*****Massachusetts Department of***

***Elementary and Secondary Education***

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| Jeffrey C. Riley*Commissioner* |  |

# MEMORANDUM

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| **To:** | Members of the Board of Elementary and Secondary Education |
| **From:**  | Jeffrey C. Riley, Commissioner |
| **Date:**  | April 17, 2020 |
| **Subject:** | Charter Schools – Ten Charters Renewed |

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.”

On February 13, 2020, I notified the Board that I intended to renew the charters of ten schools. The charters of five of these schools were to be renewed without conditions: Advanced Math and Science Academy Charter School; Community Day Charter Public School – Prospect; Francis W. Parker Charter Essential School; Match Charter Public School; and Neighborhood House Charter School. The charters of five of these schools were to be renewed with conditions: Boston Renaissance Charter Public School; Holyoke Community Charter School; Lowell Middlesex Academy Charter School; Marblehead Community Charter Public School; and SABIS International Charter School. No Board member requested that any of these matters be brought to the full Board for review.

I am now notifying the Board that I have taken these actions. Summary information regarding all ten schools is provided in this memorandum. All charters renewed run from July 1, 2020, through June 30, 2025. These charters are renewed for the maximum enrollment, grades served, and district(s) served indicated in this memorandum. All of the schools shall operate in accordance with the provisions of G.L. c. 71, § 89; 603 CMR 1.00; and all other applicable state and federal laws and regulations and such additional conditions as the Commissioner or the Board may establish, all of which shall be deemed conditions of the charter.

| **Advanced Math and Science Academy Charter School** |
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| **Type of Charter** | Commonwealth | **Location** | Marlborough |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Clinton, Hudson, Marlborough, Maynard |
| **Year Opened** | 2005 | **Years Renewed** | 2010, 2015 |
| **Maximum Enrollment** | 966 | **Current Enrollment** | 963 (As of October 2019) |
| **Chartered Grade Span** | 6-12 | **Current Grade Span** | 6-12 |
| **Students on Waitlist** | 667 (As of March 2019) | **Current Age of School** | 15 |
| **Mission Statement:** The Advanced Math and Science Academy Charter School will create an atmosphere of celebration of knowledge where children of all backgrounds and abilities excel in all subjects, especially in math, science and technology, empowering them to succeed in the workplace in our modern high-tech world. |

| **Boston Renaissance Charter Public School** |
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| **Type of Charter** | Commonwealth | **Location** | Boston |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015 |
| **Maximum Enrollment** | 944 | **Current Enrollment** | 930 (As of October 2019) |
| **Chartered Grade Span** | PK-6 | **Current Grade Span** | PK-6 |
| **Students on Waitlist** | 2,107 (As of March 2019) | **Current Age of School** | 25 |
| **Mission Statement:** The mission of the Boston Renaissance Charter Public School is to nurture and develop academic, social, and emotional competence while building confidence, character, and citizenship among its students. |

The renewal of the charter of Boston Renaissance Charter Public School is explicitly conditioned as follows. Failure to meet this condition may result in the Board placing the school on probation, revoking its charter, or imposing additional conditions on its charter.

1. By December 31, 2022, Boston Renaissance Charter Public School must demonstrate that it is an academic success by providing evidence that the school has demonstrated significant and sustained academic improvement in mathematics, English language arts, and science.
2. Until further notice, Boston Renaissance Charter Public School must submit on a quarterly basis to the Department of Elementary and Secondary Education (Department), at charterschools@doe.mass.edu or 75 Pleasant St., Malden, MA, 02148, board and committee meeting materials and minutes documenting the board’s efforts to ensure that the school is an academic success.

| **Community Day Charter Public School – Prospect** |
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| **Type of Charter** | Commonwealth | **Location** | Lawrence |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015 |
| **Maximum Enrollment** | 400 | **Current Enrollment** | 400 (As of October 2019) |
| **Chartered Grade Span** | PK-8 | **Current Grade Span** | PK-8 |
| **Students on Waitlist** | 1,159 (As of March 2019) | **Current Age of School** | 25 |
| **Mission Statement:** The mission of Community Day Charter Public School – Prospect is to provide a Kindergarten through grade eight school that will draw upon our considerable experience in working together as a community to develop and implement a curriculum that discovers and supports the special characteristics and unique learning styles of each student. We will engage that student in meaningful learning experiences for the purposes of clearly stated goals in the areas of understandings, knowledge, skills, habits and social competencies. The School will reinforce the positive aspects of our city: its culture, art and economy, its working-class history and strong work ethic. Our educational philosophy, curriculum and teaching methods are informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning for the child possible. |

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| **Francis W. Parker Charter Essential School** |
| **Type of Charter** | Commonwealth  | **Location** | Devens |
| **Regional or Non-Regional** | Regional | **Districts in Region** | See below[[1]](#footnote-1) |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015 |
| **Maximum Enrollment** | 400 | **Current Enrollment** | 397 (As of October 2019) |
| **Chartered Grade Span** | 7-12 | **Current Grade Span** | 7-12 |
| **Students on Waitlist** | 214 (As of March 2019) | **Current Age of School** | 25 |
| **Mission Statement:** The Parker School's mission is “to move the child to the center of the education process and to interrelate the several subjects of the curriculum in such a way as to enhance their meaning for the child” (Charter, October 1994). As a member of the Coalition of Essential Schools, the Parker School will realize this mission through educational practice guided by the Ten Common Principles of Essential Schools:1. The school should focus on helping adolescents learn to use their minds well. Schools should not attempt to be “comprehensive” if such a claim is made at the expense of the school’s central intellectual purpose.
2. The school’s goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program’s design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than necessarily by “subjects” as conventionally defined. The aphorism “Less Is More” should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content.
3. The school’s goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of adolescents.
4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students. To capitalize on this personalization, decisions about the details of the course of study, the use of students’ and teachers’ time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.
5. The governing practical metaphor of the school should be student-as-worker rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.
6. Students entering secondary school studies are those who can show competence in language and elementary mathematics. Students of traditional high school age but not yet at appropriate levels of competence to enter secondary school studies will be provided intensive remedial work to assist them quickly to meet these standards. The diploma should be awarded upon a successful final demonstration of mastery for graduation: an “exhibition.” This exhibition by the student of his or her grasp of the central skills and knowledge of the school’s program may be jointly administered by the faculty and by higher authorities. As the diploma is awarded when earned, the school’s program proceeds with no strict age grading and with no system of “credits earned” by “time spent” in class. The emphasis is on the students’ demonstration that they can do important things.
7. The tone of the school should explicitly and self-consciously stress values of unanxious expectation (“I won’t threaten you but I expect much of you”), of trust (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school’s particular students and teachers should be emphasized, and parents should be treated as essential collaborators.
8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.
9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of eighty or fewer pupils, substantial time for collective planning by teachers, competitive salaries for staff and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional comprehensive secondary schools.
10. The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strengths of its communities, deliberately and explicitly challenging all forms of inequity and discrimination.
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| **Holyoke Community Charter School** |
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| **Type of Charter** | Commonwealth | **Location** | Holyoke |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 2005 | **Year(s) Renewed** | 2010, 2015 |
| **Maximum Enrollment** | 702 | **Current Enrollment** | 701 (As of October 2019) |
| **Chartered Grade Span** | K-8 | **Current Grade Span** | K-8 |
| **Students on Waitlist** | 182 (As of March 2019) | **Current Age of School** | 15 |
| **Mission Statement:** The mission of Holyoke Community Charter School is to promote the joy of learning and to prepare children for success as students, workers, and citizens by providing them with a high quality public education. |

The renewal of the charter of Holyoke Community Charter School is explicitly conditioned as follows. Failure to meet this condition may result in the Board placing the school on probation, revoking its charter, or imposing additional conditions on its charter.

1. By August 1, 2020, Holyoke Community Charter School will submit for Department approval a plan that ensures that enrollment from outside of Holyoke does not exceed 20 percent of the school’s total population by June 30, 2025, and a corresponding charter amendment request for the school’s maximum enrollment, enrollment policy, and any other relevant material terms. Alternatively, the school may submit an amendment request that reflects the school’s actual enrollment pattern.

| **Lowell Middlesex Academy Charter School** |
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| **Type of Charter** | Commonwealth | **Location** | Lowell |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015 |
| **Maximum Enrollment** | 150 | **Current Enrollment** | 85 (As of October 2019) |
| **Chartered Grade Span** | 9-12 | **Current Grade Span** | 9-12 |
| **Students on Waitlist** | 0 (As of March 2019) | **Current Age of School** | 25 |
| **Mission Statement:** The mission of Lowell Middlesex Academy Charter School is to enable its students to achieve academic, social, and career success. This supportive school community identifies, encourages and develops interests and abilities, while acknowledging and respecting each student’s personal and cultural identity. |

The renewal of the charter of Lowell Middlesex Academy Charter School is explicitly conditioned as follows. Failure to meet this condition may result in the Board placing the school on probation, revoking its charter, or imposing additional conditions on its charter.

1. By August 1, 2020, Lowell Middlesex Academy Charter School must develop five-year goals for non-statewide assessments in its Accountability Plan that will allow the school to demonstrate a track record of academic success during the charter term.

| **Marblehead Community Charter Public School** |
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| **Type of Charter** | Commonwealth | **Location** | Marblehead |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015 |
| **Maximum Enrollment** | 230 | **Current Enrollment** | 205 (As of October 2019) |
| **Chartered Grade Span** | 4-8 | **Current Grade Span** | 4-8 |
| **Students on Waitlist** | 82 (As of March 2019) | **Current Age of School** | 25 |
| **Mission Statement:** Marblehead Community Charter Public School fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential. We are dedicated to involving, learning from, participating in, and serving our school community and the community at large. |

The renewal of the charter of Marblehead Community Charter Public School is explicitly conditioned as follows. Failure to meet this condition may result in the Board placing the school on probation, revoking its charter, or imposing additional conditions on its charter.

1. By August 1, 2020, Marblehead Community Charter Public School will submit for Department approval a plan that ensures that enrollment from outside of Marblehead does not exceed 20 percent of the school’s total population by June 30, 2025, and a corresponding charter amendment request for the school’s maximum enrollment, enrollment policy, and any other relevant material terms. Alternatively, the school may submit an amendment request that reflects the school’s actual enrollment pattern.

| **Match Charter Public School** |
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| **Type of Charter** | Commonwealth | **Location** | Boston |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 2000 | **Year(s) Renewed** | 2005, 2010, 2015 |
| **Maximum Enrollment** | 1,250 | **Current Enrollment** | 1,223 (As of October 2019) |
| **Chartered Grade Span** | PK-12 | **Current Grade Span** | PK-12 |
| **Students on Waitlist** | 3,866 (As of March 2019) | **Current Age of School** | 20 |
| **Mission Statement:** The mission of Match Charter Public School is to prepare Boston students to succeed in college and beyond, in particular, those who would be the first in their families to earn a college degree. We intend this school to serve large numbers of English language learners.  |

| **Neighborhood House Charter School** |
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| **Type of Charter** | Commonwealth | **Location** | Boston |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015 |
| **Maximum Enrollment** | 828 | **Current Enrollment** | 703 (As of October 2019) |
| **Chartered Grade Span** | PK-12 | **Current Grade Span** | PK-11 |
| **Students on Waitlist** | 3,116 (As of March 2019) | **Current Age of School** | 25 |
| **Mission Statement:** The Neighborhood House Charter School combines rich and structured learning with extensive social/emotional programming to help all children succeed in school and in life. We strive to develop scholars who seek knowledge, embrace effort, act thoughtfully, and commit to the common good. Many children come to us with significant challenges. We don’t give up on them. Our goal is that all of our students thrive at Neighborhood House, graduate from high school, and pursue post-secondary education on the path to life success. |

| **SABIS International Charter School** |
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| **Type of Charter** | Commonwealth | **Location** | Springfield |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015 |
| **Maximum Enrollment** | 1,574 | **Current Enrollment** | 1,574 (As of October 2019) |
| **Chartered Grade Span** | K-12 | **Current Grade Span** | K-12 |
| **Students on Waitlist** | 1,212 (As of March 2019) | **Current Age of School** | 25 |
| **Mission Statement:** The SABIS International Charter School is a college preparatory school that provides top-quality education on a non-selective basis to children of different races, religions, nationalities and backgrounds. It teaches these children to perform to the best of their ability, to achieve academic excellence in a global context, and prepares graduates to attend colleges and universities. The school develops and strengthens students’ ethical, moral, and civic values thus molding men and women with the knowledge, skills, and social judgment they will need to face the challenges of the times. The school believes those students with a SABIS education, especially in a multicultural setting, will be able to provide leadership throughout the world. |

The renewal of the charter of SABIS International Charter School is explicitly conditioned as follows. Failure to meet this condition may result in the Board placing the school on probation, revoking its charter, or imposing additional conditions on its charter.

1. By December 31, 2022, SABIS International Charter School must demonstrate that it is an academic success by providing evidence that the school has demonstrated significant and sustained academic improvement in mathematics, English language arts, and science for students in grades 3 through 8.
2. By May 1, 2020, the board of trustees of SABIS International Charter School must submit to the Department for review a final draft of the board’s bylaws and its proposed contract with Springfield Education Management for FY2021-2025. All proposed changes must align with published Department guidance and ensure the autonomy and authority of the school’s board of trustees.

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

Attachment: Renewal of Charters – Notification of Intended Actions (February 13, 2020)

1. The school’s region includes Acton-Boxborough, Ashburnham-Westminster, Athol-Royalston, Ayer, Bedford, Berlin-Boylston, Carlisle, Chelmsford, Clinton, Concord, Concord-Carlisle, Fitchburg, Gardner, Grafton, Groton-Dunstable, Harvard, Hudson, Leominster, Lincoln, Lincoln-Sudbury, Littleton, Lowell, Lunenburg, Marlborough, Maynard, Narragansett, Nashoba, Newton, Northboro-Southboro, North Middlesex, Orange, Oxford, Princeton, Quabbin, Ralph C. Mahar, Shirley, Shrewsbury, Southborough, Sudbury, Tyngsborough, Wachusett, Wayland, Westborough, West Boylston, Westford, Westminster, Weston, Winchendon, and Worcester. [↑](#footnote-ref-1)