

Massachusetts Department of Elementary and Secondary Education

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Mitchell D. Chester, Ed.D.
Commissioner

MEMORANDUM

To: Members of the Board of Elementary and Secondary Education
From: Mitchell D. Chester, Ed.D., Commissioner
Date: October 10, 2014
Subject: Charter Schools – Recommendation to Place Boston Green Academy Horace Mann Charter School on Probation

Pursuant to the Charter School Regulations at 603 CMR 1.12(2), I recommend that the Board of Elementary and Secondary Education (Board) place Boston Green Academy Horace Mann Charter School (BGA) on probation in order to allow for the implementation of a remedial plan. My recommendation is based upon my continuing concern about the performance and viability of this school.

The FY13 financial audit, which was submitted to the Department of Elementary and Secondary Education (Department) ten months after its due date, raises serious concerns about the school's financial controls and status. Beyond a lack of financial oversight, the school's board of trustees has failed to follow regulatory requirements, state guidance, and its own bylaws. In addition, BGA has not shown promising academic results. Given the evidence that is further outlined below, it is clear to me that the school's board of trustees has failed to oversee BGA effectively.

The Board has previously placed charter schools on probation during the first five-year charter term. This action signals clear concern about the school and the hope that BGA can fulfill the probationary conditions and offer a successful educational program to the students it serves. Based upon the success—or lack thereof—of BGA in meeting the conditions imposed and in alleviating the causes of its probation, I will recommend further action as appropriate.

<i>Boston Green Academy Horace Mann Charter School</i>			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann	Location	Boston
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	N/A
Year Opened	2011	Year(s) Renewed (if applicable)	N/A
Maximum Enrollment	595	Current Enrollment	369
Chartered Grade Span	6-12	Current Grade Span	6, 9-12
Students on Waitlist	750	Current Age of School	4 years
Mission: Boston Green Academy’s mission is to graduate all of our students prepared for success in college and the workforce. We are especially committed to recruiting, enrolling, and supporting off-track 6th and 9th grade students before they enter the “drop-out pipeline”. As a public school that is deeply vested in cultivating a highly skilled and actively engaged global citizenry, we will prepare all of our students to be leaders in local and global environmental stewardship and activism, to live their lives responsibly and sustainably, and to take advantage of employment opportunities in the burgeoning ‘green’ economy.			

In its application submitted in 2010 to become a Horace Mann III charter school, BGA promised to serve students from a closed Boston high school. In its subsequent memorandum of understanding (MOU) with Boston Public Schools (BPS), BGA agreed to open in 2011 with students in grades 9-12, to absorb the student population from Odyssey High School (Odyssey), and to occupy Odyssey’s facility. Originally proposed as a 6-12 school, the MOU altered the founding group’s original growth plan and delayed offering middle school grades. This year, the school moved to a new location in Brighton and is serving grades 6 and 9-12.

Due to persistent concerns, the school received four visits from the Department in its first three years of operation and is scheduled for another visit this year. The site visit reports document concerns about faithfulness to the charter, the quality of the academic program, the quality and amount of support for diverse learners, and the school’s lack of compliance with Department regulatory requirements and lack of attention to Department guidance. The most recent site visit report is attached. Please note that since the February 2014 site visit, concerns regarding capacity, board governance and oversight, and finance have surfaced. As a result, substantial questions exist regarding the ability of the board of BGA to manage the school effectively. My concerns based on the February 2014 site visit and subsequent information are in the areas of the [Charter School Performance Criteria](#) that follow.

Lack of Faithfulness to Charter

Criterion 1 – Mission and Key Design Elements

- As documented in the Year Three Site Visit Report (attached), administrators reported that they are aware that they are not currently implementing several key design elements from their original charter, including the replication and extension of the practices of the Fenway High School and the use of Universal Design for Learning at the school.

Additionally, all stakeholder groups did not share a common understanding of the college preparatory aspect of the mission. Visitors observed that BGA has not yet established a schoolwide emphasis on high academic expectations.

Criterion 3 – Compliance

- The school’s Coordinated Program Review for 2013-14 indicated that the school had not met more than a third of the required criteria. The school received “partial implementation” for 22 criteria and “not implemented” for one criterion. In particular, special education teachers lacked appropriate licensure.
- The school did not follow statutory and regulatory requirements, further amplified in guidance, when submitting or failing to submit critical documents, such as a list of proposed board members for approval and appointment, the end-of-year financial report for 2012, and the school’s financial audit for FY13. Please see below for more details.

Lack of Academic Success

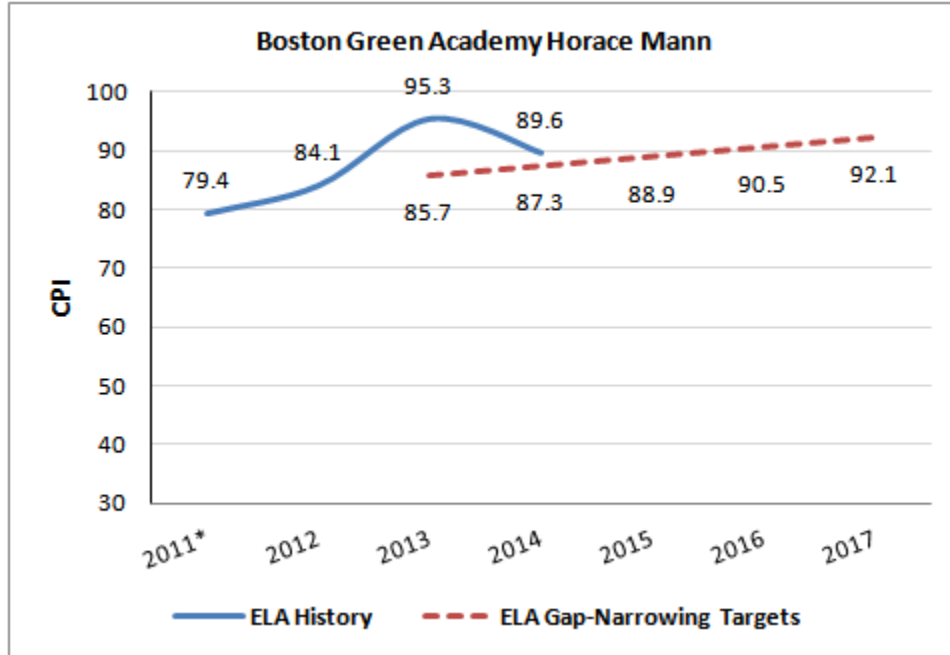
Criterion 5 – Student Performance

- Academic results have not been promising. In 2014, the school is in Level 3 and the school’s academic performance is in the sixth percentile when compared to other high schools statewide. Particularly concerning are the student growth percentiles. Please see the tables below.

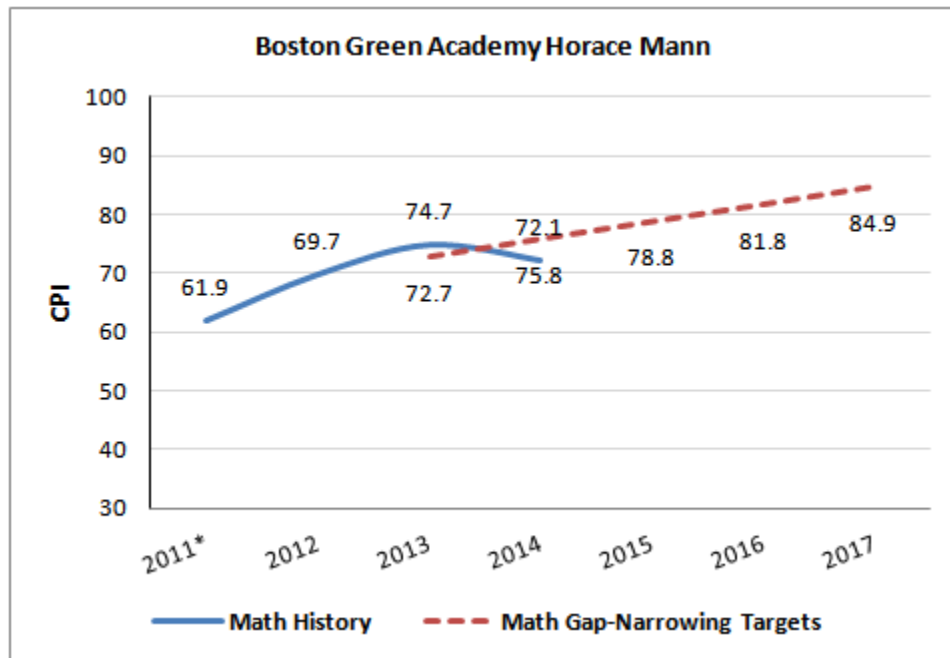
Criterion 6 – Program Delivery

- Instruction at the school received a rating of “Falls Far Below” by the Department’s site visit team on February 11, 2014 (Year Three). Past site visit reports document similar concerns about instructional practices at the school. The site visit report from Year Three, attached, states:
 - *Observed classroom environments were not conducive to student learning. While the classroom environment has become safer and more respectful, instructional learning time is not being maximized.*
 - *The school staff shares a common understanding of expected lesson structures: a posted objective, do now and a closing; likewise they are all working toward a common goal of providing differentiated instruction to students. In terms of expected instructional practices as articulated by the school leadership prior to the visit, site visitors saw minimal evidence that teachers are implementing these practices. In the majority of classrooms students did not produce work reflecting critical thinking.*
 - *It is unclear how teachers use curriculum documents to shape daily instruction; site visitors noted that daily objectives did not appear to be aligned to the Common Core, were not aligned to the lesson activity, or at times appeared to be task descriptions rather than objectives.*
 - *BGA provides extensive student supports. The school uses screening and assessment data to determine student placement into interventions and interventions are implemented regularly. However, the school does not provide support for inclusion of students with disabilities within general education*

- classrooms and does not have a consistent system to move students along a continuum of placements and services according to student progress or need.
- The school staff includes one teacher with responsibility to provide English language instruction for the 54 currently identified ELL students.



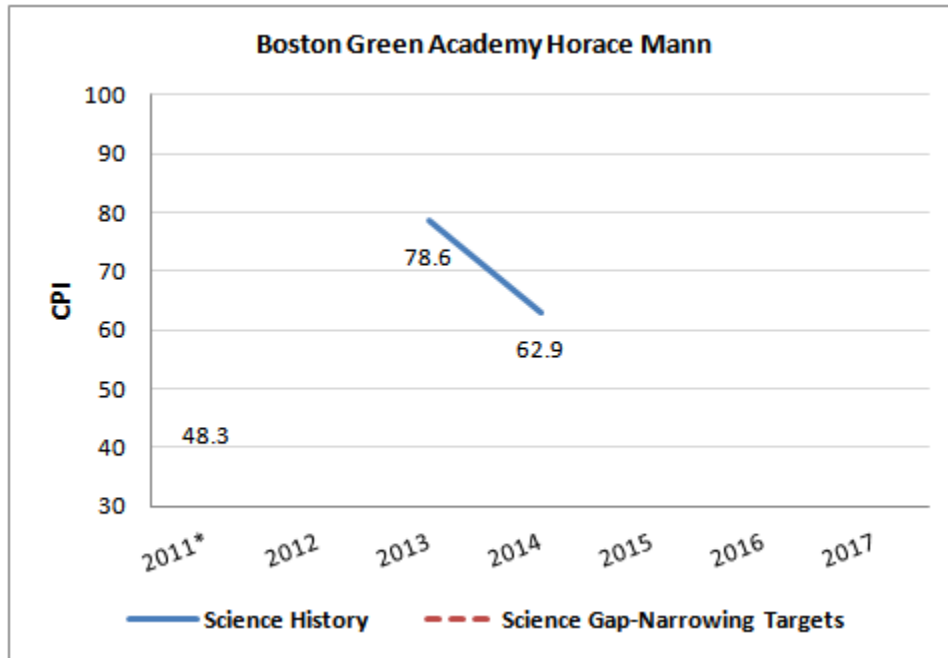
*2011 data is from the Odyssey school



*2011 data is from the Odyssey school

BGA Median Student Growth Percentile

Year	2012	2013	2014
English Language Arts	27.0	60.0	37.5
Mathematics	27.0	31.0	26.0



Lack of Organizational Viability

Criterion 8 – Capacity

- Over the past three years, the school has experienced leadership turnover. The school’s founding headmaster left the school after its first year of operation in 2012 and was replaced by two co-headmasters. One of these co-headmasters left the school in 2014.
- School leadership has failed to respond to repeated Department notifications and requests over the last year.

Criterion 9 – Governance

- The board failed to follow regulatory requirements, the Department’s guidance, and the board’s own bylaws when adding new members. At various points in the charter term, a number of individuals acting as voting members on the board had not received required approval and, therefore, were not in fact board members.
- While it lacked a quorum, the board still met for two meetings in 2014, and in one of those meetings the board went into executive session.

Criterion 10 – Finance

- The board of trustees has not provided adequate oversight of the school’s fiscal processes.
 - The FY13 financial audit was due no later than November 1, 2013. It was received by the Department 10 months late, on September 4, 2014.

- The FY13 audit contains findings of material weaknesses in terms of a lack of internal controls over the school's financial procedures and compliance with requirements of major federal programs, and gives an adverse opinion on material noncompliance with respect to the federal Charter School Program and Title I, resulting in questioned costs.
- The school did not submit the FY12 Charter School End of Year Financial Report.

Conditions and Probation

I recommend that the Board place BGA on probation, pursuant to 603 CMR 1.12(2), for the remainder of the school's charter term. The school's current charter expires on June 30, 2016.

I also recommend that the Board place the following conditions on the school's charter:

1. Beginning in October of 2014 and until further notice, BGA must submit to the Department, at charterschools@doe.mass.edu, board meeting agendas, materials, and minutes prior to each board meeting at the same time that these items are sent to the school's board members. Additionally, if board materials do not already include this information, the school must also submit monthly financial statements.
2. By December 31, 2014, the school's board of trustees must have completed a comprehensive self-evaluation of its own capacity and must have recruited additional board members with needed expertise, as identified by the board of trustees and the Department.
3. By December 31, 2014, the school must establish an escrow account in an amount determined by the Department in consultation with the school to pay for any potential closing, legal, and audit expenses associated with closure, should that occur.
4. By February 28, 2015, the school's board of trustees must engage in training conducted by an external consultant, acceptable to and approved in advance by the Department, on the roles and responsibilities of a board of trustees for a charter school.
5. By February 28, 2015, all members of the board of trustees of BGA will complete the series of six trainings offered online by the Office of the Attorney General regarding the Open Meeting Law. All board members will sign the required certificate stating that they have received, read, and viewed the following materials: the Open Meeting Law, G.L. c. 30A, §§ 18-25; regulations promulgated by the Attorney General under G.L. c. 30A, § 25; and educational materials available from the Attorney General explaining the Open Meeting Law and its application.
6. By November 1, 2015, as documented by the school's FY15 independent financial audit, the school must remedy all material weaknesses and deficiencies identified in the FY13 financial audit and any subsequent findings in the school's audit for FY14. The school must have an unqualified opinion on its FY15 audit without any identified material weaknesses.
7. By December 31, 2015, the school must demonstrate that it is an academic success through evidence of significant academic improvement in mathematics and English language arts.

8. The school will submit all documentation required by the Department in accordance with deadlines established by the Department for the remainder of the school's charter term including, but not limited to, documents for approval and appointment of new board members; financial disclosures of board members; the school's annual financial audit; the school's application to renew its charter, if desired; the school's annual report and end of year financial report; and all required and accompanying documentation.

Based upon the success—or lack thereof—of BGA in meeting the conditions imposed and in alleviating the causes of its probation, I will recommend further action as appropriate. Please note, meeting these conditions is not a guarantee that probation will not continue or that the school's charter will be renewed. The Department will continue to monitor developments at the school and conduct site visits. In addition to meeting the terms of its probation, BGA, like all charter schools, must also comply with the terms of its charter. I will report to the Board on the school's progress in meeting the conditions imposed.

If you have any questions regarding this recommendation or require additional information, please contact Cliff Chuang, Associate Commissioner (781-338-3222); Jeff Wulfson, Deputy Commissioner (781-338-6500); or me.

Attachment: Motion
BGA Year Three Site Visit Report

CHART (Criterion 2: Access and Equity)

The longitudinal demographic comparison data presented in the following four graphs is intended to provide context for the charter school's recruitment and retention efforts. The set of displayed comparison schools includes the charter school of interest, and all of the public schools (district and charter) in the charter school's region that serve at least one grade level of students which overlaps with the grade levels served by the charter school.¹ All data displayed in these graphs is derived from ESE District and School Profiles (<http://profiles.doe.mass.edu/>).

The first four graphs provide comparison enrollment percentages for four different subgroups of students: first language not English, English language learners, low income, and students with disabilities. Each line on the graph represents the percentage of total school enrollment from 2010 to 2013 for a given school or set of schools. Data listed is displayed longitudinally across multiple years in line graph form, with:

- a solid **bold black** line representing subgroup enrollment in the charter school of interest;
- a dotted **green** line for the statewide average;
- a **blue** line for the district in which the charter school is located;
- a dotted **orange** line for the median² enrollment percentage of the comparison schools; and
- a **pink** line for the Gap Narrowing Target⁵.
- **gray** lines for enrollment percentage in each individual comparison school (darker gray for charter schools, and lighter gray for district schools).

The next two graphs summarize attrition rates³ in the aggregate and for the high needs⁴ subgroup. Please note that district percentages are not included since attrition at the district-level cannot be reasonably compared to attrition at the school-level.

Important Notes: Though comparisons of subgroup enrollment in a charter school to that of other public schools in a geographic area can provide some information to assess comparability of student populations, the subgroup composition of a charter school is not required to be a mirror image of its sending districts and region. Students choose to enroll or are assigned to the schools in a geographic region due to a variety of reasons and factors, including: the random lottery admissions requirement for charter schools, district assignment and programmatic placement decisions, parent choice, uneven distribution of families within a geographic region due to housing or wealth distribution patterns, and natural population variation, among many others. Charter schools are mandated to receive Department approval for a recruitment and retention plan to be reported on and updated annually. When deciding on charter renewal, the Commissioner and the Board of Elementary and Secondary Education must consider the extent to which the school has followed its recruitment and retention plan, using deliberate, targeted strategies to recruit and retain students in subgroups where enrollment has not been comparable, and whether the school has enhanced its plan as necessary. It is also important to note that it may take time for a charter school's recruitment and retention efforts to be reflected in the aggregate demographic percentages given sibling preference for admission and a limited number of entry grades.

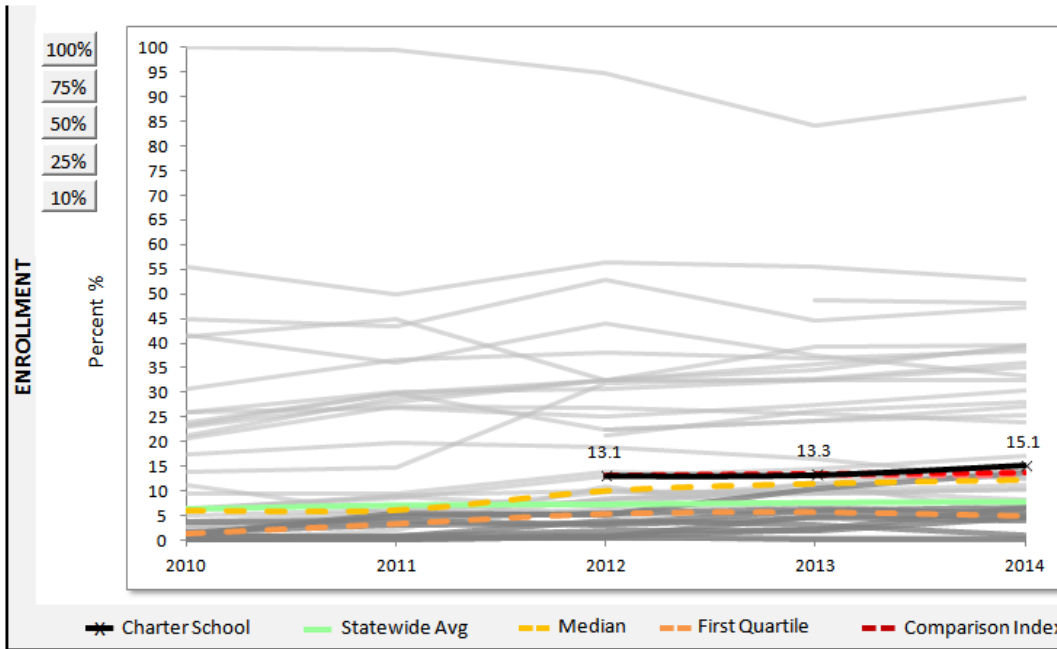
¹ The names of each of these schools and additional subgroup detail can be found in the Charter Demographic Analysis and Review Tool (DART), expected to be available early in 2014 and upon request. For a charter school that draws more than 20% of its students from a district outside the districts specified in its charter, comparison schools from these districts are also included. This only occurs with two schools located in Cambridge which draw more than 20% of their students from Boston.

² The midpoint value of all the comparison schools for the percent of students enrolled.

³ The percentage of attrition, or rate at which enrolled students leave the school between the end of one school year and the beginning of the next.

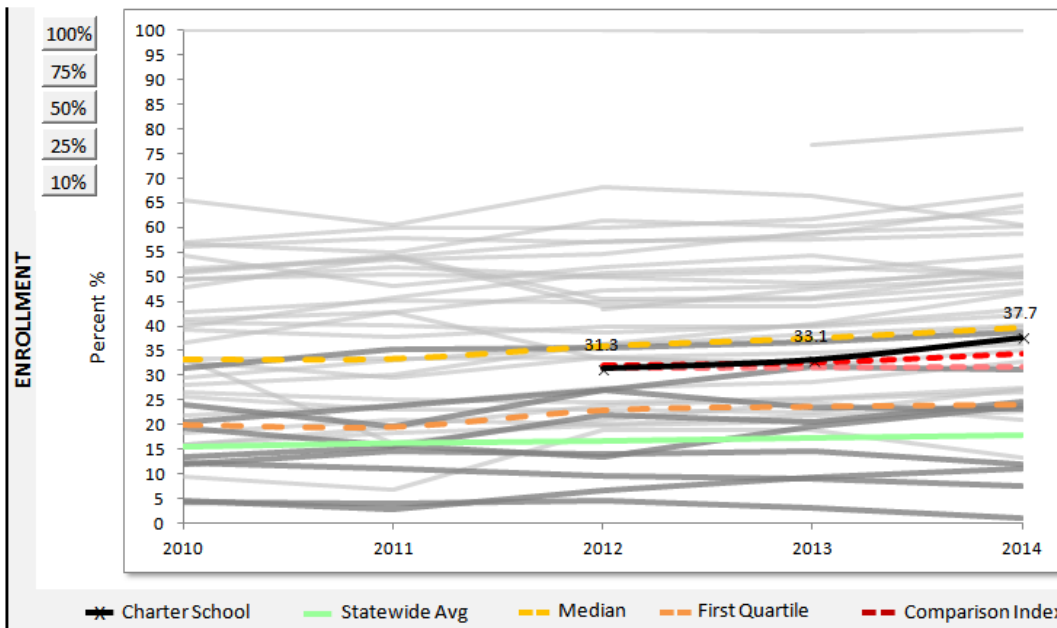
⁴ A student is *high needs* if he or she is designated as either low income, or ELL, or former ELL, or a student with disabilities. A former ELL student is a student not currently an ELL, but had been at some point in the two previous academic years.

⁵ The Gap Narrowing Target (GNT) refers to the halfway point between the school's baseline rate (which is the rate in the 2010-11 school year, or the first year enrollment data is collected if after 2010-11,) and the current Comparison Index (the "target")



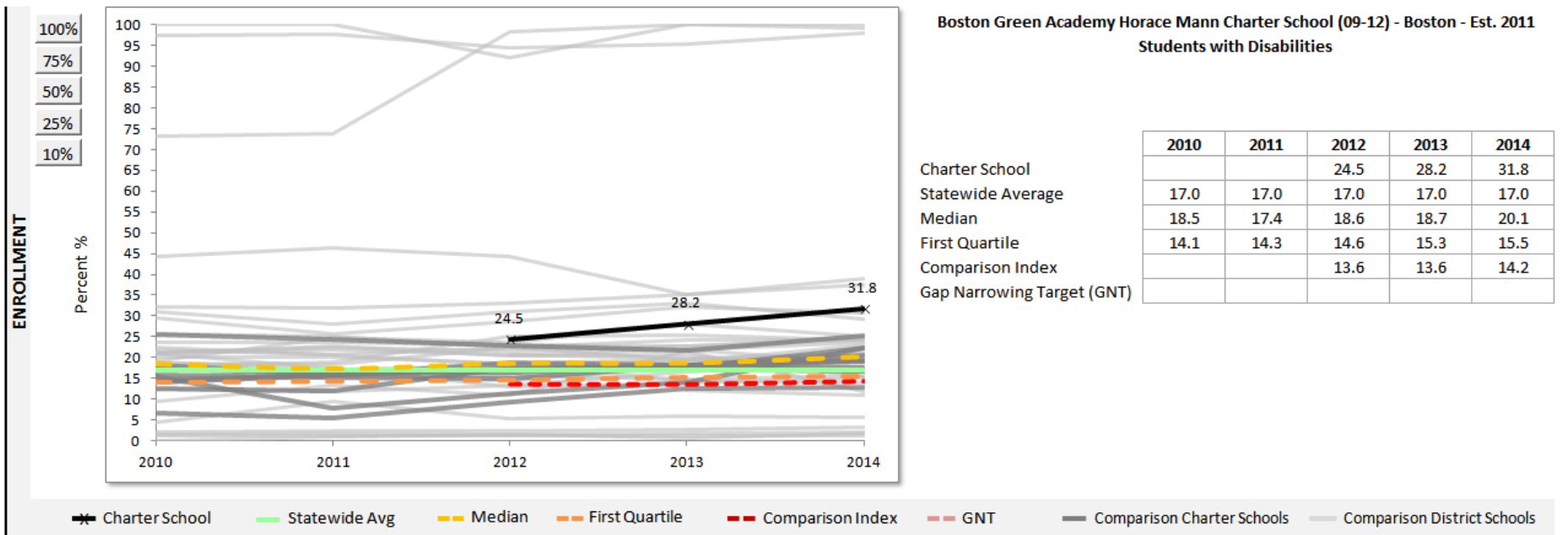
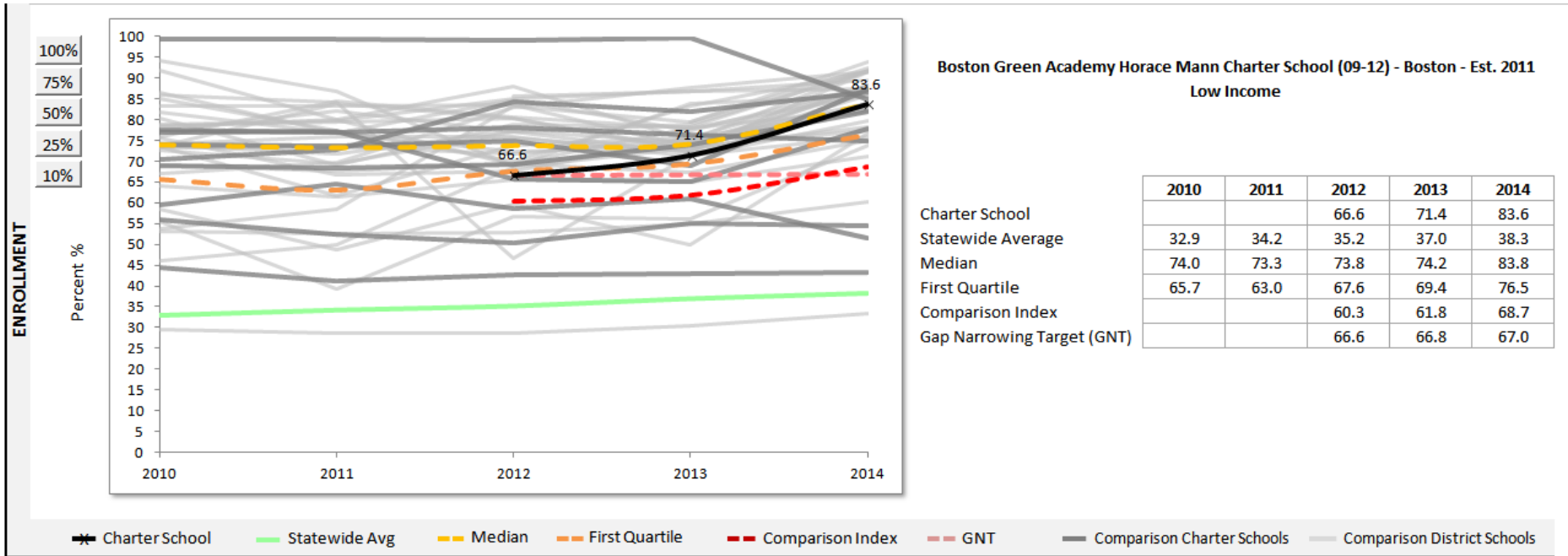
Boston Green Academy Horace Mann Charter School (09-12) - Boston - Est. 2011
English Language Learners

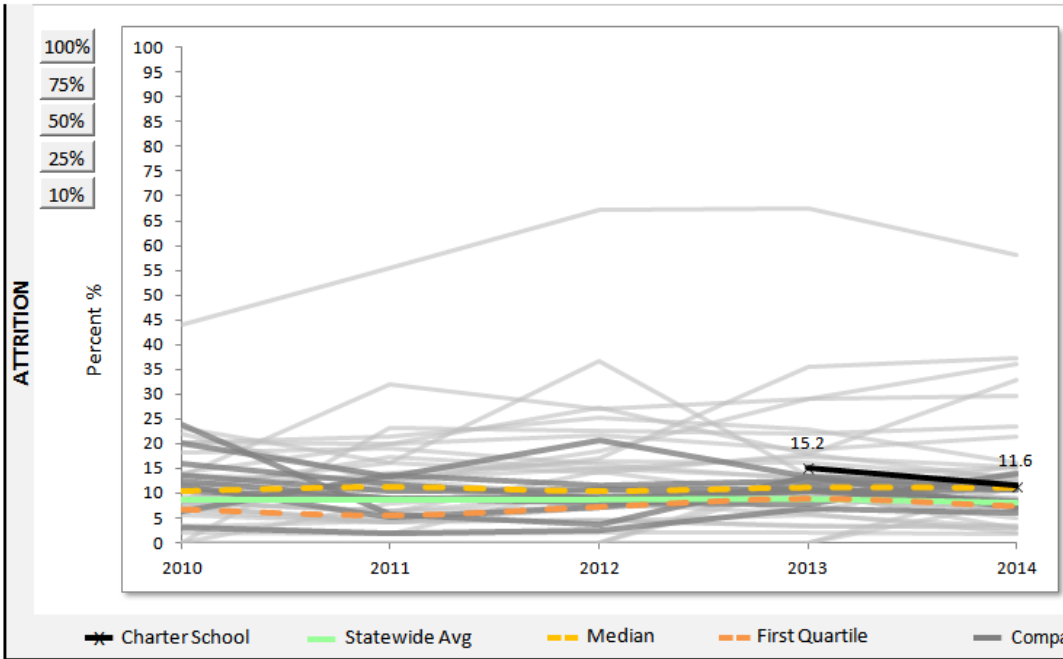
	2010	2011	2012	2013	2014
Charter School			13.1	13.3	15.1
Statewide Average	6.2	7.1	7.3	7.7	7.9
Median	6.1	6.2	10.1	11.6	12.3
First Quartile	1.3	3.3	5.3	5.6	4.9
Comparison Index			13.0	13.5	13.8
Gap Narrowing Target (GNT)			13.1	13.2	13.2



Boston Green Academy Horace Mann Charter School (09-12) - Boston - Est. 2011
First Language Not English Enrollment

	2010	2011	2012	2013	2014
Charter School			31.3	33.1	37.7
Statewide Average	15.6	16.3	16.7	17.3	17.8
Median	33.3	33.4	36.0	37.6	39.8
First Quartile	19.9	19.5	23.0	23.8	24.2
Comparison Index			32.2	32.7	34.4
Gap Narrowing Target (GNT)			31.3	31.6	31.8

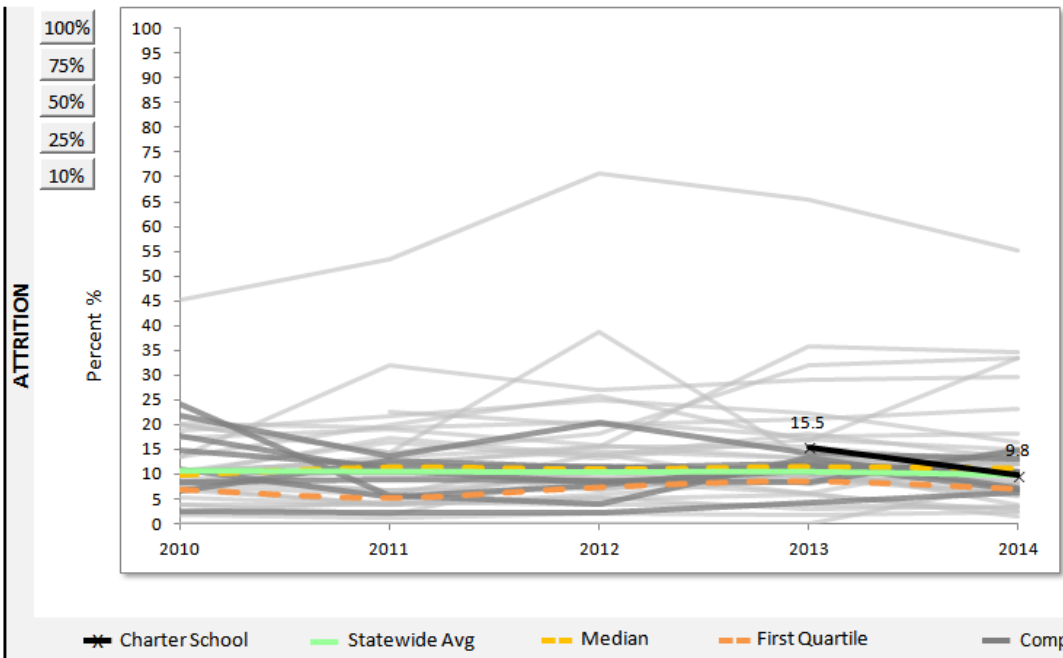




Boston Green Academy Horace Mann Charter School (09-12) - Boston - Est. 2011
All Students

Charter School
 Statewide Average
 Median
 First Quartile

2010	2011	2012	2013	2014
			15.2	11.6
8.7	8.7	8.7	8.8	8.2
10.3	11.3	10.3	11.2	11.1
6.6	5.4	7.1	8.8	7.2



Boston Green Academy Horace Mann Charter School (09-12) - Boston - Est. 2011
High Needs

Charter School
 Statewide Average
 Median
 First Quartile

2010	2011	2012	2013	2014
			15.5	9.8
10.6	10.4	10.3	10.4	9.7
9.8	11.4	11.0	11.5	11.2
6.9	5.2	7.4	8.6	7.0

The **charter accountability table** (below) provides several sets of data relative to charter school MCAS performance as well as student demographics and indicators. The composite performance index (CPI) and the student growth percentile (SGP) are provided in the aggregate over the term of the charter. The school's accountability level and cumulative progress and performance index (PPI) are shown if available (this depends on the size and the age of the school). Student enrollment and demographic data are also provided for the available years of the charter term. For detailed definitions of accountability terms, please visit this URL: <http://profiles.doe.mass.edu/accountability/report/aboutdata.aspx#AccountabilityInformation>

Boston Green Academy Horace Mann Charter School											
CPI			2012	2013	2014	SGP			2012	2013	2014
ELA CPI		All	84.1	95.3	89.6		All	27.0	60.0	37.5	
		High needs	82.6	94.4	89.2			23.0	60.5	36.0	
MATH CPI		All	69.7	74.7	72.1		All	27.0	31.0	26.0	
		High needs	69.5	72.5	71.6			28.0	30.5	26.0	
SCIENCE CPI		All	0.0	78.6	62.9	Percentile, PPI			2012	2013	2014
		High needs	0.0	78.1	63.6	School Level			Insufficient data	Insufficient data	Level 3
% Proficient or Higher			2012	2013	2014	School Percentile			--	--	6
ELA P/A		All	61.0	86.0	73.0	ELA Percentile in School - All Percentile in School - ELL/Former ELL Percentile in School - Students with Disabilities					
		High needs	58.0	84.0	72.0						
MATH P/A		All	44.0	48.0	46.0	MATH Percentile in School - All Percentile in School - ELL/Former ELL Percentile in School - Students with Disabilities					
		High needs	44.0	44.0	45.0						
SCIENCE P/A		All		45.0	23.0	PPI - Aggregate					75
		High needs		44.0	24.0	PPI - High needs					73
PPI - ELL/Former ELL						PPI - Students with Disabilities					
% Warning/Failing			2012	2013	2014	Graduation & Dropout Rates			2012	2013	2014
ELA W/F		All	8.0	4.0	3.0		4-year	All	70.8	69.4	
		High needs									
MATH W/F		All	17.0	18.0	23.0		5-year	All	86.1		
		High needs									
SCIENCE W/F		All		11.0	20.0		4-year	All			
		High needs									

2014 Accountability Data - Boston Green Academy Horace Mann Charter School

Organization Information			
District:	Boston Green Academy Horace Mann Charter School (District) (04110000)	School type:	High School
School:	Boston Green Academy Horace Mann Charter School (04110305)	Grades served:	09,10,11,12
Region:	Greater Boston	Title I status:	Title I School (SW)

Accountability Information [About the Data](#)

Accountability and Assistance Level	
Level 3	<p>Among lowest performing 20% of schools and subgroups Focus on Low income -</p> <p>Low MCAS participation (Less than 95%) Focus on Afr. Amer./Black -Low income -High needs -All students -</p>
This school's determination of need for special education technical assistance or intervention	
Needs Technical Assistance (NTA)	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)	
All students:	<p>Lowest performing Highest performing 6</p>

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2014 Data
	Less progress	More progress	
All students		75	Met Target
High needs		73	Did Not Meet Target
Low income		73	Did Not Meet Target
ELL and Former ELL		-	-
Students w/disabilities		-	-
Amer. Ind. or Alaska Nat.		-	-
Asian		-	-
Afr. Amer./Black		-	-
Hispanic/Latino		-	-
Multi-race, Non-Hisp./Lat.		-	-
Nat. Haw. or Pacif. Isl.		-	-
White		-	-

2014 Accountability Data - Boston Green Academy Horace Mann Charter School

Organization Information			
District:	Boston Green Academy Horace Mann Charter School (District) (04110000)	School type:	High School
School:	Boston Green Academy Horace Mann Charter School (04110305)	Grades served:	09,10,11,12
Region:	Greater Boston	Title I status:	Title I School (SW)
Accountability and Assistance Level:		Level 3	

[Summary](#) > All Students

Progress and Performance Index (PPI) Subgroup Data		About the Data			
View Detailed 2014 Data for Each Indicator		Points Awarded			
		2011	2012	2013	2014
English Language Arts	Narrowing proficiency gaps (Composite Performance Index)	75	100	100	100
	Growth (Student Growth Percentiles)	100	0	100	25
	Extra credit for decreasing % Warning/Failing (10% or more)	0	25	25	0
	Extra credit for increasing % Advanced (10% or more)	0	0	25	0
Mathematics	Narrowing proficiency gaps (Composite Performance Index)	25	100	100	75
	Growth (Student Growth Percentiles)	75	50	75	0
	Extra credit for decreasing % Warning/Failing (10% or more)	0	25	0	0
	Extra credit for increasing % Advanced (10% or more)	0	25	0	0
Science	Narrowing proficiency gaps (Composite Performance Index)	25	-	100	100
	Extra credit for decreasing % Warning/Failing (10% or more)	0	-	25	0
	Extra credit for increasing % Advanced (10% or more)	0	-	25	0
High School	Annual dropout rate	75	0	100	75
	Cohort graduation rate	50	50	50	75
	Extra credit for dropout re-engagement (2 or more)	-	-	-	0
Points awarded for narrowing proficiency gaps, growth, and high school indicators		425	300	625	450
Points awarded for extra credit		0	75	100	0
Total points awarded		425	375	725	450
Number of proficiency gap narrowing, growth, and high school indicators		7	6	7	7
Annual PPI = (Total points / Number of indicators)		61	63	104	64
Cumulative PPI = (2011*1 + 2012*2 + 2013*3 + 2014*4) / 10		Met Target			75
Assessment Participation		2011	2012	2013	2014
English Language Arts		90%	96%	94%	96%
Mathematics		92%	96%	95%	96%
Science		88%	-	100%	92%

2014 Accountability Data - Boston Green Academy Horace Mann Charter School

Organization Information			
District:	Boston Green Academy Horace Mann Charter School (District) (04110000)	School type:	High School
School:	Boston Green Academy Horace Mann Charter School (04110305)	Grades served:	09,10,11,12
Region:	Greater Boston	Title I status:	Title I School (SW)
Accountability and Assistance Level:			Level 3

[Summary](#) > High needs

Progress and Performance Index (PPI) Subgroup Data		About the Data			
View Detailed 2014 Data for Each Indicator		Points Awarded			
		2011	2012	2013	2014
English Language Arts	Narrowing proficiency gaps (Composite Performance Index)	50	100	100	100
	Growth (Student Growth Percentiles)	100	0	100	25
	Extra credit for decreasing % Warning/Failing (10% or more)	0	25	25	0
	Extra credit for increasing % Advanced (10% or more)	0	0	25	0
Mathematics	Narrowing proficiency gaps (Composite Performance Index)	50	100	100	75
	Growth (Student Growth Percentiles)	75	0	50	0
	Extra credit for decreasing % Warning/Failing (10% or more)	0	25	0	0
	Extra credit for increasing % Advanced (10% or more)	0	25	0	0
Science	Narrowing proficiency gaps (Composite Performance Index)	25	-	100	100
	Extra credit for decreasing % Warning/Failing (10% or more)	0	-	25	0
	Extra credit for increasing % Advanced (10% or more)	0	-	25	0
High School	Annual dropout rate	75	0	100	75
	Cohort graduation rate	50	50	50	75
	Extra credit for dropout re-engagement (2 or more)	-	-	-	0
Points awarded for narrowing proficiency gaps, growth, and high school indicators		425	250	600	450
Points awarded for extra credit		0	75	100	0
Total points awarded		425	325	700	450
Number of proficiency gap narrowing, growth, and high school indicators		7	6	7	7
Annual PPI = (Total points / Number of indicators)		61	54	100	64
Cumulative PPI = (2011*1 + 2012*2 + 2013*3 + 2014*4) / 10		Did Not Meet Target			73
Assessment Participation		2011	2012	2013	2014
English Language Arts		90%	95%	92%	96%
Mathematics		92%	95%	94%	96%
Science		90%	-	100%	91%

Boston Green Academy Horace Mann Charter School - Boston - Est. 2011

5-Year Financial Summary

Low Risk

Moderate Risk

Potentially High Risk

Financial Metric	FY09	FY10	FY11	FY12	FY13	5 year AVG	FY12 MA AVG
1. Current Ratio <small>is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.</small>					▼	▼	▲
					0.8x	0.8x	3.0x
2. Unrestricted Days Cash <small>indicates how many days a school can pay its expenses without another inflow of cash. Calculated as Cash and Cash Equivalents divided by ((Total Expenses-Depreciated Expenses)/365). *Important Note: This is based on the current quarterly tuition payment schedule.</small>					▼	▼	▲
					8	8	134
3. Percentage of Program Paid by Tuition <small>measures the percentage of the school's total expenses that are funded entirely by tuition. Calculated as (Tuition + In-Kind Contributions) divided by Total Expenses.</small>					◀	◀	◀
					77%	77%	87%
4. Percentage of Program Paid by Tuition & Federal Grants <small>measures the percentage of the school's total expenses that are funded by tuition and federal grants. Calculated as (Tuition + In-Kind Contributions + Federal Grants) divided by Total Expenses.</small>					◀	◀	▲
					83%	83%	95%
5. Percentage of Total Revenue Expended on Facilities <small>measures the percentage of Total Revenue spent on Operation & Maintenance and Non-Operating Financing Expenses of Plant. Calculated as Operation & Maintenance plus Non-Operating Financing Expenses of Plant divided by Total Revenues.</small>					▲	▲	◀
					5%	5%	16%
6. Change in Net Assets Percentage <small>measures a school's cash management efficiency. Calculated as Change in Net Assets divided by Total Revenue.</small>					▲	▲	▲
					0.0%	0.0%	2.3%
7. Debt to Asset Ratio <small>measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as Total Liabilities divided by Total Assets.</small>					◀	◀	▲
					1.00x	1.00x	0.56x
Enrollment				335	308	322	425
Total Revenues					\$ 5,268,659	\$ 5,268,659	\$ 5,803,479
Total Expenditures					\$ 5,268,659	\$ 5,268,659	\$ 5,680,727
Total Net Assets					\$ -	\$ -	\$ 2,966,351

Optional Comments from School:

"To ensure the public has a full picture of our financial health, Boston Green Academy would like to append the following comments:

Metric 1: Boston Green Academy's liabilities appear to be overstated, resulting in an artificially lower ratio. Liabilities of the Boston Public Schools appear to have been factored in, rather than only Boston Green Academy liabilities. If only the school's liabilities are taken into account, our ratio is much better. We have no evidence that our school is in danger regarding this metric.

Metric 2: Unlike Commonwealth Charters, BGA as a Horace Mann Charter does not receive quarterly tuition from the BPS. This results in an artificially low figure for this metric. BGA does not have cash flow issues, as would be indicated by this metric, because all salaries are paid by the Boston Public Schools directly.

Metric 3 & 4: Again, figures are artificially low because liabilities of the BPS have been factored in rather than solely BGA liabilities. Also, BGA does not receive tuition.

Metric 7: This figure is inaccurate as BGA has no debt. We have no loans at all. We strongly dispute this finding and believe it incorrectly categorizes transactions between the district and our school."

Audit Indicator	FY09	FY10	FY11	FY12	FY13	Optional Comments From School:
A. Did the audit include an unqualified opinion?	-	-	-	Y	Y	
B. Is the audit free of findings of Material Weakness?	-	-	-	Y	N	
C. Is the audit free of findings of Significant Deficiency?	-	-	-	N	N	
D. Is the audit free of Instances of Noncompliance under GAAS?	-	-	-	N	N	
E. Is the audit free of Questioned Costs?	-	-	-	Y	N	

Note: The Office of Charter Schools and School Redesign is still compiling FY09, FY10 and FY11 audit data for many schools. As a result, these years may display a blank. Please note that this does not mean that an audit wasn't submitted.

Financial Metric Definitions		Low Risk	Moderate Risk	Potentially High Risk
1. Current Ratio	<i>Current Ratio is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.</i>	>= 1.5	Between 1.0 (inclusive) and 1.5	< 1.0
2. Unrestricted Days Cash	<i>The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. Calculated as Cash and Cash Equivalents divided by ([Total Expenses-Depreciated Expenses])/365). *Important Note: This is based on the current quarterly tuition payment schedule.</i>	>= 75 days	Between 45 (inclusive) and 75 days	< 45 days
3. Percentage of Program Paid by Tuition	<i>This measures the percentage of the schools total expenses that are funded entirely by tuition. Calculated as (Tuition + In-Kind Contributions) divided by Total Expenses (expressed as a percentage). Note: In-Kind Contribution are added to the numerator in this ratio to balance out In-Kind Expenditures which will be captured in the Total Expenses in the denominator, and ratios over 100% are set to 100%.</i>	>= 90%	Between 75% (inclusive) and 90%	< 75%
4. Percentage of Program Paid by Tuition & Federal Grants	<i>This measures the percentage of the schools total expenses that are funded by tuition and federal grants. Calculated as (Tuition + In-Kind Contributions + Federal Grants) divided by Total Expenses (expressed as a percentage). Note: In-Kind Contribution are added to the numerator in this ratio to balance out In-Kind Expenditures which will be captured in the Total Expenses in the denominator, and ratios over 100% are set to 100%.</i>	>= 90%	Between 75% (inclusive) and 90%	< 75%
5. Percentage of Total Revenue Expended on Facilities	<i>This measures the percentage of Total Revenue that is spent on Operation & Maintenance and Non-Operating Financing Expenses of Plant. Calculated as Operation & Maintenance plus Non-Operating Financing Expenses of Plant divided by Total Revenues (expressed as a percentage).</i>	<= 15%	Between 15% and 30% (inclusive)	> 30%
6. Change in Net Assets Percentage	<i>This measures a school's cash management efficiency. Calculated as Change in Net Assets divided by Total Revenue (Expressed as a percentage).</i>	Positive %	Between -2% (inclusive) and 0%	< -2%
7. Debt to Asset Ratio	<i>Measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as Total Liabilities divided by Total Assets.</i>	<= .9	Between .9 and 1 (inclusive)	> 1
FY12 MA AVG Column	<i>All financial metrics indicated in this column are a result of each ratio calculated using statewide totals. For Enrollment, Total Net Assets and Total Expenditures rows, these numbers are averages calculated using the statewide totals of all charter schools' data.</i>	[Patterned area]		