

FINAL APPLICATION REVIEWS 2009-2010	
Proposed School Name:	Lynn Preparatory Charter School
Grades Served At Full Capacity:	K-8
Number of Students At Full Capacity:	250
Proposed School Location:	Lynn
Proposed Opening Year:	2010-2011
Regional?	No
Proposed Sending Districts:	Lynn
Mission Statement:	
<p>“Lynn Preparatory Charter School (LPCS) is an academically rigorous K-8 school which offers an “exceptional education without exception” to prepare all students for success in high school and beyond. Although open to all Lynn students, the LPCS specifically targets students attending the lowest performing schools in the most economically distressed neighborhoods of the city, providing them with tailored supports to meet their individual needs.”</p>	
Curriculum Synopsis:	
<ul style="list-style-type: none"> • Internally developed curriculum based on the Understanding by Design methodology, using interdisciplinary themes and aligned with the Massachusetts curriculum frameworks. • Emphasis on active learning and 21st century skills, incorporating multilingualism, using varied instructional techniques. • A belief that discipline starts with love. • Incorporate three learning goals: 1) motivated learners; 2) effective communicators; and 3) active citizens. • Committed to offering a full enrichment program including physical and health education, art education, multimedia/technology, and an extended reading block. 	
Mission, Vision, and Statement of Need	
<p><u>Primary Strengths</u></p> <ul style="list-style-type: none"> • The Mission Statement defines the purpose and values of the proposed school. (Section I.A.1) • The Vision Statement offers a compelling image of the school’s future and is aligned with the Mission. (Section I.B.1 and 3) • The Statement of Need speaks to the value of the school as a choice option for the proposed community. It offers a rationale for expanding educational options by offering extended learning time and an educational program based on individual learning plans for students. (AP Section I.C.1 and 4) 	<p><u>Primary Weaknesses</u></p> <ul style="list-style-type: none"> • The application provides data comparing the MCAS scores of the Lynn Public Schools in all subjects, grades three through eight compared to the state, indicating that Lynn is performing below the state averages. The application also separated out the data for the “target population,” the students in the lowest performing elementary and middle schools in Lynn, to maintain the notion that students at specific schools in the district perform significantly lower on the MCAS. However, the application does not identify the schools. The application also states that “Lynn has consistently been one of the lowest performing school districts in the state” but the application does not provide the data to support that claim.
Educational Philosophy, Curriculum and Instruction	

<p><u>Primary Strengths</u></p> <ul style="list-style-type: none"> • The Education Philosophy describes the founding group’s core beliefs and values about education and demonstrates that it serves the diverse needs of individual students. (AP Section II.A.1 and 3) • The Curriculum and Instruction section is consistent with the Mission and Educational Philosophy of the school. (AP Section II.B.1) • The interview process helped to clarify the steps that would be taken to develop the proposed curriculum. (AP Section II.B.4) 	<p><u>Primary Weaknesses</u></p> <ul style="list-style-type: none"> • The application does not provide much research as evidence that this approach will lead to high academic achievement for the anticipated student population. (AP Section II.A. 5) • While the Educational Philosophy is primarily integrated into the implementation of the education program, it does not sufficiently develop the health care, social services, and other family-community partnership components. (AP Section II.A.2)
Assessment System, Performance, Promotion, Graduation Standards	
<p><u>Primary Strengths</u></p> <ul style="list-style-type: none"> • None. 	<p><u>Primary Weaknesses</u></p> <ul style="list-style-type: none"> • While it seems clear that the founding group understands assessments, the Assessment System, Performance, Promotion, and Graduation standards are confusing. It is not clear how they will interconnect and how they will be communicated to teachers, administrators, parents, and students. (AP Section II. C. 1, 2, 3 and 4)
School Characteristics, Special Student Populations and Student Services	
<p><u>Primary Strengths</u></p> <ul style="list-style-type: none"> • The application indicates that the founding group has knowledge regarding program requirements and effective means of implementation, and understands the obligations of charter schools regarding special education, English language learners, and school nutrition programs. (AP Section II. F. 5) 	<p><u>Primary Weaknesses</u></p> <ul style="list-style-type: none"> • In the interview, the founding group discussed how the enrichment schedule was not clear in the application. The interview process helped to clarify a some but not all of the components of the school characteristics. Questions were raised about planning time, external programs, student services, summer school, tutoring, mentoring, community service, disciplinary policy, and expectations for teachers. (AP Section II.E.4, 6, 8, and 11)
Enrollment and Recruitment	
<p><u>Primary Strengths</u></p> <ul style="list-style-type: none"> • The proposed enrollment process is open, fair, and in accordance with the charter school statute and regulations. (AP Section III.A.5) • While the application does not plan for attrition, the plan seems clear and offers a link between demand among parents and enrollment and recruitment. (AP Section III. A. 3) 	<p><u>Primary Weaknesses</u></p> <ul style="list-style-type: none"> • None.
Capacity, School Governance, and Management	
<p><u>Primary Strengths</u></p> <ul style="list-style-type: none"> • The founding group and proposed board of trustees include members who possess a wide variety of skills and experiences. Two of the members have founded a private not-for profit school that works with a similar student 	<p><u>Primary Weaknesses</u></p> <ul style="list-style-type: none"> • At the interview, three of the seven founding group members indicated that they plan to be on the board of trustees. The interview provided more information about the proposed board, including the five additional people who

population. (AP Section III. B. 3)

have been voted onto the proposed board of trustees. Because the new members were not part of the application, the Department does not have information regarding them. (AP Section III.B. 3)

- It is not clear that the founding board members understand that the ultimate success of the proposed school is the responsibility of the board and not the school management. (Section III.C. 7)
- The management structure needs further clarification. For example, the teaching program is not clear and proposed staffing levels don't seem to match up with the intended student-teacher ratios or the budget.

Finances

Primary Strengths

- None.

Primary Weaknesses

- Reviewers had many questions about the budget. The interview provided some clarification; however, some of the assumptions in the budget were not realistic. The projected sources of revenue did not seem accurate. It is not clear that the budget reflects all the commitments proposed in the application, for example, not all staffing is accounted for. (AP Section III F. 2 and 5)

