*****Massachusetts Department of***

***Elementary and Secondary Education***

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| Jeffrey C. Riley  *Commissioner* |  |

# MEMORANDUM

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| **To:** | Members of the Board of Elementary and Secondary Education |
| **From:** | Jeffrey C. Riley, Commissioner |
| **Date:** | February 16, 2023 |
| **Subject:** | Renewal of Charters – Notification of Intended Actions for Abby Kelley Foster Charter Public School; Baystate Academy Charter Public School; Boston Collegiate Charter School; Boston Day and Evening Academy Horace Mann Charter School; Collegiate Charter School of Lowell; Edward M. Kennedy Academy for Health Careers Horace Mann Charter School; Excel Academy Charter School; Four Rivers Charter Public School; Foxborough Regional Charter School; Hampden Charter School of Science West; Helen Y. Davis Leadership Academy Charter Public School; Map Academy Charter School; Mystic Valley Regional Charter School; Phoenix Academy Public Charter High School, Lawrence; Pioneer Charter School of Science II; Rising Tide Charter Public School; Sturgis Charter Public School; and UP Academy Charter School of Dorchester |

At its meeting in February 2013, the Board of Elementary and Secondary Education (Board) authorized the Commissioner to act on its behalf in “(a) granting charter renewals that do not involve probation; (b) approving charter amendments that do not involve changes in grade span, maximum enrollment, or districts served; and (c) removing or continuing conditions imposed on charters of charter schools; provided that the Commissioner shall report to the Board on all charter renewals, charter amendments, and conditions that have been so approved; and provided further, that the Commissioner shall notify the Board in advance of all such intended actions, and a Board member may request that the Commissioner place the charter matter(s) on the agenda of the Board for discussion and action.”

Under this authority, I intend to renew the charters of 18 schools, 13 unconditionally and 5 with conditions. The schools I intend to renew without conditions are Abby Kelley Foster Charter Public School; Boston Collegiate Charter School; Boston Day and Evening Academy Horace Mann Charter School; Collegiate Charter School of Lowell; Edward M. Kennedy Academy for Health Careers Horace Mann Charter School; Excel Academy Charter School; Four Rivers Charter Public School; Foxborough Regional Charter School; Map Academy Charter School; Mystic Valley Regional Charter School; Phoenix Academy Public Charter High School, Lawrence; Rising Tide Charter Public School; and Sturgis Charter Public School. I intend to renew with conditions the charters of Baystate Academy Charter Public School; Hampden Charter School of Science West; Helen Y. Davis Leadership Academy Charter Public School; Pioneer Charter School of Science II; and UP Academy Charter School of Dorchester. These conditions are detailed later in this memorandum. Further, I intend to remove two of the conditions currently on the charter of Helen Y. Davis Leadership Academy Charter Public School because the school has met these conditions.

The superintendents of the districts sending students to these schools were invited to submit written comment regarding the charter renewals. No comment from superintendents was received for any of the schools. The Department received written public comment from others in support of and in opposition to the renewal of the charter for Mystic Valley Regional Charter School.

Please let me know by **Thursday, February 23, 2023** if you wish to have any of these proposed actions brought to the full Board for review and vote at the February Board meeting.

**Charter School Performance Criteria and Considerations for Renewing Charters**

The Department of Elementary and Secondary Education (Department) uses the Charter School [Performance Criteria](http://www.doe.mass.edu/charter/acct.html?section=criteria) (Criteria) to report evidence in the three areas of charter school accountability. These areas are faithfulness to the terms of a school’s charter, academic program success, and organizational viability. Renewal decisions for these charter schools are made in accordance with the charter school statute and the process outlined in the memorandum dated October 7, 2013, regarding [Considerations for Charter School Renewal.](http://www.doe.mass.edu/news/news.aspx?id=7802)

The Criteria and the Considerations for Charter School Renewal outline performance expectations for charter schools but do not dictate accountability decisions formulaically, including renewal decisions. A charter school must demonstrate affirmative evidence of success in all three areas of charter school accountability, and renewal decisions are made based upon the totality of evidence as indicated in Summaries of Review. Student academic achievement and improvement in student achievement for all student groups are of paramount importance. A rating system is used to communicate how well each school is meeting expectations of the Criteria. Failure to meet individual performance criteria will not necessarily result in a non-renewal; the Criteria set a high standard for performance. Performance relative to the Criteria is considered within the context of the school's performance trends and stage of development. The Commissioner and the Board consider all qualitative and quantitative factors when making these decisions.

**Presentation of Evidence for Charter Renewal**

This memorandum summarizes the evidence related to each school’s performance on a subset of the Criteria that are directly related to the statutory and regulatory requirements for renewal.[[1]](#footnote-2) This subset includes evidence related to Criterion 1: Mission and Key Design Elements; Criterion 2: Access and Equity; Criterion 3: Compliance; Criterion 4: Dissemination; Criterion 5: Student Performance; and Criterion 9: Governance. The Department continues to gather evidence regarding all of the Criteria through ongoing monitoring.

The charts on pages 7 and 8 of this memorandum provide a dashboard with a summary of ratings for the 18 schools whose charters I intend to renew. Beginning on page 9 of the memorandum, I provide a brief summary of the evidence on which I based my decisions. Below, I provide further information regarding each Criterion contained in the Summaries of Review that may be of particular interest and provide context for the ratings of each school.

**Criterion 1: Mission and Key Design Elements**

The charter school statute states that the Board shall consider whether the school has met its obligations and commitments under the charter. G.L. c. 71, § 89(dd). Further, the charter school regulations state that the decision by the Board to renew a charter shall be based upon the affirmative evidence regarding the faithfulness of the school to the terms of its charter. 603 CMR 1.11(2). The degree to which a charter school is implementing its mission, vision, and key design elements is assessed through charter school accountability site visits and a renewal inspection visit. Additionally, each charter term, schools create Accountability Plans to articulate their own mission-driven goals and measures. Charter schools report on the Accountability Plan annually and aim to meet the goals by the end of each charter term. Each Summary of Review reflects the school’s performance on its Accountability Plan and includes the Accountability Plan in Appendix A to each Summary of Review.

**Criterion 2: Access and Equity**

All charter schools are required to ensure program access and equity for all students eligible to attend the school. New statutory provisions related to Criterion 2 were added in 2010.

The Summaries of Review contain multiple data sources for Criterion 2 such as comparative enrollment data; comparative attrition data; comparative stability rates; the status of each school’s recruitment and retention plan; and, if relevant, any enhancements made to each school’s strategies to recruit and retain certain populations of students more effectively. Criterion 2 also provides evidence about the accessibility of the school’s programming and contains data pertaining to suspension rates, both for all students and for subgroups. Much of the information presented for Criterion 2 is derived from the Department’s School and District Profiles and the [Charter Analysis and Review Tool](http://www.doe.mass.edu/charter/finance/chart/) (“CHART”).

The subgroup composition of a charter school is not required to be a mirror image of the schools in its sending districts and region. The Department urges caution in drawing any conclusions regarding comparability of subgroup populations between schools and districts based upon aggregate statistics alone. The enrollment process in traditional public schools differs significantly from enrollment of students in charter schools. In particular, charter schools are required by law to use a lottery process when admitting students; traditional public schools must accept all students who live within the municipality or region that they serve. It is important to note that student demographics for a charter school, particularly in the aggregate, will not reflect recruitment and retention efforts immediately; charter schools must give preference in enrollment to siblings of currently attending students and are permitted to limit the grades in which students may enter the school.

The charter school statute requires charter schools to develop and implement Recruitment and Retention Plans. Charter schools must receive Department approval for Recruitment and Retention Plans and must report on and update these plans annually. When deciding on charter renewal, the Commissioner and the Board consider the extent to which the school has followed its Recruitment and Retention plan by using deliberate, specific strategies to recruit and retain students from targeted subgroups; whether the school has enhanced its plan as necessary; and the annual attrition rate of students.

**Criterion 3: Compliance**

In order to assess whether the school has met its obligations and commitments under its charter, the Department monitors whether each school is operating in accordance with the provisions of the charter school statute and regulations and all other applicable federal, state, and local laws, regulations, required trainings and deadlines, and such additional guidance as the Department may from time to time establish. In each Summary of Review, the Department reflects where schools may have, from time to time, been out of compliance with these requirements.

The Summaries of Review do not provide a rating for Compliance. Due to the number of items required for a public school and charter school to be in compliance with state and federal regulations and guidance, the Department does not rate this category as a composite. The Department, however, does highlight areas of compliance that a school must address and provides oversight if and when schools’ charters are renewed. If a school’s failure to comply is significant or sustained, additional actions may be warranted including, but not limited to, imposing conditions on a school’s charter.

**Criterion 4: Dissemination**

Dissemination is required for renewal of charters of Commonwealth charter schools. The charter school statute requires charter schools to provide “models for replication and best practices . . . to other public schools in the district where the charter school is located.” G.L. c. 71, § 89(dd) (“a commonwealth charter shall not be renewed unless the board of trustees of the charter school has documented in a manner approved by the board that said commonwealth charter school has provided models for replication and best practices to the Commissioner and to other public schools in the district where the charter school is located”). The Department takes into consideration the age of the school for this requirement; schools in their first charter term are still in the process of developing best practices.

Because dissemination requires two willing partners, the Department also considers 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 effective practices. These include, but are not limited to:

* partnerships with other schools implementing key successful aspects of the charter school’s program,
* assisting with 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.

**Criterion 5: Student Academic Performance**

Charter schools, like all public schools, must administer state assessments. Some schools currently seeking renewal of their charters have administered a number of different statewide assessments during the past charter term. The Department has reviewed each charter school’s academic performance on the Legacy MCAS and/or Next Generation assessments in order to illustrate “progress made in student academic achievement” as required by the charter school statute at G.L. c. 71, § 89(dd).

In November 2015, the Board voted to approve the development of Massachusetts's Next Generation MCAS assessment. Starting in the spring of 2017, Massachusetts public schools administered the Next Generation MCAS assessment to grades 3 through 8. Starting in the spring of 2019, Massachusetts public schools also administered the Next Generation English language arts (ELA) and mathematics MCAS assessments to students in grade 10. In January 2016, the Board voted to adopt the 2016 Massachusetts Science and Technology/Engineering (STE) Standards. Starting in the spring of 2019, the MCAS STE program began transitioning to assess the 2016 standards.

In September 2018, the Department began reporting district and school accountability data aligned to requirements of the federal Every Student Succeeds Act. The Summaries of Review present the data and determinations made by the new statewide system of accountability. The data presented for charter school academic performance include each school’s data from statewide assessments[[2]](#footnote-3) administered in 2019 and 2022. Statewide assessments were not administered in spring 2020 due to the COVID-19 pandemic. Statewide assessments were administered in spring 2021, but results were not used to issue accountability determinations. In 2022, the Department produced some of the information associated with annual accountability determinations, including school accountability percentiles. Further information about 2022 accountability data may be found [here](https://www.doe.mass.edu/accountability/lists-tools/default.html).

**Criterion 9: Governance**

The boards of trustees of charter schools are public agents authorized by the Commonwealth to supervise and control the charter school. G.L. c. 71, § 89(c). The regulations require renewal of a charter to be based upon “the viability of the school as an organization.” 603 CMR 1.11(2). The membership of boards of charter schools is tracked through the Department’s Board Member Management System, and the Department reviews and rates governance during accountability visits. The Summary of Review reflects whether the board of a charter school has been active and engaged, fulfilled its legal responsibilities and fiduciary duties of care and loyalty, followed the board’s approved bylaws, and acted in the best interests of the school. A board’s established decision-making and communication processes must demonstrate appropriate oversight and that the board engaged in strategic and continuous improvement planning to ensure the sustainability of the school.

The dashboard summarizing the performance of the 18 schools that I intend to renew follows.

**Summary of Performance[[3]](#footnote-4) and Intended Commissioner Action**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Area of Charter School Accountability** | **Criterion** | **Abby Kelley Foster Charter Public School** | **Baystate Academy Charter Public School** | **Boston Collegiate Charter School** | **Boston Day and Evening Academy Horace Mann Charter School** | **Collegiate Charter School of Lowell** | **Edward M. Kennedy Academy for Health Careers Horace Mann Charter School** | **Excel Academy Charter School** | **Four Rivers Charter Public School** | **Foxborough Regional Charter School** |
| **Faithfulness to Charter** | Mission and Key Design Elements |  Meets | Partially Meets |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |
| Access and Equity |  Meets |  Meets |  Meets | Partially Meets |  Meets |  Meets |  Meets |  Meets |  Meets |
| Dissemination |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |
| **Academic Program Success** | Student Performance[[4]](#footnote-5) | 64th percentile | 11th percentile | 67th percentile | Insufficient Data | Insufficient Data | 42nd percentile | 63rd percentile | 84th percentile | 59th percentile |
| **Organizational Viability** | Governance |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets | Partially Meets | Partially Meets | Partially Meets |
|  | |  |  |  |  |  |  |  |  |  |
| **Intended Commissioner Action** | | Unconditional Renewal | Renew with a Condition | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal |

**Summary of Performance[[5]](#footnote-6) and Intended Commissioner Action**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Area of Charter School Accountability** | **Criterion** | **Hampden Charter School of Science West** | **Helen Y. Davis Leadership Academy Charter Public School** | **Map Academy Charter School** | **Mystic Valley Regional Charter School** | **Phoenix Academy Public Charter High School, Lawrence** | **Pioneer Charter School of Science II** | **Rising Tide Charter Public School** | **Sturgis Charter Public School** | **UP Academy Charter School of Dorchester** |
| **Faithfulness to Charter** | Mission and Key Design Elements |  Meets |  Meets |  Meets |  Meets | **** Partially Meets | Exceeds |  Meets |  Meets | **** Partially Meets |
| Access and Equity | **** Partially Meets | **** Partially Meets |  Meets | **** Partially Meets |  Meets |  Meets | **** Partially Meets |  Meets |  Meets |
| Dissemination |  Meets |  Meets | Exceeds |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |
| **Academic Program Success** | Student Performance[[6]](#footnote-7) | 66th percentile | 33rd percentile | Insufficient Data | 92nd percentile | Insufficient Data | 94th percentile | 81st percentile | 88th percentile | 5th percentile |
| **Organizational Viability** | Governance |  Meets | **** Partially Meets |  Meets |  Meets |  Meets |  Meets | **** Partially Meets |  Meets |  Meets |
|  | |  |  |  |  |  |  |  |  |  |
| **Intended Commissioner Action** | | Renew with a Condition | Remove Two Conditions; Renew with Two Conditions | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal | Renew with a Condition | Unconditional Renewal | Unconditional Renewal | Renew with a Condition |

**Abby Kelley Foster Charter Public School**

| Abby Kelley Foster Charter Public School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Worcester |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Auburn, Leicester, Millbury, Oxford, Shrewsbury, Sutton, West Boylston, Worcester, and Wachusett Regional |
| **Year Opened** | 1998 | **Year(s) Renewed** | 2003, 2008, 2013, 2018 |
| **Maximum Enrollment** | 1,426[[7]](#footnote-8) | **Current Enrollment** | 1,422 (October 2022) |
| **Chartered Grade Span** | K-12 | **Current Grade Span** | K-12 |
| **Students on Waitlist** | 603 (March 2022) | **Current Age of School** | 25 |
| **Mission Statement:**  The mission of the Abby Kelley Foster Charter Public School is to assist parents in their role as primary educators of their children by providing a classical liberal arts education grounded in the great works of Western Civilization and aimed at academic excellence, musical competence and character formation. | | | |

During its fifth charter term, Abby Kelley Foster Charter Public School (AKFCPS) demonstrated progress in student achievement.[[8]](#footnote-9) According to the statewide accountability system, the school is in the 64th percentile when compared to other schools administering similar assessments.

During the charter term, the school has been faithful to the terms of its charter. The school is faithful to its mission and implements its key design elements. The school reported that it met a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and across the state.

Throughout the charter term, members of the school’s board of trustees have been active and involved in their roles as public agents, providing competent and appropriate governance and oversight of the school.

Given all the evidence, I intend to renew the charter of AKFCPS.

**Baystate Academy Charter Public School**

| Baystate Academy Charter Public School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Springfield |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 2013 | **Year(s) Renewed** | 2018 |
| **Maximum Enrollment** | 560 | **Current Enrollment** | 402[[9]](#footnote-10) (October 2022) |
| **Chartered Grade Span** | 6-12 | **Current Grade Span** | 6-12 |
| **Students on Waitlist** | 0 (March 2022) | **Current Age of School** | 10 |
| **Mission Statement:**  Baystate Academy Charter Public School is a college preparatory school that provides challenging academic standards in professional health career settings in order to prepare 6th -12th grade students in Springfield to be inspired leaders in the 21st century workforce. | | | |

During its second charter term, Baystate Academy Charter Public School (BACPS) demonstrated limited progress in student achievement.[[10]](#footnote-11) In 2018, the school’s charter was renewed with conditions related to academic performance. In January 2020, I extended one of the conditions due to continued concerns about academic performance. In June 2020, after MCAS tests were cancelled in the spring of 2020, I again extended the condition, granting the school an additional year to demonstrate significant improvement. The school continues to be only partially successful in meeting this condition and lacks evidence of significant and sustained academic improvement. A summary of the school’s progress toward meeting the condition related to academic performance follows.

**Condition:** By December 31, 2022, the school must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement in mathematics, English language arts, and science.

**Status: Partially Met**

According to the statewide accountability system, the school made substantial progress toward meeting targets in 2019. The school, however, was in the 13th percentile in 2019 when compared to other schools administering similar assessments and in the 11th percentile in 2022.

During the charter term, the school has been somewhat faithful to the terms of its charter. The school achieved partial success in accomplishing its mission and implementing all of the school’s key design elements due to limited progress in academic achievement. The school reported that it did not meet a majority of the goals in its Accountability Plan due to the COVID-19 pandemic. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and across the state.

Throughout the charter term, members of the school’s board of trustees have been active and involved in their roles as public agents, providing competent and appropriate governance and oversight of the school.

Given all the evidence, I intend to renew the charter of BACPS with the condition that follows.

**Condition:** By December 31, 2025, the school must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement in mathematics, English language arts, and science.

Department staff will work with the school to ensure that the school is tracking progress made in academic achievement and actively working to address this area of concern.

**Boston Collegiate Charter School**

| Boston Collegiate Charter School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Boston |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 1998 | **Year(s) Renewed** | 2003, 2008, 2013, 2018 |
| **Maximum Enrollment** | 700 | **Current Enrollment** | 698 (October 2022) |
| **Chartered Grade Span** | 5-12 | **Current Grade Span** | 5-12 |
| **Students on Waitlist** | 1,323 (March 2022) | **Current Age of School** | 25 |
| **Mission Statement:**  The mission of Boston Collegiate Charter School is to prepare each student for college. | | | |

During its fifth charter term, Boston Collegiate Charter School (Boston Collegiate) demonstrated progress in student achievement.[[11]](#footnote-12) According to the statewide accountability system, the school is in the 67th percentile when compared to other schools administering similar assessments.

During the charter term, the school has been faithful to the terms of its charter. The school is faithful to its mission and implements its key design elements. The school reported that it met a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and across the state.

Throughout the charter term, members of the school’s board of trustees have been active and involved in their roles as public agents, providing competent and appropriate governance and oversight of the school.

Given all the evidence, I intend to renew the charter of Boston Collegiate.

**Boston Day and Evening Academy Horace Mann Charter School**

| Boston Day and Evening Academy Horace Mann Charter School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Horace Mann I | **Location** | Boston |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 1998 | **Year(s) Renewed** | 2003, 2008, 2013, 2018 |
| **Maximum Enrollment** | 505 | **Current Enrollment** | 321[[12]](#footnote-13) (October 2022) |
| **Chartered Grade Span** | 9-12 | **Current Grade Span** | 9-12 |
| **Students on Waitlist** | 53 (March 2022) | **Current Age of School** | 25 |
| **Mission Statement:**  Boston Day and Evening Academy re-engages off-track students in their education preparing them for high school graduation, post-secondary success and meaningful participation in their community. | | | |

Boston Day and Evening Academy Horace Mann Charter School (BDEA) is an alternative high school that serves an at-risk population. During its fifth charter term, BDEA demonstrated some progress in student achievement.[[13]](#footnote-14) BDEA had insufficient data to be assigned an accountability percentile in both 2019 and 2022. In 2022, 18 percent of BDEA students who took the Next Generation MCAS met or exceeded expectations in English language arts (ELA) and 55 percent partially met expectations. Results for Next Generation MCAS assessments in mathematics and science are not reported because fewer than 10 students participated. There was insufficient data during the charter term to calculate student growth percentiles. The four-year graduation rate for the school (5.3 percent) was lower than the average four-year graduation rate for comparison alternative schools[[14]](#footnote-15) (45.5 percent) for the 2021 cohort. The five-year graduation rate for the school (9.9 percent) was lower than the average five-year graduation rate for comparison alternative schools (53.4 percent) for the 2020 cohort. The dropout rate for the school (24.7 percent) was higher than the average dropout rate for comparison alternative schools (15.5 percent) for the 2021 cohort.

While the Department uses available statewide assessment data to assess the academic performance of alternative charter schools, the Department also reviews additional data demonstrating academic progress. BDEA provided some evidence of positive academic outcomes. In its Accountability Plan for the charter term, BDEA included two goals related to competency and course completion. The first goal was that students with an average class attendance of 70 percent or greater would demonstrate competence in 70 percent or more of their courses each trimester. The school reported it did not meet this goal each trimester. The school, however, reported it met this goal by the third trimester in three of four years during the charter term. The second goal was that all students who tested at or below a grade 6 level in English language arts and mathematics and participated in literacy and numeracy support classes would have mathematics and humanities course completion rates on par with their peers who tested above a grade 6 level who did not participate in support classes. In each of the four years of the charter term, the school reported the course completion rates of students who participated in literacy and numeracy support classes exceeded the course completion rates of students who did not participate in literacy and numeracy support classes. This was true for both mathematics and humanities courses.

During the past two years, the Department has worked with the A-GAME, a U.S. Department of Education grant-funded project that helps charter authorizers develop accountability measures for alternative charter schools. Using a protocol developed in consultation with A-GAME, Department staff will work with the school to develop five-year academic goals using non-statewide assessments that will allow the school to demonstrate a track record of success during the charter term.

During the charter term, the school has been faithful to the terms of its charter. The school is faithful to its mission and implements its key design elements. The school reported that it met a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and across the state.

There is a moderate concern about the school’s efforts to provide access to its programming. The school does not advertise the availability of special education and English learner programs, which is an expectation for charter schools. Department staff will work with the school to address this concern.

Throughout the charter term, members of the school’s board of trustees have been active and involved in their roles as public agents, providing competent and appropriate governance and oversight of the school.

Given all the evidence, I intend to renew the charter of BDEA.

**Collegiate Charter School of Lowell**

| Collegiate Charter School of Lowell | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Lowell |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 2013 | **Year(s) Renewed** | 2018 |
| **Maximum Enrollment** | 1,200 | **Current Enrollment** | 1,203[[15]](#footnote-16) (October 2022) |
| **Chartered Grade Span** | K-12 | **Current Grade Span** | K-12 |
| **Students on Waitlist** | 359 (March 2022) | **Current Age of School** | 10 |
| **Mission Statement:**  The mission of the Collegiate Charter School of Lowell is to provide an academically rigorous and successful world-class college preparatory public educational program that enables all students, regardless of their background, to achieve their full potential, to be prepared for success in college, equipped with the ability and desire for lifelong learning, and develop strong civic, ethical, and moral values in a safe, caring, and rigorous environment built on a school ethos that emphasizes high behavioral and academic expectations. | | | |

During its second charter term, Collegiate Charter School of Lowell (CCSL) demonstrated progress in student achievement.[[16]](#footnote-17) In 2022, there was insufficient data for CCSL to receive an accountability percentile.[[17]](#footnote-18) In 2019, the school was in the 42nd percentile when compared to other schools administering similar assessments.

During the charter term, the school has been faithful to the terms of its charter. The school is faithful to its mission and implements its key design elements. The school reported that it did not meet a majority of the goals in its Accountability Plan due to the COVID-19 pandemic. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and across the state.

Throughout the charter term, members of the school’s board of trustees have been active and involved in their roles as public agents, providing generally competent and appropriate governance and oversight of the school.

Given all the evidence, I intend to renew the charter of CCSL.

**Edward M. Kennedy Academy for Health Careers Horace Mann Charter School**

| Edward M. Kennedy Academy for Health Careers Horace Mann Charter School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Horace Mann I | **Location** | Boston |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 1998 | **Year(s) Renewed** | 2003, 2008, 2013, 2018 |
| **Maximum Enrollment** | 448 | **Current Enrollment** | 364[[18]](#footnote-19) (October 2022) |
| **Chartered Grade Span** | 9-12 | **Current Grade Span** | 9-12 |
| **Students on Waitlist** | 400 (March 2022) | **Current Age of School** | 25 |
| **Mission Statement:**  The Edward M. Kennedy Academy for Health Careers is a college preparatory and vocational high school for Boston students exploring careers in health and health-related professions. The Academy provides a supportive learning environment that promotes respect and embraces diversity. Students will attain the life skills needed to become productive and positive members of society. | | | |

During its fifth charter term, Edward M. Kennedy Academy for Health Careers Horace Mann Charter School (EMK) demonstrated progress in student achievement.[[19]](#footnote-20) According to the statewide accountability system, the school is in the 42nd percentile when compared to other schools administering similar assessments.

During the charter term, the school has been faithful to the terms of its charter. The school is faithful to its mission and implements its key design elements. The school reported that it met a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and across the state.

Throughout the charter term, members of the school’s board of trustees developed in their roles as public agents. Toward the end of the charter term, the board provided competent and appropriate governance and oversight of the school’s financial health, academic performance, and school administration.

Given all the evidence, I intend to renew the charter of EMK.

**Excel Academy Charter School**

| Excel Academy Charter School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Boston and Chelsea |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Boston and Chelsea |
| **Year Opened** | 2003 | **Year(s) Renewed** | 2008, 2013, 2018 |
| **Maximum Enrollment** | 1,400[[20]](#footnote-21) | **Current Enrollment** | 1,363 (October 2022) |
| **Chartered Grade Span** | 5-12 | **Current Grade Span** | 5-12 |
| **Students on Waitlist** | 1,163 (March 2022) | **Current Age of School** | 20 |
| **Mission Statement:**  Excel Academy’s mission is to prepare students to succeed in high school and college, apply their learning to solve relevant problems, and engage productively in their communities. | | | |

During its fourth charter term, Excel Academy Charter School (Excel) demonstrated progress in student achievement.[[21]](#footnote-22) According to the statewide accountability system, the school is in the 63rd percentile when compared to other schools administering similar assessments.

During the charter term, the school has been faithful to the terms of its charter. The school is faithful to its mission and implements its key design elements. The school reported that it did not meet a majority of the goals in its Accountability Plan and indicated that this was due, in part, to the COVID-19 pandemic. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and across the state.

Throughout the charter term, members of the school’s board of trustees have been active and involved in their roles as public agents. Board members fulfilled many of their legal responsibilities and obligations and provided generally appropriate governance and oversight of the school’s administration, alignment with the mission, and financial health, but somewhat limited oversight of the school’s academic performance. The board of trustees generally fosters a culture of collaboration but engages in limited strategic and continuous improvement planning. Department staff will work with the school to ensure that the board of trustees addresses areas of concern.

Given all the evidence, I intend to renew the charter of Excel.

**Four Rivers Charter Public School**

| Four Rivers Charter Public School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Greenfield |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Frontier, Gill-Montague, Greenfield, Mohawk Trail, Pioneer Valley, and Ralph C. Mahar Regional |
| **Year Opened** | 2003 | **Year(s) Renewed** | 2008, 2013, 2018 |
| **Maximum Enrollment** | 220 | **Current Enrollment** | 219 (October 2022) |
| **Chartered Grade Span** | 7-12 | **Current Grade Span** | 7-12 |
| **Students on Waitlist** | 58 (March 2022) | **Current Age of School** | 20 |
| **Mission Statement:**  Four Rivers Charter Public School is dedicated to educating young people for lives of learning and service. The school offers a rigorous academic program aligned with the Massachusetts curriculum frameworks and an emphasis on character development for moral and social responsibility. Three central themes -- nature, technology and community -- guide teaching and learning at the school, engaging students and teachers in a fundamental question of our times: how do we find the healthy, sustainable interrelationship of the natural world, technology in its many forms, and the human community? The school works closely with parents and seeks both to serve and to learn from the many resources of Franklin County. | | | |

During its fourth charter term, Four Rivers Charter Public School (FRCPS) demonstrated progress in student achievement.[[22]](#footnote-23) According to the statewide accountability system, the school is in the 84th percentile when compared to other schools administering similar assessments.

During the charter term, the school has been faithful to the terms of its charter. The school is faithful to its mission and implements its key design elements. The school reported that it met a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district, across the state, and outside the state.

Throughout the charter term, members of the school’s board of trustees have been active and involved in their roles as public agents. Board members fulfilled their legal responsibilities and obligations and provided appropriate governance and oversight of the school’s administration, alignment with the mission, and financial health, but limited oversight of academic performance toward the end of the charter term. Department staff will work with the school to ensure that the board of trustees addresses this area of concern.

Given all the evidence, I intend to renew the charter of FRCPS.

**Foxborough Regional Charter School**

| Foxborough Regional Charter School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Foxborough |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Attleboro, Avon, Brockton, Canton, Easton, Foxborough, Mansfield, Medfield, Medway, Millis, Norfolk, North Attleboro, Norton, Norwood, Plainville, Sharon, Stoughton, Walpole, West Bridgewater, and Wrentham |
| **Year Opened** | 1998 | **Year(s) Renewed** | 2003, 2008, 2013, 2018 |
| **Maximum Enrollment** | 1,700 | **Current Enrollment** | 1,569 (October 2022) |
| **Chartered Grade Span** | K-12 | **Current Grade Span** | K-12 |
| **Students on Waitlist** | 737 (March 2022) | **Current Age of School** | 25 |
| **Mission Statement:**  Foxborough Regional Charter School will provide students a challenging academic program to prepare them for college by stressing achievement, discipline, hard work and accountability. We will continually challenge all of our students, regardless of ability, so that we will lead the Commonwealth of Massachusetts in all statewide standards and assessments.  Foxborough Regional Charter School will promote positive ethical, moral, and civic values and prepare students to serve their respective communities as leaders and good citizens. We will present students with projects and issues requiring critical thinking, problem-solving, decision-making, and real-life applications of their academic studies through our Student Life and Community Service Learning programs which are integral components of the overall educational experience at Foxborough Regional Charter School.  Foxborough Regional Charter School will commit itself to providing a supportive, professional, and challenging environment for its teachers and staff which recognizes the value of professional development, creativity, and initiative. We will constantly seek new ways to allow our teachers and staff to perform to the best of their potential in a collegial atmosphere which recognizes unique talents and the commitment to excel. | | | |

During its fifth charter term, Foxborough Regional Charter School (FRCS) demonstrated progress in student achievement.[[23]](#footnote-24) According to the statewide accountability system, the school is in the 59th percentile when compared to other schools administering similar assessments.

During the charter term, the school has been faithful to the terms of its charter. The school is faithful to its mission and implements its key design elements. The school reported that it met a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and across the state.

Throughout the charter term, members of the school’s board of trustees have been active and involved in their roles as public agents. Board members fulfilled most of their legal responsibilities and obligations and provided generally appropriate governance and oversight of the school’s finances, alignment with the mission, and academic performance but provided only limited oversight of the school’s leaders toward the end of the charter term. Department staff will work with the school to ensure that the board of trustees addresses this area of concern.

Given all the evidence, I intend to renew the charter of FRCS.

**Hampden Charter School of Science West**

| Hampden Charter School of Science West | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | West Springfield |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Agawam, Holyoke, West Springfield, and Westfield |
| **Year Opened** | 2018 | **Year(s) Renewed** | N/A |
| **Maximum Enrollment** | 588 | **Current Enrollment** | 367[[24]](#footnote-25) (October 2022) |
| **Chartered Grade Span** | 6-12 | **Current Grade Span** | 6-12 |
| **Students on Waitlist** | 153 (March 2022) | **Current Age of School** | 5 |
| **Mission Statement:**  The mission of Hampden Charter School of Science West is to provide a college preparatory-focused education to the youth of every race and ethnic group in Agawam, Holyoke, West Springfield, and Westfield in a safe, academically challenging, and caring educational environment. Our promise is to sustain small school size, to provide extended math and science curriculum, individualized attention, college guidance, and university outreach programs, and to encourage student-teacher-parent partnership. Fulfillment of our mission will empower our students with the support necessary to reach their highest intellectual, emotional, social, and physical potentials, building on the inherent promise to aid students’ preparation for college. | | | |

During its first charter term, Hampden Charter School of Science West (HCSSW) demonstrated progress in student achievement.[[25]](#footnote-26) According to the statewide accountability system, the school is in the 66th percentile when compared to other schools administering similar assessments.

During the charter term, the school has been faithful to the terms of its charter. The school established practices to enable the school to be faithful to its mission and implement its key design elements. The school reported that it met a majority of the goals in its Accountability Plan. The school disseminated best practices to other public schools in its district and across the state.

Student attrition is an area of moderate concern. During the charter term, the rate of attrition for all students was consistently above the third quartile for comparison schools.[[26]](#footnote-27) The school implemented an approved Recruitment and Retention Plan each year that includes enhanced strategies to reduce attrition. These strategies included offering more AP courses, taking steps to make instruction more engaging, and providing more athletics opportunities. Rates of attrition generally declined during the charter term.

During the charter term, members of the board of trustees developed in their roles as public agents. Toward the end of the charter term, the board provided competent and appropriate governance and oversight of the school’s financial health, academic performance, and administration.

Additionally, for the past three years, HCSSW has enrolled more than 20 percent of its total population from outside of its region. The charter school statute, G.L. c. 71, § 89(n), requires a school enrolling more than 20 percent of its total enrollment for two consecutive years from school districts not included in its charter to request an amendment to its charter that reflects its actual enrollment pattern.

Given all the evidence, I intend to renew the charter of HCSSW with the condition that follows.

**Condition:** Beginning August 1, 2023, Hampden Charter School of Science West must submit for annual Department approval an enhanced Recruitment and Retention Plan that includes deliberate and specific recruitment strategies for residents of the school’s charter region. These strategies must be designed to increase enrollment from within the school’s charter region and to reduce enrollment from outside of its charter region to no more than 20 percent of the school’s total population. By October 1, 2024, HCSSW must enroll no more than 20 percent of its total student population from outside its chartered region. Alternatively, HCSSW may submit a charter amendment request no later than August 1, 2025 to amend its region to reflect the school’s actual enrollment pattern. Any amendment request submitted by HCSSW shall take into consideration all districts from which the school draws students, including those districts where limited seats are available and districts where a proven provider determination may be required.

**Helen Y. Davis Leadership Academy Charter Public School**

| Helen Y. Davis Leadership Academy Charter Public School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Boston |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 2003 | **Year(s) Renewed** | 2008, 2013, 2018 |
| **Maximum Enrollment** | 216 | **Current Enrollment** | 114[[27]](#footnote-28) (October 2022) |
| **Chartered Grade Span** | 6-8 | **Current Grade Span** | 6-8 |
| **Students on Waitlist** | 0 (March 2022) | **Current Age of School** | 20 |
| **Mission Statement:**  Our school develops develop high-achieving students of good character who use problem solving, communication, and interpersonal skills to inspire others and to catalyze educational, economic, and political advancement within their communities and the broader nation. | | | |

Helen Y. Davis Leadership Academy Charter Public School (DLA) received its charter in 2003 and opened in 2003, serving 78 students in grade 6. The school added a grade each year and reached its chartered grade span during the 2005-06 school year. In February 2013, the Board renewed the school’s charter with three conditions related to governance. In January 2014, the commissioner removed these conditions.

In February 2018, the Board renewed the school’s charter and placed the school on probation with eight conditions. Four of these conditions related to governance, one condition related to finance, and three conditions related to improving academic performance. In January 2019, the Board extended the school’s probationary status with seven conditions. The school met the condition related to finance. In January 2020, the Board removed the school from probation and removed five of the seven conditions. The Board extended the two remaining conditions, one related to governance and one related to academic performance, and imposed a third condition related to governance and membership of the board of trustees. In June 2020, after MCAS tests were cancelled in spring 2020, I extended the three conditions on the school’s charter, granting the school additional time to recruit board members and granting an additional year to demonstrate significant and sustained academic improvement.

The school met the two conditions related to governance; the school has been partially successful in meeting the condition related to academic performance but lacks evidence of both significant and sustained academic improvement. I intend to remove the two conditions related to governance and extend the condition related to academic performance. I also intend to impose a condition related to enrollment. A summary of the school’s progress toward meeting the three conditions follows.

**Condition 1:** Until further notice, DLA must submit to the Department of Elementary and Secondary Education (Department), at charterschools@doe.mass.edu or 75 Pleasant St., Malden, MA 02148, board and committee meeting agendas, materials, and minutes prior to each board meeting at the same time that these items are sent to the school’s board members. Additionally, if board materials do not already include this information, the school must also submit monthly financial statements. The documents must reflect adherence to the Open Meeting Law.

**Status: Met/Ongoing**

The school provided board meeting agendas, materials, and minutes prior to each board meeting at the same time that these items are sent to the school’s board members, as required. The school also provided financial statements as required.

**Condition 2:** By February 28, 2021, membership of the school’s board of trustees must comply with the school’s bylaws related to total number of voting members.

**Status: Met**

The bylaws of the school’s board of trustees require no fewer than seven members. The board had seven members by August 2020 and currently has eight members.

**Condition 3:** By December 31, 2022, the school must demonstrate that it is an academic success by providing evidence of significant and sustained academic improvement in mathematics, English language arts, and science.

**Status: Partially Met**

According to the statewide accountability system, the school made substantial progress toward meeting targets in 2019. The school was in the 11th percentile in 2019 when compared to other schools administering similar assessments and in the 33rd percentile in 2022.

During its fourth charter term, DLA has demonstrated some progress in student achievement.[[28]](#footnote-29) As indicated above, according to the statewide accountability system, the school is in the 33rd percentile when compared to other schools administering similar assessments.

During the charter term, the school has been faithful to the terms of its charter. The school is faithful to its mission and implements its key design elements. The school reported that it met a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated its best practices to other public schools in its district and across the state.

Throughout the charter term, members of the school’s board of trustees have been active and involved in their roles as public agents. Board members fulfilled most of their legal responsibilities and obligations and provided appropriate governance and oversight of the school’s administration, alignment with the mission, and academic performance with somewhat limited oversight of the school’s financial health toward the end of the charter term. The finance committee meets infrequently, and while the full board reviews financial records at each meeting, meeting minutes do not include evidence of discussions about the school’s finances in general or about low enrollment at the school and its impact on the school’s finances.

Given all the evidence, I intend to renew the charter of DLA, extend the existing condition related to academic performance, and impose a second condition related to enrollment.

**Condition 1:** By December 31, 2024, the school must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement in mathematics, English language arts, and science.

**Condition 2:** By August 1, 2023, the school must submit a plan approved by the board of trustees to address enrollment concerns which may include, but is not limited to, the submission of an amendment request to modify the grade levels served.

Department staff will work with the school to ensure that the school is tracking progress made in academic achievement and actively working to address concerns related to both academic performance and enrollment.

**Map Academy Charter School**

| Map Academy Charter School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Plymouth |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Carver, Plymouth, and Wareham |
| **Year Opened** | 2018 | **Year(s) Renewed** | N/A |
| **Maximum Enrollment** | 300 | **Current Enrollment** | 251[[29]](#footnote-30) (October 2022) |
| **Chartered Grade Span** | 9-12 | **Current Grade Span** | 9-12 |
| **Students on Waitlist** | 0 (March 2022) | **Current Age of School** | 5 |
| **Mission Statement:**  Map Academy helps youth find their way with individualized roadmaps designed to promote success in students for whom traditional school has not worked. Student-centered academics, a highly supportive culture, and career development opportunities equip students with the knowledge, mindsets, and skills to meet the high standards necessary for postsecondary education and meaningful employment. | | | |

Map Academy Charter School (MACS) is an alternative high school that serves an at-risk population. During its first charter term, MACS demonstrated some progress in student achievement.[[30]](#footnote-31) MACS had insufficient data to be assigned an accountability percentile in both 2019 and 2022. In 2022, 19 percent of MACS students who took the Next Generation MCAS met or exceeded expectations in ELA, and 67 percent partially met expectations. Nine percent of students who took the Next Generation MCAS met or exceeded expectations in mathematics, and 86 percent partially met expectations. Results for the Next Generation science assessment are not reported because fewer than 10 students participated. There was insufficient data during the charter term to calculate student growth percentiles. The four-year graduation rate for the school (25.0 percent) was lower than the average four-year graduation rate for comparison alternative schools[[31]](#footnote-32) (45.5 percent) for the 2021 cohort. The five-year graduation rate for the school (32.5 percent) was lower than the average five-year graduation rate for comparison alternative schools (53.4 percent) for the 2020 cohort. The dropout rate for the school (14.1 percent) was lower than the average dropout rate for comparison alternative schools (15.5 percent) for the 2021 cohort.

While the Department uses available statewide assessment data to assess the academic performance of alternative charter schools, the Department also reviews additional data demonstrating academic progress. MACS provided some evidence that the school’s program contributed to positive academic outcomes. The school reported that it administers NWEA MAP assessments in reading and in mathematics and provided data showing that average student scores increased for both assessments from fall 2019 to spring 2022. The school reported that 70 percent of students completed both the reading and mathematics assessments in spring 2022. The results show that 57 percent of students met or exceeded their projected growth score in reading, and 47 percent met or exceeded their projected growth score in mathematics. Students in grades 9, 10, and 12 met or outperformed the national norm in reading; students in grade twelve matched the national norm in mathematics. The school further provided evidence that students’ Lexile levels increased from fall 2019 to spring 2022; the school reported that in spring 2022 grade level Lexile levels were aligned with national norms across all four grade levels.

During the past two years, the Department has worked with the A-GAME, a U.S. Department of Education grant-funded project that helps charter authorizers develop accountability measures for alternative charter schools. Using a protocol developed in consultation with A-GAME, Department staff will work with the school to develop five-year academic goals using non-statewide assessments that will allow the school to demonstrate a track record of success during the charter term.

During the charter term, the school has been faithful to the terms of its charter. The school is faithful to its mission and implements its key design elements. The school reported that it met a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices in an exemplary manner to other public schools in its district, across the state, and outside the state.

During the charter term, members of the school’s board of trustees developed in their roles as public agents. Toward the end of the charter term, the board provided competent and appropriate governance and oversight of the school.

Given all the evidence, I intend to renew the charter of MACS.

**Mystic Valley Regional Charter School**

| Mystic Valley Regional Charter School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Malden |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Everett, Malden, Medford, Melrose, Stoneham, and Wakefield |
| **Year Opened** | 1998 | **Year(s) Renewed** | 2003, 2008, 2013, 2018 |
| **Maximum Enrollment** | 1,900[[32]](#footnote-33) | **Current Enrollment** | 1,608[[33]](#footnote-34) (October 2022) |
| **Chartered Grade Span** | K-12 | **Current Grade Span** | K-12 |
| **Students on Waitlist** | 1,609 (March 2022) | **Current Age of School** | 25 |
| **Mission Statement:**  The mission of the Mystic Valley Regional Charter School is to provide the opportunity of a world class education characterized by a well-mannered, disciplined and structured academic climate. Central to Mystic Valley’s academic environment is the incorporation of selected core virtues and the fundamental ideals of our American Culture, which are embodied in the Declaration of Independence and the United States Constitution. | | | |

During its fifth charter term, Mystic Valley Regional Charter School (MVRCS) demonstrated progress in student achievement.[[34]](#footnote-35) According to the statewide accountability system, the school is in the 92nd percentile when compared to other schools administering similar assessments.

During the charter term, the school has been faithful to the terms of its charter. The school is faithful to its mission and implements its key design elements. The school reported that it met a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and across the state.

There is a moderate area of concern about the school’s efforts to provide access to its programming. The school’s online application for admission is available only in English and not in the other most prevalent languages in the district where the school is located, which is an expectation for charter schools. Department staff will work with the school to address this concern.

Throughout the charter term, members of the board of trustees have been active and involved in their roles as public agents, providing generally competent and appropriate governance and oversight of the school.

Given all the evidence, I intend to renew the charter of MVRCS.

**Phoenix Academy Public Charter High School, Lawrence**

| Phoenix Academy Public Charter High School, Lawrence | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Lawrence |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Haverhill, Lawrence, and Methuen |
| **Year Opened** | 2018 | **Year(s) Renewed** | N/A |
| **Maximum Enrollment** | 250 | **Current Enrollment** | 125[[35]](#footnote-36) (October 2022) |
| **Chartered Grade Span** | 9-12 | **Current Grade Span** | 9-12 |
| **Students on Waitlist** | 0 (March 2022) | **Current Age of School** | 5 |
| **Mission Statement:**  Phoenix Academy Public Charter High School Lawrence challenges resilient, disconnected students with rigorous academics and relentless supports, so they take ownership of their futures and succeed in high school, college, and as self-sufficient adults. | | | |

Phoenix Academy Public Charter High School, Lawrence (Phoenix Lawrence) is an alternative high school that serves an at-risk population. During its first charter term, Phoenix Lawrence has demonstrated some progress in student achievement.[[36]](#footnote-37) Phoenix Lawrence had insufficient data to be assigned an accountability percentile in both 2019 and 2022. In 2022, results for the Next Generation assessments in ELA, mathematics, and science are not reported because fewer than 10 students participated. There was insufficient data during the charter term to calculate student growth percentiles. The four-year graduation rate for the school (6.0 percent) was lower than the average four-year graduation rate for comparison alternative schools[[37]](#footnote-38) (45.5 percent) for the 2021 cohort. The five-year graduation rate for the school (21.7 percent) was lower than the average five-year graduation rate for comparison alternative schools (53.4 percent) for the 2020 cohort. The dropout rate for the school (11.3 percent) was lower than the average dropout rate for comparison alternative schools (15.5 percent) for the 2021 cohort.

While the Department uses available statewide assessment data to assess the academic performance of alternative charter schools, the Department also reviews additional data demonstrating academic progress. Phoenix Lawrence provided some evidence of positive academic outcomes. The school administers Star 360 assessments in reading and mathematics, and the school’s Accountability Plan for the charter term includes goals that average growth rates in both reading and mathematics for Category I students[[38]](#footnote-39) will be at least 39 percent. The school reported that it met the goal for reading during the three years when the school was able to gather results for the Star 360 assessments.[[39]](#footnote-40) The average growth rate in reading in 2018-19 was 44 percent, in 2020-21 it was 54 percent, and in 2021-22 it was 44 percent. The school reported that it did not meet the goal for mathematics during any of the three years. The average growth rate in mathematics was 28 percent in 2018-19, 28 percent in 2020-21, and 34 percent in 2021-22.

During the past two years, the Department has worked with the A-GAME, a U.S. Department of Education grant-funded project that helps charter authorizers develop accountability measures for alternative charter schools. Using a protocol developed in consultation with A-GAME, Department staff will work with the school to develop five-year academic goals using non-statewide assessments that will allow the school to demonstrate a track record of success during the charter term.

During the charter term, the school has been somewhat faithful to the terms of its charter. The school achieved partial success in accomplishing the school’s mission due to limited evidence that graduates succeed in college. The school reported that it met a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated its best practices to other public schools in its district and across the state.

Throughout the charter term, members of the school’s board of trustees have been active and involved in their roles as public agents, providing generally competent and appropriate governance and oversight of the school.

Given all the evidence, I intend to renew the charter of Phoenix Lawrence.

**Pioneer Charter School of Science II**

| Pioneer Charter School of Science II | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Beverly[[40]](#footnote-41) and Saugus |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Danvers, Lynn, Peabody, Salem, and Saugus |
| **Year Opened** | 2013 | **Year(s) Renewed** | 2018 |
| **Maximum Enrollment** | 858 | **Current Enrollment** | 462 (October 2022) |
| **Chartered Grade Span** | K-12 | **Current Grade Span** | K-2, 7-12 |
| **Students on Waitlist** | 568 (March 2022) | **Current Age of School** | 10 |
| **Mission Statement:**  The mission of Pioneer Charter School of Science II is to prepare educationally under-resourced students for today’s competitive world. PCSS-II will help students to develop the academic and social skills necessary to become successful professionals and exemplary members of their community. This goal will be achieved by providing the students with a rigorous academic curriculum with emphasis on math and science, balanced by a strong foundation in the humanities, a character education program, career-oriented college preparation, and strong student–teacher–parent collaboration. | | | |

During its second charter term, Pioneer Charter School of Science II (PCSS II) demonstrated progress in student achievement.[[41]](#footnote-42) According to the statewide accountability system, the school is in the 94th percentile when compared to other schools administering similar assessments.

During the charter term, the school has been faithful to the terms of its charter. The school is faithful to its mission and implements its key design elements, providing an exemplary program that leads to strong academic outcomes. The school won the [2021 Pozen Prize for Innovative Schools](https://www.tbf.org/news-and-insights/press-releases/2021/may/2021-pozen-prize-winner-20210524), which is awarded annually to a Boston metropolitan area innovation, pilot, or charter school that has made significant gains in student achievement. The school was also recognized as a [2022 National Blue Ribbon School](https://www2.ed.gov/programs/nclbbrs/index.html), which is awarded to schools based on overall academic excellence or progress in closing achievement gaps among student groups. The school reported that it met a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and across the state.

Throughout the charter term, members of the school’s board of trustees have been active and involved in their roles as public agents, providing competent and appropriate governance and oversight of the school.

Additionally, for the past three years, PCSS II enrolled more than 20 percent of its total population from outside of its region. The charter school statute, G.L. c. 71, § 89(n), requires a school enrolling more than 20 percent of its total enrollment for two consecutive years from school districts not included in its charter to request an amendment to its charter that reflects its actual enrollment pattern.

Given all the evidence, I intend to renew the charter of PCSS II with the condition that follows:

**Condition:** Beginning August 1, 2023, Pioneer Charter School of Science II must submit for annual Department approval an enhanced Recruitment and Retention Plan that includes deliberate and specific recruitment strategies for residents of the school’s charter region. These strategies must be designed to increase enrollment from within the school’s charter region and to reduce enrollment from outside of its charter region to no more than 20 percent of the school’s total population. By October 1, 2024, PCSS II must enroll no more than 20 percent of its total student population from outside its chartered region. Alternatively, PCSS II may submit a charter amendment request no later than August 1, 2025, to amend its region to reflect the school’s actual enrollment pattern. Any amendment request submitted by PCSS II shall take into consideration all districts from which the school draws students, including those districts where limited seats are available and districts where a proven provider determination may be required.

**Rising Tide Charter Public School**

| Rising Tide Charter Public School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Plymouth |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Barnstable, Bourne, Carver, Duxbury, Falmouth, Freetown-Lakeville, Halifax, Kingston, Marion, Marshfield, Mashpee, Mattapoisett, Middleborough, Old Rochester, Pembroke, Plymouth, Plympton, Rochester, Sandwich, Silver Lake, and Wareham |
| **Year Opened** | 1998 | **Year(s) Renewed** | 2003, 2008, 2013, 2018 |
| **Maximum Enrollment** | 700 | **Current Enrollment** | 634 (October 2022) |
| **Chartered Grade Span** | 5-12 | **Current Grade Span** | 5-12 |
| **Students on Waitlist** | 212 (March 2022) | **Current Age of School** | 25 |
| **Mission Statement:**  The Rising Tide Charter Public School will provide a strong academic program rooted in the history of Plymouth, Massachusetts. Our students will harvest opportunity from the practice of language, the reasoning of mathematics, the analysis of science and the reflection of history. We want children to hone skills through rigorous studies, but skills alone do not make a whole education. The Rising Tide Charter Public School will also cultivate within its students a sense of belonging to our community, a tie with those who have come before them and a seed of continuity between the Plymouth of today and the Plymouth of tomorrow. The Rising Tide Charter Public School will graduate capable and prepared young adults who have already sown within themselves a sense of place and belonging that will be the bounty of the future, whether they remain among us or venture from our harbor. | | | |

During its fifth charter term, Rising Tide Charter Public School (RTCPS) demonstrated progress in student achievement.[[42]](#footnote-43) According to the statewide accountability system, the school is in the 81st percentile when compared to other schools administering similar assessments.

During the charter term, the school has been faithful to the terms of its charter. The school is faithful to its mission and implements its key design elements. The school reported that it did not meet a majority of the goals in its Accountability Plan and attributed this to the COVID-19 pandemic. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and across the state.

Student attrition and stability is an area of moderate concern. During the charter term, the rate of attrition for all students was consistently above the third quartile for comparison schools, and the rate of stability was consistently below the first quartile.[[43]](#footnote-44) Most attrition takes place after grade 8. According to the school, some students seek other options for the high school grades. The school implemented an approved Recruitment and Retention Plan that includes enhanced strategies to reduce attrition and increase stability, including highlighting the experiences of students who continue in the high school grades for students approaching the transition to high school by offering special presentations to families and conducting panel discussions with successful seniors at the school and alumni.

Throughout the charter term, members of the board of trustees have been active and involved in their roles as public agents. Board members fulfilled most of their legal responsibilities and obligations and provided appropriate governance and oversight of the school’s administration, alignment with the mission, and financial health, but provided limited oversight of the school’s academic performance. Department staff will work with the school to ensure that the board of trustees addresses this area of concern.

Given all the evidence, I intend to renew the charter of RTCPS.

**Sturgis Charter Public School**

| Sturgis Charter Public School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Hyannis |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Barnstable, Bourne, Carver, Dennis-Yarmouth, Falmouth, Mashpee, Monomoy Regional, Nauset, Plymouth, Provincetown, Sandwich, and Wareham |
| **Year Opened** | 1998 | **Year(s) Renewed** | 2003, 2008, 2013, 2018 |
| **Maximum Enrollment** | 850 | **Current Enrollment** | 830 (October 2022) |
| **Chartered Grade Span** | 9-12 | **Current Grade Span** | 9-12 |
| **Students on Waitlist** | 292 (March 2022) | **Current Age of School** | 25 |
| **Mission Statement:**  Sturgis Charter Public School is dedicated to an “International Baccalaureate (IB) for All” philosophy, preparing high school students for higher education in a supportive learning environment. Sturgis provides each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence, and personal growth. | | | |

During its fourth charter term, Sturgis Charter Public School (SCPS) demonstrated progress in student achievement.[[44]](#footnote-45) According to the statewide accountability system, the school is in the 88th percentile when compared to other schools administering similar assessments.

During the charter term, the school has been faithful to the terms of its charter. The school is faithful to its mission and implements its key design elements. The school reported that it did not meet a majority of the goals in its Accountability Plan due to the COVID-19 pandemic. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district, across the state, and outside the state.

Throughout the charter term, members of the school’s board of trustees have been active and involved in their roles as public agents, providing competent and appropriate governance and oversight of the school.

Given all the evidence, I intend to renew the charter of SCPS.

**UP Academy Charter School of Dorchester**

| UP Academy Charter School of Dorchester | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Horace Mann III | **Location** | Boston |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 2013 | **Year(s) Renewed** | 2018 |
| **Maximum Enrollment** | 750 | **Current Enrollment** | 615[[45]](#footnote-46) (October 2022) |
| **Chartered Grade Span** | PK-8 | **Current Grade Span** | PK-8 |
| **Students on Waitlist** | 38 (March 2022) | **Current Age of School** | 10 |
| **Mission Statement:**  UP Academy will ensure that its students acquire the knowledge, skills, and strength of character necessary to succeed on the path to college and to achieve their full potential. | | | |

During its second charter term, UP Academy Charter School of Dorchester (UP Dorchester) demonstrated limited progress in student achievement. According to the statewide accountability system, the school was in the 6th percentile in 2019 when compared to other schools administering similar assessments and was in the 5th percentile in 2022.

During the charter term, the school has been somewhat faithful to the terms of its charter. The school achieved partial success in accomplishing its mission and in implementing all of the school’s key design elements due to limited progress in academic achievement. The school reported that it met a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and across the state.

Throughout the charter term, members of the school’s board of trustees have been active and involved in their roles as public agents, providing competent and appropriate governance and oversight of the school.

Given all the evidence, I intend to renew the charter of UP Dorchester with the condition that follows.

**Condition:** By December 31, 2024, the school must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement in mathematics, English language arts, and science.

Department staff will work with the school to ensure that the school is tracking progress made in academic achievement and actively working to address this area of concern.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*

If you have any questions regarding my intended actions, require additional information, or would like any Summaries of Review, please contact Alison Bagg, Director (781-338-3218); Cliff Chuang, Senior Associate Commissioner (781-338-3222); or me.

1. The charter school regulations, at 603 CMR 1.11(2), provide as follows.

   The decision by the Board to renew a charter shall be based upon the presentation of affirmative evidence regarding the faithfulness of the school to the terms of its charter, including the extent to which the school has followed its recruitment and retention plan and has disseminated best practices in accordance with M.G.L. c. 71, § 89(dd); the success of the school's academic program; and the viability of the school as an organization. The Department will gather evidence regarding these issues from the renewal application and from other information, including but not limited to, a school's annual reports, financial audits, test results, site visit reports, and the renewal inspection report.

   All charter schools will be evaluated on the same performance criteria as provided in the guidelines, provided, however, that the criteria will take into account each school's charter and accountability plan. Evidence of academic success for all students is essential for charter renewal. [↑](#footnote-ref-2)
2. As outlined in the Criteria, the Department may also consider other assessment data demonstrating academic progress, but this data will not supplant state assessment results. [↑](#footnote-ref-3)
3. Rating Key follows.

   **Exceeds:** The school fully and consistently meets the criterion and is a potential exemplar in this area.

   **Meets:** The school generally meets the criterion and/or minor concern(s) are noted.

   **Partially Meets:** The school meets some aspects of the criterion but not others and/or moderate concern(s) are noted.

   **Falls Far Below:** The school falls far below the criterion and/or significant concerns are noted. [↑](#footnote-ref-4)
4. Due to the COVID-19 pandemic, the Department has not implemented all aspects of the statewide accountability system since 2019. The Department did not issue accountability determinations for the 2019-20 school year due to the cancellation of state assessments and school closures related to COVID-19. The Department also did not issue accountability determinations in 2021. In 2022, the Department produced some of the information associated with annual accountability determinations, including school accountability percentiles. Further information about 2022 data is found [here](https://www.doe.mass.edu/accountability/lists-tools/default.html). [↑](#footnote-ref-5)
5. Rating Key follows.

   **Exceeds:** The school fully and consistently meets the criterion and is a potential exemplar in this area.

   **Meets:** The school generally meets the criterion and/or minor concern(s) are noted.

   **Partially Meets:** The school meets some aspects of the criterion but not others and/or moderate concern(s) are noted.

   **Falls Far Below:** The school falls far below the criterion and/or significant concerns are noted. [↑](#footnote-ref-6)
6. Due to the COVID-19 pandemic, the Department has not implemented all aspects of the statewide accountability system since 2019. The Department did not issue accountability determinations for the 2019-20 school year due to the cancellation of state assessments and school closures related to COVID-19. The Department also did not issue accountability determinations in 2021. In 2022, the Department produced some of the information associated with annual accountability determinations, including school accountability percentiles. Further information about 2022 data is found [here](https://www.doe.mass.edu/accountability/lists-tools/default.html). [↑](#footnote-ref-7)
7. The terms of the school’s charter limit enrollment to 40 students from Wachusett Regional. [↑](#footnote-ref-8)
8. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-9)
9. Student enrollment declined during the charter term. The school enrolled 500 students in 2018-19, 463 students in 2019-20, 469 students in 2020-21, 456 students in 2021-22, and 402 students 2022-23. [↑](#footnote-ref-10)
10. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-11)
11. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-12)
12. In January 2020, the Board approved an amendment to increase the school’s maximum enrollment from 405 to 505 students. Since then, enrollment has declined each year. The school enrolled 414 students in 2019-20, 356 students in 2020-21, 348 students in 2021-22, and 321 students during the current school year. According to the school, this is due to the COVID-19 pandemic. The school hired a marketing company in June 2022 to help recruit new students and added a part-time position to the admissions team to help with outreach and recruitment. [↑](#footnote-ref-13)
13. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-14)
14. The comparison group of alternative schools across Massachusetts includes alternative schools that serve at-risk students whose needs are not being met in the traditional school setting and does not include residential programs, private schools, home schooling, General Education Development (GED) services, or gifted and talented programs. [↑](#footnote-ref-15)
15. As of October 1, 2023, the school was overenrolled by three students and as a result is out of compliance with the terms of its charter. Charter schools do not receive tuition for students enrolled above the school’s maximum enrollment. [↑](#footnote-ref-16)
16. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-17)
17. Accountability percentiles for 2022 use data from both 2019 and 2022. Because the school enrolled students in grade 10 for the first time in 2020-21, it did not have sufficient data to calculate an accountability percentile. [↑](#footnote-ref-18)
18. The school was under-enrolled throughout the charter term. The school enrolled 383 students in 2018-19, 388 students in 2019-20, 385 students in 2020-21, 395 students in 2021-22, and 364 students in 2022-23. [↑](#footnote-ref-19)
19. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-20)
20. The terms of the school’s charter limit enrollment to 748 students from Boston. [↑](#footnote-ref-21)
21. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-22)
22. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-23)
23. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-24)
24. In May 2019, the commissioner granted a charter amendment to change the school’s growth plan to temporarily lower student enrollment during the first charter term. The school adhered to its growth plan with respect to adding grades, but enrolled fewer students each year than anticipated. The school enrolled 262 students in 2019-20, 320 students in 2020-21, 368 students in 2021-22, and 367 students during the current school year. The school reported that lower than anticipated enrollment may be attributed to families leaving the state during the COVID-19 pandemic and parents choosing other options, including homeschooling and sending students to schools with more established athletic programs. [↑](#footnote-ref-25)
25. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-26)
26. Comparison schools include all of the public schools in the charter school’s district or region, if the school is a regional school, that serve at least one grade level of students that overlaps with the grade levels served by the charter school. [↑](#footnote-ref-27)
27. Student enrollment declined during the charter term. The school enrolled 207 students in 2019-20, 193 students in 2020-21, 138 students in 2021-22, and 114 students during the current school year. The school reported that declines in enrollment may be attributed to parents choosing other options, including homeschooling, sending their students to schools that opted for in-person learning during the COVID-19 pandemic, and sending students to schools that include high school grades. [↑](#footnote-ref-28)
28. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-29)
29. The school adhered to its growth plan and plans to continue adding 30 students each year until it reaches its maximum enrollment. [↑](#footnote-ref-30)
30. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-31)
31. The comparison group of alternative schools across Massachusetts includes alternative schools that serve at-risk students whose needs are not being met in the traditional school setting and does not include residential programs, private schools, home schooling, General Education Development (GED) services, or gifted and talented programs. [↑](#footnote-ref-32)
32. The terms of the school’s charter currently set a limit of 300 students from Everett and 835 students from Malden. [↑](#footnote-ref-33)
33. The school is implementing a growth plan. [↑](#footnote-ref-34)
34. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-35)
35. The school is implementing a growth plan but has enrolled fewer students than anticipated. The school opened in fall 2018, serving 119 students, and planned to steadily increase enrollment until reaching the school’s maximum enrollment of 250 in Year 4. Enrollment increased to a high of 159 students during the 2020-21 school year and has declined since then. The school enrolled 138 students in 2021-22 and 125 students during the current school year. The school reports that declines in enrollment may be attributed to the effects of the COVID-19 pandemic and challenges faced by the Lawrence community. [↑](#footnote-ref-36)
36. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-37)
37. The comparison group of alternative schools across Massachusetts includes alternative schools that serve at-risk students whose needs are not being met in the traditional school setting and does not include residential programs, private schools, home schooling, General Education Development (GED) services, or gifted and talented programs. [↑](#footnote-ref-38)
38. Rather than assigning students to grade levels, the school assigns students to one of three categories. Students progress from Category I to Category III. [↑](#footnote-ref-39)
39. The school was not able to gather a full set of Star 360 results for 2019-20 due to the COVID-19 pandemic. [↑](#footnote-ref-40)
40. The school experienced challenges in obtaining an adequate facility in its region for the initial implementation of its elementary grades, delaying its expansion until the 2022-23 school year. In August 2022, the commissioner approved a request to temporarily locate the school’s elementary grades in Beverly, which is outside the school’s chartered region. [↑](#footnote-ref-41)
41. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-42)
42. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-43)
43. Comparison schools include all of the public schools in the charter school’s district or region, if the school is a regional school, that serve at least one grade level of students that overlaps with the grade levels served by the charter school. [↑](#footnote-ref-44)
44. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-45)
45. Student enrollment declined during the charter term. The school enrolled 724 students in 2018-19, 711 students in 2019-20, 685 students in 2020-21, 653 students in 2021-22, and 615 students during the current school year. The school reported that lower enrollment figures in recent years may be attributed to the COVID-19 pandemic. [↑](#footnote-ref-46)