Massachusetts Office of Charter Schools and School Redesign

Accountability Plan Guidelines

Revised April 2015
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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 their 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 publically articulate the goals the school has set to measure its success. These Guidelines for Writing Accountability Plans (Guidelines) are intended to assist in the creation of an accountability plan. Using the Guidelines and the template provided, schools can write rigorous and measurable accountability plans that will clearly demonstrate performance relative to the goals set forth in its charter.

2014 Revision of the Guidelines

In the spring of 2014, the Office of Charter Schools and School Redesign released the Massachusetts Charter School Performance Criteria v. 3.10 (Criteria). The Criteria define charter school success and provide the standards by which schools will be 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, and aspects of faithfulness to charter common across schools, the standards for how a school achieves its unique mission and key design elements (Criterion 1) must be outlined and clearly articulated by the school itself. The accountability plan is the vehicle for charter schools to clearly articulate their missions and key design elements and to demonstrate to the public that the school is faithful to its innovative model.

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1 Found at: http://www.doe.mass.edu/charter/acct.html?section=common
The accountability plan template, in Appendix A, allows for the creation of measures related to mission and key design elements and dissemination, and also indicates the school’s commitment to be publicly accountable for meeting all ten areas of the Criteria.

**The Accountability Cycle**

A prerequisite to writing an effective accountability plan is an understanding of how this document fits into the larger system of charter school oversight. The accountability plan is a critical piece in the submissions, visits, and evaluations that comprise the “Accountability Cycle” 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 a specific and measurable accountability plan that is reflective of its mission and the promises contained in its charter. As a part of this process, the school articulates 3-7 key design elements that they will implement to realize the promises of the mission statement and charter. These key design elements should be linked to a page or pages from the charter application or subsequent amendments to provide the Department and the public additional context.

By August 1 after every school year, each charter school submits an annual report to the Department. This report’s purpose is to demonstrate the school’s interim progress on the accountability plan and present evidence to validate this progress. Evidence that is presented in the annual report is corroborated and augmented by a 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 to a school’s quantitative accountability plan measures by adding qualitative detail and evidence in areas that are difficult to measure. Ultimately, 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.

**Tips for Creating an Accountability Plan**

**Use the appropriate timeline**

*New Schools*

A draft accountability plan must be submitted to the Department in the spring of a school’s first year of operation, by May 15. The first year of operation can be used to gather baseline achievement data and attain an understanding of the student population in order to create a plan that is both meaningful and realistic. The Department will then work with the school to ensure that a final version, approved by the school’s board of trustees, is in place by August 1st. This timeline is intended to encourage schools to begin gathering data early in the process of implementing their school design. At the same time, it allows schools to develop their measures with the input of school constituents. This timeline also ensures that the plan will be in place prior to the second year site visit that will be conducted by the Department.

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Renewal Schools

After a school successfully completes the charter renewal process, the Department will work with the school to finalize a new accountability plan. This new plan may build on the prior version, but should create more ambitious measures to reflect heightened expectations and/or increased innovation for an older school. The new plan, approved by the school’s board of trustees and by the Department, should be finalized by August 1 of the first year of the new charter term. Schools who have gone through renewal should expect to submit the first draft of the plan by the spring; Department staff will communicate specific deadlines to each renewal cohort via email.

Schools in the middle of a charter term

Schools are expected to create a plan at the beginning of the five year charter term that they can adhere to for the duration of charter period. Of course, 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 its charter. Nonetheless, the desire to change a plan must be balanced against the importance of creating a track record that extends over the duration 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 includes all the necessary elements of the plan, including the school profile, board approval dates, and commitment to all ten criteria. Please use the existing template rather than creating your own (Appendix A).

Engage in a process of feedback and revision with ESE

Finalizing an accountability plan involves on-going discussion within the school community as well as between the school and the Department.

First, school stakeholders create an accountability plan draft. These stakeholders might include school leadership, teachers, data directors, and board of trustees members.

The draft is sent to the Department for review by a member of the accountability team responsible for accountability plans. Multiple drafts are frequently required. Because the accountability plan sets the standards by which the school will seek to demonstrate its effectiveness in terms of its mission and key design elements, the Department may require or recommend additional clarity on various measures contained in a school’s plan.

When the school and the Department arrive at a draft that is acceptable to both parties, the accountability team member will grant provisional approval and the school’s board of trustees must vote to approve the provisional plan. The final draft is then submitted to the Department as part of an amendment request requiring Commissioner approval, according to the Amendment Guidelines.
**Required Elements of an Accountability Plan**

Accountability plans contain several required elements, detailed below:

<table>
<thead>
<tr>
<th><strong>School profile</strong></th>
<th>This table includes key information about the school such as grade span, maximum enrollment, and mission statement.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key design elements</strong></td>
<td>This is a list of elements that the school commits to implementing in order to realize the 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.</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>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. Optionally, schools can include “reach objectives”. More detail about developing objectives is provided in the next section: The Process of Developing an Accountability Plan.</td>
</tr>
<tr>
<td><strong>Measures and data collection plans</strong></td>
<td>Measures are the metrics by which schools will determine whether each objective in the accountability plan has been met. Measures should be aligned, specific, measurable, action-oriented, rigorous, and time-sensitive. Schools should also explain what data they will collect annually in order to determine whether the measure 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.</td>
</tr>
<tr>
<td><strong>Commitment to other criteria</strong></td>
<td>Although the Accountability Plan is specifically focused on Faithfulness to 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.</td>
</tr>
</tbody>
</table>
The Process of Developing an Accountability Plan

This section outlines the steps that your stakeholder group 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 goals of a charter school. The examples also illustrate common challenges that schools face when developing plans and provide sample solutions to these challenges. The completed Accountability Plan for this fictional charter school is provided as a sample in Appendix B of the Guidelines.

Step One
Begin with the mission statement

The mission statement is the foundation of the Accountability Plan. Key design elements, objectives, and measures will align to the mission statement as well as intentions set in the school’s charter.

Example:

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

Step Two
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. These elements can fall into the following broad categories:

- governance model (if the school has a unique model)
- beliefs and values
- vision
- curricular model, educational program, or whole school design

Stakeholders should articulate 3-7 additional elements 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 excerpts/pages from the charter that provide further context to 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.
Example:

When the staff of RTE sits down to reflect on their 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 one 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 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 have 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 first group common items and assign them to the larger key design element categories. There may be items that could reasonably assigned to more than one category, and their final placement is up to stakeholder discretion.

Because key design elements are broad, rather than specific programmatic elements, the second step will be for stakeholders to synthesize these smaller items 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 Process of Identifying Key Design Elements

Governance Model
None

Beliefs and Values
None

Vision
Once weekly PD
Teacher leadership development program
Summer scholarship

Curricular Model/Educational Program/Whole School Design
College/career counseling
One community college course per semester
Credits for an associates degree or credential

- Use of manipulatives
- Use of real world problems
- Inquiry
- Performance assessments
- Oral presentations

These elements seemed to go under the vision for the school (and mapped back to the mission statement which referenced developing great teachers).

Instead of listing each element separately (they are too specific), the team decides to synthesize these components into one overarching design element.

The team groups these items into two (pertaining to conceptual understanding in the curriculum and pertaining to college and career preparation).

The team synthesizes the conceptual understanding items into an overarching key design element.

The team decides that, while all these items correspond to the idea of college and career preparation, there are two distinct themes: one of preparing students for college at RTE, and one of putting students on the path to college by having them enroll in college courses. They synthesize two key design elements from the list:

KEY DESIGN ELEMENT #1: Robust professional development for teachers at all experience levels

KEY DESIGN ELEMENT #2: Asking students to grapple with difficult problems and demonstrate their understanding in a variety of rigorous ways beyond traditional tests

KEY DESIGN ELEMENT #3: Dual enrollment

KEY DESIGN ELEMENT #4: College and career programming
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 do 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, that 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.

Stakeholders should end this process with 3-7 key design elements that can be written in the key design elements section of the Accountability Template (see Appendix A and B). Stakeholders should also include parenthetical citations to pages in the charter application that reference and more fully explain each key design element.

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**Step Three**
After stating the key design elements, schools should **develop objectives related to the mission and key design elements**.

Objectives are broad, declarative statements about what the school intends to achieve over the five year charter term. If the school has multiple components to its mission statement, or key design elements in different thematic areas, stakeholders should make an effort to draft at least one objective per component or thematic area.

**Example**
From the mission statement of RTE, it is clear to stakeholders that the school has three overarching principles (teacher development, conceptual understanding, and college/career development). In order to fully commit to meeting its mission, the stakeholders decide to develop an objective in each of the three areas.

- RTE will develop highly effective teachers in a professional working environment.
- RTE will effectively prepare students to succeed in college and or career.
- RTE will encourage deep student learning that requires critical thinking and conceptual understanding.
Step Four

Develop objectives related to dissemination

Dissemination of innovative practices to other Massachusetts schools is a statutory requirement and one of the Charter School Performance Criteria. Because dissemination efforts are required in order for charters to be successfully renewed, it is important for stakeholders to set intentions to disseminate at the beginning of each charter term. The dissemination objective will probably be a multi-year objective and does not need to be met annually. 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 interested in forming.

Example 1
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 schools in Massachusetts over the course of the charter term.

Example 2
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
- RTE will form a working partnership and share best practices with at least one high school in ABC City Public School district over the course of the charter term.

Step Five (optional)

Develop “stretch” objectives related to faithfulness to charter

Charter schools are encouraged to be ambitious about what they can accomplish over the course of the charter term. The Department encourages and supports goals which are extremely rigorous in the spirit of continuous improvement. Schools have the option of setting 1-2 stretch objectives in their accountability plans. Schools will report on the progress towards these objectives and measures in annual reports, but failure to meet these objectives and measures will not be held against the school in terms of Accountability considerations. In fact, success in meeting these stretch goals could help schools to reach a rating of Exceeds for Criterion 1: Mission and Key Design Elements.

Example

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3 (From the Charter School Performance Criteria): The school provides 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 innovative models for replication and 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 disseminate, 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 school, hosting other educators at the charter school, and presenting at professional conferences about its innovative school practices.
RTE is very committed to developing excellent teachers and making it a lifelong profession. For this reason, RTE is very dedicated to retaining its teachers, who are viewed as highly valuable human assets by school leadership. RTE wants to set an objective around teacher retention, but school leadership also recognizes that sometimes teacher retention can be impacted by factors outside the school’s control. In addition, RTE is implementing some new initiatives to retain teachers this charter term, but there is no way to know if the new initiatives will have the desired effect. Therefore, RTE stakeholders decide to set an objective around teacher retention as an ambitious “stretch objective”. They can be publicly accountable for this goal, but will also not be judged negatively if they fall short of meeting it since it is understood to be extremely rigorous.

Stretch objective:

- RTE will create an environment in which teaching is seen as a sustainable, lifelong craft.

**Step Six**

*Develop aligned and rigorous measures and data collection plans for each objective*

Each objective or reach 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 ultimate goal of faithfulness to charter. Measures define whether the school is meeting performance expectations.

All stakeholders should be able to read a given measure and have the same understanding of what the result will be, who will achieve the result, when it is expected to be reached, and how to know if it has been reached. As noted earlier, measures should be aligned, specific, measurable, action-oriented, rigorous, and time-sensitive. Each measure should answer the following specific questions:

- What will the result be? (outcome or process)
- How will the result be measured? (specify an assessment tool)
- Who will achieve the result?
- When will the result occur? (set a timeframe or target date)

Measures can take two forms – *outcome measures and process measures*. **Process** measures track the implementation of activities that will lead to the desired ultimate outcomes, while **outcome** measures outline the expected results that will come from the implementation of the activities. **All objectives must be linked with at least one outcome measure that is well-aligned to the objective.** It is not necessary to use process measures in the accountability plan. However, these measures can be a useful addition to outcome measures, particularly 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. Such process measures focus on how something will be done. See the graphic below for some examples of process versus outcome measures.

**Examples of Processes:**

- Completing workshops
- Completing certifications
- Completing a program (i.e. taking field trips, doing an internship)

**Examples of Outcomes:**

- Performance on an assessment (% proficient, average score)
- Performance on a rubric (% proficient, growth)
- Matriculation to secondary schools (% matriculated)
Drafting measures requires 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 some of the original measures drafted by RTE stakeholders for the school’s accountability plan, identifies of the problems with these measures, and demonstrates how the measures were revised to address the problems.

The Massachusetts School and District Accountability system provides comprehensive analysis of student academic performance. Schools should not use MCAS data in measures unless the data is serving a purpose which is distinct from that of the Accountability system. For example, a measure setting a goal around median Student Growth Percentile (SGP) is redundant with the leveling system because SGP is already incorporated into the leveling system. (For information on when to include additional student performance measures in the accountability plan, see p. 15 of these guidelines).

<table>
<thead>
<tr>
<th>Original Measure</th>
<th>Problem</th>
<th>Solution/Revised Measure</th>
</tr>
</thead>
</table>
| RTE teachers will attend rigorous and useful professional development each year. | • Too vague. It is unclear what rigorous professional development or useful professional development is, or the number of sessions.  
• It is a process measure                                                | Each year, RTE teachers will attend 40 professional development sessions aligned to standards contained in the RTE Excellent Teaching Rubric.  
*This is an acceptable measure, but it is still a process measure. RTE stakeholders must also craft an outcome measure for this objective below. |
| From beginning of year to end of year evaluations on the RTE Excellent Teaching Rubric, all teachers will improve an average of one achievement level in a professional development area. | • External audiences have no way of knowing why this measure is rigorous. How difficult is it to move a level on the Excellent Teacher Rubric? | RTE footnotes this measure with data to contextualize it: On average, RTE teachers improve less than one rubric level annually on standards that are not covered in professional development. This footnote helps an external audience to understand why the measure is appropriately rigorous. |
| 100% of graduating seniors will matriculate to a college or credentialing program by January of the year following their graduation. | • There could be a time issue here if RTE was still in its first charter term and did not yet have graduating seniors.  
• Grade specific measures should only be written for grades in existence at the school. | If a school is too young for a particular measure to be assessed for 2-3 years, the stakeholders should draft an alternate measure that can be assessed annually. |
(For DISSEMINATION OBJECTIVE): By the end of this charter term, as measured attendance sheets, RTE will conduct at least ten workshops for sending district teachers interested in its math curriculum to share documents and train teachers on implementation.

- Although this is a process measure, that is acceptable for the dissemination objective. It clearly describes at least one of the dissemination projects the school plans to undertake during the charter term.

No revisions; the measure stays the same.

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### Step Seven

**Ensure a plan to collect data for each measure**

It is important for stakeholders to plan in advance 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 to decide whether or not it has been met. For this reason, the Accountability Plan should include a description of what data will be collected for each measure, how it will be collected, and the frequency of collection, if applicable. This way, both the school and ESE know what data will be used in the Annual Report to report on progress towards meeting the measures.

Stakeholders should consider whether the proposed data sources are reliable and efficient. Accountability plans should avoid trying to assess what cannot be measured. The feelings, beliefs, and perceptions of individuals or groups of people, for example, can be hard to measure reliably. For this reason, surveys can often pose problems, either in their wording or in response rates.

Measures are more meaningful when they prompt the collection of evidence that is readily available and integrated in the school’s promised or implemented practices. This can only be determined by considering 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, there is likely a better way.

The table below details the data collection plan for each of RTE’s proposed measures.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Kind of data gathered/Data collection plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each year, as demonstrated by sign in sheets, RTE teachers will attend 40 professional development sessions aligned to standards contained in the RTE Excellent Teaching Rubric.</td>
<td>Professional Development Schedule for the year with topics, associated rubric rows, and dates (document created by Principal and saved on the shared drive) sign in sheets.</td>
</tr>
</tbody>
</table>
From beginning of year to end of year evaluations on the RTE Excellent Teaching Rubric, all teachers will improve an average of one achievement level in a professional development area.

Aggregated rubric scores for all teaching staff from September and May evaluations, by rubric row. (Principal and Assistant Principal enter the evaluation data; Director of Data aggregates the information).

100% of graduating seniors will matriculate to a college or credentialing program by January of the year following their graduation.

National Student Clearinghouse data (maintained by the Office of College and Career Readiness).

### Optional 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 Charter School Performance 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 will be required to submit additional objectives and measures for student academic performance and growth for the following reasons:**

- If MCAS/PARCC will not be 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 an alternative school

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

Note: This is particular important for schools who may serve alternative populations for which standard metrics may not present a clear picture for success. Please refer to the National Association of Charter School Authorizer’s Anecdotes Aren’t Enough report ([http://charteringquality.org/anecdotes-aren’t-enough/](http://charteringquality.org/anecdotes-aren’t-enough/)) for additional information about articulating high quality measures for schools serving alternative populations.
Appendix A  
Charter School Accountability Plan Template

<table>
<thead>
<tr>
<th>Name of Charter School (Acronym)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Charter</strong> (Commonwealth or Horace Mann)</td>
</tr>
<tr>
<td><strong>Regional or Non-Regional?</strong></td>
</tr>
<tr>
<td><strong>Year Opened</strong></td>
</tr>
<tr>
<td><strong>Maximum Enrollment</strong></td>
</tr>
<tr>
<td><strong>Mission Statement</strong></td>
</tr>
</tbody>
</table>

Key Design Elements (with parenthetical citations to pages from the charter application):

-  

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

<table>
<thead>
<tr>
<th>Date of Preliminary ESE Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Board Approval:</td>
</tr>
<tr>
<td>Date of ESE Approval:</td>
</tr>
</tbody>
</table>
Objectives and Measures related to Mission and Key Design Elements *(required)*:

<table>
<thead>
<tr>
<th>Objective:</th>
<th>Kinds of data gathered/data collection plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure:</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Objective:</th>
<th>Kinds of data gathered/data collection plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure:</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Objective:</th>
<th>Kinds of data gathered/data collection plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective:</th>
<th>Kinds of data gathered/data collection plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure:</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Objective:</th>
<th>Kinds of data gathered/data collection plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure:</td>
<td></td>
</tr>
</tbody>
</table>

Appendix B
Charter School Accountability Plan Sample

**Road to Excellence Charter School (RTE)**

<table>
<thead>
<tr>
<th>Type of Charter (Commonwealth or Horace Mann)</th>
<th>Commonwealth</th>
<th>Location</th>
<th>ABC City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional or Non-Regional?</td>
<td>Non-regional</td>
<td>Districts in Region (if applicable)</td>
<td>N/A</td>
</tr>
<tr>
<td>Year Opened</td>
<td>2004</td>
<td>Year(s) Renewed (if applicable)</td>
<td>2009, 2014</td>
</tr>
<tr>
<td>Maximum Enrollment</td>
<td>345</td>
<td>Chartered Grade span</td>
<td>7-12</td>
</tr>
</tbody>
</table>

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

**Key Design Elements:**
- Robust professional development for teachers at all experience levels (p. 15, charter application)
- Asking students to grapple with difficult problems and demonstrate their understanding in a variety of rigorous ways beyond traditional tests (p. 20, charter application)
- Dual enrollment with area community college (p. 16, charter application)
- College and career programming (p. 16, charter application)

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

<table>
<thead>
<tr>
<th>Date of Preliminary ESE Approval</th>
<th>4/15/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Board Approval:</td>
<td>5/10/14</td>
</tr>
<tr>
<td>Date of ESE Approval:</td>
<td>6/12/14</td>
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</tbody>
</table>

**STEP ONE:** After sending drafts back and forth with ESE liaison, the latest draft received preliminary approval from ESE on this date.

**STEP TWO:** The school leader took the provisionally approved plan to the school board of trustees. The board voted to approve the plan on this date.

**STEP THREE:** The school leader filed a formal amendment request for the new plan. After processing within ESE, the plan is officially approved on this date and the school is notified.
Objectives and Measures related to Mission and Key Design Elements *(required)*:

<table>
<thead>
<tr>
<th>Objective: RTE will develop highly effective teachers in a professional working environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure:</strong> Each year, RTE teachers will attend 40 professional development sessions aligned to standards contained in the RTE Excellent Teaching Rubric.</td>
</tr>
<tr>
<td><strong>Measure:</strong> From beginning of year to end of year evaluations on the RTE Excellent Teaching Rubric, all teachers will improve an average of one achievement level in a professional development area.⁴</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: RTE will effectively prepare students to succeed in college and or career.</th>
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<tbody>
<tr>
<td><strong>Measure:</strong> All RTE students will complete one internship (6 weeks in length, 8 hours a week) by 11th grade and submit a 10-page graded written reflection.</td>
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<tr>
<td><strong>Measure:</strong> 85% of internship participants will be rated proficient or higher by their internship supervisors on an internship exit inventory</td>
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<tr>
<td><strong>Measure:</strong> 100% of graduating seniors will matriculate to a college or credentialing program by January of the year following their graduation.</td>
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<th>Objective: RTE will encourage deep student learning that requires critical thinking and conceptual understanding.</th>
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<td><strong>Measure:</strong> 100% of seniors will complete an independent research project on the topic of their choice and present their findings orally to a panel of community members.</td>
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<tr>
<td><strong>Measure:</strong> 85% of seniors will score proficient or above on their senior project performance rubric.</td>
</tr>
<tr>
<td><strong>Measure:</strong> 100% of RTE students will score proficient or above on a performance assessment task in all 4 content areas: math, ELA, science, and social studies annually.</td>
</tr>
</tbody>
</table>

⁴ On average, RTE teachers grow less than one rubric level annually on standards that are not covered in professional development.
**Objective and Measures related to Dissemination (required):**

| Objective: RTE will share its math curriculum with other schools in Massachusetts over the course of the charter term. |
| Measure: By the end of this charter term, RTE will conduct at least ten workshops for non-RTE teachers interested in its math curriculum to share documents and train teachers on implementation. | Kinds of data gathered/data collection plan: Workshop sign in sheets and PDPs issued |

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

| Objective: RTE will create an environment in which teaching is seen as a sustainable, lifelong craft. |
| Measure: RTE’s annual retention rate of instructional staff will be 90% or higher. | Kinds of data gathered/data collection plan: Staff rosters, maintained by the School Business Manager. |
| Measure: In a teacher survey with 70% response rate or above, 85% or more of teachers will agree or strongly agree with the statement: I see RTE as a place where I can build a career (over at least 5-10 years). | Kinds of data gathered/data collection plan: Teacher surveys, administered in January and May by the Director of Operations. The data will be aggregated by the Director of Data. |