



Renewal Inspection Report

Four Rivers Charter Public School
Greenfield, MA

MAY 9, 2017

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The Renewal Inspection Process and Site Visit Report

The charter renewal application process begins with the charter school's submission to the Department of an Application for Renewal of a Public School Charter (Application for Renewal). After the Department has reviewed the Application for Renewal and determined that it is clear and complete, the school is notified of the Application for Renewal's acceptance. A renewal inspection team conducts a renewal inspection site visit and prepares a renewal inspection report summarizing the team's findings regarding the school's performance relative to a subset of the *Charter School Performance Criteria*.

After the renewal inspection site visit, the team prepares a draft of the renewal inspection report and submits it to the Department for review and clarification, if necessary. After a Department review, the draft is provided to the school for review. The school is given approximately one week in which to make factual corrections to the report, if appropriate. After incorporating any factual corrections, the team submits the final report to the Department and the school, at which point the team's involvement in the charter renewal process ends. The school may provide the Department with a formal response to the renewal inspection report; this response becomes part of the school's permanent record. Other interested parties, including the superintendent in the district in which a charter school is located or the region from which the school draws students, also have the opportunity to submit written comments to the Department regarding the renewal of a school's charter.

Overview of this Report

This renewal inspection report contains the following information:

- A report setting that provides contextual information regarding the school;
- The methodology employed by the renewal inspection team in conducting the renewal inspection;
- The renewal inspection team's findings and supporting evidence concerning the school's performance relative to the Criteria as discussed in the Protocol;
- Appendix A of this report contains the detailed schedule of the renewal inspection site visit.

Renewal Inspection Team

The team included the following:

- Melissa Gordon, Office of Charter Schools and School Redesign (OCSSR), Department of Elementary and Secondary Education (DESE)
- Claire Smithney, OCSSR, DESE

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's campus includes three buildings; an administrative building known as "the farmhouse," a building for division one, and another for divisions two and three. The school implements the Expeditionary Learning (EL) model and

collaborates with an external EL school designer. 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 at the end of the expedition, students create products to demonstrate their learning. In addition to expeditions, all lessons are required to have student friendly learning targets and be organized around rigorous, student-centered activities.

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

Renewal Inspection Methodology

The one-day renewal inspection was conducted at Four Rivers Charter Public School on May 9, 2017. The renewal inspection team (the team) conducted classroom observations, held focus group interviews, and reviewed submitted documentation to collect evidence for this report.

The team conducted interviews with the following stakeholder groups:

Board of Trustees: The team interviewed six board members, including the chair and the founding head of school. Board tenure ranged from less than a year to nine years.

Administrative Team: The team interviewed three administrators including the principal/head of school, assistant principal, and dean of students.

Teachers (including special education teachers): The team interviewed three general education teachers and one learning specialist. The teachers represented divisions one through three, English language arts, mathematics/science, and social studies. The teachers' tenure at the school ranged from one to 14 years.

Special Education and English as a Second Language (ESL) Administrators: The team interviewed one special education administrator, one ESL administrator and one ESL teacher. The administrators had been with the school between 7 and 13 years.

During the visit, the team conducted 16 classroom observations using the Office of Charter Schools and School Redesign classroom observation form for one day renewal inspection visits.

The documents and data reviewed by the team before, during, and after the renewal inspection site visit included the following:

- 2015-16 Annual Report
- 2017 Application for Renewal of a Public Charter School
- 2016-17 professional development calendar
- Board Minutes from 2015-2017
- Board action plan
- FRCPS Year 12 Site Visit Report
- Documentation related to 2016-17 teacher and administrator evaluations
- Organizational chart
- Parent, student and staff survey data
- Special education and ELL demographics
- Special education and English Learner program self-evaluations

- Staff roster
- FRCPS Handbook
- The school's Bylaws
- The school's District Curriculum Accommodation Plan
- The school's master schedule

The Appendix of this report contains a detailed schedule for the renewal inspection site visit. This renewal inspection has been conducted pursuant to the Massachusetts Department of Elementary and Secondary Education, Charter School Renewal Inspection Protocol.

Findings

This section presents the renewal inspection team's findings regarding the school's performance relative to the three areas of charter school accountability: faithfulness to charter, academic success, and organizational viability.

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.

Finding: FRCPS is faithful to its mission to educate young people for lives of learning and service through three central themes: nature, technology and community. The school implements the expeditionary learning model with fidelity.

The school's mission is as follows:

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.

All stakeholders interviewed by the renewal inspection team (the team) shared a common understanding of the school's mission. The school faithfully implements its mission through its five key design elements. The implementation of these key design elements are codified as objectives in the school's accountability plan and include expeditionary learning (EL), preparation for lives of learning, preparation for lives of service, preparation for college, and education for sustainability. Information about each of these key design elements is provided below.

Expeditionary learning

The school has been associated with expeditionary learning since its founding. Currently, it is in the process of earning its accreditation from EL Education. In 2016, the implementation review score that the school received from EL Education was 102 out of 130 possible points. Administrators reported that EL drives the majority of the decision-making at the school. The school implements the five core dimensions of expeditionary learning as they relate to curriculum, instruction, assessment, culture and character, and leadership. Each of these programmatic elements also supports other key design elements.

Curriculum and instruction – As outlined in the school's renewal application and reported by stakeholders, the EL curriculum at FRCPS is driven by learning expeditions. Learning expeditions are interdisciplinary projects based on real-world settings that allow students to apply their knowledge. Teachers reported that students generally engage in two learning expeditions per year. The curriculum incorporates fieldwork and case studies which allow students to learn from the resources of Franklin County as described in the school's mission.

Visitors observed teachers referencing fieldwork or case studies in classrooms. In addition, teachers set daily and long term learning targets for students which visitors observed throughout the school. All stakeholders reported that instruction at the school is based on inquiry and/or active pedagogy, driven by the learning expeditions.

Assessment – Stakeholders reported, and documents confirmed, that the school implements standards-based grading with a four point scale. Students are required to develop passage portfolios to indicate that they have met each standard. Students present their portfolios at student-led conferences with their parents and teachers. More information about general assessment will be provided in *Key Indicator 6.3: Assessment and Program Evaluation*.

Culture and Character – All stakeholders described crew as one of the main components of how the school builds its culture. The school has crew twice daily, once in the morning and once in the afternoon which serves as an advisory for students. Each crew is led by an advisor who serves as the main point of contact for a student’s family. The school also has weekly community meetings in divisions to build community. At weekly community meetings, teachers provide awards based on character virtues. The school implements Habits of Work and Learning, or HOWLs. The HOWLs differ between divisions, but address being prepared, being organized, participating in class, developing quality work, and eventually being independent. Student progress on HOWLs is reflected on report cards and students receive support if they are not meeting their HOWLs. The school has a HOWL of Fame where students are rewarded for their progress and achievement on HOWLs. More information about the culture of the school is below in *Key Indicator 7.1: Social, Emotional and Health Needs*.

Leadership – The leadership of the school provides a cohesive vision to school staff and has clear decision-making processes and roles and responsibilities. More information about leadership will be provided in *Key Indicator 8.1: School Leadership*.

Preparation for lives of learning

As noted above, the school implements HOWLs to develop learning skills. As reflected in the school’s renewal application and by stakeholders, FRCPS has school wide learning targets which include developing students as investigators, critical thinkers, creative thinkers, problem-solvers, and communicators. Students develop products with craftsmanship and quality, develop ideas about sustainability, and have strong character. Teachers are required to develop course standards and learning targets based on these school wide learning targets. In addition, as reported by the board, the school provides learning outside of the classroom through intensives, which occur twice a year. During intensives, students in mixed grade groups break from their weekly schedule to participate in an experiential learning experience. In addition to intensives, juniors and seniors may participate in internships. Students must also present their learning after intensives through their portfolios at passage presentations or through the senior capstone project as described above.

Preparation for lives of service

The school has a number of systems in place to prepare students for lives of service. As reported by stakeholders and in the renewal application, each division has different service requirements. Students in division 1 engage in whole grade service learning with service intensives in 8th grade. Students in division 2 engage in both whole grade and crew-based service activities. In division 3, students complete individual services hours as a graduation requirement. According to the renewal

application, over 95 percent of students have completed their service requirement each year for the past four years. Examples of service projects provided by stakeholders included river clean ups and helping on a farm. In addition to these requirements, the school tracks alumni reports on volunteerism and voting, although rates have been lower for those (58 percent and 39 percent in 2016 respectively).

Preparation for college

The school prepares students for college in a number of ways. Administrators reported that the school uses HOWLs, school-wide learning targets, and course standards to ensure that students are prepared for college. Students are required to achieve an “approaching plus” in their courses in order to pass, and as noted above must develop portfolios to provide evidence of their learning. Students can also enroll in college courses. The board and administrators reported that junior internships and senior expeditions also prepare students for career and college to explore potential pathways. While the school does track college enrollment through purchased National Clearinghouse data on its alumni, the school does not track college persistence rates. Parent, student, and teacher survey data indicates that in 2016, 90 percent of respondents agreed that students are held to high standards and must produce high quality work.

Education for sustainability

All stakeholders reported on the fundamental question (how do we find the healthy, sustainable interrelationship of the natural world, technology in its many forms, and the human community?) and three central themes (nature, technology and community) in the mission of the school. Visitors heard and observed evidence that the school is implementing its key design elements. Visitors heard about example expeditions that addressed the fundamental question and observed or heard about students working on solar cars, food production and technology, an energy documentary, and other projects. In 2016, 99 percent of student completed projects related to sustainability. Seventy-nine percent of students and 96 percent of parents surveyed agreed that the school’s central themes and essential question play a significant role at the school.

Academic Program Success

Criterion 6: Program Delivery

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

Key Indicator: 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.

Finding: FRCPS’ classroom environments are highly conducive to learning.

Visitors found all but one of FRCPS’ classrooms to be conducive or highly conducive to learning. Visitors observed 16 classrooms. Visitors observed students respectfully listening to teachers, positive relationships among students and between students and teachers, teachers giving positive

praise, teachers using calm tones, students on task while engaged in group instruction, embedded routines, students providing each other with constructive feedback, and teachers working to engage withdrawn students. While there were instances of off task behavior or students slow to engage in the work, these were in the minority.

Key Indicator: Assessment and Program Evaluation

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.

Finding: FRCPS collects and analyzes qualitative and quantitative data in order to improve student outcomes and modify its program.

The school collects a variety of quantitative and qualitative data. As described in the renewal application and confirmed by stakeholders, the school collects the following data to review student work: MCAS, GRADE and GMADE, PSAT and SAT, formative and summative teacher-created assessments, attendance, discipline, and student success plans. In addition, the school administers parent, teacher, and student surveys, and gathers data through the EL Education program evaluation process and the EL Education “Quality Work Protocol”.

The school uses data to improve student outcomes and to evaluate the quality and effectiveness of its program. Teachers reported that they use data for reteaching purposes, and for curricular changes as necessary. Administrators and teachers reported that they use data to identify individual students who may be struggling during weekly meetings and at KBAM (the initials of the members of the team) meetings which will be further described in *Key Indicator 6.4: Supports for Diverse Learners* below. The school also recently began to follow students who are not on track for mastery to provide additional support as needed. The school developed this tracking system in response to EL’s feedback on the school’s data usage. The school has made several changes in recent years to its programming based on data. For example, all stakeholders reported that the school has worked to improve its math program, including hiring a math coach. Professional development opportunities were revised based on teacher survey data and teachers develop their professional goals based on student achievement data, which will be described further in *Key Indicator 8.2: Professional Climate*. In addition, administrators reported that their decision to focus on social emotional learning next year is based on 8th through 10th grade attendance data.

The school has conducted a self-evaluation of its special education program which was provided to the team. Administrators reported that with the MCAS and PARCC, they largely engage in item analysis to look for variances due to the school’s small size and subsequently small “n” sizes. They also look for trends over time. Special education administrators reported that they use parent survey data and the staff also self-evaluates the school’s needs. Special education administrators also reported that they disaggregate their MCAS and PARCC data to track student progress over time. Despite not serving any EL students in 2015-16, the school conducted an ESL program self-evaluation to ensure their readiness to deliver an ESL program.

Key Indicator: 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 to students with disabilities and English language learners.

Finding: The school identifies students in need of support, and provides students with interventions, supports, and resources based on their needs.

FRCPS has a well-understood screening process to identify students in need of support. Special education administrators and teachers reported, and the school's district curriculum accommodation plan (DCAP) outlined, that during weekly Monday grade level meetings, each student at the school is reviewed using a Google document that is updated weekly regarding academic and other concerns. Students of concern are identified and classroom interventions and next steps are developed. Students may also be identified during weekly division meetings. In addition, the KBAM team, which consists of the academic support director, school psychologist, dean of students and others, meets weekly and discusses specific student concerns and may increase the interventions used in conjunction with the classroom interventions created during grade level meetings. The special education team also meets twice monthly to discuss students of concern. Students may be put on a student success plan, a behavioral plan, or be recommended for Title I services, which include skills classes or tutoring. Special education administrators reported that interventions are managed by advisors and can last for could one week but generally last for one month before they are reassessed. Teachers reported that if they ultimately decide to make a referral, the academic support director leads the process. For English learners (ELs), the school administers a home language survey to all students who enroll at FRCPS. Students who are identified are then screened using the World-class Instructional Design and Assessment (WIDA). Only one student was identified in the 2016-17 school year, and subsequently opted out of services.

The school has a full inclusion program, although administrators reported that they have offered partial inclusion in the past based on student needs. The school also provides learning centers for students and Title I programming.

Visitors observed supports for diverse learners in all but one classroom observation. Observed supports included: additional adults in classrooms; teachers circulating to provide individual support; fidget toys; headphones; laptops; video; audio books; graphic organizers; students given the chance to revise their work; clear written and verbal directions; reminders on student worksheets; a preview of a quiz format; student choice; rubrics; students opting into work that challenged them at different levels; extension activities; roles within groups; multi-level assessment; multiple ways for students to show their learning; and reference sheets. Special education administrators reported that differentiation is likely to occur over the course of a week in classrooms. Other supports provided by the school outside of the classroom include afterschool hours with teachers and study halls for all students.

The school has resources in place to support diverse learners, which include the academic support director, special education teachers, learning specialists, teaching assistants, an English as Second Language teacher, a school psychologist, a dean of students, a social worker/wellness teacher, part-time occupational therapist, physical therapist, and speech and language pathologist. Visitors also observed that the school has a large number of laptops provided to students as needed.

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 Indicator: Social, Emotional, and Health Needs

The school creates a safe school environment and addresses the physical, social, emotional, and health needs of its students.

Finding: FRCPS creates a substantially safe and respectful school environment and addresses the physical, social, and emotional health needs of its students.

Visitors heard and observed evidence that the school is substantially physically and emotionally safe for students. While the doors to the school were not locked, there is a staff member visitors must check in with upon arrival. Visitors observed orderly student behavior during transitions. Visitors observed stickers supporting lesbian, gay, bisexual and transgender students on doors throughout the school.

All stakeholders described crew as the primary means by which the school develops culture. Crew, community meetings, HOWLs, character virtue awards, and other elements of school culture-building are described above in *Criterion 1: Mission and Key Design Elements*. Student and parent survey data reflects that in 2016, 84 percent of students agreed that the school has a positive social and emotional environment, over 90 percent of parents felt the school has a positive environment, that the school helps their children grow, and that every student is known well by at least one adult. Visitors observed respectful learning environments throughout the school as described above in *Key Indicator 6.2: Instruction*. The school has a number of resources in place to support the social and emotional needs of students, including the dean of students, the school psychologist, and the wellness advocate/social worker.

The school has a part-time school nurse and a part-time wellness advocate. Students in divisions 1 and 2 have wellness classes four times per week. Eleventh graders have wellness once a week and 12th graders engage in an independent wellness study. Visitors observed physical education classes occurring outdoors. Administrators reported that last year, mindfulness was a focus at the school in response to student survey data. This year, the school screened all 8th and 9th graders using the Screening, Brief Intervention, Referral to Treatment (SBIRT) and will continue to use it to identify students who may be in need of intervention for health needs.

As noted in *Key Indicator 6.3: Assessment and Program Evaluation*, the school has identified social and emotional learning as a focus area for next year and has begun a pilot of restorative practices. The school tracks disciplinary data through the use of blue slips. Blue slip data is presented to the board for review.

Key Indicator: Family Engagement

The school develops strong working relationships with families/guardians in order to support students' academic progress and social and emotional well-being.

Finding: FRCPS has systems and structures in place to develop strong working relationships with families/guardians and to communicate with them regarding student progress.

Part of the school's mission is to work closely with parents and FRCPS develops relationships with parents in a number of ways. Administrators and teachers reported, and the parent survey reflected, that the school provides parents with newsletters every four to six weeks. The head of school conducts monthly coffees for parents to attend. Administrators reported that the school has recently reinstated a parent advisory council based on parent interest during coffees with the head of school.

All stakeholders reported that crew advisors serve as the main contacts for parents and are expected to be in regular contact. Parents attend an introductory meeting at the school at the beginning of each school year, and are invited to events, including presentations of learning, throughout the year. Parent survey responses of 90 percent or higher reflect that parents feel that the school provides them with good information, that communication with teachers and administrators is easy and adequate, and that the school has built a strong sense of community. Several members of the board are parents of current students or alumni.

The school provides parents with regular updates on student progress. Administrators and teachers reported that parents are invited to two student led conferences per year. The school also issues report cards twice a year and provides progress updates through the FOCUS web-based portal.

Organizational Viability

Criterion 8: Capacity

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

Key Indicator: School Leadership The school has an effective school leadership team that 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. The school has clear and well-understood systems for decision-making and communication processes among all members of the school community.

Finding: The school has an established leadership team that implements the school's mission. Roles and responsibilities are well-defined and systems for decision-making processes and communication are well-understood and clear.

The school leadership team implements a clearly defined mission and set of goals. As noted in *Criterion 1: Mission and Key Design Elements*, all stakeholders shared a strong understanding of the mission of the school. Stakeholders cited the continued improvement of the math program and implementation of more social-emotional learning including restorative practices as goals for the year.

According to stakeholders and a document defining roles and responsibilities reviewed by the team, the administration of the school consists of a principal/head of school, assistant principal, dean of students, guidance/college counselor, director of finance and operations, and director of academic support. School stakeholders described these administrators as “the farmhouse team,” based on the location of their offices. The school has a clear and well-understood system in place for defining and delineating roles for staff and administration. In the document mentioned above, each administrator’s role was clearly outlined and administrators reported that they have clarified these roles as the school has aged.

Administrators and teachers both cited the decision-making process as a strength of the school. In addition to the “farmhouse team” the school has a leadership team which includes the head of school/principal, assistant principal, dean of students, and representatives from each division. The

leadership team leads decisions regarding academics and school culture. Division representatives gather information at weekly leadership team meetings and convey it back to their divisions. Division representatives also bring questions, concerns, and suggestions to the leadership team from their divisions. The school maintains a Google document accessible to all staff to share kudos and questions. The farmhouse team assigns each of the questions to a staff member for follow up. Stakeholders described the decision-making process at the school as collaborative.

Key Indicator: Professional Climate

The school staff regularly, frequently collaborate and engage in 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.

Finding: FRCPS provides teachers with regular opportunities to collaborate and engage in professional development. The school has a process in place for monitoring instructional quality through teacher evaluation.

The school provides teachers with multiple opportunities to collaborate. Teachers and administrators reported that teachers have weekly Monday meetings to address students of concern, weekly Wednesday “faculty crew” meetings that include professional development, weekly Friday common planning time within their divisions, and daily common planning time to collaborate. Teachers and administrators reported that special educators are included in these meetings, and also serve as co-teachers and frequently collaborate informally. In addition, teachers reported and the renewal application reflected, that teachers engage in a curriculum review a week prior to the start of school two days during the year, and one at the end of the school year.

Teachers at FRCPS are provided with professional development through the Wednesday faculty crew meetings. Administrators reported that last year they revised the way that professional development was organized. Professional development is now on a faculty work plan cycle that administrators described as a “pinwheel” with four major components: curriculum, instruction, assessment, and school culture. Administrators reported that they are in the second year of this new cycle. Teacher survey data reflected a dip in teachers’ agreement with whether Wednesday meetings were helpful for professional learning in 2016 (89 percent to 76 percent). Faculty representatives from each division serve on the leadership team as noted above and there is a faculty representative on the board.

Administrators and teachers reported that depending on their tenure, teachers are either on a one or two year cycle for evaluation. Teachers reported that they develop portfolios and are rated against a set of standards which was confirmed by a review of provided documents. Teachers reported that they are observed at least eight times per year and receive observations and feedback even if they are in an off-cycle year for their evaluations.

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.

Finding: The board of trustees of FRCPS act as public agents and provide appropriate oversight to the school. The board has worked to ensure the long term success and viability of the school.

The board of FRCPS currently consists of 13 members, within the minimum number of 10 and the maximum of 20 allowed by the board’s bylaws. The board has four parents on the board, meeting

bylaws requirements, and board members reported several members are parents of alumni. The board also has a faculty representative. The head of school/principal serves as an ex-officio member of the board. The board meets monthly with the exception of August. The board reported that they currently have four active committees that meet about monthly: facilities and finance, development, trustees and personnel policies, and accountability and program planning. Visitors were unable to corroborate the frequency of these meetings as committee minutes were not provided, although committee reports were included in the regular board minutes.

Regular board meetings are held in compliance with Open Meeting Law. Board members reported that the board schedule and agendas are regularly posted. Visitors noted that board minutes consistently include the date, time, and location of the meeting, board members present and absent, a summary of the discussion on each subject, and a record of decisions made and actions taken at each meeting, including a record of all votes, all requirements of the Open Meeting Law. The board has also received trainings in Open Meeting Law from the school's attorney. However, as noted above, the team was not provided with the committee minutes.

The board demonstrates appropriate oversight of the school's leaders, financial health, progress towards meeting academic goals and alignment to the mission. Board members reported that their role is to oversee the performance of the head of school/principal, maintain the charter, and ensure that the school is financially viable. Board members reported that they are not responsible for the day to day management of the school. A review of board minutes reflected that the board frequently discusses the financial health of the school. Board members and administrators reported, and documents confirmed, that the board reviews the performance of the head of school/principal annually. The board has recently been piloting new report out techniques for the head of school/principal to use when reporting to the board. The new techniques include reports on attendance, student academic status, accountability, discipline, and other business. Board members reported that the shift was originally due to the accountability committee trying to develop metrics to measure climate and character. Other members of the school community also provide reports to the board from time to time. The board also indicated that they regularly visit classrooms and attend school events, such as presentations of learning. A review of board minutes indicated that the board regularly discusses and approves school policies as appropriate.

The board engages in long-term and continuous improvement planning. While the board does not currently operate from a strategic plan, the board follows an action plan that was provided to the team. The plan maps out annual oversight for each of the committees and the board reported that they will revisit a strategic plan following renewal. The board reported that their current goals are to improve academic achievement in mathematics, to ensure that the facilities are meeting the needs of students, and increase the space for the high school. The board recruits new members through networking and reaching out to the school community. The board onboarding process includes attendance at a board meeting or meetings and an interview with the trustees and personnel committee. Board members are trained through documentation provided by the head of school/principal and online trainings provided by the state. The board reported that they have not engaged in succession planning for the head of school/principal, but that he must provide six months notice per his contract. The school recently engaged in a search process for a new operations director and the board reported that as a result they are familiar with conducting a search.

Appendix A

Renewal Inspection Schedule

May 9, 2017

	Team Member 1	Team Member 2
7:30 – 8:00	Team Meeting and Meetings with head(s) of school	
8:00 – 9:00	Board of trustees focus group	
9:00 – 10:15	Classroom Observations	
10:15 – 11:15	Administrator Focus Group	
11:15– 12:15	ELL and Special Education Admin Focus Group	
12:00 – 1:00	Teacher focus group: General Education, Special education, and ELL instructional staff	
1:00 – 1:30	Classroom Observations	
1:30-2:00	Lunch	
2:00 – 4:00	Team Moderation	
4:00 – 4:15	Exit discussion with head(s) of school Team Departs	