CAPE COD LIGHTHOUSE CHARTER SCHOOL

SUMMARY OF REVIEW

Harwich, MA
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ABOUT THE CHARTER SCHOOL RENEWAL PROCESS

The charter school regulations state that "the decision by the Board [of Elementary and Secondary Education] to renew a charter shall be based upon the presentation of affirmative evidence regarding the faithfulness of the school to the terms of its charter, including the extent to which the school has followed its recruitment and retention plan and has disseminated best practices in accordance with M.G.L. c. 71, § 89(dd); the success of the school's academic program; and the viability of the school as an organization" 603 CMR 1.11(2). Consistent with the regulations, recommendations regarding renewal are based upon the Department of Elementary and Secondary Education's (Department) evaluation of the school's performance in these areas. In its review, the Department has considered both the school's absolute performance at the time of the application for renewal and the progress the school has made during the first four years of its charter. Performance is evaluated against both the Massachusetts Charter School Performance Criteria (Criteria) and the school's accountability plan.

The charter renewal process begins when a charter school submits to the Department an Application for Renewal of a Public School Charter (Application for Renewal). After the Department has determined the Application for Renewal is complete, the Department works with the school to schedule a renewal inspection.

The renewal inspection provides the Department with current information about the school's performance relative to the Criteria. The Department conducts two types of renewal inspections: full criteria renewal inspections. Both types of renewal inspection visits collect evidence that are required for a renewal determination as outlined by M.G.L. c. 71, § 89(dd). The type of renewal inspection a school receives depends on a number of factors, including the school's age, size, whether the school is operating under conditions or probation, recent major expansions, and prior academic performance. The Department may contract with an independent organization to conduct the renewal inspection. For more details about the renewal inspection, see the Charter School Renewal Inspection Protocol.

The Summary of Review (SOR) summarizes the school's performance over the five-year charter term, reflecting evidence compiled throughout the charter term from sources such as annual reports, site visit reports, and state assessment results. See *Appendix F: Sources of Evidence* for more details. The SOR incorporates descriptions of evidence gathered during the renewal inspection[1]. The renewal inspection team prepares these descriptions, and they are included in the gray shaded boxes in the body of the report[2]. The SOR highlights evidence for six Criteria aligned with the statutory requirements for charter renewal outlined by M.G.L. c. 71, § 89(dd): Criterion 1: Mission and Key Design Elements; Criterion 2: Access and Equity; Criterion 3: Compliance; Criterion 4: Dissemination; Criterion 5: Student Performance; and Criterion 9: Governance. The SOR also includes evidence related to other Criteria assessed during the renewal inspection.

[1] The renewal inspection to Cape Cod Lighthouse Charter Public School was conducted by Department staff on April 10, 2019.
[2] Descriptions of evidence gathered during the renewal inspection constitute the renewal inspection report referenced in 603 CMR 1.11.

SCHOOL OVERVIEW

SCHOOL PROFILE

Cape Cod Lighthouse Charter School (CCLCS)			
Type of Charter	Commonwealth	**Location**	Harwich
Regional or Non-Regional	Regional	**Districts in Region**	Barnstable, Bourne, Dennis-Yarmouth, Falmouth, Mashpee, Monomoy, Nauset, Provincetown, Sandwich, Truro
Year Opened	1995	**Years Renewed**	2000, 2005, 2010, 2015
Maximum Enrollment	260	**Current Enrollment**	239[3]
Chartered Grade Span	6-8	**Current Grade Span**	6-8
Students on Waitlist	364[4]	**Current Age of School**	25

Mission Statement:

Cape Cod Lighthouse Charter School seeks to provide a supportive and challenging learning environment for middle school students, where teachers foster intellectual development and academic achievement in an atmosphere that celebrates learning as a lifelong pleasure.

We appreciate and understand middle school-aged students. We enjoy the often undervalued creativity and intellectual potential of this age group. We strive to provide an emotionally safe and supportive community, encouraging students to develop their strengths and risk new growth, while pursuing an academically rigorous curriculum. Wherever possible, students learn through experience, allowing them to be engaged in the process of discovery and to see the practical applications of classroom lessons.

Looking beyond the walls of the classroom, we collaborate with local partners to utilize the unique natural and creative resources on Cape Cod, and reach out to global partners to broaden our cultural understanding and knowledge. Our graduates take with them the values of personal responsibility, consideration for others, respect for the environment, academic integrity, creative expression, and perseverance.

SCHOOL HISTORY

- Cape Cod Lighthouse Charter School (CCLCS) received its charter in 1995 and opened in 1995, serving 400 students in grades 6 through 12.
- In December 2010, the Board of Elementary and Secondary Education (Board) approved an amendment to relocate the school's facilities from Orleans to East Harwich. The school moved into the East Harwich facility in September 2012.

[3] This is the number as of October 1, 2019. Source: Profiles

[4] This is the number as of March 15, 2019, as reported in the Massachusetts Charter School Waitlist Initial Report for FY 2020, found at: http://www.doe.mass.edu/charter/enrollment/

- During the school's 2015 renewal process, the school indicated that it did not intend to expand to high school grades (9 to 12) nor to use the maximum number of seats (400) originally granted to the school in 1994. In February 2015, the school's charter was renewed with a condition pertaining to the school's grade span and maximum enrollment. The school was required to submit a request to amend the school's charter to specify the grade span and maximum enrollment the school intended to serve during the charter term. In August 2015, the school submitted a request to decrease the chartered grade span from 6 through 12 to 6 through 8 and to change the maximum enrollment from 400 to 260. This amendment was approved by the Board and the school's conditions were removed.
- CCLCS teachers have been unionized since the 2010-11 school year. Teachers are represented by the American Federation of Teachers and negotiate a contract annually.
- The school is led by an executive director, who oversees the school's associate director, special education coordinator, technology coordinator, school psychologist, business manager, administrative assistance, and nurse. Along with supervising non-teaching staff, the executive director also supervises mathematics and science teachers. The associate director supervises English language arts and social studies teachers, and the special education coordinator supervises special education and English as a second language teachers.
- The school received a Check-In Site Visit in 2017.

STUDENT DEMOGRAPHICS

Enrollment by Race/Ethnicity[5]	
Race/Ethnicity	**Percentage of Student Body**
African-American	2.1
Asian	2.5
Hispanic	5
Native American	0.4
White	85.4
Native Hawaiian, Pacific Islander	0
Multi-Race, Non-Hispanic	4.6

[5] Source: Profiles

Selected Populations[6]	
Title	**Percentage of Student Body**
First Language not English	2.9
English Language Learner	0.8
Students with Disabilities	18.8
High Needs	34.3
Economically Disadvantaged	16.3

[6] Source: Profiles

EXECUTIVE SUMMARY OF SCHOOL PERFORMANCE

Massachusetts Charter School Performance Criteria		
Faithfulness to Charter		**Rating**[7]
Criterion 1: Mission and Key Design Elements *Throughout the charter term, CCLCS has been faithful to its mission and has implemented its key design elements. CCLCS met a majority of the measures in its Accountability Plan.*		● **Meets**
Criterion 2: Access and Equity *CCLCS seeks to ensure access to the program and equity for all students eligible to attend the school. The school provides information to the public regarding non-discriminatory enrollment practices and the availability of special education and English learner programs. The school provides most translated materials in multiple languages. The school has been mostly successful in recruiting and retaining a demographically comparable population.* *During the charter term, the school's rates of out-of-school suspension were consistently below the statewide average. The school's rates of in-school suspension exceeded the statewide average in 2017 and 2019.*		● **Meets**
Criterion 3: Compliance *CCLCS is in compliance with program requirements as determined by the Coordinated Program Review (CPR). The board of trustees operates in a manner that is not fully in compliance with Open Meeting Law (OML).*		**Not Rated**
Criterion 4: Dissemination *During the charter term, CCLCS disseminated best practices to other public schools in its region, across the state, and nationally.*		● **Meets**
Academic Program Success		
Criterion 5: Student Performance	2019 Overall Classification:	**Not requiring assistance or intervention**
	Cumulative Progress Toward Improvement Targets:	**58%**
	2019 Accountability Percentile:	**59**
Organizational Viability		
Criterion 9: Governance *During the charter term, the extent to which members of the CCLCS board of trustees were active and involved in their oversight roles varied.*		● **Partially Meets**

[7] Rating Key:
- ● **Exceeds:** The school fully and consistently meets the criterion and is a potential exemplar in this area.
- ● **Meets:** The school generally meets the criterion and/or minor concern(s) are noted.
- ● **Partially Meets:** The school meets some aspects of the criterion but not others and/or moderate concern(s) are noted.
- ● **Falls Far Below:** The school falls far below the criterion and/or significant concerns are noted.

FINDINGS

FAITHFULNESS TO CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS	
The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its Accountability Plan goals.	● **Meets**

Finding: Throughout the charter term, CCLCS has been faithful to its mission and has implemented its key design elements.

- The school's mission is to provide a safe, supportive, and challenging learning environment for middle school students. Teachers develop students' strengths, provide a rigorous academic experience, and emphasize learning experiences outside the classroom (locally and globally) to connect students with the practical applications of classroom lessons and to broaden students' cultural knowledge and understanding. During a visit in Year 22 and during the renewal inspection, site visitors found evidence of the school operating in a manner that is faithful to its mission, including creating a safe and supportive community with a rigorous academic program. Evidence gathered and reviewed as part of the renewal inspection is described in further detail below.
- The school has five key design elements: project-based learning, alternative assessments, teaching the whole child, teacher-led school, and community partnerships. During a visit in Year 22 and during the renewal inspection, site visitors found evidence of each of these being implemented with fidelity, including using projects to advance and assess learning, students using portfolios to reflect on their learning, positive results from student and parent surveys, teachers involved in all decision-making, and strong community partnerships. Evidence gathered and reviewed as part of the renewal inspection is described in further detail below.

Evidence gathered and reviewed as part of the renewal inspection:

All school stakeholders share a common and consistent understanding of the school's mission and key design elements.

- The mission of CCLCS is to provide a supportive, creative, and respectful learning environment for middle school students, to implement a rigorous academic curriculum, and to provide an emotionally safe and supportive community. The school's mission is supported by five key design elements, which are project-based learning, alternative assessments, teaching to the whole child, a teacher-led school, and community partnerships.
- During the renewal inspection, board members, school leaders, and teachers described the school's mission and key design elements in ways that reflect a common understanding.

In describing how the mission is realized in the operation of the school, school leaders and teachers described aspects of each of the five key design elements articulated in the school's Accountability Plan. Evidence of the school's implementation of each key design element is discussed below.

Project-based learning (KDE 1)

- During the renewal inspection, all stakeholders described the school's emphasis of cross-disciplinary project-based learning and provided research project examples at each grade level, which include body biology in grade 8, a Greek vase in grade 7, and the effects of humans on the environment in Latin America in grade 6.
- In classrooms, site visitors observed posters related to previous student projects, and teachers referenced current or past projects in the context of lessons.
- Parent survey results (n=93) show almost all parents answered positively to a question related to the availability and quality of project-based learning through the curriculum. Student survey results (n=227) show students answered positively to questions related to teachers using projects to advance learning as well as measure it.
- Visitors heard and observed multiple examples of rigor embedded within academic lessons projects. Over the past three years, school leaders and teachers reported the school has been working to validate its assessments both internally and with guidance from Center for Collaborative Education to ensure rigor and alignment with standards, accessibility and equity for all students, and varying depth of knowledge levels. In addition, lesson plan templates are structured to include the content standards aligned to Massachusetts Curricular Frameworks in English language arts, mathematics, and science and basic, high frequency, and subject specific vocabulary integrated into each lesson.
- Site visitors reviewed examples of student portfolio work, which included evidence related to various academic and community projects and field trips, as well as elements related to students' social and emotional work. Students are required to set goals, list strategies to hold themselves accountable for reaching goals, reflect on the process and outcome of projects and trips, and track their social and emotional growth.

Alternative assessments (KDE 2)

- Students demonstrate learning both through traditional and alternative assessments. The school uses alternative methods of assessing student learning, such as quizzes, tests, written explanations, artistic representations, and presentations. In some instances, student may also select the way they will present their learning.
- Site visitors observed rubrics used in classrooms, integrated in project guidelines, and included in student portfolios.
- Student survey results show students answered positively to questions related to teachers using projects to advance learning as well as measure it and all teachers using multiple teaching approaches.

Teaching to the whole child (KDE 3)

- The board of trustees, school leaders, and teachers reported a focus on teaching to the whole child and reported the school provides students with academic, social, and emotional experiences that teach to the whole child.
- Visitors heard and observed multiple examples of the school's mission to provide an emotionally safe and supportive community. The school implements "portvisories", which are single grade, single gender advisory groups that meet several times during the term. Students

remain with the same teacher for all three years and work on their portfolios, set goals for personal and academic growth, and reflect on their progress towards meeting their goals.

- The school's homeroom structure is an informal time for teachers to form relationships with students and discuss themes that are relevant to students. Students participate in homerooms every morning, during the lunch period, and every afternoon. In addition, teachers run weekly grade level meetings on topics appropriate to each grade level.
- The school implements EPIC (engagement, personal responsibility, integrity, and consideration for others) values which guide the school's expectations for student conduct. These values were posted in most classrooms and other communal spaces throughout the school, which highlight how each value is demonstrated across a variety of school settings. Students in grades 7 and 8 may receive individual awards for embodying EPIC and other related qualities, such as civic virtue.
- Each term, students select and participate in weekly seminars that allow students to explore areas of interest, such as volunteering at an assisted living facility, photography, gardening, comedy improvisation, and self-defense. Board members reported seminars provide an opportunity for each child to express and explore their unique interests.
- All stakeholders reported frequent field trips for all students, including a yearly trip to Nature's Classroom in grade 6 for a week each fall. The outing is designed to build relationships and community among the incoming students and teachers.
- Student survey results show students answered positively to questions related to teacher expertise with teaching middle school students, a safe and supportive school environment for all students, relationships between teachers and students, and academic and wellness supports for students.
- Parent survey results (n=94) show parents answered positively to questions related to students feeling valued in the school community, adequate guidance and counseling services for students, and a safe learning environment.

A teacher-led school (KDE 4)

- The school's governance structure supports teacher leadership. Board members, school leaders, and teachers described the school's teacher leadership model and referenced a variety of structures that support this key design element. All school leaders teach classes, the board's bylaws require teacher representation on the board of trustees, all core board committees have a teacher representative, and teachers are unionized.
- Teachers reported there are few top-down directives from the board and school leaders. School leaders and teachers reported teachers have a voice in all decision-making. Teachers reported that staff meetings truly embody this key design element since teachers frequently initiate, discuss, and collaboratively decide on changes at the school through school-based committee work. Teachers reported that the board has a smaller role at CCLCS than other schools due to the school's teacher-led key design element.

Community partnerships (KDE 5)

- All stakeholders reported the school develops partnerships with local, regional, and global partners to connect student learning to real world applications. These partnerships also support students' project-based learning both at the school and in the community.

- Board members referenced the collaboration between local community members and the school's seminar programming. Some of the school's seminars are taught by local community members either at the school or in the community around various interests. In classrooms, site visitors observed evidence and references to local town and non-profit partnerships. Teachers described a partnership with a lawyer from the community to support the school's mock trial program, and site visitors heard references to this partnership during a classroom observation. The lawyer helps students prepare for the competition at the school and attends the mock court trials. The school also participates in a Japanese exchange program, which involves research, community service, language acquisition, and cultural activities.
- All students in grade 8 complete community service projects, and community members may partner with teachers to teach elements of the curriculum.
- Parent survey results show parents responded positively to questions related to a commitment to global awareness, maintaining relationships with local and regional resource partners, and opportunities for students to participate in community service projects.

Finding: CCLCS met a majority of the measures in its Accountability Plan.

- CCLCS's approved Accountability Plan sets goals for the school's current charter term and includes 7 objectives and 13 related measures. Charter schools endeavor to meet the Accountability Plan measures by the end of the charter term. CCLCS met 8 out of 13 measures. The school met one out of two measures related to project-based learning in the community. The school did not meet the one measure related to alternative assessments. The school met two out of four measures related to teaching the whole child. The school met two out of three measures related to teacher leadership. The school met the one measure related to community partnerships. The school met the one measure related to disseminating project-based learning exemplars. The school met the one measure related to disseminating curriculum. Please see *Appendix A: Accountability Plan Performance* for more details.

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

Finding: CCLCS seeks to ensure access to the program and equity for all students eligible to attend the school. The school provides information to the public regarding non-discriminatory enrollment practices and the availability of special education and English learner programs. The school provides most translated materials in multiple languages.

- The school has received approval for its Recruitment and Retention Plan for the 2019-20 school year. The 2019-20 Recruitment and Retention Plan includes enhanced strategies to recruit groups of students for which the school does not enroll a comparable population.
- The school provides sufficient information to the public regarding non-discriminatory enrollment practices and the availability of specialized programs and services at the school to meet the needs of students with disabilities and English learners. The school provides non-discrimination statements on the school's website on promotional materials, and advertises the availability of special education and English language education programs on the school's website.

- The school provides some translated materials for families whose first language is not English. The school submitted promotional materials in Portuguese and Spanish and translated applications in Portuguese, Spanish, and Russian. However, the school's website cannot be translated into other languages.

Finding: The school has been mostly successful in recruiting and retaining a demographically comparable[8] population.

- *Enrollment of students with disabilities was consistently above the Comparison Index in 2016 to 2019.*
- *Enrollment of English learners increased in 2016 to 2018, meeting gap narrowing targets in 2017 and exceeding gap narrowing targets in 2018; however, enrollment decreased in 2019 and did not meet the gap narrowing target.*
- *Enrollment of students in the economically disadvantaged subgroup consistently met or exceeded gap narrowing targets in 2016 to 2019.*
- *Attrition rates[9] were below the median in 2016 to 2019 for all students and for students in the high needs group.*
- *Stability rates[10] were above the median in 2016 to 2018 for all students and for students in the high needs group. Please see* Appendix A: Access and Equity *and* Profiles *for more information.*

In the tables below, percentages that meet Department expectations are highlighted in green, while percentages that do not meet Department expectations are highlighted in red[11].

Recruitment

Students with Disabilities (Percent Enrolled)				
	2016	**2017**	**2018**	**2019**
CCLCS	16.7	13.2	13.6	15.7
Comparison Index	12.6	12.5	12.9	13.5
Gap Narrowing Target	12.8	12.9	13.0	13.1

[8] A school's enrollment of a particular subgroup is determined to be comparable if the percentage is equal to or greater than the Comparison Index, a figure derived from data of students who reside within the charter school's sending district(s). The Comparison Index is explained in further detail in *Appendix B: Access and Equity*. Gap narrowing targets are explained in further detail in *Appendix A: Access and Equity.*

[9] Attrition rates are the percentage of attrition from the end of one school year to the beginning of the next school year.

[10] Stability rates measure how many students remain in a school throughout the school year.

[11] With respect to recruitment, percentages at or above the Comparison Index or gap narrowing target are highlighted in green; those below the gap narrowing target are highlighted in red. With respect to attrition, percentages at or below the third quartile are highlighted in green; those above the third quartile are highlighted in red. With respect to stability, percentages at or above the first quartile are highlighted in green; those below the first quartile are highlighted in red.

English Language Learners (Percent Enrolled)				
	2016	2017	2018	2019
CCLCS	0.4	0.8	1.2	0.4
Comparison Index	1.0	1.3	1.5	1.5
Gap Narrowing Target	0.6	0.8	0.9	1.0

Economically Disadvantaged (Percent Enrolled)				
	2016	2017	2018	2019
CCLCS	13.8	14.4	19.0	16.5
Comparison Index	17.6	18.7	21.1	20.7
Gap Narrowing Target	12.5	13.2	14.0	14.7

Retention

All Students (Percent Attrition)				
	2016	2017	2018	2019
CCLCS	2.5	3.1	6.7	4.3
Median	6.0	6.3	6.8	5.7
Third Quartile	9.3	8.7	8.2	7.7

High Needs (Percent Attrition)				
	2016	2017	2018	2019
CCLCS	2.0	2.4	5.0	6.1
Median	10.0	6.7	7.9	6.9
Third Quartile	11.4	7.9	12.1	11.7

All Students (Stability Rate Percentage)			
	2016	2017	2018
CCLCS	97.5	98.8	96.3
Median	94.6	96.5	96.7
First Quartile	92.4	94.8	94.1

High Needs (Stability Rate Percentage)			
	2016	**2017**	**2018**
CCLCS	94.5	97.1	94.9
Median	91.7	94.5	95.0
First Quartile	89.3	92.4	90.1

Finding: During the charter term, the school's rates of out-of-school suspension were consistently below the statewide average. The school's rates of in-school suspension exceeded the statewide average in 2017 and 2019.

- During the charter term, the school did not assign students to out-of-school suspension. The school assigned students to in-school suspension at rates that exceeded the statewide average in 2017 and 2019. In the table below, percentages at or below the statewide average are highlighted in green; those above the statewide average are highlighted in red.

In-School Suspension (Percentage)				
	2016	**2017**	**2018**	**2019**
CCLCS	0.0	3.7	0.0	2.8
Statewide Average	1.9	1.7	1.8	1.8

Out-of-School Suspension (Percentage)				
	2016	**2017**	**2018**	**2019**
CCLCS	0.0	0.0	0.0	0.0
Statewide Average	2.9	2.8	2.9	3.0

- Discipline rates for student groups that are higher than the discipline rate for all students are highlighted in red in the table below.

2018-19 Student Discipline Data Report[12][13]					
Student Group	**Students**	**Students Disciplined**	**Percent In-School Suspension**	**Percent Out-of-School Suspension**	**Percent Emergency Removal**
All Students	248	7	2.8	0.0	0.0
ELL	2				

[12] Source: Profiles
[13] Data in this report are suppressed (cells are blank) for a variety of reasons. More information about the data may be found here.

Economically Disadvantaged	54	5			
Students with Disabilities	40	2			
High Needs	89	6	6.7	0.0	0.0
Female	136	2			
Male	112	5			
American Indian or Alaska Native	1				
Asian	5				
African American/Black	6	1			
Hispanic/Latino	12	1			
Multi-race, Non-Hispanic/Latino	12	1			
Native Hawaiian or Pacific Islander	0				
White	212	4			

CRITERION 3: COMPLIANCE

The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public charter schools.

Finding: CCLCS is in compliance with program requirements as determined by the Coordinated Program Review (CPR).

- The Office of Public School Monitoring (PSM) conducted its most recent CPR visit to CCLCS in October 2013. The outcome of the visit was no findings in special education, civil rights, or English learner education. CCLCS will receive a Tiered Focused Monitoring visit from PSM during the 2019-20 school year.

Finding: The board of trustees operates in a manner that is not fully in compliance with Open Meeting Law (OML).

- Committees do not consistently record meeting minutes, a requirement of OML.

CRITERION 4: DISSEMINATION	
The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located.	● **Meets**

Finding: During the charter term, CCLCS disseminated best practices to other public schools in its region, across the state, and nationally.

The school's Application for Renewal and annual reports from the charter term indicate that CCLCS engaged in about 25 dissemination activities during the charter term. Dissemination activities varied during the charter term and included:

- In 2015, CCLCS presented curricular materials at the National Science Teacher Association Annual Convention on how to implement authentic, rigorous, project-based, interdisciplinary learning in a science classroom.
- In 2016, the school presented at the International Dyslexia Association Annual Conference on strategies to support students with reading disabilities in an inclusion classroom.
- In 2017, CCLCS presented curricular materials and instructional strategies to integrate art and social studies through a Wampum bead-making interdisciplinary project in collaboration with the Cape and Islands Art Educators Association.
- In 2017, CCLCS presented curricular materials at a conference of the Massachusetts Association of Science Teachers.
- In 2017, CCLCS presented about project-based learning at the Department's Dissemination Fair.
- In 2018, CCLCS presented at the annual meeting of New England League of Middle Schools regarding their "port-visory" program, which includes integrating advisory and portfolio reflections into programming to support students' social, emotional, and health needs.

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE		
The school consistently makes progress in student academic achievement for all students as defined by the statewide accountability system.	2019 Overall Classification:	**Not requiring assistance or intervention**
	Cumulative Progress Toward Improvement Targets:	**58%**
	2019 Accountability Percentile:	**59**

Finding: CCLCS did not meet gap narrowing goals in 2016. In 2017, schools such as CCLCS that administered the Next-Generation MCAS assessment in grades 3 through 8 were not assigned gap narrowing goals. In 2018, CCLCS partially met targets for indicators included in the new statewide accountability system. In 2019, CCLCS made substantial progress toward targets.

The purpose of the statewide accountability system is to provide clear, actionable information about school performance. The accountability indicators used for each school depend on the grades served and the assessments administered. Following is summary information for CCLCS for the years 2016 to

2019. A copy of the school's overall results for 2019 along with detailed data for each indicator is included in *Appendix C: Student Performance*. More detailed information related to student performance is included in Profiles. Please note that in general, caution is required when making comparisons across years when there were changes to the state accountability system. As a result of significant changes to the state's accountability system in 2018, comparisons between accountability results from 2018 and 2019 and historical accountability data should not be made.

Accountability and Assistance Level/Overall Classification

Prior to 2018, all Massachusetts schools and districts with sufficient data were classified into one of five accountability and assistance levels (1 to 5), with the highest performing in Level 1 and lowest performing in Level 5. Beginning in 2018, all Massachusetts districts and schools with sufficient data were classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools without required assistance or intervention.

Accountability and Assistance Level		Overall Classification	
2016	**2017**	**2018**	**2019**
Level 2: Not meeting gap narrowing goals	**No Level**: Students in this school participated in 2017 Next-Generation MCAS tests	**Not requiring assistance or intervention**: Partially meeting targets **Progress Toward Improvement Targets**: 18%	**Not requiring assistance or intervention**: Substantial progress toward targets **Cumulative Progress Toward Improvement Targets**: 58%

School Percentile/Accountability Percentile

Prior to 2018, a school percentile between 1 and 99 was reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades. School percentiles were not calculated for schools that administered the Next Generation MCAS assessment in grades 3 through 8 in spring 2017.

School Percentile	
2016	**2017**
57	-

Beginning in 2018, an accountability percentile between 1 and 99 was reported for most schools. This number is an indication of the school's overall performance relative to other schools that administer similar assessments, and is calculated using up to two years of data for all accountability indicators. The 2018 and 2019 accountability percentiles should not be compared to school percentiles calculated in 2016 and prior years because they represent different calculations.

Accountability Percentile	
2018	**2019**
53	59

Next-Generation MCAS Tests

Next-Generation MCAS tests were given in English language arts and mathematics in grades 3 through 8 starting in 2017. Starting in 2019, Next-Generation MCAS tests were also given in science in grades 5 and 8 and in English language arts and mathematics in grade 10. Scaled scores range from 440 to 560. Students meet expectations in the scaled score range of 500 to 529 and exceed expectations in the scaled score range of 530 to 560.

Please note that in the table below, the school's data is for students in grades 6 through 8 only. CCLCS does not enroll students in grades 3 through 5.

Next-Generation MCAS Tests												
Grade and Subject	**2017**				**2018**				**2019**			
	Percent of Students Meeting or Exceeding Expectations		**Avg. Scaled Score**		**Percent of Students Meeting or Exceeding Expectations**		**Avg. Scaled Score**		**Percent of Students Meeting or Exceeding Expectations**		**Avg. Scaled Score**	
	School	**State**	**School**	**State**	**School**	**State**	**School**	**State**	**School**	**State**	**School**	**State**
Grades 3-8 English Language Arts	70	49	507.6	499.0	69	51	507.4	500.5	72	52	509.3	501.2
Grades 3-8 Mathematics	62	48	504.8	498.8	56	48	502.3	498.4	58	49	504.0	499.2
Grades 8 Science									70	46	509.8	498.2

Composite Performance Index

The Composite Performance Index (CPI) is a 100-point index that serves as a measure of the extent to which all students are progressing toward proficiency. When all students score Proficient or Advanced on the legacy MCAS assessment, the CPI will be 100. The legacy MCAS assessment was administered for the last time in 2018 in science in grades 5 and 8 and in English language arts and mathematics in grade 10.

Composite Performance Index								
Grade and Subject	**2016**		**2017**		**2018**		**2019**	
	School	**State**	**School**	**State**	**School**	**State**	**School**	**State**
Grade 8 Science and Tech/Eng	83.5	72.4	79.5	71.3	77.5	70.6		

Student Growth Percentile

The Department uses Student Growth Percentiles (SGPs) to demonstrate progress in student achievement each year. SGPs are generated based on student performance on statewide assessments,

including MCAS and/or PARCC in 2016 and the Next-Generation MCAS in 2017 through 2019. For schools that took PARCC, transitional SGPs were calculated based on PARCC and prior MCAS scores. In 2018, DESE began including average SGP in all assessment and accountability reports instead of median SGP. In general, SGPs in the range of 1 to 39 are associated with lower growth, SGPs in the range of 40 to 60 are associated with typical growth, and SGPs in the range of 61 to 99 are associated with higher growth.

Please note that in the table below, the school's data is for students in grades 6 through 8 only. CCLCS does not enroll students in grades 3 through 5.

Student Growth Percentile				
	MCAS	**Next-Generation MCAS**		
	Median SGP		**Average SGP**	
Grade and Subject	**2016**	**2017**	**2018**	**2019**
Grades 3-8 English Language Arts	41.0	57.0	52.0	54.6
Grades 3-8 Mathematics	40.0	50.5	50.3	45.3

CRITERION 6: PROGRAM DELIVERY

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

Key Indicator 6.2: Instruction

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

Evidence gathered and reviewed as part of the renewal inspection[14]:

All observed classroom environments were conducive to learning.

- During the renewal inspection, the renewal inspection team observed 13 classrooms, all of which were conducive to learning.
- During classroom observations, the renewal inspection team observed safe, warm, polite, comfortable relationships between students and teachers and between students.
- The team observed evidence that students had internalized classroom routines and expectations, such as transitions and the school's EPIC expectations. The team observed many instances of teachers giving students positive praise and effectively redirecting behavior.

[14] The renewal inspection team gathered evidence related to a subset of the elements included in *Key Indicator 6.2: Instruction*.

Key Indicator 6.4: Supports for All Learners
The school has a proactive system to effectively identify and address all students' strengths and needs for academic, behavioral, and social-emotional development through a tiered support model. Data and progress monitoring are used to ensure that all students across all subgroups have equal access and equitable support, interventions, and resources to achieve, grow, and advance. The school regularly uses data to evaluate and modify its support programming to ensure student success.

Evidence gathered and reviewed as part of the renewal inspection:

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

- During the renewal inspection, school leaders and teachers reported that the school administers baseline assessments in reading, writing, and mathematics for all students in grade 6 and some students in grades 7 and 8.
- School leaders reported that all incoming students complete the Department's home language survey to determine whether they need to be screened for English as a second language services. School leaders reported that if a language other than English is listed on the survey, students are assessed for language proficiency using the WIDA screener.

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

- The school's DCAP outlines the pre-referral process. School leaders and teachers reported the school has an instructional support intervention team (ISIT) consisting of the school psychologist, speech and language pathologist, occupational therapist, general education teacher, learning specialist, an administrator, and the parent of the student. School leaders and teachers reported that the ISIT team meets every six weeks to discuss students if a concern arises and to design instructional supports and interventions. The team monitors student progress with the support strategies over the next six weeks and reconvenes to assess the effectiveness of the supports and interventions. School leaders and teachers reported the school developed a tracking form to document their efforts and level of success with interventions, which has improved the use of data during the ISIT process. If the strategies were not effective, the team may plan to implement additional interventions for the students or to refer the student for special education testing.
- Additional supports the school utilizes for students going through the ISIT process are reading and mathematics intervention curricula, in class support from a learning specialist or paraprofessionals, and an executive functioning skills group.
- Teachers reported that in addition to the ISIT, a student support team discusses students who may need additional social and emotional supports. School leaders and teachers reported this team meets twice a month and consists of the school psychologist, a teacher from each grade level, a school leader, and the nurse. Teachers reported this process is also well understood and the school is working to share the outcome of the discussions with the larger team more consistently.

The school provides interventions, supports, and resources to meet the academic needs of most learners, including but not limited to, students with disabilities.

- The school has a variety of supports for all students built into the school day. During the renewal inspection, school leaders and teachers reported that the school offers a weekly tutorial program, before and after school tutoring, peer tutoring, student success plans, homework clubs, scaffolded project plans with links for additional supports, graphic organizers, "port-visories" for students to complete portfolios, a mathematics lab classroom to address skill gaps, interactive math notebooks, and online platforms for reviewing assignments and sharing information between courses.
- The school also offers a variety of social and emotional supports to students. The "port-visory" program includes opportunities for students to reflect on social and emotional goals. In addition, the school has weekly grade level meetings to solicit student voice, grade level awards, and a homeroom structure where students spend time every morning, lunch period, and afternoon time with their advisors in order to know students well.
- During the renewal inspection, school leaders reported that many teachers have their Sheltered English Immersion (SEI) endorsement and are expected to shelter English instruction in general education classrooms. School leaders and teachers further reported that the school offers pull-out ESL instruction, as well as push-in teaching services for the school's one English learner, and the ESL teacher collaborates with core content teachers around strategies to support the English learner.
- The school employs a full-time school psychologist, a nurse, and contracts with a counselor to provide services to students.
- During the renewal inspection, the renewal inspection team noted that 12 out of 13 classrooms provided supports and resources to meet the needs of diverse learners. These supports and resources included vocabulary review, rubrics, scaffolded notes, a second adult supporting students, group work, SEI practices, repeated directions, and students utilizing laptops.

The school uses the results of a data-based program of self-evaluation to inform special education and English language learner programs to improve instructional strategies. However, the school's self-evaluations are not aligned with Department guidance.

- The school submitted an evaluation of its English learner education (ELE) program and its special education program. However, these evaluations were not aligned to Department guidance.
- Based on the data the school reviewed for its ELE program (staff credentials and caseloads, policies, practices and procedures, identification and placement of ELs, and ELD curriculum), the school identified the need for an emphasis on recruitment and retention of ELs, increased partnerships with community organizations that serve families of ELs, ongoing professional development around ELE programming, and engaging more families of ELs.
- Based on the data the school reviewed for its special education programming (staff credentials and caseloads, practices and procedures, ISIT process, student IEP data, and survey data) the school identified a need for more systemic and targeted professional development for staff on specific strategies for working with students with disabilities and how to best utilize paraprofessionals in the classroom, as well as a need to increase engagement with the special education parent advisory council (SEPAC).

ORGANIZATIONAL VIABILITY

CRITERION 9: GOVERNANCE	
Members of the board of trustees uphold their responsibilities under Massachusetts law and regulations to act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.	**Partially Meets**

Finding: During the charter term, the extent to which members of the CCLCS board of trustees were active and involved in their oversight roles varied.

- The Department reviewed evidence related to governance three times during the charter term and found that the extent to which members of the CCLCS board of trustees engaged in the work of overseeing the school varied. During a visit to the school in Year 22, site visitors collected evidence that indicated the board was providing competent and appropriate governance to ensure the success and sustainability of the school. During the renewal inspection, which was conducted in April 2019, site visitors collected evidence that suggested the board significantly decreased its oversight activities since the Year 22 site visit. Finally, in December 2019, the school provided evidence to the Department showing that the board's performance improved during the period May through December 2019. Evidence gathered during the charter term is summarized below.
- The board experienced significant changes in board membership over the charter term. In 2015-16, 2016-17, and 2017-18, the board was stable with limited turnover in membership with the same chair, vice chair, secretary, and treasurer. In 2018-19, 6 trustees (of 12) left the board (including the board chair, the vice chair, and treasurer). The board recruited five new board members and 7 of the 12 members had spent a year or less on the board at the time of the renewal inspection. The board elected a new board chair and vice chair; the secretary officer remained the same; and the board did not elect a new treasurer for the 2018-19 school year. In 2019-20, two additional trustees left the board. The board elected two new members and elected a new secretary and treasurer. Currently, 7 of the 12 members have spent a year or less on the board. Over the charter term, the school followed its bylaws which were last updated in 2009. Despite the Department's request for revised bylaws to better align with guidance, the board has not yet begun the process of updating the bylaws, but board members reported an intention to do so. These bylaws permit a maximum of six consecutive years (two three-year terms). Currently, the board does not have staggered start dates to prevent significant board turnover every three to six years. Board members and school leaders reported board membership turnover has been problematic over the past couple of years.
- During the renewal inspection, it appeared that the board's knowledge of its roles and responsibilities had significantly decreased since the Year 22 site visit. During the Year 22 site visit, site visitors found board members were actively engaged and fulfilling their legal responsibilities and obligations to the school, which included meeting monthly and following the school's bylaws and Open Meeting Law (OML). Additionally, during the Year 22 site visit, board members and documents reflected a board operating with a knowledge of its role and responsibilities. During the renewal inspection, site visitors were scheduled to meet with six members of the board, but ultimately met with only two board members; the board chair (who has served as a trustee for five years and was newly in the role of board chair) and a trustee (first year of three-year term). The two board members did not demonstrate a depth of knowledge about the board's role and responsibilities and had difficulty articulating how the

board provided appropriate oversight to the school. Recent board meeting minutes confirmed the board met monthly and maintained the required number of trustees. Board meeting minutes from April 2018 to January 2019 are not documented in a manner that aligns with OML. Further, only one of the two current committees of the board records minutes.
Board meeting minutes from April 2018 to January 2019 provided limited evidence of the board approving school policies. Board minutes from this time reflected a single board vote during a 10 month period to approve the school's fiscal year 2018 audit.

- During the renewal inspection, site visitors collected evidence that the board decreased its governance and oversight of the charter school's administration, financial health, and progress towards meeting academic and other school goals. During the Year 22 site visit, site visitors found evidence of board members providing competent and appropriate governance and oversight of the charter school's administration, financial health, and progress towards meeting academic and other school goals. However, during the renewal inspection, site visitors found limited evidence that the board provided oversight of these areas.
- During the renewal inspection, site visitors received inconsistent information on the school leader evaluation. The board reported it did not have 2018-19 goals for the school leader and only used survey data from parents and teachers to inform a limited school leader evaluation. The school leader submitted a document outlining his 2018-19 goals for the year and reported the board was "lax" during the goal setting process. June 2018 board meeting minutes reflect a lack of discussion relating to the school leader's evaluation. The school leader reported wanting to revisit his evaluation process with the board this year.
- Finance committee minutes reviewed as part of the renewal inspection were so sparse that the scope of the discussions was unclear. A member of the public who did not attending the meeting could not read the minutes and understand what occurred and how the public body arrived at decisions, a requirement of OML. Meeting minutes show that all finance committee meetings lasted between 20 and 30 minutes. Full board meeting minutes reflected limited discussions related to the school's finances.
- Board members interviewed during the renewal inspection reported they reviewed annual MCAS results and "heard anecdotes" from school leaders on student progress to monitor the school's academic performance. Full board meeting minutes reflected these "anecdotes" from school staff, but showed limited discussions related to the school's academic performance.
- During the renewal inspection, site visitors found the board did not maintain clear and well-understood systems for decision-making. Board members reported they reviewed data related to academics, finances, the school's Accountability Plan, and enrollment, but there is limited evidence the board has a process to review data to inform decision-making. Board minutes did not reflect an accurate summary of discussions so that a member of the public who did not attend could read the minutes and understand what occurred and how the public body arrived at its decisions, a requirement of OML. As stated above, board meeting minutes recorded only one instance of a board vote over the past year, a vote related to approving the school's audit. The board reported it relies on school leaders and staff to present issues, possible solutions, and submit any proposed changes for board approval. However, board minutes recorded limited instances of school staff presenting changes to the board and did not record board approvals based on these presentations.
- During the renewal inspection, site visitors collected limited evidence that the board engages in strategic and continuous improvement planning. During the renewal inspection, board members reported they did not have a strategic plan or long-term goals for the school and said that no changes have been needed at the school. Board members were not aware that over the charter term the school has consistently enrolled about 20 students fewer than the maximum

enrollment number and demonstrated a lack of understanding related to charter school enrollment policies. Board members were not aware of and could not speak to increasing attrition rates over the charter term. Site visitors collected evidence that the board has a plan for recruiting and onboarding new trustees, and informal plans for school leader and board succession.

- In December 2019, the board chair and the school's executive director provided the Department with evidence that the board's performance improved during the period May 2019 through December 2019. Department staff reviewed minutes for meetings of the full board and found that they included an accurate summary of discussions, as required by OML. The board met seven times during this period and conducted several votes, including votes to approve board officers, a vote to approve a new board member, a vote to approve the budget, and votes to approve various policies. The board engaged in strategic and continuous improvement planning by setting annual goals for the executive director and for the board and by having board members participate in two webinars, on one effective board governance and one on school leader succession planning.

Evidence gathered and reviewed as part of the renewal inspection:

Board members are partially active and engaged in fulfilling some of their legal responsibilities and obligations to the school.

- CCLCS bylaws require that the board must have between 9 and 17 approved board members, meet at least 10 times a year, and have teacher representation. During the renewal inspection, board members reported, and the Board Member Management System (BMMS) and board minutes confirmed, the board is within its required number of trustees, meets monthly, and has two teachers on the board. Board members reported a difficult transition when about five people left the board over the last year due to term limits ending simultaneously. Board members interviewed during the site visit reported, and board minutes confirmed, the board has chair, vice chair, clerk and treasurer, officer positions required by the school's bylaws. However, the school has not documented the role of treasurer as occupied in the BMMS. The board reported, and board minutes confirm, it aims to update its bylaws to align to updated Department requirements.
- The board's bylaws do not stipulate committees, but the board reported it has committees for finance and executive compensation and an ad hoc recruitment committee. The board reported all committees do not take meeting minutes, a requirement of Open Meeting Law. Board meeting documents only contained notes for finance committee minutes and those contained minimal information. Full board meeting minutes did not contain an accurate summary of discussions as required by OML.
- Over the past year, submitted board meeting minutes provided limited evidence of the board approving school policies to ensure compliance with requirements. During the interview, board members did not list approving policies as part of the role of the board.

The board provides limited oversight of the charter school's leader, financial health, progress towards meeting academic goals, and alignment with the mission.

- The board and school leader reported the board conducts an evaluation of the school leader annually. The board uses data from staff, parent, and board surveys in order to inform the

evaluation. The school leader reported, and board meeting minutes reflect, the board has been "lenient" with goal setting and its oversight of his performance. The board reported, and board minutes confirm, the board is in the beginning stages of considering incorporating other metrics into the school leader's evaluation.

- Board members reported that the executive director does not have any 2018-19 goals; however, the school leader reported on and provided evidence of his annual goals, which are to complete a five-year budget projection, assess and plan for future facility needs, and review the administrative structure to prepare for a future leadership transition. These are aligned with most of the school's 2015 strategic plan goals.
- The board does not maintain clear and well-understood systems for decision-making. Board members reported that the board reviews data throughout the year, including MCAS results, financial audit, lottery results, and student demographic data. Board members reported they have a goal to regularly review specific metrics but have not yet defined which metrics will be included and how often the board will review them. Board members reported issues are presented and discussed within the board and then the board votes on the issue. The board reported the school leader typically communicates decisions made at the board level to the school community. In addition, there are two teacher representatives on the board, who may also communicate decisions with school staff during staff meetings. As noted above, board meeting minutes were too limited in scope to confirm any board member reports related to systems for decision making and board minutes recorded one vote during a 10 month period.
- Board members reported that they review and discuss data related to academics, the school's finances and annual financial audit, the school's Accountability Plan, lottery results, and demographics. The board reported that the board has not requested any changes from the school leader during the last five years, but rather the school leader and/or staff initiates and present any planned changes to the board for approval. However, board minutes recorded limited instances of these types of discussions or school staff presenting changes for the board's approval.
- The board reported it oversees the school's financial health by approving the annual audit reports, reviewing monthly financials in the finance committee, and participating in fundraisers. However, finance committee meeting minutes are too brief and do not contain a summary of discussions, and full board meeting minutes show limited evidence of discussions related to the school's finances.
- The board reported it oversees the school's academic success by receiving annual reports from the school leader on the MCAS results as well as "anecdotes from the school leaders" and teachers on student progress.
- The board reported it reviews the school's Accountability Plan annually; however, discussions or evidence of this review are not recorded in board minutes.
- Both the board and school leaders reported the board provides oversight to the school and does not involve itself in the day to day management of the school. The board reported its responsibilities include overseeing the school leader, approving the audit reports, signing off on contracts that affect the school, and participating in fundraising. School leaders reported the board is charged with overseeing the school leader, the school's finances, and the Accountability Plan as well as managing facility acquisition.

The board engages in limited in strategic and continuous improvement planning by setting and regularly monitoring progress relative to goals and priorities that are aligned with the school's mission.

- The board reported it does not have a strategic plan; however, with renewal documentation the school submitted a strategic plan from June 2015. This strategic plan includes goals around enhancing community connections, assessing and upgrading the school's facility, ensuring high quality academic and social and emotional programming, and continual assessment of the school's administrative structure. Only school administrators are listed as responsible for implementing the goals outlined in the strategic plan.
- From April 2018 to January 2019, board minutes do not reflect robust discussions and record only one instance of a board vote, which was to approve the school's audit report. The board reported "there have not been many decisions to make because the school is running smoothly."
- The board did not report on any long-term goals for the school and reported it is working to create goals for the school leader and the board for the upcoming school year.
- The school enrolled 242 students as of the October SIMs report, which is 18 students under the school's 260 student maximum enrollment. The school also has students on its waitlist. Board members could not explain why the school is not fully enrolled, had increasing rates of attrition, and demonstrated a lack of understanding about charter school enrollment policies.
- The board recruits new members mainly through personal networks. Candidates for the board meet with the school leader, tour the school, attend a board meeting, and then the board votes to confirm the potential board member. After a member is confirmed, the trustee receives a binder of documents related to the school and information on required compliance trainings. The board chair reported attending trainings through the Massachusetts Charter Public School Association. The board reported it is looking to recruit new members with financial and human resources expertise.
- The board reported its succession planning is not formal and typically the expectation is veteran trustees will become an officer or chair the board.
- Board members reported that an executive compensation committee is working on school leader succession planning and said the school hopes to grow staff in other leadership positions to enable them to step into the executive director's role.

APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE

Faithfulness to Charter

	Charter Term Performance M (Met) NM (Not Met)				Evidence
	Year 1	Year 2	Year 3	Year 4	
Objective: CCLCS will provide students with rich project based learning experiences which cross disciplines and engage students with the larger community – project-based learning					
Measure: By the end of this charter term, each CCLCS science, ELA, social studies, world language and Exploratory teacher will develop a high quality project to accompany each major curriculum unit.	NM	NM	NM	NM	According to the school's Application for Renewal and annual reports, the school did not meet this measure for all four years of this charter term. The school reported it has been in the process of validating its projects to ensure high quality. The 2018-19 Annual Report stated the school's validation schedule will allow them to meet this measure by the end of 2019-20 school year.
Measure: Ninety percent of families who respond to an annual CCLCS survey will express satisfaction with the school's practice of providing rich project based learning experiences.	M	M	M	M	According to the school's Application for Renewal and annual reports, the school met this measure all four years of this charter term. 2015-16: 98 percent 2016-17: 98 percent 2017-18: 100 percent 2018-19: 100 percent
Objective: CCLCS will continue to develop rigorous, curriculum- aligned performance-based methods of assessment that reach beyond traditional tests across all grades and disciplines – alternative assessments					

Measure: Each year, ninety percent or more of CCLCS students will score above seventy five percent on each validated high quality project in ELA, social studies, world language and Exploratory classes, as measured by the individual project rubrics developed as part of the project validation process.	NM	NM	NM	NM	According to the school's Application for Renewal and annual reports, the school did not meet this measure for the four years of this charter term. The school reported that student passing rates are near or above target, the school is still in the process of validating its assessments to ensure high quality. The 2018-19 Annual Report stated the school's validation schedule will allow them to meet this measure by the end of 2019-20 school year.
Objective: CCLCS will provide students with curricular, social and emotional experiences that teach to and nurture the whole child, beyond requirements in the traditional curriculum frameworks - teaching to the whole child					
Measure: Ninety percent of CCLCS students will participate in multiple annual field trips designed to foster character and internal community development.	M	M	M	M	According to the school's Application for Renewal and annual reports, the school met this measure all four years of this charter term. 2015-16: 98 percent 2016-17: 96 percent 2017-18: 95 percent 2018-19: 96 percent
Measure: By graduation, ninety percent of CCLCS students will participate in a service learning seminar during their tenure at the school.	NM	NM	NM	NM	According to the school's Application for Renewal and annual reports, the school did not meet this measure for all four years this charter term. The school reported all students in grade 8 participated in service learning projects, fewer than 90 percent participated seminar classes.
Measure: By graduation, ninety percent of CCLCS students will participate in an environmental learning seminar during their tenure at the school.	NM	NM	NM	NM	According to the school's Application for Renewal and annual reports, the school did not meet this measure for all four years this charter term. The school reported all students in grade 8 participated in an environmental learning

					seminar, but, fewer than 90 percent participated seminar classes.
Measure: Ninety percent of families who respond to an annual CCLCS survey will express satisfaction with the school's practice of teaching to "the whole child."	M	M	M	M	According to the school's Application for Renewal and annual reports, the school met this measure all four years of this charter term. 2015-16: 97 percent 2016-17: 97 percent 2017-18: 90 percent 2018-19: 95 percent
Objective: CCLCS will maintain governance systems that nurture and revolve around teacher leadership – Teacher-led school					
Measure: One hundred percent of CCLCS teaching staff will participate on at least one school governance committee in the course of every school year	M	M	M	M	According to the school's Application for Renewal and annual reports, the school met this measure all four years of this charter term. The school reported committee minutes show a school leader present during each committee meeting related to governance, which included the following committees: governance, foundation, faculty, and finance.
Measure: One hundred percent of school administrators will teach at least one regularly scheduled class each school year.	M	M	M	M	According to the school's Application for Renewal and annual reports, the school met this measure all four years of this charter term. The school reported school leaders taught at least one class each year, which included: seminar, special education, and science.
Measure: By the third year of this charter period, ninety percent of school teaching staff will maintain proficiency or show annual growth in the School Leadership performance section of the school's Teacher Evaluation Rubric.	NM	NM	NM	NM	According to the school's Application for Renewal and annual reports, the school has not met this measure all four years of this charter term. The school reported the rubric has been selected and will meet this measure by the end of 2019-20 school year.
Objective: CCLCS will collaborate with local, regional and global partners to connect student learning to real world applications – Community partners					

Measure: Ninety percent of CCLCS families who respond to an end of the year survey will express satisfaction with the quality of the school's partnerships.	M	M	M	M	According to the school's Application for Renewal and annual reports, the school met this measure all four years of this charter term. 2015-16: 97 percent 2016-17: 96 percent 2017-18: 99 percent 2018-19: 97 percent

Dissemination

	Charter Term Performance **M (Met)** **NM (Not Met)**				**Evidence**
	Year 1	**Year 2**	**Year 3**	**Year 4**	
Objective: Teachers from CCLCS will make national and regional presentations annually to share project based learning exemplars.					
Measure: At least one teacher from the CCLCS staff will make a presentation at a regional or national conference each year.	M	M	M	M	According to the school's Application for Renewal and annual reports, the school met this measure all four years of this charter term. Dissemination tables in the school's annual reports confirm at least one teacher presented at a regional or national conference each year.
Objective: Teachers from CCLCS will publish articles in trade publications in order to share curriculum exemplars over the course of this charter term.					
Measure: CCLCS teachers will publish at least one article or book per year in order to share curriculum exemplars.	NM	NM	M	M	According to the school's Application for Renewal and annual reports, the school met this measure two out of the four years of this charter term.

					2015-16: The dissemination table shows teachers did not publish an article or book to share curriculum. 2016-17: The dissemination table shows teachers did not publish an article or book to share curriculum. 2017-18: The dissemination table reports one teacher published an article and one teacher published a non-fiction book in order to share curriculum exemplars. 2018-19: The dissemination table shows two teachers published an article on including the Holocaust in social studies and including aspects of summer camp programming for social development into middle school programming.

APPENDIX B: ACCESS AND EQUITY

The longitudinal comparison data presented in the graphs of student enrollment and student indicators are intended to provide context for the charter school's recruitment and retention efforts[15]. Information is displayed for the charter school and for comparison schools, which include all of the public schools in the charter school's region that serve at least one grade level of students that overlaps with the grade levels served by the charter school. All data displayed in these graphs are derived from DESE District and School Profiles (http://profiles.doe.mass.edu).

STUDENT ENROLLMENT

The graphs provide comparison enrollment percentages for four different subgroups of students: English language learners, first language not English, low income /economically disadvantaged[16], and students with disabilities. Each line on the graph represents the percentage of total school enrollment for a given school or set of schools during the most recent five years. If available, data listed are displayed longitudinally across multiple years in line graph form, with:

- a solid **bold black** line representing subgroup enrollment in the charter school;
- a solid **green** line for the statewide average;
- a solid **blue** line for the comparison district average;
- a dotted **orange** line for the median[17] enrollment percentage of all comparison schools;
- a dotted **dark orange** line for the first quartile[18] enrollment percentage of all comparison schools;

[15] New statutory provisions related to Criterion 2 were established in 2010, and as specified in regulation, charter schools were first required to implement recruitment and retention plans in 2011-2012. Charter schools are required to receive Department approval for a recruitment and retention plan to be reported on and updated annually. When deciding on charter renewal, the commissioner and the Board must consider the extent to which the school has followed its recruitment and retention plan by using deliberate, specific strategies to recruit and retain students in targeted subgroups, whether the school has enhanced its plan as necessary, and the annual attrition of students.

[16] 2014-2015 is the first year for which the category "Economically Disadvantaged" is being reported, replacing the "Low-income," "Free Lunch" and "Reduced Lunch" categories used in 2013-2014 and earlier. It is important for users of this data to understand that enrollment percentages and achievement data for "economically disadvantaged" students cannot be directly compared to "Low-income" data in prior years. Please see http://www.doe.mass.edu/infoservices/data/ed.html for important information about the "Economically Disadvantaged" category.

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

[18] The first quartile is the middle number between the smallest number and the median of all comparison schools. This is derived using Microsoft Excel's QUARTILE function.

- a dotted **red** line for the comparison index[19];
- a dotted **pink** line for the Gap Narrowing Target (GNT)[20]; and
- solid **gray** lines for the enrollment percentage in each individual comparison school (darker gray for charter schools, and lighter gray for district schools).

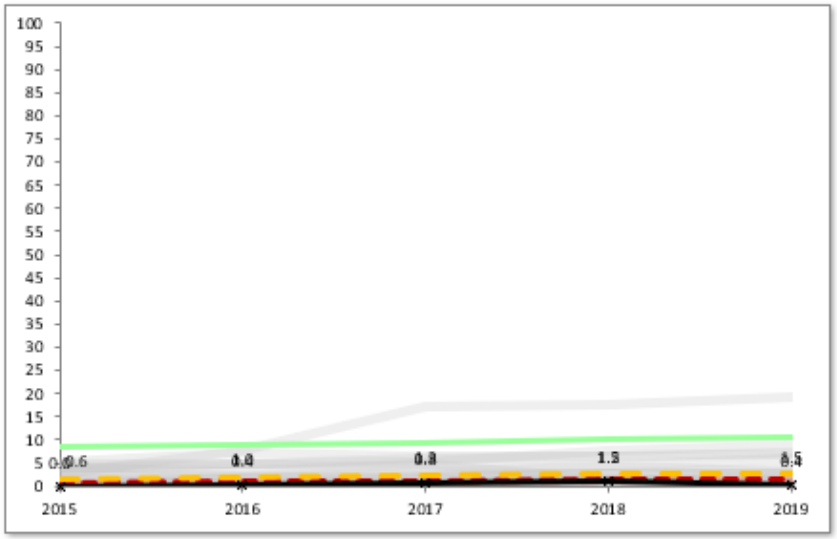
Though comparisons of subgroup enrollment data in a charter school to that of other public schools in a geographic area as provided in Appendix B can provide some information regarding comparability of student populations, it is presented for reference only and primarily to determine trends within the charter school itself and to guide further inquiry. The subgroup composition of a charter school is not required to be a mirror image of the schools in its sending districts and region. The Department urges caution in drawing any conclusions regarding comparability of subgroup populations between schools and districts based on aggregate statistics alone. Enrollment of students in traditional public schools differs significantly from enrollment of students in charter schools. In particular, charter schools are required by law to use a lottery process when admitting students; traditional public schools must accept all students that live within the municipality or region that they serve. Specific caution should be used for special education enrollment data, as research by Dr. Thomas Hehir (Harvard Graduate School of Education) and Associates (Review of Special Education in the Commonwealth of Massachusetts: A Synthesis Report (August 2014) found that low-income students were identified as eligible for special education services at substantially higher rates than non-low-income students. Further, across districts with similar demographic characteristics, district behavior differed for special education identification, placement, and performance. Finally, it is important to note that student demographics for a charter school, particularly in the aggregate, will not immediately reflect recruitment and retention efforts; charter school must give preference in enrollment to siblings of currently attending students and are permitted to limit the grades in which students may enter the school.

[19] 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.

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

Cape Cod Lighthouse Charter School - Harwich - Est. 1995 (Max Grade Span: 06-08)

ENROLLMENT - ELL



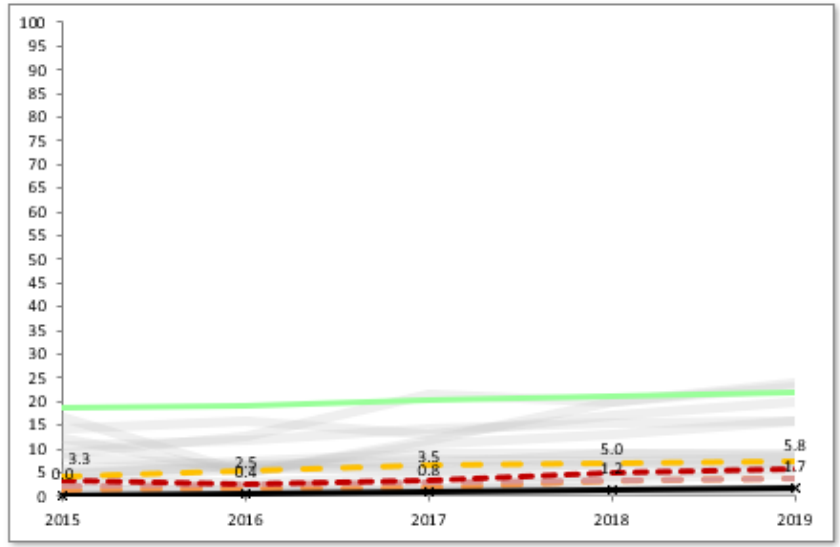
English Language Learners

% Enrolled

	2015	2016	2017	2018	2019
Charter School	0.0	0.4	0.8	1.2	0.4
Statewide Average	8.5	9.0	9.5	10.2	10.5
No District Selected (District)					
Grades served per year	6-8	6-8	6-8	6-8	6 - 8
Median	1.5	1.9	2.3	2.9	2.7
First Quartile	0.3	0.8	0.7	1.3	1.2
Comparison Index	0.6	1.0	1.3	1.5	1.5
Gap Narrowing Target (GNT)	0.5	0.6	0.8	0.9	1.0

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

ENROLLMENT - FLNE



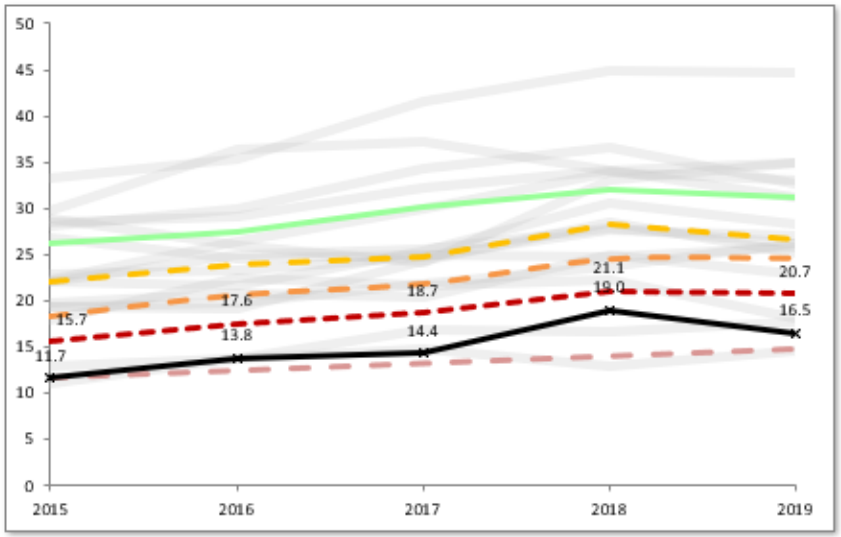
First Language Not English

% Enrolled

	2015	2016	2017	2018	2019
Charter School	0.0	0.4	0.8	1.2	1.7
Statewide Average	18.5	19.0	20.1	20.9	21.9
No District Selected (District)					
Grades served per year	6-8	6-8	6-8	6-8	6 - 8
Median	4.0	5.4	6.7	7.0	7.5
First Quartile	1.2	1.5	1.7	3.2	3.7
Comparison Index	3.3	2.5	3.5	5.0	5.8
Gap Narrowing Target (GNT)	1.9	2.4	2.9	3.4	3.9

Cape Cod Lighthouse Charter School - Harwich - Est. 1995 (Max Grade Span: 06-08)

ENROLLMENT - Economically Disadvantaged



Economically Disadvantaged

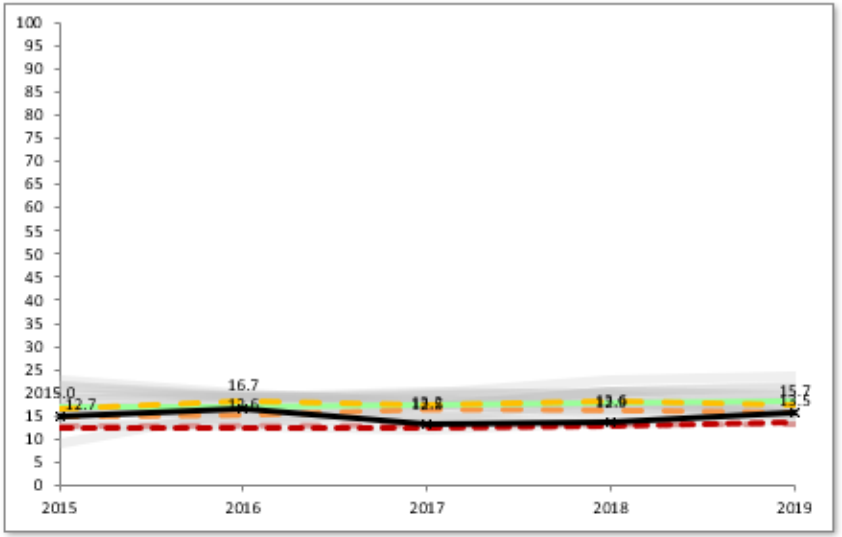
(Low Income was used prior to 2015-2016)

% Enrolled

	2015	2016	2017	2018	2019
Charter School	11.7	13.8	14.4	19.0	16.5
Statewide Average	26.3	27.4	30.2	32.0	31.2
No District Selected (District)					
Grades served per year	6-8	6-8	6-8	6-8	6 - 8
Median	22.1	24.0	24.9	28.3	26.7
First Quartile	18.3	20.6	21.9	24.5	24.6
Comparison Index	15.7	17.6	18.7	21.1	20.7
Gap Narrowing Target (GNT)	11.7	12.5	13.2	14.0	14.7

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

ENROLLMENT - Students with Disabilities



Students with Disabilities

% Enrolled

	2015	2016	2017	2018	2019
Charter School	15.0	16.7	13.2	13.6	15.7
Statewide Average	17.1	17.2	17.4	17.7	18.1
No District Selected (District)					
Grades served per year	6-8	6-8	6-8	6-8	6 - 8
Median	16.6	18.1	17.6	18.4	17.5
First Quartile	15.0	15.4	16.6	16.4	15.9
Comparison Index	12.7	12.6	12.5	12.9	13.5
Gap Narrowing Target (GNT)	12.7	12.8	12.9	13.0	13.1

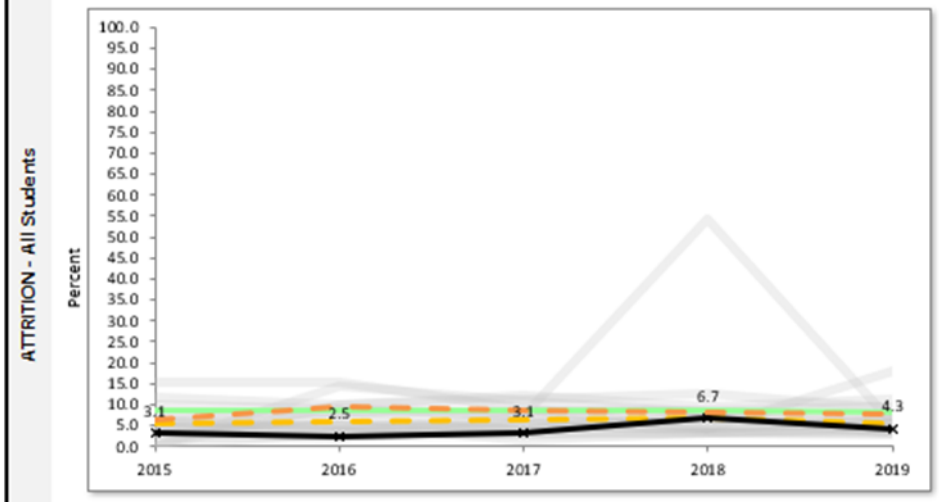
STUDENT INDICATORS

The graphs include comparison data for the following indicators: attrition rate[21] for all students, attrition rate for students in the high needs subgroup[22], in-school suspension rate, out-of-school suspension rate, attendance, retention rate[23], four-year graduation rate (if applicable), dropout rate, stability rate[24] for all students, and stability rate for students in the high needs subgroup. Each line on the graph represents a school or set of schools during the most recent five years. If available, data listed are displayed longitudinally across multiple years in line graph form, with:

- a solid **bold black** line representing the charter school;
- a solid **green** line for the statewide average;
- a solid **blue** line for the comparison district average[25];
- a dotted **orange** line for the median[26] percentage of all comparison schools;
- a dotted **dark orange** line for the first quartile[27] percentage of all comparison schools; and
- solid **gray** lines for the percentage in each individual comparison school (darker gray for charter schools, and lighter gray for district schools).

[21] 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.
[22] 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.
[23] The percentage of enrolled students in grades 1-2 who were repeating the grade in which they were enrolled the previous year.
[24] The Stability Rate measures how many students remain in a district or school throughout the school year.
[25] District percentages are not included for attrition since attrition at the district level cannot be reasonably compared to attrition at the school level.
[26] The midpoint value of all comparison schools. This is derived using Microsoft Excel's MEDIAN function.
[27] 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.

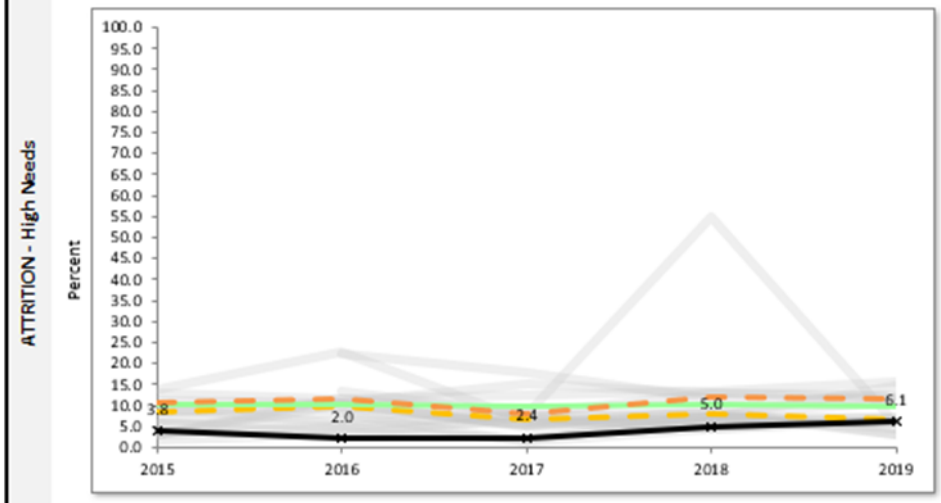
Cape Cod Lighthouse Charter School - Harwich - Est. 1995 (Max Grade Span: 06-08)



All Students
Attrition %

	2015	2016	2017	2018	2019
Charter School	3.1	2.5	3.1	6.7	4.3
Statewide Average	8.7	8.7	8.5	8.6	8.4
Grades served per year	6-8	6-8	6-8	6-8	6 - 8
Median	5.4	6.0	6.3	6.8	5.7
Third Quartile	6.6	9.3	8.7	8.2	7.7

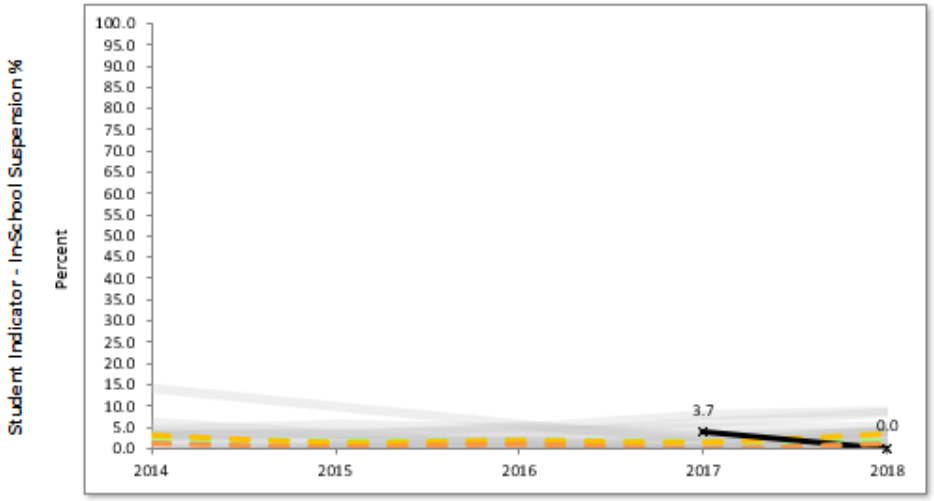
Charter School | Statewide Average | Median | Third Quartile | Comp. District Schools



High Needs
Attrition %

	2015	2016	2017	2018	2019
Charter School	3.8	2.0	2.4	5.0	6.1
Statewide Average	10.0	10.1	10.0	10.1	9.9
Grades served per year	6-8	6-8	6-8	6-8	6 - 8
Median	8.5	10.0	6.7	7.9	6.9
Third Quartile	10.7	11.4	7.9	12.1	11.7

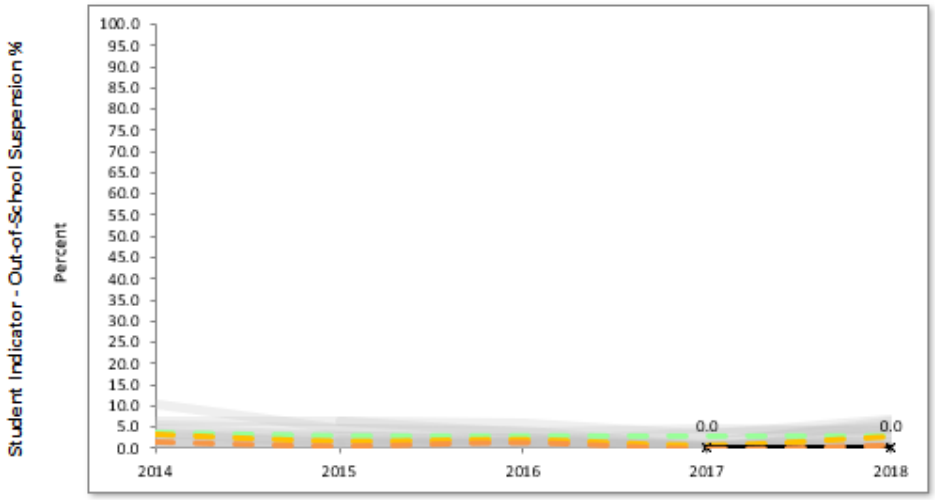
Cape Cod Lighthouse Charter School - Harwich - Est. 1995 (Max Grade Span: 06-08)



In-School Suspension %

	2014	2015	2016	2017	2018
Charter School				3.7	0.0
Statewide Average	2.1	1.8	1.9	1.7	1.8
No District Selected (District)					
Grades served per year	6-8	6-8	6-8	6-8	6-8
Median	3.2	1.4	1.9	1.5	3.5
First Quartile	1.5	0.4	1.1	0.0	1.4

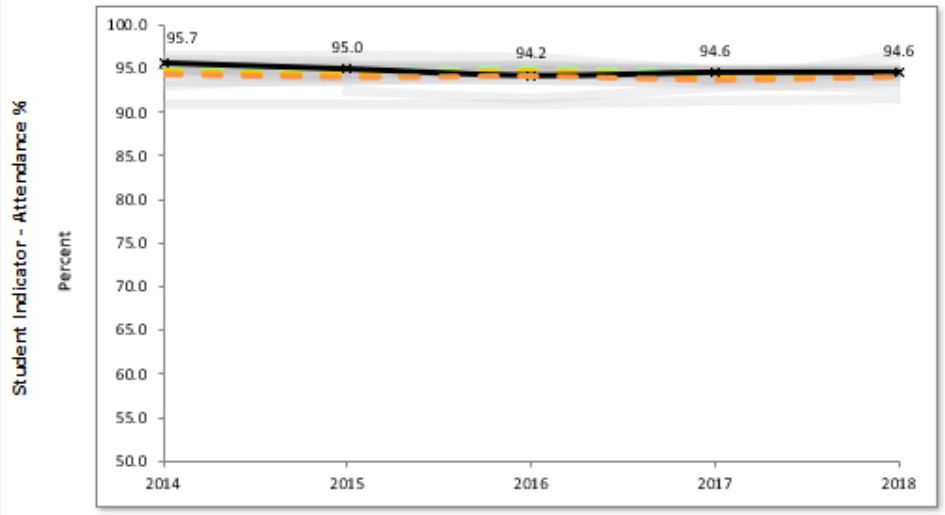
Charter School | Statewide Avg | District | Median | First Quartile | Comp. Charter Schools | Comp. District Schools



Out-of-School Suspension %

	2014	2015	2016	2017	2018
Charter School				0.0	0.0
Statewide Average	3.9	2.9	2.9	2.8	2.9
No District Selected (District)					
Grades served per year	6-8	6-8	6-8	6-8	6-8
Median	3.1	1.5	1.9	0.6	2.6
First Quartile	1.5	0.6	1.3	0.0	0.8

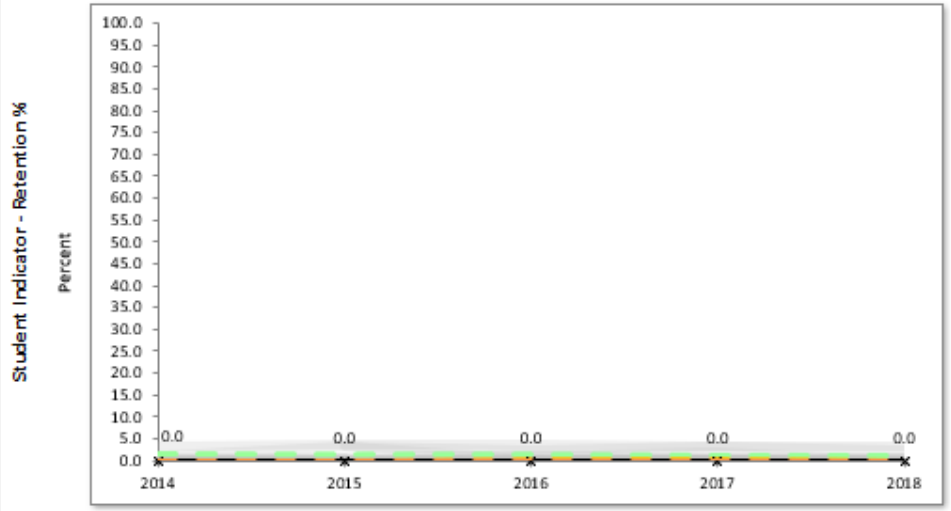
Cape Cod Lighthouse Charter School - Harwich - Est. 1995 (Max Grade Span: 06-08)



Attendance %

	2014	2015	2016	2017	2018
Charter School	95.7	95.0	94.2	94.6	94.6
Statewide Average	94.9	94.7	94.9	94.6	94.6
No District Selected (District)					
Grades served per year	6-8	6-8	6-8	6-8	6-8
Median	94.8	94.5	94.8	94.3	94.6
First Quartile	94.4	94.0	94.2	93.7	94.1

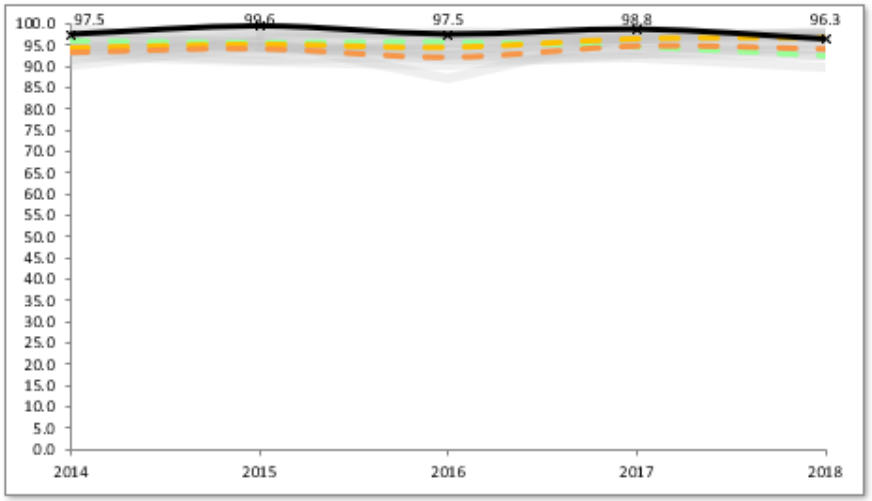
Charter School | Statewide Avg | District | Median | First Quartile | Comp. Charter Schools | Comp. District Schools



Retention %

	2014	2015	2016	2017	2018
Charter School	0.0	0.0	0.0	0.0	0.0
Statewide Average	1.6	1.5	1.5	1.3	1.3
No District Selected (District)					
Grades served per year	6-8	6-8	6-8	6-8	6-8
Median	0.0	0.0	0.2	0.3	0.0
First Quartile	0.0	0.0	0.0	0.0	0.0

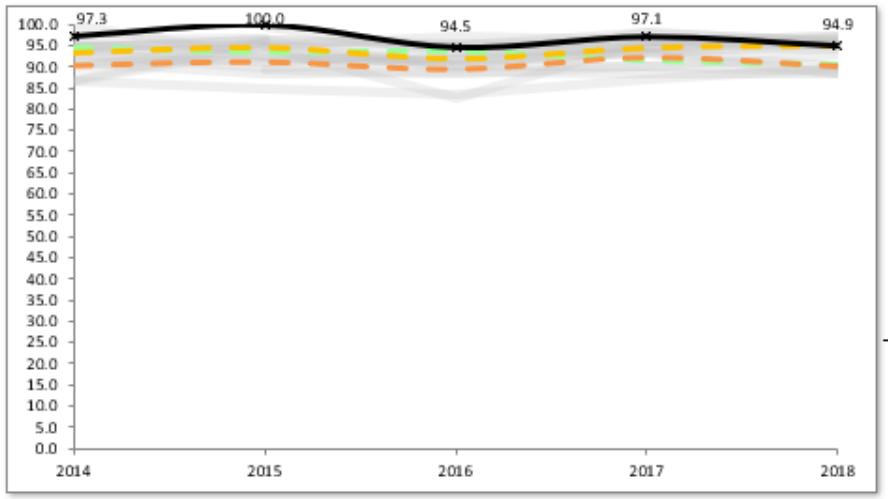
Cape Cod Lighthouse Charter School - Harwich - Est. 1995 (Max Grade Span: 06-08)



All students
Stability Rate%

	2014	2015	2016	2017	2018
Charter School	97.5	99.6	97.5	98.8	96.3
Statewide Average	96.2	95.7	95.9	94.7	92.4
No District Selected (District)					
Grades served per year	6-8	6-8	6-8	6-8	6-8
Median	94.5	95.3	94.6	96.5	96.7
First Quartile	93.4	94.2	92.4	94.8	94.1

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



High Needs
Stability Rate%

	2014	2015	2016	2017	2018
Charter School	97.3	100.0	94.5	97.1	94.9
Statewide Average	94.4	93.3	93.6	91.4	90.5
No District Selected (District)					
Grades served per year	6-8	6-8	6-8	6-8	6-8
Median	93.2	94.5	91.7	94.5	95.0
First Quartile	90.3	91.2	89.3	92.4	90.1

APPENDIX C: STUDENT PERFORMANCE

The following tables are taken from the 2019 Official Accountability Report for CCLCS.

OVERALL RESULTS

Overall progress toward improvement targets

	2018	2019
Annual criterion-referenced target percentage	18%	85%
Weight	40%	60%
Cumulative criterion-referenced target percentage (2018 x 40%) + (2019 x 60%)	58%	
	Substantial progress toward targets	

2019 Points awarded

2019 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	3	4	-	3	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	**11**	**12**	**67.5**	**7**	**8**	**67.5**
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	2	4	-	3	4	-
	Growth total	**5**	**8**	**22.5**	**6**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	**English language proficiency total**	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	0	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	**0**	**4**	**10.0**	**4**	**4**	**10.0**
Weighted total		8.6	10.3	-	6.5	7.6	-
Percentage of possible points		84%		-	86%		-
Criterion-referenced target percentage		85%					

2018 Points awarded

2018 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	1	4	-	0	4	-
	Mathematics achievement	0	4	-	0	4	-
	Science achievement	0	4	-	-	-	-
	Achievement total	**1**	**12**	**67.5**	**0**	**8**	**67.5**
Growth	English language arts growth	3	4	-	2	4	-
	Mathematics growth	3	4	-	2	4	-
	Growth total	**6**	**8**	**22.5**	**4**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	**English language proficiency total**	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	**4**	**4**	**10.0**	**0**	**4**	**10.0**
Weighted total		2.4	10.3	-	0.9	7.6	-
Percentage of possible points		23%		-	12%		-
Criterion-referenced target percentage		**18%**					

RESULTS FOR STUDENTS IN THE HIGH NEEDS SUBGROUP

Overall progress toward improvement targets

	2018	2019
Annual criterion-referenced target percentage	28%	92%
Weight	40%	60%
Cumulative criterion-referenced target percentage (2018 x 40%) + (2019 x 60%)	67%	
	Substantial progress toward targets	

2019 Points awarded

2019 Progress toward improvement targets				
Indicator		High needs Subgroup (Non-high school grades)		
		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-
	Mathematics achievement	4	4	-
	Science achievement	4	4	-
	Achievement total	**12**	**12**	**67.5**
Growth	English language arts growth	3	4	-
	Mathematics growth	3	4	-
	Growth total	**6**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	**-**	**-**	**-**
Progress toward attaining English language proficiency	**English language proficiency total**	**-**	**-**	**-**
Additional indicators	Chronic absenteeism	0	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	**0**	**4**	**10.0**
Weighted total		9.5	10.3	-
Percentage of possible points		92%		-
2019 Annual criterion-referenced target percentage		**92%**		

2018 Points awarded

2018 Progress toward improvement targets				
Indicator		High needs Subgroup (Non-high school grades)		
		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	2	4	-
	Mathematics achievement	0	4	-
	Science achievement	0	4	-
	Achievement total	**2**	**12**	**67.5**
Growth	English language arts growth	3	4	-
	Mathematics growth	2	4	-
	Growth total	**5**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	**-**	**-**	**-**
Progress toward attaining English language proficiency	**English language proficiency total**	**-**	**-**	**-**
Additional indicators	Chronic absenteeism	4	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	**4**	**4**	**10.0**
Weighted total		2.9	10.3	-
Percentage of possible points		28%		-
2018 Annual criterion-referenced target percentage		**28%**		

DETAILED DATA FOR EACH INDICATOR

English language arts achievement - MCAS average composite scaled score - Non-high school — About the Data

Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	507.4	509.3	1.9	508.4	239	4	Exceeded Target
Lowest Performing	485.4	490.9	5.5	489.5	35	4	Exceeded Target
High needs	497.5	499.6	2.1	498.7	82	4	Exceeded Target
Econ. Disadvantaged	502.6	502.9	0.3	503.6	49	2	Improved Below Target
EL and Former EL	-	-	-	-	12	-	-
Students w/ disabilities	485.9	487.4	1.5	487.4	39	3	Met Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	-	-	-	-	5	-	-
Afr. Amer./Black	-	-	-	-	6	-	-
Hispanic/Latino	-	-	-	-	9	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	12	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	509.0	510.5	1.5	510.0	206	3	Met Target

Mathematics achievement - MCAS average composite scaled score - Non-high school — About the Data

Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	502.3	504.0	1.7	503.6	238	3	Met Target
Lowest Performing	480.7	483.9	3.2	484.4	35	3	Met Target
High needs	489.0	494.8	5.8	490.3	82	4	Exceeded Target
Econ. Disadvantaged	493.0	495.4	2.4	494.5	49	4	Exceeded Target
EL and Former EL	-	-	-	-	12	-	-
Students w/ disabilities	478.7	486.3	7.6	480.8	39	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	-	-	-	-	5	-	-
Afr. Amer./Black	-	-	-	-	6	-	-
Hispanic/Latino	-	-	-	-	9	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	11	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	504.0	505.4	1.4	505.5	206	3	Met Target

Science achievement - MCAS Composite Performance Index (CPI) - Non-high school — About the Data

Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	70.1	80.3	10.2	72.3	80	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	50.9	70.7	19.8	53.7	23	4	Exceeded Target
Econ. Disadvantaged	-	-	-	-	16	-	-
EL and Former EL	-	-	-	-	3	-	-
Students w/ disabilities	-	-	-	-	11	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	2	-	-
Afr. Amer./Black	-	-	-	-	2	-	-
Hispanic/Latino	-	-	-	-	2	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	3	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	73.9	83.5	9.6	76.2	71	4	Exceeded Target

English language arts growth - Non-high school — About the Data

Group	2019 Mean SGP	N	Points	Reason
All Students	54.6	223	3	Typical Growth - High
Lowest Performing	55.3	35	3	Typical Growth - High
High needs	54.4	78	3	Typical Growth - High
Econ. Disadvantaged	55.0	49	3	Typical Growth - High
EL and Former EL	-	11	-	-
Students w/ disabilities	48.2	36	2	Typical Growth - Low
Amer. Ind. or Alaska Nat.	-	1	-	-
Asian	-	4	-	-
Afr. Amer./Black	-	6	-	-
Hispanic/Latino	-	7	-	-
Multi-race, Non-Hisp./Lat.	-	11	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	54.7	194	3	Typical Growth - High

Mathematics growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	45.3	221	2	Typical Growth - Low
Lowest Performing	54.4	35	3	Typical Growth - High
High needs	50.1	78	3	Typical Growth - High
Econ. Disadvantaged	48.3	49	2	Typical Growth - Low
EL and Former EL	-	11	-	-
Students w/ disabilities	52.7	36	3	Typical Growth - High
Amer. Ind. or Alaska Nat.	-	1	-	-
Asian	-	4	-	-
Afr. Amer./Black	-	6	-	-
Hispanic/Latino	-	7	-	-
Multi-race, Non-Hisp./Lat.	-	10	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	45.2	193	2	Typical Growth - Low

Progress toward attaining English language proficiency - Non-high school							About the Data
Group	2018 Rate (%)	2019 Rate (%)	Change	Target	N	Points	Reason
All Students	-	-	-	-	-	-	-
Lowest Performing	-	-	-	-	-	-	-
High needs	-	-	-	-	-	-	-
Econ. Disadvantaged	-	-	-	-	-	-	-
EL and Former EL	-	-	-	-	-	-	-
Students w/ disabilities	-	-	-	-	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

Chronic absenteeism - Non-high school							About the Data
Group	2018 Rate (%)	2019 Rate (%)	Change	Target	N	Points	Reason
All Students	8.5	13.0	4.5	7.2	247	0	Declined
Lowest Performing	14.3	8.6	-5.7	10.8	35	4	Exceeded Target
High needs	11.1	19.3	8.2	8.5	88	0	Declined
Econ. Disadvantaged	7.5	25.0	17.5	3.8	40	0	Declined
EL and Former EL	-	-	-	-	13	-	-
Students w/ disabilities	15.8	20.5	4.7	12.5	39	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	-	-	-	-	5	-	-
Afr. Amer./Black	-	-	-	-	6	-	-
Hispanic/Latino	-	-	-	-	12	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	12	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	8.5	12.3	3.8	7.1	211	0	Declined

Assessment participation - All students															About the Data
Group	English language arts					Mathematics					Science				
	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate
All Students	241	239	99	Yes	1	241	238	99	Yes	1	81	80	99	Yes	1

Assessment participation - Subgroups											About the Data
Group	English language arts		Mathematics		Science		Overall				
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Total Enrolled	Total Assessed	%	Met Target?	Years in Rate
High needs	84	82	84	82	23	23	191	187	98	Yes	1
Econ. Disadvantaged	51	49	51	49	16	16	118	114	97	Yes	1
EL and Former EL	12	12	12	12	3	3	27	-	-	-	-
Students w/ disabilities	40	39	40	39	11	11	91	89	98	Yes	1
Amer. Ind. or Alaska Nat.	1	1	1	1	-	-	2	-	-	-	-
Asian	5	5	5	5	2	2	12	-	-	-	-
Afr. Amer./Black	6	6	6	6	2	2	14	-	-	-	-
Hispanic/Latino	11	9	11	9	2	2	24	-	-	-	-
Multi-race, Non-Hisp./Lat.	12	12	12	11	4	3	28	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-
White	206	206	206	206	71	71	483	483	100	Yes	1

APPENDIX D: FINANCE

Cape Cod Lighthouse Charter School - Harwich - Est. 1995

5-Year Financial Summary

▲ Low Risk ◀ Moderate Risk ▼ Potentially High Risk

Financial Metric	FY15	FY16	FY17	FY18	FY19	5 year AVG	FY19 MA AVG
1. Current Ratio is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.	▲ 2.9x	▲ 2.8x	▲ 2.6x	▲ 2.4x	▲ 2.2x	▲ 2.6x	▲ 3.6x
2. Unrestricted Days Cash indicates how many days a school can pay its expenses without another inflow of cash. Calculated as Cash and Cash Equivalents divided by ([Total Expenses-Depreciated Expenses]/365). *Important Note: This is based on the current monthly tuition payment schedule.	▲ 167	▲ 162	▲ 137	▲ 125	▲ 69	▲ 132	▲ 67
3. Percentage of Program Paid by Tuition measures the percentage of the school's total expenses that are funded entirely by tuition. Calculated as (Tuition + In-Kind Contributions) divided by Total Expenses.	▲ 100%	▲ 100%	▲ 98%	▲ 97%	▲ 93%	▲ 98%	▲ 91%
4. Percentage of Program Paid by Tuition & Federal Grants measures the percentage of the school's total expenses that are funded by tuition and federal grants. Calculated as (Tuition + In-Kind Contributions + Federal Grants) divided by Total Expenses.	▲ 100%	▲ 100%	▲ 100%	▲ 99%	▲ 95%	▲ 100%	▲ 96%
5. Percentage of Total Revenue Expended on Facilities measures the percentage of Total Revenue spent on Operation & Maintenance and Non-Operating Financing Expenses of Plant. Calculated as Operation & Maintenance plus Non-Operating Financing Expenses of Plant divided by Total Revenues.	▲ 10%	▲ 10%	▲ 9%	▲ 8%	▲ 9%	▲ 9%	▲ 14%
6. Change in Net Assets Percentage measures a school's cash management efficiency. Calculated as Change in Net Assets divided by Total Revenue.	▲ 5.6%	▲ 4.7%	▲ 2.2%	▲ 0.7%	▼ -3.6%	▲ 1.9%	▲ 0.4%
7. Debt to Asset Ratio measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as Total Liabilities divided by Total Assets.	▲ 0.67x	▲ 0.64x	▲ 0.62x	▲ 0.61x	▲ 0.61x	▲ 0.63x	▲ 0.55x
Enrollment	240	240	243	242	242	241	566
Total Revenues	$ 3,789,520	$ 4,043,496	$ 4,351,011	$ 4,505,828	$ 4,507,593	$ 4,239,490	$ 11,237,872
Total Expenditures	$ 3,578,885	$ 3,853,557	$ 4,254,790	$ 4,474,658	$ 4,671,731	$ 4,166,724	$ 10,855,658
Total Net Assets	$ 2,153,465	$ 2,343,404	$ 2,439,625	$ 2,470,795	$ 2,306,657	$ 2,342,789	$ 4,468,958

Financial Metrics Comments from School (optional):

Audit Indicator	FY15	FY16	FY17	FY18	FY19	Repeat Finding from FY18
A. Did the audit include an unqualified opinion?	Y	Y	Y	Y	Y	N/A
B. Is the audit free of findings of Material Weakness?	Y	Y	Y	Y	Y	N/A
C. Is the audit free of findings of Significant Deficiency?	Y	Y	Y	Y	Y	N/A
D. Is the audit free of Instances of Noncompliance under GAAS?	Y	Y	Y	Y	Y	N/A
E. Is the audit free of Questioned Costs?	Y	Y	Y	Y	Y	N/A

Financial Metric Definitions		Low Risk	Moderate Risk	Potentially High Risk
1. Current Ratio	*Current Ratio is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.*	>= 1.5	Between 1.0 (inclusive) and 1.5	< 1.0
2. Unrestricted Days Cash	*The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. Calculated as Cash and Cash Equivalents divided by ([Total Expenses-Depreciated Expenses])/365).* *Please note that the Department of Revenue was late making June, 2019 tuition payments to many charter schools.*	>= 60 days	Between 30 (inclusive) and 60 days	< 30 days
3. Percentage of Program Paid by Tuition	*This measures the percentage of the schools total expenses that are funded entirely by tuition. Calculated as (Tuition + In-Kind Contributions) divided by Total Expenses (expressed as a percentage). Note: In-Kind Contribution are added to the numerator in this ratio to balance out In-Kind Expenditures which will be captured in the Total Expenses in the denominator, and ratios over 100% are set to 100%.*	>= 90%	Between 75% (inclusive) and 90%	< 75%
4. Percentage of Program Paid by Tuition & Federal Grants	*This measures the percentage of the schools total expenses that are funded by tuition and federal grants. Calculated as (Tuition + In-Kind Contributions + Federal Grants) divided by Total Expenses (expressed as a percentage). Note: In-Kind Contribution are added to the numerator in this ratio to balance out In-Kind Expenditures which will be captured in the Total Expenses in the denominator, and ratios over 100% are set to 100%.*	>= 90%	Between 75% (inclusive) and 90%	< 75%
5. Percentage of Total Revenue Expended on Facilities	*This measures the percentage of Total Revenue that is spent on Operation & Maintenance and Non-Operating Financing Expenses of Plant. Calculated as Operation & Maintenance plus Non-Operating Financing Expenses of Plant divided by Total Revenues (expressed as a percentage).*	<= 15%	Between 15% and 30% (inclusive)	> 30%
6. Change in Net Assets Percentage	*This measures a school's cash management efficiency. Calculated as Change in Net Assets divided by Total Revenue (Expressed as a percentage).*	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
FY18 MA AVG Column	*All financial metrics indicated in this column are a result of each ratio calculated using statewide totals. For Enrollment, Total Net Assets and Total Expenditures rows, these numbers are averages calculated using the statewide totals of all charter schools' data.*			

APPENDIX E: SOURCES OF EVIDENCE

- CCLCS Academic Performance: Assessment and Accountability
- CCLCS Accountability Plan Performance (2016-19)
- CCLCS Annual Reports (2016-19)
- CCLCS Board Minutes
- CCLCS Board Committee Minutes
- CCLCS Student Enrollment Data and Student Indicator Data: DESE Charter Analysis and Review Tool (CHART)
- CCLCS Recruitment and Retention Plans (2016-19)
- CCLCS Application for Renewal (2019)
- Renewal Inspection Evidence (2019)
- CCLCS Bylaws
- CCLCS Handbooks
- CCLCS Recruitment Materials
- CCLCS Translated Documents
- CCLCS Staff Roster
- CCLCS Staff Qualifications: Education Personnel Information Management System (EPIMS); Educator Licensure and Renewal (ELAR)
- CCLCS Strategic Plan
- CCLCS Website
- CCLCS Summary of Review (2015)
- 2014 Coordinated Program Review: ELE CPR; Non-ELE CPR
- Year 22 Check In Site Visit Report (2017)
- CCLCS parent and student survey data (2017-18)
- CCLCS interdisciplinary project sample packets
- CCLCS validation protocol for assessment validation

APPENDIX F: RENEWAL INSPECTION METHODOLOGY

The following staff of the Department of Elementary and Secondary Education (ESE) conducted the renewal inspection:

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

The one-day core criteria renewal inspection was conducted at Cape Cod Lighthouse on Wednesday, April 10, 2019. The renewal inspection team (the team) held focus group interviews, conducted classroom observations, and reviewed documents and other information listed in *Appendix A: Sources of Evidence*.

The team conducted interviews with the following stakeholder groups:

- Board of Trustees: 2 board members, including the chair.
- Administrative Team: 3 administrators, including the executive director, associate director, and director of student services.
- Teachers: 7 teachers, including teachers representing grades 6, 7, and 8, and the following content areas: social studies, ELA, mathematics, science, and technology.
- Staff providing services for students with disabilities: 1 special education teacher.
- Staff members interviewed had worked at the school from less than a year to 24 years.

The team conducted 13 classroom observations and recorded evidence of what they saw using a classroom observation form developed by the Office of Charter Schools and School Redesign. The form is aligned with the areas of inquiry referenced in the section *Key Indicator 6.2: Instruction* of this report. Team members observed classrooms in grades 6 through 8 and in a variety of content areas, including English language arts, science, mathematics, Spanish, art, and social studies. Team members also observed Title I pull out, tutorial, mathematics lab, and special education pull out classes.

The renewal inspection schedule is included on the following page.

RENEWAL INSPECTION SCHEDULE

April 10, 2019

Time	Patrick Buckwalter	Melissa Gordon
8:20-8:35	Team Meeting	
8:35-8:50	Orientation with School Leader	
8:50-9:50	Board of Trustees	
10:00-11:00	School Leaders & Administrators	
11:05-12:00	Teachers	
12:05-12:40	Break	
12:40-2:00	Classroom Observations	
2:00-3:30	ESE Team Work Time	
3:30-3:45	Exit Meeting with School Leaders	