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 Prospectus, 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 Massachusetts Comprehensive Assessment System (MCAS) 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, 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), 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.

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 will interview authorized representatives of the ESP requesting Proven Provider status in August prior to the Commissioner’s final determination in September. Representative members of the applicant group who intend to play significant leadership roles, such as board officers or school administrators, will be expected to participate. Applicants will be contacted after the submission of their Prospectus and Proven Provider request regarding the date of their interview with the Department. Applicants will be notified of the Commissioner’s decision regarding their Proven Provider request and Prospectus submission in September.

Please contact the Department (781-338-3227, charter.schooels@doe.mass.edu) if you are unclear if the Proven Provider status requirement applies to your submission.
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 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 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

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.
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.

I. Evidence of Academic Program Success

A. 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) 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 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.

B. Academic Student Performance Data:

- Provide academic student performance data for the school(s) or program(s) operated, managed, or supported by the ESP. Evidence must include but is not limited to:
  
  Proficiency levels (i.e. percent of students scoring proficient or advanced) and growth measures levels (i.e. student growth percentile) of all students and one or more targeted subgroups compared to statewide averages in comparable grades on the English Language Arts and mathematics MCAS or an equivalent assessment for over no less than a three-year period (see template in Table 1). If submitting student data from an English Language Arts and mathematics assessment other than MCAS, please indicate and define the metric used, and if applicable, explain how the growth measure was determined. Targeted subgroups include, but are not limited to:

  - students that require special education services (students with disabilities, SWD);
  - students who qualify for free and/or reduced lunch (low-income); and
  - students with limited English-proficiency (English language learners, ELL).

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3If 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.

3Student 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.

4Only submit years of data that have been officially released by the Department.
If the number of students in one or more subgroups is below the threshold of students required for reporting, please include a high needs student subgroup where student data is aggregated into a ‘super’ subgroup 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 the MCAS or other standardized assessments.

C. 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, retention, attrition, in-school suspension, out-of-school suspension, and, if applicable, graduation, and dropout 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 subgroups and, whenever possible, comparable grades. Targeted subgroups include, but are not limited to:

  - students that require special education services (students with disabilities, SWD);
  - students who qualify for free and/or reduced lunch (low-income); and
  - students with limited English proficiency (English language learners, ELL).

Similar to academic performance, submission may include a high needs student subgroup where student data is aggregated into a ‘super’ subgroup 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.

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5 For example, the Department does not report MCAS achievement percentages for subgroups with fewer than 10 students included, or MCAS growth percentiles for subgroups with fewer than 20 students included.
6 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.
7 Attendance rate indicates the average percentage of days in attendance for students enrolled in grades PK - 12.
8 The percentage of enrolled students in grades 1-12 who were repeating the grade in which they were enrolled the previous year.
9 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.
10 The percentage of enrolled students in grades 1-12 who received one or more in-school suspensions.
11 The percentage of enrolled students in grades 1-12 who received one or more out-of-school suspensions.
12 Indicates the percentage of students who graduate with a regular high school diploma within 4 years (or 5 years).
13 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.
II. Evidence of Serving Similar Student Populations:

A. 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 enrollment of the following targeted student population for over no less than a three-year period (see template in Table 3):
  - students that require special education services (students with disabilities, SWD);
  - students who qualify for free and/or reduced lunch (low-income);
  - students with limited English-proficiency (English language learner, ELL); and
  - students whose first language is not English14 (FLNE).

Additional data may also be provided for other at-risk student populations who should be targeted to eliminate achievement gaps among different groups of students. 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.

III. Evidence of Organizational Viability:

A. 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;

14 Indicates the percentage of enrolled students whose first language is a language other than English.
- real estate acquisition and capital plans; and
- financial statements, e.g. annual budgets, year-end balance sheets, and cash flow statements.

B. 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 Proficiency and Growth Measures on the MCAS or Equivalent Assessment in English Language Arts and Mathematics

**ASSESSMENT:**

**SUBJECT:**

<table>
<thead>
<tr>
<th>Grade Span:</th>
<th>School or Program:</th>
<th>State:</th>
<th>Proposed Sending District(s)(^{15}):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student group</td>
<td>% Adv/Prof(^{16})</td>
<td>Growth(^{17})</td>
</tr>
<tr>
<td>% Adv/Prof</td>
<td>Growth</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>SWD</th>
<th>Low-income</th>
<th>ELL</th>
<th>High Needs(^{18})</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Adv/Prof</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Adv/Prof</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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\(^{15}\) Submission may include a comparison to the proposed sending district(s) averages for all students and for one or more targeted subgroups in comparable grades.

\(^{16}\) The Department does not report MCAS achievement percentages for subgroups with fewer than 10 students included. Please adhere to a similar policy, as appropriate, if reporting performance on a non-MCAS assessment.

\(^{17}\) The Department does not report MCAS growth percentiles for subgroups with fewer than 20 students included. Please adhere to a similar policy, as appropriate, if reporting performance on a non-MCAS assessment.

\(^{18}\) High Needs student subgroup may be included if the number of students in one or more subgroups is below the threshold of students required for reporting.
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade Span:</th>
<th>School or Program:</th>
<th>State(^{19}):</th>
<th>Proposed Sending District(s)(^{20}):</th>
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<tbody>
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<td></td>
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<td></td>
<td>Rate</td>
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<td>Student group</td>
<td>Rate</td>
<td>Rate</td>
<td>Rate</td>
</tr>
<tr>
<td>20</td>
<td>All Students</td>
<td>Rate</td>
<td>Rate</td>
<td>Rate</td>
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<tr>
<td>20</td>
<td>All Students</td>
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<td>Rate</td>
<td>Rate</td>
</tr>
<tr>
<td>20</td>
<td>All Students</td>
<td>Rate</td>
<td>Rate</td>
<td>Rate</td>
</tr>
</tbody>
</table>

*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.

\(^{19}\) Submissions may include a comparison to statewide averages and for all students and targeted subgroups in comparable grades whenever possible.

\(^{20}\) Submissions may include a comparison to the proposed sending district(s) averages for all students and targeted subgroups in comparable grades whenever possible.
Table 3. Template for Student Enrollment Demographic Percentages

Grade Span:  -  

<table>
<thead>
<tr>
<th>Year</th>
<th>Student group</th>
<th>School or Program:</th>
<th>Proposed Sending District(s)(^{21}):</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>SWD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low-income</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FLNE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 20   | SWD           |                    |                                      |
|      | Low-income    |                    |                                      |
|      | ELL           |                    |                                      |
|      | FLNE          |                    |                                      |

| 20   | SWD           |                    |                                      |
|      | Low-income    |                    |                                      |
|      | ELL           |                    |                                      |
|      | FLNE          |                    |                                      |

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.

\(^{21}\) Provide data only for students in comparable grades whenever possible.