



Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

Charter School Renewal Inspection Protocol

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Preface

Every charter school undergoes a renewal process during the final year of its charter term to determine whether or not the school can continue to operate. The renewal process includes the submission of a renewal application, a renewal inspection visit, and an analysis of all evidence related to the charter school's performance, including quantitative and qualitative evidence collected through the Department of Elementary and Secondary Education's (Department's) charter school accountability process.

The *Charter School Renewal Inspection Protocol (Protocol)* explains the process by which information is gathered, analyzed, and reported regarding the performance and progress of Massachusetts charter schools applying for charter renewal. In determining whether or not to recommend charter renewal, the Department considers the information provided by the renewal inspection prepared in accordance with this *Protocol*, along with other sources of evidence. This version of the *Protocol* replaces the 2018 version.

In January 2010, Chapter 12 of the Acts of 2010, An Act Relative to the Achievement Gap, was signed into law and took effect immediately. Among other things, the new law amended the charter school statute, Massachusetts General Laws (M.G.L.) chapter 71, section 89, and amended the Charter School Regulations, 603 CMR 1.00. In 2011, the *Protocol* was revised to comply with the revised statute and regulations.

In June 2013, the Office of Charter Schools and School Redesign released the Charter School Performance Criteria v. 3.0 (Criteria)¹. The Criteria were revised after multiple forums, meetings, and consultations with stakeholder groups. The Criteria define charter school success and provide the standards by which schools will be evaluated for all aspects of charter school accountability, from the application process to renewal. The Criteria outline expectations for charter school performance in the three areas of accountability: faithfulness to charter, academic program success, and organizational viability. The Criteria provide the performance benchmarks and lens of inquiry for the renewal inspection visit and for subsequent Department analysis, which leads to a recommendation regarding charter renewal. The Department's renewal recommendation will consider a charter school's performance against a sub-set of the Criteria.

In March 2014, the Charter School Regulations were amended. Since 2014, the Criteria and the *Protocol* have both been revised annually to reflect the best practices learned through implementation and the revised regulations. The current version of the Criteria (v. 4.0) includes clear expectations for charter schools to work toward the elimination of persistent achievement, access, and opportunity gaps experienced by historically underserved students.

¹ Found at: <http://www.doe.mass.edu/charter/acct.html?section=criteria>

Introduction: Charter Schools in Massachusetts

The Education Reform Act of 1993 authorized the Commonwealth of Massachusetts to establish independent public schools that operate under five-year charters granted by the Board of Elementary and Secondary Education (Board) and are governed by public boards of trustees. The charter school law, M.G.L. c. 71, §89, and regulations, 603 CMR 1.00, permit the Board to grant charters to two types of charter schools: Commonwealth charter schools, which operate independently of any school committee; and Horace Mann charter schools, which must obtain the approval of the local school committee and, in some cases, the local collective bargaining agent upon applying to the Board for charter status (603 CMR 1.02).

Any group or entity may apply for a public scesehool charter, with the exception of for-profit companies and private/parochial schools, by initiating the charter application process established by the Department (M.G.L. c. 71, §89). Charter schools are free to organize around a core mission, curriculum, theme, and/or teaching method, to control their own budgets, and to hire and fire teachers and staff. In return for this freedom, charter schools are held accountable for producing positive results over the five-year charter term. At the end of the first year of the school's charter, each charter school must develop an Accountability Plan establishing specific five-year performance objectives for the purpose of measuring the school's progress and success in fulfilling the terms of its charter (603 CMR 1.04(3)(1)).

The Board is obligated by law to conduct ongoing performance reviews of each charter school and, by the fifth year of the school's charter term, decide whether or not to renew the school's charter. The charter renewal decision is based upon the school's performance over the term of the charter in three areas (603 CMR 1.11(2)):



The Criteria provides the analytical framework used to hold charter schools accountable for performance in these three areas and to decide whether or not their charters should be renewed (603 CMR 1.11(2)).

Overview: The Charter Renewal Process

The charter renewal application process begins with the charter school's submission to the Department of an Application for Renewal of a Public School Charter (Application for Renewal). After the Department has reviewed the Application for Renewal and determined that it is clear and complete, the school is notified of the Application for Renewal's acceptance, and 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 and core criteria renewal inspections. Both types of renewal inspections collect evidence that is 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. Department staff may conduct the renewal inspection or the Department may contract with an independent organization to conduct the renewal inspection.

Before the renewal inspection, the Department provides the renewal inspection team with a Renewal Inspection Evidence (RIE) template that includes the criteria to be addressed during the visit. After the renewal inspection, the renewal inspection team submits the RIE to the Department for review, along with copies of notes and other materials gathered during the renewal inspection. Department staff work with the renewal inspection team to ensure that the evidence included in the RIE is clearly aligned with the Criteria, that it is of sufficient quality, and that it is clearly presented.

Department staff prepare a Summary of Review (SOR), which summarizes for the commissioner and the Board of Elementary and Secondary Education the school’s performance over the five-year charter term. The Summary of Review incorporates the evidence from the RIE as well as evidence compiled throughout the charter term from sources such as annual reports, site visit reports, and state assessment results. 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 Department sends a draft of the SOR to the school for review. The school is given approximately one week in which to make factual corrections to the report. The renewal inspection team will assist Department staff as needed with corrections to the parts of the SOR that were incorporated from the RIE.

The school may provide the Department with a formal response to the SOR; this response is appended to the final draft of the SOR. Other interested parties, including the superintendent in the district in which a charter school is located or the region from which the school draws students, also have the opportunity to submit written comments to the Department regarding the renewal of a school’s charter.

Major Components and Sequencing of the Charter Renewal Process

Component	Description
Submission of Application for Renewal	The school submits the completed Application for Renewal to the Department no earlier than March 1 of the school’s third year and no later than 5 p.m. on August 1 after the end of the fourth year of the school’s charter . The completed Application must follow specific content and format guidelines and must be complete upon submission.
Application Review	The Department reviews the completed Application for Renewal. The Application for Renewal is accepted or returned to the school for revision or the inclusion of additional information.
Renewal Inspection Evidence Template Preparation	The Department develops a Renewal Inspection Evidence (RIE) template that includes the criteria to be addressed during the renewal inspection.
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 and core criteria renewal inspections. Both types of renewal inspections collect evidence that is 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

Component	Description
	<p>performance. Department staff may conduct the renewal inspection or the Department may contract with an independent organization to conduct the renewal inspection.</p> <p>Following the renewal inspection, the renewal inspection team completes the RIE and submits it to the Department for review, along with copies of notes and other materials gathered during the renewal inspection. Department staff work with the renewal inspection team to ensure that the evidence included in the RIE is clearly aligned with the Criteria, that it is of sufficient quality, and that it is clearly presented.</p>
<p>Summary of Review – Drafting Process</p>	<p>Department staff prepare a Summary of Review (SOR), which summarizes for the commissioner and the Board of Elementary and Secondary Education the school’s performance over the five-year charter term. The Summary of Review incorporates the contents of the RIE as well as evidence compiled throughout the charter term from sources such as annual reports, site visit reports, demographic data, state assessment results, board documents, and financial audits. 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 contains relevant background information and evidence from the school’s history.</p>
<p>Summary of Review – Factual Correction Process, Opportunity for Response, and Finalization Process</p>	<p>The Department sends a draft of the SOR to the school for review. The school is given approximately one week in which to make factual corrections to the report. The renewal inspection team will assist Department staff as needed with corrections to evidence gathered during the renewal inspection.</p> <p>The school may provide the Department with a formal response to the SOR; this response is appended to the final draft of the SOR. Other interested parties, including the superintendent in the district in which a charter school is located or the region from which the school draws students, also have the opportunity to submit written comments to the Department regarding the renewal of a school’s charter.</p>
<p>Renewal Decision</p>	<p>The SOR is presented to the commissioner, who makes a renewal recommendation or determination based on the evidence.</p> <p>Please see the commissioner’s 2013 Considerations for Charter School Renewal memo for a description of renewal outcomes and the rationale for making such decisions: http://www.doe.mass.edu/news/news.aspx?id=7802.</p> <p>In brief, based on Board votes in 2009 and 2013, and further codified in the charter school regulations, the commissioner has been delegated the authority to grant charter renewals that do not involve probation or non-renewal. In these cases, the commissioner notifies the Board ahead of any intended actions, and the Board may ask to bring the renewal to the full board for a vote. If the Board does not ask to bring the renewal to the full board, the commissioner's decision stands and the charter will be renewed, with or without conditions. For renewals involving probation or non-renewal, or for any item requested by the Board to be discussed at a meeting, the Board then votes either to renew, to renew with conditions, to renew with probation, or not to renew the school’s charter.</p>

Sources of Evidence for a Renewal Determination

The primary purpose of this *Protocol* is to describe the process used to conduct a renewal inspection and to prepare the document reporting the evidence gathered: the Renewal Inspection Evidence (RIE). The evidence gathered during the renewal inspection constitutes only one source of evidence among the many reports, data, and other evidence informing the charter renewal process. Please see the [Charter School Performance Criteria](#) for a list of possible sources of evidence that may contribute to accountability decisions. Below is a condensed list of evidentiary sources used for renewal decisions that will be incorporated into all Summaries of Review.

Evidence	Description
Charter and charter amendments	The charter is a license granted by the Board allowing the grantee to operate a charter school for a period of five years (M.G.L. c. 71, §89(dd); 603 CMR 1.02). Charter schools are required by law to operate in accordance with their charters (M.G.L. c. 71, §89(dd); 603 CMR 1.06(1)). If a charter school plans to change the material terms of its charter, the school must request approval of a charter amendment through the process required by the charter school regulations (603 CMR 1.10).
Accountability Plan	Every charter school is required to develop an Accountability Plan by the end of the first year of the school’s first charter or subsequent charter renewal periods (603 CMR 1.04(3)(1)). As noted above, the Accountability Plan establishes specific five-year performance objectives and measures for the purpose of assessing the school’s success faithfulness to the terms of its charter.
Annual reports	Every charter school is required to submit an annual report, no later than August 1 of each year, to the Department and the local school committee of each district from which the school draws its students. The annual report must also be made available to the parents and guardians of enrolled students and of prospective students (M.G.L. c. 89(jj)). The annual report contains information about the school’s preceding school year and requires specific information as outlined in (603 CMR 1.08(1)).
Annual independent audit reports	Every charter school is required to have an independent audit of its accounts conducted and to file the audit annually, on or before November 1, with the Department and the State Auditor (603 CMR 1.08(3)). The independent audit reports provide evidence to the Department with respect to each school’s financial condition and internal controls.
Site visit reports	Depending on the age and/or status of the school, the Department usually conducts charter school site visits in the second or third year of the charter term and may conduct site visits at other times when deemed necessary. Each site visit team prepares a site visit report, which is provided to the school and becomes part of the school’s permanent record. Site visits enable the Department to gather qualitative data about the school’s performance on a subset of the Criteria.
State Assessment Results	The Department will consider the extent to which the school has met state student performance standards on mandated state assessments for academic growth, performance, and college and career readiness for all students (aggregate and subgroups).

Evidence	Description
<p>Other documents, data, and information</p>	<p>The Department analyzes other documents, data, and information reported to the Department pertaining to the school’s operation and performance over the charter term. These sources of evidence include, but are not limited to:</p> <ul style="list-style-type: none"> • Results of past Coordinated Program Reviews, Corrective Action Plans, Progress Reports, and mid-cycle reviews; • The school’s compliance with state and federal requirements, including those for teacher qualifications; • The extent to which the school has followed and enhanced its recruitment and retention plan; • Demographic data pertaining to enrollment; • Demographic data pertaining to attrition; • Demographic data pertaining to discipline; • The school’s enrollment and waitlist history over the charter term; and • Other relevant information, as appropriate.
<p>Application for Renewal</p>	<p>A charter school seeking renewal of its charter must submit a completed Application for Renewal to the Department no earlier than March 1 of the third year of the charter term and no later than August 1 after the end of the fourth year of the charter term (603 CMR. 1.11(1)). The Application for Renewal provides specific data and documents, reports on the school’s progress relative to each objective and measure in the school’s Accountability Plan, and provides information regarding the school’s plans for the next charter term.</p>
<p>Renewal Inspection Evidence</p>	<p>Evidence gathered during the renewal inspection visit and summarized in the RIE provides the Department with the most currently available information about the school’s performance relative to the Criteria. The renewal inspection is conducted in accordance with this <i>Protocol</i>. The renewal inspection team does not make any recommendations regarding renewal or regarding the school’s operation.</p>
<p>Summary of Review</p>	<p>The SOR is a summary of the school’s performance over the five-year charter term in terms of a subset of the Criteria relating to faithfulness to charter, academic program success, and organizational viability, taking into account all of the above-listed documents, reports, and data, together with other information as appropriate. A draft of the SOR is presented to the school for factual corrections prior to its finalization. The school may also issue a formal response to the SOR, which will be appended to the document. The final SOR is presented to the commissioner and provides the context for the commissioner’s renewal determination or recommendation.</p>

The Renewal Inspection: Planning and Scheduling

Types of Renewal Inspections

The Department conducts two types of renewal inspections: full criteria renewal inspections and core criteria renewal inspections. The scope of the renewal inspection 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. Additionally, depending on the factors listed above, the Department may expand the scope of a core criteria renewal inspection to include additional criteria or key indicators. The length of the visit (1 or 2 days) and the size of the renewal inspection team depend on the scope of the renewal inspection. The Department will suggest an appropriate length for the visit and the renewal inspection team may modify accordingly.

Role of the Renewal Inspection

The renewal inspection is the final site visit to the charter school conducted during the charter term. This site visit supplements the earlier site visits conducted by the Department with a review of how the school is performing in relation to the relevant Criteria. The renewal inspection team reviews relevant documents and information prior to visiting the school. Following the renewal inspection, the renewal inspection team compiles the Renewal Inspection Evidence (RIE) using the template provided by the Department and submits it to the Department for review, along with copies of notes and other materials gathered during the renewal inspection. Department staff work with the renewal inspection team to ensure that the evidence included in the RIE is clearly aligned with the Criteria, that it is of sufficient quality, and that it is clearly presented.

Required Renewal Inspection Documents

A successful renewal inspection requires careful planning and preparation by the school and the renewal inspection team. The renewal inspection team receives and reviews documents in advance of the renewal inspection; the team also has access to documents during the visit. Appendix E lists required documents for both core criteria renewal inspections and full criteria renewal inspections. When preparing documents for electronic submission, please use naming conventions included in Appendix E.

Preparing the Renewal Inspection Schedule

As noted above, the type (full or core criteria) and length (1 or 2 days) of the visit will depend on a number of factors. Schools will be notified of the scope and approximate length of the visit well ahead of the visit. An overview of renewal activities and responsibilities for both full criteria renewal inspections and core criteria renewal inspections is found in Appendix A. This document outlines responsibilities of the renewal inspection team, the school, and the Department before, during, and after the visit. For example, the renewal inspection team leader speaks with the head(s) of school (or designee) two to three weeks prior to the renewal inspection site visit to begin the planning process. Should a designee be assigned, the Department assumes that the designee will communicate all relevant information back to the school leader and school stakeholders. The designee should be knowledgeable of the school's schedule, be able to communicate quickly with various stakeholders, and work with colleagues to resolve any scheduling issues. From this point forward, the team leader and the head(s) of school/designee communicate as frequently as necessary to prepare for the visit.

The team's work during the renewal inspection requires advance scheduling to enable the team to obtain the evidence required to complete the RIE. However, the site visit schedule requires sufficient flexibility to enable the team to follow up on evidence reviewed or to pursue issues that warrant further inquiry. Since the issues that will emerge from the evidence collected cannot always be predicted in advance, the team has the ability to move about the school, observe classrooms or other activities without advance

notice, engage in further conversations with administrators, staff members, and teachers; and review documents other than those requested in advance.

Major activities that should be incorporated into the site visit schedule are discussed below. In addition, the schedule should enable the renewal inspection team to observe all aspects of the school's program, including, for example, the school's extended day program and mission-related activities. Sample schedules for a 1 or 2 day renewal inspection are contained in Appendix D.

Description of Site Visit Components

Meeting(s) with head(s) of school: After members of the renewal inspection team have arrived at the school and have had a chance to meet briefly as a team, they will meet with the head(s) of school for the purpose of making introductions and for confirming logistical details of the visit. The team may request additional meetings with the head(s) of school during the visit as needed.

Classroom observations: The site visit schedule will include classroom observations to ensure coverage of a sampling of all grades and core subjects. Observations should include all types of classrooms: general education, special education, English as a Second Language (ESL) instruction, and classrooms providing Sheltered English Immersion (SEI) instruction. While on site, the team is free to visit all classrooms without advance notice to the school or the teachers. The length of classroom observations is dependent on the type of visit, with observations ranging from a minimum of 10 minutes for core criteria renewal inspections to a minimum of 20 minutes for full criteria renewal inspections.

Focus groups/interviews: A number of focus groups must be scheduled for the site visit. It is the school's responsibility to gather a representative group from each relevant category through an open invitation, and to inform each participant of the time and place of the meeting. The Department expects that each participant is given complete freedom to speak regarding their knowledge of and experience at the school, with no limits or repercussions imposed. See Appendix B for a complete list of required focus groups for each type of renewal inspection. If necessary, the team leader may arrange additional interviews with other staff in consultation with the school administrator(s). For example, the team may want to meet with the school's curriculum director to ask specific questions about curricular documents. Prior to the visit, the renewal inspection team leader should discuss the composition of certain focus groups with the head(s) of school to ensure that focus group membership does not overlap and that the appropriate staff members will be present. Given time constraints, multiple focus groups within the same category of stakeholder group cannot be accommodated. For example, there should only be one teacher group, even if a school serves grades K-12, or if the school has multiple campuses.

Open team time/team moderation: The renewal inspection schedule will include blocks of time during which the team will review documents on site, make additional classroom and school observations, and record and discuss observations conducted, data and other evidence obtained, issues identified for further review, and preliminary summary statements regarding the school's performance and progress to be included in the RIE.

Exit meeting with head(s) of school: The site visit will conclude with an exit meeting with the head(s) of school. This meeting provides the team with an opportunity to obtain clarification of any outstanding questions or issues and to thank the head(s) of school for the assistance provided during the site visit. The team does not report any findings at this time. Summary statements and supporting evidence from the visit will be contained in the RIE.

Analyzing Charter School Performance: Developing Summary Statements Using High-Quality Evidence

The renewal inspection process is an evidence-based process that produces a series of summary statements about the school's performance. Summary statements require high-quality evidence, as discussed below.

Summary statements: Summary statements describe the school's performance in terms of the relevant Criteria and respond to the areas of inquiry. These statements synthesize the renewal inspection team's analyses of evidence collected from multiple sources prior to and during the renewal inspection visit. The team should develop at least one summary statement for each guiding question in the Renewal Inspection Evidence (RIE) template.

High-quality evidence: Each summary statement must be supported by sufficient evidence collected during the renewal inspection process and, when appropriate, corroborated from multiple sources, including but not limited to observations, documents, data, and information derived from focus groups and interviews. In conducting the renewal inspection and writing the RIE, the renewal inspection team must ensure that the evidence collected and analyzed by the team is of high quality. High-quality evidence is both *sufficient in quantity* to support the finding and *appropriate in nature*. The team must use its professional judgment to determine the sufficiency of the evidence collected. In assessing the appropriateness of the evidence, the team must ensure that the evidence is relevant, valid, and reliable:

- Relevant evidence is logically related and important to the matter or issue under consideration.
- Valid evidence is based on accurate information and sound reasoning.
- Reliable evidence is verifiable and consistent.

Although information obtained from team interviews with school participants is an essential component of the evidence base used by the team, the team should keep in mind that focus group and interview data can in some cases be unreliable if not corroborated by other types of evidence such as direct observations, board of trustees meeting minutes, and curriculum documents. For instance, similar focus group questions can be asked of each group and information can be verified from documentation and/or additional interviews.

Triangulation of Evidence

Triangulation is one method of testing the reliability of evidence. For example, if the administrator focus group tells the renewal inspection team that a particular behavior management technique is in use at the school, the team should seek corroboration of this statement through documents, direct observations, and interviews with the school's teachers and students. If the team finds a written policy requiring use of this technique, observes many teachers using this technique in the classrooms, in the hallways, and at recess, and learns through interviews with teachers and students that this technique is used, the team may reasonably conclude that the school administrator's statement is accurate. Accordingly, the team might report in the RIE that the school uses the specific behavior management technique; as supporting evidence, the RIE would cite the team's direct observations and interviews with the school administrator, teachers, and students.

Renewal Inspection Areas of Inquiry

As previously discussed, the [Criteria](#) provide the framework for the renewal inspection team's collection and analysis of evidence relating to each of the three areas of charter school accountability: faithfulness to charter, academic success, and organizational viability. The team's scope of inquiry will depend on the type of renewal inspection visit.

Full criteria renewal inspections will typically focus on to the following criteria and key indicators:

- Criterion 1: Mission and Key Design Elements
- Key Indicator 6.2: Instruction
- Key Indicator 6.3: Assessment and Program Evaluation
- Key Indicator 6.4: Supports for All Learners
- Key Indicator 7.1 Safe and Supportive Environment
- Key Indicator 7.2: Family Engagement
- Key Indicator 8.1: School Systems and Leadership
- Key Indicator 8.2: Professional Climate and Standards for Performance
- Key Indicator 8.3: Contractual Relationships (if applicable)
- Criterion 9: Governance

Core criteria renewal inspections will typically focus on the following criteria and key indicators:

- Criterion 1: Mission and Key Design Elements
- Key Indicator 6.2: Instruction
- Key Indicator 6.4: Supports for All Learners
- Key Indicator 8.3: Contractual Relationships (if applicable)
- Criterion 9: Governance

Based on evidence and data compiled during the charter term, the Department may expand the scope of a core criteria renewal inspection to include additional criteria or key indicators. For example, if discipline rates at the school were high during the charter term, the Department may ask the renewal inspection team to gather evidence related to Key Indicator 7.1: Safe and Supportive Environment. If the school is operating with conditions, the Department may ask the renewal inspection team to gather information about the school's efforts to meet the conditions. If there are concerns about academic performance, the Department may ask the renewal inspection team to gather information about the school's efforts to improve academic performance.

The scope of the renewal inspection team's inquiry is discussed in more detail below. The team will develop at least one topic sentence/summary statement to answer each guiding question for each criterion or key indicator. Each topic sentence/summary statement will be followed by at least one paragraph describing the supporting evidence.

Faithfulness to Charter

Criterion 1: Mission and Key Design Elements

The team will determine the extent to which the school is faithful to its mission and is implementing the key design elements outlined in its charter (or any subsequent charter amendments). Major deviations from the mission and key design elements should be documented and the reasons for the deviations should be explored with the school.

The team will gather evidence and determine answers the following questions:

Full criteria and core criteria renewal inspections

- Do all school stakeholders share a common understanding of the school's mission as outlined in its charter?
- Is the school operating in a manner that is faithful to its mission? Is the school implementing the key design elements outlined in its charter?

Academic Program Success

Criterion 6: Program Delivery

Key Indicator 6.1: Curriculum

In 2016, the Board voted to adopt the 2016 Science and Technology/Engineering Standards and directed the commissioner to incorporate the standards into the 2016 Massachusetts Science and Technology/Engineering Curriculum Framework. In 2017, the Board voted to adopt revised learning standards for mathematics and English language arts and literacy. In 2018, the Board voted to adopt revised learning standards for history and social science. Due to the recent nature of these changes, and the fact that schools may be incorporating these standards, the Department will not be reviewing schools' curricula during the renewal inspections in 2019-20.

Key Indicator 6.2: Instruction

With regard to the school's academic performance, the team should give priority to conducting classroom observations during the site visit. The team will determine the number of classroom observations required to gather evidence for a finding based on the school's academic performance. Schools with high levels of student achievement require fewer observations to corroborate a finding about instruction, and vice versa. At minimum, a team will conduct one classroom observation per grade in mathematics and ELA. If time allows, additional observations should be conducted in other core content areas and classes related to the mission of the school.

Observations will include all types of classrooms: general education, special education, ESL instruction, and classrooms providing SEI instruction. Renewal inspection teams will use a classroom observation tool provided by the Department.

Key Indicator 6.2: Instruction

The team will determine answers to the following questions:

Full criteria and core criteria renewal inspections

- Are classroom environments conducive to learning?

Full criteria renewal inspections and core criteria renewal inspections if there are concerns about academic performance

- Does instruction reflect high expectations for all students?
- Does instruction foster student engagement?

Key Indicator 6.3: Assessment and Program Evaluation

The team will review the school's assessment system and interview stakeholders to determine answers to the following questions:

Full criteria renewal inspections

- Do teachers and administrators use disaggregated qualitative and quantitative data to modify instruction to improve academic and non-academic outcomes for all students and subgroups?
- Do school staff and administrators use disaggregated data to evaluate the quality and effectiveness of its program to serve all students and modify the program in order to improve student outcomes?

Key Indicator 6.4: Supports for All Learners

The team will review the school's identification system, supports, interventions and resources to support all learners and interview stakeholders to determine answers to the following questions:

Full criteria and core criteria renewal inspections

- Does the school have a proactive, data-based system to effectively identify all students' strengths and needs for academic, behavioral, and social-emotional development?
- Does the school implement a tiered support model that effectively addresses the strengths and needs of all students, across all subgroups?
- Does the school use data to evaluate and modify its support programming to ensure student success? (Evidence must address the following questions.)
 - Does the school conduct formal evaluations of the special education and English learner education programs, and are those evaluations aligned to Department guidance?
 - Have recent evaluations of the special education and English learner education programs resulted in specific changes to improve those programs?

Criterion 7: School Climate and Family Engagement

Key Indicator 7.1: Safe and Supportive Environment

The team will assess the school environment and support services programming and determine answers to the following questions:

Full criteria renewal inspections and core criteria renewal inspections if there are concerns about discipline rates (*final question only)

- Is the school environment safe, supportive, and culturally responsive? (Evidence must address the following questions.)
 - Does the school's program include elements designed to foster a safe and supportive environment?
 - Does the school help students develop social and emotional skills?
 - Is the school environment inclusive and reflective of the community and students' cultures and identities, such that it supports all students' sense of belonging?
- (*If discipline rates at the school are significantly higher than the statewide average) Has the school taken steps to reduce discipline rates?

Key Indicator 7.2: Family Engagement

The team will review evidence pertaining to family satisfaction and engagement with the school to determine answers to the following questions:

Full criteria renewal inspections

- Does the school work to ensure effective relationships with families/guardians?
- Does the school effectively communicate with families/guardians about the academic progress and social emotional well-being of students?
- Does the school partner with families in ways that are strengths-based, culturally responsive, and collaborative? Does the school demonstrate inclusion for all kinds of language, norms, family structures, and values?

Organizational Viability

Criterion 8: Capacity

Key Indicator 8.1: School Systems and Leadership

The team will review the school's organizational effectiveness, gathering evidence in order to answer the following questions:

Full criteria renewal inspections

- Does the school clearly define and delineate roles and responsibilities among leaders, staff, management, and board of trustees members?

Key Indicator 8.1: School Systems and Leadership

	<ul style="list-style-type: none">• Does the school have clear and well-understood systems for decision-making? Is there an effective system for communication between all members of the school community?• Does the leadership team implement the school’s academic programming and operations in a manner to meet a clearly defined mission and set of goals?• Has school leadership taken concrete and ambitious steps to close identified achievement, access, and opportunity gaps?• Has school leadership set goals and established systems and structures for the recruitment, development, and retention of educators reflective of the racial and ethnic composition of students and families the school serves?• Does school leadership ensure an inclusive, respectful environment for all staff?
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Key Indicator 8.2: Professional Climate and Standards for Performance

The team will review the school’s systems for professional collaboration and teacher development. The team will review the school’s systems for monitoring instructional practice for consistency, including a formal process of teacher evaluation. The team will gather evidence to answer the following questions:

Full criteria renewal inspections	<ul style="list-style-type: none">• Do school staff frequently collaborate and engage in professional development to improve implementation of the curriculum and instructional practice?• Does the school develop staff capacity to examine and dismantle implicit biases and systemic inequalities in order to create environments in which all students can learn, grow, and thrive?• Is an objective and transparent system in place for monitoring individual staff performance against established expectations? Does the system include a formal process of evaluation for all employees, including teachers?
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Key Indicator 8.3: Contractual Relationships (if applicable)

The team will assess the effectiveness of the contractual relationship, taking into consideration evidence of the educational management organization’s performance of its contractual responsibilities and the impact of the contractual relationship on the school’s academic progress and organizational viability.

In the case of a Horace Mann charter school, the team will verify that the school has executed a Memorandum of Understanding (MOU) with the host school district that clearly articulates the relationship with the host district regarding services, including but not limited to, facilities, funding, and waivers of collective bargaining agreement provisions. The team will assess the effectiveness of the working relationship between the board of trustees and school leadership of the Horace Mann charter school and the host district.

The Department will notify renewal inspection teams which schools require review in this area.

Key Indicator 8.3: Contractual Relationships (if applicable)

<p>Full criteria and core criteria renewal inspections</p>	<p>Horace Mann</p> <ul style="list-style-type: none"> • Do stakeholders clearly understand the roles and responsibilities between the board, school leaders, and the district? • Have the board of trustees and school leadership of the Horace Mann charter school established an effective working relationship with the host district? • Does the board of trustees of the school work to ensure that the Memorandum of Understanding (MOU) between the school and the district is implemented appropriately? <p>EMO</p> <ul style="list-style-type: none"> • Do stakeholders clearly understand the roles and responsibilities between the board, school leaders, and the EMO? • Has the school or board of the school ensured that the contract with the EMO is appropriately executed? (Evidence must address the following questions.) <ul style="list-style-type: none"> ○ Does the board of trustees formally evaluate the performance of the EMO on a regular basis? ○ Have changes in the school’s relationship with its management company been made in compliance with charter amendment requirements? (if applicable) • Have the board of trustees and school leadership established effective working relationships with their management company while maintaining appropriate separation between the entities?
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Criterion 9: Governance

The team will review the oversight provided by the board of trustees (board) to determine answers to the following questions:

<p>Full criteria and core criteria renewal inspections</p>	<ul style="list-style-type: none"> • Does the board of trustees fulfill their legal and fiduciary responsibilities? (Evidence must address the following questions.) <ul style="list-style-type: none"> ○ Does the board act in compliance with the board’s bylaws? ○ Does the board act in compliance with Open Meeting Law? ○ Does the board approve appropriate school policies? ○ Does the board demonstrate appropriate oversight of the school’s efforts to be faithful to the mission? ○ Does the board demonstrate appropriate oversight of the school’s academic performance? ○ Does the board regularly review disaggregated student data to ensure that the school’s academic program is a success for all students? ○ Does the board demonstrate appropriate oversight of the school leader?
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The team will review the oversight provided by the board of trustees (board) to determine answers to the following questions:

	<ul style="list-style-type: none">○ Does the board engage in governance tasks rather than management of day-to-day operations at the school?○ Does the board demonstrate appropriate oversight of the school's finances?● Does the board of trustees foster a culture of collaboration? (Evidence must address the following questions.)<ul style="list-style-type: none">○ Does the board communicate regularly with other members of the school community?○ Does the board have clear and well-understood systems for decision-making?○ Do board of trustees meetings foster open, deliberate, and thorough discussions to facilitate and ensure public accountability?● Does the board of trustees engage in strategic and continuous improvement planning?<ul style="list-style-type: none">○ Does the board have a strategic plan?○ Does the board ensure sustainability of the school by establishing clear plans for board and school leadership succession?○ Does the board recruit, select, and train members with skills, expertise, and connections to the community?
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The renewal inspection team's review should only encompass the areas outlined above; however, nothing prohibits the renewal inspection team from collecting evidence in all areas of the Criteria. If the renewal inspection team uncovers evidence that should be documented that pertains to other areas of the Criteria (including: Criterion 2: Access and Equity; Criterion 3: Compliance; or Criterion 10: Finance) they should first consult the [Criteria](#) and then **consult with the Department**. If any safety or emergent concerns arise, the team may also consult with the Department.

Renewal Inspection Evidence Structure

The summary statements/topic sentences and evidence prepared by the renewal inspection team will follow the format of the companion documents to this *Protocol*, the *Massachusetts Charter School Renewal Inspection Evidence Template for Full Criteria Renewal Inspection Site Visits* and the *Massachusetts Charter School Renewal Inspection Evidence Template for Core Criteria Renewal Inspection Site Visits*. Please see the *Templates* for all relevant information.

Renewal Inspection Team Code of Conduct

The renewal inspection team's conduct throughout the renewal inspection process can significantly affect the team's ability to obtain and report information regarding the school's performance; it can also influence perceptions of the school community about the objectivity of the renewal inspection process and report. This Code of Conduct provides guidance for team members in fulfilling their assigned responsibilities.

- ✓ Ensure that you **review all necessary materials**, including this *Protocol* and the documents and information provided in advance of the renewal inspection site visit by the Department and the school.
- ✓ Understand your obligation to **conduct the site visit without personal or professional bias** and act accordingly, including disclosing any possible conflicts of interest, e.g., prior relationships with school staff, students, or families.
- ✓ Ensure that all of your **communications with the school are professional** and courteous in tone.
- ✓ **Avoid unnecessary disruptions** to school and classroom routines while performing your assigned tasks such as classroom observations.
- ✓ **Honor scheduled appointments** and inform the school contact immediately of any changes to the agreed-upon schedule.
- ✓ Where appropriate, **ensure the confidentiality of school information** such as student names, health records, and personnel information.
- ✓ **Do not offer personal or professional opinions or recommendations**, even if solicited by interviewees.
- ✓ **Reject requests from those interviewed to speak "off the record"**; all conversations and other evidence gathered during the site visit are considered "on the record."
- ✓ **Do not provide reassurance or warnings regarding charter renewal** to school personnel; remind school personnel that the renewal inspection is only one of many sources of evidence used by the Department in developing a charter renewal recommendation.
- ✓ **Do not evaluate the performance of individuals**, either orally or in written descriptions of the evidence.
- ✓ **Treat the draft Renewal Inspection Evidence (RIE), notes and related evidence as confidential.**
- ✓ **Refrain from communications with outside groups or individuals.** Do not discuss the status of the renewal inspection, your opinions regarding individuals working at the school, or renewal of the school's charter with outside groups or individuals, including the media.

Appendix A: Overview of Renewal Inspection Activities and Responsibilities

Below is a summary of the major activities and participant responsibilities for the renewal inspection process. This summary is not intended to be comprehensive; the specific tasks undertaken by each participant will vary depending upon the size, past history and performance, and unique characteristics of the school.

Renewal Inspection Team Responsibilities

Prior to the renewal inspection, the renewal inspection team has the following responsibilities:

Renewal Inspection Team	<p>Team Composition</p> <ul style="list-style-type: none">• Assemble a team of individuals whose professional backgrounds and expertise are relevant to the school’s mission, operations, program, population, and/or environment. Ensure that the team includes a member or members who can provide expertise related to providing programs for diverse learners, including students with disabilities and English learners.• Ensure that all team members have a sufficient understanding of charter schools and the legal and programmatic requirements for charter schools in Massachusetts.• Disclose to the Department any prior or current business or personal relationship between a team member, or an organization employing the team member, and the school.• Designate a renewal inspection team leader who will serve as the team’s point of contact with the school and the Department, coordinate the work of team members while on site, and, if appropriate, lead the team’s work in preparing the RIE as well as the site visit notes.• Ensure that all team members participate in training provided to renewal inspection teams. <p>Preparation for Visit</p> <ul style="list-style-type: none">• Schedule a meeting/phone call during which the head(s) of school and the renewal inspection team leader will begin the planning process and discuss the requirements of the renewal inspection.• Use the sample schedules found in Appendix D and the guidance regarding focus groups in Appendix B to develop the visit schedule.• Assign two team members to be present during focus groups and interviews.• Ensure that team members have reviewed the documents and information provided to the team in advance and developed focus group questions and inspection tasks that are informed by that review and that allow the team to gather sufficient data and evidence in the areas of inquiry.
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During the renewal inspection, the renewal inspection team has the following responsibilities:

Renewal Inspection Team	<ul style="list-style-type: none"> • Bring lunch and/or snacks. Based on Department guidelines, the renewal inspection team is not permitted to partake of snacks or lunch provided by the school without compensation. • Take accurate, pertinent notes during interviews and observations. Recollections of statements or events are unreliable and inappropriate sources of evidence. • Review all academic and other mission-related programs provided by the school, including regular education, inclusion, SEI, and pull-out classrooms, and after-school programs. • Communicate with the head(s) of school on a daily basis to ensure that the team’s work is thorough and accurate. • Use open time to share, sort, and substantiate relevant evidence through a team moderation process. <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">The Team Moderation Process: Sharing, Sorting, and Substantiating the Evidence</p> <p>The team leader is responsible for guiding the team through a moderation process through which team members share the evidence that they have collected and use their professional expertise to evaluate the quality of the evidence collected. After conducting focus groups and classroom observations and after reviewing documents and other data document reviews, members of the team accumulate a significant volume of information. During and after the site visit, the team members’ individual viewpoints on this body of information must evolve into a collective perspective on the school’s performance and progress. For example, team members might discuss whether comments by certain school community members are relevant to the team’s evolving assessment. Team leaders also ensure that individual members’ interpretations are not distorted by their personal or professional biases. The team moderation process thus provides an essential filter that will, if used effectively, produce summary statements that are substantiated by sufficient, appropriate, high-quality evidence, and that represent the consensus of the team.</p> </div>
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After the renewal inspection, the renewal inspection team has the following responsibilities:

Renewal Inspection Team	<ul style="list-style-type: none"> • Draft, review, and edit summary statements and evidence. Incorporate them into the RIE template (either full criteria or core criteria). • Contact the school by telephone or email only for clarification of important questions. In most cases, minor factual issues do not warrant continued communications with the school. • Send the first draft of the RIE to the Department for review. Also submit accompanying team notes. • Complete revisions requested by Department staff. Department staff work with the renewal inspection team to ensure that the evidence included in the RIE is clearly aligned with the Criteria, that it is of sufficient quality, and that it is clearly presented. • Meet the scheduled deadlines for submitting the draft RIE to the Department and for completing revisions. Schedule delays can affect the charter renewal process.
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	<ul style="list-style-type: none"> • After revisions to the RIE have been completed, the Department incorporates the contents of the RIE into the Summary of Review (SOR). After the SOR is sent to the school for factual corrections, Department staff may request the assistance of the renewal inspection team in making corrections to the parts of the SOR that were incorporated from the RIE. • Cease communicating with the school after the factual correction process is complete. Direct any further inquiry from the school to the Department.
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School Responsibilities

Prior to the renewal inspection, the school has the following responsibilities:

School	<ul style="list-style-type: none"> • Review the <i>Protocol</i> in its entirety. • Provide the Department and the renewal inspection team leader with the documents required in advance by this <i>Protocol</i>, in electronic form (e.g., in email attachments or on a USB flash drive) when feasible, by the required date. • Participate in a meeting/phone call during which the head(s) of school and the renewal inspection team leader will begin the planning process and discuss the requirements of the site visit. • Work with the renewal inspection team leader to develop the site visit schedule and inform the school community of the schedule and the team’s open access to classrooms and activities taking place in the school. • (If applicable) Invite all parents and guardians in the school community to participate in the focus group(s) scheduled during the renewal inspection visit. • Designate a first and second school contact person who will be available to respond to team inquiries and requests prior to and during the site visit. • Provide the team with a comfortable, private, and secure working space that will not be used for other purposes during the site visit. • Provide suitable parking and school entry procedures for team members according to local conditions and regulations. • Provide private space for focus groups and interviews. • Explain the charter renewal process and <i>Protocol</i> procedures to school community members.
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During the renewal inspection, the school has the following responsibilities:

School	<ul style="list-style-type: none"> • The school should <i>not</i> provide snacks or lunch for the team. Based on Department guidelines, the renewal inspection team is not permitted to partake of snacks or lunch provided by the school without compensation. • Ensure that the documents required by this <i>Protocol</i> are assembled ahead of time and provided to the Department. • Provide additional documents and information requested by the team in a timely manner and in a usable format, as required by the <i>Protocol</i>. • Provide access to all personnel as requested by the team. • Provide informative, accurate, and responsive answers to team questions. Assume that all responses are “on the record.” • Communicate any concerns regarding the team’s actions or behavior to the team leader and to the Department.
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After the renewal inspection, the school has the following responsibilities:

School	<ul style="list-style-type: none"> • Respond promptly to any requests for clarification from the team. • Review the draft Summary of Review and notify the Department of any factual errors by the scheduled deadline. Examples of factual errors would include errors in the titles of school staff or documents, dates, or statistical information. • Submit to the Department a written response to the SOR, if the school so desires.
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Department Responsibilities

Prior to the renewal inspection, the Department has the following responsibilities:

Department	<ul style="list-style-type: none"> • Review the school’s Application for Renewal for clarity and completeness; notify the school when the Application for Renewal has been accepted by the Department. • Notify the school of the type of team that will conduct the renewal inspection: vendor or Department. • Notify the school and renewal inspection team of the type of visit the school will be receiving (full criteria or core criteria) as well as any additional criteria or key indicators to be included with a Core Criteria Renewal Inspection. • Ensure that the selected renewal inspection organization and team have the requisite expertise and capacity to conduct all assigned facets of the renewal inspection. • Provide required documents, data, and information to the renewal inspection team. • Coordinate with the renewal inspection team and the school regarding the dates of the renewal inspection. • Inform the renewal inspection team if the school has unique circumstances, such as: a contract with an EMO, an MOU, or operates at multiple campuses. • Prepare the Renewal Inspection Evidence template for use by the renewal inspection team.
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During the renewal inspection, the Department has the following responsibilities:

Department	<ul style="list-style-type: none">• Call the school during the renewal inspection to monitor the conduct and progress of the team’s work.• Communicate as necessary with the renewal inspection team and the school regarding the progress of the site visit.
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After the renewal inspection, the Department has the following responsibilities:

Department	<ul style="list-style-type: none">• Review the draft Renewal Inspection Evidence for writing quality and adherence to this <i>Protocol</i>.• Notify the renewal inspection organization when the draft Renewal Inspection Evidence requires revisions and when it has been accepted by the Department.• Provide a draft Summary of Review to the school for review and factual corrections. Work with the renewal inspection team lead to incorporate any factual corrections.• Finalize the Summary of Review summarizing the school’s performance over the five-year charter term, taking into account the multiple sources of evidence.• Provide charter schools with adequate notice of rights to review reports for factual corrections and to provide an official response that will be appended to the Summary of Review.
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Appendix B: Focus Groups

A number of focus groups must be scheduled for the renewal inspection. It is the school's responsibility to gather a representative group from each category through an open invitation, and to inform each participant of the time and place of the meeting. The Department expects that each participant is present for the entirety of the meeting and is given complete freedom to speak regarding their knowledge of and experience at the school, with no limits or repercussions imposed. Focus group composition **should not include more than 10 individuals**. Additionally, it is not necessary for individuals to attend multiple focus groups. For instance, it is not necessary for the special education administrator to attend the focus group for school leaders/administrators if that person is already attending the focus group for special education/ESL administrators. Groups with an * are the only groups required for a Core Criteria Renewal Inspection. Stakeholders other than those identified in these focus groups, such as external stakeholders or school partners, should **not** be interviewed. Focus groups should be scheduled for at least one hour for each group.

Focus Groups	Description
*Board of Trustees	This meeting is typically scheduled in the morning in order to work around the schedules of the school's trustees. The head(s) of school, even if s/he serves on the board, may not attend this meeting. Of note, as a result of recent conversations with the Attorney General's Office, the Department has determined that if a quorum of the board of trustees, or a quorum of any subcommittee of the board, is present at the site visit interview, the interview falls within the scope of the Open Meeting Law .
Network Administrators* (if applicable)	If the school is part of a network, the renewal inspection schedule will include an interview with network administrators. Network administrators responsible for the academic program and operation of the network should attend this meeting.
District Administrators or EMO Representatives* (if applicable)	Horace Mann charter schools may be asked to include district representation as a part of the renewal inspection. Similarly, schools operated by an education management organization (EMO) may be asked to include a representative as either part of the renewal inspection or make them available for a phone call with the team.
*School Leaders/ Administrators	Administrators who are directly and primarily responsible for the academic program and the operation of the school should attend this meeting. During the visit, the team may request additional meeting times with one or more administrators for additional inquiry or clarification. <i>Please note:</i> In certain circumstances (smaller school and/or renewal inspection with a more limited scope) it may be possible to combine the focus group for school leaders/administrators and the focus group for special education/ESL administrators.
*Special Education/ESL Administrator(s)	The school's special education and ELL program administrators will be interviewed. During the visit, the team may request additional meeting times with one or more administrators for additional inquiry or clarification.

<p>*Special Education/ESL Staff</p>	<p>This focus group will include special education teachers, interventionists, paraprofessionals, and ESL teachers and paraprofessionals. The group should contain a variety of grade and experience levels to the extent possible based on the size of the staff.</p>
<p>*General Education Teachers</p>	<p>All general education teachers should be offered the opportunity to participate. The focus group should contain a representative sample of teachers in terms of their experience, years at the school, subject, and/or grade level. Please do not include teachers who are directly responsible for supervising/evaluating other teachers. Administrators and trustees may not be present at this meeting. <i>Please note:</i> In certain circumstances (smaller school and/or renewal inspection with a more limited scope) it may be possible to combine the focus group for general education teachers and the focus group for special education/ESL staff.</p>
<p>Students</p>	<p>Student focus groups should include only students in Grade 4 and above. The focus group should represent a variety of ages, grade levels, and time spent at the school.</p>
<p>Families</p>	<p>This focus group should include parents or guardians whose children represent a variety of grades, years spent at the school, and including, if possible, parents/guardians of students with diverse learning needs.</p>
<p>Student and Family Support Services Staff</p>	<p>This focus group should include representative student support services staff including family support and outreach, guidance and counseling staff, social worker(s), school psychologist, nurse, a crisis management team member, and family outreach or community services liaison, if applicable.</p>

Appendix C: Conducting Renewal Inspections at Schools with Multiple Campuses or Schools That Are Part of a Network

Several Massachusetts Charter Schools operate multiple campuses with separate administrative leadership teams and programs in different locations. In some cases, the campuses serve overlapping grade levels, and in other instances, campuses serve an elementary, middle, and/or high school with distinct separations in program and leadership. In addition, there are several charter school boards of trustees who hold charters for more than one school (a “network”), but utilize a centralized administrative leadership structure to oversee each school. The legal structure for these various configurations differs depending on the particular circumstances.

To the extent possible, it is important that the renewal inspection team gather evidence of the Criteria at each individual campus; this will allow the team to paint a clear and accurate picture of the education provided at each of the school’s locations. The guidelines below intend to provide the renewal inspection team with information to assist in the effective planning and execution of the evidence-gathering and writing processes. The Department will confirm with the renewal inspection team and the school whether or not it is a school with multiple campuses or a school that is part of a network.

Multiple Campus Renewal Inspection Guidelines

- Ensure that communication about the renewal inspection is communicated to the network/school’s campus leaders as well as to the head(s) of school.
- Conduct a focus group with all administrators who oversee academic or operational aspects for more than one campus. Conduct one focus group with the board of trustees. Conduct one focus group with parents and guardians (as applicable), however, the group must include representatives from each campus operated by the school.
- In order to most effectively triangulate evidence, ensure that multiple team members visit each campus.
- (As applicable) Inquire about inter-campus communication structures at each campus.
- Conduct an appropriate number of classroom observations at each campus. In cases where one campus is significantly larger than the others, conduct an appropriate ratio of observations to the campus’s enrolled student population.
- In the Renewal Inspection Evidence (RIE), provide specific evidence from each campus to support all findings.
- If necessary, articulate any major distinctions between campuses in the RIE. Provide individual, campus-based descriptions of the evidence for the following criteria and key indicators, if necessary: Criterion 1: Mission and Key Design Elements, Key Indicator 6.2: Instruction, and Key Indicator 6.4: Supports for All Learners.

Appendix D: Sample Schedules

Below are sample schedules for the renewal inspection team’s work at the school. They illustrate the types of activities that occur during a typical site visit. The actual schedule will be developed by the team leader in consultation with the school. Each team may include fewer or more members than what is represented on the schedule.

Core Criteria Renewal Inspection (Typically One Day)

Time	Team Member 1	Team Member 2	Team Member 3
7:00-7:30	Team Meeting		
7:30-8:00	Meetings with Head(s) of School		
8:00-9:00	Board of Trustees Focus Group	Classroom Observations	
9:00-10:00	Classroom Observations		
10:00-11:00	Classroom Observations		
11:00-12:00	Classroom Observations	Teacher Focus Group: General Education, Special Education/ ESL Staff	
12:00-1:00	Lunch/Document Review		
1:00-2:00	Special Education/ESL Admin Focus Group	Classroom Observations	Special Education/ESL Admin Focus Group
2:00-3:00	School Leaders/Administrators Focus Group		Classroom Observations
3:00-4:30	Team Moderation		
4:30-4:45	Exit Discussion with Head(s) of School Team Departs		

Full Criteria Renewal Inspection (Typically Two Days)

Day 1

Time	Team Member 1	Team Member 2	Team Member 3
7:00-7:30	Team Meeting		
7:30-8:00	Meeting with Head(s) of School		
8:00-9:00	Family Focus Group		Classroom Observations
9:00-10:00	Classroom Observations/Document Review		
10:00-11:00	Classroom Observations	Network Administrators Focus Group	
11:00-12:00	Classroom Observations		
12:00-1:00	Lunch/Team Moderation		
1:00-2:00	Special Education/ESL Admin Focus Group	Classroom Observations	Special Education/ESL Admin Focus Group
2:00-3:00	Student and Family Support Services Staff Focus Group		Classroom Observations
3:00-4:00	Classroom Observations	General Education Teachers Focus Group	
4:00-4:45	Team Moderation		
4:45-5:00	Meeting with Head(s) of School (as needed)		
5:00	Team Departs		

Day 2

Time	Team Member 1	Team Member 2	Team Member 3
7:00-7:30	Team Meeting		
7:30-8:00	Meeting with Head(s) of School		
8:00-9:00	Board of Trustees Focus Group		Classroom Observations
9:00-10:00	Classroom Observations	School Leaders/Administrators Focus Group	
10:00-11:00	Special Education/ESL Staff Focus Group	Classroom Observations	Special Education/ESL Staff Focus Group
11:00-12:00	Student Focus Group		Classroom Observations
12:00-1:00	Lunch		
1:00-2:00	Classroom Observations		
2:00-4:45	Team Moderation		
4:45-5:00	Exit Discussion with Head(s) of School		
5:00	Team Departs		

Appendix E: Required Renewal Inspection Documents

A successful renewal inspection requires careful planning and preparation by the school as well as the renewal inspection team. The renewal inspection team receives and reviews documents in advance of the renewal inspection; the team also has access to documents during the renewal inspection. Required documents are listed below. Documents are either required to be submitted during the summer prior to the renewal inspection visit, approximately a month prior to the actual visit, or provided onsite for team viewing. **The Department will communicate with schools, beginning in the summer prior to the inspection, about the due dates for all required documents.** All documents submitted ahead of the visit must be submitted electronically. The Department requires the use of naming conventions for all electronic documents. The tables below note which documents are required for each type of renewal inspection. Additional materials may be requested by the renewal inspection team.

Documents Required for Core Criteria and Full Criteria Renewal Inspections

Required Document Naming Convention [SI] = School Initials <i>Examples:</i> ABCS Directions ABCS School Map ABCS Master Class Schedule	Description
[SI] Directions	Directions to the school, including telephone number and any necessary parking instructions. Whenever possible, parking must be made available to the visiting team.
School Map	A school map , with corresponding teacher room assignments or marked with teacher names and showing the location of special education and ESL instructional spaces.
[SI] Master Class Schedule	An easily readable <i>and</i> easily printable master class schedule for the day of the visit that clearly indicates the following for all classes: <ul style="list-style-type: none"> ▪ Teacher ▪ Subject ▪ Time ▪ Location (room assignments). ▪ Please identify on the schedule which classes are SEI, ESL and special education pullout or substantially separate placements and where they will be located.
[SI] List of Focus Group Attendees	Using a template provided by the Department, please submit a list of focus group attendees . Focus groups (including student and family focus groups) should be assembled using a process that begins with an

	open invitation. Focus groups should not include more than 10 participants, should include a range of participants, and, with the exception of the school leaders/administrators focus group, supervisors should not be in the same groups as supervisees.
[SI] Recruitment Materials	Current recruitment materials , including the school’s application for lottery and/or enrollment, and any school brochures/flyers used in recruiting applicants. Please also provide samples of recruitment materials translated in other languages.
[SI] Translated Documents	List of school documents and/or forms available in languages other than English . The renewal inspection team may also ask to see copies of the translated documents.
[SI] Student/Family Handbook	The student/family handbook .
[SI] Staff Roster	A copy of the school’s staff roster that includes each staff member’s name and job title or role. In addition, please clearly indicate on the roster: <ul style="list-style-type: none"> ▪ Staff members who have been at the school one year or less. ▪ Staff members who provide English as a Second Language services. ▪ Staff members who provide special education services.
Classroom schedules (no naming convention required)	On the day(s) of the renewal inspection, a copy of the schedule for each classroom (and any other instructional spaces) should be posted on the door. For each class, the schedule should indicate the time and the instructor.
Lesson Plans (no naming convention required)	If teachers at the school are typically expected to prepare lesson plans , printed copies should be available to members of the renewal inspection team when they conduct classroom observations.
[SI] Supports for All Learners	Using a template provided by the department, please provide a description of the school’s system of supports for all learners , including: <ul style="list-style-type: none"> ▪ a list of assessments used to identify students’ strengths and needs for academic, behavioral, and social emotional development ▪ a list of supports provided to all students ▪ a list of interventions administered to students based on the outcome of an assessment (organized by tier, if the school uses a tiered system) ▪ a list of resources used to support all learners (staff, curricula, technology)
[SI] DCAP	A copy of the school’s District Curriculum Accommodation Plan (DCAP) . This plan is developed by the charter school to ensure that the needs of diverse learners in the general education program are met. <i>Note: Please review the DCAP prior to submitting it to the Department and provide updated information as applicable regarding the school’s</i>

	<i>practices for ensuring that the needs of diverse learners are met. Updated information should be submitted in a clearly identified addendum to the DCAP.</i>
[SI] Special Education and ESL Policy and Procedure Manuals	A copy of the special education and ESL policies and procedures manuals .
[SI] SPED Self-Evaluation	A copy of the school's most recent special education program self-evaluation . Guidance on completing a special education program evaluation may be found on the Department's website: www.doe.mass.edu/charter/sped/default.html?section=sped
[SI] EL Self-Evaluation	A copy of the school's most recent English learner program self-evaluation . Guidance on completing an English learner program self-evaluation may be found on the Department's website: www.doe.mass.edu/charter/sped/default.html?section=el
[SI] Aggregated Survey Results	Aggregated family, teacher, and student survey results . For each survey, please indicate: <ul style="list-style-type: none"> ▪ when the survey was conducted ▪ the number of surveys administered ▪ the number of responses received
[SI] Board minutes [DATE]	Minutes for each board of trustees meeting that has occurred in the past 12 months. Minutes may be provided for each meeting or combined into one document.
[SI] [COMMITTEE NAME] Minutes [DATE]	Minutes for each board of trustees committee meeting that has occurred in the past 12 months.
[SI] Bylaws	The board's current, approved bylaws .
[SI] Student Data	Examples of displays of student data presented to and reviewed by the board of trustees (if available). (If different) Examples of key displays of student data used by administrators and teachers to evaluate the quality and effectiveness of the program. <i>Note: Do not send individual student data. Please <u>do not</u> send raw or student level data or data that is summarized in the annual report. Please see 603 CMR 23.00 for more information regarding student testing privacy.</i>
[SI] Strategic plan (if available)	The school's most recent strategic plan (if available).
[SI] [DISTRICT NAME] Memorandum of Understanding	If a Horace Mann school, please provide a copy of the current, approved Memorandum of Understanding with the district .

[SI] EMO Contract	If the school contracts with an education management organization (EMO) for substantially all educational services, please provide the most recent contract between the school and its EMO .
[SI] Other	Any other materials that the school believes will assist the team in efficiently reviewing the school's performance under its charter, including, but not limited to materials documenting the school's efforts to work toward the elimination of persistent achievement, access, and opportunity gaps experienced by historically underserved students.

Additional Documents Required for Full Criteria Renewal Inspections

Document Naming Convention	Description
[SI] School Climate	A brief description of programming designed to foster a safe and supportive environment for students .
[SI] Org Chart	Current organizational chart showing all administrative and instructional positions and reporting relationships (if not already provided in the most recent annual report).
[SI] School Leadership	Selected documents highlighting recent/current leadership initiatives .
[SI] Staff Handbook	The staff handbook .
[SI] Evaluation Tools	Tool(s) used to evaluate the performance of the school leader, other administrators, teachers, and staff .
[SI] Professional Development Plan Calendar	Professional development calendar for the current school year.