

**Hilltown Cooperative Charter Public School**

Board of Trustees Meeting Minutes – Wednesday, December 11, 2019, 6:30 pm

**Present:** Tim Reynolds, Lara Ramsey, Dan Klatz, Paula Ingram, Liz Preston, Joe Wyman, Noelle Barrist Stern, Deirdre Arthen, Karen Sise, Kelly Woods, Myssie Casinghino

**Regrets:** Rich Senecal, Dawn Reesman, Matt Dube

**Facilitator:** Tim

**Notetaker:** Noelle

**Guests:** Kate Saccento

**List keeper:** Joe

**Timekeeper:** Paula

**Mission statement read by:** Kelly

<b>Topic</b>	<b>Discussion</b>	<b>Action (if necessary)</b>
<b>Announcements/ Appreciations/ Acknowledgements</b>	<u>Announcements:</u> None  <u>Appreciations/Acknowledgements:</u> There were several appreciations related to the Winter Fair: Deirdre appreciated all of the parents who helped, especially Lei Fei who oversaw several craft stations; Tim appreciated Marguerite and the music program; and Karen appreciated Jesse and Jared who helped with the sound production for the performances.	
<b>Any thank you notes needed?</b>	None	
<b>BOT Visibility this month?</b>	The Solstice Celebration is on Friday, December 20th. BOT members should try to attend.	

<b>Minutes</b>	There were no edits to the November 13th BOT meeting minutes.	Tim moved to approve the minutes; Joe seconded; the minutes were approved by consensus.
<b>Public Comment Period</b>	None	
<b>Friends of Hilltown (Myssie)</b>	<p>Art Spark is going to be on March 14th at the Garden House at Look Park. FOH has been reaching out for sponsorship to underwrite the event. They are having trouble finding people who feel comfortable reaching out to businesses and asking for support. Myssie asked if the BOT had any suggestions for people in the HCCPS community who might be willing to help and who have connections with local businesses. A question was raised about whether BOT members can solicit contributions. In response, it was suggested that any BOT members who sought to help FOH contact the Ethics Commission for guidance.</p> <p>Art Spark will be an adults-only event. There will also be a kid-friendly HCCPS 25th birthday celebration at the end of the school year.</p>	
<b>2019 MCAS Report (Lara)</b>	<p>The good news is that HCCPS’s rating is “substantial progress toward targets” and the science achievement score was 4/4.</p> <p>ELA scores were compared for 2017, 2018, and 2019. There has been improvement in the number of students moving from “partially meeting expectations” to “meeting expectations.”</p> <p>For math, HCCPS has remained stable. When compared to the state averages: HCCPS tends to be in the middle of the bell curve; it has fewer students in “exceeding expectations” and “not meeting</p>	

	<p>expectations,” at either end of the bell curve.</p> <p>In the past two to three years, there has been especially high growth in: 6th grade ELA; 5th grade math; and 6th grade math (although there was a dip this year with the new curriculum).</p> <p>Areas for improvement include decreasing performance gaps in math achievement between genders and in ELA achievement among economically disadvantaged students. However, a large percentage of the students designated as economically disadvantaged also had learning disabilities and the ELA categories those students struggled with were connected with their learning disabilities.</p> <p>The trend in lower eighth-grade math scores did not continue.</p> <p>Looking to 2020, there are questions about, among other things, whether: there is an opportunity to increase the “exceeding expectations” results in ELA and math; the new math curriculum will impact test scores over time; and steps can be taken to close the gender achievement gap.</p> <p>HCCPS will continue to take steps that may impact the MCAS scores, such as continuing with the Making Meaning and Being a Reader curriculum, providing training in trauma-informed teaching practices, and providing professional development in anti-bias education practices.</p>	
<p><b>Expansion Review/Completion of LRP (Dan)</b></p>	<p>Dan went through the history of the current LRP. The largest problem HCCPS was dealing with when the LRP was developed was the facility (the former site in Haydenville). The BOT and Directors determined that moving locations would require an improved financial situation. A strategic choice was made to</p>	

	<p>increase the size of the school at the 6th-grade level, to broaden the school’s financial resources. HCCPS obtained approval from DESE to amend its charter to increase the size of the school and the school moved to its current site.</p> <p>It is important that, before we move to the next LRP, there is a thorough review of how successful HCCPS has been in meeting the goals of the current LRP. For this reason, from January through April, the Directors will look at how HCCPS has met the needs of its students as it has expanded into the 6th through 8th grades.</p> <p>Dan explained that, from an administrative perspective, they will review admissions data, the fiscal implications of the larger program, and the facility.</p> <p>Deirdre explained that, from a community perspective, they will review the integration of new families into the school, especially as students enter HCCPS in 6th grade. They will also look at the connection of the 6th-8th graders with the rest of the school and what sort of leadership roles the older students can have.</p> <p>Lara explained that, in the education domain, they will review how well HCCPS is meeting the social and emotional needs of the 6th-8th grade students, how experiential hands-on learning is working in these grades, and whether there is an intimate community of learners in the classrooms.</p> <p>There will be focus groups and surveys.</p>	
<b>New Business - Identify only</b>	None	

<b>Committee Reports - Questions only</b>	None	
<b>Meeting Wrap-Up/ Evaluation</b>	Next Meeting: January 8, 2020 at 6:30 p.m. Facilitator: Tim Snacks: Lara Drinks: Kelly Newsletter blurb: Joe	
<b>Review Action Items</b>	Reviewed action items.	
<b>Adjournment</b>	Meeting adjourned at 7:50 p.m.	

**Tentative Agenda Topics for January 8, 2020 Board Meeting:**

LRP Update from the Directors: First steps of a proposal and a timeline

## School Expansion Evaluation 2020

Purpose: The school decided to expand enrollment in grades 6-8 as part of the Long Range Plan published in 2013. We are coming to the end of this LRP. 2020-2021 is the deadline for a full-scale evaluation of the reorganization of grades 6th-8th.

This evaluation will describe the successes and shortcomings of our now-complete expansion in terms of the school's mission, the school's finances, our physical capacity, spheres of community, and the academic and social-emotional experience for 6th-8th grade students.

Timeline:

- January 8th: Board discusses outline for School Expansion Evaluation (SEE).
- January 27th: Directors meet with consultant who will facilitate focus groups
- January 31th: Domain Council reviews proposed SEE focus questions
- March 31st: Deadline for focus groups to wrap up
- April 30th: Share findings with community (possibly before April Break)

### Structure:

Focus groups facilitated by consultant

Parents of current 6-8 graders

Teachers of 6-8 graders

Teachers of K-5 students

6-8 grade students

Climate surveys (students and staff)

Survey for all parents

Data analysis (finances, enrollment, participation in co-curricular activities...)

### Content categories for surveys, focus groups, and community meeting:

Community among Prisms & Purples students

Community among Prisms and Purples parents

Community of students K-8

Community of staff K-8

Communication

Integration

6th-8th Curriculum (non-exhaustive examples of subtopics follow)

Vertical alignment

Standards

Homework

PROGRAM QUALITY Since its inception, HCCPS academic and co-curricular programming has evolved to address student needs, build upon faculty strengths, be responsive to parents, and take advantage of relationships with local community organizations. The school offers strong academic and social emotional skill building in a culture that promotes community connections.

As we look toward the future, it will be important to assess and prioritize program offerings and develop resources and organizational relationships to ensure that student needs are addressed through effective and sustainable programs.

Goal 1: Grades 6-8 Program Reorganization Purpose: To better serve the academic and social needs of students in grades 6-8

Evaluate middle school program and use findings to revise. Full scale evaluation in 2020.

Fiscal implications: This will have implications on staffing, facility and materials. At a minimum, there will be 2 additional full time teachers, an expansion of the special education department and several part-time positions. Additional space and associated costs will be based on broader site considerations.

Progress Monitoring: The [Director of Teaching and Learning] will be responsible for the implementation of program adjustments and for a formal review after three years of full implementation. Minor and urgent programs changes can be made as needed during the gradual and then full-scale implementation.



# HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

## SUMMARY OF REVIEW

Easthampton, MA  
January 2020

**Massachusetts Department of Elementary and Secondary Education**  
75 Pleasant Street  
Malden, MA 02138  
Phone: (781) 338-3227  
Fax: (781) 338-3220





This document was prepared by the  
Massachusetts Department of Elementary and Secondary Education  
Jeffrey C. Riley  
Commissioner

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Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street, Malden, MA 02148-4906  
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  
[www.doe.mass.edu](http://www.doe.mass.edu)



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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<sup>1</sup>. The renewal inspection team prepares these descriptions, and they are included in the gray shaded boxes in the body of the report<sup>2</sup>. 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.

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<sup>1</sup> The renewal inspection to Hilltown Cooperative Charter Public School was conducted by Department staff on September 24, 2019.

<sup>2</sup> Descriptions of evidence gathered during the renewal inspection constitute the renewal inspection report referenced in 603 CMR 1.11.

## SCHOOL OVERVIEW

### SCHOOL PROFILE

<b>Hilltown Cooperative Charter Public School (Hilltown)</b>			
<b>Type of Charter</b>	Commonwealth	<b>Location</b>	Easthampton
<b>Regional or Non-Regional</b>	Regional	<b>Districts in Region</b>	Amherst-Pelham, Belchertown, Central Berkshire Regional, Easthampton, Erving, Frontier Regional, Gateway Regional, Gill Montague Regional, Granby, Greenfield, Hadley, Hampshire Regional, Hatfield, Hawlemont Regional, Leverett, Mohawk Regional, New Salem-Wendell, Northampton, Orange (Mahar Regional), Pioneer Valley Regional, South Hadley, Ware
<b>Year Opened</b>	1995	<b>Years Renewed</b>	2000, 2005, 2010, 2015
<b>Maximum Enrollment</b>	218	<b>Current Enrollment</b>	218 <sup>3</sup>
<b>Chartered Grade Span</b>	K-8	<b>Current Grade Span</b>	K-8
<b>Students on Waitlist</b>	256 <sup>4</sup>	<b>Current Age of School</b>	25
<p><b>Mission Statement:</b></p> <ul style="list-style-type: none"> <li>To involve young people in a school which uses experiential, hands-on activities, the arts, and interdisciplinary studies, to foster critical thinking skills and a joy of learning.</li> <li>To sustain a cooperative, intimate community of students, staff, families and local community members, which guides and supports the school and its educational programs.</li> <li>To cultivate children's individual voices and a shared respect for each other, our community, and the world around us.</li> </ul>			

### SCHOOL HISTORY

- Hilltown Cooperative Charter Public School (Hilltown) received its charter in 1995 and opened in 1995, serving 40 students in kindergarten through grade 4.

<sup>3</sup> This is the number as of October 1, 2019. Source: [Profiles](#)

<sup>4</sup> 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/>

- In October 2008, the Board of Elementary and Secondary Education (Board) approved an amendment to increase the school’s maximum enrollment from 154 to 180 students in kindergarten through grade 8.
- In October 2012, the Board approved an amendment to increase the school’s maximum enrollment from 180 to 218 students in kindergarten through grade 8.
- In October 2013, the Board approved an amendment to permanently relocate the school from Haydenville to Easthampton beginning with the 2014-15 school year.
- The school has a leadership structure that consists of three directors (formerly coordinators) who report to the board of trustees. The leadership team consists of directors of teaching and learning, community and family engagement, and administration.
- In June 2017, the administrative coordinator of 21 years retired. The board hired the education coordinator as the director of administration and hired a new director of teaching and learning.
- The school received a Check-In Site Visit in 2016.

## STUDENT DEMOGRAPHICS

Enrollment by Race/Ethnicity <sup>5</sup>	
Race/Ethnicity	Percentage of Student Body
African-American	0.9
Asian	2.3
Hispanic	5
Native American	0
White	79.4
Native Hawaiian, Pacific Islander	0
Multi-Race, Non-Hispanic	12.4

Selected Populations <sup>6</sup>	
Title	Percentage of Student Body
First Language not English	0.5
English Language Learner	0
Students with Disabilities	20.6
High Needs	30.3
Economically Disadvantaged	17

<sup>5</sup> Source: [Profiles](#)

<sup>6</sup> Source: [Profiles](#)

## EXECUTIVE SUMMARY OF SCHOOL PERFORMANCE

Massachusetts Charter School Performance Criteria		
Faithfulness to Charter		Rating <sup>7</sup>
<b>Criterion 1: Mission and Key Design Elements</b> <i>Throughout the charter term, Hilltown has been faithful to its mission and has implemented its key design elements. Hilltown met a majority of the measures in its Accountability Plan.</i>		● Meets
<b>Criterion 2: Access and Equity</b> <i>Hilltown provides information to the public regarding non-discriminatory enrollment practices and the availability of special education programs English learners. The school provides few translated materials for families whose first language is not English. The school has been mostly successful in recruiting and retaining a demographically comparable population.</i> <i>During the charter term, the school's rates of in-school and out-of-school suspension were consistently below the statewide average.</i>		● Partially Meets
<b>Criterion 3: Compliance</b> <i>Hilltown is in compliance with program requirements as determined by the Tiered Focused Monitoring (TFM) and Coordinated Program Review (CPR) Reviews. Hilltown is out of compliance with state regulations regarding teacher qualifications.</i>		Not Rated
<b>Criterion 4: Dissemination</b> <i>During the charter term, Hilltown engaged in limited dissemination activities.</i>		● Partially Meets
Academic Program Success		
<b>Criterion 5: Student Performance</b>	2019 Overall Classification:	Not requiring assistance or intervention
	Cumulative Progress Toward Improvement Targets:	57%
	2019 Accountability Percentile:	62
Organizational Viability		
<b>Criterion 9: Governance</b> <i>Throughout the charter term, members of the Hilltown board have been active and involved in their roles as public agents, providing competent and appropriate governance and oversight of the school.</i>		● Meets

<sup>7</sup> 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, Hilltown has been faithful to its mission and has implemented its key design elements.*

- The school’s mission is to use experiential, hands-on activities, the arts, and interdisciplinary studies to foster critical thinking and a joy of learning; to sustain a cooperative, intimate community; and to cultivate children’s individual voices and shared respect for all people. During a visit in Year 22 and during the renewal inspection, site visitors found the school was operating in a manner that was faithful to the mission. The school implements experiential and interdisciplinary instruction and assessments that integrate the arts, emphasizes student voice through presentations and performances, and has embedded community service into the culture of the school. The school further maintains an intimate community of students, families, and local community members. Evidence gathered and reviewed as part of the renewal inspection is described in further detail below.
- The school has six key design elements: cooperative community, family involvement, student voice, strong foundational skills, consensus based governance, and experiential, interdisciplinary, hands-on activities with an emphasis on the arts. During a visit in Year 22 and during the renewal inspection, site visitors found evidence of each of these being implemented with fidelity. The school provides multi-grade programming for all students, almost all board members are parents of Hilltown students or alumni, and students choose from a variety of project options to demonstrate their knowledge. In addition, the school assesses and builds students’ academic and social and emotional foundational skills, all board votes are made by consensus during meetings, and all students in grade 8 complete a culminating interdisciplinary research project. 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:*

School stakeholders share a common understanding of most aspects of the school’s mission.

- The mission of the school is to engage students in a school which uses experiential, hands-on activities, the arts, and interdisciplinary studies to foster critical thinking skills and a joy of learning, to sustain a cooperative, intimate community of students, staff, families and local community members which guides and supports the school and its education program, and to cultivate children’s individual voices and a shared respect for each other, our community, and the world around us.

- Board members, school leaders, and teachers interviewed during the renewal inspection consistently reported on the school's experiential and interdisciplinary studies, which include the arts. All stakeholders reported the school has an intimate community, which includes families and local community members, and fosters children's individual voices and a shared respect for members of the community. Stakeholders did not report on some elements of the school's mission, such as fostering critical thinking skills and a joy of learning.

The school is operating in a manner that is faithful to its mission and is implementing its key design elements. In describing how the mission is realized in the operation of the school, stakeholders described most of the six key design elements (KDEs) articulated in the school's current Accountability Plan. Evidence of the school's implementation of each KDE is discussed below.

*Interconnected community of children and adults (KDE 1)*

- Hilltown develops and maintains an interconnected school community in a variety of ways. All stakeholders reported, and the school's calendar confirms, the school has a variety of all school and multi-grade structures, which include all school community celebrations and meetings, mini-courses, older students matched with younger students for community building, and students rotating through multi-grade lunch to meet different students. All classrooms are multi-aged, except for grade 6, and students have the same teacher for two consecutive years. Older students in these classrooms are expected to serve as role models for their younger classmates.
- Of the 40 percent of parents who responded to the parent satisfaction survey, almost all parents (93 percent) agreed with a statement about the school's strong sense of community.
- The school partners with local organizations on field trips and community service projects and invites members of the community to annual grade 8 presentations. The school also partners with international organizations for community service projects.
- Since the school received approval in 2012 to increase student enrollment from 180 to 218 students, Hilltown has been working to balance the additional middle school students while still maintaining core aspects of the mission. As the school grew to reach its maximum enrollment, all stakeholders described how the school restructured its middle school classrooms to accommodate additional students. From 2012 to 2017, the grade 7/8 structure was two teachers who each taught two content areas. During the 2017-18 school year, the school changed the structure to be four content area teachers who each taught one core content area. All stakeholders reported this practice decreased the quality of the connections between students, teachers, and families. Board members also added that moving from one teacher for two years to four teachers was a huge adjustment for students and families. During the 2018-19 school year, Hilltown switched the middle school structure back to two teachers who each teach two content areas in 7/8 classrooms. School leaders reported over the past year, communication with families in 7/8 classrooms has improved, teachers feel more ownership of students' overall success, and program structures remain consistent for students across middle school grades. Board members reported this switch also supports students to build the skills and confidence they need in high school.

*Hands-on, experiential, interdisciplinary approach to learning with an emphasis on the arts (KDE 2)*

- All stakeholders reported, site visitors observed, and documents confirmed the that the school provides a hands-on experiential, interdisciplinary approach to learning which integrates the arts. The school has structures to support this KDE, including weekly planning



time between general education and arts teachers to integrate performance projects into core content areas, field trips based on areas of study in the community, weekly arts (music and atelier) electives, community service learning in all grades, mini-courses, and an emphasis on presentation and performance skills to demonstrate learning. Teachers reported and site visitors observed lessons and projects integrating painting, the water cycle, and geography; learning about the American Revolution and immigration through musicals and plays; and learning about chemistry and US history through role playing.

*Development of strong foundational skills (KDE 3)*

- Over the charter term, Hilltown has assessed students' foundational skills annually through Iowa Test of Basic Skills in reading, language, and mathematics in grades 3 through 8. The school's 2018-19 Annual Report includes the national percentile rank of each grade level and skill, and the school defines high performance as at or above the 75<sup>th</sup> national percentile rank. All grades scored above the 75<sup>th</sup> percentile for reading. The majority of grade levels scored below the 75<sup>th</sup> percentile in language and mathematics.
- The school also administers internally created assessments in all grade levels. Based on the school's definition of proficiency (75 percent), the majority of students (over 73 percent) were proficient in mathematics and writing in grades K through 8 and in reading in grades K through 3.
- Hilltown is in the process of creating a comprehensive data-based system to effectively identify all students' strengths and needs for academic, behavioral, and social-emotional development and developing a tiered support model that effectively addresses the strengths and needs of all students. During the 2019-20 school year, the school adopted FastBridge to better assess and monitor all students' progress towards meeting proficiency goals. For more information on the systems and structures Hilltown uses to assess and support students, see *Key Indicator 6.4: Supports for All Learners*.
- During classroom observations, site visitors noted examples of supports for all learners in half (7 out of 14) of classrooms. For more information on support for students in classrooms, see *Key Indicator 6.4: Supports for All Learners*.
- Teachers reported students also develop organizational and presentation skills in all grades to prepare them to present their culminating grade 8 research project. Teachers reported the school focuses on developing students' foundational organizational, reading, writing, and presentation skills to ensure student are successful. Teachers and school leaders reported the school is in the process of piloting or implementing new curricula in science, mathematics, and reading to develop students' foundational skills and increase curricular consistency across classrooms and grade levels. The board also reported the multi-age classroom structure enables teachers to introduce and develop foundational skills over a two-year period.
- In addition, the school develops students' social and emotional skills through regular lessons in all grades led by the school counselor. The speech and language pathologist also uses the Social Thinking and the Zones of Regulation curricula to support students in grades K through 5 to develop their social and emotional skills.

*High degree of family involvement (KDE 4)*

- The school has a community and family engagement director who coordinates the school's efforts to involve families in a variety of ways. Through the school's weekly newsletter, families are invited to attend a variety of showcases and events, to volunteer or share their

knowledge in classrooms, or to donate needed items to the school. The newsletter also includes a short synopsis of the most recent board meeting and a schedule of upcoming board and committee meetings with an invitation for families to attend.

- Parent volunteers also maintain a physical family corner space with announcements, copies of the board and committee minutes, and mailbox for each family. Of the 40 percent of parents who responded to the parent satisfaction survey, all parents reported participating in at least one meeting, event, classroom event, or all-school activity.
- Board members interviewed during the renewal inspection reported most board and committee members are parents of Hilltown students. Board minutes show, and board members reported, an emphasis on ensuring that at least one board members is present at all community events to engage with families. As enrollment has increased, school leaders reported focusing on ensuring all new families are connected to the school. Previously, parents were required to volunteer four hours a month in exchange for voting rights. However, the board of trustees changed this requirement in its bylaws to be inclusive of all parents' right to vote, regardless of their ability to volunteer.

#### *Consensus based governance (KDE 5)*

- Board members and school leaders reported the board uses a consensus model for governance and all new board members are trained in this model. The school submitted a flow chart to outline the steps to come to a consensus decision and board minutes show that all decisions were made by consensus during the 2018-19 school year. The school's 2018-19 Annual Report states school staff use elements of the consensus model, such as engaging in open discussions and honoring all opinions, but do not fully utilize this model in decision-making. For more information on the board's decision-making process, see *Criterion 9: Governance*.

#### *Cultivation of children's individual voices (KDE 6)*

- The school encourages student voice through a variety of embedded structures across grade levels. All students in grade 8 identify and design an independent culminating project and present it to the school community and outside community members. The school also provides opportunities for older students to engage in leadership roles with younger students during weekly community time. Teachers also reported students frequently have choices when selecting classroom projects and teachers tailor learning to student interests. In addition, all students have weekly opportunities to present at all school meetings, to perform during quarterly Il Teatro assemblies, and to present their learning and to participate in morning meetings in their classrooms. In addition, the school's Institutional Self-Evaluation for Bias states the school piloted a school climate survey last year for that was administered to students in grades 7 and 8 in addition to teachers and administrators. During the 2019-20 school year, Hilltown plans to administer an annual school climate survey to all students.
- Hilltown is in the process of adapting a schoolwide anti-bias and anti-racist framework. School leaders and teachers reported the hope is to attract a more diverse student and staff demographic and to ensure all students and staff feel they have a voice at the school. School leaders and teachers shared how elements of this work cultivate student voice through teachers learning to facilitate difficult conversations with students, integrating social justice, equity, and privilege concepts into curricula in the upper grades, and implementing curricula

on perspective taking and social skills in the lower grades. The school is also working to ensure that instructional materials reflect a greater diversity of identities.

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

- Hilltown’s approved Accountability Plan sets goals for the school’s current charter term and includes 6 objectives and 11 related measures. Charter schools endeavor to meet the Accountability Plan measures by the end of the charter term. Hilltown met 8 out of 11 measures. The school met the one measure related to community. The school met the one measure related to parent involvement. The school met the one measure related to the board using a consensus model for decision making. The school met two of four measures related to developing strong foundational skills. The school met both measures related to students demonstrating academic competency in an area of individual interest. The school met one of two measures related to dissemination activities. 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.	● <b>Partially Meets</b>

*Finding: Hilltown provides information to the public regarding non-discriminatory enrollment practices and the availability of special education programs English learners. The school provides few translated materials for families whose first language is not English.*

- 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’s website describes the programs available for students with disabilities and English learners and recruitment materials confirm the school serves students who need these programs. The school’s website and recruitment materials contain a non-discrimination statement.
- The school provides few translated materials for families whose first language is not English. The school has recruitment materials in Spanish, and most sections of the school’s website can be translated into multiple languages; however, accessing the school’s application for enrollment requires creating an account, and not all of the steps to create an account are able to be translated. The school did not provide examples of applications for enrollment translated into other languages.

*Finding: The school has been mostly successful in recruiting and retaining a demographically comparable population<sup>8</sup>.*

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<sup>8</sup> 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

- Enrollment of students with disabilities was consistently above the Comparison Index in 2016 to 2019.
- The school did not enroll any English learners in 2016 to 2019 and was below gap narrowing targets and the Comparison Index in 2016 to 2019.
- Enrollment of students in the economically disadvantaged group increased during the charter term, exceeding gap narrowing targets in 2018 and 2019.
- Attrition rates<sup>9</sup> were above the third quartile in 2016 for all students and students in the high needs group, but fell below the third quartile in 2017 through 2019.
- Stability rates<sup>10</sup> were above the first quartile in 2016 to 2018 for all students and for students in the high needs group.
- Please see Appendix B: 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<sup>11</sup>.

*Recruitment*

<b>Students with Disabilities (Percent Enrolled)</b>				
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Hilltown</b>	17.1	16.5	18.8	18.9
<b>Comparison Index</b>	11.1	12.0	12.6	13.2
<b>Gap Narrowing Target</b>	N/A	N/A	N/A	N/A

<b>English Language Learners (Percent Enrolled)</b>				
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Hilltown</b>	0	0	0	0
<b>Comparison Index</b>	1.2	1.3	1.5	1.6
<b>Gap Narrowing Target</b>	1.0	1.1	1.2	1.3

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*.

<sup>9</sup> Attrition rates are the percentage of attrition from the end of one school year to the beginning of the next school year.

<sup>10</sup> Stability rates measure how many students remain in a school throughout the school year.

<sup>11</sup> 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.

Economically Disadvantaged (Percent Enrolled)				
	2016	2017	2018	2019
Hilltown	6.6	11.5	16.1	15.2
Comparison Index	19.9	22.4	23.8	23.5
Gap Narrowing Target	10.5	11.7	12.9	14.0

*Retention*

All Students (Percent Attrition)				
	2016	2017	2018	2019
Hilltown	10.2	6.4	3.2	4.8
Median	7.3	6.8	6.5	6.8
Third Quartile	10.1	9.3	9.8	9.4

High Needs (Percent Attrition)				
	2016	2017	2018	2019
Hilltown	19.1	8.7	5.7	2.1
Median	10.1	8.9	8.6	8.8
Third Quartile	13.9	12.4	12.2	13.8

All Students (Stability Rate Percentage)			
	2016	2017	2018
Hilltown	98.6	99.1	99.5
Median	94.8	95.8	95.7
First Quartile	93.1	93.2	93.6

High Needs (Stability Rate Percentage)			
	2016	2017	2018
Hilltown	98.2	100.0	100.0
Median	93.4	93.1	93.6
First Quartile	89.5	90.1	91.4

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

- During the charter term, the school suspended students at rates lower than the statewide average. The school did not suspend any students during the charter term. In the table below, percentages at or below the statewide average are highlighted in green.

<b>In-School Suspension (Percentage)</b>				
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Hilltown</b>	0	0	0	0
<b>Statewide Average</b>	1.9	1.7	1.8	1.8

<b>Out-of-School Suspension (Percentage)</b>				
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Hilltown</b>	0	0	0	0
<b>Statewide Average</b>	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.

<b>2018-19 Student Discipline Data Report<sup>1213</sup></b>					
<b>Student Group</b>	<b>Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
<b>All Students</b>	219	0			
<b>ELL</b>	0				
<b>Economically Disadvantaged</b>	36	0			
<b>Students with Disabilities</b>	46	0			
<b>High Needs</b>	68	0			
<b>Female</b>	103	0			
<b>Male</b>	115	0			
<b>American Indian or Alaska Native</b>	0				
<b>Asian</b>	2				
<b>African American/Black</b>	2				

<sup>12</sup> Source: [Profiles](#)

<sup>13</sup> Data in this report are suppressed (cells are blank) for a variety of reasons. More information about the data may be found [here](#).

Hispanic/Latino	10	0			
Multi-race, Non-Hispanic/Latino	27	0			
Native Hawaiian or Pacific Islander	0				
White	178	0			

<b>CRITERION 3: COMPLIANCE</b>
The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public charter schools.

*Finding: Hilltown is in compliance with program requirements as determined by the Tiered Focused Monitoring (TFM) and Coordinated Program Review (CPR) Reviews.*

- The Office of Public School Monitoring conducted its most recent TFM visit to Hilltown in March 2019 and received a Tier 2 review. Tier 2 TFM reviews are self-directed based on low risk in areas with close links to student outcomes. The outcome of the visit was no findings in special education and five findings in civil rights. Hilltown addressed the findings by completing an approved Continuous Improvement and Monitoring Plan.
- The Office of Public School Monitoring conducted its most recent English language education CPR visit to Hilltown in January 2016. The outcome of the visit was no findings in English language education.

*Finding: Hilltown is out of compliance with state regulations regarding teacher qualifications.*

- Per state regulations (603 CMR 1.06 (4)), all teachers beyond their first year of employment must have taken and passed the Massachusetts Test for Educator Licensure (MTEL). As of the date of the renewal inspection, 1 teacher (out of a total of 18) beyond the first year of employment had not passed the required MTEs.

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

*Finding: During the charter term, Hilltown engaged in limited dissemination activities.*

The school's Application for Renewal and annual reports from the charter term indicate that Hilltown engaged in limited dissemination activities during the charter term.

- During the 2018-19 school year, the school disseminated practices to local colleges and public school districts regarding integrating art into curricula, using protocols to review student work collaboratively to deepen thinking around teaching and learning, implementing structures that

support mixed age learning and community building, supporting future teachers through internships and mentoring, and developing a professional learning community to improve mathematics instruction.

- During the 2017-18 school year, the school shared resources on blizzard bags with schools in Hampshire and Rye, New Hampshire; shared professional development around the school's Faculty and Curriculum Advancement program; and invited area public schools to a workshop on supporting students with ADHD and executive functioning weaknesses.
- From 2015 to 2017, the school offered workshops related to school climate and family engagement and curricula. The school reported there were no attendees for these workshops, but one workshop on creating community was later presented at Smith College.

## 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:	<b>Not requiring assistance or intervention</b>
	Cumulative Progress Toward Improvement Targets:	<b>57%</b>
	2019 Accountability Percentile:	<b>62</b>

*Finding: Hilltown did not meet gap narrowing goals in 2016. In 2017, schools such as Hilltown that administered the Next-Generation MCAS assessment in grades 3 through 8 were not assigned gap narrowing goals. In 2018, Hilltown partially met targets for indicators included in the new statewide accountability system. In 2019, Hilltown 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 Hilltown 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
<b>Level 2:</b> Not meeting gap narrowing goals	<b>No Level:</b> Students in this school participated in 2017 Next-Generation MCAS tests	<b>Not requiring assistance or intervention:</b> Partially meeting targets  <b>Progress Toward Improvement Targets:</b> 59%	<b>Not requiring assistance or intervention:</b> Substantial progress toward targets  <b>Cumulative Progress Toward Improvement Targets:</b> 57%

*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
87	-

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
60	62

*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.

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	54	49	502.1	499.0	60	51	504.0	500.5	66	52	504.4	501.2
Grades 3-8 Mathematics	51	48	500.8	498.8	56	48	501.6	498.4	55	49	501.2	499.2
Grade 5 Science									68	49	504.9	498.9
Grade 8 Science									67	46	505.6	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 5 Science and Tech/Eng	88.6	76.4	88.0	75.3	86.9	76.5		
Grade 8 Science and Tech/Eng	88.1	71.3	92.0	70.6	70.3	68.3		

*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.

Student Growth Percentile				
Grade and Subject	MCAS	Next-Generation MCAS		
	Median SGP		Average SGP	
	2016	2017	2018	2019
Grades 3-8 English Language Arts	59.0	51.5	53.6	52.3
Grades 3-8 Mathematics	58.0	51.0	49.6	48.7

**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<sup>14</sup>:*

Almost all classroom environments were conducive to learning.

- During the renewal inspection, the renewal inspection team observed 17 classrooms, 15 of which were conducive to learning. In these classrooms, site visitors observed respectful relationships and discourse between teachers and students, efficient and effective redirections, well-organized classrooms with routines in place, physically and emotionally safe environments, and teachers soliciting student input on resolving a classroom issue.
- In the two classrooms that were not conducive to learning, teachers did not redirect students who were not meeting expectations. Site visitors observed students frequently interrupting each other, a student swearing, and a disrespectful interaction between students.

<sup>14</sup> 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 is in the process of creating a comprehensive data-based system to effectively identify all students' strengths and needs for academic and social-emotional development.

- Hilltown uses the Iowa Test of Basic Skills annually to assess the reading, mathematics, and language skills of students in grades 3 through 8, Fountas and Pinnell benchmark assessments to assess the reading skills of students in grades K through 3, and internally created writing and mathematics assessments for all students. School leaders reported they disaggregate this screening data by a variety of subgroups, such as ethnicity, gender, and disability.
- School leaders and teachers reported, and documents confirm, the school began using the FastBridge screeners with students in grade 6 during the 2019-20 school year to assess performance in reading, mathematics, and social-emotional skills. FastBridge assessments will be expanded to include all students during the 2020-21 school year.

The school is working to develop and document a tiered support model that effectively addresses the strengths and needs of all students.

- According to documents and school leader and teacher focus groups, the school is continuing to develop a Response to Intervention (RTI) process for addressing the needs of all students. School leaders and teachers reported the school's RTI process is still in development. Teachers reported Hilltown received support as a Model Demonstration School<sup>15</sup> during 2016-17 and 2017-18 school years and has also worked with a few consultants over the charter term to develop a system to support all students. Teachers reported, and board minutes show, that this is an area of growth for the school since the process is not understood by all stakeholders. However, teachers reported there has been more progress towards developing the RTI process this year. Teachers added that the FastBridge data will enable the school to create more measurable goals for students and to assess progress towards meeting those goals at multiple points throughout the year.
- School leaders reported the director of teaching and learning and the director of student supports are developing a structure to clarify the RTI process for students in need of support. School leaders described a process that is not yet fully developed and only one teacher could describe the RTI process during the interview. The school submitted documents that describe some aspects of the RTI process, including information about supports and interventions the school provides and who is included in the RTI team. However, these documents did not include information about the process of how the school uses data to support students, information about how the school implements its tiered intervention system, or a description

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<sup>15</sup> As part of the [MA Charter School Collaborative Access Network](#) with a goal of supporting charter schools in achieving enhanced student outcomes.

of the process for referring a student for special education services, outside of a parent request.

- The school submitted documents that outline potential supports and interventions the school may consider to help students, although the process for deciding on Tier 2 and Tier 3 supports and assessing if the implemented supports are successful is unclear and not documented. Tier 1 supports include small group instruction, behavioral expectations identified and taught, reference materials on classroom walls, and student support personnel teaching lessons related to social and emotional learning for all students. Tier 2 supports available to students include small group instruction, before or after school support, social pragmatics groups, and quiet lunches. Tier 3 supports available to students may include 1:1 aides or special education services.
- During classroom observations, site visitors noted examples of supports for all learners in half (7 out of 14) of classrooms. The team observed examples of multiple teachers supporting students, teachers working with small groups and individuals, and teachers circulating to check in with students. Site visitors also noted examples of modified work, differentiated seating, repetition of directions by teachers and students, kinesthetic learning, and reference materials for students.
- In 7 of 14 classrooms, where instructional practices did not support all learners, site visitors observed little to no differentiation of student work and unclear roles for additional staff.
- Resources available to students include additional staff members in classrooms, counseling services, support groups, occupational therapy, speech, behaviorist services, and access to a school nurse. The school also has access to mathematics, reading, and writing curricula, audiobooks, dictation software, text-to-speech software, Google classrooms, laptops, and iPads. Teachers also receive professional development in trauma-informed teaching and Universal Design for Learning.

The school uses data to evaluate and modify its support programming to increase student success.

- The school submitted a special education self-evaluation based on the 2017-18 school year. The evaluation is aligned to Department guidance. The self-reflection identified areas of concern based on the 2018 MCAS results and how the school plans to address those concerns for the 2018-19 school year. The school also reviewed special education referral data and a needs assessment from the special education parent advisory council (SEPAC) in 2017 and reported how the school plans to address concerns for the 2017-18 school year.
- The school identified lower growth in some grade levels and content areas based on student growth percentiles of students with disabilities (SWD) relative to their general education peers. The difference in scores between SWD and general education students was observed in grade 5 English language arts (ELA) and in grade 7 mathematics and ELA.
- Based on these results, the self-evaluation stated the school will conduct the following during the 2019-20 school year: secure an external reviewer to conduct a needs assessment related to the school's multi-tiered system of supports, adopt a universal screener for math, reading, and social-emotional behavior, include a greater amount of data related to tiered interventions and how to assess progress with interventions, review program areas related to writing in younger grades and social-emotional learning in all grades, monitor referral data based on new universal screening tool, share information with parents about the school's RTI process, conduct workshops for staff and parents on ADHD, executive functioning, resiliency and anxiety, hold transition meetings for parents of students in transitioning to grade 6, and vary SEPAC meeting nights and offer child care.

- The school did not enroll any English learners over the charter term; therefore, an English learner program self-evaluation is not required.

## 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.	● Meets

*Finding: Throughout the charter term, members of the Hilltown board have been active and involved in their roles as public agents, providing competent and appropriate governance and oversight of the school.*

- During a visit in Year 22 and during the renewal inspection, site visitors found evidence of board members being actively engaged in fulfilling their legal responsibilities and obligations to the school. The board meets regularly and has several active committees.
- During a visit in Year 22 and during the renewal inspection, 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. During the charter term, the board hired a new director of administration and a new director of teaching and learning and used a collaborative hiring process that involved a variety of school stakeholders. The board also reported they met the goals of the current strategic plan and are in the process of assembling a committee to start creating a new strategic plan.

*Evidence gathered and reviewed as part of the renewal inspection:*

The board of trustees fulfills its legal and fiduciary responsibility to the school.

- The board currently has 9 members, within the range of 7 to 15 members permitted by the board’s bylaws.
- Board meeting minutes indicate that current board officers include a president, vice-president, treasurer, and clerk, as required by the bylaws.
- Board meeting minutes indicate that the board has four active committees: governance and board sustainability, finance, facilities, and personnel.
- Board bylaws require the board to meet at least quarterly in addition to holding an annual meeting in the spring. Board meeting minutes for the period July 2018 to July 2019 indicate the board met thirteen times, including an annual meeting.
- Board meeting minutes and committee meeting minutes consistently include the date and time of the meeting, board members present and absent, a record of decisions made and actions taken at each meeting, a summary of the discussion of each subject, and a list of documents and other exhibits used, all requirements of Open Meeting Law (OML). Board and committee meeting minutes do not consistently provide the location of the meeting.

- Board meeting minutes include evidence that the board approved appropriate school documents and policies, including the school calendar, staff salaries, health care, workers' compensation, and maternity leave.
- The board demonstrates oversight of the school's progress towards meeting academic goals and alignment with the mission primarily through the reports it receives from the director of teaching and learning at board meetings. The director of teaching and learning shares academic performance data and student indicator data. Board meeting minutes indicate the board reviews disaggregated data by subgroups such as race, gender, and students with disabilities.
- Board meeting minutes include evidence that the board conducted and approved an evaluation of the school's director of administration and the director of teaching and learning during the 2018-19 school year. The director of community and family engagement did not receive an evaluation during the 2018-19 school year. School leaders reported this process included goal setting, receiving feedback from committee chairs, and a review of survey information. Board members also reported that the president and vice president of the board conduct interviews with the directors, staff who report to the directors, and parents. Board meeting minutes indicate, and school leaders reported, surveys were also sent to the board of trustees, committees, and school staff to assess the school leaders' performance. The president and vice-president of the board shared a written report to the board based on evidence for approval. Board meeting minutes showed, and board members reported, they are working to differentiate full-scale evaluations and smaller-scale evaluations and the evaluation schedule for the school's three directors.
- Board meeting minutes indicate the board engages in governance tasks rather than management of day-to-day operations at the school.
- The board oversees the school's financial health with the support of the finance committee. The finance committee reports to the board at every meeting and provides quarterly financial reports. Board meeting minutes include evidence of discussions related to the school's finances, as well as evidence that the board reviewed the FY20 school budget.

The board of trustees fosters a culture of collaboration.

- Board meeting minutes include evidence that the board seeks and frequently receives input from school stakeholders, including staff and families. For more information on how the board collaborates with families, see *Criterion 1: Mission and Key Design Elements* above.
- Board meeting minutes include a record of decisions made and actions taken by the board. Board meeting minutes also include evidence that the board uses a consensus process for deliberation, both in committee meetings and in meetings of the full board, prior to making decisions.
- Board meeting minutes include evidence that meetings foster open, deliberate, and thorough discussions. As required by OML, meeting minutes include a summary of the discussions of each subject.

The board of trustees engages in strategic and continuous improving planning.

- Board members reported their current strategic plan for 2013 to 2023 has been accomplished and that they and are in the initial stages of developing a sub-committee to create a new strategic plan. Board members identified a few priorities that may be incorporated in the

plan, including increasing the diversity of students and staff and maintaining the school building.

- The board has an informal succession plan for board members. Board members reported they are working to develop a more established and consistent process for succession of board leadership. Currently, the typical progression is a member of the governance committee becomes the vice president and then the president.
- The board has a succession plan for school leaders. The board hired a new director of administration in 2017. The board created a hiring committee, advertised the position, and conducted interviews, which included parents and teachers who also made recommendations to the hiring committee. The board reported they made changes to increase the transparency of this process and formalized aspects of the selection process, including identifying a hiring committee to lead the hiring process and explicitly outlining next steps if there are no viable candidates.
- Board members described processes for recruiting, selecting, and training new members. Prospective members first join a committee to learn more about the board. Interested candidates are then interviewed and approved at the board's annual meeting. After the vote, new members begin the school's onboarding process.



**APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE**

**Faithfulness to Charter**

	Charter Term Performance				Evidence
	M (Met)	NM (Not Met)	Year 1	Year 2	
<p><b>Objective:</b> Hilltown will cultivate a strong sense of community among students, staff, and families.</p>					
<p><b>Measure:</b> 90% of families who respond to the annual satisfaction survey will report that there exists a strong sense of community among students, staff, and families. At least 40% of families will complete the survey.</p>					
<p>According to the school's Application for Renewal and annual reports, the school met this measure all four years this charter term.</p>					
<p>2018-19: 93% of families responded positively to questions about community. 40% of families participated in the survey.</p>					
<p>2017-18: 90% of families responded positively to questions about community. 43% of families participated in the survey.</p>					
<p>2016-17: 95% of families responded positively to questions about community. 42% of families participated in the survey.</p>					
<p>2015-16: 97% of families responded positively to questions about community. 50% of families participated in the survey.</p>					
<p><b>Objective:</b> Hilltown will involve parents/guardians as partners in the education of their children.</p>					

Hilltown Cooperative Charter Public School  
Summary of Review

<p><b>Measure:</b> 100% of families will be actively involved in the school through membership in its consensus based governing structures, participation in community meetings, and/or participation in the activities in its classrooms.</p>	<p>NM</p>	<p>M</p>	<p>M</p>	<p>M</p>	<p>According to the school's Application for Renewal and annual reports, the school met this measure three of four years this charter term.</p> <p>2018-19: 100%</p> <p>2017-18: 100%</p> <p>2016-17: 100%</p> <p>2015-16: 97%</p>
<p><b>Objective:</b> The HCCPS board of trustees implements the governance and leadership structure as defined in the charter application and any subsequent approved amendment(s).</p>					
<p><b>Measure:</b> Board of Trustees decisions will be made using a consensus model of decision making at least 90% of the time as indicated in Board minutes. Majority votes will only be taken if consensus cannot be reached in a timely manner.</p>	<p>M</p>	<p>M</p>	<p>M</p>	<p>M</p>	<p>According to the school's Application for Renewal and annual reports, the school met this measure all four years this charter term as measured through board meeting minutes over the four years of the charter term.</p>
<p><b>Objective:</b> Students will develop strong foundational skills.</p>					
<p><b>Measure:</b> Each grade, 3-8, will score in the top quartile annually in the tested areas of reading, math, language, and Core Total on the Iowa Test of Basic Skills.</p>	<p>NM</p>	<p>NM</p>	<p>NM</p>	<p>NM</p>	<p>According to the school's Application for Renewal and annual reports, the school did not meet this measure any of the years this charter term. Each grade scored in the top quartile in some but not all tested areas.</p> <p>2018-19: Grades 3 and 6 scored in the top quartile in reading; grades 4 and 8 scored in the top quartile in reading and core total; grade 5 scored in the top quartile in reading, math, and core total; grade 7 scored in the top quartile in reading, language, and core total.</p> <p>2017-18: Grade 3 and 7 scored in the top quartile in reading, language, and core total; grade 4 scored in the top quartile in all subjects and core total; grade 5 scored in the top quartile in reading, math, and core total; grade 6 scored in the top quartile in reading, language, and core total.</p>

Hilltown Cooperative Charter Public School  
Summary of Review

					<p>the top quartile in reading; and grade 8 did not score in top quartile in any subjects or core total.</p> <p>2016-17: Grade 3 scored in the top quartile in reading; grade 4, 5, and 8 scored in the top quartile in all subjects and core total; and grade 6, 7 scored in the top quartile in reading, language, and core total.</p> <p>2015-16: Grade 3, 4, 7, and 8 scored in the top quartile in all subject areas and core total; grade 5 scored in the top quartile in reading, math and core total; and grade 6 in reading.</p>
<p><b>Measure:</b> 90% of all 4th graders will test at or above grade level in the area of reading on the Iowa Test of Basic Skills.</p>	M	M	M	M	<p>According to the school's Application for Renewal and annual reports, the school met this measure all four years this charter term. Students scored between 6.1 and 6.4 in reading from 2015 to 2019, indicating that students are reading at sixth grade reading level.</p>
<p><b>Measure:</b> 80% of all students in grades K-3 will annually gain at least one previously defined level on the HCCPS reading, writing and math assessment.</p>	M	M	M	NM	<p>According to the school's Application for Renewal and annual reports, the school met this measure three of four years this charter term. The following numbers represent the percentages of students who gained at least one level on each of these assessments.</p> <p>2018-19: Reading 73%; Math 95%; Writing 75%</p> <p>2017-18: Reading 80%; Math 99%; Writing 84%</p> <p>2016-17: Reading 94%; Math 100%; Writing 81%</p> <p>2015-16: Reading 85%; Math 96%; Writing 85%</p>
<p><b>Measure:</b> 80% of all students in grades 4-8 will score in the pre-determined proficiency level on the HCCPS writing and math.</p>	NM	NM	M	M	<p>According to the school's Application for Renewal and annual reports, the school met this measure two of four years this charter term. The following numbers represent the percentages of students who scored in the pre-determined proficiency level.</p>

Hilltown Cooperative Charter Public School  
Summary of Review

					2018-19: Math 84.5%; Writing 95% 2017-18: Math 85%; Writing 81% 2016-17: Math 91%; Writing 76% 2015-16: Math 91%; Writing 74%
<b>Objective:</b> Hilltown graduates will demonstrate academic competency in an area of individual interest.					
<b>Measure:</b> Each Grade 8 student will design, develop, and present an independent interdisciplinary culminating project in a personal area of interest. This will demonstrate research, writing, and presentation skills learned from the HCCPS experience.	M	M	M	M	According to the school's Application for Renewal and annual reports, the school met this measure all four years this charter term. Each year, 100 percent of grade 8 students completed this project.
<b>Measure:</b> 100% of these students will achieve a passing score on the Grade 8 culminating project rubric.	M	M	M	M	According to the school's Application for Renewal and annual reports, the school met this measure all four years this charter term. Each year, 100 percent of grade 8 students achieved a passing score on the project rubric.

**Dissemination**

	<b>Charter Term Performance</b> M (Met) NM (Not Met)				<b>Evidence</b>
	Year 1	Year 2	Year 3	Year 4	
<b>Objective:</b> Hilltown will share best practices with the local educational communities.					
<b>Measure:</b> The school will host monthly after school programs detailing a specific aspect of curriculum or school design. Programs will be offered to teachers, parents, and interested community members.	NM	NM	NM	NM	According to the school's Application for Renewal and annual reports, the school met this measure three of four years this charter term. 2018-2019: 3 workshops offered

Hilltown Cooperative Charter Public School  
Summary of Review

					<p>2017-2018: 2 workshops offered 2016-2017: 4 workshops offered 2015-2016: The school moved facilities and workshops were not offered.</p>
<p><b>Measure:</b> The school will partner with an area college or university to develop a model program for training teachers.</p>	M	M	M	M	<p>According to the school's Application for Renewal and annual reports, the school met this measure all four years this charter term. Each year, the school partnered with Mount Holyoke and Smith College to develop a model program for training teachers.</p>

## 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<sup>16</sup>. 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<sup>17</sup>, 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 **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<sup>18</sup> enrollment percentage of all comparison schools;
- a dotted **dark orange** line for the first quartile<sup>19</sup> enrollment percentage of all comparison schools;

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<sup>16</sup> 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.

<sup>17</sup> 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/info/services/data/ed.html> for important information about the "Economically Disadvantaged" category.

<sup>18</sup> The midpoint value of all comparison schools. This is derived using Microsoft Excel's MEDIAN function.

<sup>19</sup> 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<sup>20</sup>;
- a dotted pink line for the Gap Narrowing Target (GNT)<sup>21</sup>; 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.

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<sup>20</sup> 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.

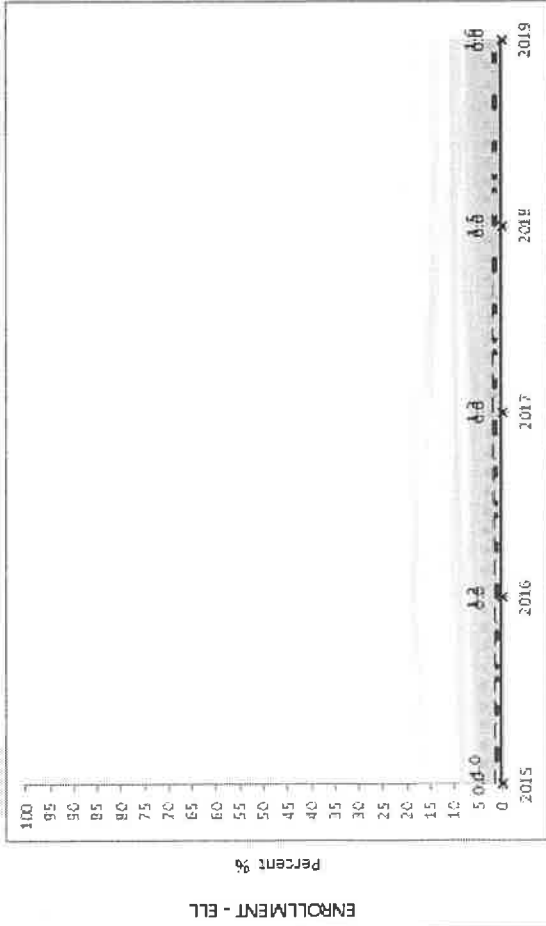
<sup>21</sup> The Gap Narrowing Target (GNT) refers to the halfway point between the school's baseline rate (which is the rate in the 2010-11 school year, or the first year enrollment data is collected if after 2010-11,) and the current Comparison Index (the "target"). The object is to meet this halfway point by the 2016-17 school year (or in a later year if baseline is after 2010-11), giving the school six years to do so. For a school to be on schedule to meet its GNT, an incremental increase must be met annually. To determine this increment, the following equation is used:  $[(\text{Comparison Index} - \text{Baseline}) / 2] / 6 \text{ years} = \text{Annual GNT}$ .

Hilltown Cooperative Charter Public School - East Hampton - Est. 1995 (Max Grade Span: K-08)

English Language Learners  
% Enrolled

	2015	2016	2017	2018	2019
Charter School	0.0	0.0	0.0	0.0	0.0
Statewide Average	8.5	9.0	9.5	10.2	10.5
No District Selected (District)					
Grades served per year	K-8	K-8	K-8	K-8	K-8

Median	0.8	0.7	1.2	1.4	1.6
First Quartile	0.0	0.0	0.0	0.0	0.0
Comparison Index	1.0	1.2	1.3	1.5	1.6
Gap Narrowing Target (GNT)	0.9	1.0	1.1	1.2	1.3

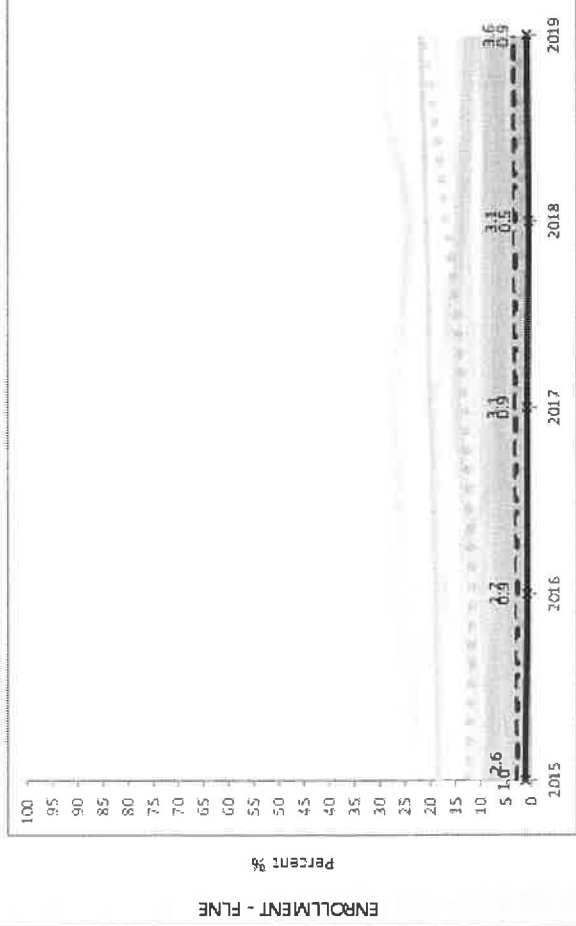


Legend: Charter School, Statewide Avg, District, Median, First Quartile, Comp District Schools, GNT

First Language Not English  
% Enrolled

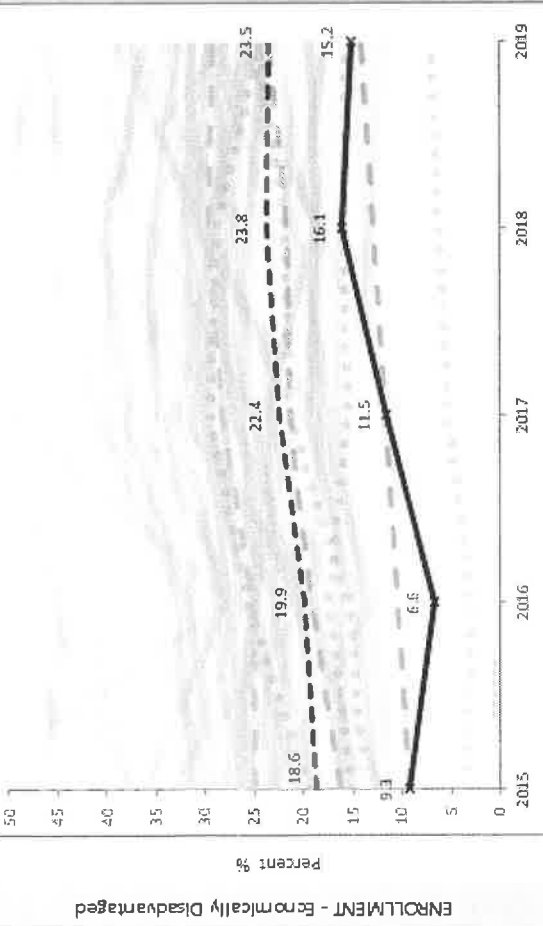
	2015	2016	2017	2018	2019
Charter School	1.0	0.9	0.9	0.5	0.9
Statewide Average	18.5	19.0	20.1	20.9	21.9
No District Selected (District)					
Grades served per year	K-8	K-8	K-8	K-8	K-8

Median	2.1	2.3	2.3	2.6	2.5
First Quartile	0.7	0.5	0.7	0.7	1.0
Comparison Index	2.6	2.7	3.1	3.1	3.6
Gap Narrowing Target (GNT)	2.0	2.2	2.4	2.6	2.8





### Hilltown Cooperative Charter Public School - East Hampton - Est. 1995 (Max Grade Span: K-08)



### Economically Disadvantaged

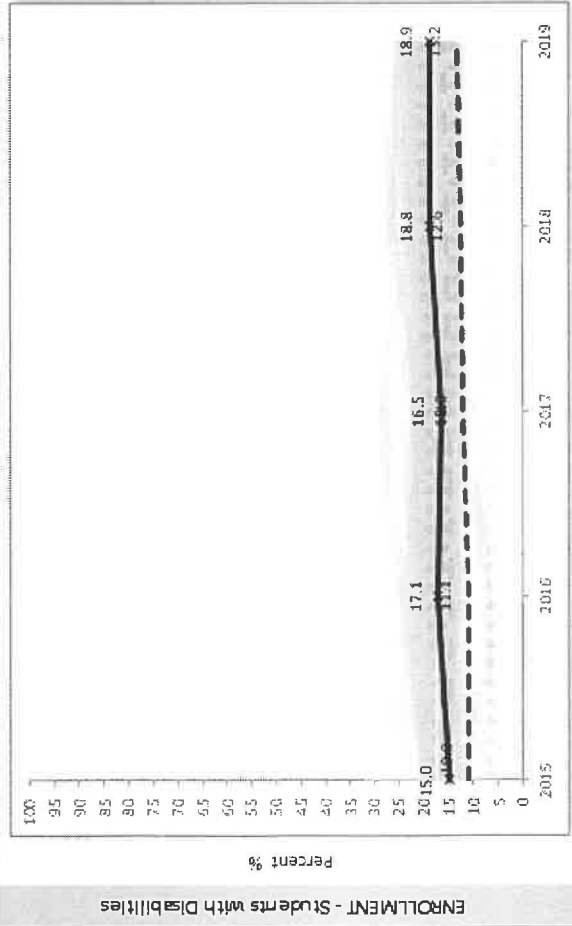
(Low Income was used prior to 2015-2016)

% Enrolled

	2015	2016	2017	2018	2019
Charter School	9.3	6.6	11.5	16.1	15.2
Statewide Average	26.3	27.4	30.2	32.0	31.2
No District Selected (District)					
Grades served per year	K-8	K-8	K-8	K-8	K-8

Median	24.9	25.2	28.2	29.6	29.2
First Quartile	16.3	19.1	21.3	21.7	23.6
Comparison Index	18.6	19.9	22.4	23.8	23.5
Gap Narrowing Target (GNT)	9.3	10.5	11.7	12.9	14.0

Legend: Charter School, Statewide Avg, District, Median, First Quartile, Comparison Index, GNT, Comp. Charter Schools, Comp. District Schools



### Students with Disabilities

% Enrolled

	2015	2016	2017	2018	2019
Charter School	15.0	17.1	16.5	18.8	18.9
Statewide Average	17.1	17.2	17.4	17.7	18.1
No District Selected (District)					
Grades served per year	K-8	K-8	K-8	K-8	K-8

Median	16.5	16.9	17.9	18.2	19.1
First Quartile	15.1	14.6	15.1	15.5	16.0
Comparison Index	10.8	11.1	12.0	12.6	13.2
Gap Narrowing Target (GNT)					

## STUDENT INDICATORS

The graphs include comparison data for the following indicators: attrition rate<sup>22</sup> for all students, attrition rate for students in the high needs subgroup<sup>23</sup>, in-school suspension rate, out-of-school suspension rate, attendance, retention rate<sup>24</sup>, four-year graduation rate (if applicable), dropout rate, stability rate<sup>25</sup> 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 **black** line representing the charter school;
- a solid **green** line for the statewide average;
- a solid **blue** line for the comparison district average<sup>26</sup>;
- a dotted **orange** line for the median<sup>27</sup> percentage of all comparison schools;
- a dotted **dark orange** line for the first quartile<sup>28</sup> 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).

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<sup>22</sup> 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.

<sup>23</sup> 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.

<sup>24</sup> The percentage of enrolled students in grades 1-2 who were repeating the grade in which they were enrolled the previous year.

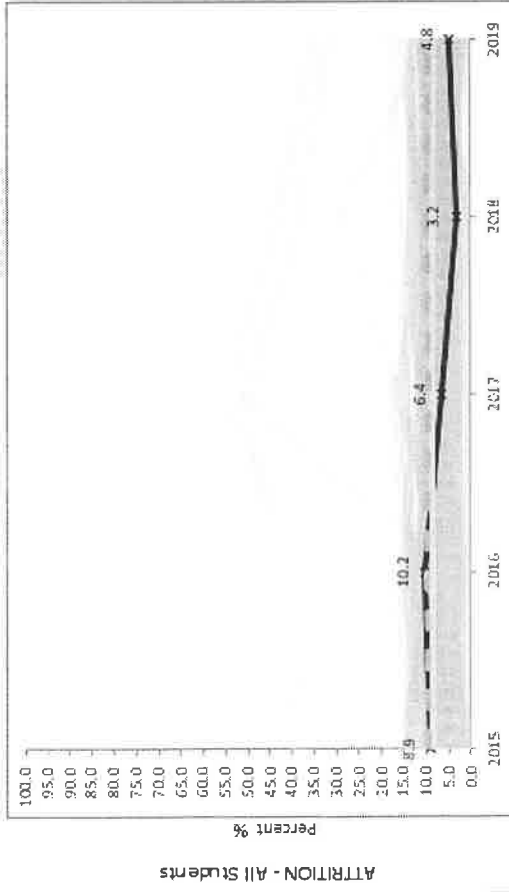
<sup>25</sup> The Stability Rate measures how many students remain in a district or school throughout the school year.

<sup>26</sup> District percentages are not included for attrition since attrition at the district level cannot be reasonably compared to attrition at the school level.

<sup>27</sup> The midpoint value of all comparison schools. This is derived using Microsoft Excel's MEDIAN function.

<sup>28</sup> 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.

Hilltown Cooperative Charter Public School - East Hampton - Est. 1995 (Max Grade Span: K-08)

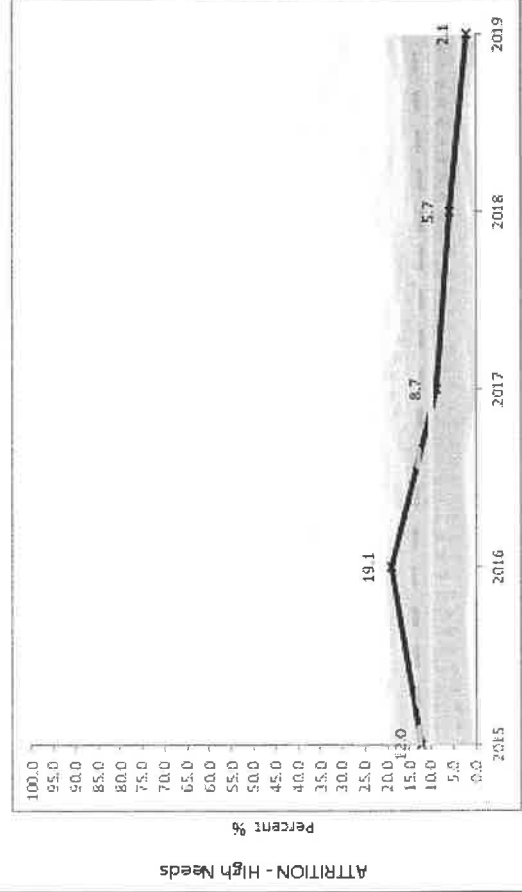


All Students  
Attrition %

	2015	2016	2017	2018	2019
Charter School	8.9	10.2	6.4	3.2	4.8
Statewide Average	8.7	8.7	8.5	8.6	8.4
Grades served per year	K-8	K-8	K-8	K-8	K-8

	2015	2016	2017	2018	2019
Median	6.9	7.3	6.8	6.5	6.8
Third Quartile	9.4	10.1	9.3	9.8	9.4

Legend: Charter School (solid line), Statewide Average (dashed line), Median (dotted line), Third Quartile (dash-dot line), Comp. District Schools (shaded area)

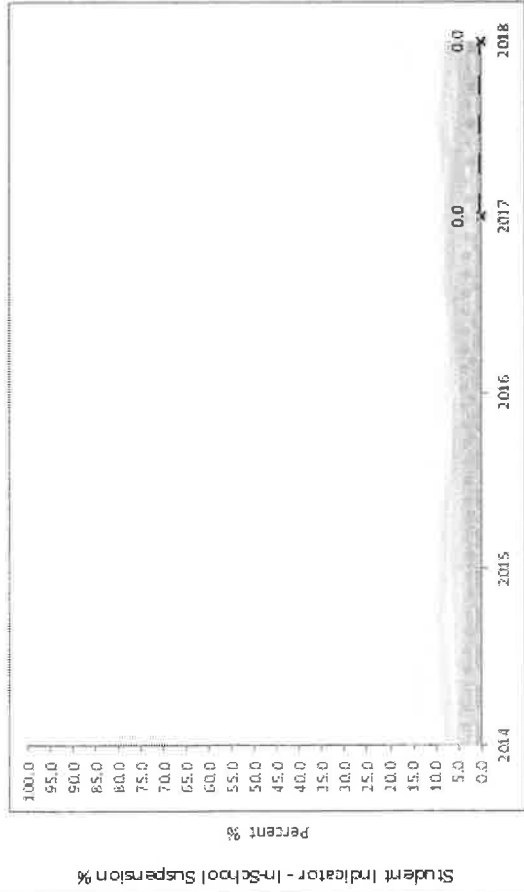


High Needs  
Attrition %

	2015	2016	2017	2018	2019
Charter School	12.0	19.1	8.7	5.7	2.1
Statewide Average	10.0	10.1	10.0	10.1	9.9
Grades served per year	K-8	K-8	K-8	K-8	K-8

	2015	2016	2017	2018	2019
Median	8.5	10.1	8.9	8.6	8.8
Third Quartile	12.7	13.9	12.4	12.2	13.8

Hilltown Cooperative Charter Public School - East Hampton - Est. 1995 (Max Grade Span: K-08)

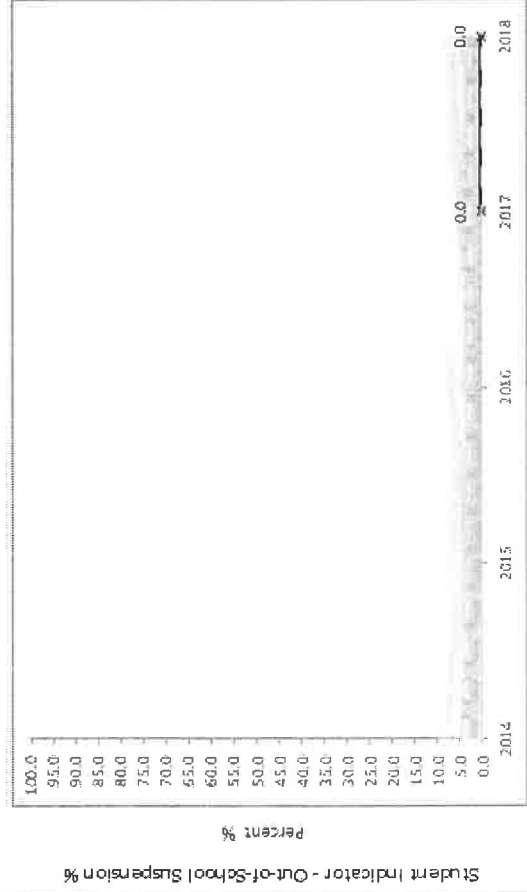


In-School Suspension %

	2014	2015	2016	2017	2018
Charter School					
Statewide Average	2.1	1.8	1.9	1.7	1.8
No District Selected (District)	K-8	K-8	K-8	K-8	K-8
Grades served per year					

Median	2.7	2.2	1.6	0.0	0.0
First Quartile	0.8	0.8	0.5	0.0	0.0



Out-of-School Suspension %

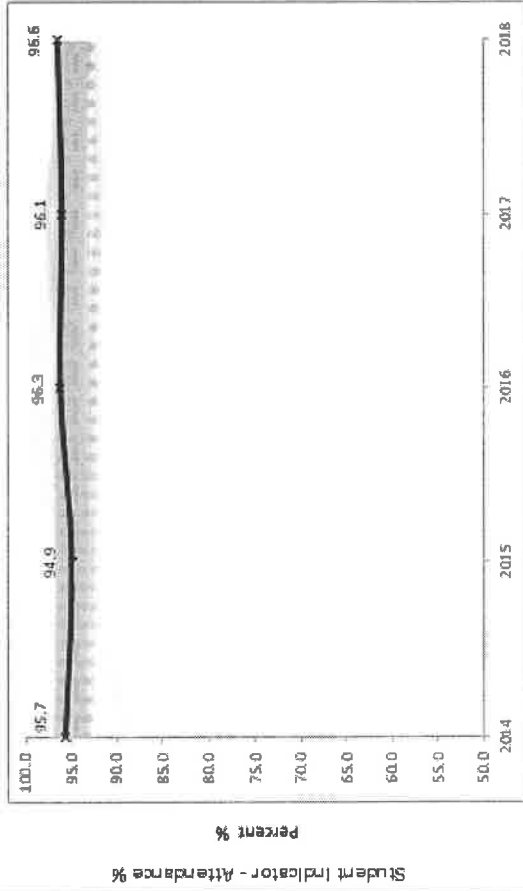
	2014	2015	2016	2017	2018
Charter School					
Statewide Average	3.9	2.9	2.9	2.8	2.9
No District Selected (District)	K-8	K-8	K-8	K-8	K-8
Grades served per year					

Median	2.8	2.5	1.6	0.0	0.0
First Quartile	1.9	1.1	0.9	0.0	0.0

Hilltown Cooperative Charter Public School - East Hampton - Est. 1995 (Max Grade Span: K-08)

Attendance %

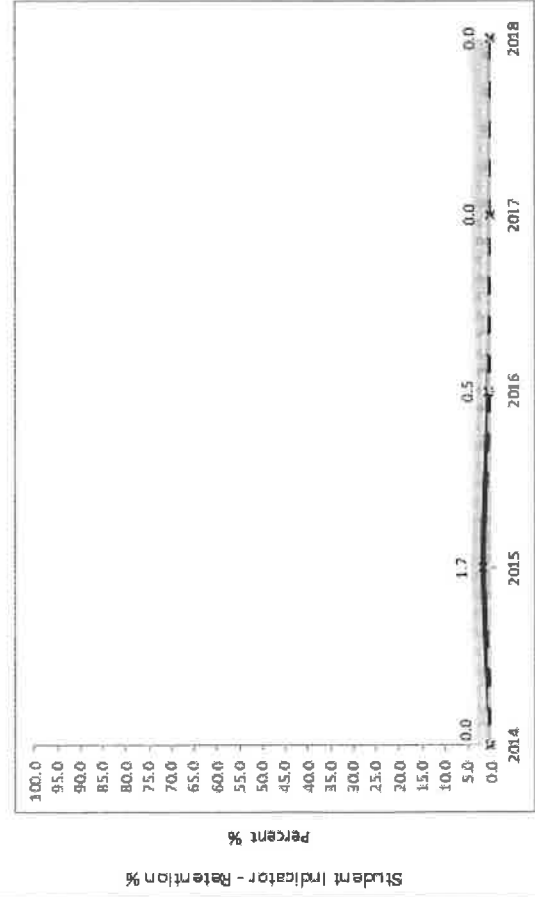


	2014	2015	2016	2017	2018
Charter School	95.7	94.9	96.3	96.1	96.6
Statewide Average	94.9	94.7	94.9	94.6	94.6
No District Selected (District)					
Grades served per year	K-8	K-8	K-8	K-8	K-8

Median	95.5	95.4	95.4	95.1	95.2
First Quartile	94.6	94.5	94.7	94.5	94.4

Retention %

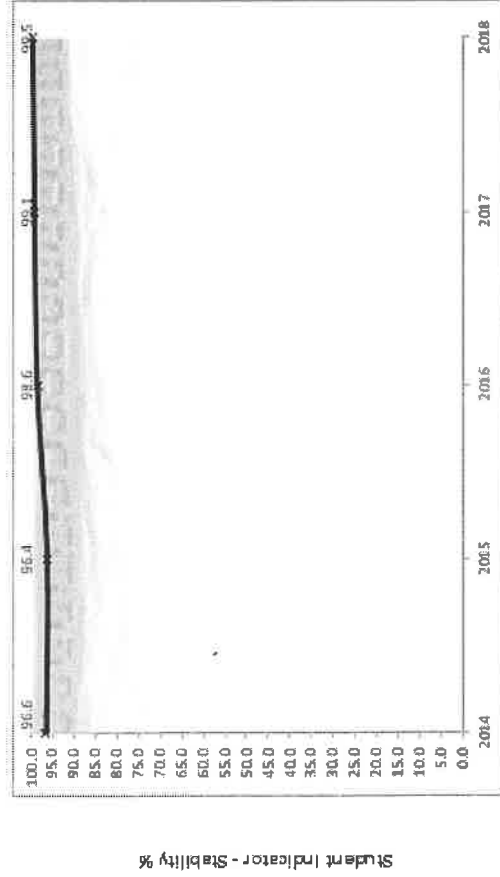


	2014	2015	2016	2017	2018
Charter School	0.0	1.7	0.5	0.0	0.0
Statewide Average	1.6	1.5	1.5	1.3	1.3
No District Selected (District)					
Grades served per year	K-8	K-8	K-8	K-8	K-8

Median	0.2	0.0	0.0	0.0	0.0
First Quartile	0.0	0.0	0.0	0.0	0.0

Hilltown Cooperative Charter Public School - East Hampton - Est. 1995 (Max Grade Span: K-08)



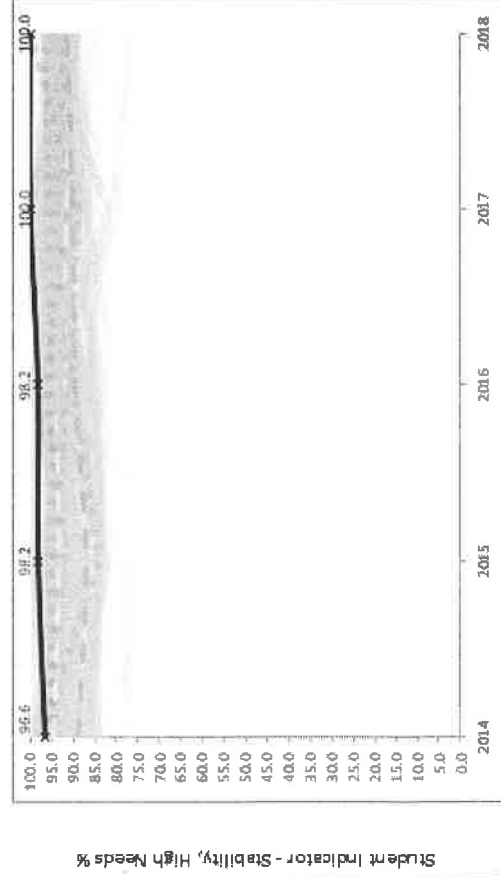
All students  
Stability Rate%

	2014	2015	2016	2017	2018
Charter School	96.6	96.4	98.6	99.1	99.5
Statewide Average	96.2	95.7	95.9	94.7	92.4
No District Selected (District)					
Grades served per year	K-8	K-8	K-8	K-8	K-8

Median	95.4	94.5	94.8	95.8	95.7
First Quartile	91.5	91.0	93.1	93.2	93.6

Legend: Charter School, Statewide Avg, District, Median, First Quartile, Comp. District Schools



High Needs  
Stability Rate%

	2014	2015	2016	2017	2018
Charter School	96.6	98.2	98.2	100.0	100.0
Statewide Average	94.4	93.3	93.6	91.4	90.5
No District Selected (District)					
Grades served per year	K-8	K-8	K-8	K-8	K-8

Median	93.7	91.9	93.4	93.1	93.6
First Quartile	88.8	86.9	89.5	90.1	91.4

## APPENDIX C: STUDENT PERFORMANCE

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

### OVERALL RESULTS

Overall progress toward improvement targets

	2018	2019
Annual criterion-referenced target percentage	59%	56%
Weight	40%	60%
Cumulative criterion-referenced target percentage (2018 x 40%) ÷ (2019 x 60%)	57%	
	Substantial progress toward targets	

2019 Points awarded

2019 Progress toward improvement targets		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	2	4	-	2	4	-
	Mathematics achievement	1	4	-	2	4	-
	Science achievement	4	4	-	-	-	-
	<b>Achievement total</b>	<b>7</b>	<b>12</b>	<b>67.5</b>	<b>4</b>	<b>8</b>	<b>67.5</b>
Growth	English language arts growth	3	4	-	2	4	-
	Mathematics growth	2	4	-	2	4	-
	<b>Growth total</b>	<b>5</b>	<b>8</b>	<b>22.5</b>	<b>4</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	<b>Additional indicators total</b>	<b>3</b>	<b>4</b>	<b>10.0</b>	<b>4</b>	<b>4</b>	<b>10.0</b>
Weighted total		6.2	10.3	-	4.0	7.6	-
Percentage of possible points		60%			53%		
Criterion-referenced target percentage		-			56%		

2018 Points awarded

2018 Progress toward improvement targets		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	4	4	-
	Mathematics achievement	2	4	-	2	4	-
	Science achievement	0	4	-	-	-	-
	<b>Achievement total</b>	<b>5</b>	<b>12</b>	<b>67.5</b>	<b>6</b>	<b>8</b>	<b>67.5</b>
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	2	4	-	2	4	-
	<b>Growth total</b>	<b>5</b>	<b>8</b>	<b>22.5</b>	<b>5</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	1	4	-
	Advanced coursework completion	-	-	-	-	-	-
	<b>Additional indicators total</b>	<b>4</b>	<b>4</b>	<b>10.0</b>	<b>1</b>	<b>4</b>	<b>10.0</b>
Weighted total		4.9	10.3	-	5.3	7.6	-
Percentage of possible points		48%			70%		
Criterion-referenced target percentage		-			59%		

**RESULTS FOR STUDENTS IN THE HIGH NEEDS SUBGROUP**

High needs ▾

Overall progress toward improvement targets

	2018	2019
Annual criterion-referenced target percentage	16%	83%
Weight	40%	60%
<b>Cumulative criterion-referenced target percentage</b> (2018 x 40%) + (2019 x 60%)	56%	
	Substantial progress toward targets	

2019 Points awarded

2019 Progress toward improvement targets		High needs Subgroup (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-
	Mathematics achievement	4	4	-
	Science achievement	-	-	-
	<b>Achievement total</b>	<b>8</b>	<b>8</b>	<b>67.5</b>
Growth	English language arts growth	2	4	-
	Mathematics growth	2	4	-
	<b>Growth total</b>	<b>4</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	<b>English language proficiency total</b>	<b>-</b>	<b>-</b>	<b>-</b>
	Chronic absenteeism	0	4	-
Additional indicators	Advanced coursework completion	-	-	-
	<b>Additional indicators total</b>	<b>0</b>	<b>4</b>	<b>10.0</b>
Weighted total		8.3	7.6	-
Percentage of possible points		83%		-
2019 Annual criterion-referenced target percentage		83%		-

2018 Points awarded

2018 Progress toward improvement targets		High needs Subgroup (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-
	Mathematics achievement	0	4	-
	Science achievement	-	-	-
	<b>Achievement total</b>	<b>0</b>	<b>8</b>	<b>67.5</b>
Growth	English language arts growth	2	4	-
	Mathematics growth	2	4	-
	<b>Growth total</b>	<b>4</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	<b>English language proficiency total</b>	<b>-</b>	<b>-</b>	<b>-</b>
	Chronic absenteeism	3	4	-
Additional indicators	Advanced coursework completion	-	-	-
	<b>Additional indicators total</b>	<b>3</b>	<b>4</b>	<b>10.0</b>
Weighted total		1.2	7.6	-
Percentage of possible points		16%		-
2018 Annual criterion-referenced target percentage		16%		-



**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	504.1	504.4	0.3	505.1	150	2	Improved Below Target
Lowest Performing	485.0	487.2	2.2	489.1	29	2	Improved Below Target
High needs	488.0	490.0	2.0	489.2	47	4	Exceeded Target
Econ. Disadvantaged	487.7	486.3	-1.4	488.7	22	0	Declined
EL and Former EL	-	-	-	-	-	-	-
Students w/ disabilities	482.5	487.1	4.6	484.0	37	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	1	-	-
Afr. Amer./Black	-	-	-	-	2	-	-
Hispanic/Latino	-	-	-	-	7	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	15	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	504.2	505.4	1.2	505.2	125	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	501.6	501.1	-0.5	502.9	153	1	No Change
Lowest Performing	481.3	483.0	1.7	485.0	29	2	Improved Below Target
High needs	487.0	489.3	2.3	488.3	48	4	Exceeded Target
Econ. Disadvantaged	487.9	491.8	3.9	489.4	23	4	Exceeded Target
EL and Former EL	-	-	-	-	-	-	-
Students w/ disabilities	483.4	484.5	1.1	485.5	37	2	Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	1	-	-
Afr. Amer./Black	-	-	-	-	2	-	-
Hispanic/Latino	-	-	-	-	7	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	16	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	502.3	502.2	-0.1	503.8	127	1	No Change

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	76.9	82.4	5.5	79.1	51	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	-	-	-	-	18	-	-
Econ. Disadvantaged	-	-	-	-	9	-	-
EL and Former EL	-	-	-	-	-	-	-
Students w/ disabilities	-	-	-	-	13	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	1	-	-
Afr. Amer./Black	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	1	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	6	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	81.4	80.8	-0.6	83.7	43	1	No Change

English language arts growth - Non-high school					About the Data
Group	2019 Mean SGP	N	Points	Reason	
All Students	52.3	123	3	Typical Growth - High	
Lowest Performing	49.5	28	2	Typical Growth - Low	
High needs	48.7	41	2	Typical Growth - Low	
Econ. Disadvantaged	-	18	-	-	
EL and Former EL	-	-	-	-	
Students w/ disabilities	51.6	32	3	Typical Growth - High	
Amer. Ind. or Alaska Nat.	-	-	-	-	
Asian	-	1	-	-	
Afr. Amer./Black	-	2	-	-	
Hispanic/Latino	-	5	-	-	
Multi-race, Non-Hisp./Lat.	-	11	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	
White	53.3	104	3	Typical Growth - High	

Hilltown Cooperative Charter Public School  
Summary of Review

Mathematics growth - Non-high school					About the Data
Group	2019 Mean SGP	N	Points	Reason	
All Students	48.7	129	2	Typical Growth - Low	
Lowest Performing	47.8	29	2	Typical Growth - Low	
High needs	48.8	43	2	Typical Growth - Low	
Econ. Disadvantaged	51.2	20	3	Typical Growth - High	
EL and Former EL	-	-	-	-	
Students w/ disabilities	47.5	33	2	Typical Growth - Low	
Amer. Ind. or Alaska Nat.	-	-	-	-	
Asian	-	1	-	-	
Afr. Amer./Black	-	2	-	-	
Hispanic/Latino	-	6	-	-	
Multi-race, Non-Hisp./Lat.	-	13	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	
White	49.3	107	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	3.5	5.6	2.1	2.2	198	3	Met Target	
Lowest Performing	10.3	3.4	-6.9	6.8	29	4	Exceeded Target	
High needs	4.9	6.8	1.9	2.3	59	0	Declined	
Econ. Disadvantaged	6.3	7.4	1.1	2.6	27	0	Declined	
EL and Former EL	-	-	-	-	-	-	-	
Students w/ disabilities	4.8	4.5	-0.3	1.5	44	3	Met Target	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	-	-	-	-	2	-	-	
Afr. Amer./Black	-	-	-	-	2	-	-	
Hispanic/Latino	-	-	-	-	7	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	25	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	3.8	4.9	1.1	2.4	162	3	Met Target	

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	155	151	97	Yes	1	156	154	99	Yes	1	52	52	100	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	46	47	48	48	18	18	114	113	99	Yes	1	
Econ. Disadvantaged	23	22	23	23	9	9	55	54	98	Yes	1	
EL and Former EL	-	-	-	-	-	-	-	-	-	-	-	
Students w/ disabilities	37	37	37	37	13	13	87	87	100	Yes	1	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	
Asian	1	1	1	1	1	1	3	-	-	-	-	
Afr. Amer./Black	2	2	2	2	-	-	4	-	-	-	-	
Hispanic/Latino	7	7	7	7	1	1	15	-	-	-	-	
Multi-race, Non-Hisp./Lat.	16	15	16	16	6	6	33	-	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	
White	129	126	130	128	44	44	303	298	98	Yes	1	

**APPENDIX D: FINANCE**

Hilltown Cooperative Charter Public School - East Hampton - Est. 1995							
5-Year Financial Summary							
Financial Metric	▲ Low Risk			◀ Moderate Risk		▶ Potentially High Risk	
	FY15	FY16	FY17	FY18	FY19	5 year AVG	FY19 MA AVG
<b>1. Current Ratio</b> <small>is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.</small>	▲ 3.8x	▲ 4.3x	▲ 3.5x	▲ 1.9x	▲ 1.1x	▲ 2.9x	▲ 3.6x
<b>2. Unrestricted Days Cash</b> <small>Indicates how many days a school can pay its expenses without another inflow of cash. Calculated as Cash and Cash Equivalents divided by [(Total Expenses-Depreciated Expenses)/365]. *Important Note: This is based on the current monthly tuition payment schedule.</small>	▲ 92	▲ 95	▲ 89	▲ 57	▲ 6	▲ 68	▲ 67
<b>3. Percentage of Program Paid by Tuition</b> <small>measures the percentage of the school's total expenses that are funded entirely by tuition. Calculated as (Tuition + In-Kind Contributions) divided by Total Expenses.</small>	▲ 93%	▲ 93%	▲ 92%	▲ 91%	▲ 91%	▲ 92%	▲ 91%
<b>4. Percentage of Program Paid by Tuition &amp; Federal Grants</b> <small>measures the percentage of the school's total expenses that are funded by tuition and federal grants. Calculated as (Tuition + In-Kind Contributions + Federal Grants) divided by Total Expenses.</small>	▲ 96%	▲ 95%	▲ 94%	▲ 92%	▲ 92%	▲ 94%	▲ 96%
<b>5. Percentage of Total Revenue Expended on Facilities</b> <small>measures the percentage of Total Revenue spent on Operation &amp; Maintenance and Non-Operating Financing Expenses of Plant. Calculated as Operation &amp; Maintenance plus Non-Operating Financing Expenses of Plant divided by Total Revenue.</small>	▲ 13%	▲ 14%	▲ 11%	▲ 9%	▲ 9%	▲ 11%	▲ 14%
<b>6. Change in Net Assets Percentage</b> <small>measures a school's cash management efficiency. Calculated as Change in Net Assets divided by Total Revenue.</small>	▲ 8.5%	▲ 3.4%	▲ 0.5%	▲ -0.6%	▲ -1.4%	▲ 2.1%	▲ 0.4%
<b>7. Debt to Asset Ratio</b> <small>measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as Total Liabilities divided by Total Assets.</small>	▲ 0.22x	▲ 0.19x	▲ 0.80x	▲ 0.80x	▲ 0.81x	▲ 0.56x	▲ 0.55x
Enrollment	193	211	218	218	217	210	586
Total Revenues	\$ 2,918,181	\$ 3,208,306	\$ 3,465,781	\$ 3,621,993	\$ 3,753,004	\$ 3,393,453	\$ 11,237,872
Total Expenditures	\$ 2,669,120	\$ 3,097,662	\$ 3,449,324	\$ 3,645,048	\$ 3,807,145	\$ 3,333,660	\$ 10,855,658
Total Net Assets	\$ 808,203	\$ 918,646	\$ 935,303	\$ 912,249	\$ 858,108	\$ 886,542	\$ 4,468,958
<b>Financial Metrics Comments from School (optional):</b>							
<b>Audit Indicator</b>	<b>FY15</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>Repeat Finding from FY18</b>	
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	

Hilltown Cooperative Charter Public School  
Summary of Review

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

- Hilltown Academic Performance: [Accountability/Assessment](#)
- Hilltown Accountability Plan Performance (2016-19)
- Hilltown Annual Reports (2016-19)
- Hilltown Board Minutes
- Hilltown Board Committee Minutes
- Hilltown Student Enrollment Data and Student Indicator Data: [DESE Charter Analysis and Review Tool \(CHART\)](#)
- Hilltown Recruitment and Retention Plans (2016-19)
- Hilltown Application for Renewal (2019)
- Renewal Inspection Evidence (2019)
- Hilltown Bylaws
- Hilltown Handbooks
- Hilltown Recruitment Materials
- Hilltown Translated Documents
- Hilltown District Curriculum Accommodation Plan (DCAP)
- Hilltown Newsletter to Families
- Hilltown Staff Roster
- Hilltown Staff Qualifications: [Education Personnel Information Management System \(EPIMS\)](#); [Educator Licensure and Renewal \(ELAR\)](#)
- Hilltown Strategic Plan
- [Hilltown Website](#)
- Hilltown Summary of Review (2015)
- 2016 Coordinated Program Review: [ELE CPR page](#); [Non-ELE CPR page](#)
- Year 22 Check-In Site Visit Report (2016)

## APPENDIX F: RENEWAL INSPECTION METHODOLOGY

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

- Benie Capitolin, 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 Hilltown Cooperative Charter School on September 24, 2019. The renewal inspection team (the team) held focus group interviews, conducted classroom observations, and reviewed documents and other information provided by the school as part of the renewal process<sup>29</sup>.

The team conducted interviews with the following stakeholder groups:

- Board of Trustees: 4, including the chair and three other trustees.
- School Leaders/Special Education/English as a Second Language (ESL) Administrators: 4, including the director of administration, the director of teaching and learning, the director of community and family engagement, and the student services coordinator.
- Teachers: 11, including teachers representing grades K through 8, and the following content areas: general education, special education, speech and language, and music.

The team conducted 17 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 K through 8 and in a variety of content areas, including humanities, mathematics, Spanish, ELA, art, reading, science, writing, morning meeting, and music. Team members also observed a learning strategies and ELA class for students with disabilities.

The renewal inspection schedule is included on the following page.

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<sup>29</sup> See the [Application for Renewal of a Public School Charter](#) and the [Renewal Inspection Protocol](#) for a complete listing of the documents and other information provided by schools as part of the renewal process.

**RENEWAL INSPECTION SCHEDULE**

September 24, 2019

Time	Benie Capitolin	Melissa Gordon
7:50-8:05	Team Meeting	
8:05-8:20	Orientation with School Leader	
8:20-9:20	Classroom Observations	Board of Trustees
9:20-10:00	Classroom Observations	
10:00-11:00	School Leaders & Administrators	
11:00-11:50	Classroom Observations	
11:50-12:50	Classroom Observations	Teachers
12:50-2:35	ESE Team Work Time	
2:35-2:50	Exit Meeting with School Leaders	



## Domain Directors Report to the Board of Trustees January, 2020

1. The latest projections for DESE show tuition payments to be about \$16,173 higher than we budgeted. Domain Council is looking to amend this year's budget and bring it to the February BOT meeting.
2. This year, we are conducting a weekend Admissions Open House on Saturday, January 25. More details will be discussed at the Board Meeting.
3. Progress Reports went out before Winter Break. In our third year with Rediker, the technology was significantly smoother.
4. Dr. Kay Saakvitne (Sock-quit-knee) will be offering an evening presentation for parents and teachers. Dr. Saakvitne is a clinical psychologist in private practice in Northampton, MA and on faculty at the Smith School of Social Work doctoral program. She is also a parent of a former HCCPS student and a former board member of the Northampton SPEDPAC. Her talk is about Adverse Childhood Experiences and how we can individually and collectively support students coming from chronic stress or trauma backgrounds.
5. Teachers are organizing special curriculum for our Martin Luther King Day Assembly, February mini courses, and an optional, local mathematics competition for 5<sup>th</sup>-8<sup>th</sup> grade girls.





HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

**Personnel Committee Meeting Minutes- December 18, 2019**

**Present:** Gaby Blaustein, Lara Ramsey, Kelly Woods, Dawn Reeseman, Nicole Grinaski, Liz Preston

**Regrets:** Dawn Reeseman

Topic	Discussion	Action
Salary Increase Formula	<p>We agree that median makes sense as a data point for comparing salaries because it shows the central tendencies and eliminates being pulled high or low by an outlier (as an average would).</p> <p>We consider our step system. It is a hidden bonus that our school counts all years of full teaching experience as a step on the scale. Can our school afford this over time? Definitely helped us make some of the hires we have made.</p> <p>Do we want to acknowledge extra credits (grad school, CCAGS)? Some other districts do.</p> <p>We offer stipends for extra initiatives, mini-courses, etc.</p> <p>Committee affirms our understanding of the way we currently prorate steps- we set a median 12<sup>th</sup> step and a median 1<sup>st</sup> step, divide by 11. We raise step 1 and step 12 by 1.5% or 1.75% and prorate difference.</p> <p>We will ask the finance committee if there are financial ramifications to the way we currently operate.</p>	<p>Lara will find out how much we have spent on PD in the last five years.</p> <p>Review step differences next time we meet.</p> <p>Clarify salary recommendation next time.</p> <p>Consider once again making a 1-year rec.</p> <p>Ask the Board to articulate why the Director's salaries are determined in a different way than staff salaries.</p> <p>Where is our salary policy written down?</p>
Next meeting time/date/location	January 22, 7:30, Lara's office	
Adjournment	8:25 a.m.	