SOUTH SHORE CHARTER PUBLIC SCHOOL

YEAR 23 CORE CRITERIA SITE VISIT REPORT

Norwell, MA
April 3rd 2018

This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
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Commissioner

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CHARTER SCHOOL PERFORMANCE CRITERIA AND RATINGS

Massachusetts Charter School Performance Criteria			Rating
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**
	Criterion 2: Access and Equity The school ensures access and equity for all students eligible to attend the school.		● **Partially Meets**
	Criterion 3: Compliance The school is in compliance with the terms of its charter and applicable state and federal laws and regulations.		N/A
Academic Program Success	**Criterion 5: Student Performance** The school consistently meets state student performance standards as defined by the statewide accountability system.		Level: N/A Percentile: N/A
	Criterion 6: Program Delivery The school delivers a high quality academic program that meets the academic needs of all students.	2. Instruction	N/A[1]
		4. Supports for Diverse Learners	● **Partially Meets**
Organizational Viability	**Criterion 9: Governance** Members of the board of trustees act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.		● **Partially Meets**

Rating Key	
● **Exceeds**	The school fully and consistently meets the criterion and is a potential exemplar in this area.
● **Meets**	The school substantially 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.

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[1] Due to the limited scope of the core criteria site visit, core criteria site visit reports contain a finding but not a rating for Key Indicator 6.2: Instruction.

INTRODUCTION

SCHOOL PROFILE

South Shore Charter Public School (SSCPS)			
Type of Charter	Commonwealth	**Location**	Norwell, MA
Regional or Non-Regional	Regional	**Districts in Region**	Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hingham, Holbrook, Hull, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate, Weymouth, Whitman-Hanson
Year Opened	1995	**Year(s) Renewed**	2000, 2005, 2010, 2015
Maximum Enrollment	1,075	**Current Enrollment**	927
Chartered Grade Span	K-12	**Current Grade Span**	K-12
Students on Waitlist	775	**Current Age of school**	23
Mission Statement: Inspiring every student to excel in academics, service, and life.			

SCHOOL HISTORY

SSCPS was founded in 1995 by a team of community members, educators, and parents. The school was originally located in Hull, but relocated to Norwell in 2004. In 2010, SCCPS was named America's greenest school.

In October of 2012, the Board of Elementary and Secondary Education (BESE) voted to approve SSCPS's amendment request to increase the school's maximum enrollment from 540 to 610 students. In January 2016, the school requested and received approval from BESE to increase its maximum enrollment by 465 students to reach a maximum of enrollment of 1,075 students by the 2018-2019 academic year. The school's currently approved growth plan is provided in the chart below.

Level	Grade	2017	2018	2019	Steady State
I	K	72	70	75	75
	1	51	75	75	75
	2	50	60	75	75
II	3	50	60	75	75
	4	50	60	75	75
III	5	53	60	75	75

	6	53	60	75	75
IV	7	65	70	75	75
	8	66	75	75	75
High School	9	83	95	100	100
	10	59	100	100	100
	11	57	80	100	100
	12	49	62	100	100
Total		758	932	1,075	1,075

In March of 2018, the school submitted a revised growth plan to the Department to delay the school's growth to the maximum enrollment by one year. In April 2018, during the onsite visit, the school reported facility constraints as the rationale for delaying its enrollment plan. SSCPS continues to work with the Department to revise and receive approval to the revised growth plan.

The school is organized into learning communities called levels and the high school. Level I includes grades K-2; Level II includes grades 3 and 4; Level III includes grades 5 and 6; and Level IV includes grades 7 and 8. The high school is comprised of grades 9-12.

In 2015, the school's administrative structure consisted of an executive director, a principal of grades K-6, a principal of grades 7-12, a director of finance, and a director of learning services. A review of board minutes submitted by the executive director in advance of the onsite visit indicated proposed changes to the administrative structure. During the onsite visit, the board of trustees and school administrators confirmed the changes to the administrative structure and reported the school's enrollment expansion as the rationale. The revised administrative structure is as follows: an executive director, a director of learning services, a director of finance, a principal of grades K-12, and three assistant principals for grades K-4, 5-8, and 9-12. School administrators reported the next phase of administrative changes will occur in the 2018-2019 academic year and will include the hiring of curriculum directors for English language arts, mathematics, history, and science.

A review of the school's 2016-2017 organizational chart (the most recent year on file) indicates the executive director reports to the school's board of trustees. The executive director in turn oversees the school's educational program and administrative and financial operations through the direct oversight of the director of finance, director of learning services, and school principals.

DEMOGRAPHICS

Please see the following link for the school's most recently available demographic profile:
http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04880000&orgtypecode=5

Please also see Appendix A: Access and Equity for more information from the Charter Analysis and Review Tool (CHART), which will note when CHART was last updated.

METHODOLOGY

The Charter School Performance Criteria (Criteria)[2] define expected performance in the three guiding areas of charter school accountability defined in the current regulations, 603 CMR 1.00: faithfulness to charter, academic program success, and organizational viability. The purpose of the core criteria visit is to gather evidence regarding the school's implementation of its program and how it is performing in terms of a sub-set of the Criteria.

This report contains evidence related to a sub-set of the Criteria: Criterion 1: Mission and Key Design Elements, Criterion 2: Access and Equity, Criterion 5: Student Performance, Key Indicator 6.2: Instruction, Key Indicator 6.4: Supports for Diverse Learners, and Criterion 9: Governance. Ratings that encapsulate a school's performance in terms of these criteria are found on the first page of this report. Evidence and findings that support the ratings are presented below. Additional evidence related to Criteria 2, 5, and 10 is appended to this report.

The following participants conducted the site visit on April 3rd 2018:

- Patrick Buckwalter, Department of Elementary and Secondary Education (DESE), Office of Charter Schools and School Redesign (OCSSR)
- Melissa Gordon, DESE, OCSSR
- Ellie Rounds-Bloom, DESE, OCSSR
- Jennifer Daly, Bridge Boston Charter School
- Sara Nelson, Academy of the Pacific Rim Charter Public School

Before the visit, the site visit team reviewed the school's 2016-17 Annual Report, Year 20 Summary of Review, the school's accountability plan, board materials and minutes, and recent assessment data. On site, the team reviewed special education and English learner manuals, recruitment materials, and safety documents and other information provided by the school. The team conducted 37 classroom observations and interviewed trustees (6), administrators (6), teachers (7), and students (6).

RATINGS, FINDINGS, AND EVIDENCE

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: In Year 23, all stakeholders share a consistent understanding of the school's mission to inspire every student to excel in academics, service, and life. Site visitors found evidence of the school's implementation of the key design elements including community service, project based learning through student portfolios, and an integrated K-12 academic program that supports the social emotional needs of students.

All school stakeholders share a common and consistent understanding of the school's mission.
- SSCPS's mission states, "Inspiring every student to excel in academics, service, and life."

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[2] The Charter School Performance Criteria v. 3.4 is found at: http://www.doe.mass.edu/charter/acct.html?section=criteria

- School administrators, teachers, students, and board members reported a common understanding of the school's mission. Administrators reported on the school's rigorous academic program, workshop model to support students' development of perseverance and collaboration, and service learning model. Stakeholders reported workshops and service projects support real-world learning.

The school is faithful to its mission and related key design elements and implements them with fidelity. Aspects of the mission and key design elements are described below.

- *Rigorous academics in major subject areas including the arts, sciences, foreign language, and social sciences; combined with project-based learning.* All stakeholders reported on the school's rigorous K-12 academic program with embedded project based learning.
  - o Stakeholders, including board members and teachers, reported on the school's exhibitions of mastery requirement. Teachers reported exhibitions of mastery are required for all students in grades K-12 and noted students research a specific topic and present their project twice annually during public exhibitions of mastery. A review of the student handbook confirms students must complete exhibitions of mastery to exit each Level and graduate from high school.
  - o Stakeholders, including administrators, reported on the school's senior project and noted it is a requirement for graduation. Stakeholders reported senior projects provide students with opportunities to gain real-world experiences and the student handbook notes senior projects support students' transition to life post high school.
  - o Teachers and students reported on the school's advanced placement (AP) courses. A review of the school's 2016-2017 annual report indicates AP course offerings in statistics, calculus, English language composition, English literature and composition, computer science principles, and biology. Additionally, the annual report noted a forty percent increase in the amount of students enrolled in AP courses in 2016-2017 from 2015-2016.
  - o A review of 2017 advanced placement (AP) examination performance data indicates that nearly fifty-one percent of AP examination participants earned a score of three or higher below the statewide average of sixty-five percent.
  - o A review of 2016-2017 SAT data indicates that tested SSCPS students received a score of 559 in reading/writing and 556 in mathematics, both slightly above statewide averages of 552 in both subject areas.
  - o College acceptance is a graduation requirement. Board members reported on, and a review of the school's 4-and 5-year graduation rate confirms, the school's one hundred percent graduation rate.
- *K-12 requirement of community service.* Board members, school administrators, teachers, and students reported, and a review of the student handbook and 2016-2017 annual report confirms all students in grades K-12 must complete community service as a requirement for graduation.
  - o Stakeholders reported the community service requirement teaches students the importance of helping each other and building community.
  - o A review of the student handbook notes the community service requirements as follows:
    - Level I: Students must complete five acts of community service for each year enrolled in Level I.
    - Level II: Student must complete ten acts of community service for each year enrolled in Level II.

- Level III: Students must complete and document fifteen hours of community service for each year enrolled in Level III.
- Level IV: Grade 7 students must complete and document twenty hours of community service. Grade 8 students must complete and document twenty-five hours of community service.
- High school: Students in grades 9-12 must complete and document thirty hours of community service per year.

- *Supporting the academic and social emotional needs of students in an inclusion model.* The school has structures in place to support the academic and social emotional needs of students.
    - School administrators, teachers, and students reported on the school's focused instructional time (FIT) block. School administrators and teachers reported FIT blocks provide academic and social supports as well as enrichment opportunities to students. Teachers reported the use of data from DIBELS, WIDA, ACCESS, and Lexile assessments to determine FIT groupings.
    - School administrators and students reported on the school's "workshop" courses. School administrators reported workshop builds students' capacity to persevere and supports collaboration. Students positively reported on workshop courses and noted workshops cover a range of topics such as art, music, and personal training.
    - Teachers reported the school's inclusion model supports students' social and emotional learning as students are taught to value and respect all learning styles.

- *Internship program and college course completion to support college and career readiness.*
    - As noted above, students are required to complete a senior project. A review of the student handbook indicates senior projects may fall into one of three categories: Category 1: Business based internships (approximately three weeks in length and a total of thirty hours per week), Category 2: Community service based internship (approximately three weeks in length and a total of thirty hours per week, and Category 3: Career Portfolio (student exploration of a career interest and defense of research paper to a panel of teachers).
    - Board members and teachers reported on the school's contractual services with Chyten, a test preparation, academic tutoring, and college counseling organization to provide college preparation support to SSCPS students.
    - Students positively reported on "college room," and noted that college support and preparation services provided by Chyten include financial services such as scholarship and financial aid support.
    - School administrators reported on high school SAT groups and college essay writing support classes.

- *Integrated K-12 academic program within a nurturing K-12 school culture.*
    - Teachers reported the integration of all content areas in grades K-12. Teachers also reported new curriculum and department meetings support continued efforts to vertically and horizontally align the academic curriculum for grades K-12.
    - Students reported the school is welcoming and all students feel accepted. Students also reported the school values diversity and emphasized the sense of community.
    - Teachers positively reported on the diversity of the school and reported all families are supported and welcome. Teachers reported the school has been successful in maintaining the positive sense of community through the growth in enrollment and noted the high school has benefited the most with the expansion through the variety of

classes offered, variety of student clubs, and continued diversity in student demographics.
   o Board members reported on the high school mentoring programming in which students in grades 9-12 mentor students in lower grades and noted mentors serve as role models for students in lower grades. Additionally, board members reported on the formation of a student led club in the high school in response to mass shootings.
   o School administrators reported teachers received Open Circle training, an evidence-based social and emotional learning program, and implement open circles in classrooms.

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

Finding: SSCSPS has an approved recruitment and retention plan. In 2016-17, SSCPS has lower attrition rates for all students and subgroups than comparison schools. Additionally, the school's stability rate has been high for all students and subgroups. SSCPS enrolled English learners and students with disabilities at higher rates than comparison schools. In 2016-17, the school enrolled students who are economically disadvantaged at rates below comparison schools.

- SSCPS has received approval from the Department for its Recruitment and Retention plan every year over the course of the current charter term.
- SSCPS's attrition rates have been below comparison schools for all subgroups, which include English learners (ELs), students with disabilities (SWD), and students who are economically disadvantaged (ED). In 2017, SSCPS's stability rate for all students is above the median of comparison schools and slightly above the statewide average. Stability rates for ELs, SWD, and ED subgroups is higher than the median of comparison schools and above statewide averages.
- With the exception of the ED student subgroup, SSCPS enrolls a student population that is demographically comparable to comparison schools. In 2017, SSCPS enrolled ELs and SWD above comparison schools. In 2017, the school enrolled students who are economically disadvantaged at rates below comparison schools. During the 2016-17 annual report review process the school leader noted the change in federal metrics to the low income calculation affects the school's identified rate of students identified as economically disadvantaged. During the annual report review process, the school identified the following enhanced recruitment strategies: increased social media marketing presence; increased direct recruitment activities in sending districts with larger percentage of economically disadvantaged students; and additional family outreach opportunities to facilitate interaction with families.
- For more information about enrollment, attrition, and stability rates, see the *Appendix A: Access and Equity*.

Finding: SSCPS does not eliminate barriers to program access. The school's website includes translation features; however, neither the website nor the student handbook provides information about the school's special education and English as a second language programming. SSCPS's in-school suspension rate is below the statewide average of 1.7 percent; the school's out-of-school suspension rate is below

the statewide average of 2.8 percent. The school's in-and-out of school suspension rates for students in the high needs, male, and African American/Black student subgroups are above the aggregate.

- Neither the school's website nor the student handbook include information regarding special education and ESL program information. The cover page of the student handbook notes the document may be translated upon request to the school principal. Neither the school website nor the student handbook included information related to the availability of translators.
- In 2016-17, SSCPS had an in school suspension rate for all students of 0.8 percent, lower than the statewide average of 1.7 percent for all students; the following subgroups had higher rates of suspension: high needs (1.2), males (1.6), and African American/Black (1.0). Additionally, in 2016-17, SSCPS had an out of school suspension rate of 1.4 percent for all students, below the statewide average of 2.8 percent for all students; the following subgroups had higher rates of suspension: high needs (2.5), male (2.1), and African American/Black (2.6). Please see here for more details as well as historical data from 2012-13 to 2016-17: http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04880000&orgtypecode=5&=04880000&

Future site visit teams should examine the extent to which the school website and the student handbook provide information about the school's special education and English as a second language programming.

CRITERION 3: COMPLIANCE	
The school is in compliance with the terms of its charter and applicable state and federal laws and regulations.	N/A

Finding: The school is out of compliance with state law and regulations regarding teacher licensure.

- One of three teachers involved in the provision of English as a second language (ESL) instruction to English learners is not licensed in English as a Second Language as required by M.G.L. c. 71A.
- A review of the school's submitted staff roster indicated, of the seventeen staff assigned to special education support, only thirteen are qualified to independently deliver services. Following the site visit, the executive director reported a single staff member assigned to provide special education support is not qualified to independently deliver services. The executive director reported the school has a supervision structure in place for the special education provider that does not hold appropriate licensure; however, this supervision structure is not documented on students' IEPs. The school has indicated this will be addressed.
- 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 site visit, two teachers beyond year one of employment have not passed the MTELs appropriate to the subject area in which they teach.

Finding: The board is not consistently in compliance with Open Meeting Law.

- Board minutes do not include a summary of the discussion of each subject or provide enough detail so that a member of the public who did not attend could read the minutes and understand what occurred and how the public body arrived at its decisions as required by G.L. c. 30A, § 22(a).

- The board does not routinely keep committee meeting minutes as required by G.L. c. 30A, § 18.

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE	
The school consistently meets state student performance standards as defined by the statewide accountability system.	Level: N/A Percentile: N/A

Finding: Over the past four years, SSCPS has not consistently met state student performance standards for academic growth and proficiency.

2017 Assessment Results (Next Generation MCAS)[3]

In 2017, the Next Generation MCAS was administered statewide for the first time. As such, a majority of schools did not receive Accountability Levels.

In 2017, in grades 3 through 8, 53 percent of SSCPS students in grades 3-8 met or exceeded expectations on the Next Generation MCAS assessment in English Language Arts, above the state average of 49 percent. In mathematics, 43 percent of SSCPS students in grades 3 through 8 met or exceeded expectations on the Next Generation MCAS assessment, below the state average of 48 percent.

2017 Assessment Results (Legacy MCAS)

In 2017, SSCPS administered the legacy MCAS in science and technology/engineering for grades 5 and 8. In science and technology/engineering on the legacy MCAS assessment in grade 5, 53 percent of students earned proficient or advanced, above the state average of 46 and in grade 8, 39 percent of students earned proficient or advanced, just below the state average of 40.

2014-2016 Assessment Results (MCAS/PARCC)

Level and Percentile

From 2014 to 2016, the school was in Level 2 (due to not fully meeting gap narrowing goals). From 2014 to 2016, the school performed at the following percentiles: 84th in 2014, 61st in 2015, and 59th in 2016. Please refer to Appendix C for detailed student academic performance data over the charter term.

Cumulative Progress and Performance Index (PPI)

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[3] In November 2015, the Board of Elementary and Secondary Education ("Board") voted to approve the development of Massachusetts's next-generation MCAS assessment. In the spring of 2017, schools administered the first next-generation MCAS assessment to grades 3 through 8. Schools serving grade 10 continued to administer the legacy MCAS. Anticipating the shift to the next-generation MCAS, the Board voted in November 2015 that districts and schools administering the next-generation MCAS assessment in grades 3-8 in spring 2017 would not have their accountability results negatively impacted based on those test scores. In the fall of 2017, the Department will not use Levels 1-3 for any school that enrolls students in grades 3-8, so long as the school has a participation rate of at least 90 percent in the administration of the spring 2017 MCAS tests and does not have a persistently low graduation rate.

From 2014 to 2016 the school had a Cumulative Progress and Performance Index (PPI) of 84, 61, and 71 for all students. In 2016, the school experienced no change in meeting its proficiency gap narrowing targets for English language arts (ELA) and mathematics, and improved below target in science and technology/engineering. From 2014 to 2016 the school had a PPI of 70, 60 and 55 for the high needs subgroup. Further, in 2016 the school did not meet targets for narrowing proficiency gaps for all students, and students in the high needs, students with disabilities, African American/Black, and White subgroups.

Growth

The school's historical SGP data for years 2014 through 2017 for all students and high needs students* in grades 3-8 is displayed in the chart below.

*SGP data from 2015 through 2017 does not include grade 10.

SSCPS Median Student Growth Percentile					
Year		2014	2015	2016	2017
ELA SGP	All	50.0	31.0	43.0	56.0
	High needs	47.0	29.0	39.0	56.0
Math SGP	All	52.0	30.0	37.0	51.0
	High needs	50.0	32.0	32.0	44.5

Grade 10 Academic Achievement

Students in the class of 2020 and prior classes continue to take Massachusetts' grade 10 legacy MCAS assessments in English language arts, mathematics, and science and technology/engineering.

Proficiency

In 2017, 96 percent of SSCPS grade 10 students scored in the Proficient and Advanced categories on the ELA assessment. In mathematics and science and technology/engineering, 77 percent scored Proficient and Advanced. Ninety-one percent of SSCPS grade 10 high needs students scored in the Proficient and Advanced categories on the ELA assessment. In mathematics, 54 percent of grade 10 high needs students scored Proficient and Advanced. In science and technology/engineering, 50 percent of grade 10 high needs students scored Proficient and Advanced.

Composite Performance Index (CPI)
SSCPS's grade 10 CPIs increased slightly from 2016-2017 in ELA, decreased slightly in mathematics, and increased slightly in science and technology/engineering. The grade 10 CPIs increased from 2016 by 0.7 points in ELA, decreased by 0.3 points in mathematics, and increased by 0.7 points in science and technology/engineering. The CPIs for grade 10 students in the high needs subgroup increased from 2016-2017 in ELA, increased in mathematics, and increased in science and technology/engineering. The grade 10 CPIs for high needs students increased from 2016, with a 3.3 point increase in ELA, a 11.2 point increase in mathematics, and a 8.3 point increase in science and technology/engineering.

ELA- 10th Grade
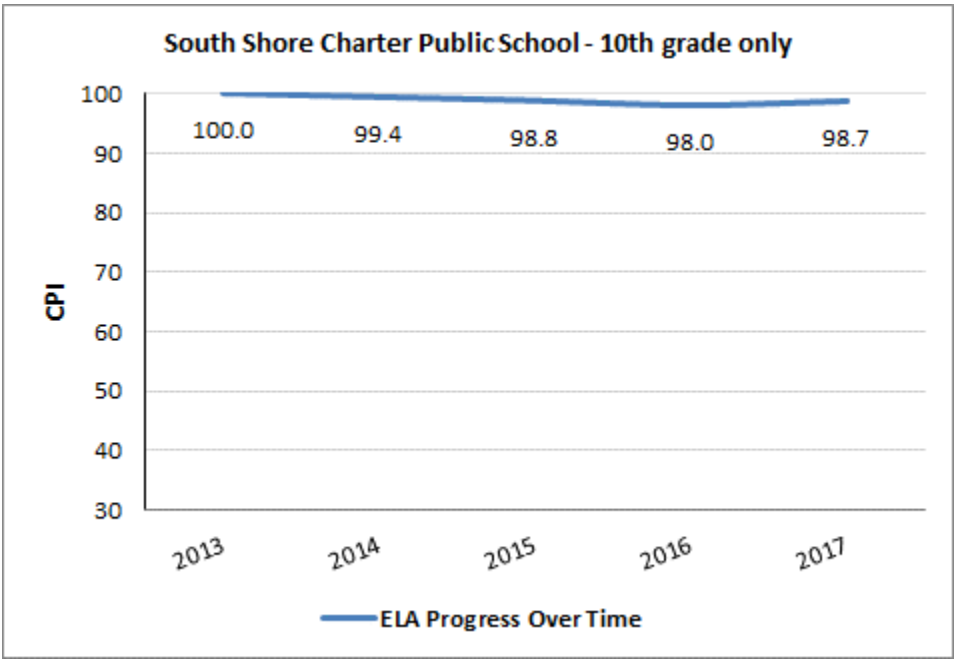
MATH – 10th Grade
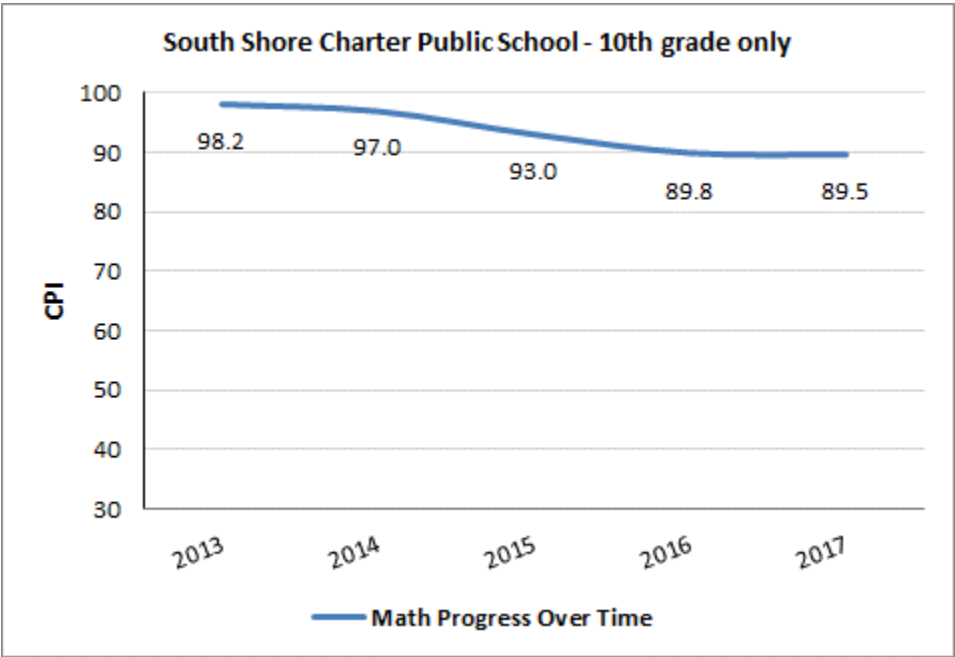
SCIENCE – 10th Grade
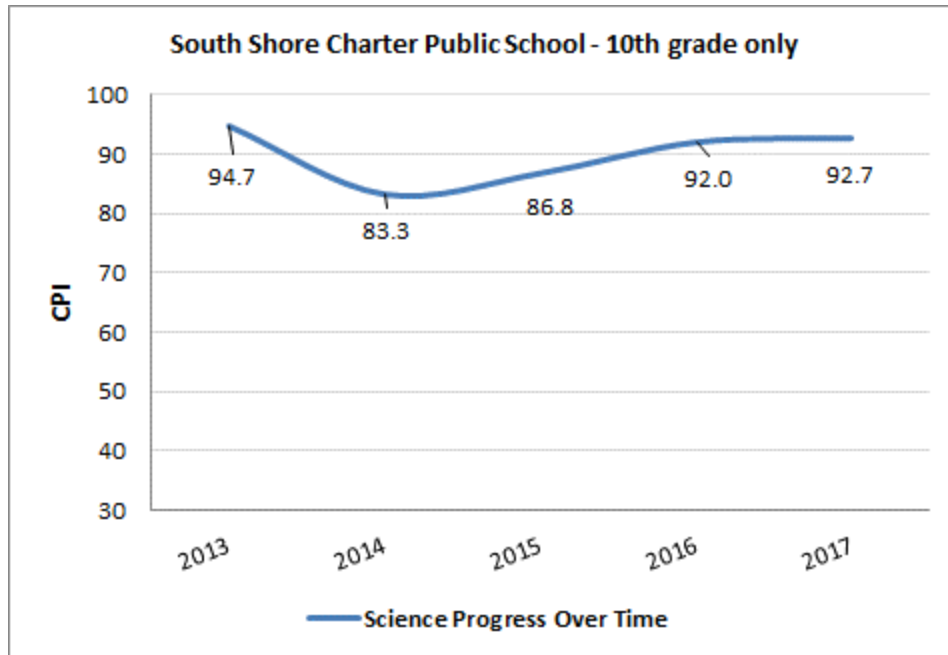
Growth

The school's historical SGP data for grade 10 MCAS is displayed in the chart below.

SSCPS Median Student Growth Percentile for grade 10					
Year		2014	2015	2016	2017
ELA SGP	All	50.2	82.0	65.0	46.0
	High needs	N/A	N/A	N/A	N/A
Math SGP	All	75.0	50.5	44.5	61.0
	High needs	N/A	N/A	N/A	N/A

Graduation and Dropout Rates

The school has exceeded state accountability targets of 88.3 percent and 89.8 percent for 4-year and 5-year graduation rates, respectively: the 4-year graduation rate for the 2016 cohort was 95.9 percent and the 5-year graduation rate was 100 percent for the 2015 cohort. In 2017, the school's dropout rate was zero for all students and the high needs subgroup and below the statewide average.

CRITERION 6: PROGRAM DELIVERY

The school delivers a high quality academic program that meets the academic 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. Instruction fosters student engagement. Classroom environments are conducive to learning.	N/A[4]

Finding: School administrators and teachers share a general understanding of the school's common instructional practices. Site visitors observed at least one common practice in almost all observed classrooms; visitors did not observe any of the instructional practices in three observed classrooms. Just over half of observed classrooms reflected high expectations for all students and the majority of observed classrooms were conducive to learning.

- School leaders and teachers reported a general understanding of high quality instructional practices for students. The head of school submitted the following list of common instructional practices and classroom routines that site visitors should observe in classrooms:
    1. Posted and clear statement of objective(s)
    2. Combination of teacher and student driven instruction
    3. Connections to previous lessons
    4. Higher order thinking questions
    5. Writing to focus and clarify student understanding
    6. Constant monitoring of student learning with clear and specific tasks
    7. Summation at the end of the lesson to determine if the objective(s) has been met

- With the exception of the summation at the end of the lesson to determine if the objective has been met, (only observable at the end of lessons), site visitors recorded the following in the 37 observed classes:
    o Two classrooms reflected six common instructional practices.
    o Two classrooms reflected five common instructional practices.
    o Five classrooms reflected four common instructional practices.
    o Eleven classrooms reflected three common instructional practices.
    o Nine classrooms reflected two common instructional practices.
    o Five classrooms reflected one common instructional practice.
    o Three classrooms did not reflect any common instructional practices.

Each of the common instructional practices is discussed below.
- *Posted and clear statement of objective(s).*
    o Site visitors observed posted and clear statement of objective(s) in 28 out of 37 observed classrooms.
- *Combination of teacher and student driven instruction.*
    o Site visitors observed a combination of teacher and student driven instruction in 13 out of 37 observed classrooms. When observed, site visitors reported an instance of students completing an assigned task and supporting whole class instruction; students responding to teacher prompts; and students reading aloud. In classrooms where visitors did not observe a combination of teacher and student driven instruction, visitors observed instruction almost exclusively teacher led and minimal student voice.
- *Connection to previous lessons.*

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[4] Due to the limited scope of the core criteria visit, core criteria site visit reports contain a finding but not a rating for Key Indicator 6.2: Instruction.

- o Site visitors observed connections to previous lessons in 17 out of 37 observed classrooms. When observed, site visitors observed students engaging in content review; teachers using questioning techniques to activate students' prior knowledge; and students completing do-nows that reflect prior learning.
- *Higher order thinking questions.*
    - o Site visitors observed higher order thinking questions in 8 out of 37 observed classrooms. When observed, site visitors reported an instance of higher order thinking questions posted on the classroom whiteboard in preparation for a whole class activity; teacher asking students to make observations and develop opinions based on a poem; posted question of the day; writing prompts; and student investigation and analysis of stated claims. In the classrooms where site visitors did not observe higher order thinking questions, site visitors observed students providing one word response and students responding to recall questions.
- *Writing to focus and clarify student understanding.*
    - o Site visitors observed writing to focus and clarify student understanding in 9 out of 37 observed classrooms. When observed, site visitors observed an instance of students expressing thoughts and opinions through writing; students engaging in a writing assessment review; students writing responses to discussion questions; and students completing writing prompts.
- *Constant monitoring of student learning with clear and specific tasks.*
    - o Site visitors observed constant monitoring of student learning with clear and specific tasks in 23 out of 37 observed classrooms. When observed, site visitors observed teacher circulation; individual student check-ins; teachers monitoring student work and progress; cold calls; and teachers providing clear expectations for student and clarifying specific tasks.
- *Summation at the end of the lesson to determine if the objective(s) has been met.*
    - o Site visitors conducted three end of lesson observations and did not observe summation at the end of the lesson to determine if the objective(s) has been met.

High expectations for all students

Just over half of observed classrooms (19 out of 37) reflected high expectations of all students. When observed, visitors observed examples of teachers communicating and enforcing specific standards for student work and effort, teachers modeling and reinforcing ways that students could master challenging material and students seeking and receiving support when appropriate. Examples include:
- Setting clear expectations for lessons, teacher use of higher order thinking questions, student use of academic language through writing, teachers requiring students to explain thinking and to respond using complete sentences.
- In classrooms that did not reflect high expectations for all students, site visitors reported teachers providing answers, teachers calling on the same students, teachers doing the majority of the speaking, teachers asking students to respond to questions that lacked clarity, and students not required to demonstrate learning.

Conducive to Learning

The majority of observed classrooms (28 out of 37) were conducive to learning. Site visitors observed:

- Respectful peer to peer and teacher to student interactions, teachers and students using calm tones, warm interactions, established routines for students, teacher use of positive praise, teacher modeling appropriate ways to navigate social interactions, students redirecting themselves, and teacher and student use of humor.
- In classrooms that were not conducive to learning, site visitors reported students engaged in off-task behavior and conversations, ineffective or no redirection by teacher, students using headphones, student use of cellphone, and unclear classroom routines.

Key Indicator 6.4: Supports for Diverse Learners	
The school has systems to identify students in need of support, and provides supports, interventions, and resources to meet the academic needs for all students, including but not limited students with disabilities and English language learners.	● **Partially Meets**

Finding: SSCPS has systems in place to identify students in need of support and provides supports, interventions, and resources to meet the needs of most learners. The school does not have an ELD curriculum.

The school uses a universal screening system to assess academic and behavioral strengths and challenges of all students, and to identify students needing additional support.

- Students potentially in need of ESL services are identified through the home language survey after the student is accepted at the school. If a language other than English is spoken at home, the school administers a WIDA screener to assess whether the student qualifies for ESL services.
- Teachers and administrators reported the implementation of three (K-4, 5-8, and 9-12) student support teams (SST). Teachers reported SST's are predominately comprised of general education teachers and noted specific individuals are invited to SST meetings on a case-by-case basis. Stakeholders reported SST's meet weekly to discuss students in need of academic supports and review interventions implemented by teachers.

The school's intervention system allows students to move along a continuum of services and change placements according to identified progress or needs.

- The SST reviews previous interventions and the team discusses additional interventions for the team to put in place. SST developed interventions are implemented, monitored, and reviewed for effectiveness every six weeks.
- If the student is not making progress, additional interventions may be developed or the student may be referred for special education testing.
- Teachers and administrators reported the school implements a response to intervention (RTI) model and reported the configuration of FIT blocks is aligned to the RTI model.
- School administrators and teachers reported the use of formative assessments, including DIBELS and ACCESS data to inform the development of FIT blocks. Teachers reported students may request or can be placed in specific FIT blocks and noted FIT blocks are developed to provide either enrichment services or academic support.

The school demonstrates responsibility for the diverse learning needs of all students through supports, interventions, and staff resources. The school, however, does not have an ESL curriculum.

- School administrators and teachers reported the school provides the following supports for all students: Title I and Title III afterschool tutoring, Saturday school, daily Level 4 afterschool support, the learning service team, social skills groups, lunch bunch, and multiple adults in classrooms. School administrators reported the use of Zones of Regulation to support all students.
- School administrators and teachers reported the school provides Sheltered English Immersion (SEI) to ELs. Stakeholders reported the use of FIT blocks to provide pull-out ESL support to ELs and in addition to push-in supports.
- School administrators reported the majority of teachers are SEI endorsed and school administrators and teachers reported the use of FIT blocks to provide pull-out support. A review of the school's staff roster indicates 57 out of 84 teachers are SEI endorsed. Following the site visit, the school reported 60 teachers are SEI endorsed and notes of the remaining 24 teachers, 17 are not assigned to core content subject areas.
- Site visitors observed evidence of supports for diverse learners in 20 out of 37 observed classrooms, which included: multiple adults supporting students in classrooms, teachers circulating to check in with students, use of Zones of Regulation, movement breaks, graphic organizers, alternative seating, anchor charts, manipulatives, checks for understanding, visuals, written and verbal directions, partner and group work, wait time, countdowns, and videos.
- The school employs the following support staff for students: seventeen special education teachers, three ESL teachers, two adjustment counselors, a behavior support assistant, nine paraprofessionals, a director of guidance, a school psychologist, a speech tutor, two speech therapists, six tutors, five one-to-one aides, a director of learning services, an occupational therapist, and two school nurses.
- The school does not have an ESL curriculum for its ELs, as required by M.G.L. c. 71A, § 1. School administrators reported the school is currently aligning ESL FIT courses to the school's Wit and Wisdom literacy program.

School administrators reported the school uses the results of a data-based program of self-evaluation to inform the instructional aspects of the special education and English learner programs to improve instructional strategies for students.

- The executive director submitted self-assessments of the ESL and special education programs conducted in 2017.
- School administrators reported formative assessments, including DIBELS and MCAS inform the progress of the special education program. Additionally, school administrators reported the use of ACESS and MCAS assessment data to inform both the ESL and tutoring programs.

Please see the outcome data in *Criterion 5: Student Performance* for the performance of the high needs subgroup.

Future site visit teams should examine the extent to which the school has a documented ELD curriculum. Related Departmental resources are provided in Appendix D

ORGANIZATIONAL VIABILITY

CRITERION 9: GOVERNANCE

Members of the board of trustees act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.	● **Partially Meets**

Finding: The board of trustees provides appropriate governance and ensures the success and sustainability of the school.

Board composition/membership

- Board members reported the board consists of 13 or 14 members. A review of the board member management systems indicates the board currently consists of 17 approved members, within the number set by the board's bylaws.
- Board members reported, and a review of the board minutes confirmed, the board meets nine times per year.
- Board members reported the following committees: finance, governance, personnel, and development; however, with the exception of the finance committee, the school did not submit committee minutes for the committees noted above.
- Board members reported the finance and development committees meet during board meetings and noted the governance and personnel committees meet as needed. Board members also reported two ad-hoc committees, facilities and field trips but noted these two ad-hoc committees rarely meet. Following the site visit the executive director reported both the finance and development committees meet before board meetings.
- Board members reported the development committee does not take minutes as required by Open Meeting Law. Members were not able to confirm if the remaining committees maintain meeting minutes.
- A review of the board's minutes confirms that the board is not following the Open Meeting Law as minutes do not include summaries of discussion.

Board understanding of role, oversight, and decision-making

- The board of trustees provides appropriate oversight to the school.
- The board of trustees and school administrators reported that the board's role is solely limited to governance and does not engage in day-to-day operations of the school.
- Board members reported they receive an executive director report during board meetings. A review of board minutes confirmed that the board receives school and academic updates from the executive director and discuss a range of matters related to the school. However, board minutes do not include discussions pertaining to the variance between the growth plan included in the school's January 2016 expansion request and current enrollment numbers.
- Board minutes confirm the board also receives students and/or faculty updates, committee updates (finance, governance, personnel, and ad hoc field trip), and parent association updates.
- Board members reported that the board reviews assessment data, including MCAS, PARCC, and SAT. Board member also reported the board reviews special education and English learner subgroup data, finance, and parent/student survey data. Board members noted discipline data is reviewed annually as part of the annual report submission.
- The board reported it conducts an annual review of the executive director and reported that the governance committee oversees the executive director's evaluation. The evaluation includes a survey administered by the governance committee and the results are provided to the board chair and is used to support the chair's assessment. The board reviews and votes on the evaluation in a public meeting prior to reviewing with the executive director. If needed, follow up with the executive director can occur. Following the site visit, the executive director reported the personnel committee oversees all aspects of the executive director evaluation process.

Process for ensuring success and sustainability

The board engages in strategic and continuous improvement planning.
- The board reported that the school developed a strategic plan approximately five years ago. Members also reported the strategic plan is reviewed periodically, but especially in the summer as it is used to support the development of the annual report.
- Board members reported on a process to recruit new members and noted the recruiting committee, a sub-set of the governance committee, is responsible for conducting outreach.

APPENDIX A: ACCESS AND EQUITY

The **charter accountability table** (below) provides several sets of data relative to charter school MCAS performance as well as student indicators. The percent of students scoring proficient or advanced (P/A), the composite performance index (CPI), the percent of students scoring warning or failing (W/F), and the student growth percentile (SGP) are all displayed in the aggregate over the term of the charter. The school's accountability level, percentile, English Language Arts (ELA) and math percentiles for the aggregate and targeted subgroups, and cumulative progress and performance index (PPI) for the aggregate and targeted subgroups are shown if available (this depends on the size and the age of the school). When applicable, the 4-year and 5-year graduation rates as well as the annual dropout rate are also provided for the available years of the charter term. For detailed definitions of accountability terms, please visit this URL: http://profiles.doe.mass.edu/accountability/report/aboutdata.aspx#AccountabilityInformation.

South Shore Charter Public School

% Proficient or Advanced		2011	2012	2013	2014	PARCC 3-8* 2015	PARCC 3-8* 2016	MCAS 10 2015	MCAS 10 2016
ELA P/A	All	83.0	82.0	82.0	81.0	61.0	58.0	95.0	92.0
ELA P/A	High needs	75.0	71.0	69.0	68.0	29.0	35.0	89.0	73.0
MATH P/A	All	68.0	67.0	70.0	69.0	45.0	40.0	86.0	78.0
MATH P/A	High needs	52.0	50.0	54.0	56.0	19.0	22.0	72.0	33.0
SCIENCE P/A	All	55.0	56.0	72.0	55.0	57.0		56.0	
SCIENCE P/A	High needs		41.0	58.0	32.0	42.0		27.0	

CPI		2011	2012	2013	2014	PARCC 3-8* 2015	PARCC 3-8* 2016	MCAS 10 2015	MCAS 10 2016
ELA CPI	All	94.1	94.3	94.0	92.8	87.4	86.5	98.8	98.0
ELA CPI	High needs	90.5	89.6	89.2	87.1	71.5	74.8	97.2	93.3
MATH CPI	All	86.1	86.1	88.4	86.7	79.8	78.1	93.0	89.8
MATH CPI	High needs	77.3	77.2	80.8	79.2	64.1	65.8	84.7	68.3
SCIENCE CPI	All	81.5	81.5	89.8	82.6	82.1		83.0	
SCIENCE CPI	High needs	63.7	72.2	83.2	71.2	71.1		68.2	

% Warning or Failing		2011	2012	2013	2014	PARCC 3-8* 2015	PARCC 3-8* 2016	MCAS 10 2015	MCAS 10 2016
ELA W/F	All	1.0	0.0	1.0	2.0	2.0	4.0	0.0	0.0
ELA W/F	High needs	3.0	1.0	3.0	5.0	6.0	9.0	0.0	0.0
MATH W/F	All	6.0	4.0	4.0	7.0	4.0	5.0	7.0	2.0
MATH W/F	High needs	13.0	10.0	8.0	14.0	10.0	10.0	17.0	7.0
SCIENCE W/F	All	7.0	6.0	3.0	5.0	7.0		7.0	
SCIENCE W/F	High needs		11.0	8.0	11.0	21.0		16.0	

SGP		2011	2012	2013	2014	PARCC 3-8* 2015	PARCC 3-8* 2016	MCAS 10 2015	MCAS 10 2016
ELA SGP	All	71.0	43.0	51.0	50.0	31.0	43.0	82.0	65.0
ELA SGP	High needs	75.0	43.5	49.0	47.0	29.0	39.0	N/A	N/A
MATH SGP	All	62.0	58.5	55.0	52.0	30.0	37.0	50.5	44.5
MATH SGP	High needs	70.5	56.0	50.0	50.5	32.0	32.0	N/A	N/A

Graduation & Dropout Rates		2011	2012	2013	2014	2015	2016
4-year Graduation Rate	All	87.5	96.3	93.9	94.4	91.5	100
5-year Graduation Rate	All	96.9	100	100	97.2	100	
Annual Dropout Rate	All	0.0	0.0	0.0	0.0	0.0	0.0

	Percentile & PPI	2012	2013	2014	2015	2016
	School Level	Level 1	Level 1	Level 2	Level 2	Level 2
	School Percentile	80	83	84	61	59
ELA	Percentile in School - All	69	70	60	35	35
ELA	Percentile in School - ELL/Former ELL					49
ELA	Percentile in School - Students with Disabilities	71	72	65	36	28
MATH	Percentile in School - All	85	86	79	56	49
MATH	Percentile in School - ELL/Former ELL					49
MATH	Percentile in School - Students with Disabilities	87	87	73	64	46
	PPI - Aggregate	99	95	79	62	71
	PPI - High needs	93	87	70	60	
	PPI - ELL/Former ELL					
	PPI - Students with Disabilities	94	71	44	33	33

Please note that missing values are either due to unavailable or suppressed data.
* For schools participating in PARCC in 2015-2016, the percent of students who met or exceeded expectations (Level 4 and 5) are displayed.
   This differs from MCAS scores where the percent of students scoring proficient or advanced (P/A) are displayed.

Next Generation MCAS Tests 2017
Percent of Students at Each Achievement Level for South Shore Charter Public School
Data Last Updated on October 18, 2017.

More about the data

Next Generation MCAS Tests 2017
Percent of Students at Each Achievement Level for South Shore Charter Public School
Data Last Updated on October 18, 2017.

More about the data

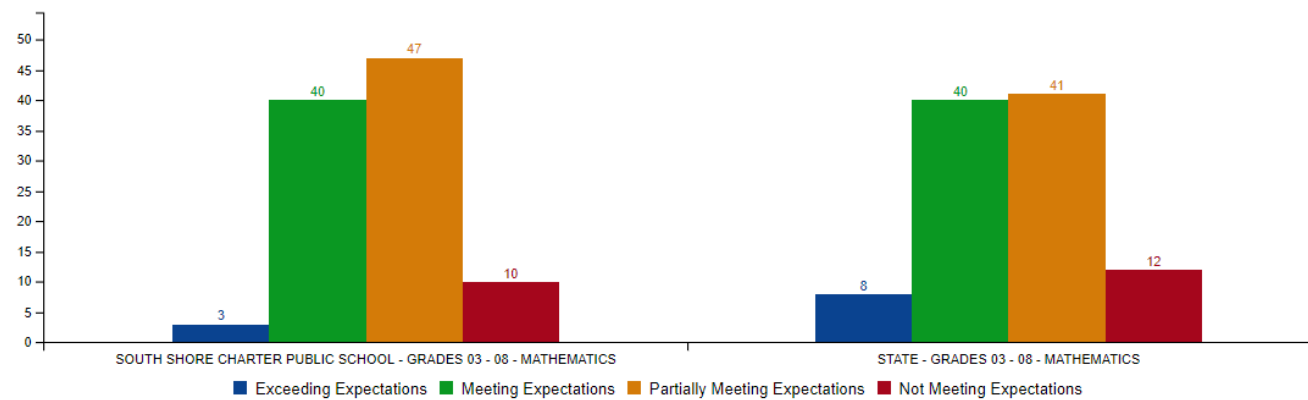| Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		Included	Avg. Scaled Score	SGP	Included in SGP	Ach.Pctl
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 - READING	61	47	10	8	51	39	39	42	0	10	49	506.3	N/A	N/A	77
GRADE 03 - MATHEMATICS	53	49	2	7	51	42	43	38	4	13	49	499.7	N/A	N/A	48
GRADE 04 - ENGLISH LANGUAGE ARTS	48	48	8	7	40	41	40	42	12	10	50	499.2	53.0	50	49
GRADE 04 - MATHEMATICS	48	49	6	6	42	43	44	39	8	13	50	498.9	64.0	50	51
GRADE 05 - ENGLISH LANGUAGE ARTS	57	49	6	6	51	43	40	42	4	10	53	503.3	63.5	50	66
GRADE 05 - MATHEMATICS	28	46	2	7	26	39	62	44	9	10	53	490.0	27.0	50	19
GRADE 06 - ENGLISH LANGUAGE ARTS	52	51	2	7	50	43	42	39	6	10	52	498.2	61.0	50	45
GRADE 06 - MATHEMATICS	51	50	4	7	47	42	40	39	9	11	53	495.5	57.0	51	37
GRADE 07 - ENGLISH LANGUAGE ARTS	53	50	5	6	48	44	42	39	5	11	64	498.3	59.5	58	51
GRADE 07 - MATHEMATICS	34	47	5	9	30	38	45	42	20	12	64	492.6	53.0	57	36
GRADE 08 - ENGLISH LANGUAGE ARTS	50	49	6	8	44	41	45	39	5	11	66	499.9	41.5	62	59
GRADE 08 - MATHEMATICS	46	48	2	9	45	39	48	42	6	11	65	497.2	53.0	61	43
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	53	49	6	7	47	42	42	41	5	10	334	500.7	56.0	270	56
GRADES 03 - 08 - MATHEMATICS	43	48	3	8	40	40	47	41	10	12	334	495.5	51.0	269	35

Click on any Grade and Subject rows in the table to view Achievement Level in graph.

Note: School achievement percentiles (1-99) compare each group's average scaled score to the average scaled scores of the same group from all public schools across the state. Only students enrolled in the same school since October 1 are included in calculations, and groups with fewer than 10 students do not receive percentiles.

MCAS Tests of Spring 2017
Percent of Students at Each Achievement Level for South Shore Charter Public School

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Included	CPI	SGP	Included in SGP
	School	State	School	State	School	State	School	State	School	State				
GRADE 05 - SCIENCE AND TECH/ENG	53	46	25	17	28	29	40	39	8	15	53	78.3	N/A	N/A
GRADE 08 - SCIENCE AND TECH/ENG	39	40	3	3	36	37	55	40	6	20	66	75.4	N/A	N/A
GRADE 10 - ENGLISH LANGUAGE ARTS	96	91	56	47	40	44	4	6	0	3	57	98.7	46.0	50
GRADE 10 - MATHEMATICS	77	79	53	53	25	26	16	14	7	8	57	89.5	61.0	51
GRADE 10 - SCIENCE AND TECH/ENG	77	74	33	32	44	42	21	21	2	5	48	92.7	N/A	N/A

2017 Official Accountability Data - South Shore Charter Public School

Organization Information			
District:	South Shore Charter Public (District) (04880000)	School type:	Middle - High School or K-12
School:	South Shore Charter Public School (04880550)	Grades served:	K,01,02,03,04,05,06,07,08,09,10,11,12
Region:	Southeast	Title I status:	Title I School (TA)

Accountability Information	About the Data
Accountability and Assistance Level	
No level Students in this school participated in 2017 Next Generation MCAS tests	
This school's determination of need for special education technical assistance or intervention	
Meets Requirements-At Risk (MRAR)	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)	
All students: -	

2017 Assessment Participation   About the Data

Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target
All Students	395	386	98	Yes	395	391	99	Yes	177	177	100	Yes
High needs	166	160	96	Yes	166	165	99	Yes	69	69	100	Yes
Econ. Disadvantaged	76	74	97	Yes	76	75	99	Yes	37	37	100	Yes
ELL and Former ELL	64	59	92	No	64	64	100	Yes	19	-	-	-
Students w/disabilities	68	67	99	Yes	68	68	100	Yes	27	27	100	Yes
Amer. Ind. or Alaska Nat.	2	-	-	-	2	-	-	-	2	-	-	-
Asian	16	-	-	-	16	-	-	-	9	-	-	-
Afr. Amer./Black	107	104	97	Yes	107	107	100	Yes	48	48	100	Yes
Hispanic/Latino	11	-	-	-	11	-	-	-	5	-	-	-
Multi-race, Non-Hisp./Lat.	18	-	-	-	18	-	-	-	7	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	241	239	99	Yes	241	239	99	Yes	106	106	100	Yes

NOTE: In 2017, assessment participation was calculated two ways: First, the 2017 participation rate for each subgroup in each subject area test was calculated. If the actual 2017 participation rate was lower than 95 percent (high schools) or 90 percent (schools and districts administering Next-Generation MCAS test in grades 3-8) for any group in any subject, that rate was compared to the average of the most recent two years of assessment participation data for that group and subject. The higher of the two resulting rates was factored into the assignment of the school or district's 2017 accountability and assistance level.

APPENDIX B: STUDENT PERFORMANCE

All data displayed in these graphs are derived from ESE District and School Profiles (http://profiles.doe.mass.edu/).

The longitudinal demographic comparison data presented in the graphs of student enrollment is intended to provide context for the charter school's recruitment and retention efforts. The set of displayed comparison schools includes the charter school of interest, and all of the public schools in the charter school's region that serve at least one grade level of students which overlaps with the grade levels served by the charter school.[1] The graphs provide comparison enrollment percentages for four different subgroups of students: low income, students with disabilities, English language learners, and first language not English. 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 is displayed longitudinally across multiple years in line graph form, with:

- a solid **bold black** line representing subgroup enrollment in the charter school of interest;
- a solid **green** line for the statewide average;
- a solid **blue** line for the comparison district average;
- a dotted **orange** line for the median[2] enrollment percentage of all comparison schools;
- a dotted **dark orange** line for the first quartile[3] enrollment percentage of all comparison schools;
- a dotted **red** line for the comparison index[4];
- a dotted **pink** line for the Gap Narrowing Target (GNT)[5]; and
- solid **gray** lines for enrollment percentage in each individual comparison school (darker gray for charter schools, and lighter gray for district schools).

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[1] The names of each of these schools and additional subgroup detail can be found in the Charter Analysis and Review Tool (CHART), http://www.doe.mass.edu/charter/chart/.

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

[3] 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.

[4] 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.

[5] 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: [(Comparison Index – Baseline) / 2] / 6 years = Annual GNT.

Student attrition rates[6] are provided for all students and for the high needs[7] subgroup. Please note that district percentages are not included since attrition at the district-level cannot be reasonably compared to attrition at the school-level.

Important Notes:

New statutory provisions related to Criterion 2 were established in 2010. Though comparisons of subgroup enrollment data in a charter school to that of other public schools in a geographic area 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 extreme caution in drawing any conclusions regarding comparability of subgroup populations between districts and schools based on aggregate statistics alone. Students choose to enroll or are assigned to the schools in a geographic region due to a variety of reasons and factors, including: the random lottery admissions requirement for charter schools, district assignment and programmatic placement decisions, parent choice, uneven distribution of families within a geographic region due to housing or wealth distribution patterns, and natural population variation, among many others. In specific caution should be used for special education enrollment data, as new 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 and that across districts with similar demographic characteristics, district behavior differed for special education identification, placement, and performance. Finally, it is also important to note that it may take time for a charter school's recruitment and retention efforts to be reflected in the aggregate demographic percentages given sibling preference for admission and a limited number of entry grades.

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 towards recruit and retain students in targeted subgroups, whether the school has enhanced its plan as necessary, and the annual attrition of students. As specified in regulation, charter schools were first required to implement recruitment and retention plans in 2011-2012. One of the Department's key priorities with respect to charter schools is to continue to utilize new tools and processes for robustly assessing this criterion, and to support schools in meeting this criterion.

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[6] 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.

[7] 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.

South Shore Charter Public School - Norwell - Est. 1995 (Max Grade Span: K-12)

ENROLLMENT - ELL

English Language Learners
% Enrolled

	2013	2014	2015	2016	2017
Charter School	5.2	8.7	8.5	10.1	15.8
Statewide Average	7.7	7.9	8.5	9.0	9.5
No District Selected (District)					
Grades served per year		K-12	K-12	K-12	K-12
Median	1.1	1.4	1.5	1.7	2.2
First Quartile	0.2	0.2	0.2	0.3	0.4
Comparison Index	3.9	4.3	4.5	8.6	5.0
Gap Narrowing Target (GNT)	0.8	1.2	1.7	2.1	2.5

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

ENROLLMENT - FLNE

First Language Not English
% Enrolled

	2013	2014	2015	2016	2017
Charter School	8.5	19.1	21.0	22.1	27.0
Statewide Average	17.3	17.8	18.5	19.0	20.1
No District Selected (District)					
Grades served per year	K-12	K-12	K-12	K-12	K-12
Median	3.2	4.3	5.0	6.3	6.6
First Quartile	0.7	0.9	0.7	1.0	1.3
Comparison Index	9.9	10.4	10.6	11.3	12.9
Gap Narrowing Target (GNT)	2.1	3.2	4.3	5.4	6.4

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South Shore Charter Public School - Norwell - Est. 1995 (Max Grade Span: K-12)

ENROLLMENT - Low Income

Low Income (Econ. Disadvantaged for 2015-2016)
% Enrolled

	2013	2014	2015	2016	2017
Charter School	26.5	28.9	9.5	10.6	14.5
Statewide Average	37.0	38.3	26.3	27.4	30.2
No District Selected (District)					
Grades served per year	K-12	K-12	K-12	K-12	K-12
Median	26.9	28.0	19.1	21.4	23.2
First Quartile	13.2	13.2	10.9	11.7	13.3
Comparison Index	29.7	31.2	18.8	20.1	23.1
Gap Narrowing Target (GNT)					

Legend: — 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

	2013	2014	2015	2016	2017
Charter School	13.3	14.5	16.2	14.7	15.7
Statewide Average	17.0	17.0	17.1	17.2	17.4
No District Selected (District)					
Grades served per year	K-12	K-12	K-12	K-12	K-12
Median	14.3	14.1	14.3	14.2	14.6
First Quartile	11.7	11.5	11.6	11.7	12.0
Comparison Index	10.8	11.0	11.3	11.3	12.0
Gap Narrowing Target (GNT)					

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South Shore Charter Public School - Norwell - Est. 1995 (Max Grade Span: K-12)

ATTRITION - All Students
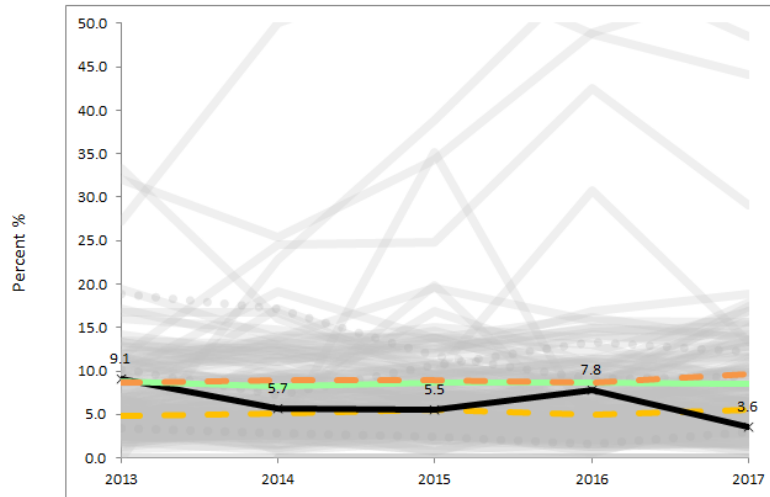
All Students
Attrition %

	2013	2014	2015	2016	2017
Charter School	9.1	5.7	5.5	7.8	3.6
Statewide Average	8.8	8.2	8.7	8.7	8.5
Grades served per year	K-12	K-12	K-12	K-12	K-12
Median	4.9	5.1	5.5	5.0	5.5
Third Quartile	8.6	9.0	8.9	8.7	9.7

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

ATTRITION - High Needs
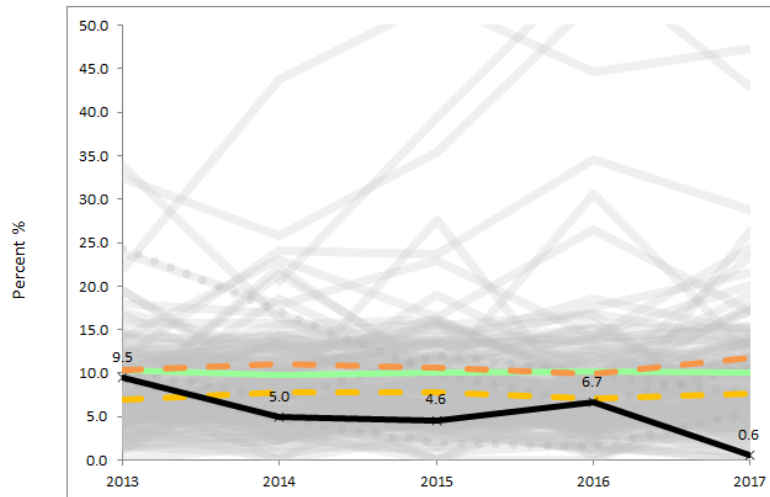
High Needs
Attrition %

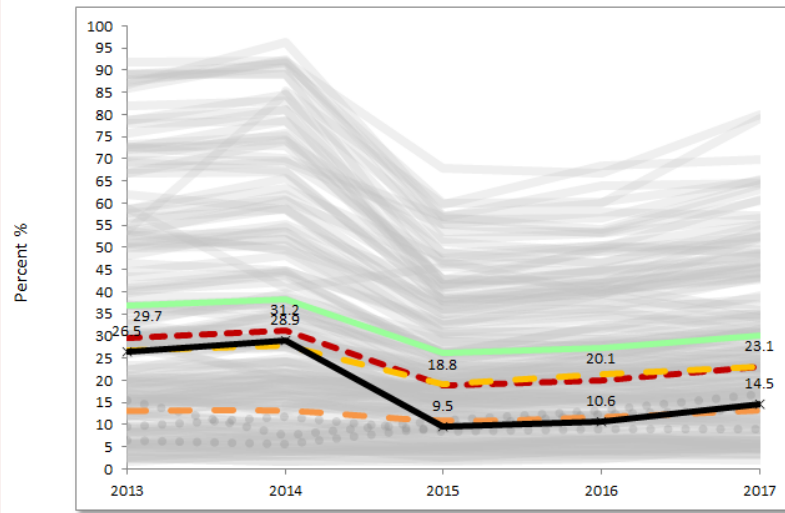|	2013	2014	2015	2016	2017
Charter School	9.5	5.0	4.6	6.7	0.6
Statewide Average	10.4	9.7	10.0	10.1	10.0
Grades served per year	K-12	K-12	K-12	K-12	K-12
Median	7.0	7.9	7.8	7.2	7.7
Third Quartile	10.4	11.0	10.6	10.0	11.8

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South Shore Charter Public School - Norwell - Est. 1995 (Max Grade Span: K-12)

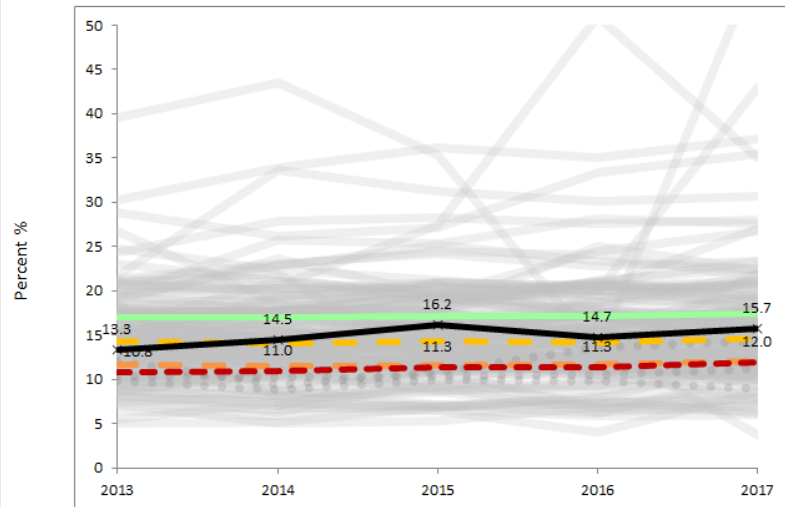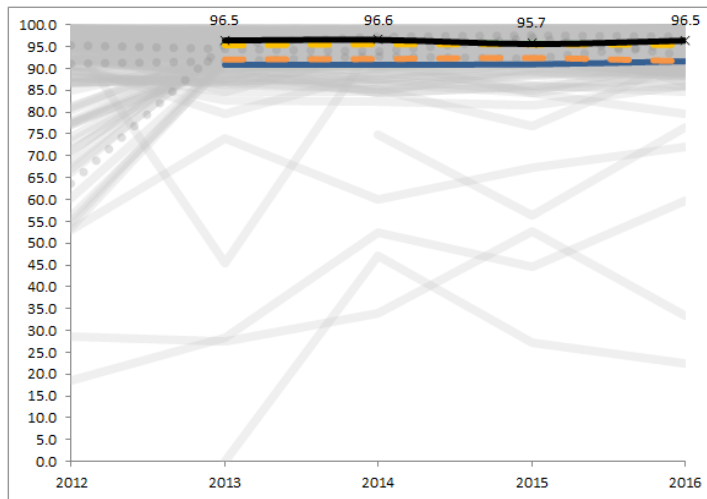

All students
Stability Rate%

	2012	2013	2014	2015	2016
Charter School	96.5	96.5	96.6	95.7	96.5
Statewide Average	94.8	95.6	96.2	95.7	95.9
Fall River (District)	86.5	90.8	90.8	90.9	91.7
Grades served per year	K-12	K-12	K-12	K-12	K-12
Median	95.3	95.3	95.6	95.6	95.4
First Quartile	90.1	92.1	92.2	92.5	91.7

Legend: ▬ Charter School ▬ Statewide Avg ▬ District ▪▪ Median ▪▪ First Quartile ▬ Comp. Charter Schools ▬ Comp. District Schools
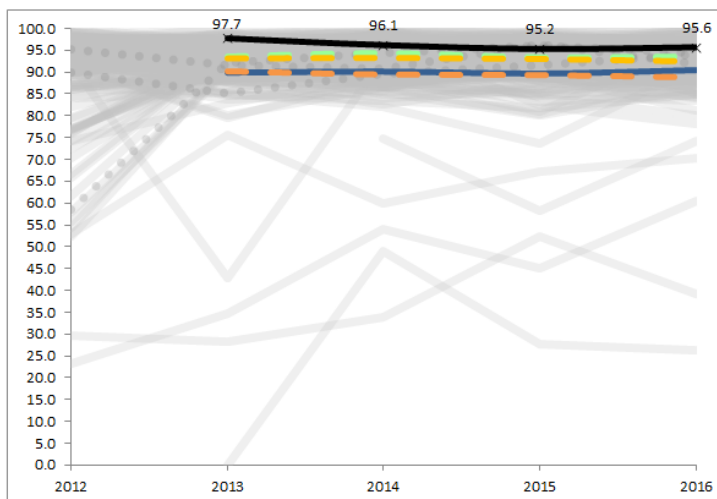
High Needs
Stability Rate%

	2012	2013	2014	2015	2016
Charter School	94.6	97.7	96.1	95.2	95.6
Statewide Average		93.5	94.4	93.3	93.6
Fall River (District)		89.9	90.1	89.7	90.4
Grades served per year	K-12	K-12	K-12	K-12	K-12
Median	92.6	93.2	93.3	93.0	92.4
First Quartile	87.4	90.1	89.5	89.4	88.9

APPENDIX C: FINANCE

South Shore Charter Public School - Norwell - Est. 1995

5-Year Financial Summary

▲ Low Risk　　　◀ Moderate Risk　　　▼ Potentially High Risk

Financial Metric	FY13	FY14	FY15	FY16	FY17	5 year AVG	FY17 MA AVG
1. Current Ratio is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.	▲ 5.8x	▲ 5.7x	▲ 5.8x	▲ 4.8x	▲ 5.40x	▲ 5.5x	▲ 2.8x
2. Unrestricted Days Cash 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.	▲ 159	◀ 54	▲ 142	▲ 110	▲ 115	▲ 116	▲ 96
3. Percentage of Program Paid by Tuition 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.	▲ 93%	▲ 95%	▲ 97%	▲ 94%	▲ 100%	▲ 96%	▲ 92%
4. Percentage of Program Paid by Tuition & Federal Grants 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.	▲ 96%	▲ 98%	▲ 100%	▲ 96%	▲ 100%	▲ 99%	▲ 96%
5. Percentage of Total Revenue Expended on Facilities 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.	◀ 16%	◀ 15%	▲ 14%	▲ 13%	▲ 15%	▲ 14%	▲ 14%
6. Change in Net Assets Percentage measures a school's cash management efficiency. Calculated as Change in Net Assets divided by Total Revenue.	◀ -0.1%	▲ 2.0%	▲ 3.1%	◀ -0.8%	▲ 6.3%	▲ 2.1%	▲ 2.7%
7. Debt to Asset Ratio measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as Total Liabilities divided by Total Assets.	▲ 0.09x	▲ 0.09x	▲ 0.10x	▲ 0.11x	▲ 0.14x	▲ 0.10x	▲ 0.57x
Enrollment	540	564	587	597	758	627	546
Total Revenues	$ 6,560,231	$ 7,237,265	$ 8,510,057	$ 9,277,976	$12,090,101	$ 9,278,850	$ 9,776,609
Total Expenditures	$ 6,569,718	$ 7,095,578	$ 8,256,310	$ 9,354,902	$11,328,244	$ 9,008,758	$ 9,510,717
Total Net Assets	$ 5,793,214	$ 5,906,519	$ 6,174,124	$ 6,097,198	$ 6,859,055	$ 6,259,224	$ 3,968,667

Financial Metrics Comments from School (optional):

FY13 Comment - The South Shore Charter Public School invested significant cash reserves on building capital improvements and technology equipment investments over the past few years and will continue to do so through FY14. In prior fiscal years, depreciation was reported as a lump sum within line item 750 on the Statement of Functional Expenses. Beginning in FY13, depreciation is now reported within the appropriate functional depreciation category.

Audit Indicator	FY13	FY14	FY15	FY16	FY17	Repeat Finding from FY16
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?	Y	Y	Y	Y	Y	N/A
D. Is the audit free of Instances of Noncompliance under GAAS?	Y	Y	Y	Y	Y	N/A
E. Is the audit free of Questioned Costs?	Y	Y	Y	Y	Y	N/A

Audit Comments from School (optional):

Financial Metric Definitions

1. Current Ratio	*Current Ratio is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.*
2. Unrestricted Days Cash (Prior to FY14) Applies to 5-year average	*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).* *Note: This is based on quarterly tuition payment schedule.*
2. Unrestricted Days Cash (FY14 forward)	*4th quarterly tuition payments to Commonwealth charter schools in FY14 were made after June 30, 2014, which resulted in lower-than-typical cash at fiscal year end, affecting the risk levels for the current ratio and unrestricted days cash indicators for FY14 on a one-time basis. Payments for FY15 and after are made on a monthly basis, and parameters for risk have been adjusted accordingly.*
3. Percentage of Program Paid by Tuition	*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%.*
4. Percentage of Program Paid by Tuition & Federal Grants	*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%.*
5. Percentage of Total Revenue Expended on Facilities	*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).*
6. Change in Net Assets Percentage	*This measures a school's cash management efficiency. Calculated as Change in Net Assets divided by Total Revenue (Expressed as a percentage).*

7. Debt to Asset Ratio	*Measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as Total Liabilities divided by Total Assets.*
FY12 MA AVG Column	*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.*

APPENDIX D: RESOURCES

Massachusetts charter schools have autonomy in many areas, including their mission, curriculum, design elements, teaching methods, budgeting, and hiring. The following is a list of Department or other organizations grouped by the Charter School Performance Criteria that received ratings of partially meets or falls far below above. These resources are not meant to be prescriptive, nor is there an expectation that charter schools implement any of the following suggestions, unless they are related to compliance. These resources are intended to provide information that may be helpful to effectively serve students.

The Department has also compiled strong or promising practices that have demonstrated potential to be effective around creating conditions for dissemination, sharing resources and information, and sustaining partnerships.

Schools can utilize the Office of Charter Schools and School Redesign website to reference many accountability documents on how the Department provides accountability to charter schools. Information and resources found on the website include:

- Charter School Performance Criteria; including considerations for alternative charter schools
- Charter School Site Visit Protocol
- Guide to Charter School Accountability
- Charter renewal documents and guidance
- Guidance documents on writing Accountability Plans

Guidance documents on Supports for Diverse Learners		
Title	Description	Link
Presentations from WIDA discussions with district leaders	These presentations provide information about developing and using Model Performance Indicators to support instruction.	• **http://www.doe.mass.edu/ell/wida /2013-03MathLiaisons-ELLDirectors.pdf** • **http://www.doe.mass.edu/ell/wida /2013-01LiteracyLeaders-ELLDirectors.pdf**
Useful WIDA ELD Standards Resources from the Download Library	A variety of resources for understanding and using the WIDA English Language Development standards. It can be used as a recommended reading list for educators new to the WIDA ELD standards who are interested in developing a deeper understanding of the framework's components and how to apply them in classroom instruction and assessment.	**http://www.doe.mass.edu/ell/wida/Do wnloadLibrary.html**