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| **final application REVIEW 2016-2017** |
| **Proposed School Name (Commonwealth):** | Map Academy Charter School |
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| **Grades Served At Full Capacity:** | 9-12 |
| **Number of Students At Full Capacity:** | 300 |
| **Proposed School Location:** | Plymouth |
| **Proposed Opening Year:** | 2018-2019[[1]](#footnote-1) |
| **Proposed Charter Region:**  | Plymouth, Carver, and Wareham |
| **Mission Statement:**Map Academy helps youth find their way with individualized roadmaps designed to promote success in students for whom traditional school has not worked. Student-centered academics, a highly supportive culture, and career development opportunities equip students with the knowledge, mindsets, and skills to meet the high standards necessary for postsecondary education and meaningful employment.**Proposed Growth Plan for First Five Years of Operation:**

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| **School Year** | **Grade Levels** | **Total Student  Enrollment** |
| First Year | 9-12 | 130 |
| Second Year | 9-12 | 160 |
| Third Year | 9-12 | 190 |
| Fourth Year | 9-12 | 220 |
| Fifth Year | 9-12 | 250 |

The Department has compiled a summary of the evidence identified through the review of the charter application, the responses provided by the applicant group during the subsequent interview, and the testimony and comment provided at the public hearing and during the public comment period. The below summary describes the evidence identified that addresses the application criteria and identifies the areas of the application criteria where limited evidence was provided during the application process.**Public Comment:**At the public hearing, 28 speakers spoke **in support** of the proposed school, including: State Representative Mathew Muratore, a representative of the office of Senator Viriato (Vinny) DeMacedo, Plymouth Public Schools Superintendent Gary Maestas, Plymouth School Committee member Margie Burgess, current school administrators employed by Plymouth Public Schools, Quincy College Plymouth Assistant Dean Laura Buckley, teachers, parents, current and former students, community members, and five members of the applicant group. Written comment in support includes one written statement shared at the public hearing and one letter received by the Department from a parent of a student currently enrolled in the alternative program at Plymouth Public Schools.The application did not receive testimony or written comment **in opposition** during the public hearing and public comment process. |

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| **Mission (I.A.) and Key Design Elements (I.B.)**

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| **Identified Evidence** | **Limited Evidence**  |
| * The value of the school, according to the mission, is to provide an avenue to success for students who might not otherwise succeed. The mission communicates the core belief that significant additional supports will help students who are the intended audience succeed. (I.A.)
* The mission identifies student-centered academics, a highly supportive culture, and career development opportunities as the elements of the program that will enable students to succeed in achieving the school’s mission. The mission is generally reflected throughout all sections of the application. (I.A.)
* The mission defines student success as “equip[ping] student with the knowledge, mindsets, and skills to meet the high standards necessary for postsecondary education and meaningful employment.” (I.A.)
* The educational philosophy described in the application, summarized as a combination of high expectations and intense support, is consistent with the mission. (I.B.)
* The application describes three key design elements: student-centered learning environment, highly supportive culture, and career development education and describes clearly what they mean for the specific population of students the school is designed to serve. (I.B.)
* The key design elements clearly align with the mission statement and are generally reflected throughout the application. (I.B.)
* The application describes the educational options currently available to off-track high school students in the region to be served by the school, and states that the school will meet a demonstrated need by increasing access to specialized programming for these students. (I.B.)
* The application includes a compelling description of the region’s future, in which the success of the school means regional dropout rates are reduced. (I.B.)
* The application briefly describes the measures that will be used to measure the positive impact of the school on students, their parents, school staff, other schools and organizations, and the region as a whole. Measures include student transcripts, state test results, dropout rates, stakeholder surveys, and some measures of collaboration with other schools and organizations. (I.B.)
 | * No primary concerns noted.
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| **Description of the Community to Be Served and Enrollment and Recruitment (I.C. and I.D.)**

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| **Identified Evidence** | **Limited Evidence**  |
| * The application identifies and describes off-track students as the student population the school would serve, and explains how their needs for intense support are insufficiently addressed in traditional school models. (I.C.)
* The application describes the proposed co-directors’ extensive connections to the community based on their current work leading Plymouth Public Schools’ alternative education program. The application lists 14 organizations with whom the lead applicants have already collaborated, including social support organizations and higher education organizations. During the interview, the proposed co-directors elaborated on the reasons for including Wareham and Carver in the proposed region, stating that the those two districts also have a need for a program to serve off-track students, and that existing transportation options will facilitate the school’s ability to serve students from all three communities. The proposed co-directors also described receiving calls from parents and grandparents across the proposed region, and stated that the superintendent of Carver Public Schools is supportive of the proposed school. (I.C.)
* The application explains how the school will address the needs of off-track students by providing individualized learning plans that allow flexibility and through providing substantial supports. (I.C.)
* The supporting evidence for the projected student enrollment is based on the numbers of students currently enrolled in Plymouth Public Schools’ alternative program, drop-out rates of targeted communities, and the numbers of students identified by the Department’s Early Warning Information System data (EWIS) as being at risk across the proposed region. (I.C.)
* The application includes a plan for marketing the program that is to involve a media campaign and personal outreach by the lead applicants to individuals, schools, and other organizations. As current administrators of an alternative education program in Plymouth, the lead founders have developed relationships with local organizations that currently serve the families of the targeted student population. (I.C.)
* The school will communicate with parents via electronic communications and face to face meetings, and plans to foster parental involvement by forming a parent leadership committee. (I.C.)
* The school plans to involve multiple community organizations in providing wraparound services to students. (I.C.)
* The application explains that a Commonwealth charter is needed in order to provide a program model that is not currently available to students in the districts to be served, and in order to sustainably fund this type of program. (I.C.)
* The application envisions a strategic partnership between the school and the district, and notes that the application is supported by Plymouth Public Schools’ central administration and school committee. A specific way in which the school plans to support the district is in offering professional development to teachers around topics related to serving off-track students. (I.C.)
* The application includes a draft recruitment and retention plan as an attachment. The plan clearly incorporates strategies intended to attract, enroll, and retain students in the required demographic groups. (I.D.)
 | * The application contains a draft enrollment policy that does not adequately address the unique nature of the proposed educational program and the targeted student population. During the interview, the proposed school leaders indicated the intent to permit new enrollment at the beginning of each trimester in order to maintain student enrollment. The enrollment policy is subject to revision and approval by the Commissioner during the opening procedures process. (I.D.)
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| **Overview of Program Delivery and Curriculum and Instruction (II.A. and II.B.)**

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| **Identified Evidence** | **Limited Evidence**  |
| * The application explains that the proposed educational program will serve the diverse needs of individual students by personalizing the educational experience in a student-centered learning environment. The educational experience is personalized through the use of individualized learning plans, a flexible schedule, the school’s competency-based approach, and the school’s highly supportive culture. The application references research suggesting that such personalized attention will lead to greater student engagement and foster student success and persistence in school. (II.A.)
* The application describes the school calendar and the flexible schedule intended to accommodate some students’ out of school obligations. The application indicates the amount of time each student spends in school will vary, but the school will ensure that every student receives the minimum number of instructional hours. (II.A.)
* The application indicates that offering support through the summer is integral to the model, since students served by the school require ongoing support year round. Programming will not be mandatory, but staff will work with each student to create a plan for the summer. (II.A.)
* The school will adapt curricula that have been developed by Boston Day and Evening Academy (BDEA). BDEA’s model is similar to the one proposed for Map Academy. During the interview, the proposed co-directors clarified that in addition to the modules and benchmark descriptions included in the application they also have access to all of BDEA’s curriculum materials. They will use the planning year to adapt those materials to incorporate elements drawn from the Collaborative for Academic, Social and Emotional Learning (CASEL) framework and from the Linked Learning model. They also indicated that they will receive ongoing support from BDEA staff during the curriculum planning process. (II.B.)
* The application states that initial revisions of the BDEA curriculum will not be required, but department teams will evaluate and revise the curriculum as needed under the initial oversight of one of the proposed co-directors of Map Academy. Starting in year three, the dean of teaching and learning will oversee curricular revisions. (II.B.)
* According to the application, teachers will be responsible for developing units and lessons that address the benchmarks. These need to be approved by the co-director in charge of curriculum and instruction. Teachers will also work collaboratively throughout the year to refine the curriculum based on student assessment data. One of the proposed co-directors of Map Academy will oversee curriculum and instruction until year three, when a dean of teaching and learning will be hired. During the interview, the proposed co-directors stated that BDEA staff will provide training to teachers prior to the opening of the school around teaching in a competency-based model. (II.B.)
* The application briefly outlines an annual process the school’s Instructional Leadership Team and department teams will follow to systematically use data to inform revisions to the curriculum, professional development, and/or changes to the program. (II.B.)
* The application describes the learning environment in ways that are consistent with the proposed model, with small class sizes and classes led by staff members who are attentive to each student’s academic as well as social-emotional needs. Each student will have a Chromebook, and teachers will make extensive use of Google classroom. (II.B.)
* The application includes a detailed description of the instructional methods to be used in the curriculum model. These include small group instruction, cooperative learning, project-based learning, online/blended learning, social-emotional learning, and career development education. The application also describes a plan and tools for developing and tracking each student’s academic, social, and career development progress. (II.B.)
* The application indicates that special education staff will provide push-in support in general education classrooms as needed. The application describes some additional strategies to support students, including tutoring, a Learning Center staffed throughout the day, online remediation tools, and other contracted services. (II.B.)
* The application includes a variety of evidence to demonstrate that the proposed curriculum and instruction will serve the needs of the anticipated student population. The application references numerous sources that lend support for its planned use of individual learning plans, student-centered instruction, differentiated instruction, project-based learning, social emotional learning, and career development education. (II.B.)
* The application states that professional development needs will be identified by lead teachers, through staff surveys, by student performance data, and by teacher evaluation data. (II.B.)
 | * The application describes a year-round schedule organized into three trimesters and a summer program. The school day will start at 8:30 a.m. and end at 5:30 p.m., and some staff will be available outside of these operating hours and in the summer. The description of the schedule does not indicate when instructional leadership team (ILT) or student support team (SST) meetings will take place, or extracurricular activities or wraparound support activities such as group counseling. While the application indicates that not all individual staff members will work the entire school day, the level of staff commitment that will be required to implement the program described in the application is substantial. During the interview, the proposed co-directors stated that they intend to hire staff members who will put students first, and that they will “make it work”. They also said that BDEA offers a similar model and has low staff attrition. (II.A.)
* While the application contains a student schedule and clear description of the components of the proposed schedule, it is unclear how the school will implement the flexibility envisioned for students and faculty while meeting requirements for student learning time. (II.A.)
* The application states that staff will participate in a one-week training prior to the school opening, and will have one three-hour professional development session weekly. These sessions will alternate between whole staff meetings and department meetings where collaboration will take place. Given the anticipated high demands placed upon teachers to meet the wide variety of student needs, the description of the plan for professional development was limited and requires additional development. (II.B.)
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| **Student Performance, Assessment, and Program Evaluation (II.C.)**

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| **Identified Evidence** | **Limited Evidence**  |
| * Students are not organized by grade levels, but are assigned to courses based on the competencies they need to achieve. The application explains that students are promoted from one course to the next in the Map Academy roadmap sequence when they achieve a BC-Basic Competent rating. (II.C.)
* The application lists graduation requirements that are consistent with the school’s mission. They include demonstrating proficiency on state tests in ELA, mathematics, and science tests; demonstrating competencies in Map coursework and in the five spheres of social-emotional learning defined by the CASEL framework; passing an English and a math course at Quincy College, demonstrating career readiness through participation in Linked learning programming, and crafting a postsecondary plan. (II.C.)
* The application describes the benchmark assessments that will be administered to measure student competencies. (II.C.)
* While students will have the option of completing some work outside of school, the school’s philosophy acknowledges that homework is frequently an obstacle for off-track students and as a result the amount of work done outside of school will be largely determined by the individual student. (II.C.)
* The application lists multiple measures of student performance, including state tests, other standardized assessment tools, and school-based assessments. (II.C.)
* The application explains a process the school’s instructional leadership team (ILT) and department teams will follow to systematically use data to inform revisions to the curriculum, professional development, and/or changes to the program. (II.C.)
* The application lists Accuplacer, NWEA MAP, and Scholastic Reading and Math Inventories (SRI, SMI) as standardized assessment tools to be used at the school. Accuplacer was chosen because it is used by Quincy College, a school partner. It will be used to gather baseline data in reading, writing, and math, and again before students begin their coursework at Quincy. NWEA MAP will be used annually to track growth. SRI and SMI will be used to identify specific learning gaps. (II.C.)
* The school plans to use the data reporting and management tool currently in use by BDEA, a database developed by a third party vendor. Data included in students’ individualized learning plans (ILPs) will be available, as applicable, to students, their parents, teachers, and administrators via the tool. Individual progress reports and report cards will be generated at the midpoint and end of each trimester. The proposed system can provide a variety of reports for review by the board of trustees and other stakeholder groups. (II.C.)
* The application describes how each of the following stakeholder groups will participate in the review and response to student achievement data:
* The board will receive student achievement reports at its monthly meeting and will use the data to inform its oversight actions.
* School administrators will review student data at weekly ILT meetings.
* Teachers will review student data at bi-weekly staff meetings.
* Students will have online access to all of their data at all times. At the end of each trimester, they will work with their advisors to establish goals for the following trimester. (II.C.)
* Parents will have online access to their child’s data. They will receive hard copies of progress reports in the middle and at the end of each trimester, and will be invited to meet with school staff to review their child’s progress. (II.C.)
 | * While the application indicates that students’ social emotional learning will be assessed by students and their advisors each trimester based upon the CASEL framework, in the application and during the interview, it remained unclear how the lead founders will develop benchmarks for social and emotional learning and effectively refine and revise benchmarks over time to improve effectiveness. (II.C.)
* The application does not clearly explain how the various assessments will be used to measure success for individual students and for students as a whole. During the interview, members of the applicant group indicated that success will look different for each student, but were unable to clearly articulate how they would determine whether a student individually or the school as a whole is making adequate progress. One of the proposed co-directors reported that the assessment plan is still under development, and that the applicant group is receiving help from a consultant to develop an appropriate vision for accountability specific to alternative education. (II.C.)
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| **Supports for Diverse Learners (II.D.)**

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| **Identified Evidence** | **Limited Evidence**  |
| * The application provides a clear description of the processes and procedures the school will use to identify, assess, and serve students who are English learners (ELs). The application demonstrates an awareness of the school’s obligations with regard to serving ELs. (II.D.)
* The application states that the settings in which required services will be implemented will vary (general education classroom, small group, ESL classroom) depending on the number of ELs and their English proficiency levels. (II.D.)
* The application states that school leaders will use a Department developed template for annually evaluating the school’s English Language Education program. (II.D.)
* The application references very low percentages of English learners (ELs) enrolled in districts in the sending region in its rationale for a plan to contract services through the Plymouth district during the first charter term, including ESL services to be delivered by a teacher with English as a Second Language (ESL) certification. The application indicates that the ESL curriculum to be used will the ESL curriculum designed by the ESL coordinator for Plymouth Public Schools. (II.D.)
* The application provides a clear description of the processes and procedures the school will use to identify, assess, and provide specialized instruction to each student in need of special education. The application demonstrates an awareness of the school’s obligations with regard to serving students with special needs. Evidence within the application includes the following information. (II.D.)
* The application explains how student identification and assessment will be conducted. School staff will use prior documentation, will screen students upon arrival at the school, and will make use of a student support team (SST) to identify supports for students who need them. (II.D.)
* The application describes how individualized education plans (IEPs) will be developed using a process that involves the SST, the special education department head, the student, and the student’s parents/guardians. (II.D.)
* The application states that services for students with disabilities will be provided in the general education classrooms or in out of class settings as required by the student’s IEP. (II.D.)
* The school plans to recruit a special education coordinator with a graduate degree in special education and who is certified as a special education teacher (Salary: $80,000). The dean of culture (Salary: $88,000) and the special education coordinator will serve as co-chairs of the SST. The school will also hire a certified special education teacher in year one. (II.D.)
 | * The application does not indicate who at the school will provide ongoing oversight of the contracted services provided for ELs. (II.D.)
* The application indicates a reliance on Plymouth Public Schools for contracted services related to English Language Education programming and Sheltered English Immersion (SEI) endorsement classes for staff. The application did not contain a commitment letter or agreement with Plymouth Public Schools regarding the proposed arrangement for services. (II.D.)
* The application states that support services will identified by the student support team (SST) and/or based on students’ IEPs, but does not describe what support services will be offered.
* The application does not provide a clear rationale for the proposed staffing levels for special education programming. The plan is to hire one special education teacher and one dual-certified teacher to serve a student body that may include up to 40 percent students with disabilities (approximately 52 students in the first year of operations). During the interview, the proposed co-directors said that the proposed staffing level will be adequate because the school will develop an individualized learning plan for each student. (II.D.)
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| **Culture and Family Engagement (II.E.)**

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| **Identified Evidence** | **Limited Evidence**  |
| * The application describes a school culture that is consistent with the school’s mission to provide a personalized education that meets the specific academic and social-emotional needs of each student. The school will assess and support students’ social-emotional learning on an ongoing basis, with daily advisory meetings, a restorative justice and collaborative problem solving approach to behavior and discipline, use of trauma sensitive practices, and access to student support staff during the day and outside school hours. (II.E.)
* The school plans to develop partnerships with parents by conducting home visits, regularly communicating, having an open door policy at the school, and by holding regular open houses and parent/student/teacher conferences. (II.E.)
* The application indicates that stakeholder satisfaction will be gauged primarily through surveys of students, parents, and staff members. Parents will also have a means of providing input to the school administration, through a parent leadership committee, and the school intends to include a parent representative and a student representative on the board. (II.E.)
* The application describes relationships members of the applicant group have established with 13 community agencies and organizations, including social service, transportation, and higher education organizations, and further describes how each partnership will lend support to the school’s mission. (II.E.)
* The school plans to provide free breakfast, lunch, and snacks to all students. (II.E.)
* The application explains that the school intends to offer a wide array of wraparound services in partnership with at least seven different community organizations. The school’s social workers and dean of culture will be expected to accompany students as needed to their appointments and assist them in navigating insurance, housing, and transportation issues. (II.E.)
* The school plans to hire a half-time nurse starting in year one and expand the position to full time starting in year three. (II.E.)
 | * The application does not describe a physical education program, a state requirement for students at each grade level. (II.E.)
* While the application includes many details about the ways in which a broad range of students’ needs will be supported by school staff and partner organizations, the application lacks detail with regard to the implementation of wrap-around services within the school day and year. (II.E.)
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| **Capacity and Governance (III.A. and III.B.)**

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| **Identified Evidence** | **Limited Evidence**  |
| * The proposed co-directors of the school have been working together since 2013 running an alternative education program in Plymouth Public Schools. The other members of the applicant group were selected for their range of expertise and support of the school. (III.A.)
* The proposed founders and board members collectively possess experience and qualifications in curriculum, school administration, serving the needs of off-track students, charter schools, management, finance, real estate and development, and facilities planning and management. All of them also have meaningful and in many cases long-standing ties to the communities to be served by the school. In addition, the application indicates that once the school is operation, the board intends to include a parent representative and a student representative on the board. (III.A.)
* The application clearly describes the distinction in roles between board and school leadership roles and responsibilities. The application assigns to the board oversight for upholding the school’s mission and otherwise meeting the terms of its charter, developing and modifying school policies, hiring school leaders and holding them accountable for outcomes, ensuring compliance with state and federal law, and ensuring fiscal responsibility. Proposed board members also articulated these oversight responsibilities during the interview. School leaders are responsible for all day to day operations at the school, including hiring and oversight of personnel, implementing the program, and managing the school’s finances. (III.B.)
* The application indicates that the proposed co-directors will report to the board. The application indicates that the co-directors will be evaluated on an annual basis by the board using the five-step Massachusetts Framework for Educator Evaluation. During the interview, multiple board members indicated they have experience using the Massachusetts Framework. (III.C.)
* The application provides an example of how the board would take action on a specific request brought by the school’s co-directors, to make a technology purchase in excess of $5000. The example demonstrates an understanding of the roles and responsibilities of the board in acting on the request in a way that is consistent with public accountability. The board would convene its meetings and conduct its business in compliance with Open Meeting Law, would consider multiple vendors, and would seek to avoid conflicts of interest. (III.B.)
* The application describes an annual process the board would use to establish goals and priorities, to monitor performance throughout the year, and to evaluate performance at the end of the year. (III.B.)
* The application describes the proposed process and procedure for handling inquiries and complaints made to the board. (III.B.)
* The application states that board members will annually assess the effectiveness of their governance, and that members will annually self reflect on their own performance using seven specific criteria related to their involvement in the work of the board (e.g., attendance, participation in carrying out various board responsibilities). (III.B.)
* The application describes how the school will make key organizational decisions at the board level, outlining a process involving gathering information needed to make a well-informed decision, fostering open discussions during board meetings, working collaboratively with key stakeholders, and deliberating as long as necessary to come to a sound decision. (III.B.)
* The application describes how new board members will be recruited to add expertise where needed. Board members will be expected to have experience or expertise that aligns with the school’s mission and to have significant connections to the community. (III.B.)
* The application describes four steps the board plans to take to ensure a smooth transition when board officer vacancies arrive. These involve ongoing efforts to assess areas of need on the board, identifying serving and prospective members who can fill areas of need, and providing ongoing board member training. (III.B.)
* The application identifies Quincy College at Plymouth as a partner organization. The school plans to partner with Quincy to provide students with dual-enrollment opportunities. The application includes a letter of support from the college. During the interview, proposed board member and Quincy College at Plymouth Vice President of Academic and Administrative Affairs Mary Burke reiterated the college’s intent to partner with the school, and described a variety of services the college could provide students. (III.B.)
 | * The draft bylaws do not outline the limitations of the co-directors’ roles as board members. During the interview, a board member stated that the co-directors would be non-voting members. One of the co-directors stated that the co-directors will be voting members (as indicated in the draft bylaws), but that the bylaws will be further revised to delineate the co-directors’ roles. (III.B.)
* The application indicates that new board members will meet with the board chair and the school’s co-directors to receive orientation regarding the school’s model. It is unclear whether new board members will receive training regarding their roles and responsibilities as board members. (III.B.)
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| **Management (III.C.)**

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| **Identified Evidence** | **Limited Evidence**  |
| * The proposed school will implement a variety of opportunities for school employees to engage in key decision-making for the school in areas aligned with their expertise, including bi-weekly Instructional Leadership Team meetings, weekly SST meetings, and staff member screening and interview committee meetings. (III.C.)
* The application describes the roles and primary responsibilities of each of the co-directors and other key administrative staff. (III.C.)
* The application identifies Joshua Charpentier and Rachel Babcock as the proposed school’s co-directors, and describes their experience as managers of Plymouth Public Schools Alternative Programs. The application further identifies Kevin Avitabile as the proposed school’s dean of culture. (III.C.)
* The application states that administrators and teachers will be evaluated by the school’s proposed co-directors using the Massachusetts Framework for Educator Evaluation. (III.C.)
* The application states that the board intends to take a number of steps to attract, develop, and retain an effective leadership team and staff. These include offering competitive compensation and benefits packages and using board members’ professional networks to identify qualified potential hires. (III.C.)
* The application describes the qualifications and attributes of teachers to be recruited. Individuals should be (among other things) certified in their respective content areas, committed to the school’s mission, able to thrive in a collaborative environment, and willing to work outside the normal school day. (III.C.)
* The application indicates that the school intends to recruit teachers using online employment searches, staff recruitment fairs, and proposed board and staff member professional networks. The applicant group believes it will be able to retain teachers by prioritizing teacher autonomy and fostering teachers’ professional growth. (III.C.)
 | * While the application describes the reporting structure and relationships between school leadership and staff, the organizational chart does not clearly delineate the separate oversight responsibilities of the two co-directors. (III.C.)
* The application includes a table outlining the primary responsibilities of each of the two co-directors, but lacks clarity with regard to shared responsibilities. (III.C.)
* The description of teacher responsibilities does not clearly indicate working conditions, including the number of different preps each teacher will have on a daily or weekly basis. (III.C.)
* It remains unclear if the staffing plan for the proposed school will be sufficient to deliver the program described in the application. (III.C.)
* It is unclear who will be responsible for developing, monitoring, and ensuring the effectiveness of the proposed partnership with Quincy College. (III.C.)
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| **Facilities, Student Transportation and Finances (III.D. and III.E.)**

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| **Identified Evidence** | **Limited Evidence**  |
| * The application describes the process being used to identify viable lease options for a school facility. The process is taking into account where prospective students live, as well as the locations of community partner organizations. The application also includes tables showing the space needs of the school in year one and in year five, taking into account instructional, office, and other required school spaces (e.g., restrooms, food prep areas, lobbies). A proposed board member with significant real estate experience is playing a key role in the process. (III.D.)
* The school describes three options for their student transportation plan: Plymouth Public Schools transportation services for students who are residents of Plymouth, existing public transportation available within the proposed charter region, and transportation through a third party vendor for students from Wareham and Carver. The applicant group has allocated funds for contracted transportation services. (III.D.)
* The application includes the applicant group’s commitment to ensure that building facilities and transportation options are fully accessible. (III.D.)
* The application states that the school’s day-to-day financial operations will be managed by the proposed co-director for operations, with oversight by the board treasurer and finance committee. The proposed co-director for operations has five years of experience in financial operations in his current role at Plymouth Public Schools. (III.E.)
* The board will remain informed of the school’s financial position through monthly statements provided to the finance committee and quarterly summaries provided to the full board by the co-director for operations. (III.E.)
* The application states that a full-time administrative assistant with a background in bookkeeping will track finances in the school’s daily operations using accounting software. (III.E.)
* The school’s contingency planning involves budgeting for annual surpluses and relying in need be on funding from a non-profit organization established to accept private donations seek grant funding for the school. (III.E.)
* The application explains that the budget and cash flow projection were developed based on research of local charter school and school district budgets and drawing on the expertise of local educators and a national charter school finance expert. (III.E.)
* The application summarizes financial forecasts and cash flow projections from the school’s pre-operational period through its fifth year of operation. (III.E.)
 | * The school has not yet drafted a memorandum of understanding with Quincy College that would formalize the partnership and outline financial costs to the school. The budget and cash flow projection did not include estimated costs related to the proposed partnership with Quincy College. (III.E.)
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1. The applicant group has indicated the intent to implement an extended planning period based upon the availability of funds from the federal Charter School Program (CSP) grant during the pre-operational period. The applicant group indicated that the proposed school’s opening date would shift to the 2018-2019 school year instead of an immediate opening in 2017 as stated in the final application. [↑](#footnote-ref-1)