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|  | Charter School Enrollment Data Annual Report |
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| Annual report on the racial, ethnic and socio-economic make-up of the student enrollment of each charter school in the commonwealth per G.L. G.L. c. 71, § 89(kk)  **February 2016** |
| Massachusetts Department of Elementary and Secondary Education  75 Pleasant Street, Malden, MA 02148-4906  Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  www.doe.mass.edu |
| ESE logo  This document was prepared by the  Massachusetts Department of Elementary and Secondary Education  Mitchell D. Chester, Ed.D.  Commissioner    **Board of Elementary and Secondary Education Members**  Mr. Paul Sagan, Chair, Cambridge  Mr. James Morton, Vice Chair, Boston  Ms. Katherine Craven, Brookline  Dr. Edward Doherty, Hyde Park  Dr. Roland Fryer, Concord  Ms. Margaret McKenna, Boston  Mr. Michael Moriarty, Holyoke  Dr. Pendred Noyce, Boston  Mr. James Peyser, Secretary of Education, Milton  Ms. Mary Ann Stewart, Lexington  Mr. Donald Willyard, Chair, Student Advisory Council, Revere  Mitchell D. Chester, Ed.D., Commissioner and Secretary to the Board  The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public.  We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, gender identity, or sexual orientation.  Inquiries regarding the Department’s compliance with Title IX and other civil rights laws may be directed to the  Human Resources Director, 75 Pleasant St., Malden, MA 02148-4906. Phone: 781-338-6105.  © 2015 Massachusetts Department of Elementary and Secondary Education  Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the “Massachusetts Department of Elementary and Secondary Education.”  This document printed on recycled paper  Massachusetts Department of Elementary and Secondary Education  75 Pleasant Street, Malden, MA 02148-4906  Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  www.doe.mass.edu  State Seal of Massachusetts | | |

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| Mitchell D. Chester, Ed.D.  *Commissioner* |  |

January 2016

Dear Members of the General Court:

I am pleased to submit this Report to the Legislature: Charter School Enrollment Data Annual Report pursuant to the requirement under G.L. c. 71, § 89(kk) that states:

*The commissioner shall collect data on the racial, ethnic and socio-economic make-up of the student enrollment of each charter school in the commonwealth. The commissioner shall also collect data on the number of students enrolled in each charter school who have individual education plans pursuant to chapter 71B and those requiring English language learners programs under chapter 71A. The commissioner shall file said data annually with the clerks of the house and senate and the joint committee on education not later than December 1.*

This year’s report includes a general overview, including the legislative cap history, and analyses of five key areas: enrollment requirements, demographic comparability in enrollment, attrition, backfilling, and waitlists.

We hope the information in this report will be helpful to you as you consider these issues. As we have in past years, we provide summary descriptive data on the racial, ethnic, and socio-economic make-up students in Massachusetts charter schools, which can be found in Appendix A. This is the most recent information available based on data submitted through the Department’s Student Information Management System (SIMS) as of October 1, 2015 for the 2015-2016 school year.

If you have any questions about this report, please feel free to contact Associate Commissioner Cliff Chuang at [cchuang@doe.mass.edu](mailto:cchuang@doe.mass.edu) or at 781-338-3222.

Sincerely,

Mitchell D. Chester, Ed.D.

Commissioner of Elementary and Secondary Education

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# Introduction

The Department of Elementary and Secondary Education (“the Department”) respectfully submits this Report to the Legislature: Charter School Enrollment Data Annual Report for 2015 pursuant to the requirement under G.L. c. 71, § 89(kk) that states:

*The commissioner shall collect data on the racial, ethnic and socio-economic make-up of the student enrollment of each charter school in the commonwealth. The commissioner shall also collect data on the number of students enrolled in each charter school who have individual education plans pursuant to chapter 71B and those requiring English language learners programs under chapter 71A. The commissioner shall file said data annually with the clerks of the house and senate and the joint committee on education not later than December 1.*

The most recent available data on charter school enrollment data is provided in Appendix A. This is compiled from the Department’s Student Information Management System (SIMS) information collection as of October 1, 2015 for the 2015-2016 school year. Please note that updated data for each charter school, including complete statistics about student enrollment, can always be found on the Department’s District and School Profiles website, <http://profiles.doe.mass.edu/>.

The Department fields numerous questions about charter schools, many of which focus on the demographic comparability of students enrolled at charter schools when compared to their sending districts. This is a key factor when considering the relative academic performance of the Massachusetts charter school sector, which multiple research studies have consistently demonstrated is very strong. In particular, studies conducted by researchers at Harvard, MIT, and Stanford[[1]](#footnote-1) employing both randomized control trial and quasi-experimental research designs suggest that urban char­ter schools in Massachusetts—particularly those in Boston—boost stu­dent achieve­ment markedly. In Boston charter schools, research has shown students with low prior achievement scores are those for whom achievement gains are likely to be the largest,[[2]](#footnote-2) and that students with the most severe needs—special education students who spent the majority of their time in substantially separate classrooms and English language learners (ELLs) with beginning English proficiency at the time of the lottery—perform significantly better in charters than in traditional public schools.[[3]](#footnote-3) Following a general overview, including the legislative cap history, the remainder of the report provides analyses of five key areas: enrollment requirements, demographic comparability in enrollment, attrition, backfilling, and waitlists.

# 1. General Overview and Legislative Cap History[[4]](#footnote-4)

As part of the Education Reform Act of 1993, the Legislature authorized the creation of charter schools by enacting the Massachusetts charter schools statute, G.L. c. 71, § 89. Charter schools are public schools created by Massachusetts law, approved and reviewed by the Board and the Department of Elementary and Secondary Education, and granted a higher degree of autonomy and independence than other public schools. The purposes of establishing charter schools include stimulating the development of innovative programs within public education; providing parents and students with greater options in selecting schools within and outside their school districts; encouraging performance-based educational programs; and providing models for replication in other public schools.[[5]](#footnote-5)

All charter schools operate under five-year charters granted to an independent board of trustees by the Board of Elementary and Secondary Education (“the Board”). Charter schools may be proposed by teachers, school leaders, parents, or non-profit entities. To renew a charter for an additional five years, a school must affirmatively demonstrate faithfulness to its charter, academic program success, and organizational viability. The Board may place charter schools on probation; impose conditions on their operation; or suspend or revoke charters for violations of law or failure to make progress in student achievement, to comply with their charters, or to remain viable.

There are two types of charter schools: **Horace Mann** charter schools and **Commonwealth** charter schools. Each type is managed by a board of trustees and functions independently of the local school committee for the district in which the school is geographically located. Employees of either type of school may organize for collective bargaining. Charter applications for Horace Mann schools must be approved by local school committees and, in some cases, by local collective bargaining units. There are three types of Horace Mann charter schools:

* A **Horace Mann I** is a new school that must be approved by the local school committee and the local collective bargaining unit.
* A **Horace Mann II** is a conversion of an existing public school and must be approved by the local school committee and a majority of the school faculty, but not the local collective bargaining unit.
* A **Horace Mann III** is a new school that must be approved by the local school committee but not the local collective bargaining unit.

Commonwealth charter schools are not subject to existing local collective bargaining agreements. Horace Mann charter schools are not subject to existing local collective bargaining agreements except to the extent specified in their charters and to the extent that all employees continue as collective bargaining unit members and maintain seniority, salary, and benefits.

Since the enactment of the charter school statute in 1993, the Legislature has expanded the availability of charter schools several times by amending the numerical and net school funding caps set forth in G.L. c. 71, § 89(i):

* In 1993, the statute, as initially enacted, authorized the creation of 25 Commonwealth charter schools.[[6]](#footnote-6)
* In 1997, Commonwealth charter schools and Horace Mann charter schools were defined as separate types and the numerical cap was raised to 50 (37 Commonwealth and 13 Horace Mann). Also, a 6% limit on district funding allocable to Commonwealth charter school tuition was enacted.[[7]](#footnote-7)
* In 2000, the numerical cap was raised to its current level of 120 (72 Commonwealth and 48 Horace Mann) and the limit on district funding allocable Commonwealth charter school tuition was increased to 9%.[[8]](#footnote-8)
* In 2010, the most recent legislative amendment to the charter school statute was passed as part of *An Act Relative to the Achievement Gap,* which established the current numerical and funding cap provisions for charter schools, described in more detail below.

Generally, under the current law, no more than 120 charter schools may be in operation in the Commonwealth at a given time. Of these, up to 48 may be Horace Mann I or III charter schools and up to 72 may be Commonwealth charter schools. The number of Horace Mann III charter schools is limited to 14. However, there is no limit on the number of public schools that may be converted to Horace Mann II charter schools. Additionally, Commonwealth charters do not count toward the numerical cap of 72 if they are awarded to “proven providers” to establish schools in districts in the lowest 10% of student performance where enrollment would cause tuition payments to exceed 9% of the district’s net school spending. In addition to the numerical cap, the statute limits funding that may be allocated from school districts to Commonwealth charter schools. In general, no more than 9% of a district’s net school spending may be directed towards Commonwealth charter schools in the form of tuition payments but, in districts with student performance in the lowest 10%, that limit has been increased over recent years such that it will reach 18% in FY 2017. This funding cap does not apply to Horace Mann charter schools.

In 2015-2016, there are a total of 81 operating charter schools, including 71 Commonwealth charter schools (56 of which count toward the numeric cap of 72), 4 Horace Mann I charter schools, and 6 Horace Mann III charter schools.[[9]](#footnote-9) An additional Horace Mann III charter school has been approved by the Board, but is not yet operating. See [*Appendix B: Massachusetts Charter School Fact Sheet and Directory*](http://www.doe.mass.edu/charter/factsheet.xlsx)[[10]](#footnote-10) for additional details. Currently, due to tuition funding caps, the Department is not considering Commonwealth charter applications or expansion requests for Lawrence, Malden, and Somerville, with a limited number of seats remaining in Boston.[[11]](#footnote-11) See Appendix C for projections of Commonwealth charter school tuition funding caps for each district.

# 2. Requirements for Enrollment

As outlined in the charter school statute and regulations,[[12]](#footnote-12) there are no academic requirements for admission to a charter school. Students may not be charged an application fee or tuition. In general, preference for enrollment in charter schools is given to siblings of current students and residents of the municipality in which the school is located, or in the case of a regional charter school, to students who reside within the charter school's region. If the number of applicants to a charter school exceeds the number of available spots, an admissions lottery is held. Additionally, charter schools shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement.

Charter schools are required to comply fully with G.L. c. 71A, English Language Education in Public Schools, and G.L. C. 71B, Children with Special Needs, with one exception: the fiscal and programmatic responsibility of a special needs student currently enrolled in or determined to require an out-of-district program remains with the school district where the student resides.[[13]](#footnote-13) The Department has developed extensive guidance on this issue—see [*Technical Assistance Advisory SPED 2014-5: Charter School Responsibilities for Students with Disabilities Who May Need an Out-of-District Program - 603 CMR 28.10(6)*](http://www.doe.mass.edu/sped/advisories/2014-5ta.html)[[14]](#footnote-14)—to assist both charter schools and districts with carefully making such determinations.

**The subgroup composition of a charter school is not required to be a mirror image of the schools in its sending districts and region.** Such a requirement would contradict the statutory requirement that a lottery determine admissions when the number of applications exceeds available seats. However, in 2010, the charter school statute was amended to require charter schools to develop and implement student **recruitment and retention plans** that include deliberate, specific strategies to attract, enroll, and retain a student population that is demographically comparable to similar grades in schools from which the charter school enrolls students. The Department must approve recruitment and retention plans and charter schools must report on and update these plans annually. When deciding on charter renewal, the Commissioner and the Board must consider the extent to which the school has implemented its recruitment and retention plan, whether the school has enhanced its plan as necessary, and the annual attrition rate of students.

In March 2014, the Board voted to adopt amendments to the charter school regulations[[15]](#footnote-15) that:

* Require charter schools to provide written notice as part of application and enrollment materials regarding the rights of children with diverse learning needs to attend the charter school and to receive accommodations and support services, including students who may have disabilities, require special education, or are English language learners.
* require charter schools to set initial application deadlines to be after January 1 for the upcoming school year,
* clarify backfill and recruitment and retention plan requirements, and
* prohibit the rolling of waitlists from one year to the next.[[16]](#footnote-16)

One of the Department’s key strategic priorities with respect to charter schools is to utilize enhanced tools and oversight processes to support and oversee compliance with these regulations. In the spring of 2013, the Department explicitly incorporated expectations regarding access and equity within the [Charter School Performance Criteria](http://www.doe.mass.edu/charter/acct.html?section=criteria) and launched a variety of access and equity initiatives, advised by an Access and Equity Working Group of charter school leaders convened during the 2013-2014 school year, in conjunction with the Massachusetts Charter Public School Association (MCPSA). These efforts include:

* The Access, Equity, and Excellence Conference for charter school leaders held in October 2013, which highlighted new policy and best practices in the areas of special education, English language learners, discipline, and enrollment/recruitment.
* Development of the Charter Analysis and Review Tool ([CHART](http://www.doe.mass.edu/charter/finance/chart/)),[[17]](#footnote-17) which provides multi-school, multi-year demographic comparison data for each charter school and comparison schools.
* ["Mystery Parent" initiative](http://www.doe.mass.edu/boe/docs/fy2015/2014-10/item12.html#1)[[18]](#footnote-18) calls, a series of random, anonymous and unannounced contacts with schools to verify that students with high levels of need are provided with equal and unfettered access to each school's application and enrollment process. Based on calls conducted in 2014-2015, the Department encountered few instances where information about charter school application and enrollment processes for high-need students was not made accessible.
* Publication of a [compendium of recruitment strategies](http://www.doe.mass.edu/charter/sped/RecruitmentStrategies.pdf).
* Enhanced review process for recruitment and retention plans based upon CHART and other data indicators.
* Explicit development of access and equity review components in the overall charter school accountability process, including site visits.
* Strong encouragement for charter schools to promote new student access under proposed expansion requests, and to explicitly indicate access for new students at as many grade levels as possible.[[19]](#footnote-19)
* Partnership with the Massachusetts Charter Public School Association (MCPSA) to implement a 2014-2015 project to help all charter schools build capacity to establish programs with a focus on students with moderate to severe disabilities and to support and serve students with behavioral needs more effectively.[[20]](#footnote-20)

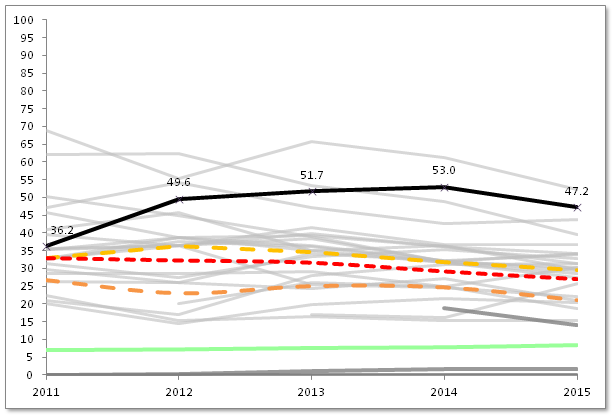
# 3. Demographic Comparability in Enrollment

When reviewing enrollment data regarding demographic comparability, it is important to consider the various policies and other factors that impact student enrollment patterns. Enrollment requirements and processes for traditional public schools differ substantively from those in charter schools. In particular, charter schools are required by law to use a lottery process when admitting students and are required to provide sibling preference. Traditional public school districts must accept all students who live within the municipality or region that they serve; however, districts that have multiple schools at the same grade level have broad discretion to establish enrollment policies and admissions requirements for individual schools.[[21]](#footnote-21) Regional vocational school districts are also permitted by law to limit enrollment and establish admissions criteria.

Families choose to enroll or are assigned to the public schools in a geographic region due to a variety of reasons and factors, and there are a number of choice programs in Massachusetts that impact enrollment patterns, including charter schools, inter-district school choice, virtual schools, vocational technical programs, and Metco.[[22]](#footnote-22) District assignment and programmatic placement decisions (in particular those related to special education and English language learners) and the uneven distribution of families within a geographic region due to housing or wealth distribution patterns also affect the distribution of students among schools.

For all of these reasons, the Department urges caution in drawing conclusions or inferences regarding the comparability of subgroup populations among public schools—charter schools, traditional public schools, or other public school options—based on aggregate statistics alone. Accordingly, the Department presents and considers longitudinal demographic comparison data for an individual charter school in the context of all of the other public schools in its sending area in the Charter Analysis and Review Tool ([CHART](http://www.doe.mass.edu/charter/finance/chart/)).[[23]](#footnote-23)A sample line graph from CHART for the English language learner subgroup of a charter school located in an urban area is provided below to illustrate this point. The visual complexity of the graph underscores the multitude of factors that must be accounted for when examining an individual charter school’s recruitment and retention efforts. As displayed in the line graph below, **in general, there is often a wide variation of subgroup enrollment rates among schools—both traditional district and charter—within a given geographic area, particularly in an urban school district.**

**Percentage of English language learners in an urban school district**



The set of displayed comparison schools includes the charter school of interest, and all of the public schools in the charter school’s region that serve at least one grade level of students which overlaps with the grade levels served by the charter school. Each line on the graph represents the percentage of total school enrollment for a given school or set of schools during the most recent five years:

* a solid **bold black** line representing subgroup enrollment in the charter school of interest;
* a solid **green** line for the statewide average;
* a dotted **orange** line for the median[[24]](#footnote-24) enrollment percentage of all comparison schools;
* a dotted **dark orange** line for the first quartile[[25]](#footnote-25) enrollment percentage of all comparison schools;
* a dotted **red** line for the comparison index[[26]](#footnote-26);
* solid **gray** lines for enrollment percentage in each individual comparison school (darker gray for charter schools, and lighter gray for district schools).

The Department encourages interested individuals to use [CHART](http://www.doe.mass.edu/charter/finance/chart/) to examine trends for specific charter schools of interest. Examining the demographic comparability of the charter school sector as a whole is important to assessing the overall effectiveness of recruitment and retentions efforts.

**Statewide trends over the past decade**

**Special Population Trends 
Mostly Increasing from 2005-2006 
First language Not English (charter) 13.14 to 25.25%
First language Not English (state) 14.30 to 19%
English language learners (Charter) 3.46 to 11.08%
English language learners (state) 5.30 to 9%
Low income (Charter) 44.10 to 53.72%
Low income (state) 28.20 to 38.30%
Economically disadvantaged (charter) 34.30 to 35.46%
Economically disadvantaged (state) 26.30 to 27.37%
Special Education (Charter) 11.56 to 14.34%
Special Education (state) 16.5 to 16.28%

Statewide Enrollment is available at http://profiles.doe.mass.edu/state_report/selectedpopulations.aspx**

As outlined in the graph and table above, there have been significant shifts in the demographic composition of charter school students over the last 10 years. Charter schools have always enrolled more low-income[[27]](#footnote-27) students than the state as whole. The proportion of English language learners enrolled in charters has steadily increased and now surpasses statewide average enrollment. However, given the disproportionate concentration of charter schools in urban areas (62 of the 80 operating charter schools, with 25 of the 62 in Boston[[28]](#footnote-28)), a statewide comparison may be more favorable to charter schools, particularly with respect to low-income and English language learner populations. The proportion of students with disabilities enrolled in charters also has steadily increased, though the level remains below the statewide average.

Particular caution should be used when comparing special education enrollment data. First, as described above, the statewide figures include students with disabilities who are in out-of-district placements and are neither served by traditional district nor charter public schools. These students represent approximately 1% of students statewide. In addition, research conducted for the Department by Dr. Thomas Hehir (Harvard Graduate School of Education) and Associates ([*Review of Special Education in the Commonwealth of Massachusetts: A Synthesis Report (August 2014*)](http://www.doe.mass.edu/sped/2014/synthesis.pdf) found that low-income students in districts were identified as eligible for special education services at substantially higher rates than non-low-income students and that across districts with similar demographic characteristics, district behavior differed for special education identification, placement, and performance.[[29]](#footnote-29) These findings indicate that special education status may be as much a function of district practices as representative of disability levels in the population.

**Recent trends in urban areas – Boston and Gateway Cities**[[30]](#footnote-30)

To assess the progress of recruitment and retention efforts for the charter school sector in the state’s urban centers, the Department performed a review of student subgroup enrollment from 2010-2011[[31]](#footnote-31) to 2014-2015[[32]](#footnote-32) to identify enrollment trends of the charter schools in Boston and in Gateway Cities, for the following comparison groupings:

* Aggregate of *Total* *Student* enrollment for charter schools compared to the aggregate of total student enrollment for District(s)
* Aggregate of *New Student[[33]](#footnote-33)* enrollment for charter schools compared to the aggregate of total student enrollment for District(s)

Note that charter schools began implementing required recruitment and retention plans during the 2011-2012 school year. The full results of the analysis can be found in Appendix C, but key findings include:

* The percent of English language Learners (ELLs) enrolled at Boston charter schools and charter schools located in Gateway Cities has steadily increased and is approaching the enrollment found at Boston district schools and district schools located in Gateway Cities, respectively.[[34]](#footnote-34) The enrollment of new students who are ELLs has increased at a greater rate over time when compared to the total enrollment of ELLs at charter schools.

Boston New Student ELL Enrollment
School Name             2011    2012    2013    2014    2015
New Students - Boston Charter Schools   -       3.0     13.3    12.7    13.2    22.6
Boston Public (non-charter) Schools             28.0    30.6    30.7    29.9    29.8
Statewide Average               7.1     7.3     7.7     7.9     8.5

Gateway City New Student ELL Enrollment
School Name             2011    2012    2013    2014    2015
New Students - Gateway City Charter Schools     -       8.7     9.2     16.9    14.9    16.0
Gateway Cities in which a charter school is located - Public (non-charter) Schools              17.7    17.5    18.4    18.6    19.9
Statewide Average               7.1     7.3     7.7     7.9     8.5

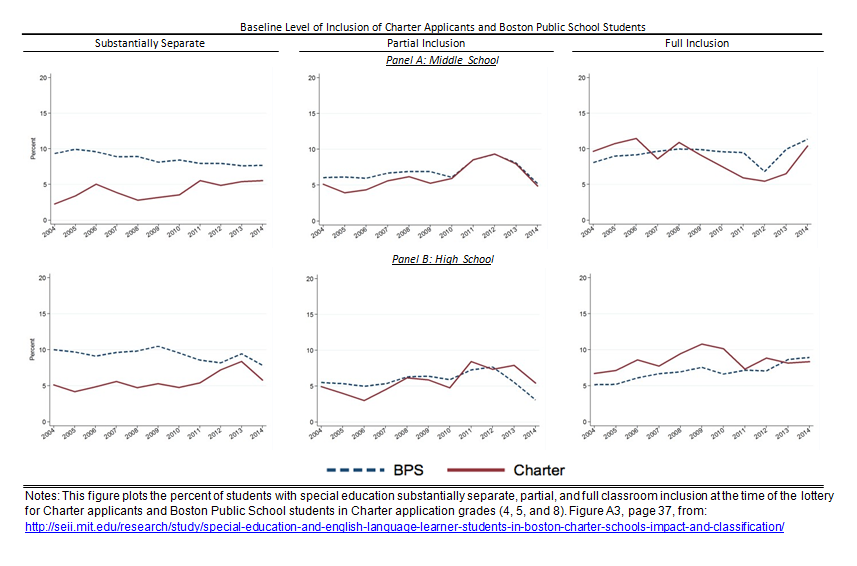

* The percent of students with disabilities at Boston charter schools and charter schools located in Gateway Cities has also steadily increased and is approaching the enrollment found at Boston district schools and district schools located in Gateway Cities, respectively.

**Demographic comparability of charter applicants in Boston**

Because identification practices can vary between schools and districts, particularly with respect to special education, it can be helpful to examine the proportions of applicants to charter schools that are classified as English language learners and students with disabilities at the time of application to a charter lottery. A recent MIT discussion paper by researcher Elizabeth Setren, *Special Education and English Language Learner Students in Boston Charter Schools: Impact and Classification,* does just that for charter schools in Boston. Setren finds:

*By Spring 2014, students across the pre-lottery levels of special education classroom inclusion and English language proficiency are, for the most part, similarly represented in charter lotteries and BPS. Small gaps remain for substantially separate special education students in middle school and high school and for beginning English speakers in high school.*

This finding is illustrated in the figures below, which show that the percent of students with disabilities who were in substantially separate, partial inclusion, or full inclusion classroom at the time of lottery for applicants to Boston charter schools compared to Boston Public School student enrollment levels in grades 4, 5, and 8 (the primary charter entry grades for which special education identification data at the time of lottery is available) is.

**

# 4. Attrition

The question of whether students leave charter schools at higher rates than their counterparts in traditional public schools is frequently considered. The Department calculates and tracks annual attrition rates[[35]](#footnote-35) as a key indicator of efforts to retain students. As with subgroup enrollment data, aggregate statistics comparing attrition rates between schools do not necessarily present a complete picture. There are a variety of factors that drive attrition rates, not all of which are within the control of a school. Family choices about leaving one school for another include choosing a different kind of high school program (e.g. for academic, vocational, or athletic offerings) or economic factors that require job or housing changes. Similarly, the Department presents longitudinal attrition comparison data for an individual charter school in the context of all of the other public schools in its sending area in the Charter Analysis and Review Tool ([CHART](http://www.doe.mass.edu/charter/finance/chart/))[[36]](#footnote-36), and considers the full context of a particular school’s situation when reviewing attrition data. As with subgroup enrollment data presented in the previous section, there is often **a wide variation of attrition rates among schools—both traditional district and charter—within a given geographic area, particularly in an urban school district.** Below**,** a sample line graph from CHART for attrition rates in Boston illustrates this point.

A sample line graph from CHART for attrition rates in Boston: 5.0 in 2011, 7.1 in 2012, 11.5 in 2013, 7.2 in 2014, 7.2 in 2014 and 7.7 in 2015.

The Statewide attrition report is available at http://profiles.doe.mass.edu/state_report/attrition.aspx

To assess the progress of retention efforts for the charter school sector as a whole, the Department performed a review of weighted student attrition rates[[37]](#footnote-37) from 2010-2012 to 2014-2015 to identify attrition trends of charter schools in **Massachusetts statewide**, **Boston**, and in **Gateway Cities** for all students. The full results of the analysis can be found in Appendix C, but key findings include:

The weighted attrition rate for Massachusetts charter schools statewide has declined and has approached the statewide weighted attrition rate. As with subgroup enrollment discussed above, because charter schools are disproportionately located in urban areas, it may be expected that the statewide charter attrition rates would likely be higher than the overall statewide average, since urban school attrition rates are generally higher.

* The weighted attrition rate of Boston charter schools has remained lower than the weighted attrition rate of Boston district schools.
* The weighted attrition rate of charter schools located in Gateway cities has remained lower than the weighted attrition rate of district schools located in Gateway cities and has declined over time, as illustrated below.

**Gateway City Charter School Weighted Attrition Rate for All Students**

**Gateway City Charter School Weighted Attrition Rate for All Students
School Name             2011    2012    2013    2014    2015
Gateway City Charter Schools    -       7.7     8.5     7.7     6.5     6.2
Gateway Cities in which a charter school is located - Public (non-charter) Schools              11.2    11.6    11.4    11.1    11.4
**

# 5. Backfilling

In 2010, *An Act Relative to the Achievement Gap* established a new requirement for charter schools to fill vacant seats, often referred to as “backfilling”:

*When a student stops attending a charter school for any reason, the charter school shall fill the vacancy with the next available student on the waitlist for the grade in which the vacancy occurs and shall continue through the waitlist until a student fills the vacant seat. If there is no waitlist, a charter school shall publicize an open seat to the students of the sending district or districts and make attempts to fill said vacant seat. Charter schools shall attempt to fill vacant seats up to February 15, provided, however, that charter schools may but are not required to fill vacant [seats] after February 15. If a vacancy occurs after February 15, such vacancy shall remain with the grade cohort and shall be filled in the following September if it has not previously been filled. A vacancy occurring after February 15 shall not be filled by adding a student to a lower grade level. Charter schools shall attempt to fill vacant seats up to February 15, excluding seats in the last half of the grades offered by the charter school, and grades 10, 11 and 12*.[[38]](#footnote-38)

Amendments to the charter school regulations adopted by the Board in March 2014 clarified that if a school has an odd number of grades, more than half of grades offered shall be included in grades for which the school must fill vacant seats.[[39]](#footnote-39) Additionally, the Department strongly encourages schools to voluntarily adopt enrollment policies that provide as many entry points and to commit to filling vacant seats in as many grades as possible. In recent years, all new charter schools and expansions of existing charter schools adding new grades and significant numbers of seats recommended by the Department and approved by the Board have included commitments to grade-level entry and backfilling that exceed statutory and regulatory requirements.

# 6. Waitlists

In addition to questions about current charter school enrollment, there has been significant discussion and debate regarding waitlist data. Beginning in the spring of 2013, the Department began collecting waitlist data at the student level, allowing us to compile a consolidated waitlist by city/town of residence. This data is reported twice a year, first following the spring admissions lotteries and then again in the fall to reflect late offers of admission as seats open up over the summer and into the following school year.

The Department conducts a preliminary review of submitted charter school waitlist data to identify data errors, such as duplicate records, transposition of digits in dates of birth, and other obvious data entry errors. This is followed by a matching process—using students' names (first, middle, last), dates of birth, towns of residence, and grades—to identify students who appear on more than one charter waitlist. Any waitlists established after March 31, 2014 may only be maintained for the school year for which students applied, i.e., “rolling over” of waitlists is no longer permitted.

It is important to note that not every student on a charter school waitlist would accept an offer of admission if it were offered. Some students may have been admitted to other schools that meet their needs, while others may be reluctant to switch schools after the beginning of the school year. Therefore, the number of students found on each charter school's waitlist may not accurately represent the number of students actively waiting for enrollment to that school. As a result, even unduplicated waitlist counts should be taken as rough approximations of demand rather than exact numbers. The most recent waitlist data available from lotteries conducted in the spring of 2015 for admission to charter schools in the 2015-2016 school year for Boston and Gateway Cities in which charters are currently located are presented in the table below. Detailed breakdowns of waitlist data by town, grade, and school can be found in the full report at <http://www.doe.mass.edu/charter/enrollment/fy2016Waitlist.html#1>. The Department will release updated numbers for the 2015-2016 school year shortly.

In December 2014, the State Auditor released an audit report that reviewed the Department’s waitlist data.[[40]](#footnote-40) The Department had published an unduplicated waitlist count of 40,376 in July 2013. After nearly a year of intensive work, the Auditor came up with a count of 38,034, a difference of less than six percent.[[41]](#footnote-41)

The auditor’s report also notes correctly that the practice of some charter schools of rolling waitlists from year-to-year creates additional uncertainty in the reported waitlist number. However, until recently, this practice was permitted. The Board amended the charter school regulations in March 2014 to phase out the rolling of waitlists from year-to-year. The waitlist data has already begun to reflect the clearing of rolled-over student names, as evidenced by a drop in the unduplicated waitlist count between 2014-2015 and 2015-2016, the first time in history that waitlist numbers have not increased. The Department is in the process of confirming which schools have remaining rolled-over student names on their waitlists.

It is important to note that the recent changes to the backfilling and waitlist requirements do not address all of the possible barriers to entry at a charter school. In particular, students who move into a district mid-year currently have little or no access to many charter schools due to the existence of a waitlist for the current school year. Addressing this issue would require further legislative action.

**Massachusetts Charter School Waitlist Data for 2015-2016 (as of May 2015)[[42]](#footnote-42)**

|  |  |  |  |
| --- | --- | --- | --- |
| **City/Town Name** | **City/Town  Code** | **Total Number of Students Reported on Charter School Waitlist(s)** | **Number of Unique (Unduplicated) Students on Charter School Waitlist(s)** |
| Barnstable | 020 | 178 | 177 |
| Boston | 035 | 22,757 | 13,035 |
| Chelsea | 057 | 425 | 363 |
| Chicopee | 061 | 207 | 197 |
| Everett | 093 | 772 | 687 |
| Fall River | 095 | 668 | 658 |
| Fitchburg | 097 | 1 | 1 |
| Haverhill | 128 | 651 | 606 |
| Holyoke | 137 | 412 | 408 |
| Lawrence | 149 | 2,578 | 1,811 |
| Lowell | 160 | 464 | 450 |
| Lynn | 163 | 808 | 735 |
| Malden | 165 | 1,883 | 1,789 |
| New Bedford | 201 | 1,198 | 1,187 |
| Revere | 248 | 328 | 239 |
| Salem | 258 | 232 | 218 |
| Springfield | 281 | 4,592 | 4,268 |
| Worcester | 348 | 772 | 727 |
| **Boston and Gateway Cities Totals** | | **38,926** | **27,556** |
| **Statewide Totals** | | **49,444** | **37,470** |

Detailed breakdowns of waitlist data by town, grade, and school can be found in the full waitlist report at <http://www.doe.mass.edu/charter/enrollment/fy2016Waitlist.html#1>.

|  |  |
| --- | --- |
| Appendix A: Subgroup Percentages | **Subgroup Percentages** |
| **English Special Economically African- Hispanic Multi- Native Native Hawaiian**  **2015 Language Education Disadvantaged American Asian race American Pacific Islander White**  **CODE Charter School Enrollment Learners** | |
| 445 Abby Kelley Foster Charter Public School 1426 7.5 10.3 33.2 44.4 3.9 24.2 0.1 0.1 24.4 | |
| 412 Academy of the Pacific Rim Charter Public School 524 6.7 22.9 30.2 59.5 0.6 22.9 0 0.2 13 | |
| 430 Advanced Math and Science Academy Charter School 989 0.1 4.4 5.7 2.8 22.9 5.4 0.2 0 64.7 | |
| 409 Alma del Mar Charter School 284 9.2 14.4 54.9 14.4 0.7 42.6 2.5 0.4 33.1 | |
| 3509 Argosy Collegiate Charter School 202 6.4 22.8 38.6 8.4 1 16.3 1 0.5 68.8 | |
| 491 Atlantis Charter School 1028 4.6 11.1 34.9 4.2 2.2 8.7 0 0 81.7 | |
| 427 Barnstable Community Horace Mann Charter Public School 290 18.3 9.7 37.9 13.8 3.4 14.1 1 0.7 62.8 | |
| 3502 Baystate Academy Charter Public School 303 10.6 7.9 63.7 31 1 61.4 0 0 5.9 | |
| 420 Benjamin Banneker Charter Public School 349 4.3 11.5 49.6 79.7 1.7 13.5 1.1 0 3.2 | |
| 447 Benjamin Franklin Classical Charter Public School 446 0.4 9.9 4.3 0.7 19.3 2.2 0.2 0 74 | |
| 3511 Bentley Academy Charter School 254 12.6 19.7 59.4 10.6 3.1 44.1 0 0 39 | |
| 414 Berkshire Arts and Technology Charter Public School 353 1.7 22.7 35.7 15 1.7 6.2 0.3 0.6 74.2 | |
| 449 Boston Collegiate Charter School 685 3.4 18.7 23.9 26 1.8 18 0.6 0 51.5 | |
| 424 Boston Day and Evening Academy Charter School 380 9.2 23.9 46.1 48.2 1.8 38.2 1.1 0.8 6.6 | |
| 411 Boston Green Academy Horace Mann Charter School 439 12.1 28.9 51.5 56.9 3 30.5 0.5 0 7.5 | |
| 416 Boston Preparatory Charter Public School 415 9.6 18.6 40.5 68.4 0.5 25.1 0.5 0.2 3.1 | |
| 481 Boston Renaissance Charter Public School 950 5.8 11.6 45.4 64.8 0.5 30.8 0 0 1.2 | |
| 417 Bridge Boston Charter School 222 36.9 17.1 55 60.4 1.4 32.4 1.4 0 0 | |
| 457 Brooke Charter School East Boston 500 12 7.6 43.8 25.2 3 55.8 1 0 12.8 | |
| 443 Brooke Charter School Mattapan 488 3.7 10 48.2 66.8 1 25.8 0.6 0 4.5 | |
| 428 Brooke Charter School Roslindale 510 2.5 6.9 39.2 69 1.6 24.3 0 0 1.8 | |
| 432 Cape Cod Lighthouse Charter School 240 0.4 16.7 13.8 1.7 1.3 4.2 0 0 87.9 | |
| 418 Christa McAuliffe Charter School 402 3.5 23.6 14.2 6.2 7 13.2 0.2 0 70.1 | |
| 437 City on a Hill Charter Public School Circuit Street 284 9.9 23.6 48.9 68 0 27.8 0.4 0.4 2.1 | |
| 3504 City on a Hill Charter Public School Dudley Square 243 10.3 18.1 51 74.5 2.1 21.4 0 0 1.2 | |
| 3507 City On A Hill Charter Public School New Bedford 140 7.1 32.9 56.4 15.7 1.4 40.7 0 0 36.4 | |
| 438 Codman Academy Charter Public School 322 5 25.2 45.3 79.5 0 19.3 0 0.3 0.3 | |
| 436 Community Charter School of Cambridge 409 4.2 20 33 60.6 3.9 25.9 1.2 0.5 4.4 | |
| 426 Community Day Charter Public School - Gateway 240 64.2 7.9 45.8 0.8 0.8 94.6 0 0 3.3 | |
| 440 Community Day Charter Public School - Prospect 400 36.3 8.5 49 0.8 0.5 94.3 0 0 4.5 | |
| 431 Community Day Charter Public School - R. Kingman Webster 240 42.1 5.4 50.4 1.3 1.3 92.9 0 0 4.6 | |
| 439 Conservatory Lab Charter School 403 5.2 11.2 32.3 44.7 4.7 35 0 0 10.9 | |
| 475 Dorchester Collegiate Academy Charter School 203 29.1 27.6 55.7 72.9 0 26.1 0 0 1 | |
| 407 Dudley Street Neighborhood Charter School 255 24.3 12.5 46.7 63.1 0 34.9 0.8 0 0.4 | |
| 452 Edward M. Kennedy Academy for Health Careers: A Horace Mann Charter Public School 341 17 16.4 47.8 43.7 3.2 46 0.3 0 4.7 | |
| 410 Excel Academy Charter School 785 14.3 17.1 36.8 8.9 1.5 77.6 1.3 0.3 10.4 | |
| 413 Four Rivers Charter Public School 217 0 16.1 25.8 0.5 2.8 6.5 0 0 85.3 | |
| 446 Foxborough Regional Charter School 1255 7.6 9.8 13.1 30.4 9.7 3.9 0 0.1 50.8 | |
| 478 Francis W. Parker Charter Essential School 399 0 16 3 0.5 1.5 3.5 0 0.3 91.7 | |
| 496 Global Learning Charter Public School 508 7.9 14 42.5 11.8 1.4 27.8 0.8 0 53.1 | |
| 499 Hampden Charter School of Science 435 5.7 9 42.1 20.9 3.2 28.5 0 0.2 44.4 | |
| 419 Helen Y Davis Leadership Academy Charter Public School 217 14.3 19.4 51.6 82 0 15.2 0 0.9 0 | |
| 455 Hill View Montessori Charter Public School 306 2.6 12.4 16.3 3.9 0.7 18.6 0.3 0 74.2 | |
| 450 Hilltown Cooperative Charter Public School 211 0 17.1 6.6 0.5 1.4 7.1 0 0 82.9 | |
| 453 Holyoke Community Charter School 704 11.8 15.8 62.2 1.7 0.4 90.1 0 0 5.8 | |
| 435 Innovation Academy Charter School 792 2.8 19.2 8.1 3.3 6.4 5.7 0.1 0 81.1 | |
| 463 KIPP Academy Boston Charter School 428 26.6 19.2 56.8 66.4 0.2 31.8 0 0 0.7 | |
| 429 KIPP Academy Lynn Charter School 1037 23.8 12.1 43.7 25.1 2.5 61.8 0 0 8 | |
| 454 Lawrence Family Development Charter School 700 24.3 6.7 54.7 0.7 0 98.7 0 0 0.6 | |
| 3503 Lowell Collegiate Charter School 499 13 6 39.1 20.8 21.6 33.1 0.2 0 20 | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 456 | Lowell Community Charter Public School | 821 | 48.2 | 16.9 | 45.4 | 28.1 | 20.8 | 43.8 | 0 | 0 | 4.3 |
| 458 | Lowell Middlesex Academy Charter School | 95 | 2.1 | 21.1 | 53.7 | 4.2 | 7.4 | 26.3 | 0 | 0 | 49.5 |
| 464 | Marblehead Community Charter Public School | 231 | 0.9 | 16.5 | 3.9 | 2.2 | 2.6 | 2.2 | 0.4 | 0 | 91.8 |
| 466 | Martha's Vineyard Public Charter School | 178 | 6.7 | 24.7 | 22.5 | 5.1 | 2.2 | 5.1 | 0 | 0 | 78.7 |
| 492 | Martin Luther King, Jr. Charter School of Excellence | 366 | 9.3 | 14.5 | 69.4 | 46.4 | 1.1 | 45.1 | 0.3 | 0 | 1.6 |
| 469 | Match Charter Public School | 1027 | 33 | 16.1 | 49.5 | 46.6 | 1.4 | 45.9 | 0.6 | 0.1 | 4 |
| 470 | Mystic Valley Regional Charter School | 1489 | 1.9 | 14 | 18.1 | 17.4 | 16.7 | 6 | 0.3 | 0 | 55.3 |
| 444 | Neighborhood House Charter School | 395 | 6.6 | 14.7 | 31.6 | 52.7 | 4.3 | 17 | 1 | 0 | 19.5 |
| 467 | New Liberty Charter School of Salem | 53 | 15.1 | 37.7 | 47.2 | 9.4 | 0 | 34 | 0 | 0 | 49.1 |
| 3501 | Paulo Freire Social Justice Charter School | 314 | 12.1 | 17.2 | 58.6 | 4.5 | 0 | 87.9 | 0 | 0.3 | 7.3 |
| 493 | Phoenix Academy Charter Public High School, Chelsea | 155 | 48.4 | 22.6 | 24.5 | 18.7 | 1.9 | 72.3 | 0 | 0 | 7.1 |
| 3508 | Phoenix Academy Public Charter High School, Springfield | 170 | 14.7 | 28.2 | 60.6 | 23.5 | 1.2 | 65.9 | 0 | 0 | 6.5 |
| 494 | Pioneer Charter School of Science | 357 | 16.5 | 8.4 | 33.1 | 33.9 | 9.5 | 28.9 | 1.1 | 0.3 | 25.5 |
| 3506 | Pioneer Charter School of Science II | 270 | 16.7 | 13 | 28.1 | 34.8 | 10 | 17.8 | 1.1 | 0 | 33.3 |
| 497 | Pioneer Valley Chinese Immersion Charter School | 439 | 3.9 | 6.6 | 17.5 | 4.6 | 18.2 | 7.1 | 0 | 0 | 56.3 |
| 479 | Pioneer Valley Performing Arts Charter Public School | 403 | 0 | 18.9 | 15.6 | 7.4 | 2.5 | 12.2 | 0.2 | 0 | 69.7 |
| 487 | Prospect Hill Academy Charter School | 1150 | 10.6 | 14.1 | 37.5 | 55.7 | 8.3 | 20.3 | 0.4 | 0.2 | 12.2 |
| 483 | Rising Tide Charter Public School | 631 | 0 | 13.6 | 8.9 | 0.8 | 2.4 | 2.1 | 0.3 | 0 | 91.6 |
| 482 | River Valley Charter School | 288 | 0 | 12.2 | 5.9 | 0.3 | 3.8 | 2.4 | 0.3 | 0 | 90.3 |
| 484 | Roxbury Preparatory Charter School | 1144 | 14.2 | 15.5 | 52.6 | 56.3 | 0.4 | 41.3 | 0.2 | 0.1 | 0.9 |
| 441 | Sabis International Charter School | 1573 | 3.2 | 12.7 | 32 | 29.2 | 3.9 | 37.1 | 0 | 0 | 24.9 |
| 485 | Salem Academy Charter School | 420 | 3.8 | 17.9 | 31.4 | 10.2 | 5.5 | 35.7 | 0 | 0 | 48.6 |
| 486 | Seven Hills Charter Public School | 690 | 23.2 | 13 | 50.9 | 46.4 | 0.4 | 41 | 0.1 | 0 | 8.4 |
| 477 | Silver Hill Horace Mann Charter School | 580 | 3.4 | 14.8 | 23.8 | 2.4 | 1.9 | 16.4 | 0.2 | 0 | 78.4 |
| 474 | Sizer School, A North Central Charter Essential School | 355 | 1.7 | 19.7 | 28.5 | 3.1 | 1.1 | 17.2 | 0 | 0 | 76.6 |
| 488 | South Shore Charter Public School | 597 | 10.1 | 14.7 | 10.6 | 24.3 | 4.4 | 2.8 | 0 | 0 | 64.2 |
| 3510 | Springfield Preparatory Charter School | 108 | 23.1 | 9.3 | 64.8 | 16.7 | 1.9 | 72.2 | 0 | 0 | 4.6 |
| 489 | Sturgis Charter Public School | 805 | 0 | 10.6 | 12.4 | 1.2 | 2.2 | 2.9 | 0.2 | 0.1 | 88.4 |
| 480 | UP Academy Charter School of Boston | 466 | 23 | 18.7 | 57.7 | 48.3 | 6 | 34.8 | 0.6 | 0.4 | 7.5 |
| 3505 | UP Academy Charter School of Dorchester | 671 | 17.6 | 15.8 | 59.2 | 48.3 | 1.2 | 33.7 | 0.3 | 0.1 | 14 |
| 498 | Veritas Preparatory Charter School | 307 | 9.8 | 15 | 59.6 | 23.1 | 1.3 | 66.4 | 0 | 0 | 6.8 |

**Massachusetts Charter School: A charter school is a public school that is managed by a board of trustees and operates independently of any school committee under a five-year charter granted by the Board of Elementary and Secondary Education. It has the freedom to organize around a core mission, curriculum, theme, and/or teaching method and to control its own budget and hire (and fire) teachers and staff. In return for this freedom, a charter school must attract students and produce positive results within five years or its charter will not be renewed. The first Massachusetts charter schools opened in 1995.         
Charter School Types: There are two types of charter schools: Commonwealth and Horace Mann. Further, there are three types of  Horace Mann charter schools each with a particular set of requirements for collective bargaining unit involvement. A Horace Mann 'I' must have its charter application approved by the local school committee and the local teacher's union in addition to the Board of Elementary and Secondary Education while a Horace Mann 'II' is a conversion school approved by a majority of its faculty. Horace Mann 'III' charter school can be chartered without the approval of the local collective bargaining unit. All Horace Mann charter schools must operate under a Memorandum of Understanding with the district  from which it resides.

2015-2016 Operating Status  #
Operating Commonwealth charter schools in 2015-2016: 71
Operating Horace Mann I charter schools in 2015-2016: 4
Operating Horace Mann II charter schools in 2015-2016: 0
Operating Horace Mann III charter schools in 2015-2016:  6
Total currently operating charter schools: 81
Charters approved but not yet open: 1
Total active charters granted by BESE since 1994: 82
Charters granted but closed or never opened since 1994: 24
Total charters granted by BESE since 1994: 106
Total Commonwealth charter schools counted toward cap of 72*: 54

Historical Accountability Status  #
Closed: Pre-Opening Surrender  4
Closed: Post-Opening Surrender  9
Closed: Revocation  4
Closed: Non-renewal  2
Charter Returned due to merger  5
Operating or Planning: Less than 5-years old 24
Operating for at least 5 years, one renewal 8
Operating for at least 10 years, two renewals 16
Operating for at least 15 years, three renewals 20
Operating for at least 20 years, four renewals 14
Total Charters Granted by BESE Since 1994:  106

Summary Statistics  #
Maximum enrollment allowed by currently authorized charters 48,994
# of students attending charter schools in 2014-2015 on Oct. 1, 2014  37,402
# of unique students on charter school waiting lists for 2015-2016 as of  March 2015. 44,876
% of 2014-2015 PK-12 public school population enrolled in charter schools 3.9%
# of charter applications received since 1994 258

School Type  #
Elementary 5
Elementary-Middle 24
Middle  5
Middle-High 25
High  11
K-12  11
Operating Total 81
  
Location Type  #
Boston  25
Urban-not-Boston 38
Suburb  14
Rural  4
Operating Total 81
  
School Size at Maximum  #
Less than 100: 0
100-300:  15
301-500:  30
501-1000: 25
More than 1000: 11
Operating Total 81
  
Regional  #
Yes  29
No  52
Operating Total 81

2014-2015 Demographics Charter  State 
First Language Not English 23.8% 18.5%
Limited English Proficient 10.0% 8.5%
Special Education 14.0% 17.1%
Economically Disadvantaged 34.3% 26.3%
  
African-American 29.1% 8.7%
Asian 4.8% 6.3%
Hispanic 28.8% 17.9%
White 33.7% 63.7%
Native-American 0.3% 0.2%
Native Hawaiian, Pacific Islander 0.1% 0.1%
Multi-Race, Non-Hispanic 3.1% 3.1%
  
Males 48.3% 51%
Females 51.7% 49%
  
Educational Management  #
Operating with management organization 10
Formerly operating with management organizatio 10

School Year Operating Schools Total Enrollment as of Oct 1 Waitlist
1995-1996 15 2,613 Not Available
1996-1997 22 5,311 Not Available
1997-1998 24 6,607 Not Available
1998-1999 34 9,828 Not Available
1999-2000 39 12,440 Not Available
2000-2001 40 13,712 Not Available
2001-2002 42 14,381 Not Available
2002-2003 46 15,805 12,959
2003-2004 50 17,869 13,153
2004-2005 56 20,259 14,709
2005-2006 57 21,866 15,823
2006-2007 59 23,500 16,004
2007-2008 61 25,034 18,989
2008-2009  61 26,384 21,312
2009-2010  62 27,393 24,066
2010-2011 63 28,422 26,708
2011-2012 72 30,595 35,942
2012-2013 77 31,830 45,176
2013-2014 81 34,631 40,376
2014-2015 80 37,402 44,876
2015-2016* 81 41,802 37,470
*Pre-enrollment and waitlist as of 3/16/15   



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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LEA** | **Charter School** | **Type** | **Location** | **1/1/2016** | **Counts**  **Toward Charter Numeric Granted Cap** | | **Year FY16 Opened Year of (Fall) Oper.** | | **Last Charter Charter Renewal Expires** | | **Year**  **Closed Regional EMO** | | | **Max Grade Span** | **Max. Enroll**  **#** |
| 0445 | Abby Kelley Foster Charter Public School | C | Worcester | No Status | 1998 | Yes | 1998 | 18 | 2013 | 2018 | NA | Yes | Former | K-12 | 1426 |
| 0412 | Academy of the Pacific Rim Charter Public School | C | Boston | No Status | 1995 | Yes | 1997 | 19 | 2012 | 2017 | NA | No | No | 05-12 | 545 |
| 0430 | Advanced Math and Science Academy Charter School | C | Marlborough | [Conditions](http://www.doe.mass.edu/charter/Conditions-Probation/AMSA-conditions.docx) | 2004 | Yes | 2005 | 11 | 2015 | 2020 | NA | Yes | No | 06-12 | 966 |
| 0409 | Alma del Mar Charter School | C | New Bedford | No Status | 2011 | No | 2011 | 5 | 0 | 2016 | NA | No | No | K-08 | 360 |
| 3509 | Argosy Collegiate Charter School | C | Fall River | No Status | 2014 | No | 2014 | 2 | 0 | 2019 | NA | No | No | 6-12 | 644 |
| 0491 | Atlantis Charter School | C | Fall River | No Status | 1994 | Yes | 1995 | 21 | 2015 | 2020 | NA | No | No | K-12 | 1378 |
| 0427 | Barnstable Community Horace Mann Charter Public School | HM | Barnstable | [Conditions](http://www.doe.mass.edu/charter/Conditions-Probation/Barnstable-conditions.docx) | 2004 | Yes | 2004 | 12 | 2014 | 2019 | NA | NA | No | K-03 | 475 |
| 3502 | Baystate Academy Charter Public School | C | Springfield | No Status | 2012 | No | 2013 | 3 | 0 | 2018 | NA | No | No | 6-12 | 560 |
| 0420 | Benjamin Banneker Charter Public School | C | Cambridge | No Status | 1995 | Yes | 1996 | 20 | 2011 | 2016 | NA | No | No | K-06 | 350 |
| 0447 | Benjamin Franklin Classical Charter Public School | C | Franklin | No Status | 1994 | Yes | 1995 | 21 | 2015 | 2020 | NA | Yes | No | K-08 | 900 |
| 3511 | Bentley Academy Charter School | HM3 | Salem | No Status | 2015 | Yes | 2015 | 1 | 0 | 2020 | NA | No | Yes | K-05 | 350 |
| 0414 | Berkshire Arts and Technology Charter Public School | C | Adams | No Status | 2003 | Yes | 2004 | 12 | 2014 | 2019 | NA | Yes | No | 06-12 | 363 |
| 0449 | Boston Collegiate Charter School | C | Boston | No Status | 1998 | Yes | 1998 | 18 | 2013 | 2018 | NA | No | No | 05-12 | 665 |
| 0424 | Boston Day and Evening Academy Charter School | HM | Boston | No Status | 1998 | Yes | 1998 | 18 | 2013 | 2018 | NA | NA | No | 09-12 | 405 |
| 0411 | Boston Green Academy Horace Mann Charter School | HM3 | Boston | [Probation](http://www.doe.mass.edu/charter/Conditions-Probation/BGA-probation.docx) | 2011 | Yes | 2011 | 5 | 0 | 2016 | NA | NA | No | 6-12 | 595 |
| 0416 | Boston Preparatory Charter Public School | C | Boston | No Status | 2003 | Yes | 2004 | 12 | 2014 | 2019 | NA | No | No | 06-12 | 400 |
| 0481 | Boston Renaissance Charter Public School | C | Boston | [Conditions](http://www.doe.mass.edu/charter/Conditions-Probation/BRCPS-conditions.docx) | 1994 | Yes | 1995 | 21 | 2015 | 2020 | NA | No | Former | PK-06 | 944 |
| 0417 | Bridge Boston Charter School | C | Boston | No Status | 2011 | No | 2011 | 5 | 0 | 2016 | NA | No | No | PK-8 | 335 |
| 0457 | Brooke Charter School East Boston | C | Boston | No Status | 2011 | No | 2012 | 4 | 0 | 2017 | NA | Yes | No | K-08 | 510 |
| 0443 | Brooke Charter School Mattapan | C | Boston | No Status | 2011 | No | 2011 | 5 | 0 | 2016 | NA | No | No | K-08 | 510 |
| 0428 | Brooke Charter School Roslindale | C | Boston | No Status | 2001 | Yes | 2002 | 14 | 2012 | 2017 | NA | No | No | K-08 | 510 |
| 0432 | Cape Cod Lighthouse Charter School | C | Harwich | No Status | 1994 | Yes | 1995 | 21 | 2015 | 2020 | NA | Yes | No | 06-08 | 260 |
| 0418 | Christa McAuliffe Charter School | C | Framingham | No Status | 2001 | Yes | 2002 | 14 | 2012 | 2017 | NA | Yes | No | 06-08 | 396 |
| 0437 | City on a Hill Charter Public School Circuit Street | C | Boston | No Status | 1994 | Yes | 1995 | 21 | 2015 | 2020 | NA | No | Former | 09-12 | 280 |
| 3504 | City on a Hill Charter Public School Dudley Square | C | Boston | No Status | 2013 | No | 2013 | 3 | 0 | 2018 | NA | No | No | 09-12 | 280 |
| 3507 | City On A Hill Charter Public School New Bedford | C | New Bedford | No Status | 2013 | No | 2014 | 2 | 0 | 2019 | NA | No | No | 09-12 | 280 |
| 0438 | Codman Academy Charter Public School | C | Boston | No Status | 2001 | Yes | 2001 | 15 | 2011 | 2016 | NA | No | No | PK-12 | 345 |
| 0436 | Community Charter School of Cambridge | C | Cambridge | [Conditions](http://www.doe.mass.edu/charter/Conditions-Probation/CCLCS-CCSC-SABIS-conditions.docx) | 2004 | Yes | 2005 | 11 | 2015 | 2020 | NA | No | No | 06-12 | 360 |
| 0426 | Community Day Charter Public School - Gateway | C | Lawrence | No Status | 2011 | No | 2012 | 4 | 0 | 2017 | NA | No | Yes | PK-08 | 400 |
| 0440 | Community Day Charter Public School - Prospect | C | Lawrence | No Status | 1994 | Yes | 1995 | 21 | 2015 | 2020 | NA | No | Yes | PK-08 | 400 |
| 0431 | Community Day Charter Public School - R. Kingman Webster | C | Lawrence | No Status | 2011 | No | 2012 | 4 | 0 | 2017 | NA | No | Yes | PK-08 | 400 |
| 0439 | Conservatory Lab Charter School | C | Boston | No Status | 1998 | Yes | 1999 | 17 | 2014 | 2019 | NA | No | No | PK-08 | 444 |
| 0475 | Dorchester Collegiate Academy Charter School | C | Boston | [Probation](http://www.doe.mass.edu/charter/Conditions-Probation/DCACS-probation.docx) | 2008 | Yes | 2009 | 7 | 2014 | 2019 | NA | No | No | 04-08 | 238 |
| 0407 | Dudley Street Neighborhood Charter School | HM3 | Boston | No Status | 2012 | Yes | 2012 | 4 | 0 | 2017 | NA | NA | No | PK-5 | 308 |
| 0452 | Edward M. Kennedy Academy for Health Careers: A Horace Mann Charter Public School | HM | Boston | No Status | 1998 | Yes | 1998 | 18 | 2013 | 2018 | NA | NA | No | 09-12 | 448 |
| 0410 | Excel Academy Charter School | C | Boston/Chelsea | No Status | 2003 | Yes | 2003 | 13 | 2013 | 2018 | NA | Yes | No | 05-12 | 1344 |
| 0413 | Four Rivers Charter Public School | C | Greenfield | No Status | 2002 | Yes | 2003 | 13 | 2013 | 2018 | NA | Yes | No | 07-12 | 220 |
| 0446 | Foxborough Regional Charter School | C | Foxborough | No Status | 1998 | Yes | 1998 | 18 | 2013 | 2018 | NA | Yes | Former | K-12 | 1300 |
| 0478 | Francis W. Parker Charter Essential School | C | Devens | No Status | 1994 | Yes | 1995 | 21 | 2015 | 2020 | NA | Yes | No | 07-12 | 400 |
| 0496 | Global Learning Charter Public School | C | New Bedford | [Conditions](http://www.doe.mass.edu/charter/Conditions-Probation/GLCPS-probation.docx) | 2006 | Yes | 2007 | 9 | 2012 | 2017 | NA | No | No | 05-12 | 500 |
| 0499 | Hampden Charter School of Science | C | Chicopee | No Status | 2008 | Yes | 2009 | 7 | 2014 | 2019 | NA | Yes | No | 06-12 | 560 |
| 0419 | Helen Y Davis Leadership Academy Charter Public School | C | Boston | No Status | 2002 | Yes | 2003 | 13 | 2013 | 2018 | NA | No | No | 06-08 | 216 |
| 0455 | Hill View Montessori Charter Public School | C | Haverhill | No Status | 2003 | Yes | 2004 | 12 | 2014 | 2019 | NA | No | No | K-08 | 306 |
| 0450 | Hilltown Cooperative Charter Public School | C | East Hampton | No Status | 1994 | Yes | 1995 | 21 | 2015 | 2020 | NA | Yes | No | K-08 | 218 |
| 0453 | Holyoke Community Charter School | C | Holyoke | No Status | 2001 | Yes | 2005 | 11 | 2015 | 2020 | NA | No | Yes | K-08 | 702 |
| 0435 | Innovation Academy Charter School | C | Tyngsborough | No Status | 1995 | Yes | 1996 | 20 | 2011 | 2016 | NA | Yes | Former | 05-12 | 800 |
| 0463 | KIPP Academy Boston Charter School | C | Boston | No Status | 2011 | No | 2012 | 4 | 0 | 2017 | NA | No | No | K-08 | 588 |
| 0429 | KIPP Academy Lynn Charter School | C | Lynn | No Status | 2004 | Yes | 2004 | 12 | 2014 | 2019 | NA | No | No | K-12 | 1586 |
| 0454 | Lawrence Family Development Charter School | C | Lawrence | No Status | 1995 | Yes | 1995 | 21 | 2015 | 2020 | NA | No | No | PK-08 | 800 |
| 3503 | Lowell Collegiate Charter School | C | Lowell | Conditions | 2012 | No | 2013 | 3 | 0 | 2018 | NA | No | Yes | K-12 | 1200 |
| 0456 | Lowell Community Charter Public School | C | Lowell | No Status | 1999 | Yes | 2000 | 16 | 2015 | 2020 | NA | No | Former | PK-08 | 800 |
| 0458 | Lowell Middlesex Academy Charter School | C | Lowell | No Status | 1994 | Yes | 1995 | 21 | 2015 | 2020 | NA | No | No | 09-12 | 150 |
| 0464 | Marblehead Community Charter Public School | C | Marblehead | No Status | 1994 | Yes | 1995 | 21 | 2015 | 2020 | NA | No | No | 04-08 | 230 |
| 0466 | Martha's Vineyard Public Charter School | C | West Tisbury | No Status | 1995 | Yes | 1996 | 20 | 2011 | 2016 | NA | Yes | No | K-12 | 180 |
| 0492 | Martin Luther King, Jr. Charter School of Excellence | C | Springfield | [Probation](http://www.doe.mass.edu/charter/Conditions-Probation/MLK-probation.docx) | 2005 | Yes | 2006 | 10 | 2011 | 2016 | NA | No | No | K-05 | 360 |

**Demographic & Attrition
Trends in Massachusetts 
Charter Schools

December 2015** The Department performed a review of student subgroup enrollment from 2010-2011 to 2014-2015 to identify enrollment trends of charter schools in Massachusetts statewide, Boston, in Gateway Cities, and for the following comparison groupings:

Aggregate of Total Student enrollment for charter schools compared to the aggregate of total student enrollment for District(s)

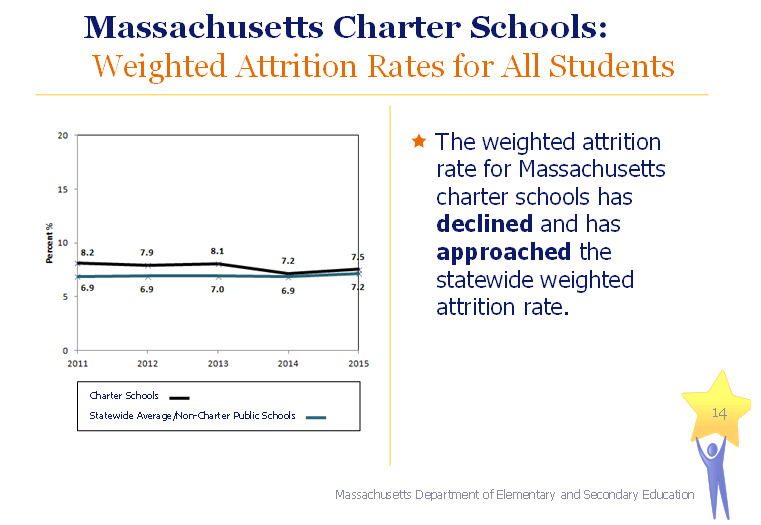
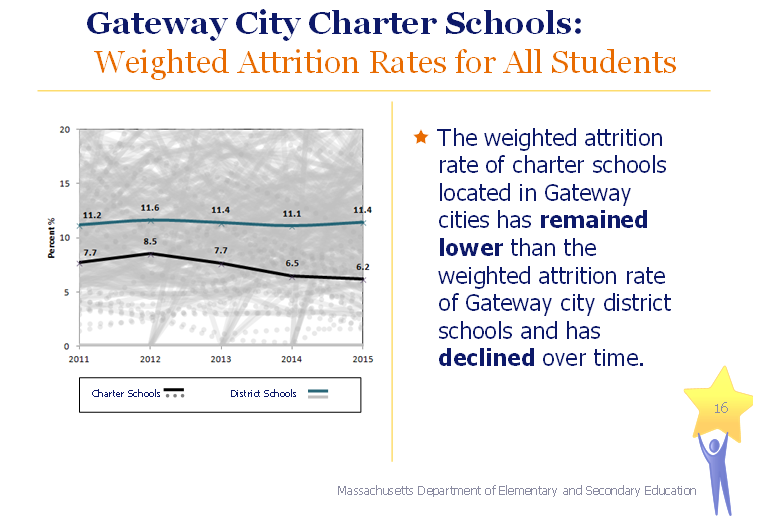
Aggregate of New Student enrollment for charter schools compared to the aggregate of total student enrollment for District(s)

Charter schools implemented Recruitment and Retention plans beginning in the 2011-2012 school year.
New Students are defined as students who were not enrolled at the same school the previous school year.


Massachusetts Charter Schools:
 Low Income/Economically Disadvantaged* (LI/EcoDis)

The percent of LI/EcoDis enrolled in Massachusetts charter schools has remained above the statewide average enrollment. The enrollment of new students who are LI/EcoDis has also remained above the statewide average and increased at a slightly greater rate over time when compared to the total enrollment of LI/EcoDis at charter schools.
*Note: 2014-15 is the first year for which the category “Economically Disadvantaged” is being reported, replacing the “Low Income” category used in 2013-14 and earlier. It is important to understand that enrollment percentages for “economically disadvantaged” students cannot be directly compared to “low income” data in prior years.

Total students was 33.7 in 2011 and declined to 25.9 in 2015. Boston Charter Schools:
 Low Income/Economically Disadvantaged* (LI/EcoDis)
The percent of LI/EcoDis enrolled in Boston charter schools has remained relatively comparable to the enrollment found at Boston district schools. There is a slightly higher percent of enrollment of new students who are identified LI/EcoDis when compared to the total enrollment of LI/EcoDis at charter schools.
*Note: 2014-15 is the first year for which the category “Economically Disadvantaged” is being reported, replacing the “Low Income” category used in 2013-14 and earlier. It is important to understand that enrollment percentages for “economically disadvantaged” students cannot be directly compared to “low income” data in prior years.
Total student enrollment: 72.0 in 2011 declining to 44.9 in 2015.
 Gateway City Charter Schools:
 Low Income/Economically Disadvantaged* (LI/EcoDis)
The percent of LI/EcoDis enrolled at charter schools located in Gateway Cities has remained below the enrollment found at district schools located in Gateway Cities. While still below, but recently approaching, the enrollment found at district schools located in Gateway Cities, enrollment of new students who are identified LI/EcoDis has increased at a greater rate over time when compared to the total enrollment of LI/EcoDis at charter schools.
*Note: 2014-15 is the first year for which the category “Economically Disadvantaged” is being reported, replacing the “Low Income” category used in 2013-14 and earlier. It is important to understand that enrollment percentages for “economically disadvantaged” students cannot be directly compared to “low income” data in prior years.
Total Students was 59.3 in 2011 and declined to 39.6 in 2015.
New Charter Students was 56.1 in 2011 and declined to 42.8 in 2015. Massachusetts Charter Schools:
 English Language Learners (ELLs)
The percent of ELLs enrolled in Massachusetts charter schools has steadily increased and now surpasses statewide average enrollment. The enrollment of new students who are ELLs has increased at a greater rate over time when compared to the total enrollment of ELLs at charter schools.
Total enrollment for ELLs in charter schools was 4.9 in 2011 and rose to 10.1 in 2015. Boston Charter Schools:
 English Language Learners (ELLs)
The percent of ELLs enrolled at Boston charter schools has steadily increased and is approaching the enrollment found at Boston district schools. Again, the enrollment of new students who are ELLs at Boston charter schools has increased at a greater rate over time when compared to the total enrollment of ELLs at charter schools.
Total ELL enrollment in Boston Charters was 3.2 in 2011 and rose to 13.8 in 2015.
New Charter Enrollment was 3.0 in 2011 and rose to 22.6 in 2015.
 Gateway City Charter Schools:
 English Language Learners (ELLs)
The percent of ELLs enrolled at charter schools located in Gateway Cities has steadily increased and is approaching the enrollment found at the district schools located in Gateway Cities. Again, the enrollment of new students who are ELLs has increased at a greater rate over time when compared to the total enrollment of ELLs at charter schools.
Total Student Enrollment in Gateway City Charter Schools:
2011  7.7 increasing to 12.1 in 2015
New Charter enrollment was 8.7 in 2001, 9.2 in 2012, 16.9 in 2012, 14.9 in 2014 and 16 in 2015.
 Massachusetts Charter Schools:
 Students with Disabilities (SWDs)
The percent of SWDs enrolled at Massachusetts charter schools has steadily increased and is approaching the statewide average enrollment. Fewer new students are identified as SWDs when compared to the total enrollment of SWDs.
Total student enrollment for charter schools serving students with disabilities was 12.1 in 2011 and increasing to 14.0 in 2015
New student ernolllment was 9.6 in 2011, 12.1 in 2012, 10.9 in 2013, 11.3 in 2014 and 11.7 in 2015.
 Boston Charter Schools:
 Students with Disabilities (SWDs)
The percent of SWDs enrolled at Boston charter schools has steadily increased and is approaching the enrollment found at Boston district schools. Generally fewer new students are identified as SWDs when compared to the total enrollment of SWDs.
Boston Charter Schools: Students with Disabilities was 12.9 in 2011, 15.1 in 2012, 14.8 in 2013, 15.6 in 2014 and 15.9 in 2015.
New Charter Enrollment was 7.4 in 2011, 15.9 in 2012, 12.6 in 2013, 13.2 in 2014, 13.6 in 2015. Gateway City Charter Schools:
 Students with Disabilities (SWDs)
The percent of SWDs enrolled at charter schools located in Gateway Cities is approaching the enrollment found at district schools located in the Gateway Cities. Fewer new students are identified as SWDs when compared to the total enrollment of SWDs.
Student with disabilities in Gateway City charter schools:
11.7 in 2011, 12.4 in 2012, 12.7 in 2013, 12.9 in 2014, 13.0 in 2015.
New Charter Enrollment:
9.8 in 2011, 10.3 in 2012, 9.6 in 2013, 9.3 in 2014, 10.2 in 2015 Charter Schools: Total Enrollment vs. New Students
Students with Disabilities – Additional Context
The percentage of students with disabilities who are enrolled in charter schools has increased over time when aggregated statewide, in Boston, and in the Gateway Cities. 
The Department will continue to explore why the percentage of new students with disabilities identified in October SIMS is generally lower than the total number of students with disabilities enrolled in charter schools. The Department has found the opposite to be true for the identification of ELLs. 
Currently Under Review: A preliminary analysis of October vs. June enrollment rates indicates that aggregated charter schools (for both all students and new students) have higher percentages of SWDs identified in June who were not initially identified in October if compared to the same analysis of aggregated districts, particularly in younger entry grades. 
This may be due to a number of time-sensitive factors, including access to records from the child’s former school, and the processes used to identify students for special education services, particularly for PK and K entry grades.
 Overview - Attrition
The Department performed a review of weighted student attrition rates from 2010-2011 to 2014-2015 to identify attrition trends of charter schools in Boston, in Gateway Cities, and in Massachusetts overall for all students.

Weights were determined by student enrollment at each school.
  Boston Charter Schools:
 Weighted Attrition Rates for All Students was 8.7 in 2011 to 9.3 in 2015 whereas the district schools were 14.1 in 2011 and 14.2 in 2015. 

1. See, for example, <http://seii.mit.edu/research/school-reform/>, <http://credo.stanford.edu/research-reports.html>, and <http://scholar.harvard.edu/files/cohodes/files/informingthedebate_final.pdf>. [↑](#footnote-ref-1)
2. <http://seii.mit.edu/research/study/charter-school-demand-and-effectiveness-a-boston-update/> [↑](#footnote-ref-2)
3. <http://seii.mit.edu/research/study/special-education-and-english-language-learner-students-in-boston-charter-schools-impact-and-classification/> [↑](#footnote-ref-3)
4. Much of the overview information is a drawn directly from the Massachusetts charter school statute, G.L. c. 71, § 89, and Massachusetts charter school regulations, 603 CMR 1.00. The Department is grateful to the Office of the Attorney General, which summarized much of this information in the Memorandum of Law in Support of Defendants’ Motion to Dismiss, Civil Action No. 15-2788-F, Doe v. Peyser (Mass. Super. filed Sept. 15, 2015). [↑](#footnote-ref-4)
5. *See* G.L. c. 71, § 89(b). [↑](#footnote-ref-5)
6. St. 1993, c. 71, § 55. [↑](#footnote-ref-6)
7. St. 1997, c. 46, § 2 and § 6. However, the tuition cap for any district that transferred 5% or more of its net school spending in fiscal year 1997 was the actual percent of net school spending transferred plus an additional 3%. [↑](#footnote-ref-7)
8. St. 2000, c. 227, § 2. [↑](#footnote-ref-8)
9. There have never been any applications for Horace Mann II charter schools. [↑](#footnote-ref-9)
10. <http://www.doe.mass.edu/charter/factsheet.xlsx> . [↑](#footnote-ref-10)
11. See the Department memorandum entitled 2015-2016 Charter Application Process at <http://www.doe.mass.edu/news/news.aspx?id=18989>. [↑](#footnote-ref-11)
12. The relevant portions of the law and regulations can be found in G.L. c. 71, § 89(e) and 603 C.M.R. §1.05. [↑](#footnote-ref-12)
13. These students represent roughly 1% of public school enrollment in Massachusetts. [↑](#footnote-ref-13)
14. <http://www.doe.mass.edu/sped/advisories/2014-5ta.html> [↑](#footnote-ref-14)
15. See 603 CMR 1.05. [↑](#footnote-ref-15)
16. To avoid changing the rules for parents already assigned a waitlist number, a “grandfathering” clause was included in 603 CMR 1.05(10)(a) so that a charter school may choose to maintain any waitlists that were established prior to March 31, 2014 until such waitlists are exhausted, provided that such maintenance is clearly articulated in the school's enrollment policy approved by the Department. [↑](#footnote-ref-16)
17. <http://www.doe.mass.edu/charter/finance/chart/> [↑](#footnote-ref-17)
18. <http://www.doe.mass.edu/boe/docs/fy2015/2015-06/item15.html> [↑](#footnote-ref-18)
19. During the past two years, all charter schools that were granted significant expansion amendments made strong commitments to open access through proposed enrollment growth plans and policies that included backfill commitments that exceed statutory requirements and/or plans for new student entry in upper grades. [↑](#footnote-ref-19)
20. Due in part to this project and other work in partnership with the Department, MCPSA was recently awarded a national leadership activities grant from the U.S. Department of Education. The award provides $2 million to create the Massachusetts Charter School Collaborative Access Network, the first statewide effort of its kind in the nation, to enhance charter school capacity to serve students with disabilities and English language learners. [↑](#footnote-ref-20)
21. For example, in Boston, exam schools have academic performance admissions requirements. [↑](#footnote-ref-21)
22. ### See the Department’s *Choosing a School: A Parent's Guide to Educational Choices in Massachusetts* at <http://www.doe.mass.edu/finance/schoolchoice/choice_guide.html>

    [↑](#footnote-ref-22)
23. <http://www.doe.mass.edu/charter/finance/chart/> [↑](#footnote-ref-23)
24. The midpoint value of all comparison schools. This is derived using Microsoft Excel's MEDIAN function. [↑](#footnote-ref-24)
25. The first quartile is the middle number between the smallest number and the median of all comparison schools. This is derived using

    Microsoft Excel's QUARTILE function. [↑](#footnote-ref-25)
26. The comparison index provides a comparison figure derived from data of students who reside within the charter school’s sending district(s). The comparison index is a statistically calculated value designed to produce a fairer and more realistic comparison measure that takes into account the charter school’s size and the actual prevalence of student subgroups within only those grade levels in common with the charter school. [↑](#footnote-ref-26)
27. \*2014-2015 is the first year for which the category “Economically Disadvantaged” is being reported, replacing the “Low-income,” “Free Lunch” and “Reduced Lunch” categories used in 2013-2014 and earlier. It is important for users of this data to understand that enrollment percentages and achievement data for "economically disadvantaged" students cannot be directly compared to "Low-income" data in prior years. Please see http://www.doe.mass.edu/infoservices/data/ed.html for important information about the new “Economically Disadvantaged” category. For this reason, the Department is unable to calculate a Gap Narrowing Target for this indicator due to the lack of baseline data based on the new Economically Disadvantaged metric. The Department will consider calculating the GNT for this metric beginning in 2016, once new baseline data is available. [↑](#footnote-ref-27)
28. <http://www.doe.mass.edu/charter/factsheet.xlsx> [↑](#footnote-ref-28)
29. In 2010, rates of special education identification varied substantially cross Massachusetts school districts, ranging from 9 percent to 29 percent. See [*Review of Special Education in the Commonwealth of Massachusetts: A Synthesis Report (August 2014*)](http://www.doe.mass.edu/sped/2014/synthesis.pdf) at <http://www.doe.mass.edu/sped/2014/synthesis.pdf>. [↑](#footnote-ref-29)
30. Gateway Cities are 26 mid-sized urban centers experiencing social and economic challenges evidenced by median household income levels below the state average, and a rate of educational attainment of a bachelor’s degree below the state average (MGL Chapter 23A Section 3A). Only Gateway Cities in which a charter school is located are included in the comparison district data set, which include: Barnstable, Chelsea, Chicopee, Everett, Fall River, Fitchburg, Haverhill, Holyoke, Lawrence, Lowell, Lynn, Malden, New Bedford, Revere, Salem, Springfield, Worcester [↑](#footnote-ref-30)
31. Charter schools began implementing recruitment and retention plans in the 2011-2012 school year. [↑](#footnote-ref-31)
32. The Department is in the process of updating this analysis to include 2015-2016. [↑](#footnote-ref-32)
33. *New Students* are defined as students who were not enrolled at the same school the previous school year. [↑](#footnote-ref-33)
34. A recent report by the Massachusetts Association of School Committees entitled *Who Is Being Served* (<http://www.masc.org/images/news/2015/20151013_MASC_Charter-Schools_Who-Is-Being-Served_opt.pdf>)accurately notes that magnitude of the growth in the proportion of English language learners in Boston can be partially attributed to the efforts of Match Public Charter School, which opened an elementary campus in the fall of 2011 with a specific mission to serve English language learners, highlighting the level of variability of subgroup proportions at different schools within a city as noted earlier. [↑](#footnote-ref-34)
35. The attrition rate represents the percentage of students who were enrolled at the end of one school year and did not remain in the same school in the following fall. Students in the school’s highest grade are not included in the calculation. The Department also calculates “with-in” year mobility rates—Intake (Transfer-in) Rate; Churn Rate; and Stability Rate—and is in the process of incorporating this data into CHART and future analyses. [↑](#footnote-ref-35)
36. <http://www.doe.mass.edu/charter/finance/chart/> [↑](#footnote-ref-36)
37. School-level attrition rates were averaged, weighted by the number of students enrolled at the school. District-level attrition rates do not provide the appropriate comparison because they do not capture mobility between schools within the same district, which occurs frequently in urban districts. [↑](#footnote-ref-37)
38. G.L. c. 71, § 89(n). [↑](#footnote-ref-38)
39. 603 CMR 1.05(10)(c). [↑](#footnote-ref-39)
40. See <http://www.mass.gov/auditor/docs/audits/2014/201351533c.pdf>. [↑](#footnote-ref-40)
41. The slight difference is due to the Auditor using slightly different rules to determine if two student records constitute a match. [↑](#footnote-ref-41)
42. Updated waitlistsfrom the fall reporting cycle, reflecting late offers of admission as seats open up over the summer and fall, will be available in winter 2016**.** [↑](#footnote-ref-42)