

# Renewal Inspection Report

Neighborhood House Charter School  
Dorchester, Massachusetts

SCHOOLWORKS

MARCH 2-5,2004

## Table of Contents

	<b>Page</b>
<b>About the renewal process</b>	3
<b>How to read this report</b>	3
<b>Team members</b>	4
<b>Setting</b>	5-7
<b>Findings</b>	8-26
<b>Appendix A: Schedule of the visit</b>	27

### **About the renewal process and inspection report**

Beginning in the spring of the third year of its charter (and ending August 1<sup>st</sup> following its fourth year), a school may apply for renewal of its charter for another five-year term. Following guidelines set forth in the *Application for Renewal of a Public School Charter*, an application for renewal should be an articulate, affirmative response, based on clear, credible evidence, to the questions that guide charter school accountability. It must also offer compelling answers to questions about the school's plans for the future. The application should be a sound, well-supported explanation of why the Board of Education should renew a school's charter.

Once this application has met a minimal review of its clarity and coherence, the Department of Education will appoint an evaluation team to conduct a 3-4 day visit of the school to corroborate and augment the school's application for renewal. This report is the result of one such evaluation.

The renewal inspection process and report provide a detailed and current portrait of a public charter school at the time of its application for renewal. While the inspection report itself is a vital source of information within the renewal process, it is most effective when used in conjunction with the longitudinal school performance data available to the Department of Education. The combination of more general long-term data with the detailed information gathered by the renewal visit constitutes an evidence base rigorous enough to inform decisions about the future of public charter schools responsible for the education of students in the Commonwealth. In keeping with Massachusetts Board of Education's commitment to a public charter school accountability system that is based in robust and diverse performance data, the renewal inspection report does not make recommendations about whether or not a school should be renewed. It presents a detailed picture of the present state of the school as one of several key sources of information to be considered by the Board of Education in its renewal decision.

### **How to read this report**

The first section of this report describes the school's setting. Included in this section are information on the origin and history of the charter, student demographics, staffing and the school's educational program. This is also an opportunity to include any organizational history, such as changes in the board and leadership or challenges the school has faced, and its response to those challenges.

The core of the report is the Renewal Inspection Team's findings. Findings are the team's assessment of the school's strengths and areas for improvement that, in their judgment, have the greatest bearing on the school's achievement of its defined goals. Findings are organized under each of the renewal questions: *Is the school an academic success? Is the school a viable organization? Is the school faithful to the terms of its charter?* The team's comments on the fourth question, *If the school's charter is renewed, what are its plans for the next five years?*, reflect their judgment of the quality of the school's proposed new goals and the team's assessment of the school's capacity to fulfill those goals. Each finding is a bolded statement followed by explanatory paragraphs reporting the evidence supporting the team's judgments. Finally, **Appendix A** illustrates the team's schedule during the renewal visit.

## RENEWAL INSPECTION TEAM

**Aretha Miller:** Project Manager, SchoolWorks: Aretha is an eight year veteran special education teacher in the Boston Public Schools and the former curriculum coordinator for an alternative education program that provides services for at-risk and out-of school youth throughout Massachusetts.

**Emilys Peña:** School Quality Review Consultant, SchoolWorks: Emilys worked for Boston Public Schools for 10 years as a bilingual special needs teacher for grades K-6, a literacy specialist at the middle school level, and at the high school level as Assistant Headmaster in charge of Teaching and Learning. Mrs. Peña has been involved as a teacher and principal of numerous summer programs targeting students who wish to gain entrance into Boston Exam Schools. She has worked as a consultant for SchoolWorks for over 3 years conducting charter school inspections in Massachusetts and New York, as well as reviews of underperforming and exemplary district schools.

**Carole Forbes** has served as a teacher, administrator for private and public schools, an adjunct faculty member and Founder of a Faculty Development Teaching Effectiveness Center. She is currently an educational consultant for the Office of Educational Quality and Accountability.

**Amy Sullivan:** has over ten years of professional experience in education and has served as an elementary classroom teacher in the Cambridge Public Schools, an assistant principal in New York, and a principal in Massachusetts. Ms. Sullivan has worked extensively with district-wide curriculum committees to assure alignment with the Massachusetts Curriculum Frameworks and is most knowledgeable about the Education Reform Act of 1993 and the federal *No Child Left Behind Act* initiatives. She is currently an examiner/field program coordinator for the Office of Educational Quality and Accountability.

## SETTING

The Neighborhood House Charter School (NHCS) is an elementary charter school that began operation in Dorchester, Massachusetts in 1995. NHCS serves 220 students in grades kindergarten 1 through eight. The school's mission is to "offer quality education to a diverse community of Boston children through a neighborhood based school that integrates education with social services and health care programs for the benefits of students and their families that otherwise have limited educational opportunities." NHCS aims to meet the educational, social and emotional needs of students through a full service model that offers extensive after school and summer programs, health services and referrals, and an academic program that focuses on the individual learning styles of every student.

In the most recent report to the State Education Department, the composition of NHCS student body during the 2002-2003 academic year was 55 percent African American, 28 percent Caucasian, 6 percent Hispanic, 5 percent Cape Verdean, 3 percent Asian American, and 3percent Native American. The diversity of the students at NHCS reflects a similar range of ethnicity as Boston Public Schools, the sending district. With minor annual fluctuations, this has generally been representative of the school's history. Fifty five percent of NHCS student qualify as "low income." Fifty two percent of students are female and 48 percent male. Twenty-two percent receive special services under 504 plans or Individualize Educational Plans (IEPs). Student attendance has been in the 95-96 percent range.

The school is currently operating at 97 percent of planned student capacity, with an enrollment of 220 and a maximum capacity of 226. The school reports low student turnover rates. In the past two years a total of twelve students have left the school because either the families moved or chose to send their children to another school. The school loses between one and four students each year to exam or independent schools. The school has maintained a substantial waiting list for enrollment throughout its operation. On average, there were about 192 students on the waiting list for each grade level for the 2003-2004 academic year.

The professional staff at NHCS has expanded as grades have been added since its opening in 1995. There are currently ten core content area teachers in the lower school and five in the middle school. Of the ten teachers in the lower school, there are two teachers in K1, two in K2, and one in the remaining grades. There is also a teacher who works as a collaborative teacher in both grades one and two. Teachers in the middle school are responsible for teaching their specialized subject area, that is, math, English, social studies, Spanish, and science, at each grade level. In addition to the content area teachers, there is a math specialist, a literacy specialist, and a writing specialist who provide academic support to students in both the lower and middle school. NHCS has also hired teachers to provide instruction in specialist areas such as art, music, library/technology, Kidlab, and physical education.

Students are provided 'push in' support in ELA and math from the writing specialist, math specialist, and reading specialist, during which the specialist teachers joins the student in his/her classroom to give needed additional instruction. NHCS is within the bounds of applicable and regulatory requirements for Special Education. The school has demonstrated its compliance to the state for the Coordinated Program Review conducted January 11-19, 2001, and continues to

write Action Plans and Progress reports to the state to demonstrate continued compliance. NHCS also received a Mid-Cycle review in January of 2003 and were found to be in compliance with state regulations. The school employs a Special Education Director, Occupational and Speech/Language Therapists, and two special education teachers to provide services to forty two students on IEPs and 504 plans.

The Kid Lab teacher incorporates art and science and is responsible for providing instruction to students in grades k1-5 as well as working with small groups of math students in grades 1 and 2. The Spanish, technology, physical education, art, and music teachers are shared between the lower and middle school. The drama teacher works with middle school students and Spanish instruction starts in the 3<sup>rd</sup> grade.

There are twenty four teachers on staff at NHCS. The average length of stay for teachers in the school is usually three to four years and moving, marriage and salary are reported by school leaders as the primary reasons for teacher departure. Seventy percent (17/24) of the staff is 'highly qualified by NCLB standards, either certified in their assigned teaching area or having demonstrated competency through testing. Three teachers are awaiting the results from recent proficiency tests.

The NHCS is governed by a fifteen-member Board of Trustees and advised by a School Site Council comprised of parents, teachers and the headmaster. In 2001, the NHCS Board examined the current management structure and redefined the headmaster's role and supplemented his work with two additional deans, one for the middle school and one for the lower school. The deans oversee curriculum, student progress, and teacher performance while the headmaster coordinates the academic, operational, and development work of the organization. A Dean of Support Services position was created to integrate all the support services for struggling students within the school's academic program. To facilitate its plan to expand to 400 students in 2005 the Board hired a Deputy Headmaster for Resource Development and Community Affairs to guide the school's fundraising and facility planning activities. The new facility has been secured and the school expects to relocate and expand by fall of 2005. The Board has oversight of the fiscal management of the school. NHCS is financially solvent and stable. During its years of operation it has consistently presented unqualified financial statements showing yearly increase in net assets.

To monitor academic progress toward its 'succeed anywhere' standards, the lower school utilizes Individualized Learning Plans (ILPs) as report cards and as an instrument that ensures each child's individual needs are met. Middle school students' progress is reported through traditional report cards. Student progress is assessed through MCAS as well as teacher-administered and developed assessments for end of unit tests and projects, and textbook assessments. Literacy progress is monitored through the administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBLES), the Group Reading Assessment and Diagnostic Evaluation (GRADE) and the Degrees of Reading Assessment (DRA). Writing is assessed through monthly writing compositions created by teachers with the help of the writing specialist. These diagnostic tools became part of the Neighborhood House assessment inventory when the school received a Reading First grant to enhance its literacy instruction.

A core group of parents are actively involved in the life of the school and take great interest in the education of their children. Parent volunteers sit on the Board of Trustees and School Site Council. The Parent Council meets monthly and fundraises actively for the arts program at the school. As part of the capital campaign to obtain the new facility, Board members reported parents made a contribution of almost one-hundred thousand dollars, quite an impressive sum given the size of the school. A school based parent center offers valuable resources and services ranging from parenting courses on child behavior management to medical service referrals. Parents can request and receive translations services, get help with domestic issues, or help with children going on medication.

## FINDINGS

### RENEWAL QUESTION 1: IS THE ACADEMIC PROGRAM A SUCCESS?

1. **Students at Neighborhood House Charter School significantly outperformed the state on the grade 6 math and the grade 7 ELA MCAS test. In all grades and subject areas, student outperformed the students in the Boston Public Schools, with the exception of the eighth grade MCAS math test in 2003.**

### MCAS

#### Neighborhood House Charter School, Grade 3 Comparison of School with District and State Performance

GRADE 3		n	(SS)	A	P	NI	W
<b>ELA</b>							
2001	School	16	27		38	50	13
	District	4,965	24		30	50	20
	State		30		62	31	7
2002	School	21	26		43	52	5
	District	4,836	24		35	48	17
	State		30		67	27	6
2003	School	20			50	45	5
	District	4,735			32	47	21
	State				63	30	7

N = no. of students tested SS = Average scaled score  
A = Advanced P = Proficient NI = Needs Improvement W = Warning

#### MCAS GRADE 3 ANALYSES

In 2002 and 2003 NHCS had a higher percentage of third grade students scoring proficient than its sending district (2002 BPS = 35 percent, NHCS= 43 percent; 2003 BPS = 32 percent, NHCS = 50 percent).

From 2001 to 2003 the number of students scoring proficient has increased from 38 percent to 43 percent to 50 percent in 2003. Each successive group of grade 3 students showed fewer students scoring in the warning category and the needs improvement categories.

**MCAS**  
**Neighborhood House Charter School, Grade 4**  
**Comparison of School with District and State Performance**

<b>GRADE 4</b>		<b>n</b>	<b>(SS)</b>	<b>A</b>	<b>P</b>	<b>NI</b>	<b>W</b>
<b>ELA</b>							
2001	School	18	236	11	22	44	22
	District	4,678	229	2	22	47	29
	State		239	7	44	38	11
2002	School	19	237	0	42	53	5
	District	4,671	229	2	22	49	26
	State		239	8	46	37	10
2003	School	21		0	48	48	5
	District	4,788		3	24	45	28
	State			10	45	34	10
<b>MATH</b>							
2001	School	18	235	17	17	50	17
	District	4,875	225	3	11	44	42
	State		235	10	24	46	19
2002	School	19	227	11	5	47	37
	District	4,815	224	3	12	40	45
	State		236	12	27	42	19
2003	School	21		5	14	57	24
	District	4,848		4	12	46	38
	State			12	28	43	16

N = no. of students tested SS = Average scaled score PI = Proficiency Index  
A = Advanced P = Proficient NI = Needs Improvement W = Warning

### MCAS GRADE 4 ANALYSES

Grade 4 ELA scores improve over the course of three years in the proficient category (33 percent scored proficient and advanced in 2001; 42 percent in 2002; 48 percent in 2003).

Grade 4 math scores show decline over three years in the number of students scoring in the advanced and proficient categories. Thirty-four percent of the 2001 fourth grade students at Neighborhood House scored in the proficient and advanced category while only 16 percent of the 2001 fourth grade group in reached that level. There was a slight improvement in 2003 with 19 percent of students meeting the proficient and advanced criteria. There was a corresponding increase in the percentage of students in the warning and needs improvement categories.

**MCAS**  
**Neighborhood House Charter School, Grade 5**  
**Comparison of School with District and State Performance**

GRADE 5		n	A	P	NI	W
<b>SCIENCE</b>						
2003	School	20	5	15	50	30
	District	4,575	4	13	41	42
	State		19	33	34	14

n = no. of students tested

A = Advanced P = Proficient NI = Needs Improvement W = Warning

**MCAS GRADE 5 ANALYSES**

This is baseline data for grade 5 science. NHCS outperformed their sending district with 20 percent of students scoring in the advanced and proficient categories compared to 17 percent for Boston Public Schools. Fifty percent of students, however, scored within the needs improvement category and the remaining 30 percent fell within the warning category

**MCAS**  
**Neighborhood House Charter School, Grade 6**  
**Comparison of School with District and State Performance**

GRADE 6		n	(SS)	A	P	NI	W
<b>MATH</b>							
2001	School	17	230	18	6	24	53
	District	4,525	222	4	10	23	63
	State		233	13	23	30	33
2002	School	20	228	5	10	60	25
	District	4,698	222	5	11	21	62
	State		235	13	28	29	29
2003	School	22		18	45	36	0
	District	4,698		7	13	30	50
	State	77,899		16	26	32	26

N = no. of students tested SS = Average scaled score

A = Advanced P = Proficient NI = Needs Improvement W = Warning

**MCAS GRADE 6 ANALYSES**

Twenty-four percent of grade 6 students reached the proficient or advanced classifications in 2001 but only 15 percent of the following group reached those performance levels in 2002. A strong performance by the 2003 grade 6 students resulted in 63 percent scoring in the advanced and proficient categories. The 2003 group outperformed their state and district counterparts.

**MCAS  
Neighborhood House Charter School, Grade 7  
Comparison of School with District and State Performance**

GRADE 7		n	(SS)	A	P	NI	W
<b>ELA</b>							
2001	School	18	243	6	61	33	0
	District	4,134	231	2	31	40	27
	State		239	6	49	32	12
2002	School	20	244	0	80	20	0
	District	4,602	234	3	37	41	18
	State		242	9	55	28	8
2003	School	21		5	81	14	0
	District	4,874		3	39	42	16
	State	79,192		8	57	28	7

N = no. of students tested SS = Average scaled score  
A = Advanced P = Proficient NI = Needs Improvement W = Warning

**MCAS GRADE 7 ANALYSES**

None of the seventh graders who have taken the MCAS test while at Neighborhood House have scored in the warning category. Each successive year, fewer students have scored in the needs improvement category. Likewise the percentage of students in the proficient category has increased from 61 percent in '01 to 80 percent in '02 and 86 percent in '03.

NHCS has outperformed the state with combined number of students scoring in advanced and proficient categories three years in a row. In '01 NHCS had 67 percent of its students in the advanced/proficient categories while the state only had 55 percent. In '02 NHCS had 80 percent in these categories while the state only had 64 percent. In '03 86 percent of NHCS students scored advanced and proficient while only 65 percent scored in those categories at the state level.

For the past two years NHCS has outperformed its sending district in all reporting categories.

**MCAS  
Neighborhood House Charter School, Grade 8  
Comparison of School with District and State Performance**

GRADE 8		n	(SS)	A	P	NI	W
<b>ELA</b>							
2000	School	17	241	0	59	41	0
	District	3,883	231	2	34	37	27
	State		240	5	57	27	11
2001	School	17	247	12	71	18	0
	District	4,062	234	2	40	37	21
	State		242	8	59	25	8

### Neighborhood House Charter School, Grade 8 Comparison of School with District and State Performance

GRADE 8		n	(SS)	A	P	NI	W
<b>MATH</b>							
2001	School	17	233	0	41	41	18
	District	4,306	225	6	14	26	55
	State		233	11	23	34	31
2002	School	19	227	0	21	42	37
	District	4,368	224	5	14	28	53
	State		232	11	23	33	33
2003	School	19		0	11	53	37
	District	4,837		5	16	25	53
	State	78,456		12	25	30	33
<b>SCIENCE</b>							
2000	School	17	222	0	12	41	47
	District	4,061	214	2	11	17	70
	State		228	6	29	27	37
2003	School	19		0	11	68	21
	District	4,840		1	8	28	63
	State	78,422		4	28	37	31

N = no. of students tested SS = Average scaled score  
A = Advanced P = Proficient NI = Needs Improvement W = Warning

#### MCAS GRADE 8 ANALYSES

ELA scores from 2000 to 2001 improved from 59 percent of students scoring in the advanced and proficient categories in 2000 to 83 percent in 2001. Both years boast 0 percent of students scoring in the warning category.

Math scores have declined over the past three years in the advanced and proficient categories. In 2001 NHCS had 41 percent of its eighth grade students in these two categories, in 2002 only 21 percent, and in 2003, 11 percent. The most recent class of eighth graders (2003) included 89 percent failing to meet state proficiency standards. While a slightly stronger performance than in the Boston Public Schools, these students fell far below the average performance across the state.

Science scores improved from 2000 to 2003 in that fewer students scored in the warning category (47 percent in 2000; 21 percent in 2003).

**MCAS**  
**Neighborhood House Charter School**  
**2003 Mid-Cycle AYP Report**

<b>ENGLISH LANGUAGE ARTS</b>				
Student Group	Participation	Performance	Attendance	AYP 2003
	N	CPI	%	
Aggregate	62	84.3	96.2	Y
African American	36	81.3	96.5	Y
Hispanic	3	Nr	Nr	Nr*
Special Education	17	Nr	Nr	Nr
Free Lunch	36	79.2	95.8	Y
<b>MATH</b>				
Student Group	Participation	Performance	Attendance	AYP 2003
	N	CPI	%	
Aggregate	62	65.7	96.2	Y
African American	36	61.8	96.5	Y
Hispanic	4	Nr	Nr	Nr
Special Education	21	69.0	95.5	Y
Free Lunch	37	61.5	95.8	Y

\*CPI = comprehensive performance index;  
 Nr =not reported because of small group size

### **MCAS AYP ANALYSIS**

NHCS has met AYP for all its student groups with sufficient numbers to be statistically significant. Student receiving free lunch and African American students met AYP in ELA and math. Special needs students met AYP in math, however not enough special needs students took the ELA test to determine AYP. African American students scored in the achieved proficiency index (CPI) of 81.3 in ELA and 61.8 in math. Students who qualify for free lunch scored 79.2 in ELA and 95.8 in math. Special needs students scored 69.0 in math.

**2. The school does not currently have a norm referenced assessment that measures progress over time.**

According to the headmaster, NHCS no longer administers the SAT 9 to assess student achievement. The school, however, has not replaced the SAT 9 with another norm referenced assessment and as a result the team could not make a judgment about student performance over time for continuing students based on the results on a norm referenced assessment.

**3. There is significant evidence that the Neighborhood House Charter School teachers have bought into the mission of the school and are presently promoting it through hard work and dedication.**

Teachers at Neighborhood House Charter School have been successful in creating a culture of achievement among students by exposing them to a rigorous curriculum and holding them to high academic and behavioral standards. In visits to forty five classes, team members observed a majority of students making the effort to meet the expectations that teachers have for them. In a middle school math class students were observed working independently to complete a math activity in which they have to explain their mathematical thinking while in the lower school students worked diligently with a peer to complete a comprehension assignment.

The implementation of a curriculum that is aligned to the state learning standards and the use of high quality materials and resources are at the core of the instructional program at NHCS. A review of the school documents showed that teachers have done a topical alignment of the school's curriculum to the state learning standards. Teachers in both the lower and middle schools reported that they are in the process of refining the curriculum to address identified gaps in its alignment to the curriculum frameworks and to explicitly integrate the expected skills and knowledge that are embedded in the learning standards into the curriculum units.

The school uses a variety of high quality instructional materials to support teaching and learning in the classrooms. For example, the school uses the TERC *Investigations* curriculum in the lower school and the *Connected Mathematics Program* (CMP) in the middle school as the foundation of the math program. Both curricula provide students with a variety of activities that are designed to develop their conceptual understanding of math so that they can apply it to real world situations. The Harcourt *Trophies* series provides the basis for literacy instruction in the lower school and grade six. The Harcourt *Trophies* curriculum provides teachers with a systematic approach for building students' reading and comprehension skills.

Although NHCS teachers have high expectation for every student, they do recognize that each student learns differently. They, therefore, use a variety of instructional strategies to deliver instruction. In the classes visited by the team there was evidence of students being engaged in collaborative learning activities, rotating among centers, working one on one with a teacher or independently, and participating in hands on activities. Two collaborating teachers were observed differentiating instruction for students in their second grade math class. Even though they both were addressing the same content one teacher used concrete examples to help the students in her group access the concepts in the lesson while her cooperating teacher provided her students with opportunities to engage in more abstract and conceptual based activities.

NHCS primarily uses an inclusion model to provide services to students with Individual Education Plans. Students, however, are pulled out for speech and language support and in special situations for math, reading, and writing support. The learning specialist reported that they meet with classroom teachers to discuss strategies for adapting their lessons to address the needs of special education students in the classroom. The learning specialist also reported that the school does not use a co-teaching model and that her role is simply to support students in the classroom. The presence of the learning specialist in the classroom is beneficial to every student.

While her primary role is to support students with IEPs, she was observed helping other students complete their class assignments.

The school's use of an inclusion model at times resulted in there being a low student teacher ratio. For example, there were three adults—the learning specialist, classroom teacher, and writing specialist—in a middle class school English class that had twenty one students. The writing and learning specialists moved around the classroom offering support to students while the classroom teacher conducted the lesson. This makes it possible for students to get the one on one support they need.

Teachers in both the lower and middle schools use a common blackboard configuration (BBC) to organize the learning experience for students by providing them with a clear routine for successful participation in the classroom. By posting the three key elements of the BBC in their classes, teachers help students to understand the purpose of the lesson (*Aim*) while getting them ready for learning (*Do Now*) and reinforcing the skills that are taught (*Homework*). Team members noticed that in the majority of classes visited, teachers provided students with immediate and specific feedback about their work. They let students know if they have met the expected benchmark and helped them improve the quality of their work. This was confirmed by students during the focus group interview. When asked to describe the level of difficulty of their assignments, the six middle school students who participated in said that while the work was hard they get enough support from teachers which makes it easy for them to complete and understand what is expected of them.

Teachers reported that they use information from internal and external assessments to track student attainment of skills and to make adjustments to their instructional practice. Some of the assessments in the lower school used to measure student achievement include the Development of Reading Assessment (DRA), the DIBLES, end of unit tests, weekly and biweekly assessments and writing rubrics. Middle school teachers reported that they use end of unit tests, conferencing, rubrics, and MCAS scores to monitor student performance and to make changes to the instructional program. One example of this is the middle school's use of data to increase the time for math instruction. Math instruction for sixth graders was increased from five to eight periods per week and from five to seven periods each week for selected eighth graders. According to teachers, the additional time is spent on helping students build their computation skills so that they can meet the requirements of the school's math curriculum as well as MCAS.

In addition to providing academic support to students, NHCS staff works collaboratively to nurture the social and emotional growth of students. NHCS uses elements of the Responsive Classroom in the lower grades to develop students' social skills while middle school teachers model and discuss appropriate social interactions with their students. While teachers' implementation of these strategies is uneven across the school, students for the most part have learned to be respectful of each other and the adults in the school.

Students who are recognized as needing additional support are referred to the student support team. The student support team, which is made up of two part time nurses, social worker, parent center coordinator, and dean of student support, work with teachers to develop a plan for

supporting students. For those students who are in need of emotional support they receive counseling from the social worker. Students are sometimes referred to the Family Services of Greater Boston for counseling.

Finally, middle school students are assigned academic advisors who are responsible for monitoring their progress, communicating with their families, and advocating for the children in the school. The academic advisors meet regularly with students to get an update about their progress which they in turn communicate to classroom teachers and parents. The frequent communication between the advisors and the parents has been significant in solidifying the partnership between the school and parents.

**4. The classroom environment at the Neighborhood House Charter School encourages students to take ownership of their learning and provides them with opportunities to demonstrate their subject area knowledge.**

It was clear to team members from classroom observations that the majority of students at NHCS understand that teachers expect nothing but the best from them in terms of the quality of their work. They, therefore, work hard to meet this expectation. This is evident in the fact that they come to class prepared to learn and are diligent about checking their work to make sure that it is not only correct but that they have followed the teacher's directions.

Teachers in both the lower and middle school were repeatedly heard telling students to check each other's work. This is significant in that it helps students to be responsible for each other's learning. As a result, they understand that they are a part of a community of learners. This was evident in the middle school where students demonstrated the ability to provide each other with constructive feedback about how they can improve their work. By helping each other to successfully complete their assignments, students played a role in making the classroom more student-centered and minimized their need for constant teacher feedback.

The eight parents who participated in the parent focus group reported that they no longer have to constantly remind their children to do their homework assignments. They said that their children—on their own—stay after school to get help with their homework assignments. (This claim was supported by the administrative team who reported that students are making better use of study hall and are staying after school for homework support.) Consequently, homework is no longer an issue at home. Parents were also impressed by the fact that their children could clearly articulate the things that they have learned or are learning in school. They attribute this change in their children's behavior to the hard work and dedication of the NHCS staff who they find to be accessible and responsive to their needs.

Students at NHCS participate in a goal setting activity in which they have to set both personal and academic goals at least two times in the lower school and once during the school year in the middle school. This activity gives students the chance to have a say about the things that *they* would like to accomplish during the school year. Parents clearly stated that they see value in this activity because it helps students to “feel in control of their destiny.”

Neighborhood House Charter School staff tries to reinforce students' ownership of their learning by constantly recognizing them for their academic work and contribution to the larger NHCS community. Teachers do this by displaying students' work throughout the building and using the "Student Spotlight" at Town Meetings to recognize and honor those students who have achieved or continue to strive for success at NHCS. Town Meetings at NHCS are all about students and as such provide them with a venue to "show what they know" to their peers, families, and teachers. Students who are honored at Town Meetings seem to walk away from these gatherings feeling very proud of their accomplishment.

## **RENEWAL QUESTION 2: IS THE SCHOOL A VIABLE ORGANIZATION?**

### **1. The collaborative leadership model at Neighborhood House Charter School empowers teachers to take the primary responsibility in designing and enhancing the educational experience of students.**

The headmaster's "bottom up" approach to leadership has resulted in teachers at NHCS playing a major role in the development and implementation of the school's academic program. This was confirmed by many teachers who told team members, "We make decisions about everything that happens at NHCS—schedule, discipline, and room assignment."

Teachers have created taskforces designed to strengthen teaching and learning throughout the school. The math taskforce is one such initiative at Neighborhood House Charter. The math taskforce is made up of teachers from both the middle and lower school who are responsible for improving the quality of math instruction at NHCS. According to members, one of the taskforce's responsibilities was to further align the TERC and CMP math curricula to the curriculum frameworks. Although both curricula provide clear grade by grade articulation of the expected skills and knowledge that students need to attain, they do not address all the skills and knowledge that are outlined in the state learning standards. Members of the math taskforce are, therefore, in the process of conducting an analysis of the two curricula to identify the gaps that exist and making recommendations as to how teachers can effectively address them in their lessons.

In addition to aligning the school's math curricula to state standards, members of the taskforce use information from internal and external assessments to help teachers make programmatic changes at NHCS. As mentioned earlier in this report, the middle school increased the time spent on math instruction to help students become more proficient in the subject area. Teachers also used this information to group students by their math abilities as a way of delivering instruction. Teachers reported that this approach provides students with the opportunity to work at their own pace and to get the support they need to attain achieve success in math.

After attending a math taskforce meeting and reviewing some of the meeting agendas, the team concluded that an important outcome of the work being done by the math taskforce is the development of a common understanding among teachers of what quality math instruction should look like at NHCS. In the meeting attended by a team member, teachers discussed strategies for reinforcing skills and concepts that they could include in their classroom routines

as well as the use of math vocabulary to improve student performance in the subject area. The math taskforce has sponsored events such as Mega Math Mania and Jammin' Math Jamboree as a way of getting parents involved in building their children's math skills.

Teachers at NHCS also play a role in instituting policies that address behavioral expectations for students. At the middle school level, staff developed and is implementing a system of merits and demerits to address students' failure to meet the school's expectation for student behavior and academic performance. Since they are preparing students to make the transition to middle school, teachers in the grade three to five cluster in the lower school have decided to use the same behavior management system to ensure continuity in students' experience at NHCS.

Although having direct input in the daily operations of the school is empowering for teachers, it takes a lot of their time. The headmaster is aware of this and acknowledged that he is concerned that this might lead to staff burnout. As a result, he has encouraged his staff to create a "Quality of Life Committee" (QLC) to help them address the issues dealing with the working conditions at the school and teacher compensation. This is the second time that the school is attempting to make the Quality of Life Committee an integral part of the work experience for teachers. Even though all are not actively involved, teachers have clearly stated that they see the value in having a Quality of Life Committee in the school. According to them, the QLC was successful in bringing about some important programmatic changes to the school in the past. For example, based on feedback from the QLC the school's leadership created more slots for specialist classes as a way of easing the teaching load for content area teachers. Also, the teachers voted to not implement a system with merit pay because they felt "it took away from the spirit of collaboration."

In interviews, teachers reported that they enjoy working at NHCS. They cited the collegiality among staff, the fact that they have input in the decision making process at the school, and are allowed to be creative in terms of the development and implementation of the curriculum as some of the factors that contribute to the school being a great place to work. A review of the staffing history at NHCS supports the headmaster's claim that the average stay for a teacher is three to four years at NHCS. This seems to have ensured the continuity in teaching and learning at the school, especially since some teachers stay with their students for two years.

**2. Key systems for managing the overall operation of the school are either in progress, recently implemented or lacking. For example, alignment of the curriculum with the state standards is in progress, the development of teacher evaluation goals was recently implemented, and a process for *systematically* collecting and analyzing data for evaluating program effectiveness and student achievement is lacking.**

Teachers at NHCS are currently in the process of formally aligning the school's curricula to the state learning standards. While the school had previously done a topical alignment of its curricula to the state learning standards, teachers recognized that they needed to explicitly integrate the skills and knowledge that are embedded in the standards into their curriculum. Teachers informed team members that the revision of the school's curriculum is being done through a collaborative effort as evidenced by the math taskforce and weekly grade level meetings. The school has hired consultants to provide guidance to teachers as they do this work.

The administrative team reported that the two deans of school are in the process of piloting formal teacher evaluations at NHCS. According to them, this new process for teacher evaluation is based on a protocol developed by Research for Better Teaching, Inc. (RBT), the organization that sponsored a workshop that both deans attended last year. At the time of the renewal visit, not every teacher had received a formal evaluation by the deans. Those who had gone through the process said that it involved the deans of school conducting classroom observations, meeting with teachers to discuss the things they had seen in the classroom, and providing them with feedback as to how they could improve their craft. The teachers also mentioned that they were required to set three professional goals for the year and meet regularly with the deans to review their progress towards achieving them. Teachers who were not formally evaluated mentioned, however, that the headmaster and deans of schools have conducted numerous informal visits to their classrooms since the start of the school year.

NHCS does not appear to have a coherent system for collecting and analyzing internal and external assessment data to monitor student progress. This is evident in the fact that the dean of the lower school presented the team with raw data of individual student performance on internal assessments such as the Dynamic Indicators of Basic Early Literacy Skills (DIBLES) that the school administers regularly to students.

In interviews with team members teachers related that they have informal conversations with their colleagues in adjacent grades about what they have taught and individual students as a way of helping them plan for the upcoming school year. Administrators, however, indicated that teachers use a “Pass On” form to share information about students with each other and have scheduled meetings for this purpose.

The school leadership, however, recognizes that it needs to improve the way in which it collects and analyzes data to track student progress. In a report written by consultants from Brigham Nahas Research Associates who were hired to conduct a school-wide assessment at NHCS the authors stated that “the [administrative] team wants to move aggressively to put in place a school-wide approach to centralizing and generating student performance data but agrees that many resource hurdles must be addressed before launching into this project.”

The dean of the lower school informed the team that staff has revised the Individualized Learning Plan (ILP), the report card used in the lower school, as a first step in improving the school’s ability to collect student performance data. An examination of the original draft of the ILP showed that it is narrative based, which makes it difficult for the school to report on student performance in the aggregate. A revised draft of the ILP showed that the school has included a section that will allow teachers to quantify student performance. They hope that this will enable them to analyze student performance in the aggregate as well as by subgroups.

It is worth noting that the instances in which the school used data to inform teaching and learning, it made significant and strategic changes to the design of its instructional program. For example, the math taskforce used student performance data to make the decision to increase the amount of time spent on math instruction as a way of strengthening students’ computation skills.

Also, the school used data to revamp its literacy program to implement the Harcourt Trophies series as the core curriculum for literacy instruction in grades K-6.

Finally, NHCS has a clearly defined system for communicating with the various stakeholders at the school. Some of the strategies used for communicating with the different stakeholders include:

- Weekly meetings between the headmaster and the chair of the Board of Trustees;
- Weekly faculty and cluster meetings to discuss issues pertaining to teaching and learning as well as the daily operations of the school;
- End of year reports;
- Newsletters to parents;
- Presentations to the School Site Council, Board of Trustees, Parent Council by teachers and administrators; and,
- Numerous school-wide events

**3. Neighborhood House Charter School has created strong community partnerships that support its full service model. The after school and summer program, health and human services, parent center, and high school placement services enhance the academic, social and emotional lives of the children.**

NHCS uses students from Harvard University and Gordon College to provide homework support and tutoring for students in its after school programs. Tutoring in the middle school is primarily homework support. Classes are also available to help students prepare for the Secondary School Admission Test (SSAT) and Independent School Entrance Examination (ISEE). According to the dean of student support, the majority of tutors have been volunteering at the school for at least three years and this has served to ensure some sense of continuity in the program for students.

Since there is a strong enrichment component to the after school program, the school has partnered with the Children's Museum to work with students in the lower school. According to the dean, volunteers from Children's Museum use kits to teach a variety of topics including archeology, pin-hole cameras and Japan to students. NHCS provide middle school students with a variety of enrichment opportunities. For example:

- The Big Sisters program provides mentors to a group of sixth grade girls
- The Judge Baker Center sponsors the Camile Cosby Program that teaches students about self-image, nutrition, and media literacy.
- Volunteers from Building Inspiration to Fight Failure (BIFF) works with twenty students two times per week on study skills and "shifting paradigms", that is, changing students' perception of what it means to be successful.

Through its full service program, NHCS has partnered with Mass Eye and Ear to provide students with free vision and auditory screening. The school was able to hire a part-time nurse through its contract with Codman Square Health Center as well as get an "in kind" nurse from New England Medical.

In keeping with its mission, NHCS continues to work hard to develop a strong partnership with parents and is able to do this through its Parent Center. According to the social work who supervises the Parent Center, the school has conducted a variety of workshops for parents that include teaching them effective parenting skills as well as strategies for providing effective homework help. The school also offers students and their families counseling services through its partnership with Family Services of Greater Boston.

The school leadership has instituted a Parent Council that meets monthly to discuss issues that impact the daily operations of the school. According to the dean of student support, approximately thirty parents attend the Parent Council meetings regularly. This group of parents has made significant contributions to the school, especially in the area of fundraising. Those who participated in the parent focus group said that they have raised money to fund the school's arts program as well as contribute to NHCS's capital campaign.

NHCS offers support to parents who are interested in enrolling their children in private and independent schools. Staff at the school conduct workshops designed to inform parents of their choices for high school and how to successfully complete the financial aid and admission process that is involved with applying to independent schools. In conversation with team members, parents expressed great enthusiasm for the support that the school provides them. They like the fact that they can still use the Parent Center as a resource even after their children have graduated from NHCS. By doing this, NHCS has become a community resource for these parents.

The team concluded that through its various community partnerships, NHCS has been able to successfully implement an effective full service model that enables its staff to foster and monitor students' progress towards key academic and emotional developmental milestones that are instrumental in their ability to achieve "success anywhere."

### **RENEWAL QUESTION 3: IS THE SCHOOL FAITHFUL TO THE TERMS OF THE CHARTER?**

#### **1. Since its inception, Neighborhood House Charter School has consistently accomplished the core elements of its mission.**

NHCS's commitment to its mission is evident throughout the school. The school fosters an environment that is nurturing and respectful of students, staff, and parents. Within this climate teachers work hard to not only expose students to a challenging curriculum that is aligned to the state learning standards, but push them to strive for academic and personal excellence.

The implementation of its full service model makes it possible for NHCS to address students' social and emotional needs; thus, helping them develop the life skills necessary for successful school participation. Through its community partnerships the school works hard to expose students to a variety of experiences that are instrumental in extending their learning beyond the classroom. Finally, by working closely with parents to reinforce student learning at home NHCS, without a doubt, is laying the ground work for students to be successful anywhere.

#### **2. The school has not provided reliable internal assessment data for all students in all grades. Therefore, it is not possible to judge whether the school has met its academic accountability goals.**

The academic goals in NHCS's Accountability Plan aim to have 80-90% of students in the lower school achieving at the top three grading levels in all content areas. Student performance is evaluated by teacher grades and is formally recorded in students' Individualized Learning Plans (ILPs). Members of the administrative team informed team members that the format of the ILP made it difficult for the school to aggregate the data to make a definitive conclusion about student achievement on internal academic goals. The school, therefore, did not report on the academic performance of students in the lower school in its renewal application.

Teachers in the lower school use the DRA and DIBLES to assess students' literacy development. NHCS did not report on students' attainment of literacy skills in the renewal application. The dean of the lower school provided team members with students' raw scores on the DIBLES and DRA to demonstrate their progress in the area of literacy. The inspection team, however, did not have the time to analyze the data to determine if the school had met its goal.

While NHCS did not provide information on student performance in the lower school, it included an extensive report that showed its middle school students meeting internally established goals for each content area. According to the school, the majority of students earn a minimum of 70% on internal assessments to pass their classes. Due to time constraints, members of the inspection team were unable to corroborate the school's claim.

#### **3. Overall, the school has met its organizational viability goals.**

##### **a. Fiscal Management**

*Raise private funds to supplement government sources to support full service school model and the school's "Succeed Anywhere" educational philosophy.*

With the guidance of the Board of Trustees and a very capable deputy headmaster, NHCS raised over \$ 3 million in private and public funds to meet its financial goals for the school year. The money raised will be used towards the school's capital campaign as well as cover the cost of its academic and full service programs. The deputy headmaster attributed the school's successful fundraising efforts to its willingness to aggressively court potential donors. According to her, in addition to receiving grants from the Nellie Mae Educational Foundation and the Walton Family Foundation, the school received significant contributions from the Board of Trustees and parents, that is, \$1.7 million and \$85,000 respectively. The significant financial contributions of the parents and Board clearly highlight their commitment to NHCS.

b. Student Enrollment/Attendance

*Attract a diverse population to the K1 lottery reflective of the Dorchester neighborhood*

NHCS continues to attract and enroll a diverse pool of applicants through its lottery system each year. Although NHCS has not been able to significantly increase the number of Asian and Native American students enrolled at the school, the leadership continues to work hard to recruit students that are reflective of the Dorchester neighborhood in which the school is located.

c. School Governance and Management

*Expand the structure and capacity of the Board of Trustees to support the school's strategic goals.*

A review of school documents show that the Board has met one of the two performance standards that are associated with this goal. In terms of fulfilling their roles and responsibilities to the school, 100 percent of Board members have made some kind of financial contribution to the school, as evidenced by the \$1.7 million it raised to help cover the cost of operating the school, and have attended at least 80 percent of all Board meetings.

The Board has not yet met its goal "to recruit four to six new trustees to address underrepresented demographic or professional areas." In interviews with the renewal team, members of the Board of Trustees stated that they are in the process of developing a procedure for identifying and recruiting potential new members. They clearly stated that it is their intention to recruit only those individuals who have the skill set to address the needs that have been identified in its five year strategic plan for the school. In other words, the Board seems to be interested in bringing on board individuals who will play an active role in sustaining the organizational viability of the school.

d. Staff Competency and Development

- *Expose faculty to on going research based professional development*

- *Set clear goals and expectations for each staff member consistent with the schools mission and goals.*
- *Retain highly qualified faculty for multi-year commitment averaging five years.*

School documents revealed that seventeen of the twenty four teachers at NHCS have met the state's requirements for highly qualified teachers. The remaining seven teachers have submitted plans to the headmaster in which they outline their strategy for achieving highly qualified status. All twenty four teachers have baccalaureate degrees.

Teachers reported that they participate in a variety of professional development activities throughout the school year. According to teachers, their professional development includes attending conferences sponsored by PSI, participating in content area workshops, and working with the various consultants who have been hired by the school. Since teachers are responsible for keeping track of their own professional development, the team could not make a determination as to how many hours on average teachers at NHCS attend trainings to improve their practice.

Finally, teachers work for approximately three to four years at NHCS. The headmaster stated that teachers usually leave the school for three distinct reasons: (1) they move out of state or too far away to commute to the school; (2) they get married or become pregnant; and (3) for financial reasons—take a job elsewhere that pays them more. He, however, noted that he noticed that the core teaching staff is staying longer at the school.

#### **4. NHCS has actively participated with Project for School Innovation (PSI) in their “By teachers for teachers” series as well as presented at local, national conferences and workshops.**

NHCS continues to work collaboratively with PSI to disseminate information about best practice to schools throughout the state and nationally. In 2002, NHCS was featured twice in the PSI “*By Teachers for Teachers*” publication. In the first publication, titled Measuring Success, four teachers at NHCS shared strategies and tools used for conducting effective formative assessment. They described how they use the August Assessment, Goal Setting Meetings, and Monthly Compositions to develop students’ Individualized Learning Plan. In the second publication, Create Own Kidlab, teachers described steps involved in creating a Kidlab program that “uses inquiry-based learning, on-going experiments, and art and science to help students develop the skills and habits of mind critical to meeting science and technology standards.”

The headmaster and teachers reported that they attend and present at conferences sponsored by PSI. Through PSI teachers at NHCS have numerous opportunities to interact with teachers from other schools. According to the headmaster, this is significant because “it helps to break down barriers between public and charter schools [and] they don’t have to reinvent the wheel because they can learn from each other.” This is evident in the school’s relationship with the O’Hearn Elementary School in Boston. The headmaster stated that teachers from the two schools meet throughout the school year to discuss and collaborate on initiatives designed to improve teaching and learning.

#### **QUESTION 4: IF THE SCHOOL'S CHARTER IS RENEWED, WHAT ARE ITS PLANS FOR THE NEXT FIVE YEARS?**

**1. The performance standards listed in the 2005-2010 Accountability Plan represent a significant increase in the school's academic goals. However, internal assessment data compared with external assessment data showed a discrepancy in the level of student achievement.**

The increase in the school's academic goals is in line with its commitment to setting high academic standards for students. There is evidence that the school has met some of the goals outlined in its old accountability plan, especially in the area of reading and English Language Arts, and as such needed to raise its standards for student achievement.

A comparative analysis of student performance on the MCAS and the school's internal assessment show a discrepancy in student performance on these assessments. With the exception of sixth grade math, there is a significant divergence in the percent of students achieving proficiency on the MCAS, particularly in math and science in the eighth grade, versus the percent meeting the school's requirement for students to achieve a minimum of 70% to pass a course. This incongruence seems to be the result of a misalignment between the school's expectations and that of the state.

#### **Students' scores on the MCAS & NHCS internal assessments**

Subject Area	MCAS (Prof & Adv)	Internal Assessments at NHCS	
		Passing	Honors
Math (gr. 6)	86%	81%	43%
ELA (gr. 7)	63%	95%	57%
Math (gr. 8)	11%	95%	47%
Science (gr. 8)	11%	100%	63%

Since teachers at NHCS are actively engaged in a continuous improvement process, the hope is that they will work together to refine their strategies for assessing and evaluating student performance. By doing this they will be able to be aligned more closely with the state's expectation for student achievement.

**2. At present, there are insufficient systems in place to sustain and monitor the successful expansion of the academic program.**

Although the deans of school conduct numerous classroom visits, NHCS does not have a well defined protocol for ensuring the consistent implementation of the school-wide curriculum. This is due primarily to the fact that there is usually one teacher for each grade level. However, as the school expands to include more staff and students, the leadership has to be able to guarantee that all grade level teachers will have access to the same curriculum and resources and that they will

implement the curriculum as intended. In order for this to happen, the school will need to create a structure that will facilitate subject area planning for teachers, especially at the middle school level where there is currently only one content area teacher for all three grade levels.

Unlike the middle school, the lower school does not appear to have a uniform behavior management system. Teachers were observed using a variety of strategies to get students to follow directions and stay on task with their assignments. As noted earlier, teachers in the grade three to five cluster are using a behavior management system that is similar to the one being used in the middle. Even though they are diligent about implementing the behavior management system, team members observed inconsistency in teachers' execution of the policies governing the use of merits and demerits to address student behavior. It is important to note that this is not the case in the middle school. Teachers were observed using the system of merit and demerit uniformly across the school.

Finally, the absence of a centralized database will make it difficult for teachers to share information about students and their information with each other as the school expands. This might impact their ability to address the needs of diverse learners. The headmaster, however, is aware of these issues and plans to address them with the help of the other members of the administrative team.

### **3. Neighborhood House Charter School has the financial capacity to sustain its expansion plans.**

The NHCS Board, Headmaster, and deputy headmaster provide strong fiscal oversight of the school's budget and are very committed to ensuring that the school remains a viable organization. In order to do this, the Board and the deputy headmaster have been very aggressive in their efforts to raise money for the school. As noted before, they have been successful in getting funding from private and public donors. In interviews with team members, both the Board and the deputy headmaster were very clear that the school will continue to pursue its strategy of soliciting funds from a variety of donors.

The Board has a finance committee that works with the executive committee and the headmaster to plan the school's budget in advance of the upcoming school year. Members reported that this has been an effective strategy because it allows them to identify gaps in the budget early on, thus, making it possible for them to be more strategic in their fundraising efforts.

The deputy headmaster will leave NHCS at the end of the school year. Members of the Board informed team members that the school plans to hire a full time business manager and director of development to replace the deputy headmaster. The departure of the deputy headmaster will be a big loss for the school because she is very skilled at raising money for the school. The Board does recognize this and seems to be committed to recruiting individuals who are as equally dynamic as the deputy headmaster.

## APPENDIX A: SCHEDULE OF THE RENEWAL INSPECTION VISIT

### Sample Schedule for the On-site Component of the Renewal Visit

#### DAY1 Tuesday, March 2, 2004

	TEAM MEMB A	TEAM MEM. B	TEAM MEM. C	TEAM MEMB D
<b>12:00</b>	Hotel Check In			
<b>12:00 – 2:30</b>	Team meeting, introductions, overview of process, tasks			
<b>3:00-4:00</b>	Team Meets with School Leaders – School Presentation Kevin Andrews Headmaster, Mary Nee Deputy Headmaster-Kate Nissenson, Dean-Mark Jacobson, Dean- Laura Foulke, Dean in Trustees Room			
<b>4:00-4:30</b>	Initial Team Meeting at School, (school)			
<b>4:30–5:30</b>	☼☼☼☼☼ Meeting with Board of Trustees-School Library ☼☼☼☼☼			
<b>6:00</b>	Team Dinner			

#### Day 2 Wednesday, March 3, 2004

	A (K-1, K-2, 1)	B (Gr. 2 &3)	C (Gr. 4 &5)	D (Gr. 6,7,8)
<b>7:30-8:00</b>			Feedback to School Leaders	
<b>8:00 – 8:30</b>	Document Review Trustees Rm.	Document Review Trustees Rm.		8:00-8:10 Guided Reading Shirley-Davidson
<b>8:30 – 9:00</b>	Literacy Block (K-2)	Math (Gr. 2)	Math (Gr. 4)	8:15-9:00 Math 2 Multi-purpose Rm (Gr.8)
<b>9:00 - 9:30</b>	Oral Language (Gr. 1)	Literacy Block (Gr. 3)	Art Elective Literary Magazine w/ writing specialist Art – ---Art rm.	Art Elective Music --music rm. Drama- Multipurpose
<b>9:30 – 10:00</b>	Writer's Workshop (K-2)	Word Work (Gr. 2)	Reader's Workshop (Gr. 4)	<b>Float</b>
<b>10:00 – 10:30</b>	Math (Gr. 1)	Science/SS (Gr. 3)	<b>Float</b>	Teacher interview English - E. Pratt
<b>10:30 – 11:00</b>	<b>Float</b>	Guided Reading Gr. 2 (10:45-11:30)	Reading (Gr. 5)	10:50-11:20 English (Gr. 8)



<b>10:00 – 10:30</b>	<i>Float</i>	Interview 1 <sup>st</sup> 2 <sup>nd</sup> grade Chinsio Mark's Office	<i>Student Support</i>  <i>Team Focus Group</i>  <i>Kevin's Office ☺</i>	Teacher Interview Science R.. Tatro
<b>10:30 – 11:00</b>	Math K-2	Math (Gr. 3)	<i>Float</i>	Writing Grade 5 ← or
<b>11:00 – 11:30</b>	Center Time/Story Time K-1	<b>Float</b>	Teacher interview Social Studies S. Shirley- Davidson	Teacher interview Math S. Luce
<b>11:30- 12:00</b>	Interview Deputy Headmaster Finance Trustees Rm.	Interview (Gr. 3) T. Hantzopoulos	Spanish (Gr. 4)	<i>Interview</i>  <i>Deputy Headmaster Finance Trustees Rm.</i>
<b>12:00—12:30</b>	Teacher interview (K-2) Cheruvu & O'Hare-Gibson	1:00-1:30 Feedback to School Leaders Trustees Rm.	Feedback to School Leaders Trustees Rm.	Feedback to School Leaders Trustees Rm.
<b>12:00 – 1:00</b>	<b>TEAM LUNCH DEBRIEF</b>			
<b>1:00 – 1:30</b>		Spanish Grade 3	Teacher interview (Gr. 5) D. Antl	Math I (Gr. 8)
<b>1:30--2:00</b>	Social Studies (K-2)	Writing (Gr. 3)	Science (Gr. 4)	
<b>2:00 – 2:30</b>		Music (Gr. 2)	Social Studies Gr. 6	Math 2 Gr. 7
<b>2:30-3:00</b>	Peace Watch (K-1)	Theme (Gr. 2)	Student FocusGrp. Middle School 2:45-3:30 SPED Rm. 3 <sup>rd</sup> flr.	
<b>3:00-3:30</b>	<b>Note writing; evidence sorting, Team Work Room</b>			
<b>3:30-6:00</b>	<b>Team Moderation Session</b>			
<b>6:00</b>	<b>Team Dinner</b>			

**Day 4 Friday, March 5, 2004**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>8:00 – 8:30</b>	Feedback to School Leaders			Feedback to School Leaders
<b>8:30 – 9:00</b>	TOWN MEETING SCHOOL HALL 8:45-9:30	TOWN MEETING SCHOOL HALL 8:45-9:30	TOWN MEETING SCHOOL HALL 8:45-9:30	TOWN MEETING SCHOOL HALL 8:45-9:30
<b>9:30 – 10:00</b>	<b>Team Moderation</b>			
<b>10:00 – 11:00</b>				
<b>11:00 – 12:00</b>				
<b>12:00 – 1:00</b>	<b>Team lunch, debrief</b>			
<b>1:00-4:00</b>	<b>Team Moderation</b>			
<b>4:00 (APPROX)</b>	<b>Oral Presentation of Findings to School Leaders</b>			
<b>5:00</b>	<b>Team debrief, evaluations, departure</b>			