*****Massachusetts Department of***

***Elementary and Secondary Education***

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| Jeff Wulfson*Acting Commissioner* |  |
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# MEMORANDUM

| **To:** | Members of the Board of Elementary and Secondary Education |
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| **From:**  | Jeff Wulfson, Acting Commissioner |
| **Date:**  | December 6,2017 |
| **Subject:** | Renewal of Charters – Notification of Intended Actions for Boston Collegiate Charter School, Edward M. Kennedy Academy for Health Careers Horace Mann Charter School, Four Rivers Charter Public School, and Foxborough Regional Charter School |

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.”

Applications to renew charters are under consideration for the four schools addressed in this memorandum. Under the authority delegated to the Commissioner in February 2013, I intend to renew the charters of four schools. These schools are Boston Collegiate Charter School (BCCS), Edward M. Kennedy Academy for Health Careers Horace Mann Charter School (EMK), Four Rivers Charter Public School (FRCPS), and Foxborough Regional Charter School (FRCS).

The superintendents of the districts sending students to these schools were invited to submit written comment regarding the charter renewals. The Department of Elementary and Secondary Education (Department) received a letter containing public comment from the superintendents of the Ralph. C Mahar Regional School District, the Frontier Regional School District, and the Mohawk Trail Regional School District in opposition to the renewal of the Four Rivers Charter Public School. Their joint letter is attached to this memorandum. In addition, Mohawk Trail Superintendent Michael Buoniconti provided testimony to the Board at its November 28, 2017, meeting.

Please let me know by **Thursday, December 14, 2017**, if you wish to have any of these proposed actions brought to the full Board for review and vote at the December meeting.

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

The 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: 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 Commissioner Chester’s 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 presented in the Summaries of Review. Summaries of Review for each school are attached to this memorandum. 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 contains summary evidence related to each school’s performance on a sub-set of the Criteria that are directly related to the statutory requirements for renewal of charters. Over the past years, the Department has made a concerted effort to make the standards and processes of renewal more transparent and efficient. This work included revision of the Criteria, articulation of standards and outcomes in the memorandum addressing Considerations for Charter School Renewal, and an alignment of the Summary of Review documents to the statutory requirements for charter renewal. Prior to 2016-2017, the Department developed extensive Summary of Review documents that were provided to the Board for every renewal; these document provided ratings, findings, and summary evidence for all ten Criteria. The Department better aligned the Criteria with the statutory requirements for charter renewal because summaries of review had been unnecessarily lengthy, because the informative data displays were helpful for decision making, and because the charter school statute outlines clear areas of school performance that are considered for renewal. Last year, the Department began to provide the most valuable and relevant information in a readily understandable form in the summaries of review. Summaries of review documents now include evidence for six Criteria. These include 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.

While the Summaries of Review will present evidence related to a sub-set of the Criteria, the Department continues to gather evidence of how a charter school is performing against all of the Criteria. Particular concerns related to any of the Criteria will be reported as appropriate. For additional information please see the memorandum, Update to the Renewal Process, dated December 23, 2016, found at <http://www.doe.mass.edu/news/news.aspx?id=24089>.

The chart on page 7 of this memorandum provides a Criteria rating dashboard for each of the four schools for which I intend to renew charters. Beginning on page 8 of the memorandum, I provide a brief summary of the evidence on which I based my decisions. Attached to this memorandum is the Summary of Review for each of the four schools. 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.

**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, 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 objectives and measures. Charter schools report on the accountability plan annually and aim to meet the objectives 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 as an appendix.

**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. Narrative text in the body of the Summaries of Review provides information on each school’s demographic data compared to demographic data of school districts from which the charter school enrolls students; 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.

Appendix B in each Summary of Review provides enrollment data for subgroups and attrition and stability data for all students and the high needs subgroup at the charter school. Each Summary of Review then compares this data to that of other public schools in the municipality or region from which the charter school draws students. The information presented 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”). Appendix B to the Summaries of Review is intended to provide context for a charter school’s recruitment and retention effort, is presented for reference only, and primarily examines trends within the charter school itself.

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 has elected not to rate in this category as to not give undue weight to certain matters as they relate to compliance. The Department highlights areas of compliance that a school must address and will follow up with schools as necessary if or when they are renewed.

**Criterion 4: Dissemination**

Dissemination is required for renewal of a charter. 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”).

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 Performance**

Charter schools, like all public schools, must administer state assessments to all students. In November 2015, the Board voted to approve the development of Massachusetts's next-generation MCAS assessment. In the spring of 2017, Massachusetts public schools administered the first next-generation MCAS assessment to grades 3 through 8. Schools serving grade 10 continued to administer the legacy MCAS assessment to students in grade 10.

Anticipating the shift to the next-generation MCAS, the Board voted in November 2015 that districts and schools administering the next-generation MCAS assessment in grades 3-8 in spring 2017 would not have their accountability results negatively impacted based on those test scores. Those schools that administered only the legacy 10th grade MCAS were assigned a Level according to the current statewide accountability system. For schools that administered the next-generation MCAS assessment to students in grades 3-8, the Department did not use Levels 1-3 so long as the school had a participation rate of at least 90 percent and did not have a persistently low graduation rate.

Charter schools that applied for renewal of their charter by August 1, 2017, will not be placed on probation or face non-renewal based solely on next-generation MCAS scores for 2017. The data presented for charter school academic performance includes each school’s historical levels and percentiles, 2017 achievement on the next-generation MCAS and legacy MCAS as applicable, graduation rates, and dropout rates.

**Criterion 9: Governance**

The board of trustees of each charter school 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 boards of charter schools are consistently monitored through the Department’s Board Member Management System, and governance is reviewed and rated during both mid-cycle and renewal inspection visits. The Summary of Review reflects whether the board of a charter school has been active and engaged, fulfilled their legal responsibilities and their 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.

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| ** Exceeds** | ** Meets** | ** Partially Meets** | ** Falls Far Below** |

**Charter School Performance Criteria – Ratings and Recommendation Summary**

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|  | **Criteria** | **Boston Collegiate Charter School** | **EMK Academy of Health Careers** | **Four Rivers Charter Public School** | **Foxborough Regional Charter School** |
| **Faithfulness to Charter** | 1. Mission and Key Design  Elements | ** Meets** | ** Meets** | ** Meets** | ** Meets** |
| 2. Access and Equity | ** Meets** | ** Meets** | ** Meets** | ** Partially Meets** |
| 4. Dissemination | ** Exceeds** | ** Meets** | ** Meets** | ** Meets** |
| **Academic Program Success** | **5. Student Performance** | **No Level** | **Level 2****31st Percentile** | **No Level** | **No Level** |
| In 2017, schools administering only the 10th grade legacy MCAS, schools with participation rates lower than 90 percent, and schools with persistently low graduation rates received a Level according to the statewide accountability system. |
| **Organizational Viability** | 9. Governance | ** Meets** | ** Meets** | ** Meets** | ** Meets** |
|  | **Intended Commissioner Action** | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal |

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**Boston Collegiate Charter School**

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| **Type of Charter**(Commonwealth or Horace Mann) | Commonwealth | **Location** | Boston |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** (if applicable) | N/A |
| **Year Opened** | 1998 | **Year(s) Renewed**(if applicable) | 2003, 2008, 2013 |
| **Maximum Enrollment** | 700 | **Current Enrollment** | 680[[1]](#footnote-1) |
| **Chartered Grade Span** | 5-12 | **Current Grade Span** | 5-12 |
| **Students on Waitlist** | 1,797[[2]](#footnote-2) | **Current Age of School** | 20 years |
| **Mission Statement**The mission of the Boston Collegiate Charter School is to prepare each student for college. |

During the charter term, BCCS had a successful academic program. The school was between the 71st and 79th percentile on state assessments during the charter term. From 2014 to 2016, BCCS was placed into Level 2 for not fully meeting gap narrowing targets.

In 2017, BCCS administered the next-generation MCAS in English Language Arts (ELA) and mathematics in grades 5 through 8 and therefore has no level in 2017. In 2017, 47 percent of BCCS students in grades 5 through 8 met or exceeded expectations on the next-generation MCAS in ELA, slightly below the state average of 49 percent. In mathematics, 48 percent of students in grades 5 through 8 met or exceeded expectations on the next-generation MCAS, equal to the state average.

In 2017, BCCS administered the legacy MCAS in science and technology/engineering for grades 5, 8, and 10. In science and technology/engineering in all grades, 60 percent of students earned proficient or advanced on the legacy MCAS, above the state average. The school additionally administered the legacy MCAS in grade 10 in ELA and mathematics. One hundred percent of students earned proficient or advanced in ELA, and 97 percent earned proficient or advanced in mathematics.

The school exceeded state accountability targets of 80 percent and 85 percent for 4-year and 5-year graduation rates, respectively; the 4-year graduation rate for the 2016 cohort was 91.5 percent, and the 5-year graduation rate was 96.6 percent for the 2015 cohort. In 2016, the school’s dropout rate was zero percent, below the statewide average. The dropout rate for high needs students was also zero percent, below the statewide average.

As demonstrated in the attached Summary of Review, the school is implementing its mission and key design elements, implements a Recruitment and Retention plan, engaged in robust dissemination of its best practices, is organizationally viable, and met all of the measures contained in its accountability plan. Throughout the charter term, the school has maintained low rates of attrition for all students and for each subgroup.

Given this evidence, presented in more detail in the attached Summary of Review, I intend to renew the charter of BCCS.

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

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| **Type of Charter**(Commonwealth or Horace Mann) | Horace Mann | **Location** | Boston |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** (if applicable) | N/A |
| **Year Opened** | 1998 | **Year(s) Renewed**(if applicable) | 2003, 2008, 2013 |
| **Maximum Enrollment** | 448 | **Current Enrollment** | 359[[3]](#footnote-3) |
| **Chartered Grade Span** | 9-12 | **Current Grade Span** | 9-12 |
| **Students on Waitlist** | 491[[4]](#footnote-4) | **Current Age of School** | 20 years |
| **Mission Statement**Edward M. Kennedy Academy for Health Careers (EMK) 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 the charter term, EMK had a successful academic program. The school was in Level 2 throughout the charter term and performed at between the 34th and 36th percentile on state assessments during that time.

In 2017, the school administered the legacy MCAS in grade 10 in ELA, mathematics, and science and technology/engineering. Ninety-eight percent of students earned proficient or advanced in ELA, 58 percent earned proficient or advanced in mathematics, and 51 percent earned proficient or advanced in science and technology/engineering.

The school exceeded state accountability targets of 80 percent and 85 percent for 4-year and 5-year graduation rates, respectively; the 4-year graduation rate for the 2016 cohort was 88.6 percent, and the 5-year graduation rate was 95.7 percent for the 2015 cohort. In 2016, the school’s dropout rate was 1.2 percent, below the statewide average. The dropout rate for high needs students was also 1.3 percent, below the statewide average.

As demonstrated in the attached Summary of Review, the school is implementing is mission and key design elements, implements a Recruitment and Retention plan, disseminated its best practices, is organizationally viable, and met a majority of the measures contained in its accountability plan. Throughout the charter term, attrition rates have varied but remained below the third quartile of comparison schools for all students.

Given this evidence, presented in more detail in the attached Summary of Review, I intend to renew the charter of EMK.

**Four Rivers Charter Public School**

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| **Type of Charter**(Commonwealth or Horace Mann) | Commonwealth | **Location** | Greenfield |
| **Regional or Non-Regional** | Regional | **Districts in Region** (if applicable) | Frontier, Gill-Montague, Greenfield, Mohawk Trail, Pioneer Valley, Ralph C. Mahar Regional |
| **Year Opened** | 2003 | **Year(s) Renewed**(if applicable) | 2008, 2013 |
| **Maximum Enrollment** | 220 | **Current Enrollment** | 220[[5]](#footnote-5) |
| **Chartered Grade Span** | 7-12 | **Current Grade Span** | 7-12 |
| **Students on Waitlist** | 90[[6]](#footnote-6) | **Current Age of School** | 15 years |
| **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 the charter term, FRCPS had a successful academic program. The school was between the 70th and 79th percentile on state assessments during that time. In 2014 through 2016, the school was placed in Level 2 for not meeting gap narrowing goals or for low assessment participation.

In 2017, FRCPS administered the next-generation MCAS in ELA and mathematics in grades 7 through 8 and therefore the school has no level in 2017. In 2017, 56 percent of FRCPS students in grades 7 and 8 met or exceeded expectations on the next-generation MCAS in ELA, above the state average of 49 percent. In mathematics, 62 percent of students in grades 7 and 8 met or exceeded expectations on the next-generation MCAS, above the state average of 48 percent.

In 2017, FRCPS administered the legacy MCAS in science and technology/engineering for grades 8 and 10. In science and technology/engineering in all grades, 73 percent of students earned proficient or advanced on the legacy MCAS, above the state average. The school additionally administered the legacy MCAS in grade 10 in ELA and mathematics. One hundred percent of students earned proficient or advanced in ELA, and 94 percent earned proficient or advanced in mathematics.

The school exceeded state accountability targets of 80 percent and 85 percent for 4-year and 5-year graduation rates, respectively; the 4-year graduation rate for the 2016 cohort was 86.1 percent, and the 5-year graduation rate was 97.2 percent for the 2015 cohort. In 2016, the school’s dropout rate was zero percent, below the statewide average. The dropout rate for high needs students was also zero percent, below the statewide average.

As demonstrated in the attached Summary of Review, the school is implementing its mission and key design elements, implements a Recruitment and Retention plan, disseminated its best practices, is organizationally viable, and met a majority of measures contained in its accountability plan. Throughout the charter term, the school has maintained rates of attrition that are lower than the median of comparison schools for all students and high needs students.

As noted above, the Department received a letter in opposition to the school’s renewal from the superintendents of the Ralph C. Mahar Regional School District, the Frontier Regional School District, and the Mohawk Trail Regional School District (Mohawk Trail). The three superintendents stated that FRCPS does not offer unique programming and cited the harmful fiscal effect of charter school enrollment for local school districts. As an illustration, the letter cited declining enrollment in Mohawk Trail. In 2002, the year before FRCPS opened, Mohawk Trail enrolled 1,633 students; during the 2016-2017 school year, Mohawk Trail enrolled 966 students. Only a small part of this decrease can be attributed to students enrolling in FRCPS; last year, 47 Mohawk Trail students attended FRCPS.

I am sympathetic to the challenges faced by rural school districts with declining enrollment. The Department will shortly be publishing a report analyzing their challenges in more depth. But given that the Legislature has prescribed very specific limits on how much a school district can spend on charter tuition, and given that FRCPS’s sending districts are all well within those statutory limits, I believe the renewal decision must focus on the school’s performance. Given the evidence in this regard, presented in more detail in the attached Summary of Review, I intend to renew the charter of FRCPS.

**Foxborough Regional Charter School**

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| **Type of Charter**(Commonwealth or Horace Mann) | Commonwealth | **Location** | Foxborough |
| **Regional or Non-Regional** | Regional | **Districts in Region** (if applicable) | Attleboro, Avon, Brockton, Canton, Easton, Foxborough, Mansfield, Medfield, Medway, Millis, Norfolk, North Attleboro, Norton, Norwood, Plainville, Sharon, Stoughton, Walpole, West Bridgewater, Wrentham |
| **Year Opened** | 1998 | **Year(s) Renewed**(if applicable) | 2003, 2008, 2013 |
| **Maximum Enrollment** | 1700 | **Current Enrollment** | 1,261[[7]](#footnote-7) |
| **Chartered Grade Span** | K-12 | **Current Grade Span** | K-12 |
| **Students on Waitlist** | 2,104[[8]](#footnote-8) | **Current Age of School** | 20 years |
| **Mission Statement**The 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.The Foxborough Regional Charter School will promote positive ethical, moral, and civic values and will prepare students to serve their community 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.The 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 the charter term, FRCS had a successful academic program. The school was between the 64th and the 66th percentile on state assessments during the charter term. The school was in Level 2 from 2014 to 2016 for not meeting gap narrowing targets.

In 2017, FRCS administered the next-generation MCAS in ELA and mathematics in grades 3 through 8 and therefore has no level in 2017. In 2017, 49 percent of FRCS students in grades 3 through 8 met or exceeded expectations on the next-generation MCAS in ELA, equal to the state average. In mathematics, 39 percent of students in grades 3 through 8 met or exceeded expectations on the next-generation MCAS, below the state average of 48 percent.

In 2017, FRCS administered the legacy MCAS in science and technology/engineering for grades 5, 8, and 10. In science and technology/engineering in all grades, 54 percent of students earned proficient or advanced on the legacy MCAS, slightly above the state average of 53 percent. The school additionally administered the legacy MCAS in grade 10 in ELA and mathematics. Ninety-nine percent of students earned proficient or advanced in ELA, and 90 percent earned proficient or advanced in mathematics.

The school exceeded state accountability targets of 80 percent and 85 percent for 4-year and 5-year graduation rates, respectively; the 4-year graduation rate for the 2016 cohort was 100 percent, and the 5-year graduation rate was 97 percent for the 2015 cohort. In 2016, the school’s dropout rate was 0.4 percent, below the statewide average. The dropout rate for high needs students was zero percent, below the statewide average.

As demonstrated in the attached Summary of Review, the school is implementing is mission and key design elements, implements a Recruitment and Retention plan, disseminated its best practices, is organizationally viable, and met a majority of measures contained in its accountability plan. Since 2014, attrition rates for all students at the school have exceeded statewide averages by 3.7 percentage points and the third quartile of comparison schools by 2.8 percentage points. As Foxborough serves grades K-12, most of the attrition occurs following 8th grade where students opt to attend other high schools. The school has worked to address attrition and last year received an amendment to increase the enrollment at its high school. With the increased high school enrollment, FRCS plans to offer more programs, courses, and extracurricular activities, which should encourage more students to stay through grade 12.

Given this evidence, presented in more detail in the attached Summary of Review, I intend to renew the charter of FRCS.

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

Attachments: Memorandum: Charter School Renewal: Change in Process.

Superintendents’ letter regarding the renewal of Four Rivers Charter Public

 School

Summaries of Review:

 Boston Collegiate Charter School

Edward M. Kennedy Academy for Health Careers Horace Mann Charter

 School

 Four Rivers Charter Public School

 Foxborough Regional Charter School

Responses of Charter Schools to Summaries of Review, if applicable

1. Enrollment for 2016-2017 according to the school’s profile: <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04490000&orgtypecode=5&>. [↑](#footnote-ref-1)
2. As reported on March 15, 2017, in the Massachusetts Charter School Waitlist Initial Report for 2017-2018 (FY18). [↑](#footnote-ref-2)
3. Enrollment for 2016-2017 according to the school’s profile: <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04520000&orgtypecode=5&>. [↑](#footnote-ref-3)
4. As reported on March 15, 2017, in the Massachusetts Charter School Waitlist Initial Report for 2017-2018 (FY18). [↑](#footnote-ref-4)
5. Enrollment for 2016-2017 according to the school’s profile: <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04130000&orgtypecode=5&>. [↑](#footnote-ref-5)
6. As reported on March 15, 2017, in the Massachusetts Charter School Waitlist Initial Report for 2017-2018 (FY18). [↑](#footnote-ref-6)
7. Enrollment for 2016-2017 according to the school’s profile: <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04460000&orgtypecode=5&>. [↑](#footnote-ref-7)
8. As reported on March 15, 2017, in the Massachusetts Charter School Waitlist Initial Report for 2017-2018 (FY18). [↑](#footnote-ref-8)