



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

SUMMARY OF REVIEW

Marblehead, MA
February 2020

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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.

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/>

STUDENT DEMOGRAPHICS

Enrollment by Race/Ethnicity⁵	
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 Populations⁶	
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](#)

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

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.

- 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.

- 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*.

- 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.

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.

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](#).

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 MTELS.

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.

- 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

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.

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.

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*.

- 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

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.

- 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.

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.

- 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.

- 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

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.

- 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

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>

					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.					

Marblehead Community Charter Public School
Summary of Review

<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>

					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/infoservices/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.

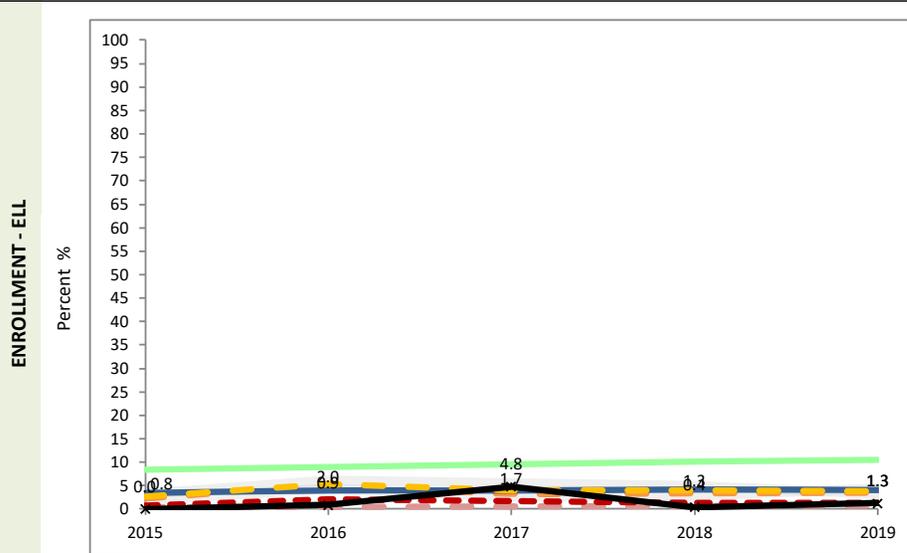
- a dotted **red** line for the comparison index²⁰;
- a dotted **pink** line for the Gap Narrowing Target (GNT)²¹; and
- solid **gray** lines for the enrollment percentage in each individual comparison school (darker gray for charter schools, and lighter gray for district schools).

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: $[(\text{Comparison Index} - \text{Baseline}) / 2] / 6 \text{ years} = \text{Annual GNT}$.

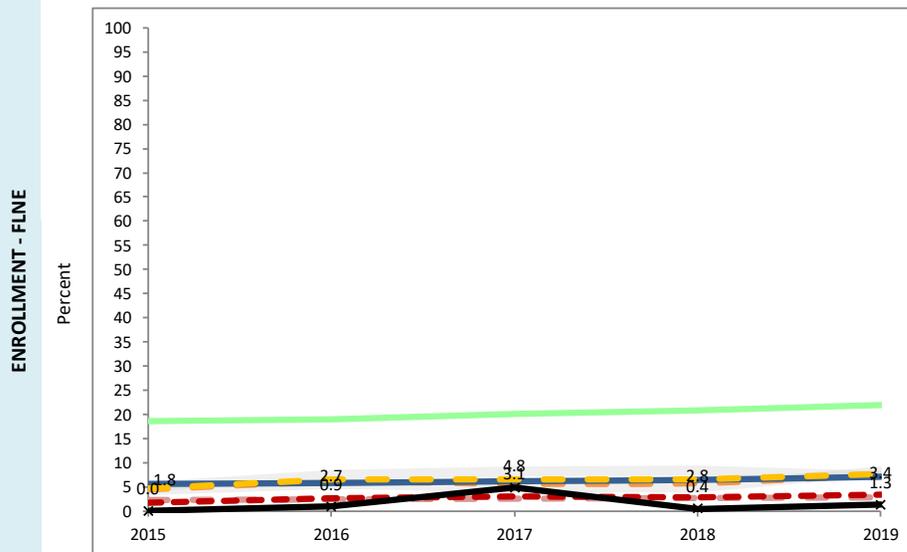
Marblehead Community Charter Public School - Marblehead - Est. 1995 (Max Grade Span: 04-08)



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

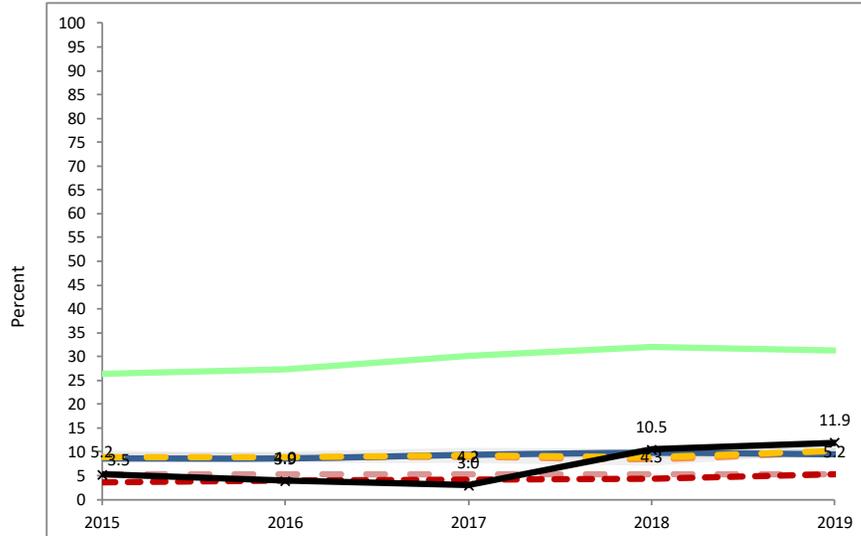


First Language Not English
% Enrolled

	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

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

ENROLLMENT - Economically Disadvantaged



Economically Disadvantaged

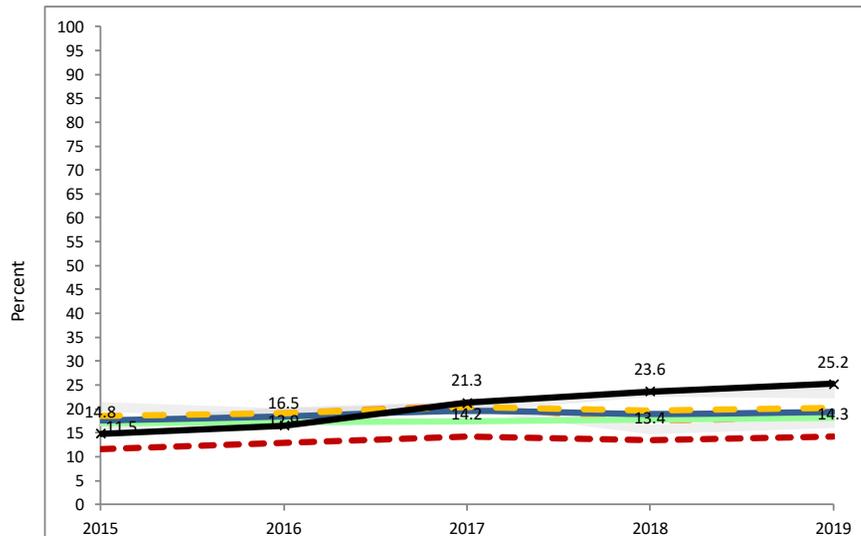
(Low Income was used prior to 2015-2016)

% 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.

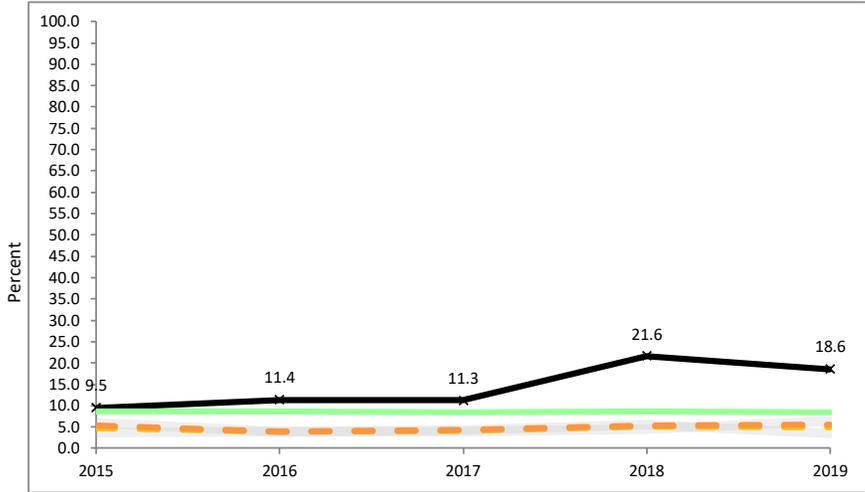
²⁶ District percentages are not included for attrition since attrition at the district level cannot be reasonably compared to attrition at the school level.

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 - Marblehead - Est. 1995 (Max Grade Span: 04-08)

ATTRITION - All Students



All Students
Attrition %

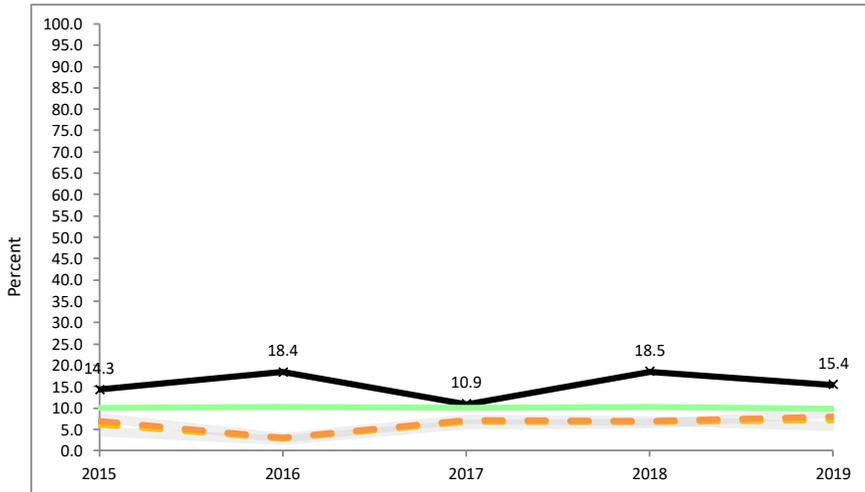
	2015	2016	2017	2018	2019
Charter School	9.5	11.4	11.3	21.6	18.6
Statewide Average	8.7	8.7	8.5	8.6	8.4
Grades served per year	4-8	4-8	4-8	4-8	4-8

	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

ATTRITION - High Needs

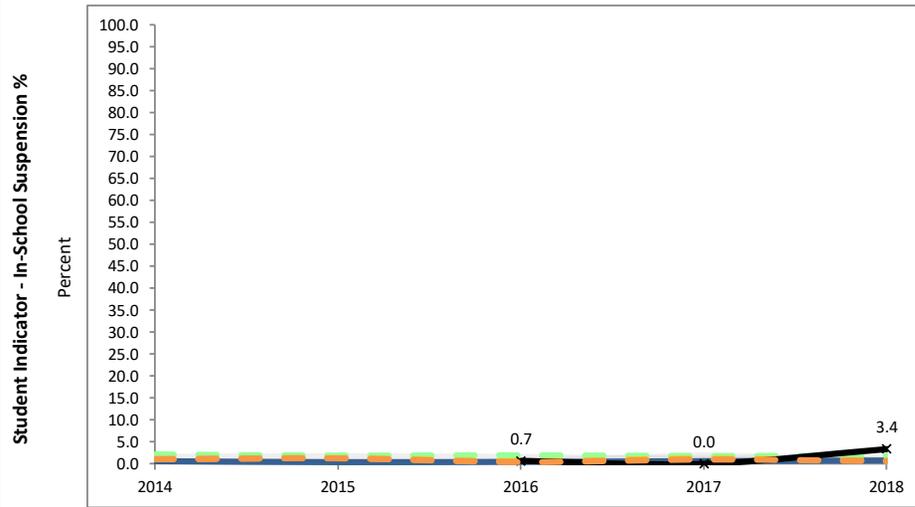


High Needs
Attrition %

	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

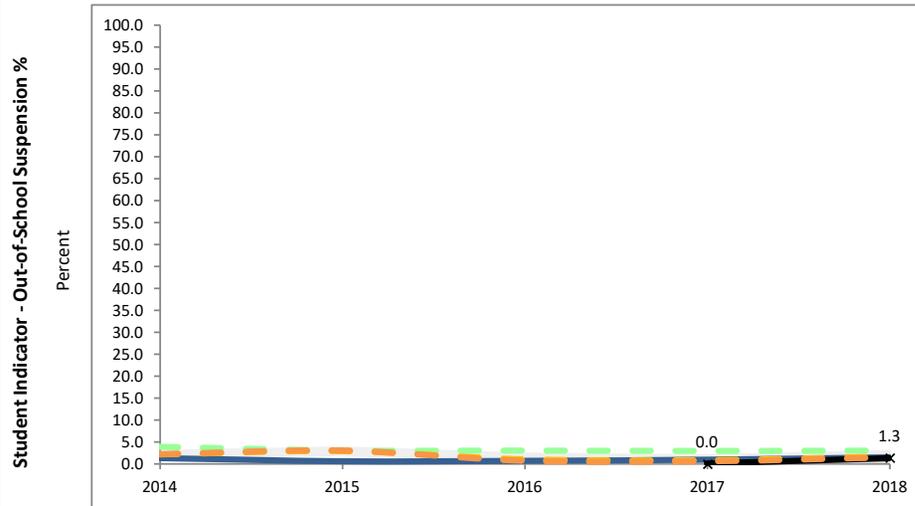
Marblehead Community Charter Public School - Marblehead - Est. 1995 (Max Grade Span: 04-08)



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

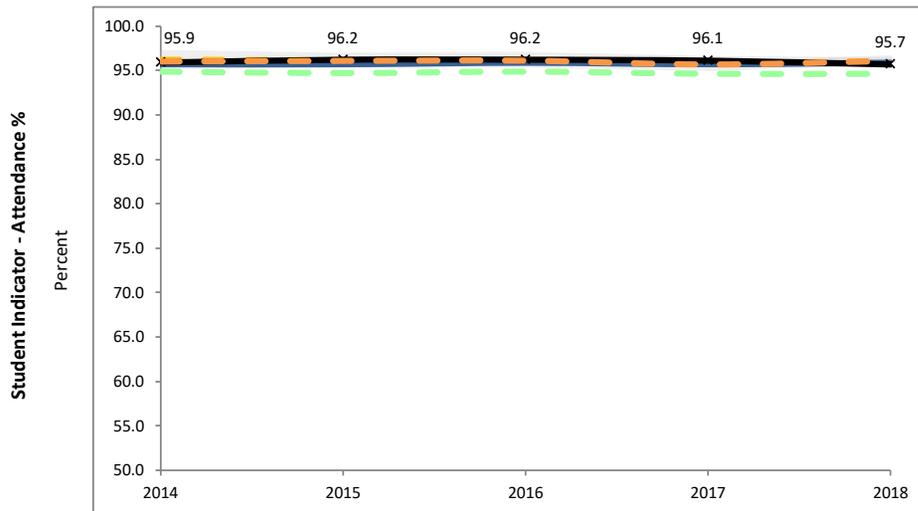
■ Charter School
 ■ Statewide Avg
 ■ District
 ■ Median
 ■ First Quartile
 ■ Comp. Charter Schools
 ■ Comp. District Schools



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 - Marblehead - Est. 1995 (Max Grade Span: 04-08)

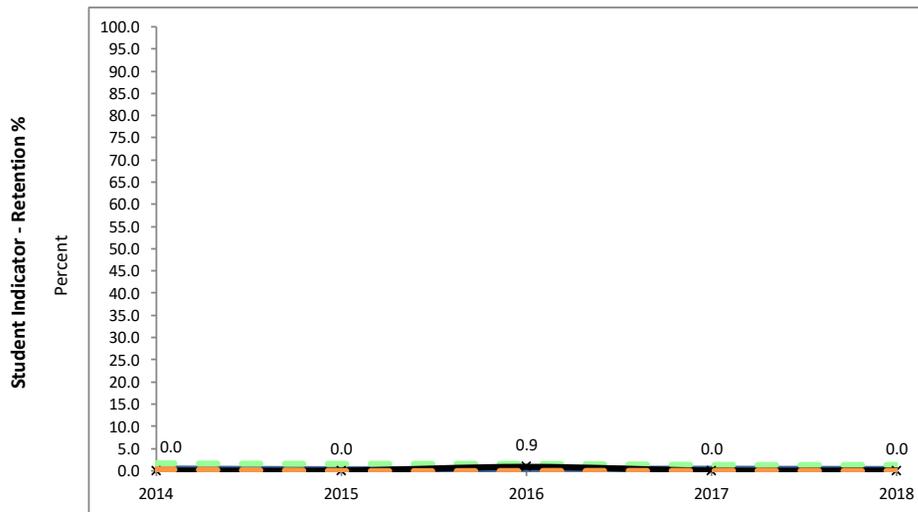


Attendance %

	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

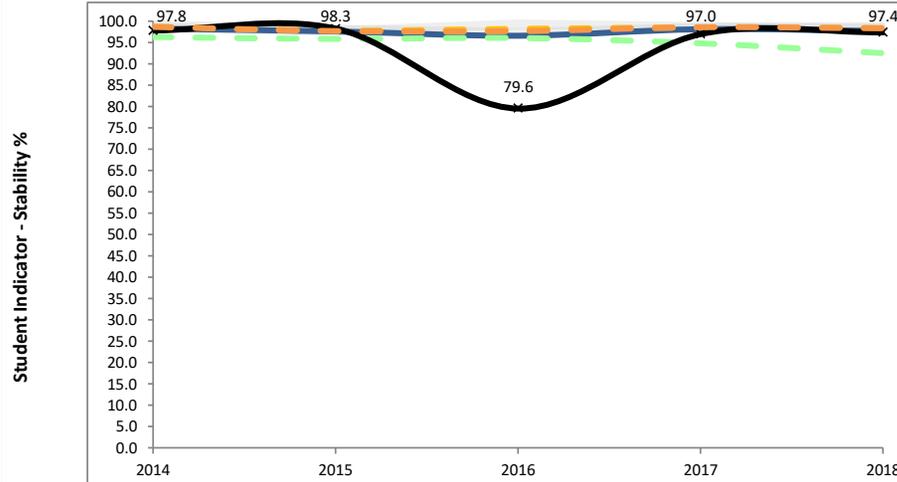


Retention %

	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

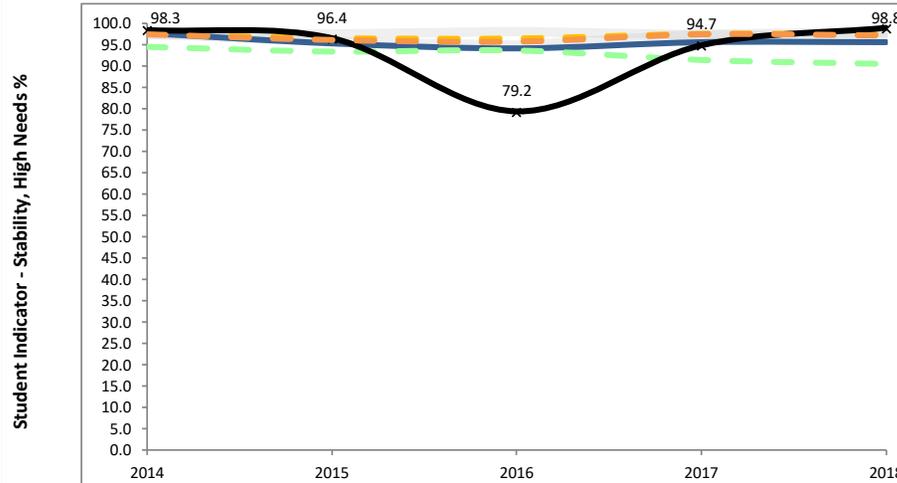
Marblehead Community Charter Public School - Marblehead - Est. 1995 (Max Grade Span: 04-08)



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

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		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
Indicator		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		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
Indicator		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%			59%		
Criterion-referenced target percentage		-			35%		

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	-	-	-
Additional indicators	Chronic absenteeism	3	4	-
	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	-	-	-
Additional indicators	Chronic absenteeism	2	4	-
	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

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>	>= 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>	>= 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>	<= 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>	<= .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,

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.

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		