

Accountability Plan Guidelines

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# Overview

The Massachusetts charter school initiative was established to provide students and parents throughout the Commonwealth with greater choice and quality in their public schools. In exchange for the freedom to design its own programs, hire its own teachers, and set its own budget, a Massachusetts charter school embraces a high level of accountability. Like all public schools, charter schools must comply with applicable laws and regulations in order to operate. To earn renewal of their charter, however, charter schools also must demonstrate effectiveness; they are responsible for results rather than relying on plans, methods, or intentions. Charter schools that cannot demonstrate the achievement of their students and the effectiveness of their programs face non-renewal.

One way in which charter schools demonstrate results is through reporting on selected outcomes using an Accountability Plan (603 CMR 1.02). A charter school creates an Accountability Plan to publicly articulate the goals the school has set to measure its success during a five-year charter term. These Accountability Plan Guidelines (Guidelines) are intended to assist in the creation of an Accountability Plan. Using the Guidelines and the template provided, a charter school can develop an Accountability Plan that will clearly demonstrate performance relative to the goals set forth in its charter.

The Charter School Performance Criteria (Criteria) define charter school success and provide the standards by which schools are evaluated for all aspects of charter school accountability, from the application process to renewal. The Criteria outline expectations for charter school performance in the three areas of accountability: faithfulness to charter, academic success, and organizational viability. While the Criteria define clear standards by which schools will be evaluated in the areas of academic success and organizational viability, as well as aspects of faithfulness to charter common across schools, the standards for how a school achieves its unique mission and key design elements (KDEs) (Criterion 1) must be outlined and clearly articulated by the school itself. The Accountability Plan is the vehicle for a charter school to clearly articulate its mission and key design elements and to demonstrate to the public that the school is faithful to its innovative model.

**Faithfulness to Charter**

**Academic Program Success**

**Organizational Viability**

Varies according to the school’s mission; each school sets own expectations through the accountability plan.

Same expectations for all charter schools; outlined in Charter School Performance Criteria

## Accountability Plans in the Context of the Accountability Cycle

A prerequisite to writing an effective Accountability Plan is understanding how this document fits into the larger system of charter school oversight. The Accountability Plan is a critical piece of the accountability cycle[[1]](#footnote-2) and helps inform renewal decisions.

The first element of the accountability cycle is the granting of a charter. The charter application serves as a blueprint for the school and outlines the goals to which the school aspires. By the end of its first year of operation, each school must create an Accountability Plan with specific, measurable objectives that is reflective of its mission and the promises contained in its charter. As a part of this process, the school articulates three to five key design elements that it will implement to realize the promises of the mission statement and charter. These key design elements should reference a page or pages from the final charter application or subsequent amendments.

By August 1 after every school year, each charter school submits an annual report to the Department of Elementary and Secondary Education (Department). Part of the annual report’s purpose is to demonstrate the school’s interim progress on the Accountability Plan and present evidence to document this progress. Evidence that is presented in the annual report is corroborated and augmented by the series of additional external evaluations of the charter school, including site visits and a renewal inspection following the submission of an Application for Renewal. These visits provide context for a school’s quantitative Accountability Plan measures by adding qualitative detail and evidence in areas that are difficult to measure. The school’s performance relative to its Accountability Plan goals over the charter term is part of the body of evidence that is considered when making a renewal determination.

# The Process for Creating an Accountability Plan

## Use the Appropriate Timeline

### New Schools

The first year of operation can be used to gather baseline achievement data and develop an understanding of the student population in order to create a plan that is both meaningful and realistic. Each spring, Department staff initiate communicate with all schools needing to develop Accountability Plans and communicate specific deadlines. Department staff typically work with new schools on their Accountability Plans in late spring and during the summer, with a goal of having an Accountability Plan in place by the beginning of Year 2 of the first charter term.

### Schools whose Charters were Recently Renewed

After a school successfully completes the charter renewal process, the Department works with the school to finalize a new Accountability Plan. This new plan may build on the prior version but should include more ambitious measures to reflect heightened expectations and/or increased innovation. Each spring, Department staff initiate communication with all schools needing to develop Accountability Plans and communicate specific deadlines. Department staff typically work with schools whose charters were recently renewed in late spring and during the summer, with a goal of having a new Accountability Plan in place by the beginning of Year 1 of the new charter term.

### Schools in the Middle of a Charter Term

Schools are expected to create a plan at the beginning of the five-year charter term to last for the duration of charter period. It is possible that during the course of a charter term, a school may want to reexamine the objectives and measures that it set for itself at the beginning of the five-year period. Nonetheless, the desire to change the Accountability Plan must be balanced against the importance of creating a track record that extends over the during of the charter term. According to the charter school regulations, changes to an Accountability Plan must be processed as an amendment requiring commissioner approval.

## Use the Appropriate Template

The template provided by the Department (*Appendix A*) indicates all of the elements that must be included an Accountability Plan, including the school’s profile, a list of key design elements, a statement of commitment to all ten Criteria, a record of approvals, and objectives and measures related to the mission and key design elements. Please use the existing template rather than creating your own.

## Engage in a Process of Feedback and Revision

Creating an Accountability Plan involves ongoing discussion within the school community as well as between the school and the Department.

\*The [Charter Amendment Guidelines](https://www.doe.mass.edu/charter/governance/?section=amendments) outline the process for submitting an amendment request.

# Required Elements of an Accountability Plan

Accountability Plans contain several required elements, detailed below (Also see *Appendix A: Charter School Accountability Plan Template*):

**School Profile**

This table includes key information about the school such as grade span, maximum enrollment, and mission statement. These are material terms of the school’s charter.

**Key Design Elements**

This is a list of elements that the school commits to implementing in order to realize the mission and vision set out in its charter. More detail about the key design elements is provided in the next section: *The Process of Developing an Accountability Plan*.

**Commitment to Other Criteria**

Although the Accountability Plan is specifically focused on faithfulness to the school’s charter and dissemination, schools must include a statement formally committing to meeting all ten Charter School Performance Criteria. This statement is included in the template.

**Record of Approvals**

After creating an Accountability Plan and after engaging in a process of feedback and revision with stakeholders and the Department, the school seeks preliminary Department approval for its Accountability Plan. Once preliminary approval has been granted, the school’s board of trustees must vote to approve the Accountability Plan. Finally, the school must submit an amendment request to the Department and receive approval from the commissioner.

**Objectives**

The Accountability Plan must include objectives that the school intends to achieve during its charter term. These are general, declarative statements in the areas of faithfulness to charter and dissemination. More detail about developing objectives is provided in the next section: *The Process of Developing an Accountability Plan*.

**Measures and Data Collection Plans**

Measures are the metrics by which schools will determine whether each objective in the Accountability Plan has been met. Measures should be SMARTIE: specific, measurable, ambitious/attainable, relevant, time-bound, inclusive, and equitable. Schools should also explain what data they will collect annually in order to determine whether each goal has been met. More detail about developing measures and data collection plans is provided in the next section: *The Process of Developing an Accountability Plan*.

# Steps to Develop an Accountability Plan

This section outlines the steps that stakeholder groups should follow when developing an Accountability Plan, beginning with the mission statement, stating key design elements, developing objectives, and developing measures and data collection plans.



Throughout this section, the Guidelines provide an example from a fictional charter school: The Road to Excellence Charter School (RTE). The RTE examples serve to highlight the thought processes required to formulate an Accountability Plan that reflects the mission and key design elements of a charter school. The examples also illustrate common challenges that schools face when developing plans and provide sample solutions to these challenges.

## Step One: Begin with the School’s Approved Mission Statement

The mission statement is the foundation of the Accountability Plan. Key design elements, objectives, and measures must align to the charter school’s approved mission statement as well as intentions expressed in the school’s charter. The charter school’s approved mission statement is contained in the final charter application; any alterations to the mission statement must be approved through an amendment process.

**Example: Mission Statement**

The Road to Excellence Charter School (RTE) is dedicated to the principles of developing great teachers, promoting deep conceptual academic understanding in its students, and putting students on the path to college and career.

## Step Two: State the Key Design Elements

State the key design elements that support the implementation of the school’s mission and make the school unique and distinct from any other school. Key design elements may fall into the following broad categories, including, but not limited to:

* Governance model (if the school has a unique model)
* Beliefs and values
* Vision
* Curricular model, educational program, or whole school design

Stakeholders should articulate three to five areas that stakeholders believe to be key design elements. It is not necessary to have a key design element for each category listed above; however, key design elements should all map directly to the mission statement or intentions set out in the school’s original charter. Schools are therefore asked to include a parenthetical citation to pages from the final, approved charter application to provide further context for each key design element. If there is not enough information in the charter application to support a key design element, the school should consider amending its charter or mission statement.

What follows is an example of the process used by RTE to develop a set of key design elements. While RTE used this process to develop a set of key design elements for the first time, schools that have previously identified key design elements, whether in a charter application or during a prior charter cycle, could also follow this process for the purpose of revising or refining the school’s key design elements.

**Example: Key Design Elements**

When the staff of RTE sits down to reflect on the mission and daily school operations, they brainstorm a list of some of the things that make the school special and different from other schools. Their first list is as follows:

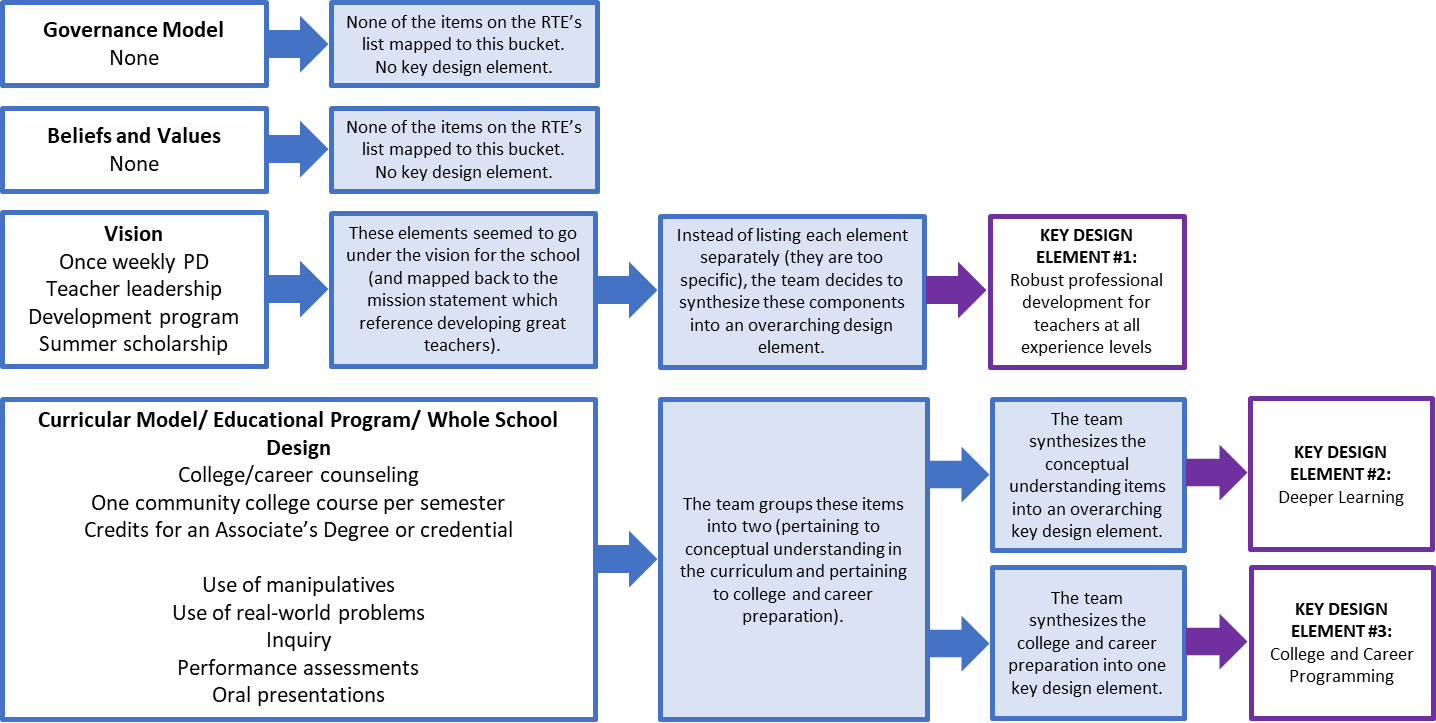
* Once weekly PD on days when students are released early
* Use of manipulatives and real-world problems
* A teacher leadership development program in which teachers lead departments and supervise/mentor other teachers
* All high school students are required to take at least once community college course per semester
* A summer scholarship for teachers to pursue independent PD opportunities
* In order to graduate, seniors must have earned the credits necessary for an associate’s degree or a vocational credential
* A curriculum that promotes inquiry and utilizes performance assessments in order to build true understanding
* Writing across the curriculum
* Intense college and career counseling beginning in grade 7, including administering career diagnostics and setting students up with summer internships
* A focus on oral presentations or assessments in which students are required to explain their thinking
* A restorative justice behavioral approach

An initial brainstorm will likely yield many specific program elements. In order to articulate key design elements, which are slightly broader, it may be helpful for schools to group common items and assign them to the larger key design element categories.

Because key design elements are broad, rather than specific programmatic elements, the next step will be for stakeholders to synthesize these small programmatic elements into larger themes that will comprise the key design elements.

An example of this process in action at RTE Charter School is captured in a diagram on the next page.

**Example: RTE’s Process of Identifying Key Design Elements**



In going through this process, schools may encounter items that are important to the operations of the school but do not map back to the mission statement or charter. These items should be excluded from the final list of key design elements. Please see the example below from the RTE brainstorming and grouping session.

**Not a Key Design Element**

Restorative justice approach

After debate, the team decides that this program, while something they implement, does not directly map to anything in the mission statement. While for some schools a discipline approach could be a core belief or value, this is not the case at RTE – no particular philosophy was articulated in the charter. The school will continue to implement this program, but it is not a key design element for the Accountability Plan.

**Key Design Elements:**

1. Robust professional development for teachers at all experience levels (p. 15, charter application)
2. Asking students to grapple with difficult problems and demonstrate their understanding in a variety of rigorous ways beyond traditional tests (p. 20, charter application)
3. College and career programming (p. 16, charter application)

Stakeholders should end this process with three to five key design elements that can be written in the *Key Design Elements* section of the Accountability Template (*Appendix A*). RTE’s key design elements are listed below, along with parenthetical citations to pages in the charter application that reference and more fully explain each key design element.

Schools that have previously identified key design elements, whether in a charter application or during a prior charter cycle may re-engage this process of revising or refining the school’s key design elements.

## Step Three: Develop One Objective for Each Key Design Element

Objectives are broad, declarative statements about what the school intends to achieve over the five-year charter term. The school should create one objective for each key design element listed by the school.

**Example: Objectives**

Stakeholders at RTE developed one objective for each of the three key design elements (KDEs).

1. Objective (for KDE 1): RTE will develop highly effective teachers in a professional working environment.
2. Objective (for KDE 2): RTE students will demonstrate deep learning that requires critical thinking and conceptual understanding.
3. Objective (for KDE 3): RTE will provide college/career programming to all students.

## Step Four: Develop an Objective Related to Dissemination

Dissemination of innovative practices to other Massachusetts schools is a statutory requirement and one of the Charter School Performance Criteria[[2]](#footnote-3). Before creating a dissemination objective and accompanying measures, charter schools should read [Department guidance about dissemination](https://www.doe.mass.edu/charter/bestpractices/) and [how to create ethe conditions for successful dissemination](https://www.doe.mass.edu/charter/bestpractices/dissemination.html).

According to M.G.L. c. 71, § 89(dd), charter schools are required to disseminate innovative models for replication and best practices to other public schools in the district where the charter school is located. The Department will also consider efforts made by the charter school to disseminate best practices to other schools, districts, and organizations beyond the district where the charter school is located. There are multiple forums and activities through which a charter school may dissemination, including but not limited to:

* Partnerships with other schools implementing key successful aspects of the charter school’s program
* Active participation in district turnaround efforts
* Sharing resources or programs developed at the charter term
* Hosting other educators at the charter school
* Presenting at professional conferences about its innovative school practices

Because dissemination efforts are required for charters to be successfully renewed, it is important for stakeholders to set intentions to disseminate at the beginning of each charter term. In order to set an objective, stakeholders should think broadly about what type of practices the school would like to disseminate or what partnerships the school is interesting in forming. The Department encourages innovative, active dissemination practices

**Example 1: Dissemination Objective**

RTE stakeholders are proud of the math curriculum that they have developed in house; it emphasizes inquiry- and problem-based writing with performance tasks. Therefore, they set the following objective:

* RTE will share its math curriculum with other local public schools in Massachusetts over the course of the charter term.

**Example 2: Dissemination Objective**

RTE stakeholders have been cultivating a partnership with the school’s sending district, ABC City Public Schools, and they want to commit to this partnership over the next charter term. Therefore, RTE sets the following objective:

* RTE will form a working partnership and will annually share best practices with at least one high school in ABC City Public School District over the course of the charter term.

## Step Five: Develop Aligned and Rigorous Measures and Data Collection Plans

Each objective contained in a school’s Accountability Plan should include **at least** two measures. Measures allow the school and public to monitor the progress the school is making toward its objectives and the ultimate goal of faithfulness to its charter. Measures define whether the school is meeting performance expectations.

As noted earlier, measures should be SMARTIE[[3]](#footnote-4):

* **S – Specific**: Is the measure explained with enough detail that it is easily understood by all stakeholders? Who? What? When? Where? How?
* **M – Measurable**: Is it clear what data is being gathered and how success is defined?
* **A – Ambitious/Attainable**: Is the measure ambitious yet attainable given the resources available?
* **R** – **Relevant**: Does the measure clearly align with the objective, the key design element, and the school’s mission?
* **T – Time bound:** Does the measure have a target date for completion?
* **I – Inclusive**: Does the measure ensure **all** students[[4]](#footnote-5) are held to high expectations and are provided the resources they need to succeed?
* **E – Equitable**: Does the measure explicitly name intentions to address persistent disparities in achievement among student groups?

Measures can take two forms – *outcome measures and process measures:*

**Outcome** measures are used to compare the results of an activity, plan, process, or program with an intended outcome. Outcome measures quantify what students or teachers have accomplished as a result of their time at the school. All objectives must have at least one outcome measure that is well-aligned to the objective.

Examples of outcome measures:

* Performance on an assessment (% proficient, average score, growth)
* Performance on a rubric (% proficient, growth)
* Matriculation to secondary schools (% matriculated)

**Process** measures track activities intended to lead to desired outcomes. It is not necessary to use process measures in the Accountability Plan. However, these measures can be a useful addition to outcome goals for new schools, for when a school launches a significant initiative, or for aspects of the program that are difficult to quantify, such as character development or the implementation of sound governance practices. Process measures focus on *how* something will be accomplished. If a school plans to incorporate a process measure into its Accountability Plan, then the school must accompany any process measure with an outcome measure.

Examples of process measures:

* Completing workshops
* Completing certifications
* Completing internships

The Massachusetts statewide assessment system provides comprehensive analysis of student academic performance. Schools should not use statewide assessment data in measures unless the data serves a purpose which is distinct from that of the school and district accountability system. For example, a goal around Student Growth Percentile (SGP) on the MCAS is redundant with the school and district accountability system because SGP is already incorporated into this system. (For information on when to include additional student performance measures in the Accountability Plan, see p. 18 of these guidelines).

Drafting measures may require multiple revisions. Stakeholders usually begin with a general idea of what they want to accomplish and refine the measures to become more specific, rigorous, and clear to external audiences. The table below outlines two of the original measures drafted by RTE stakeholders for the school’s Accountability Plan, strengths and weaknesses of the measures, and how the measures were revised to address the problems.

|  |  |
| --- | --- |
| **Objective (for KDE 1): RTE will develop highly effective teachers in a professional working environment.** | |
| **Original Measure** | **Strengths/Weaknesses** |
| All teachers will score Proficient or higher in every area of the RTE Excellent Teaching Rubric | Strengths*:*  **Measurable**: The goal is to have 100% of teaching staff scoring a proficient or higher on every area of the teaching rubric.  **Relevant**: The measure aligns to the school’s mission, the key design element, and the objective for developing great teachers.  **Inclusive:** The measure is inclusive of *all* teachers.  Weaknesses*:*  **Specific**: The significance of the rubric is unclear. Is this the main tool used to evaluate teachers?  **Ambitious/Attainable**: It is unclear how scoring Proficient for all teachers is ambitious since we do not know how rigorous the school’s teaching rubric is. It is also unclear if this measure is attainable because it doesn’t seem to account for the time it takes new teachers to become proficient.  **Time-bound:** Is this to be accomplished each year of the charter term, or by the end?  **Equitable**: It is unclear if this goal is equitable considering that it is not differentiated for new teachers vs. returning teachers. |
| **Revised Measure:** | |
| **By the end of the charter term,** all teachers **in their third year or beyond at the school** will score Proficient or higher in every area of the RTE Excellent Teaching Rubric, **which is the primary tool used to structure teachers’ annual performance evaluations and is aligned to the Massachusetts Model System for Educator Evaluation Classroom Teacher Rubric.** | |

|  |  |
| --- | --- |
| **Objective (for KDE 3): RTE will provide college/career programming to all students.** | |
| **Original Measure** | **Strengths/Weaknesses** |
| By the end of the charter term, at least 50 percent of grade 11 and 12 students will take an Advanced Placement (AP) or comparable college level course. | Strengths:  **Specific & Measurable:** The school identified the goal to have at least 50% of students in grades 11 and 12 to take an Advanced Placement (AP) or comparable college level course.  **Ambitious/Attainable:** Aiming for half of the students in grade 11 and 12 seems ambitious when compared to statewide rates.  **Relevant**: The measure aligns to the school’s mission, the key design element, and the objective for providing college/career programming.  **Time-bound**: The school aims to accomplish the measure by the end of the charter term.  Weaknesses:  **Inclusive/Equitable:** This measure can be met without ensuring that **all** students have access to AP or comparable college level courses. For example, if RTE currently enrolls approximately 33 percent African American/Black students, 13 percent Asian students, 25 percent Hispanic/Latino students and 29 percent white students. A metric of 50 percent could result in specific student groups pushed to high expectations, while other students are left behind. For example, the metric could be met with engaging an overwhelming majority of white and Asian students in AP classes, but few African American/Black or Hispanic/Latino students. An equitable measure would need to explicitly name that the school is ensuring an inclusive, equitable *process* in meeting this measure. |
| **Revised Measure:** | |
| Each year, at least 50 percent of grade 11 and 12 students will enroll in an AP or comparable college level course. **The 50 percent of grade 11 and 12 students enrolled in AP or comparable college level courses will reflect the demographics (race, gender, low-income, students with disabilities, and English learners) of all students in grades 11 and 12.** | |
| **Original Measure** | **Strengths/Weaknesses** |
| Each year, the average reading and mathematics SAT scores of the school’s students will be at or above the state average. | Strengths:  **Specific & Measurable**: The school is measuring if students’ average reading SAT score and students’ mathematics SAT scores will be higher than the state average.  **Ambitious/Attainable**: Aiming for higher than the state average SAT scores seems ambitious  **Relevant**: The measure aligns with the school’s mission, the key design element, and the objective.  **Time-bound**: The school aims to accomplish the measure by the end of each year within the charter term.  Weaknesses:  **Inclusive/Equitable:** The word “average” implies that this measure can be met without ensuring **all** students are held to high expectations and are provided the resources they need to succeed in reading and mathematics. For example, when disaggregating the data, RTE noticed a trend where Latina/Hispanic female students are not scoring an average reading and mathematics SAT score higher than the state average. |
| **Revised Measure:** | |
| Each year, the average reading and mathematics SAT scores of the school’s students, **and the average reading and mathematics SAT scores of Latina/Hispanic female students’**, will be at or above the state average | |

## Step Six: Ensure a Plan to Collect Data for Each Measure

It is important for stakeholders to plan what types of data will be necessary to assess the measure. Even a well-written measure will not be useful if it is impossible to collect the necessary data. For this reason, the Accountability Plan should include a data collection plan, which includes a description of what data will be reported for each measure, how it will be collected, who will collect it, where the data will be stored, and frequency of collection. Stakeholders must identify proposed data sources that are valid, reliable, and efficient. The data collection plan also communicates to school stakeholders and the Department what data the school plans to report on its Annual Reports throughout the charter term. ***The Department reserves the right to request additional evidence to verify if schools have met their goals in their Accountability Plans.***

Measures are more meaningful when they are based on the collection of evidence that is readily available and integrated into the school’s promised or implemented practices. To determine whether the evidence necessary to measure an objective can in fact be collected, consider the perspective of the person(s) collecting the evidence. If the time and effort needed to collect the evidence outweighs the value gained from reflecting on it, other evidence should be considered.

Stakeholders should identify data sources they are confident they will be able to use throughout the charter term. For example, if a school identifies a particular assessment or a particular survey tool to be used, the school should expect to use the exact assessment or survey tool for the duration of the charter term**. In the event that the school is no longer able to use a data source identified in its Accountability Plan, the school must contact the Department for guidance. Any change to an Accountability Plan during the charter term must be processed as an amendment requiring commissioner approval.**

The table below details the data to be reported and the data collection plan for some of RTE’s proposed measures.

|  |  |
| --- | --- |
| **Objective (for KDE 1): RTE will develop highly effective teachers in a professional working environment.** | |
| **Measure:** By the end of the charter term, all teachers in their third year or beyond at the school will score Proficient or higher in every area of the RTE Excellent Teaching Rubric, which is the primary tool used to structure teachers’ annual performance evaluations and is aligned to the MA Model System for Educator Evaluation Classroom Teacher Rubric. | **Data to be reported:**   * Percentage and number of teachers in their third year or beyond who scored Proficient or higher in every area of the RTE Excellent Teaching Rubric * **Example of data to be reported each year in the school’s Annual Report**: In 2021-22, there were 25 teachers at the school in their third year or beyond. Of the 25, 20 (80%) scored Proficient or higher in every area of the RTE Excellent Teaching Rubric.   **Data collection plan:**   * The principal will compile and analyze rubric data reported by the three staff members responsible for evaluating teachers (principal, director of curriculum and instruction, and director of student support) * At the end of each school year * Data will be stored in the board portal, in the Accountability Plan folder |
| **Objective (for KDE 3): RTE will provide college/career programming to all students.** | |
| **Measure:**  Each year, at least 50 percent of grade 11 and 12 students will enroll in an AP or comparable college level course. The 50 percent of grade 11 and 12 students enrolled in AP or comparable college level courses will reflect the demographics (race, gender, economically disadvantaged, students with disabilities (SWDs), and English learners) of all students in grades 11 and 12. | **Data to be reported:**   * Percentage and number of students in grades 11 and 12 who take an AP or comparable college level course, disaggregated by race, gender, students with disabilities, and English learners * Percentage and number of students in grades 11 and 12 disaggregated by race, gender, students with disabilities, and English learners * **Example of data to be reported each year in the school’s Annual Report**: In 2021-22, there were 86 students in grades 11 and 12 and 43 students (50%) of students took an AP or comparable college level course. The 43 students reflected the school’s racial and gender demographics, but not for students who identified as economically disadvantaged, students with disabilities and English learners.  |  |  |  |  | | --- | --- | --- | --- | | **Students in Gr 11 & 12** | | **Students in Gr 11 & 12 taking AP or comparable college level courses** | | | Male | 38 | Male | 19 | | Female | 48 | Female | 24 | | Low-income | 26 | Low-income | 4 | | English learner | 6 | English learner | 0 | | SWDs | 8 | SWDs | 0 | | Afr. Amr./Black | 44 | Afr. Amr./Black | 22 | | Asian | 8 | Asian | 4 | | Hispanic or Latino | 6 | Hispanic or Latino | 3 | | Multi-race, non-Hispanic or Latino | 5 | Multi-race, non-Hispanic or Latino | 2 | | White | 23 | White | 12 |   **Data collection plan:**   * The director of operations, who oversees students’ schedules, will collect and analyze students’ enrollment in an AP or comparable college level course * At the end of each school year * Data will be stored in the board portal, in the Accountability Plan folder. |
| Each year, the average reading and mathematics SAT scores of the school’s students, and the average reading and mathematics SAT scores of Latina/Hispanic female students, will be at or above the state average. | **Data to be reported:**   * Number of students who took the SAT * The school’s students’ average reading and mathematics SAT score in comparison to the state’s average reading and mathematics SAT score * Latina/Hispanic female students’ average reading and mathematics SAT score in comparison to the state’s average reading and mathematics SAT score * **Example of data to be reported each year in the school’s Annual Report**: In 2021-22, the average reading SAT score was 530 and average mathematics SAT score was 520. 86 students took the SAT in 2021-22 and scored an average reading score of 530 and average mathematics score of 530. Four Latina/Hispanic female students took the SAT and scored an average reading score of 550 and average mathematics score of 540.   **Data collection plan:**   * The guidance counselor will collect and analyze students’ average reading and mathematics SAT scores * At the end of each school year * Data will be stored in the board portal, in the Accountability Plan folder. |
| **Objective (related to Dissemination): RTE will share its math curriculum with other schools in Massachusetts over the course of the charter term.** | |
| **Measure:** By the end of the charter term, RTE will conduct at least ten six-hour workshops designed to orient non-RTE teachers to the school’s math curriculum. The school will recruit non-RTE teachers representing at least 20 other schools in Massachusetts. | **Data to be reported:**   * Cumulative number of workshops conducted * Cumulative number of schools represented by workshop attendees * **Example of data to be reported each year in the school’s Annual Report**: In 2021-22, RTE conducted 12 six-hour workshops to disseminate the school’s math curriculum. Non-RTE teachers who attended the workshops represented 21 other schools in Massachusetts.   **Data collection plan:**   * The math department chair, who will organize the workshops, will maintain a cumulative list of workshops conducted, as well as workshop attendees and school affiliations. The math department chair will provide a copy of the updated list to the principal. * At the end of each school year * Data will be stored in the board portal, in the Accountability Plan folder. |

# Objectives and Measures for Student Performance

As noted above, Accountability Plans are meant to focus on illustrating a school’s record in terms of its unique mission and key design elements. In all other areas that are common to all charter schools, the Criteria articulate clear standards of performance. However, some schools might find it imperative to create unique objectives and measures other than those articulated in the Criteria in the area of student performance.

**Schools are required to submit objectives and measures for student academic performance and growth if any of the following is true**:

* If MCAS will not administered to the students because of the school’s current grade span/growth plan
* If the testing cohort is so small that it will not give an accurate picture of student performance
* The school is serving an alternative population

The school should follow the guidance above to create draft objectives and measures in these areas and work with the Department to ensure that measures are valid, reliable, and the best fit for the school’s program.

Alternative charter schools should reference the *2023 Accountability Plan Guidance for Alternative Charter Schools* when creating objectives and measures related to student performance.

# Accountability Plan Template

| [Name of Charter School] ([Initials of CS]) | | | |
| --- | --- | --- | --- |
| **Type of Charter**  (Commonwealth or  Horace Mann) |  | **Location** |  |
| **Regional or Non-Regional** |  | **Districts in Region** |  |
| **Year Opened** |  | **Year(s) Renewed** |  |
| **Maximum Enrollment** |  | **Chartered Grade Span** |  |
| **Mission Statement:**  [Paste mission statement here.] | | | |

|  |
| --- |
| **Key Design Elements** (with parenthetical citations to pages from the charter application or charter amendment): |

**The charter school commits to meeting Criteria 1 through 10 as outlined in the Charter School Performance Criteria.**

|  |  |
| --- | --- |
| **Date of Preliminary Department Approval:** |  |
| **Date of Board Approval:** |  |
| **Date of Department Approval:** |  |

Objectives and Measures related to Mission and Key Design Elements (*required*):

|  |  |
| --- | --- |
| **Objective (for KDE 1)**: *Objectives are broad, declarative statements about what the school intends to achieve over the five-year charter term. The school should create one objective for each key design element listed by the school. If the school has four key design elements, the Accountability Plan needs to include four objectives. Each objective should clearly align to one of the key design elements listed above.* | |
| **Measure**:  *Test your measures! The answer to each of the following question should be clear:*   * *S – Specific: Is the measure explained with enough detail that it is easily understood by all stakeholders? Who? What? When? Where? How?* * *M – Measurable: Is it clear what data is being gathered and how success is defined?* * *A – Ambitious/Attainable: Is the measure ambitious yet attainable given the resources available?* * *R – Relevant: Does the measure clearly align with the objective, the key design element, and the school’s mission?* * *T – Time bound: Does the measure have a target date for completion?* * *I – Inclusive: Does the measure ensure all students are held to high expectations and are provided the resources they need to succeed?* * *E – Equitable: Does the measure explicitly name intentions to address persistent disparities in achievement among student groups?* | **Data to be reported:**   * *What data point(s) will be reported each year?*   **Data collection plan:**   * *Who is in charge of gathering, analyzing, and reporting the data?* * *When will the data be collected?* * *Where will the data be stored?* |
| **Measure:** | **Data to be reported:**      **Data collection plan:** |
| **Objective (for KDE 2):** | |
| **Measure:** | **Data to be reported:**      **Data collection plan:** |
| **Measure:** | **Data to be reported:**      **Data collection plan:** |
| **Objective (for KDE 3):** | |
| **Measure:** | **Data to be reported:**      **Data collection plan:** |
| **Measure:** | **Data to be reported:**      **Data collection plan:** |

Objective and Measures related to Dissemination (*required*):

|  |  |
| --- | --- |
| **Objective:** | |
| **Measure:** | **Data to be reported:**      **Data collection plan:** |
| **Measure:** | **Data to be reported:**      **Data collection plan:** |

Additional Objectives and Measures related to Student Performance (*required for alternative schools*, optional for other schools):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objective:** | | | | |
| **Measure:** | **Minimally Connected (MC)** | **Partially Connected (PC)** | **Connected (C)** | **Data to be reported:**      **Equations/Business Rules:** |
|  |  |  |
| **Measure:** |  |  |  | **Data to be reported:**      **Equations/Business Rules:** |

1. For more information about the Accountability Cycle, please read the [Guide to Charter School Accountability](https://www.doe.mass.edu/charter/acct.html?section=guide). [↑](#footnote-ref-2)
2. Criteria 4: Dissemination: The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located. ([Charter School Performance Criteria](https://www.doe.mass.edu/charter/acct.html?section=criteria)) [↑](#footnote-ref-3)
3. Source: [The Management Center](https://www.managementcenter.org/resources/smartie-goals-worksheet/) [↑](#footnote-ref-4)
4. Source: [Charter School Performance Criteria](https://www.doe.mass.edu/charter/acct.html?section=criteria). **All students**: Given that some student groups have been historically underserved, and also that any student can be particularly “vulnerable” at any moment in time, it is important to consider practices and outcomes beyond the aggregate to ensure that all students are challenged and supported to learn and grow. The phrase “all” in this document refers to equity for and attention to students from all backgrounds and identities and experiences. These include but are not limited to all races and ethnicities, all genders and gender identities, all sexual orientations, all disabilities, all nationalities, all types of citizenship or immigration status, all religions, all family structures, all family housing situations, all medical/health needs, and all traumatic experiences. [↑](#footnote-ref-5)