



Four Rivers Charter Public School

Year Twelve Site Visit Report

Greenfield, MA
April 30, 2015

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Charter School Performance Criteria
Four Rivers Charter Public School

● Exceeds	● Meets	● Partially Meets	● Falls Far Below
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Massachusetts Charter School Performance Criteria			Rating
Faithfulness to Charter	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
	2. Access and Equity: The school ensures program access and equity for all students eligible to attend the school.		● Meets
Academic Program Success	5. Student Performance: The school consistently meets state student performance standards for academic growth, proficiency, and college and career readiness.		● Partially Meets
	6. Program Delivery: The school delivers an academic program that provides improved academic outcomes and educational success for all students.	Curriculum	● Meets
		Instruction	● Meets
		Assessment and Program Evaluation	● Meets
		Supports for Diverse Learners	● Meets
	7. Culture and Family Engagement: The school supports students' social and emotional health in a safe and respectful learning environment that engages families.	Social, Emotional and Health Needs	● Meets
		Family Engagement	● Meets
Organizational Viability	8. Capacity: The school sustains a well-functioning organizational structure and creates a professional working climate for all staff.	School Leadership	● Meets
		Professional Climate	● Meets
		Contractual Relationships	N/A
	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.		● Meets

Introduction

School Profile

<i>Four Rivers Charter Public School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Greenfield
Regional or Non-Regional?	Regional	Districts in Region (if applicable)	Mahar, Frontier, Mohawk Trail, Pioneer Valley, Gill-Montague, Greenfield
Year Opened	2003	Year(s) Renewed (if applicable)	2008, 2013
Maximum Enrollment	220	Current Enrollment	217
Chartered Grade Span	7-12	Current Grade Span	7-12
Students on Waitlist	74	Current Age of School	12 years
Mission Statement: Four Rivers Charter Public School is dedicated to educating young people for lives of learning and service. The school offers a rigorous academic program aligned with the Massachusetts curriculum frameworks and an emphasis on character development for moral and social responsibility. Three central themes -- nature, technology and community -- guide teaching and learning at the school, engaging students and teachers in a fundamental question of our times: how do we find the healthy, sustainable interrelationship of the natural world, technology in its many forms, and the human community? The school works closely with parents and seeks both to serve and to learn from the many resources of Franklin County.			

School Setting

Four Rivers Charter Public School (FRCPS) is a regional charter school serving Franklin County students in grades 7-12. The school is organized into three divisions, one for grades 7-8, one for grades 9-10, and one for grades 11-12. The school implements the Expeditionary Learning (EL) model, and works with an external EL school designer to do so. Under this model, instruction is arranged into expeditions, in which students explore real-world problems integrating the different academic subjects. Students complete fieldwork away from the school site, hear from experts on the topic, and create products at the end of the expedition to demonstrate their learning. In addition to expeditions, all lessons are required to have learning targets written in student friendly language and should be organized around rigorous, student-centered activities.

The school has remained in its original geographic site since its founding year.

Demographics (2014-15)

The school reports the following racial and ethnic composition and percentages of selected populations of the student body as of the date of the site visit:

Demographic and Subgroup Information (for currently enrolled students):		
Race/Ethnicity	# of students	% of entire student body
African-American	2	1%
Asian	6	3%
Hispanic	8	4%

Native American	0	0%
White	190	88%
Native Hawaiian, Pacific Islander	0	0%
Multi-Race, Non-Hispanic	9	4%
Special Education	57	26%
English Language Learner	0	0%
Free and Reduced Price Lunch	68	31%

The following participants conducted the site visit on April 28, 2015:

- Melissa Gordon, Department of Elementary and Secondary Education (DESE), Office of Charter Schools and School Redesign (OCSSR)
- Nicola Martin, Baystate Academy Charter School
- Sara Schnitzer, DESE, OCSSR
- Claire Smithney, DESE, OCSSR
- Bill Spirer, Springfield Prep Charter School

Before the visit, the site visit team reviewed the school's 2013-14 annual report, 2013 Summary of Review, the school's accountability plan, board materials and minutes, and recent internal and external assessment data. On site, the team reviewed curricular documents and other information provided by the school. The team conducted approximately 27 classroom observations and interviewed trustees (6), administrators (3), special education/ELL administrators (2), general education teachers (6), special education/ELL teachers (3), student support staff (3), students (6), and parents (7).

The Charter School Performance Criteria (Criteria)¹ are presented in the three guiding areas of charter school accountability defined in the current regulations, 603 CMR 1.00: academic program success, organizational viability, and faithfulness to charter. The purpose of this visit was to corroborate and augment the information contained in the school's annual report, to investigate the school's progress relative to its accountability plan goals; to collect information that will help the Commissioner and Board of Elementary and Secondary Education make a renewal recommendation for the school's charter; and to gather evidence and create findings that represent the school's performance in relation to the Criteria.

This report contains evidence relating to a sub-set of the Criteria; Criterion 1 (Mission and Key Design Elements), Criterion 2 (Access and Equity), Criterion 5 (Student Performance), Criterion 6 (Program Delivery), Criterion 7 (Culture and Family Engagement), Criterion 8 (Capacity), and Criterion 9 (Governance). Evidence related to Criteria 2, 5, and 10 is appended to this report. Evidence for all other criteria is contained below in the narrative site visit report. The team's findings, ratings, and evidence for criteria 1, 2, 5, 6, 7, 8, and 9 are presented below.

Findings: Charter School Performance Criteria

¹ The Charter School Performance Criteria v. 3.1 is found at:
<http://www.doe.mass.edu/charter/acct.html?section=criteria>

Faithfulness to Charter

Criterion 1	Rating
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: Stakeholders shared a common understanding of the mission of FRCPS. Site visitors observed implementation of key design elements, including strong implementation of the Expeditionary Learning model.

Stakeholders, including parents, teachers, board members, and administrators, described the school's mission as developing lifelong learners engaged in service. Stakeholders also identified the themes of the mission statement: nature, technology and community, and reiterated that students explore all these themes during their time at the school. Examples illustrating the intersection of these themes, provided by stakeholders, included a 9th grade project studying farming and sustainability and a wind turbine design competition.

Key Design Elements: Stakeholders identified the following as key design elements of the school: the expeditionary learning model and character development. More detail about each of these key design elements is outlined below:

Expeditionary Learning: One of the main ways that the mission of the school is implemented is through the Expeditionary Learning (EL) instructional model. Under this model, instruction is arranged into expeditions, in which students explore real-world problems integrating the different academic subjects. Students complete fieldwork away from the school site, hear from experts on the topic, and create products at the end of the expedition to demonstrate their learning. In addition to expeditions, all lessons are required to have learning targets written in student friendly language and are meant to be organized around rigorous, student-centered activities.


During the visit, site visitors observed evidence of prior expeditions, and on the day of the visit, the 9th grade science class was doing fieldwork at a nearby stream. All classrooms observed had posted learning targets, and in the majority of observed lessons, classes were engaged in student-centered lesson activities such as debates, lab experiments, or research projects. Interviewed students reported that the school offers additional experiential learning experiences such as 4-day long "intensive" courses that allow students to go in-depth on topics like farming or rock-climbing. In addition, during junior year, students complete internships in the community. As described in further detail in the *Instruction* section of this report, site visitors observed the implementation of rigorous and student-centered lessons.

Character development: As part of the EL model, students are placed into "crews", small groups of students with a faculty advisor, who meet every day for short periods and once a week for longer periods. The crews allow students to be a part of a small community and also are an important part of the school's family engagement strategy. Crew is a place for students to develop character by setting goals and by learning about character virtues. Crews also complete annual service projects. Another part of the EL model is Habits of Work and Learning (HOWL), which describe how students should act as scholars and citizens. At weekly community meetings, students are given the

opportunity to recognize other students or make amends in order to repair any peer relationships. Teachers give awards at the community meetings based on character virtues. Students also reported being given a voice in school decisions, from the dress code to the cell phone policy to the hiring of teachers.

Finding: FRCPS met a majority of the measures contained in its accountability plan.

FRCPS's approved accountability plan includes five objectives and thirteen measures. As of the 2013-14 school year, FRCPS met 7 out of 13 measures; 3 measures were partially met, 2 were not met, and one measure was not applicable. More information about the school's success in meeting the objectives and measures contained in its accountability plan can be found in Appendix A, Accountability Plan Performance, of this report.

Criterion 2	Rating
Access and Equity The school ensures program access and equity for all students eligible to attend the school.	 Meets

Finding: FRCPS ensures program access and equity for all students eligible to attend the school.

The school's website welcomes both students with disabilities and English language learners (ELL). Additionally, in the admissions section, there is a document with information about students with disabilities. The school website states the school brochure is translated into Spanish and Romanian. The school's online family and student handbook states "The school will seek to provide oral translation for any parent who might need that service either to learn about the school or to participate in conferences or school events."

Finding: The school actively works to recruit and retain the targeted student populations and has a low attrition rate.

The school's enrollment of ELLs and students with disabilities is greater than comparison schools. Enrollment of low income students is slightly below the enrollment level at comparison schools. Four Rivers has an approved recruitment and retention plan on file with the Department. In its 2014-15 plan, the school provided evidence of enhanced recruitment activities for low income students, including offering two outreach meetings to local organizations that serve low income students in their own setting, partnering with local community leaders who work with low income populations to reach these target families, providing school information to local pediatricians and family doctors to share with their patients, and to include information on the success of low income students in their program in recruitment materials. FRCPS had an overall 6.3 percent attrition rate last year for all students and has been steadily decreasing throughout the charter term.


Criterion 3	Rating
Compliance The school compiles a record of compliance with the terms of its charter and applicable state and federal laws and regulations	N/A

Finding: The school is not in compliance with state regulations regarding teacher qualifications.

Three teachers beyond the first year of employment have not passed the Massachusetts Test for

Educator Licensure (MTEL) or have their Massachusetts teaching license, as mandated by state regulations (603 CMR 1.06 (4)).


Academic Program Success

Criterion 5	Rating
Student Performance The school consistently meets state student performance standards for academic growth, proficiency, and college and career readiness	 Partially Meets

Finding: In 2014, FRCPS's MCAS scores did not meet state student performance standards for academic growth and proficiency.

In 2014, FRCPS's MCAS results placed it in Level 2; due to not meeting gap narrowing goals for all students. FRCPS is in the 70th percentile relative to other schools statewide. The school's CPI for 2014 was 97.0 in ELA, 83.2 in mathematics, and 87.1 in science and technology. In 2014, 94 percent of FRCPS students scored in the Proficient and Advanced categories on the ELA assessment, above the state average. In mathematics, 64 percent scored in Proficient and Advanced, above the state average. The school's SGP for 2014 was 46.0 in ELA, below the state median of 50, and 43.0 in mathematics, below the state median of 50. Please refer to Appendix C for detailed student academic performance data over the charter term.

Criteria 6
Program Delivery The school delivers an academic program that provides improved academic outcomes and educational success for all students.


Key Indicator	Rating
Curriculum The school's documented curriculum is aligned to state curriculum frameworks and expectations; is aligned vertically between grades and horizontally across classrooms at the same grade level; is fully implemented in classrooms; and supports opportunities for all students to master these skills and concepts. The curriculum is regularly reviewed and revised.	 Meets

Finding: The school's documented curriculum is aligned to state curriculum frameworks and expectations and is horizontally aligned. The curriculum is implemented in classrooms and is revised on a teacher-by-teacher basis, in consultation with the head of school.

The curriculum at FRCPS is documented through curriculum maps. These maps detail what units will be taught, and within those units, the Common Core standards that will be addressed, daily learning targets, and plans for formative and summative assessments for these learning targets. Based on site visitor review of these maps, the curriculum maps for each grade address the Common Core standards for that grade level and subject area. Due to the small sizes of class cohorts, there is typically one teacher per grade level (and per subject at the high school level). This structure ensures horizontal alignment of the

curriculum. Administrators reported that vertical alignment of the curriculum is assured through faculty crew meetings, when subject area peers have time to collaborate. Site visitors observed implementation of the curriculum as written, including the use of learning targets referenced in the reviewed curriculum maps, the use of textbook materials referenced in curriculum documents, and the implementation of expeditions described in the documented curriculum.

Teachers and administrators both emphasized that the curriculum maps are living documents. Although there are no formal structures for curriculum review and revision, teachers reported that they have individual ownership over reviewing their curriculum, and that the head of school often acts as a thought partner in this exercise. The head of school indicated that the math program review that will take place this summer might result in curricular changes. The curricular documents that site visitors reviewed are not formally adapted to meet the needs of diverse learners, but individual teachers make adjustments as needed to daily lesson materials.

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

Finding: Stakeholders at FRCPS have a common understanding of high-quality instruction, and site visitors observed very consistent implementation of the school's instructional model. Site visitors observed consistent evidence of students being held to high academic expectations and high student engagement. Classroom environments were generally conducive to learning.

Prior to the visit, administrators provided site visitors with a written description of the school's instructional practices. The practices were broadly described in four categories: the use of learning targets as part of the EL model, which is described further in the *Mission and Key Design Elements* section of this report; active pedagogy, in which teachers structure lessons so that teachers talk less and students talk more and the students do the thinking and the work; differentiated instruction; and assessment for learning, in which students take small formative assessments to have knowledge of their progress and reflect on their learning. Teachers and other administrators reported a common understanding of these practices in focus group interviews.


Alignment to school's description: In classroom observations, site visitors observed highly consistent implementation of learning targets and active pedagogy in nearly all lessons. In each classroom, learning targets were posted and sometimes referred to. In the vast majority of all observed classrooms, site visitors saw examples of active pedagogy including group projects, science laboratory experiments, debates, and discussions. In nearly all classrooms, site visitors observed evidence that teachers were talking less and students were talking more. Site visitors observed evidence of differentiated instruction and assessment for learning in classroom contexts in which it was appropriate; for example, when students had a long independent assignment, they were given a choice of how many texts to use in the written analysis. When students were nearing the end of a project, site visitors saw evidence of assessment for learning; in addition, students talked about reflecting on their work and progress in focus group interviews.

High expectations: In the majority of observed classrooms, site visitors found evidence of teachers holding students to high expectations. For example, students in humanities classes were often engaged

with complex texts, and performing difficult cognitive tasks such as comparing and contrasting two texts. In the majority of cases, teachers did not give students the answers, but instead let them grapple with the material, and try to figure out the answers.

Student engagement and classroom environments: Site visitors observed high levels of student engagement with learning tasks. One example includes a student-led discussion about apartheid in South Africa; the teacher went to listen to another group and the students continued their discussion without his presence and without pausing. In a mathematics class where students were doing an inquiry-based activity, all students were focused on completing the activity and recording the necessary data.

Site visitors observed that classrooms were conducive to learning in the majority of observations. Site visitors noted positive interactions between students and teachers, the majority of time spent on learning, and evidence of classroom routines such as breaking into literature circles. In a few instances, site visitors observed small numbers of students (1-4) who were persistently off-task and did not receive any redirection. In interviews, a student also mentioned that in some of his classes, there are a few students are frequently off-task and distract other students, with no response from the teacher.

Key Indicator	Rating
Assessment and Program Evaluation The school uses a balanced system of formative and benchmark assessments. The school uses qualitative and quantitative data to improve student outcomes as well as to evaluate the quality and effectiveness of the program in serving all students and modifies the program accordingly.	 Meets

Finding: The school uses a balanced system of formative and benchmarks assessments, the majority of which are teacher-created. On a teacher-by-teacher basis, assessment data is used to adjust classroom instruction. Quantitative and qualitative data is used to modify the school's overall program.

Balanced data sources: The documentation of curriculum at FRCPS includes assessment plans, in which teachers detail how they will assess student mastery of the learning targets through formative and summative assessments. In the teacher focus group, examples of summative assessments provided included tests and quizzes, papers, and oral presentations. A specific example was that, in middle school math, students are required to have a Socratic conversation with their teacher about whether they would like her to use the mean, median, or mode of their test scores as a grade, and why. These summative assessments are teacher-created, and they are used to determine whether students have mastered the learning targets, which is then reflected in the school's standards-based grading system. Although the administrators interact with these assessments in the course of observations and learning walks, there is no formal structure for administrators to systematically review these teacher-created assessments or the related results for all students.

According to teachers, alumni have reported that they have felt somewhat underprepared for the amount of traditional testing in college as compared to FRCPS, especially in the area of math. As a result, high school teachers are making efforts to incorporate more of these types of assessments into their assessment plans. In addition to these formative and summative assessments, the school administers the MCAS/PARCC and the PSAT for high school students. In order to assess the overall program, the school collects attendance and behavior data and administers surveys to students and families.

Use of data to improve classroom instruction: The process of analyzing ongoing student performance data and adjusting instruction accordingly is mostly a teacher-by-teacher process at FRCPS. The faculty reviews MCAS data each fall together. Interviewed teachers provided examples of how they use their

assessment data to make individual instructional decisions, such as re-teaching a learning target if students have not mastered it according to the assessment data. In addition, teachers are required to enter data into a student-level spreadsheet each week in preparation for the “Monday meeting”, in which divisions meet to review each in the grades and discuss concerns. While teachers may enter concerns about socio-emotional health or behavior, they also enter academic concerns to be discussed with the team.

Use of data to improve overall program: Board members and administrators identified that math performance on MCAS is an area of identified focus. The school plans to review the math program and conduct meetings this summer with math faculty to plan program adjustments for academic year 2016. Another change to the school’s program that is based on data is the school’s cell phone policy. In surveys, students indicated dissatisfaction with the policy. In addition, administrators noticed that the number of behavior infractions due to cell phone usage in class was on the rise. They worked, with student and faculty input, to create a new policy in which cell phone usage is allowed outside of class. This change in policy has resulted in fewer issues with cell phones during class.

<p>Supports for Diverse Learners</p> <p>The school provides supports to meet the academic needs for all students, including but not limited to students with disabilities and English language learners.</p>	<p>● Meets</p>
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Finding: The school provides a wide variety of supports, staffing and resources for diverse learners. FRCPS provides a well-established universal screening system and the school’s small size enables a flexible intervention model to address students’ academic needs. FRCPS contracts out for related service providers and has partnerships with a local community college and online programming.

Screening: FRCPS has developed a well-understood screening protocol for all students. The school screens students for potential ELL services before students enroll by including a home language survey with the application. Applications of students admitted through the lottery are screened by the registrar for languages other than English spoken at home and then are reviewed by the ELL administrator. Students are also screened through an established meeting structure that is clear to all stakeholders. If teachers have concerns about a student, the teacher will bring the student up during weekly Monday meetings, where teachers share their concerns regarding students. The Monday meeting team consists of the dean, head of school, school psychologist, director of special education, grade level teachers and learning specialists. The team develops a student success plan, which outlines accommodations or interventions for what the teacher can do and what the student and family can do to support the student. Each student success plan is monitored on an ongoing basis during the Monday meetings and during weekly meetings between the academic support director and teachers. If the student is still not making progress, the student’s case goes through Pupil Study, which consists of the academic support director, school psychologist, dean of students, wellness teacher and sometimes the head of school. This group discusses intensive interventions and/or begins the process for evaluation for special education services. Special education administration reported the screening process supports could also begin as a result of a doctor’s note or parent request.


Supports: FRCPS provides a variety of supports for academically struggling students. In school, all stakeholders reported Crew, as described in *Mission and Key Design Elements* above, as the primary support for all students. In addition, all students are scheduled for an academic support and challenge block (ASC), where students can seek assistance from classroom teachers, support personnel or the learning center. The school provides an inclusion model to provide different access points to the

standards and curriculum for all students. Special education teachers and parents reported the small class sizes enable modifications to be arranged in the classroom, which include fewer questions, scribing or reading text, simpler numbers for math equations, reference sheets, differentiated small groups based on assessment data and revisable class work or assessments. All students may also be pulled out for small group or individual instruction by Title I teachers, learning specialists or aides, as needed. In addition, students participate in intensives, which are weeklong, hands on units designed to introduce students to different modes of learning outside of the classroom, like rock climbing and bike trips. After school hours, teachers provide tutoring Monday through Thursday or students can enroll in peer tutoring or homework club for extra support. Parents also reported students can work towards an exceeds rating on standards-based report cards.

Interventions: FRCPS provides interventions for students needing intensive academic supports. Currently, the school does not currently have any ELL students enrolled. However, in previous years, a student had a separate English class with the school's ESL teacher. In addition, the school's learning center assists students with academic interventions. Special education teachers cited many of their students are pulled out of class for one block a day instead of taking a foreign language for extra help and to practice specific skills, sometimes by using an online program. In addition to their regular math class, two 8th grade students are currently enrolled in a learning center math class, taught by a special education teacher.

Resources: The school employs an academic support director, three special education teachers and four paraprofessionals. The school contracts out for speech and language services, occupational and physical therapy, as needed. Special education administrators reported they contracted with both the occupational therapist and physical therapist from the Greenfield Public Schools, who formerly worked with a current FRCPS student with cerebral palsy, to provide services at FRCPS. The school also contracts with Baystate Health testing. In addition, FRCPS students can take classes for credit at Greenfield Community College or online at Virtual High School. The school also employs a college and guidance counselor.

Criterion 7
Culture and Family Engagement The school supports students' social and emotional health in a safe and respectful learning environment that engages families.

Key Indicators	Rating
Social, Emotional and Health Needs The school creates a safe school environment and addresses the physical, social, emotional, and health needs of its students.	 Meets

Finding: The school provides broad social and emotional supports through staffing, school structures and collaborations with outside providers. Character virtues are included in the mission and emphasized in day to day operations. The school employs a part-time nurse and maintains an inclusive, respectful environment for all students and families.

Social/emotional: As part of the school's mission, the school places an equal emphasis on character development and academics. Character development is centered on the school's six character virtues, which tie into crew, the school's weekly community meetings and the discipline system. All stakeholders reported crew is the main structure for social and emotional supports for all students at FRCPS, as described under *Mission and Key Design Elements*.

School stakeholders reported a well-understood discipline system. The board of trustees reported they review discipline data quarterly. The school's code of conduct clearly defines the three levels of misconduct with possible examples, teacher responses and consequences for each. The school emphasizes conversations as an initial response to student misbehavior. One consequence is to fill out an incident slip, called a blue slip, to reflect on the violated virtue, conference with students, and return students to class quickly. All blue slip referrals are entered into a database by the dean of students and can be accessed by teachers for record keeping or to follow up on the incident. Students reported if they received enough blue slips, they would have to either make amends or engage in conflict resolution with a staff member. Students also reported discipline systems were rarely used with the older students.

If students are displaying chronic or intensive behavioral issues, teachers or crew leaders bring up students at the grade level team meetings. If the grade level team has continued concerns, teachers reported the KBAM team, composed of the wellness advocate, special education director, school psychologist, guidance counselor and dean of students. KBAM takes the case, meets to create a plans or mediate conflicts and progress is reported to the general education team weekly. Teachers can call in a member of the KBAM team to implement plans, which enables teachers to focus on teaching. The student support team reported the school plans to pilot a restorative justice approach next year.

The school implements its bullying intervention plan, as described in the student and parent handbook. At the beginning of the year, the student and family support staff reported they have an assembly for all students defining and outlining bullying definitions. All reports of bullying are directed to the dean of students for follow up and parents reported staff responds to these issues quickly and efficiently.

The school employs a dean of students, part time school psychologist, wellness teacher/ licensed social worker and a college and guidance counselor. The school psychologist prioritizes individual and small group counseling for students on IEPs and conducts testing. The wellness teacher, who is also a licensed social worker, also provides counseling to students. Functional Behavioral Assessments are completed by the dean of students and school psychologist. The school also addressed recent issues with self-harm and worked to make sure students were safe, supported and educated around the topic. Parents reported the school also holds a Coming Out Day, where students can share personal information, including gender, sexual orientation, being a straight ally and mental health issues.

The school also utilizes a crisis team, composed of the school psychologist, dean of students and the wellness teacher, to meet weekly and as needed. The psychologist also coordinates with outside therapists, assists families getting supports outside of school and connects families with community resources, like Generation Q, a Lesbian Gay Bisexual Transgender (LGBT) group.

Health: The school employs a part time nurse and a health and wellness teacher. The health and wellness teacher teaches health education to all grades and the curriculum is based on a combination of purchased and teacher created materials. The health and wellness teacher also leads independent study blocks. Parents reported the school lacks a gymnasium.

School culture: All stakeholders reported a safe, respectful and accepting community-focused culture at FRCPS for staff and students. Parents and students reported a strong school culture where the school is proactive with discipline issues and involves the students in conflict resolution, which minimizes behavioral disruptions in classes.

<p>Family Engagement</p> <p>The school develops strong working relationships with families/guardians in order to support students'</p>	<p>● Meets</p>
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academic progress and social and emotional well-being.	
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Finding: FRCPS has structures to develop working relationships and to facilitate student progress for families, including crew and student-led conferences. A variety of staff members are also available to meet with families to provide consultations and supports for families. In addition, the school provides families a variety of opportunities to engage with the school through participation on the board, volunteering opportunities, after school events and presentations of learning.

Working Relationships: FRCPS begins to develop relationships with families at the beginning of each year. All stakeholders reported that crew is the main structure to develop working relationships with parents; each year families come in to meet with crew advisors to set goals for the year and create open communication. Special education teachers reported meeting with parents three times a year or more, depending on need, and in 9th and 10th grade, crew leaders loop with their families for two years. Special education administrators and teachers, general education teachers and school leadership reported current parents also host a new family dinner each year to welcome all incoming families.

The school maintains structures to engage parents throughout the school year as well with: open houses, back to school night, grade level orientations, workshops for new parents, volunteer opportunities during field work, a parent survey on the website, and sporting events. All stakeholders reported the head of school is accessible to the community with, for example, monthly coffee meetings open to all parents. Some grades also send out monthly newsletters to parents to update families on school programming. While the special education administration reported monthly parent council meetings with a coordinator, they are not actively attended by parents. About half of the board members are parents of current or alumni of FRCPS. In addition, the dean of students and the school psychologist meet with families as needed to provide consultation.


Facilitating parent support of student progress: All stakeholders reported crew and student-led conferences as the primary method for informing families of student progress. Crew teachers email and/or call parents regularly and students added there is an increased amount of communication to parents if they are struggling in school. To prepare for student led conferences, students work with their crew teacher to set both academic and personal goals at the beginning of the year, create a presentation of their learning, and then report on them during conferences with their families twice a year. Standards based report cards are sent out and include academic progress and HOWLs. Parents noted that report cards provide specific feedback, are framed positively and hold students accountable for engaging in their education, not simply mastering content. In addition, each teacher has a page on the website outlining assignments and contact information with course descriptions, links, calendars and standards often included as well. The school also has an online tracking system for student grades called FOCUS. Students reported parents were confused by the grading system and as a result, students made an instructional video explaining the grading system during crew. Teachers reported parents are also invited to attend celebrations of learning, passage portfolios and senior presentations to view student progress.

Organizational Viability

Criterion 8


Capacity

The school sustains a well-functioning organizational structure, and clearly delineates roles for staff, administration, and board members.

Key Indicators	Rating
School Leadership The school has an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals; The school defines and delineates clear roles and responsibilities among leaders, staff, management and board members, reflecting a culture of shared accountability; The school has clear and well-understood systems for decision-making and communication processes among all members of the school community.	 Meets

Finding: FRCPS has an effective leadership structure in which roles are clearly understood and decisions are made with community input.

The school leadership team at FRCPS is made up of the head of school, the assistant principal, the dean of students, the special education director, and the director of operations. The roles and responsibilities of these team members are clear to staff; the head of school supervises and evaluates all faculty, while the assistant principal provides ongoing coaching. Representatives from each division are on the larger leadership team to provide two-way communication between administrators and teachers. Staff reported strong commitment to implementing the EL model and achieving the school's mission. School staff reported that the majority of decisions include staff input, and that certain decisions are made very collaboratively. For example, the faculty annually discusses and votes on its professional development focus for the following year.

Key Indicators	Rating
Professional Climate The school has structures for regular, frequent collaboration and professional development to improve implementation of the curriculum and instructional practice; A system is in place for monitoring instructional practice for consistency, which includes a formal process of teacher evaluation.	 Meets


Finding: The school provides teachers with opportunities to collaborate with division-level and subject area peers and offers weekly professional development. Instructional practice is monitored by both the assistant principal and head of school; the latter evaluates teachers using the school's rubric and a teacher-led conference.

Opportunities for collaboration and development: Teachers at FRCPS participate in two weekly division meetings (one of which is dedicated to student discussion as described in the *Assessment and Program Evaluation* section; the other to as needed topics). While the special education director attends these meetings to discuss student concerns, special education teachers are not always able to attend. There is also dedicated meeting time each week for "faculty crew", in which teachers meet by subject area to discuss curriculum or other topics. While general education teachers and special education teachers find time to collaborate, both groups of teachers mentioned that having more collaboration time would be beneficial.

The school holds professional development each Wednesday when students are released early. The professional development sessions are based on the focus area that is determined by faculty annually, and includes sessions by administrators as well as Expeditionary Learning staff. This year, the focus

area is on the implementation of the Workshop 2.0 model. In addition to this in-school professional development, teachers are able to attend external professional development, particularly EL conferences.

System for monitoring instructional practice: Administrators have created an internal rubric for teacher evaluation. The assistant principal conducts non-evaluative observation and coaching cycles with teachers, and her feedback is based on the rubric. The head of school does at least eight mini-observations per year, and then does a mid-year and end-of-year observation. Teachers are encouraged to gather evidence throughout the year that demonstrates that they are meeting their goals. Each teacher has a year-end teacher-led conference with the head of school. Teachers make claims about their teaching and support the claims with the evidence they have collected. At the end of the process, the head of school writes a performance review.

Criterion 9	Rating
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.	 Meets

Finding: The FRCPS board provides appropriate fiscal oversight to the school. Board members monitor the success of the school through data provided by the head of school. The board has developed a strategic plan for the next 3-4 years of operation.

The FRCPS board has 11 members. Board minutes indicate the following standing committees: Accountability and Program Planning, Trustees and Personnel Policies, Finance and Facilities, and Development. Trustees use a skill rubric to self-assess whether the current membership has all the relevant expertise and to determine what additional skills might be needed. In order to recruit new members, board members use the word of mouth method. Board members reported that new recruits are often parents of children at the school. Once new members are recruited, they receive a packet of materials to help orient them.

Board members reported that their role is oversight rather than management of day-to-day operations in the school. Members reported that they monitor the school's progress through reports from the head of school. These reports include financial data, discipline data, MCAS scores (once a year), and summaries of standard-based grades. In addition, board members participate in a school site visit twice a year. Board members reported, and the head of school confirmed, that the board evaluates the head of school annually based on both his goals and survey data from the school community.

Trustees reported that they have a three to four year strategic plan for the school. They have conducted financial planning on a long-term basis and determined that a gymnasium facility, while desired by the school community, should not be a priority in the next few years. The board reported that they have considered succession planning, although the head of school has no current plans to leave and is currently on a three-year contract. Meeting minutes confirmed that the board is having discussions about long-term financial planning.

Appendix A

Criterion 1: Mission and Key Design Elements Accountability Plan

Faithfulness to Charter

	2014 Performance (Met/Not Met)	Evidence
Objective: The school implements Expeditionary Learning Core Practices to further its mission and lead to important student learning. Teachers meet the school's Standards for Teacher Practice by the end of their fifth year at the school		
Measure: Each year, the school achieves scores of 3 or above on a 5-pt. scale for the annual EL implementation review, indicating effective implementation of Expeditionary Learning Core Practices.	Met	Based on evidence provided in the 2013-14 Annual Report, the school has met this measure. The school provided the implementation review in the appendix of the 2013-2014 Annual Report.
Measure: Each year, the school meets designated Faculty objectives related to the Accountability Plan.	Met	Based on evidence provided in the 2013-14 Annual Report, the school has met this measure. The school reports that 100% of faculty made progress on a personal objective as well as an objective related to differentiation.
Objective: Students progress towards the Schoolwide Learning Targets, which embody the school's key outcomes for student learning.		
Measure: Each year, 90% of students demonstrate successful achievement of schoolwide learning targets by earning Approaching plus or better in all of their academic course standards.	Partially Met	Based on data provided in the 2013-14 Annual Report, the school has partially met this measure. In the 2014 school year, 92% of high school students passed all standards. In the middle school, 79% of students passed all standards.
Measure: Each year, 90% of students meet all of their HOWL (Habits of Work and Learning) standards, demonstrating achievement of habits and skills required for effective effort	Not Met	Based on data provided in the 2013-14 Annual Report, the school has not met this measure. 88% of high school students and 76% of middle school students met HOWL standards.
Objective: Students consciously develop their character and learn to be of service to their school and community.		
Measure: Each year, 90% of students set and meet goals for academic and personal growth.	Not Met	Based on data provided in the 2013-14 Annual Report, FRCPS has not met this measure. 82% of high school students and 89% of middle school students set and met goals in the 2014 school year.

Measure: Each year, 75% of responding students and 75% of responding parents indicate that they believe the school helps students to grow personally and develop strength of character.	Met	Based on data provided in the 2013-14 Annual Report, the school has met this measure. The school reports that 89% of students and 84% of parents indicated this belief on a survey.
Measure: Each year, 90% of students meet requirements for service to the school and the community; 10 hours for Division 1 (as a whole class), 15 hours for Division 2 (as crews), and 20 hours for Division 3 (as individuals).	Met	Based on data provided in the 2013-14 Annual Report, the school has met this measure. The school reports that 97% of high school students and 100% of middle school students met the requirements for service.
Objective: Students successfully apply to college or another post-secondary opportunity for learning or service.		
Measure: Each year, 90% of seniors complete a senior expedition and 90% of juniors complete a junior internship.	Met	Based on data provided in the 2013-14 Annual Report, the school has met this measure. The school reports that 100% of seniors completed a senior expedition and 97% of juniors completed an internship.
Measure: Each year, all seniors complete a post-Four Rivers plan.	Met	Based on data provided in the 2013-14 Annual Report, the school has met this measure. The school reports that 100% of seniors completed a post-Four Rivers plan.
Measure: Each year, 90% of seniors apply to at least one college.	Met	Based on data provided in the 2013-14 Annual Report, the school has met this measure. The school reports that 94% of seniors applied to at least one college.
Measure: Each year, 75% of responding graduates report that they have begun a course of post-secondary study and that they plan to continue towards graduation.	N/A	The school could not obtain data to determine whether or not this measure was met.
Objective: Students develop ideas about the interrelationships between nature, technology, and community, and they analyze issues related to sustainability.		
Measure: Each year, all students successfully complete an individual or group project that demonstrates understanding of relationships between the environment, the economy, and social equity -- key concepts that define sustainability.	Partially Met	Based on data provided in the 2013-14 Annual Report, the school has partially met this measure. The school reports that 100% of students in Divisions 1 and 2 completed a project, and 86% of students in Division 3 did so.
Measure: Each year, all students successfully complete an assignment that requires them to reflect on the school themes -- nature, technology, and community -- and the essential question in the mission statement.	Partially Met	Based on data provided in the 2013-14 Annual Report, the school has partially met this measure. The school reports that 100% of students in Divisions 1 and 2 completed a reflection, and 85% of students in Division 3 did so.

Appendix B

Criterion 2: Access and Equity

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.² 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 median³ enrollment percentage of all comparison schools;
- a dotted **dark orange** line for the first quartile⁴ enrollment percentage of all comparison schools;
- a dotted **red** line for the comparison index⁵;
- a dotted **pink** line for the Gap Narrowing Target (GNT)⁶; and
- solid **gray** lines for enrollment percentage in each individual comparison school (darker gray for charter schools, and lighter gray for district schools).

Student attrition rates⁷ are provided for all students and for the high needs⁸ 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.

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/>.

³ The midpoint value of all comparison schools. This is derived using Microsoft Excel's MEDIAN function.

⁴ 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.

⁵ 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.

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

⁷ 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.

Important Notes:

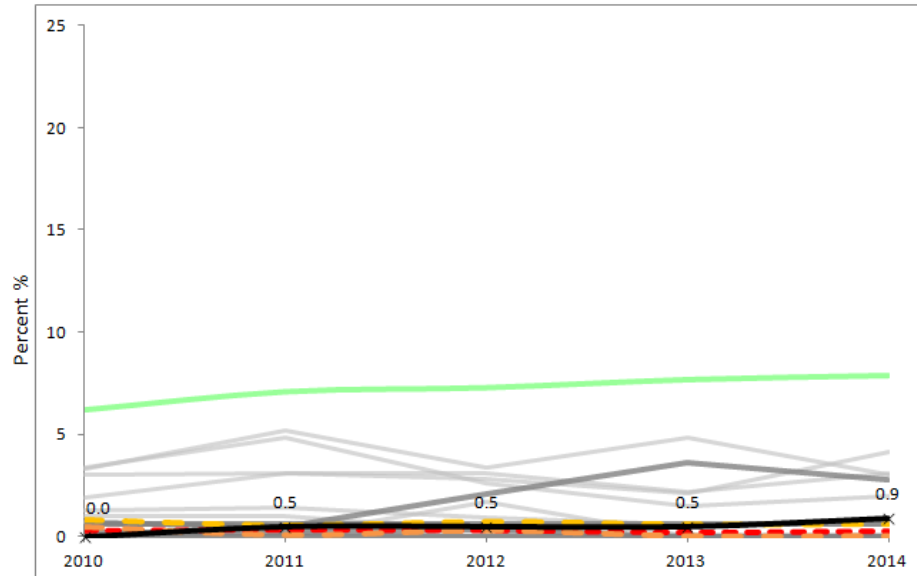
New statutory provisions related to Criterion 2 were established in 2010. Though comparisons of subgroup enrollment data in a charter school to that of other public schools in a geographic area can provide some information regarding comparability of student populations, it is presented for reference 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.

⁸ 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.

Four Rivers Charter Public School (07-12) - Located in Greenfield - Est. 2003

ENROLLMENT - ELL



English Language Learners

% Enrolled

Charter School
Statewide Average
No District Selected (District)
Grades served per year

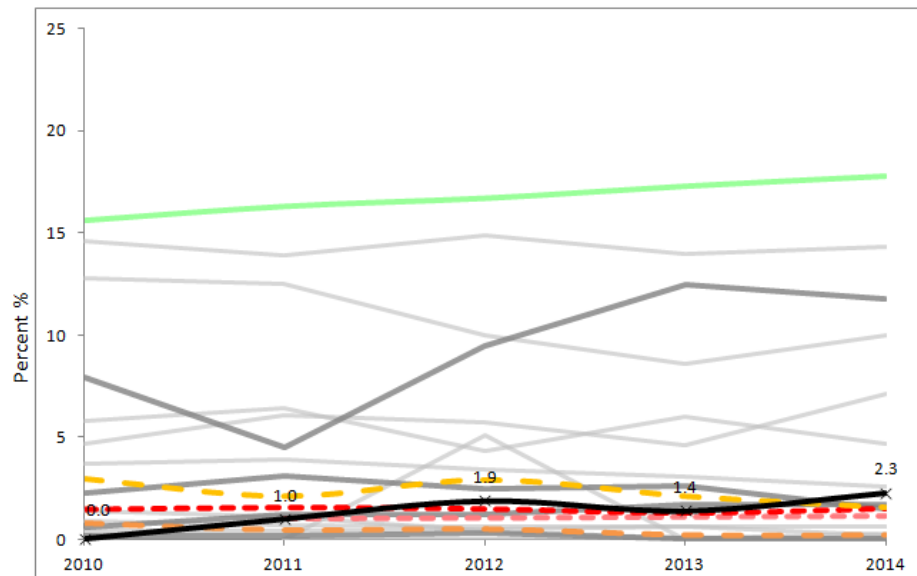
	2010	2011	2012	2013	2014
Charter School	0.0	0.5	0.5	0.5	0.9
Statewide Average	6.2	7.1	7.3	7.7	7.9
No District Selected (District)					
Grades served per year	7-12	7-12	7-12	7-12	7-12

Median
First Quartile
Comparison Index
Gap Narrowing Target (GNT)

	2010	2011	2012	2013	2014
Median	0.9	0.6	0.8	0.6	0.6
First Quartile	0.5	0.1	0.3	0.0	0.0
Comparison Index	0.3	0.3	0.3	0.2	0.2
Gap Narrowing Target (GNT)					

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

ENROLLMENT - FINE



First Language Not English

% Enrolled

Charter School
Statewide Average
No District Selected (District)
Grades served per year

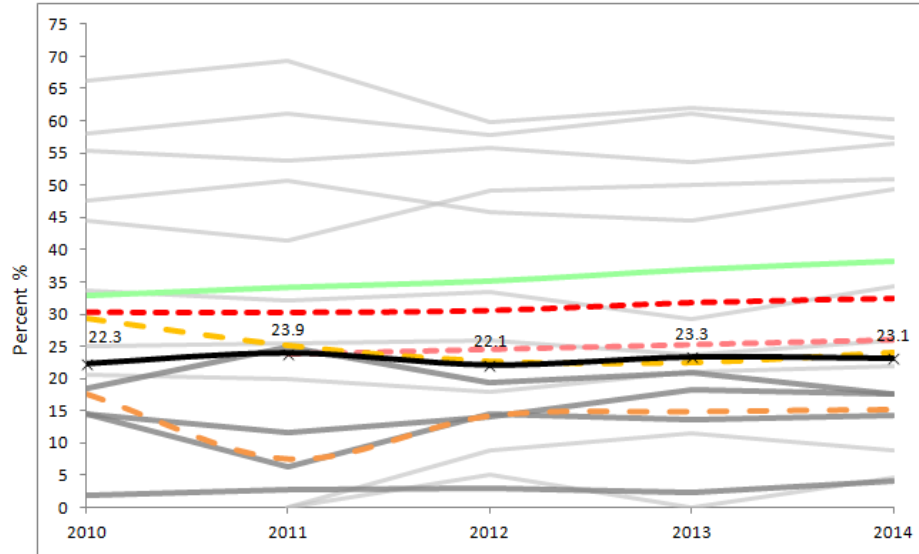
	2010	2011	2012	2013	2014
Charter School	0.0	1.0	1.9	1.4	2.3
Statewide Average	15.6	16.3	16.7	17.3	17.8
No District Selected (District)					
Grades served per year	7-12	7-12	7-12	7-12	7-12

Median
First Quartile
Comparison Index
Gap Narrowing Target (GNT)

	2010	2011	2012	2013	2014
Median	3.0	2.2	3.0	2.2	1.6
First Quartile	0.8	0.5	0.5	0.2	0.2
Comparison Index	1.5	1.5	1.5	1.3	1.5
Gap Narrowing Target (GNT)		1.0	1.0	1.1	1.1

Four Rivers Charter Public School (07-12) - Located in Greenfield - Est. 2003

ENROLLMENT - Low Income



Low Income % Enrolled

Charter School
Statewide Average
No District Selected (District)
Grades served per year

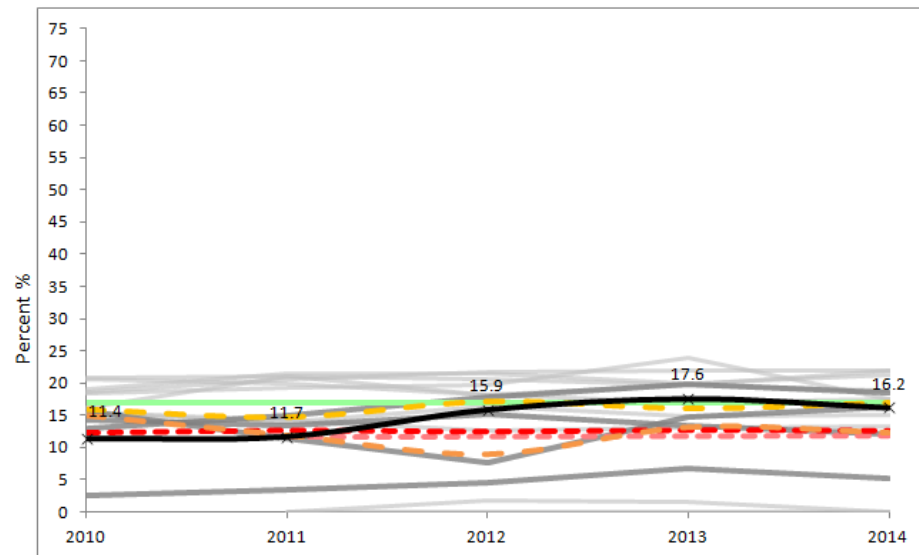
2010	2011	2012	2013	2014
22.3	23.9	22.1	23.3	23.1
32.9	34.2	35.2	37.0	38.3
7-12	7-12	7-12	7-12	7-12

Median
First Quartile
Comparison Index
Gap Narrowing Target (GNT)

2010	2011	2012	2013	2014
29.4	25.1	22.6	22.4	24.0
17.5	7.6	14.2	14.8	15.2
30.2	30.2	30.5	31.8	32.5
	23.9	24.6	25.3	26.1

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

Charter School
Statewide Average
No District Selected (District)
Grades served per year

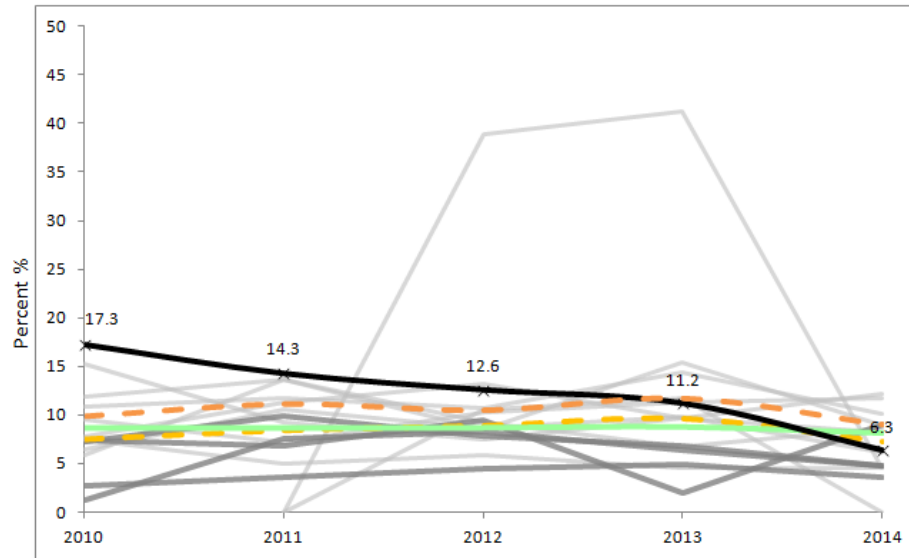
2010	2011	2012	2013	2014
11.4	11.7	15.9	17.6	16.2
17.0	17.0	17.0	17.0	17.0
7-12	7-12	7-12	7-12	7-12

Median
First Quartile
Comparison Index
Gap Narrowing Target (GNT)

2010	2011	2012	2013	2014
15.9	14.6	17.1	16.0	16.9
15.0	11.9	8.9	13.2	12.3
12.3	12.7	12.5	12.8	12.7
	11.7	11.8	11.9	11.9

Four Rivers Charter Public School (07-12) - Located in Greenfield - Est. 2003

ATTRITION - All Students



All Students

Attrition %

Charter School
Statewide Average
Grades served per year

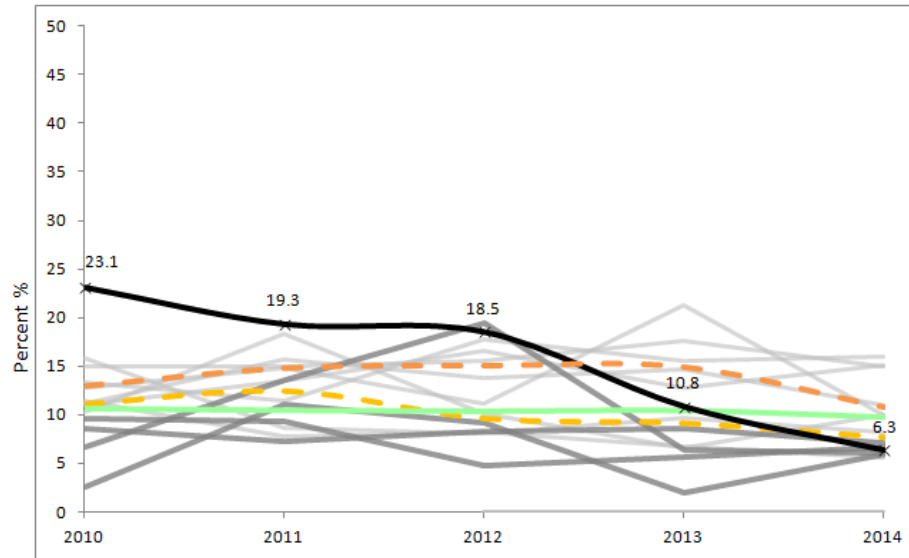
2010	2011	2012	2013	2014
17.3	14.3	12.6	11.2	6.3
8.7	8.7	8.7	8.8	8.2
7-12	7-12	7-12	7-12	7-12

Median
Third Quartile

2010	2011	2012	2013	2014
7.5	8.4	8.9	9.7	7.2
9.8	11.1	10.5	11.7	9.0

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

ATTRITION - High Needs



High Needs

Attrition %

Charter School
Statewide Average
Grades served per year

2010	2011	2012	2013	2014
23.1	19.3	18.5	10.8	6.3
10.6	10.4	10.3	10.4	9.7
7-12	7-12	7-12	7-12	7-12

Median
First Quartile

2010	2011	2012	2013	2014
11.1	12.5	9.6	9.1	7.7
13.0	14.8	15.1	14.9	10.8

Appendix C

Criterion 5: Student Performance

2014 Accountability Data - Four Rivers Charter Public School

Organization Information			
District:	Four Rivers Charter Public (District) (04130000)	School type:	Middle-High School or K-12
School:	Four Rivers Charter Public School (04130505)	Grades served:	07,08,09,10,11,12
Region:	Pioneer Valley	Title I status:	Title I School (TA)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 2	Not meeting gap narrowing goals	
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:	<div><div></div><div></div>70</div> <div>Lowest performingHighest performing</div>	

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2014 Data
	Less progress	More progress	
All students	<div><div></div><div></div></div>	69	Did Not Meet Target
High needs	<div><div></div><div></div></div>	79	Met Target
Low income		-	
ELL and Former ELL		-	
Students w/disabilities		-	
Amer. Ind. or Alaska Nat.		-	
Asian		-	
Afr. Amer./Black		-	
Hispanic/Latino		-	
Multi-race, Non-Hisp./Lat.		-	
Nat. Haw. or Pacif. Isl.		-	
White	<div><div></div><div></div></div>	70	Did Not Meet Target

2014 Accountability Data - Four Rivers Charter Public School

Organization Information			
District:	Four Rivers Charter Public (District) (04130000)	School type:	Middle-High School or K-12
School:	Four Rivers Charter Public School (04130505)	Grades served:	07,08,09,10,11,12
Region:	Pioneer Valley	Title I status:	Title I School (TA)
Accountability and Assistance Level:		Level 2	

[Summary](#) > All Students

Progress and Performance Index (PPI) Subgroup Data					About the Data
View Detailed 2014 Data for Each Indicator		Points Awarded			
		2011	2012	2013	2014
English Language Arts	Narrowing proficiency gaps (Composite Performance Index)	25	75	100	100
	Growth (Student Growth Percentiles)	50	75	75	75
	Extra credit for decreasing % Warning/Failing (10% or more)	0	25	25	0
	Extra credit for increasing % Advanced (10% or more)	25	0	25	0
Mathematics	Narrowing proficiency gaps (Composite Performance Index)	50	25	75	0
	Growth (Student Growth Percentiles)	100	50	75	50
	Extra credit for decreasing % Warning/Failing (10% or more)	25	0	25	25
	Extra credit for increasing % Advanced (10% or more)	25	0	25	0
Science	Narrowing proficiency gaps (Composite Performance Index)	75	25	0	75
	Extra credit for decreasing % Warning/Failing (10% or more)	25	0	25	0
	Extra credit for increasing % Advanced (10% or more)	25	0	25	0
High School	Annual dropout rate	25	25	100	0
	Cohort graduation rate	75	75	75	75
	Extra credit for dropout re-engagement (2 or more)	-	-	-	0
Points awarded for narrowing proficiency gaps, growth, and high school indicators		400	350	500	375
Points awarded for extra credit		125	25	150	25
Total points awarded		525	375	650	400
Number of proficiency gap narrowing, growth, and high school indicators		7	7	7	7
Annual PPI = (Total points / Number of indicators)		75	54	93	57
Cumulative PPI = (2011*1 + 2012*2 + 2013*3 + 2014*4) / 10		Did Not Meet Target			69
Assessment Participation		2011	2012	2013	2014
English Language Arts		100%	100%	99%	100%
Mathematics		100%	99%	99%	99%
Science		100%	100%	100%	97%

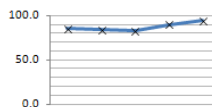

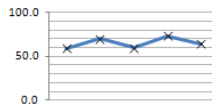
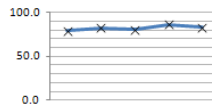
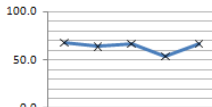
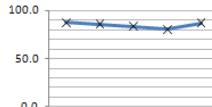
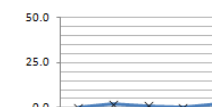
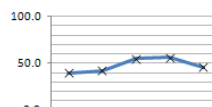
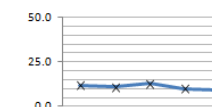
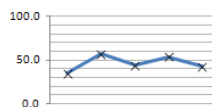
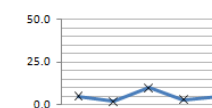
2014 Accountability Data - Four Rivers Charter Public School

Organization Information			
District:	Four Rivers Charter Public (District) (04130000)	School type:	Middle-High School or K-12
School:	Four Rivers Charter Public School (04130505)	Grades served:	07,08,09,10,11,12
Region:	Pioneer Valley	Title I status:	Title I School (TA)
Accountability and Assistance Level:		Level 2	

[Summary](#) > High needs

Progress and Performance Index (PPI) Subgroup Data					About the Data
View Detailed 2014 Data for Each Indicator		Points Awarded			
		2011	2012	2013	2014
English Language Arts	Narrowing proficiency gaps (Composite Performance Index)	25	75	100	75
	Growth (Student Growth Percentiles)	100	75	-	75
	Extra credit for decreasing % Warning/Failing (10% or more)	0	25	25	0
	Extra credit for increasing % Advanced (10% or more)	25	25	0	0
Mathematics	Narrowing proficiency gaps (Composite Performance Index)	50	25	75	0
	Growth (Student Growth Percentiles)	100	75	-	50
	Extra credit for decreasing % Warning/Failing (10% or more)	25	0	25	0
	Extra credit for increasing % Advanced (10% or more)	0	0	25	0
Science	Narrowing proficiency gaps (Composite Performance Index)	-	-	-	-
	Extra credit for decreasing % Warning/Failing (10% or more)	-	-	-	-
	Extra credit for increasing % Advanced (10% or more)	-	-	-	-
High School	Annual dropout rate	25	75	100	75
	Cohort graduation rate	-	-	-	-
	Extra credit for dropout re-engagement (2 or more)	-	-	-	0
Points awarded for narrowing proficiency gaps, growth, and high school indicators		300	325	275	275
Points awarded for extra credit		50	50	75	0
Total points awarded		350	375	350	275
Number of proficiency gap narrowing, growth, and high school indicators		5	5	3	5
Annual PPI = (Total points / Number of indicators)		70	75	117	55
Cumulative PPI = (2011*1 + 2012*2 + 2013*3 + 2014*4) / 10		Met Target			79
Assessment Participation		2011	2012	2013	2014
English Language Arts		100%	100%	97%	100%
Mathematics		100%	100%	97%	98%
Science		-	-	-	97%

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>.

Four Rivers Charter Public School															
% Proficient or Advanced			2010	2011	2012	2013	2014	CPI			2010	2011	2012	2013	2014
ELA P/A		All	86.0	84.0	83.0	90.0	94.0	ELA CPI		All	95.6	93.8	94.9	96.9	97.0
	High needs			77.0	75.0	81.0	90.0		High needs		93.2	91.0	91.3	94.4	94.3
MATH P/A		All	59.0	70.0	60.0	73.0	64.0	MATH CPI		All	79.4	82.7	80.2	86.0	83.2
	High needs			61.0	54.0	65.0	51.0		High needs		68.1	76.3	75.0	80.6	77.1
SCIENCE P/A		All	68.0	64.0	67.0	54.0	67.0	SCIENCE CPI		All	87.7	85.9	83.8	80.4	87.1
	High needs				52.0	58.0	63.0		High needs		84.1	83.3	75.0	78.9	81.7
% Warning or Failing			2010	2011	2012	2013	2014	SGP			2010	2011	2012	2013	2014
ELA W/F		All	0.0	2.0	1.0	0.0	2.0	ELA SGP		All	40.0	42.5	55.0	56.0	46.0
	High needs			3.0	2.0	0.0	4.0		High needs		40.0	57.0	58.5	55.0	38.5
MATH W/F		All	12.0	11.0	13.0	10.0	9.0	MATH SGP		All	35.0	57.0	44.0	53.5	43.0
	High needs			18.0	21.0	13.0	17.0		High needs		34.5	54.0	55.5	59.0	42.0
SCIENCE W/F		All	5.0	2.0	10.0	3.0	5.0	Percentile & PPI			2012	2013	2014		
	High needs				21.0	11.0	10.0	ELA MATH	School Level						
Graduation & Dropout Rates			2010	2011	2012	2013	2014		School Percentile		Level 2	Level 1	Level 2		
4-year Graduation Rate	All		80	88.9	90.3	91.2			Percentile in School - All		72	75	70		
5-year Graduation Rate	All		80	88.9	90.3				Percentile in School - ELL/Former ELL		89	90	89		
Annual Dropout Rate	All		0.8	0.8	0.0	2.9			Percentile in School - Students with Disabilities						
									Percentile in School - All		76	78	64		
									Percentile in School - ELL/Former ELL						
									Percentile in School - Students with Disabilities						
									PPI - Aggregate		62	75	69		
									PPI - High needs		68	92	79		
									PPI - ELL/Former ELL						
									PPI - Students with Disabilities						

Appendix D

Criterion 10: Finance

Four Rivers Charter Public School - Greenfield - Est. 2003

5-Year Financial Summary

▲ Low Risk

▲ Moderate Risk

▼ Potentially High Risk

Financial Metric	FY10	FY11	FY12	FY13	FY14	5 year AVG	FY14 MA AVG
1. Current Ratio <small>is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.</small>	▲ 3.1x	▲ 3.2x	▲ 3.6x	▲ 4.1x	▲ 3.9x	▲ 3.6x	▲ 2.5x
2. Unrestricted Days Cash <small>indicates how many days a school can pay its expenses without another inflow of cash. Calculated as Cash and Cash Equivalents divided by [(Total Expenses-Depreciated Expenses)/365]. *Important Note: This is based on the current quarterly tuition payment schedule.</small>	▲ 89	▲ 82	▲ 83	▲ 85	▼ 4	▲ 69	▲ 54
3. Percentage of Program Paid by Tuition <small>measures the percentage of the school's total expenses that are funded entirely by tuition. Calculated as (Tuition + In-Kind Contributions) divided by Total Expenses.</small>	▲ 93%	▲ 91%	▲ 91%	▲ 94%	▲ 92%	▲ 92%	▲ 89%
4. Percentage of Program Paid by Tuition & Federal Grants <small>measures the percentage of the school's total expenses that are funded by tuition and federal grants. Calculated as (Tuition + In-Kind Contributions + Federal Grants) divided by Total Expenses.</small>	▲ 98%	▲ 96%	▲ 95%	▲ 97%	▲ 95%	▲ 96%	▲ 95%
5. Percentage of Total Revenue Expended on Facilities <small>measures the percentage of Total Revenue spent on Operation & Maintenance and Non-Operating Financing Expenses of Plant. Calculated as Operation & Maintenance plus Non-Operating Financing Expenses of Plant divided by Total Revenues.</small>	▲ 24%	▲ 23%	▲ 20%	▲ 20%	▲ 17%	▲ 21%	▲ 17%
6. Change in Net Assets Percentage <small>measures a school's cash management efficiency. Calculated as Change in Net Assets divided by Total Revenue.</small>	▲ 1.9%	▲ 1.0%	▲ 1.4%	▲ 1.4%	▲ 1.1%	▲ 1.4%	▲ 3.7%
7. Debt to Asset Ratio <small>measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as Total Liabilities divided by Total Assets.</small>	▲ 0.30x	▲ 0.28x	▲ 0.24x	▲ 0.22x	▲ 0.23x	▲ 0.25x	▲ 0.58x
Enrollment	193	205	208	210	216	206	428
Total Revenues	\$ 2,687,591	\$ 2,929,282	\$ 3,014,614	\$ 3,038,993	\$ 3,190,356	\$ 2,972,167	\$ 6,743,430
Total Expenditures	\$ 2,637,484	\$ 2,898,736	\$ 2,972,670	\$ 2,995,076	\$ 3,155,847	\$ 2,931,963	\$ 6,370,164
Total Net Assets	\$ 531,480	\$ 562,083	\$ 604,027	\$ 647,944	\$ 682,453	\$ 605,597	\$ 3,187,725

Optional Comments from School:

Audit Indicator	FY10	FY11	FY12	FY13	FY14	Optional Comments From School:
A. Did the audit include an unqualified opinion?	-	-	Y	Y	Y	
B. Is the audit free of findings of Material Weakness?	-	-	Y	Y	Y	
C. Is the audit free of findings of Significant Deficiency?	-	-	Y	Y	Y	
D. Is the audit free of Instances of Noncompliance under GAAS?	-	-	Y	Y	-	
E. Is the audit free of Questioned Costs?	-	-	Y	Y	-	

Note: The Office of Charter Schools and School Redesign is still compiling FY10 and FY11 audit data for many schools. As a result, these years may display a blank. Please note that this does not mean that an audit wasn't submitted.

Financial Metric Definitions		Low Risk	Moderate Risk	Potentially High Risk
1. Current Ratio	<i>Current Ratio is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.</i>	≥ 1.5	Between 1.0 (inclusive) and 1.5	< 1.0
2. Unrestricted Days Cash (Prior to FY14) Applies to 5-year average	<i>The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. Calculated as Cash and Cash Equivalents divided by $(\text{Total Expenses} - \text{Depreciated Expenses}) / 365$. Note: This is based on quarterly tuition payment schedule.</i>	≥ 75 days	Between 45 (inclusive) and 75 days	< 45 days
2. Unrestricted Days Cash (FY14 forward)	<i>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.</i>	≥ 60 days	Between 30 (inclusive) and 60 days	< 30 days
3. Percentage of Program Paid by Tuition	<i>This measures the percentage of the schools total expenses that are funded entirely by tuition. Calculated as $(\text{Tuition} + \text{In-Kind Contributions})$ divided by Total Expenses (expressed as a percentage). Note: In-Kind Contribution are added to the numerator in this ratio to balance out In-Kind Expenditures which will be captured in the Total Expenses in the denominator, and ratios over 100% are set to 100%.</i>	$\geq 90\%$	Between 75% (inclusive) and 90%	$< 75\%$
4. Percentage of Program Paid by Tuition & Federal Grants	<i>This measures the percentage of the schools total expenses that are funded by tuition and federal grants. Calculated as $(\text{Tuition} + \text{In-Kind Contributions} + \text{Federal Grants})$ divided by Total Expenses (expressed as a percentage). Note: In-Kind Contribution are added to the numerator in this ratio to balance out In-Kind Expenditures which will be captured in the Total Expenses in the denominator, and ratios over 100% are set to 100%.</i>	$\geq 90\%$	Between 75% (inclusive) and 90%	$< 75\%$
5. Percentage of Total Revenue Expended on Facilities	<i>This measures the percentage of Total Revenue that is spent on Operation & Maintenance and Non-Operating Financing Expenses of Plant. Calculated as $\text{Operation \& Maintenance plus Non-Operating Financing Expenses of Plant}$ divided by Total Revenues (expressed as a percentage).</i>	$\leq 15\%$	Between 15% and 30% (inclusive)	$> 30\%$
6. Change in Net Assets Percentage	<i>This measures a school's cash management efficiency. Calculated as $\text{Change in Net Assets}$ divided by Total Revenue (Expressed as a percentage).</i>	Positive %	Between -2% (inclusive) and 0%	$< -2\%$

7. Debt to Asset Ratio	Measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as Total Liabilities divided by Total Assets.	<= .9	Between .9 and 1 (inclusive)	> 1
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.			