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| PROVEN PROVIDER REQUEST INSTRUCTIONS FOR CURRENT BOARDS OF TRUSTEES |
| **Current boards of trustees of a Massachusetts charter school are required to****request proven provider status in conjunction with a new charter application.** |

Charter school boards of trustees of a Massachusetts charter school must be granted proven provider status when requesting to increase the maximum enrollment of an existing Commonwealth charter school or to establish a new Commonwealth charter school **if** the sending region includes district(s) that have performed in the lowest 10 percent statewide for two consecutive previous years on the state assessment test **and** where the 9 percent net school spending cap *has been or would be exceeded*.

In order to determine if a current board of trustees qualifies for proven provider status, the Commissioner of Elementary and Secondary Education (Commissioner) will consider affirmative, credible evidence of the existing school's success in each of the three accountability areas: academic program success, organizational viability, and faithfulness to the terms of its charter. Pursuant to [603 CMR 1.04(4)](http://www.doe.mass.edu/lawsregs/603cmr1.html?section=04), all applicants for proven provider status must submit the following data demonstrating success in student academic performance and evidence of overall academic program success:

* student achievement levels and growth measures levels on the MCAS in English language arts and mathematics, for over no less than a three-year period, for all students and one or more student groups; and
* attendance, retention, attrition, in-school suspension rates, out-of-school suspension rates, and if applicable, graduation and dropout data.

**Proven provider status is determined at the time of the request.** Previous determinations of proven provider status made for previous amendment requests or charter applications are not maintained for requests in future years. In the case of an existing charter school, the Department of Elementary and Secondary Education (Department) **will not require** submission of any data readily available on the Department’s website. While proven provider requests from current boards of trustees **may** submit additional evidence of the charter school(s)’ success in each of the three accountability areas, currentboards of trustees are required to address any areas of concern evident in the school’s performance in these three areas. Schools should view their proven provider requests during the charter application process as an opportunity to advocate for themselves, provide deeper analysis of performance against proven provider requirements, and preempt questions that might arise during the proven provider process.

The board of trustees must submit a request letter signed by an individual authorized by the board, such as the board chair or school leader, in addition to the evidence submitted in the proven provider request. The request letter should summarize the board’s decision to expand through a charter application, provide the details of the board vote taken to authorize the submission of its charter application(s) and the request for proven provider status, acknowledge that the information is submitted under the penalties of perjury, and provide contact information to the Department.

Please contact the Department (charterschools@doe.mass.edu) if you are unclear if the proven provider status requirement applies to your submission.

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| PROVEN PROVIDER REQUEST SUPPLEMENTAL EVIDENCEFOR CURRENT BOARDS OF TRUSTEES |
| While only section **IA (Student Indicators)** and **IB (Recruitment and Retention Plan)** are required, current charter school boards of trustees and school leadership are encouraged to consider submission of all supplemental evidence indicated below in support of their proven provider request. Please contact the Department (charterschools@doe.mass.edu) with any questions regarding the submission of this information. |

1. **Academic Program Success:**
	1. **[REQUIRED] Student Indicators:**

The board of trustees is required to explain **trends and/or anomalies** in attendance, retention, attrition, in-school suspension rates, out-of-school suspension rates, and if applicable, graduation and dropout data over the past four years. The Department performs a review using available student data in the aggregate, and by targeted student groups and grade cohorts using the CHART tool and school profiles data. Targeted student groups[[1]](#footnote-1) include, but are not limited to:

* + - students identified as low income or economically disadvantaged;
		- students with disabilities, SWD;
		- English learners, EL, and
		- students who may experience access, opportunity, and achievement gaps as members of historically resilient groups, such as Black, Indigenous, and Latino populations.

Schools should take this opportunity to explain any unique circumstances related to published school data, and corrective actions taken to address challenges in any of these areas of school performance.

Additional information, not readily available to the Department, may be submitted to support evidence of program success.

* 1. **[REQUIRED] Recruitment and Retention Plan:**

The board of trustees is required to discuss **effective implementation of recruitment and retention plans**. Schools should take this opportunity to describe the progress made in attracting, enrolling, and retaining a student population that is demographically comparable to similar grades in schools from which the existing charter school(s) enrolls students. Schools should describe actions taken to address challenges in any of these areas of school performance.

Additional information may be submitted to support evidence of program success.

* 1. **[OPTIONAL] Student Performance Data:**

The board of trustees may submit student performance data for **other standardized assessments** in English language arts and mathematics in order to demonstrate student achievement levels that are similar to statewide averages. Please indicate and define the metric used in your submission. Schools are required to submit at least three years of data for all students and one or more targeted student groups[[2]](#footnote-2). Targeted student groups may include, but are not limited to:

* + - students identified as low income or economically disadvantaged;
		- students with disabilities;
		- English learners, EL; and
		- students who may experience access, opportunity, and achievement gaps as members of historically resilient groups, such as Black, Indigenous, and Latino populations.

If the number of students in one or more targeted student groups is below the threshold of students required for reporting based on the metric[[3]](#footnote-3), schools may include a high needs[[4]](#footnote-4) student group where student data is aggregated into a ‘super’ group of students with high needs adjusted for enrollment.

Additional information may be submitted to support evidence of student achievement and growth on the MCAS test.

1. **Organizational Viability:**
	1. **[OPTIONAL] Effective Governance:**

The board of trustees may submit a summary of board activities that demonstrate effective governance and compliance with applicable laws and regulations. The summary may include specific achievements over the most recent charter term; analyses of stakeholder satisfaction surveys; school leadership evaluations; and board of trustees’ self-evaluation. The board of trustees may also submit materials used by the board to arrive at its decision to submit a charter application. Materials include agendas and approved board minutes (including all relevant board committee minutes) as well as supporting documentation relevant to the board’s vote.

* 1. **[OPTIONAL] Financial Management:**

The board of trustees may submit a summary of board activities that demonstrate effective financial management and compliance with applicable laws and regulations. The summary may include information regarding real estate acquisition, loan agreements and debt repayment, and fundraising, as applicable.

1. Pursuant to 603 CMR 1.04 (b)(1), targeted student groups are defined in G.L. c. 71 § 89(i)(3). [↑](#footnote-ref-1)
2. The submission should include comparative performance data, national, statewide, or district(s), for all students and for one or more targeted student groups in comparable grades to address the proven provider requirements. [↑](#footnote-ref-2)
3. For example, the Department does not report *achievement percentages* for student groups with fewer than 10 students included, or *growth percentiles* for student groups with fewer than 20 students included. [↑](#footnote-ref-3)
4. A student is *high needs* if they are designated as either economically disadvantaged, or EL, or former EL, or a student with disabilities. A former EL student is a student not currently an EL but had been at some point in the two previous academic years. [↑](#footnote-ref-4)