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| CHARTER APPLICATION PROVEN PROVIDER REQUEST  INSTRUCTIONS FOR EDUCATION SERVICE PROVIDER |
| **Charter management organizations (CMO), education management organizations (EMO), or school support organizations (SSO) must demonstrate a record of academic success and organizational viability in operating or starting public schools. Requests for proven provider status are to be submitted with the initial application, when applicable.** |

Proven provider status is required when proposing a new Commonwealth charter school **if** the proposed 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.*

A charter management organization (CMO), education management organization (EMO), and school support organization (SSO)may request proven provider status from the Commissioner of Elementary and Secondary Education (Commissioner), and are required to submit satisfactory evidence that the CMO, EMO, or SSO has a record of *academic success* and *organizational viability* in operating or starting public schools. The required criteria, pursuant to [603 CMR 1.04(4)](http://www.doe.mass.edu/lawsregs/603cmr1.html?section=04), defines the basis on which proven provider status can be granted by the Commissioner. For a CMO, EMO, or SSO with a current or previous relationship to a Massachusetts public school or district, the Commissioner may consider all relevant information related to such school or district’s performance.**Proven provider status is determined at the time of the request.** Previous determinations of proven provider status are not maintained for requests in future years.

Eligible CMO, EMO, and SSO are organizations that intend to contract with the proposed board of trustees (board) to provide comprehensive services to the proposed charter school. CMO, EMO, and SSO will be referred to collectively as Education Service Providers (ESPs) within the instructions for proven provider requests.

**Proven provider requests will not be considered if the submission is incomplete and the required evidence is not provided.**

The Department of Elementary and Secondary Education (Department) may interview authorized representatives of the ESP requesting proven provider status prior to the Commissioner’s final determination. Representative members of the applicant group who intend to play significant leadership roles, such as board officers or school administrators, may be expected to participate. Applicants will be contacted after the submission of their initial application and proven provider request regarding whether an interview with the Department is necessary.

Please contact the Department ([charterschools@doe.mass.edu](mailto: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  COVER SHEET FOR EDUCATION SERVICE PROVIDER |
| All Proven Provider requests must include a Proven Provider Cover Sheet. |

The following cover sheet must be submitted with the Education Service Provider’s proven provider request.

**CONTACT INFORMATION**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Proposed Education Service Provider (ESP):** | | | | | | |  | | |
| **ESP Website:** | | |  | | | | | | |
| **Authorized ESP Representative:** | | | | |  | | | | |
| **Address:** | |  | | | | | | | |
| **City:** |  | | | | | **State:** |  | **Zip Code:** |  |
| **Daytime Telephone:** | | | | (   )     - | | **Email:** |  | | |

**List of school(s) or program(s)[[1]](#footnote-2) operated, managed, or supported by the Education Service Provider:**

|  |  |  |
| --- | --- | --- |
|  | **Website:** |  |
|  | **Website:** |  |
|  | **Website:** |  |
|  | **Website:** |  |
|  | **Website:** |  |

**NOTE:** Additional lines may be created as necessary.

I hereby certify under the penalties of perjury that the information submitted in this proven provider request is true to the best of my knowledge and belief. I understand that proven provider is required to access seats available above the 9 percent net school spending cap in districts identified as performing in the lowest 10 percent of all operating public school districts. I further understand that if proven provider status is not granted by the Commissioner of Elementary and Secondary Education, the applicant group cannot be invited to submit a final application.

|  |  |
| --- | --- |
|  |  |
| Signature of Authorized ESP representative | Date |

|  |
| --- |
| PROVEN PROVIDER REQUIRED CRITERIA  FOR EDUCATION SERVICE PROVIDER |
| **A CMO, EMO, and SSO (Education Service Provider, ESP) are required to provide sufficient evidence to address all proven provider criteria. An ESP must have been in operation for at least five years in order to be considered for proven provider status.** |

1. Evidence of Academic Program Success
   1. **Background Information about the ESP, the School/Program, and the ESP’s Services:**

* Provide a brief narrative describing the ESP’s history, including its development and growth as an education service provider opening and operating high quality schools, and its interest in partnering with the applicant group.
* Provide a summary describing the school(s) or program(s)[[2]](#footnote-3) operated, managed, or supported by the ESP. The summary should describe the key design elements of the school(s) or program(s), including mission, curriculum model or whole-school design, grade span, and governance model. The summary should clearly indicate aspects of the services provided by the ESP that have contributed to the elimination of access, opportunity, and achievement gaps among different groups of students, particularly for historically resilient groups. The summary should also clearly reflect the implemented elements of the school(s) or program(s) that are similar to the proposed charter school as well as any substantive differences. If key design elements of the school(s) or program(s) differ from the proposed charter school, such as grade span, please provide additional evidence to demonstrate capacity to implement the proposed educational program.
* Describe in detail the role and responsibilities of the ESP at the relevant school(s) or program(s) and a summary of the ESP’s history with the school(s) or program(s). The summary should clearly describe the scope and magnitude of services provided by the ESP to the relevant school(s) or program(s) as well as clearly distinguish between the responsibilities of the ESP, the governing body, and school leadership. The summary should clearly reflect which services received by the school(s) or program(s) will be provided to the proposed charter school as well as any substantive differences.
  1. **Academic Student Performance Data:**
* Provide academic student performance data for the school(s) or program(s)operated, managed, or supported by the ESP. The Department **will not require** submission of any data readily available on the Department’s own website, and will perform its own review of student performance on the MCAS test for Massachusetts public schools identified in the proven provider request. Proven provider requests from an ESP that currently operates, manages, or supports one or more Massachusetts public schools may provide student performance data for **other standardized assessments** in English language arts and mathematics.   
  Evidence must include but is not limited to:

Achievement levels (i.e. percent of students scoring proficient/advanced or meeting expectations/exceeding expectations) and

growth measures levels (i.e. student growth percentile[[3]](#footnote-4)) of *all students* and

*one or more targeted student groups* compared to statewide averages in comparable grades

on the relevant state assessments in English language arts and mathematics[[4]](#footnote-5) or an equivalent assessment for over no less than a three-year period (see template in Table 1). Please indicate and define the metric used, and if applicable, explain how the growth measure was determined.

Targeted student groups[[5]](#footnote-6) 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.

If the number of students in one or more student groups is below the threshold of students required for reporting[[6]](#footnote-7), please include a high needs[[7]](#footnote-8) student group where student data is aggregated into a ‘super’ group of students with high needs adjusted for enrollment.

All submissions *may* include a comparison to the district(s) from which they anticipate enrolling students (sending district) in addition to the statewide average comparison. A district comparison should use comparable grades whenever possible.

Requests may include data tables and visual representations of their own design and are not required to use the template tables provided for reference. Additional information may be submitted to support evidence of student achievement and growth on a variety of standardized assessments.

* 1. **Student Indicator Data:**
     + Provide evidence of program success for the school(s) or program(s) operated, managed, or supported by the ESP. Evidence must include but is not limited to:

Attendance[[8]](#footnote-9), retention[[9]](#footnote-10), attrition[[10]](#footnote-11), in-school[[11]](#footnote-12) suspension, out-of-school[[12]](#footnote-13) suspension, and, if applicable, graduation[[13]](#footnote-14), and dropout[[14]](#footnote-15) rates for all students for over no less than a three-year period (see template in Table 2).

Submissions of data related to attendance, retention, attrition, in-school and out-of-school suspension, graduation, and dropout rates may include a comparison to the rates for the state and the proposed sending district(s). Such comparisons may include student data in the aggregate as well as targeted student groups and, whenever possible, comparable grades. Targeted student groups 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.

Similar to academic performance, submission *may* include a high needs student group where student data is aggregated into a ‘super’ group of students with high needs adjusted for enrollment.

Requests may include data tables and visual representations of their own design and are not required to use the template tables provided for reference. Additional information may be submitted to support evidence of program success.

1. Evidence of Serving Similar Student Populations:
   1. **Background Information about School’s/Program’s approach to Recruitment & Retention**
      * Describe in the detail the how the ESP operated, managed, or supported any Recruitment & Retention strategies as it relates to each school’s enrollment, if applicable. Please provide any additional information that may assist us in reviewing submitted evidence.
   2. **Student Enrollment Demographics:**
   * Provide evidence that the school(s) or program(s) operated, managed, or supported by the ESP served student population(s) similar to the population(s) to be served by the proposed charter. Evidence submitted must compare student enrollment in the school(s) or program(s) operated, managed, or supported by the ESP to comparable grades in the proposed sending district(s). Evidence must indicate the percent enrolled of the following targeted student populations for over no less than a three-year period (see template in Table 3):
     + 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.

In the event that *any* of the data required for submission is not available, please provide a narrative explaining its absence, and if applicable, include alternative evidence of serving a similar student population to the proposed charter school or the capacity to do so.

Requests may include data tables and visual representations of their own design and are not required to use the template tables provided for reference. Additional information may be submitted to support evidence of serving a similar student population.

1. Evidence of Organizational Viability:
2. **Effective Management and/or Governance:**

Provide evidence that the services provided by the ESP, and their associated outcomes, have supported the organizational viability of the school(s) or program(s) operated, managed, or supported by the ESP. The response should also include specific corrective actions taken by the ESP in response to any unfavorable conditions and the outcomes to such actions.

* The summary should contain specific evidence of the ESP’s effective management and/or governance, as applicable, of the school(s) or program(s). Additional evidence may be required to be provided at the Department interview to substantiate information within the request submission, as applicable, such as:
* board of trustees, school committee, or school council minutes;
* an analysis of stakeholder survey outcomes;
* teacher retention rates;
* summary of trainings provided by the ESP;
* summative history of performance evaluation(s) performed by and of the ESP;
* summative history of any and all charter revocations, non-renewals, shortened or conditional renewals, or charter surrenders;
* summative history of contract terminations by the ESP or a school/program; and
* the record of compliance with federal and state laws and regulations.
* The summary should contain specific evidence of the ESP’s effective financial management, as applicable, of the school(s) or program(s). Additional evidence may be required to be provided at the Department interview to substantiate information within the request submission, as applicable, such as:
  + - tax returns and/or annual financial audit reports;
* grant awards and fundraising;
* loan agreements and debt repayment;
* real estate acquisition and capital plans; and
  + - financial statements, e.g. annual budgets, year-end balance sheets, and cash flow statements.

1. **Effective Implementation of Recruitment and Retention Plan (as applicable):**
   * If the request for proven provider status is based on an affiliation with a Massachusetts charter school since 2010, describe the ESP’s role in effectively implementing the recruitment and retention plan. 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. Describe the refinements made to recruitment and retention strategies within the plan to address challenges in this area of school performance.

## ***Table 1. Template for Achievement and Growth Measures on a Statewide Assessment or Other Equivalent Assessment in English Language Arts and Mathematics***

**Assessment:**

**Subject:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Span:    - | | School or Program: | | State[[15]](#footnote-16): | | Proposed Sending District(s)[[16]](#footnote-17): | |
| Student Group | Year | % Meets/Exceeds[[17]](#footnote-18) | Growth[[18]](#footnote-19) | % Meets/Exceeds | Growth | % Meets/Exceeds | Growth |
| All  Students | 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| Students with Disabilities | 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| Low Income/ Economically Disadvantaged | 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| English Learners | 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| Race/ Ethnicity Group | 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |

**Note:** If submitting student data from an assessment other than MCAS, please indicate and define the metric used, and if applicable, explain how the growth measure was determined in request narrative. See Section IB.

## ***Table 2. Template for Attendance, Retention, Attrition, In-School Suspension, Out-of-School Suspension, and, if applicable, 4-Year Graduation, 5-Year Graduation, and Dropout Rates***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Span:    - | | School or Program: | | | State[[19]](#footnote-20): | | | Proposed Sending District(s)[[20]](#footnote-21): | | |
| Student Group | Year | Rate | Rate | Rate | Rate | Rate | Rate | Rate | Rate | Rate |
| All  Students | 20 |  |  |  |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |  |  |  |
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| 20 |  |  |  |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |  |  |  |

**Note**: Additional lines are provided for data of other at-risk student populations who should be targeted to eliminate the achievement gap. See Section IC.

Submit and label available data in separate columns; e.g., Attendance Rate; Retention Rate; and Attrition Rate. Please add additional columns as needed.

## ***Table 3. Template for Student Enrollment Demographics***

Grade Span:    to

|  |  |  |  |
| --- | --- | --- | --- |
| Student Group | Year | School or Program: | Proposed Sending District(s)[[21]](#footnote-22): |
| Students with Disabilities | 20 | % | % |
| 20 | % | % |
| 20 | % | % |
| Low Income/ Economically Disadvantaged | 20 | % | % |
| 20 | % | % |
| 20 | % | % |
| English Learners | 20 | % | % |
| 20 | % | % |
| 20 | % | % |
| First Language Not English | 20 | % | % |
| 20 | % | % |
| 20 | % | % |
| Race/Ethnicity Group | 20 | % | % |
| 20 | % | % |
| 20 | % | % |
|  | 20 | % | % |
| 20 | % | % |
| 20 | % | % |

**Note**: Additional lines are provided for data of other at-risk student populations who should be targeted to eliminate the achievement gap. See Section IIA.

1. If the ESP operates, manages, or supports multiple schools and/or programs, the ESP is encouraged to select a representative sample that best aligns with the proposed charter school and the governance model of Massachusetts charter schools. [↑](#footnote-ref-2)
2. If the ESP operates, manages, or supports multiple schools and/or programs, the ESP is encouraged to select a representative sample that best aligns with the proposed charter school and the governance model of Massachusetts charter schools. [↑](#footnote-ref-3)
3. Student growth percentiles (SGP) are percentiles (ranging from 1 to 99) calculated by comparing one student's history of MCAS scores to the scores of all the other students in the state with a similar history of MCAS scores. We refer to this group of all other students with similar score histories as a student's academic peers. [↑](#footnote-ref-4)
4. Only submit years of data that have been officially released by the relevant state agency. [↑](#footnote-ref-5)
5. Pursuant to 603 CMR 1.04 (b)(1), targeted student groups are defined in G.L. c. 71 § 89(i)(3). [↑](#footnote-ref-6)
6. 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-7)
7. 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-8)
8. Attendance rate indicates the average percentage of days in attendance for students enrolled in grades PK - 12. [↑](#footnote-ref-9)
9. The percentage of enrolled students in grades 1-12 who were repeating the grade in which they were enrolled the previous year. [↑](#footnote-ref-10)
10. The percentage of attrition by grade from the end of one school year to the beginning of the next for students enrolled in public schools, including charter schools, in the state. [↑](#footnote-ref-11)
11. The percentage of enrolled students in grades 1-12 who received one or more in-school suspensions. [↑](#footnote-ref-12)
12. The percentage of enrolled students in grades 1-12 who received one or more out-of-school suspensions. [↑](#footnote-ref-13)
13. Indicates the percentage of students who graduate with a regular high school diploma within 4 years (or 5 years). For more information see: [Statistical Reports on Graduation Rates](http://www.doe.mass.edu/infoservices/reports/gradrates/) [↑](#footnote-ref-14)
14. Indicates the percentage of students in grades 9-12 who dropped out of school between July 1 and June 30 prior to the listed year and who did not return to school by the following October 1. Dropouts are defined as students who leave school prior to graduation for reasons other than transfer to another school. [↑](#footnote-ref-15)
15. Submissions may include a comparison to statewide performance for all students and targeted student groups in comparable grades whenever possible. [↑](#footnote-ref-16)
16. Submissions may include a comparison to the proposed sending district(s) performance for all students and targeted student groups in comparable grades whenever possible. [↑](#footnote-ref-17)
17. The Department does not report *achievement percentages* for student groups with fewer than 10 students included. Please adhere to a similar policy, as appropriate, if reporting performance on a non-MCAS assessment. [↑](#footnote-ref-18)
18. The Department does not report *growth percentiles* for student groups with fewer than 20 students included. Please adhere to a similar policy, as appropriate, if reporting performance on a non-MCAS assessment. [↑](#footnote-ref-19)
19. Submissions may include a comparison to statewide performance for all students and targeted student groups in comparable grades whenever possible. [↑](#footnote-ref-20)
20. Submissions may include a comparison to the proposed sending district(s) performance for all students and targeted student groups in comparable grades whenever possible. [↑](#footnote-ref-21)
21. Submissions may include a comparison to the proposed sending district(s) performance for all students and targeted student groups in comparable grades whenever possible. [↑](#footnote-ref-22)