SEARCH COSTS	1,600	
Total 5200 — DIRECT STUDENT SUPPORT	71,010	
Total 5300 — OCCUPANCY	112,450	
Total 5400 — OFFICE & ADMIN	222,723	
6100 — Depreciation	94,572	
Total Expense	3,153,437	
Net Ordinary Income	20,914	