



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Global Learning Charter Public School

Year 7

Targeted Site Visit Report

New Bedford, MA
December, 2013

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Charter School Performance Criteria

Global Learning Charter Public School

	Criteria	Rating
Faithfulness to Charter	<p>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.</p>	● Meets
Academic Program Success	<p>Student Performance The school consistently meets state student performance standards for academic growth, proficiency, and college and career readiness.</p>	● Falls Far Below
	<p>Program Delivery The school delivers an academic program that provides improved academic outcomes and educational success for all students.</p>	
	<p>Instruction The school staff has a common understanding of high quality instruction for all students. Instructional practices are consistently aligned to this common understanding and foster student engagement. Classroom environments are conducive to learning.</p>	● Meets
	<p>Assessment and Program Evaluation The school uses a balanced system of formative and benchmark assessments. The school regularly and systematically analyzes the quality and effectiveness of the program in serving all students using qualitative and quantitative evidence and modifies the program accordingly.</p>	● Partially Meets
	<p>Supports for Diverse Learners The school provides supports to meet the academic needs for all students, including but not limited to students with disabilities and English language learners.</p>	● Meets

Introduction

School Profile

<i>Global Learning Charter Public School (GLCPS)</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	New Bedford
Regional/Non-Regional	Non-Regional	Districts in Chartered Region	NA
Year Opened	2007	Maximum Enrollment	500
Year(s) Renewed	2012	Current Enrollment	501
Students on Waitlist	211	Chartered Grade Span	5-12
		Current Grade Span	5-12
Mission Statement: “The mission of Global Learning Charter Public School is to ensure that all students achieve academic excellence, are ready for the rigors of higher education, and master essential skills that prepare them for the economic, social, and civic challenges of a 21st century, global society. Our central mission is to teach and inspire the mind, body, and spirit of our students so that they can succeed in any cultural or academic setting.”			

Demographics

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

Racial and Ethnic Composition and Selected Populations

Subgroup	Number of Students	Percentage of Student Body
African American	63	12.6
Asian	5	1.0
Hispanic	140	27.9
Native American	4	0.8
White	268	53.5
Native Hawaiian, PI	0	0.0
Multi-race, non-Hispanic	21	4.2
Total Students	501	100.0
Special education	75	15.0
Limited English proficient	28	5.6
Low income	346	69.1
High Needs	359	71.7

The following participants conducted the site visit on December 9, 2013:

- Alison Bagg, Coordinator of Accountability, Department of Elementary and Secondary Education (ESE)
- Barry Barnett, Coordinator of Access and Equity, ESE
- Robert Beatty, Atlantis Charter School
- Ellie Rounds, Access and Equity Specialist, ESE

Before the visit, the site visit team reviewed the school's 2012-13 annual report, year six site visit report, and the school's accountability plan. On site, the team reviewed information provided by the school. The team conducted approximately 14 classroom observations and interviewed administrators (6), ELL teacher/administrator (1), and general education teachers (6).

The Charter School Performance Criteria (Criteria)¹ are presented in the three guiding areas of charter school accountability defined in the current regulations, 603 CMR 1.00: academic program success, organizational viability, and faithfulness to charter.

The site visit had the following purposes:

1. to corroborate and augment the information contained in the school's annual report,
2. to investigate the school's progress relative to its accountability plan goals,
3. to collect information that will help the Commissioner and Board of Elementary and Secondary Education make a renewal recommendation for the school's charter, and
4. to gather evidence and create findings that represent the school's performance in relation to the Criteria; and
5. to review the progress that the school has made in meeting the conditions imposed.

This report contains evidence, findings, and ratings relating to a sub-set of the Criteria; Criterion 1 (Mission and Key Design Elements), Criterion 5 (Student Performance), and Criterion 6 (Program Delivery). Ratings that encapsulate a school's performance in terms of these criteria are found on the third page of this report. Evidence for all the aforementioned criteria is contained below in the narrative site visit report.

Review of Progress Made Towards Meeting the Conditions Imposed

In January 2012, the Commissioner of Elementary and Secondary Education (Commissioner) renewed the charter of GLCPS with conditions. This section of the report lists the conditions and GLCPS's progress towards meeting the conditions.

Condition 1: By December 31, 2013, Global Learning Charter Public School must demonstrate academic success in mathematics and English language arts (ELA) by:

- a. meeting academic growth targets in mathematics and ELA, as established by the Department of Elementary and Secondary Education,
- b. by demonstrating improvement in absolute CPI scores, and
- c. by meeting academic goals and objectives established in the school's accountability plan.

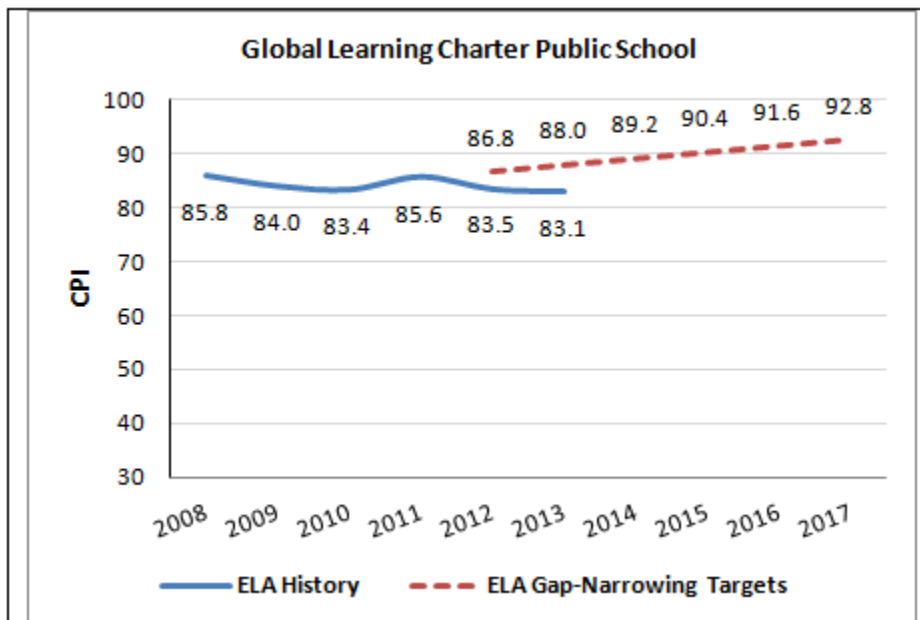
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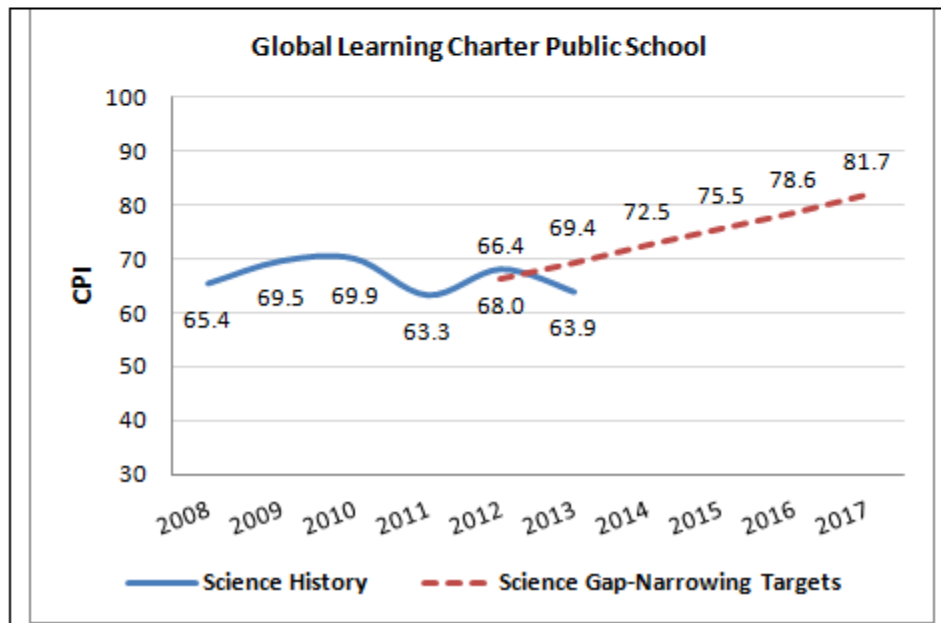
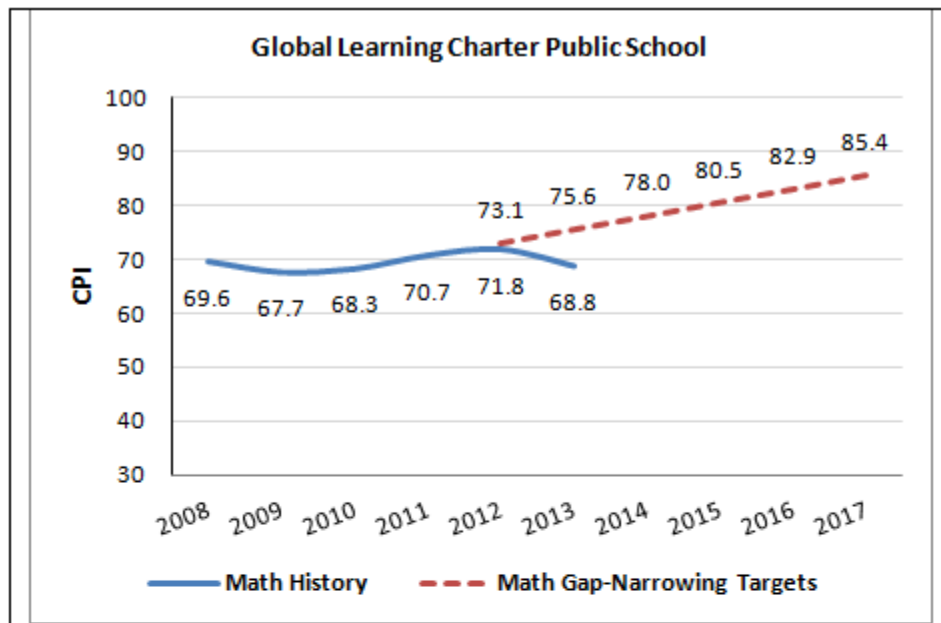
¹ The Charter School Performance Criteria v. 3.0 is found at:
<http://www.doe.mass.edu/charter/acct.html?section=criteria>

The MCAS scores of students at GLCPS in 2012 and 2013 place the school in Level 3 in both years. In 2012, GLCPS was in the 15th percentile when compared to other schools of its type statewide; currently, its 2013 scores place GLCPS in the 13th percentile. Additionally, in order to meet academic growth targets established by the Department, a school must have a median student growth percentile (SGP) of 51 or greater. The school's 2012 and 2013 median SGPs for mathematics and English language arts (ELA) were well below the state median of 51.

GLCPS Median SGP			
Year	2011	2012	2013
ELA (all grades)	44.0	44.0	41.0
Mathematics (all grades)	44.0	46.0	37.0

Since the renewal of the school with academic conditions, GLCPS has not demonstrated improvement in absolute Composite Performance Index (CPI) scores. Additionally, the school is not meeting its gap-narrowing targets. See the graphs below; the solid line displays the school's CPI scores, the dashed line displays the school's CPI targets.





In 2012-13, GLCPS met a majority of its accountability plan goals. See below for further details.

Condition 2: By December 31, 2012, Global Learning Charter Public School must establish and operate a program of English language learner education in a manner consistent with the requirements of Massachusetts General Laws chapter 71A and all other applicable federal and state laws and regulations.

Status: Met after deadline

Following the charter renewal, the Department conducted site visits in November 2012 and June 2013 to review the school’s progress in establishing an ELL program. During these visits, the site visit team determined that the school had not yet established an ELL

program that met applicable requirements. The school did not maintain complete ELL records for students; the school did not use appropriately licensed teachers to deliver ESL instruction; and English language instruction was not being sheltered for ELL students. The program also lacked policies and procedures and a program self-evaluation.

In a site visit on December 9, 2013, the Department determined that the school had addressed these issues. The school is now appropriately identifying and assessing students; students receive English as a second language instruction from appropriately licensed teachers; and students receive in-class language support. The ELL program now has written policies and procedures; required documentation is in student records; and the school has conducted a data-based self-evaluation of the program. An ESL curriculum is under development, and an approved trainer will provide additional teacher training in Sheltering English Instructional content beginning this month.

Findings: Charter School Performance Criteria

Faithfulness to Charter

Criteria 1	Rating
Mission and Key Design Elements The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its accountability plan goals.	● Meets

Note: The rating above is based solely upon the school's accountability plan performance.

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

GLCPS currently has a draft accountability plan. As directed by the Department, the school reported on its draft accountability plan in its 2012-13 annual report. The school and the Department aim to finalize the draft accountability plan by the end of the current school year. GLCPS's draft accountability plan includes 3 objectives and 14 measures. Only 7 of the measures were assessed in the 2012-13 annual report. GLCPS met 7 out of 7 applicable measures. More information about the school's success in meeting the objectives and measures contained in its accountability plan can be found in Appendix A, Accountability Plan Performance, of this report.

Academic Program Success

Criteria 5	Rating
Student Performance The school consistently meets state student performance standards for academic growth, proficiency, and college and career readiness.	● Falls Far Below

Finding: *For the past two years, GLCPS has not met state student performance standards for academic growth, proficiency, and college and career readiness.*

In 2013, GLCPS's MCAS results placed it in Level 3; GLCPS is in the 13th percentile relative to other schools in the same school type statewide. The school's CPI for 2013 is 83.1 in ELA, 68.8 in mathematics, and 63.9 in science and technology. The school's SGP for 2013 is 41.0 in ELA, and 37.0 in mathematics. Please see the data charts above to see historical trends in CPI and SGP.

Criteria 6	Rating
<p>Program Delivery The school delivers an academic program that provides improved academic outcomes and educational success for all students.</p>	
<p>Instruction The school staff has a common understanding of high quality instruction for all students. Instructional practices are consistently aligned to this common understanding and foster student engagement. Classroom environments are conducive to learning.</p>	<p>● Meets</p>

Finding: School wide instructional practices aligned to the school's description.

Site visitors were told to expect the following instructional practices in classrooms: a mix of direct instruction, independent practice, and cooperative groupings. Site visitors observed 14 classes in the middle school grades. Seven of the observed classes focused on independent work. In these classes students worked on a variety of tasks independently, including: writing or editing essays/short stories on netbooks; creating graphs to chart science lab results; completing math problems online or on paper; and preparing to write an open-response essay. During these classes students were productive and engaged in writing, reading, or answering questions. Five observed classes included a mix of strategies: direct instruction and group work; direct instruction and independent learning; or group and independent learning. Examples of instruction from these classes involved: a teacher defining metaphor and students creating their own; teacher presenting a science topic and students working in groups to answer worksheet questions; and student work and whole class review of word problems. Site visitors observed two classes in which students worked in groups, however, the group work was not cooperative, rather all students worked on the same assignment and occasionally consulted each other.

Finding: Site visitors observed a range of instructional quality.

Out of the 14 observed middle school classrooms, the majority of instruction aimed to develop students' academic skills. Visitors observed a few examples of classes that required students to use higher order thinking skills such as writing a story or an essay, but the majority of tasks required students to recall information or practice a skill. A majority of skill building classes posted clear objectives and the academic activities connected directly to the development of the skill: students worked on math problems on paper or online; practiced plotting map coordinates; illustrated chemical compounds in notebooks; or created bar graphs. In a few classes, no lesson objective was posted and in a few others the activity did not match the objective of the class. Site visitors found that in approximately half of the classes, teachers provided checks for understanding by circulating, asking whole group questions, or cold calling. In the other half of classes, teachers circulated but did not provide feedback on the content or quality of work produced by students. The quality of work produced by students ranged and in a minority of classes it was not clear to the observer what the teacher's academic standard was for student output. While most of the observed instruction focused on skill building, it appeared to be aligned to the students' grade level with one noted exception. A fifth grade class and an eighth grade class were observed to be creating bar graphs with the same level of academic expectation. Finally, site visitors did not see extensive examples of differentiation. In the majority of classes students were working with the same materials at the same time. The

examples of differentiation were found in the Focus Period classes where students were progressing along Khan Academy modules at their own pace and skill level.

Finding: Site visitors observed a range of active participation with academic tasks to compliance with directions. A majority of students were doing what was expected of them.

When meeting with site visitors, GLCPS emphasized a current goal of increasing student engagement in the classroom. Out of the 14 observations an equal number of classes were seen to elicit active participation and compliance with the task from students. In only two classes visitors observed a small number of students displaying off-task behavior that interfered with their learning. Visitors noted that the use of technology such as the Khan Academy and use of netbooks to write essays clearly engaged students. Additionally, structures such as group work led to active engagement. Independent work elicited a range of engagement – from active to compliant. Overall, site visitors noted a high degree of student compliance with whatever task was assigned, with a few exceptions as noted above.

Finding: Site visitors observed that a majority of classrooms were conducive to student learning.

In a majority of classrooms, visitors observed that the classroom climate was characterized by clear routines as well as respectful relationships, behaviors, and tones. These classrooms had a productive atmosphere with the students reflecting the routines for that particular classroom. Site visitors observed two instances of students entering the classroom and beginning work on their own without a reminder. Relationships between students and teachers were collegial and warm; compliance with teacher requests was high. Similarly, visitors found that in a majority of classes a majority of time was spent on the learning activity, rather than disciplinary issues. In only two classes was time lost to inefficient transitions. In almost all classes any behavior remediation was followed immediately by the student.

<p>Assessment and Program Evaluation The school uses a balanced system of formative and benchmark assessments. The school regularly and systematically analyzes the quality and effectiveness of the program in serving all students using qualitative and quantitative evidence and modifies the program accordingly.</p>	<p>● Partially Meets</p>
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Finding: This year, GLCPS has clarified the purpose of its remedial support program in the middle school. The school has began to develop processes to record student performance on the MCAS and to monitor student progress toward remediating gaps as identified by MCAS testing. The school has not yet established a system of benchmark assessments.

Administrators and teachers reported that, based on student performance results from the last two years, the school has placed increased emphasis on its remedial program, called focus period. In its current form, focus period takes place once a day. Middle school students (grades 5-8) alternate between math and ELA focus periods weekly. Focus period aims to remediate performance issues that were identified in each student’s past MCAS performance results. Stakeholders reported, and documents and observations confirmed, that GLCPS’s focus period provides skill-based, remedial instruction based on each student’s past academic performance.

This year, the director of curriculum and instruction created a data tracking system that outlines the performance of each student on their past MCAS test (from 2013) by standard and their performance on a practice MCAS exam. GLCPS began administering a practice-MCAS exam to all middle school students at the beginning of the current school year. The practice-MCAS test is created using released items from the prior MCAS administration. Fifth grade students answer released fifth grade questions, sixth grade student answer released sixth grade questions, etc. The

results of these exams (actual and practice-MCAS) are entered, by the director of curriculum and instruction, into Google docs. The document is partially accessible. Not all teachers are able to input results into the Google docs data tracking system, which was characterized as a work in progress. Additionally, each student has a physical folder – called a student growth portfolio – that contains the student’s performance (Advanced, Proficient, Needs Improvement, Warning/Failing) on each standard from the 2013 MCAS. Administrators and teachers reported that students track their progress on standards in this portfolio.

Administrators reported that the school’s current standardized assessments – the Group Mathematics Assessment and Diagnostic Evaluation (GMADE) and the Gates-MacGinitie reading tests – are administered at the beginning and end of the year, but have limited value. Administrators reported that these assessments are used to screen students for grade level approximations and to show growth throughout the year, but are not appropriate for tracking progress against state standards. Administrators are thinking about implementing benchmark formative assessments to track student progress, such as Star Math and Star Reading, but stated that “this is a bridge year” and have not yet articulated the school’s desired formative and summative assessment system. In the meantime, the school has purchased question banks that are aligned to the Common Core. The formative assessments constructed from the question banks are administered during focus period to each child when he/she identifies as ready for the assessment.

Previously, GLCPS used Skills Tutor for the focus period. This year, teachers and administrators searched and selected Khan Academy for the provision of math remediation and ongoing assessment. Teachers also reported using the Holt website and other books to provide remediation. Not all grades use Khan Academy in the same manner because the program is aligned to mathematical skills rather than the Common Core standards. Teachers and administrators reported that the Khan Academy has provided structure and motivation for students during focus block. Site visitors viewed two 5th grade math focus periods and observed students were highly engaged in the program and using their portfolios to track their progress.

Teachers noted that the school’s math coach and middle school principal worked together with the teachers to clearly articulate the purpose and content of the math focus period. All noted that after different plans and permutations, they were all happy with the current implementation of math focus. The focus period for ELA was characterized as “less detailed” and “more teacher driven” but focused on open response preparation school wide. Site visitors observed two 5th grade ELA focus periods which were structured around skills: one on preparing for writing an open response, the other reading comprehension and character analysis. In each class, students were fully engaged in academic work.

<p><i>Supports for Diverse Learners</i> The school provides supports to meet the academic needs for all students, including but not limited to students with disabilities and English language learners.</p>	<p>● Meets</p>
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Note: The rating above is based solely upon an assessment of the school’s English language learner (ELL) program and does not incorporate any information about the special education program.

Finding: ELL students receive needed language supports. The ELL program is operated in a manner that meets program requirements in regard to identification, assessment and service to students who are ELLs. Students who are potentially ELLs are identified and assessed by a qualified assessor and all required assessments are performed. The school now employs 1.6 (FTE) licensed ESL teachers to

provide English as a second language instruction and in-class language support to the school's identified ELLs. Classroom observations indicated that students received English as a second language pull-out instruction that contained developmental work in reading, writing, speaking and listening.

In-class support was provided by the licensed ESL teachers, but otherwise sheltered English language instruction was not generally observed. Seven teachers are presently fully or partially trained to deliver sheltered English language instructional content to ELLs. Massachusetts public schools have until September 2016 to ensure that all teachers with ELL students in their classroom have SEI endorsement, or obtain the endorsement within their first year of instructing ELLs. GLCPS provided the onsite team with a letter of agreement from a Department approved trainer indicating that an SEI endorsement course for up to 21 teachers to become fully trained would commence in January 2014.

Policies and procedures have been developed to guide ELL program implementation, and an ELL program self-evaluation has been conducted which both analyzes ELL student outcomes, and identifies areas for ongoing program improvement. The onsite team reviewed the records for all ELL students enrolled at GLCPS, and the records were found to be complete, including containing translated notices as appropriate. An ELL curriculum is in the process of being developed by the school which will align also with the Common Core standards.

GLCPS will undergo a full Coordinated Program Review activity that will include a further detailed review of the school's ELL program during the 2014-15 school year.

Appendix A

Accountability Plan Performance

Please note: GLCPS's Accountability Plan is currently in draft form. As directed by the Department, the school reported on its draft accountability plan in its 2012-13 annual report.

Faithfulness to Charter

	Performance (Met/Not Met)	Evidence
Objective: GLCPS Students will achieve Academic Excellence to be ready for the rigors of higher education.		
Measure: By the end of grade 12, 100% of all GLCPS seniors will have completed Mass Core requirements for entry into a four-year college program. These requirements include: four years of English, four years of Math, three years of a lab-based Science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses such as business education, health, and/or technology.	Met	As noted in the school's 2012-13 annual report, 100% of all GLCPS seniors completed the Mass Core requirements.
Measure: By the end of SY '14 and subsequent ends of school years, 85% of all students will show proficiency on 2011 Massachusetts writing frameworks as measured by the GLCPS Writing Portfolio competency rubric.	N/A	This measure will be addressed after the current school year.
Measure: By the end of SY '14 and subsequent ends of school years, 85% of all students will show proficiency of Massachusetts Social Studies Standards and 2011 Massachusetts Writing Standards for Social Studies as measured by Social Studies Skills Portfolio competency rubrics.	N/A	This measure will be addressed after the current school year.
Measure: By the end of SY '14 and subsequent ends of school years, 75% of all students will show proficiency of 2011 Massachusetts Mathematics Standards by scoring a minimum score of 70 on End of the Year Final Summative Assessments.	N/A	This measure will be addressed after the current school year.
Measure: By the end of SY '14 and subsequent ends of school years, 85% of all students will show proficiency of Massachusetts Science Standards and 2011 Massachusetts Writing Standards for Science through completion of a Science-based research project.	N/A	This measure will be addressed after the current school year.
Objective: GLCPS Students will show mastery of the following 21st Century Essential Skills: Public Speaking, Global Citizenship, Technology Literacy, and Arts Exploration		
Measure: By the end of each school year, 95% of students will participate in 3 public presentations of learning to demonstrate academic growth and improvement public speaking skills.	Met	According to evidence cited in the school's 2012-13 annual report, 99% of students participated in 3 POLs.

Measure: By the end of each school year, 85% of students will show proficiency in public speaking as measured by the GLCPS Public Speaking Rubric.	Met	According to evidence cited in the school's 2012-13 annual report, 100% of students showed proficiency in public speaking.
Measure: By the end of each school year, 90% of GLCPS students in grades 7-12 will show proficiency in Fine Arts and Physical Education standards as measured by course competency rubrics.	Met	According to evidence cited in the school's 2012-13 annual report, 95% of students showed proficiency in fine arts and physical education.
Measure: By the end of SY '14 and subsequent ends of school years, 85% of students will show proficiency on select grade-level Massachusetts Technology Standards as measured by the GLCPS Technology competency rubric.	N/A	This measure will be addressed after the current school year.
Measure: By the end of SY '14 and subsequent ends of school years, 95% of all GLCPS students will participate in at least one field study, research project, or community/service learning program focusing on Global Citizenship. To measure this, students, will write a narrative reflection of their experiences and learning.	N/A	This measure will be addressed after the current school year.
Objective: GLCPS will ensure a student-centered education for all students.		
Measure: By the end of each evaluation cycle, 80% of GLCPS teachers will be rated as Proficient or Exemplary on Standard II (Teaching All Learners) as measured by the Massachusetts Model Rubric for Teachers.	Met	According to evidence cited in the school's 2012-13 annual report, 82.4% of teachers earned ratings of proficient or exemplary on Standard II.
Measure: Twice per school year, 100% of teachers will have unit plans and corresponding student work reviewed to ensure instructional practices align with school design and instructional expectations.	Met	According to evidence cited in the school's 2012-13 annual report, reviews took place in December and May of last year.
Measure: By November 1 st of each school year, the Director of Curriculum, Principals, and Math Coach will use assessment data to generate an Individual Student Support Plans for all students scoring below proficient in core academic areas.	Met	According to evidence cited in the school's 2012-13 annual report, ISSPs were created for all students scoring below a 240 on math, science, or ELA by November 2012.
Measure: By the end of SY '14 and subsequent ends of school years, 70% of students on Individual Student Support Plans will make progress in targeted areas as measured by MCAS raw scores.	N/A	This measure will be addressed after the current school year.