



MEMORANDUM

To: Members of the Board of Elementary and Secondary Education
From: Pedro Martinez, Commissioner
Date: February 18, 2026
Subject: Renewal of Charters – Notification of Intended Actions for Alma del Mar Charter School; Benjamin Banneker Charter Public School; Boston Green Academy Horace Mann Charter School; Bridge Boston Charter School; Codman Academy Charter Public School; Innovation Academy Charter School; Learning First Charter Public School; Martha's Vineyard Public Charter School; Martin Luther King, Jr. Charter School of Excellence; New Heights Charter School of Brockton; Phoenix Academy Charter Public High School, Chelsea; Pioneer Valley Performing Arts Charter Public School; and Prospect Hill Academy 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.”

Under this authority, I intend to renew the charters of 13 schools, 9 unconditionally and 4 with conditions. The schools I intend to renew without conditions are Alma del Mar Charter School; Boston Green Academy Horace Mann Charter School; Bridge Boston Charter School; Innovation Academy Charter School; Learning First Charter Public School; Martha's Vineyard Public Charter School; Martin Luther King, Jr. Charter School of Excellence; New Heights Charter School of Brockton; and Phoenix Academy Charter Public High School, Chelsea. I intend to renew with conditions the charters of Benjamin Banneker Charter Public School, Codman Academy Charter Public School, Pioneer Valley Performing Arts Charter Public School,¹ and Prospect Hill Academy Charter

¹ In February 2025, the Board approved changes to decrease the number of districts in Pioneer Valley Performing Arts Charter Public School's charter region and imposed a condition requiring the school to

School. These conditions are detailed later in this memorandum. Lastly, I intend to remove the condition currently on the charter of Phoenix Academy Charter Public High School, Chelsea.

The superintendents of the districts sending students to these schools were invited to submit written comment regarding the charter renewals. No comment from superintendents was received for any of the schools.

Please let me know by the close of business **Tuesday, February 24, 2026**, if you wish to have any of these proposed actions brought to the full Board for review and vote.

Charter School Performance Criteria and Considerations for Renewing Charters

The Department of Elementary and Secondary Education (Department) uses the Charter School Performance Criteria (Criteria) to report evidence in the three areas of charter school accountability. These areas are faithfulness to the terms of a school's charter, academic program success, and organizational viability. Renewal decisions for these charter schools are made in accordance with the charter school statute and the process outlined in the memorandum dated October 7, 2013, regarding [Considerations for Charter School Renewal](#).

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

Presentation of Evidence for Charter Renewal

This memorandum summarizes the evidence related to each school's performance on a subset of the Criteria that are directly related to the statutory and regulatory requirements for renewal.² This subset includes evidence related to Criterion 1: Mission

submit a regional transportation plan. I intend to bring a recommendation to remove the condition to a future Board meeting.

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

The decision by the Board to renew a charter shall be based upon the presentation of affirmative evidence regarding the faithfulness of the school to the terms of its charter, including the extent to

and Key Design Elements; Criterion 2: Access and Equity; Criterion 3: Compliance; Criterion 4: Dissemination; Criterion 5: Student Performance; and Criterion 9: Governance. The Department continues to gather evidence regarding all of the Criteria through ongoing monitoring.

The charts on pages 7 and 8 of this memorandum provide a dashboard with a summary of ratings for the 13 schools whose charters I intend to renew. Beginning on page 9 of the memorandum, I provide a brief summary of the evidence on which I based my decisions. Below, I provide further information regarding each Criterion contained in the Summaries of Review that may be of particular interest and provide context for the ratings of each school.

Criterion 1: Mission and Key Design Elements

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

Criterion 2: Access and Equity

All charter schools are required to ensure program access and equity for all students eligible to attend the school. New statutory provisions related to Criterion 2 were added in 2010. The Summaries of Review contain multiple data sources for Criterion 2 such as comparative enrollment data; comparative attrition data; comparative stability rates; the status of each school's Recruitment and Retention Plan; and, if relevant, any enhancements made to each school's strategies to recruit and retain certain populations of students more effectively. Criterion 2 also provides evidence about the accessibility of

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

All charter schools will be evaluated on the same performance criteria as provided in the guidelines, provided, however, that the criteria will take into account each school's charter and accountability plan. Evidence of academic success for all students is essential for charter renewal.

the school's programming and contains data pertaining to suspension rates, both for all students and for student groups. Much of the information presented for Criterion 2 is derived from the Department's School and District Profiles and the [Massachusetts Charter School Dashboard](#).

The student group 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 student group 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 student groups; whether the school has enhanced its plan as necessary; and the annual attrition rate of students.

Criterion 3: Compliance

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

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

Criterion 4: Dissemination

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

Because dissemination requires two willing partners, the Department also considers efforts made by the charter school to disseminate innovative models for replication and best practices to other schools, districts, and organizations beyond the district where the charter school is located. There are multiple forums and activities through which a charter school may disseminate effective practices. These include, but are not limited to:

- partnerships with other schools implementing key successful aspects of the charter school’s program,
- assisting with district turnaround efforts,
- sharing resources or programs developed at the charter school,
- hosting other educators at the charter school, and
- presenting at professional conferences about its innovative school practices.

Criterion 5: Student Academic Performance

Charter schools, like all public schools, must administer state assessments. The Department has reviewed each charter school’s academic performance on the MCAS assessments in order to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). The data presented for charter school academic performance in the Summaries of Review include each school’s data from statewide assessments³ administered in 2022 through 2025. Due to the COVID-19 pandemic, the Department did not implement all aspects of the [statewide system of accountability](#) in 2020 through 2022.

Criterion 9: Governance

The boards of trustees of charter schools are public agents authorized by the Commonwealth to supervise and control the charter school. G.L. c. 71, § 89(c). The regulations require renewal of a charter to be based upon “the viability of the school as an organization.” 603 CMR 1.11(2). The membership of boards of charter schools is tracked through the Department’s Board Member Management System, and the

³ As outlined in the Criteria, the Department may also consider other assessment data demonstrating academic progress, but this data will not supplant state assessment results.

Department reviews and rates governance during accountability visits. The Summary of Review reflects whether the board of a charter school has been active and engaged, fulfilled its legal responsibilities and fiduciary duties of care and loyalty, followed the board's approved bylaws, and acted in the best interests of the school. A board's established decision-making and communication processes must demonstrate appropriate oversight and that the board engaged in strategic and continuous improvement planning to ensure the sustainability of the school.

The dashboard summarizing the performance of the 13 schools that I intend to renew follows.

February 2026 Renewals – Summary of Performance⁴

School	Mission and Key Design Elements	Access and Equity	Dissemination	Student Performance	Governance
Alma del Mar Charter School	Partially Meets	Partially Meets	Meets	26 th percentile	Meets
Benjamin Banneker Charter Public School	Exceeds	Partially Meets	Meets	95 th percentile	Meets
Boston Green Academy Horace Mann Charter School	Partially Meets	Meets	Meets	19 th percentile	Meets
Bridge Boston Charter School	Meets	Meets	Meets	40 th percentile	Meets
Codman Academy Charter Public School	Partially Meets	Meets	Meets	15 th percentile	Meets
Innovation Academy Charter School	Meets	Meets	Partially Meets	64 th percentile	Partially Meets
Learning First Charter Public School	Partially Meets	Meets	Partially Meets	23 rd percentile	Meets
Martha's Vineyard Public Charter School	Meets	Partially Meets	Meets	72 nd percentile	Meets
Martin Luther King, Jr. Charter School of Excellence	Partially Meets	Meets	Meets	16 th percentile	Partially Meets

⁴ Rating Key:

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

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

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

Falls Far Below: The school falls far below the criterion and/or significant concerns are noted.

School	Mission and Key Design Elements	Access and Equity	Dissemination	Student Performance	Governance
New Heights Charter School of Brockton	Meets	Meets	Exceeds	43 rd percentile	Partially Meets
Phoenix Academy Charter Public High School, Chelsea	Partially Meets	Meets	Meets	_ ⁵	Meets
Pioneer Valley Performing Arts Charter Public School	Meets	Meets	Partially Meets	55 th percentile	Partially Meets
Prospect Hill Academy Charter School	Meets	Partially Meets	Partially Meets	54 th percentile	Meets

⁵ Like many other alternative charter schools, Phoenix Academy Charter Public High School, Chelsea does not have sufficient data in the statewide system of accountability to be assigned an accountability percentile. The Summary of Review includes a summary of all the available evidence related to student performance.

Alma del Mar Charter School (Alma)

Mission Statement: “Alma del Mar is an inclusive, K-8 EL school that puts New Bedford students on a college trajectory and challenges them to be service-oriented leaders. By engaging in a rigorous academic program with an emphasis on meaningful work, our students will master essential skills and content, take ownership of their learning and think boldly while addressing complex academic and community issues.”

Alma School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	New Bedford
Regional or Non-Regional	Non-Regional
Years Renewed	2016, 2021
Maximum Enrollment	1,044
Enrollment (2025-26)	1,044 (October 2025)
Grade Span	K-8
Students on Waitlist	649 (March 2025)
Age of School (2025-26)	15

During its third charter term, Alma demonstrated somewhat limited progress in student achievement.⁶ In 2025, the Department classified Alma as not requiring assistance or intervention. According to the statewide system of accountability, the school made substantial progress toward improvement targets. The school, however, is in the 26th percentile when compared to other schools administering similar assessments and was in the bottom third of schools in 2022 through 2024. The Department will work with Alma to ensure that the school, including its board of trustees, is tracking progress made in academic achievement and actively works to improve student achievement.

During the charter term, the school was somewhat faithful to the terms of its charter. The school achieved partial success in accomplishing its mission because of its somewhat limited success in supporting students’ mastery of essential skills and content, which is part of the school’s mission. The school reported that it did not meet a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and across the state.

⁶ The Department reviewed the academic performance of each charter school on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. See G.L. c. 71, § 89(dd).

The school's efforts to provide translated materials for families whose first language is not English is of moderate concern. The Department will work with the school to address this concern.

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

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

Benjamin Banneker Charter Public School (BBCPS)

Mission Statement: "The Benjamin Banneker Charter Public School is a K1 through grade 6 Science, Technology, Engineering and Mathematics (STEM) school serving all students. The school is founded on the belief that all students are able to develop academic mastery, regardless of race, socioeconomic status, culture, native language, gender or sexual orientation. The staff of caring, dedicated, and highly qualified professionals integrate language and fine arts into the standard-based STEM curricula and uses authentic data to monitor every student's growth and achievement."

BBCPS School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	Cambridge
Regional or Non-Regional	Regional
Districts in Region	Cambridge, Somerville
Years Renewed	2001, 2006, 2011, 2016, 2021
Maximum Enrollment	350
Enrollment (2025-26)	344 (October 2025)
Grade Span	PK-6
Students on Waitlist	231 (March 2025)
Age of School (2025-26)	30

During its sixth charter term, BBCPS demonstrated progress in student achievement.⁷ In 2025, the Department classified BBCPS as not requiring assistance or intervention.

⁷ The Department reviewed the academic performance of each charter school on the MCAS assessments to illustrate "progress made in student academic achievement." The charter school statute requires the

According to the statewide system of accountability, the school met or exceeded improvement targets and is in the 95th percentile when compared to other schools administering similar assessments.

During the charter term, the school was faithful to the terms of its charter. The school excelled in its mission and in implementing its key design elements. The school reported that it met almost all the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and across the state.

The school's efforts to provide translated materials for families whose first language is not English is of moderate concern. The Department will work with the school to address this concern.

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

In 2021, the school's charter was renewed with a condition related to G.L. c. 71, § 89(n), which specifies that a school enrolling more than 20 percent of its total enrollment from school districts not included in its charter for two consecutive years shall submit an amendment to its charter that reflects its actual enrollment patterns. During the charter term, enrollment of students from outside the school's region was 33.4 percent. In August 2025, the school requested an extension of the deadline for meeting the condition.

A summary of the school's progress toward meeting the condition follows.

Condition: By December 31, 2024, Benjamin Banneker Charter Public School must enroll no more than 20 percent of its total student population from outside Cambridge or demonstrate sufficient demand within the school's charter region to meet enrollment targets. To meet this goal, the school must limit the admission of non-sibling students who live outside of Cambridge. Alternatively, the school may submit a charter amendment request no later than August 1, 2025, to amend the school's charter region to reflect the school's actual enrollment pattern.

Status: Not Met

The school has decreased enrollment outside its region but has not yet met this condition. During the charter term, enrollment of students outside the school's region decreased from 43.3 percent in 2020-21 to 33.4 percent in 2025-26. The school has requested an extension of the timeline due to several factors, including its relocation to a property located in Cambridge and Somerville beginning in the 2026-27 school year.

Board to consider "progress made in student academic achievement" when deciding on charter renewal. See G.L. c. 71, § 89(dd).

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

Condition: By November 1, 2026, Benjamin Banneker Charter Public School will submit for Department approval a plan that ensures enrollment from outside the school’s charter region does not exceed 20 percent of the school’s total population for two consecutive years by October 1, 2028. The school’s board of trustees must approve the plan. The plan must include a comprehensive evaluation of student enrollment including, but not limited to, an assessment of application and admission data; changes in residency of enrolled students; and the school’s efforts to recruit and retain students within its current region, including transportation services. By October 1, 2028, Benjamin Banneker Charter Public School must enroll no more than 20 percent of its total student population from outside Cambridge and Somerville. Alternatively, the school may submit a charter amendment request no later than August 1, 2029, to amend the school’s charter to address the statutory requirement of Chapter 71 Section 89(n).

Boston Green Academy Horace Mann Charter School (BGA)

Mission Statement: “Boston Green Academy welcomes diverse students of all abilities, educates and empowers them to succeed in college and career, and prepares them to lead in the sustainability of our community and world.”

BGA School Facts

School Fact Type	School Facts
Type of Charter	Horace Mann III
Location	Boston
Regional or Non-Regional	Non-Regional
Years Renewed	2016, 2021
Maximum Enrollment	595
Enrollment (2025-26)	450 (October 2025)
Grade Span	7-12
Students on Waitlist	364 (March 2025)
Age of School (2025-26)	15

During its third charter term, BGA demonstrated somewhat limited progress in student achievement.⁸ In 2025, the Department classified BGA as not requiring assistance or intervention. According to the statewide system of accountability, the school made moderate progress toward improvement targets. The school's accountability percentile improved during the charter term, rising from 7 in 2022, to 15 in 2023, to 20 in 2024, and then fell to 19 in 2025. The school's accountability percentile, however, remained in the bottom third of schools. The Department will work with BGA to ensure that the school, including the board of trustees, is tracking progress made in academic achievement and actively working to improve student achievement.

During the charter term, the school was somewhat faithful to the terms of its charter. The school achieved partial success in accomplishing its mission because of its somewhat limited success providing an education that will empower students to succeed in college, which is part of the school's mission. The school reported that it met a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and across the state.

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

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

Bridge Boston Charter School (BBCS)

Mission Statement: "Bridge Boston Charter School is an inclusive and joyful community that combines a dynamic academic and social emotional learning program with an innovative full service model in order to meet the needs of the whole child and ensure our Scholars can achieve their greatest potential in high school and beyond."

⁸ The Department reviewed the academic performance of each charter school on the MCAS assessments to illustrate "progress made in student academic achievement." The charter school statute requires the Board to consider "progress made in student academic achievement" when deciding on charter renewal. See G.L. c. 71, § 89(dd).

BBCS School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	Boston
Regional or Non-Regional	Non-Regional
Years Renewed	2016, 2021
Maximum Enrollment	335
Enrollment (2025-26)	347 ⁹ (October 2025)
Grade Span	PK-8
Students on Waitlist	1,333 (March 2025)
Age of School (2025-26)	15

During its third charter term, BBCS demonstrated progress in student achievement.¹⁰ In 2025, the Department classified BBCS as not requiring assistance or intervention. According to the statewide system of accountability, the school made substantial progress toward improvement targets and is in the 40th percentile when compared to other schools administering similar assessments.

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

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

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

⁹ As of October 1, 2025, the school was overenrolled by 12 students and, as a result, is out of compliance with the terms of its charter. Charter schools do not receive tuition for students enrolled above the school’s maximum enrollment.

¹⁰ The Department reviewed the academic performance of each charter school on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. See G.L. c. 71, § 89(dd).

Codman Academy Charter Public School (CACPS)

Mission Statement: “Our mission is to provide an outstanding, transformative education to prepare students for success in college, further education and beyond.”

CACPS School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	Boston
Regional or Non-Regional	Non-Regional
Years Renewed	2006, 2011, 2016, 2021
Maximum Enrollment	345
Enrollment (2025-26)	345 (October 2025)
Grade Span	PK-12
Students on Waitlist	1,215 (March 2025)
Age of School (2025-26)	25

During its fifth charter term, CACPS demonstrated limited progress in student achievement.¹¹ In 2016, a condition related to academic performance was imposed on the school’s charter. The condition was subsequently extended several times, most recently in 2025. The school has not yet shown significant or sustained academic improvement. The existing condition and a summary of key evidence follows.

Condition: By December 31, 2025, the school must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement as determined by the Commissioner.

Status: Not Met

Since the beginning of the implementation of the current statewide system of accountability, the school’s accountability percentile rose from 8 in 2018 and 2019 to 12 in 2022, 20 in 2023, 21 in 2024, and then fell to 15 in 2025. In 2023 through 2025, the Department classified the school as not requiring assistance or intervention. According to the statewide system of accountability, the school made moderate progress toward improvement targets all three years. The percentage of students in grade 10 meeting or exceeding expectations in English language arts, mathematics, and science decreased in 2025 after showing some

¹¹ The Department reviewed the academic performance of each charter school on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. See G.L. c. 71, § 89(dd).

improvement in 2024. The percentage of students in grades 3 through 8 meeting or exceeding expectations has remained low, with fewer than 10 percent of students meeting or exceeding expectations in multiple content areas in 2022 through 2025.

During the charter term, the school was somewhat faithful to the terms of its charter. The school achieved partial success in accomplishing its mission because of its somewhat limited success providing an education that will prepare students for future success, which is part of the school's mission. The school reported that it did not meet a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district, across the state, and outside the state.

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

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

Condition: By December 31, 2028, the school must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement as determined by the Commissioner. Should the school demonstrate significant and sustained academic improvement before 2028, the Commissioner may consider removing this condition, rather than wait until December 31, 2028.

The Department will work with CACPS to ensure that the school, including the board of trustees, is tracking progress made in academic achievement and actively working to improve student achievement, making changes quickly if no improvement occurs.

Innovation Academy Charter School (IACS)

Mission Statement: "IACS creates an inclusive educational environment that helps students become self-directed problem solvers, effective communicators, and invested community members for our complex and evolving world."

IACS School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	Tyngsborough
Regional or Non-Regional	Regional
Districts in Region	Billerica, Chelmsford, Dracut, Groton-Dunstable, Littleton, Lowell, Tewksbury, Tyngsborough, Westford
Years Renewed	2001, 2006, 2011, 2016, 2021
Maximum Enrollment	800
Enrollment (2025-26)	740 (October 2025)
Grade Span	5-12
Students on Waitlist	186 (March 2025)
Age of School (2025-26)	30

During its sixth charter term, IACS demonstrated progress in student achievement.¹² In 2025, the Department classified IACS as not requiring assistance or intervention. According to the statewide system of accountability, the school made moderate progress toward improvement targets and is in the 64th percentile when compared to other schools administering similar assessments.

During the charter term, the school was faithful to the terms of its charter. The school was faithful to its mission and implemented its key design elements. The school reported that it did not meet a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year.

The school's efforts to disseminate best practices are of moderate concern. While the school engaged in sufficient dissemination activities during the charter term to meet the statutory requirement, the scope of dissemination activities fell short of the Department's expectations. The Department will work with the school to address this concern.

Throughout the charter term, members of the school's board of trustees were active and involved in their roles as public agents. The board generally fulfilled its legal responsibilities and obligations and provided generally appropriate governance and oversight of the school's administration and financial health. The board, however,

¹² The Department reviewed the academic performance of each charter school on the MCAS assessments to illustrate "progress made in student academic achievement." The charter school statute requires the Board to consider "progress made in student academic achievement" when deciding on charter renewal. See G.L. c. 71, § 89(dd).

demonstrated somewhat limited oversight of the school’s academic performance toward the end of the charter term. The Department will work with IACS to ensure that the board of trustees addresses this concern.

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

Learning First Charter Public School (LFCPS)

Mission Statement: “Learning First Charter Public School is committed to preparing a diverse cross section of Worcester children for success as students, workers, and citizens by providing them with a high quality education at prevailing public school costs.”

LFCPS School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	Worcester
Regional or Non-Regional	Non-Regional
Years Renewed	2001, 2006, 2011, 2016, 2021
Maximum Enrollment	666
Enrollment (2025-26)	666 (October 2025)
Grade Span	K-8
Students on Waitlist	281 (March 2025)
Age of School (2025-26)	30

During its sixth charter term, LFCPS demonstrated somewhat limited progress in student achievement.¹³ In 2025, the Department classified LFCPS as not requiring assistance or intervention. According to the statewide system of accountability, the school made substantial progress toward improvement targets. The school, however, is in the 23rd percentile when compared to other schools administering similar assessments and was in the bottom third of schools in 2022 through 2024 as well. The Department will work with LFCPS to ensure that the school, including its board of trustees, is tracking progress made in academic achievement and actively working to improve student achievement.

¹³ The Department reviewed the academic performance of each charter school on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. See G.L. c. 71, § 89(dd).

During the charter term, the school was somewhat faithful to the terms of its charter. The school achieved partial success in accomplishing its mission because of its somewhat limited success in providing a high-quality education, which is part of the school's mission. The school reported that it met a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year.

The school's efforts to disseminate best practices are of moderate concern. While the school engaged in sufficient dissemination activities during the charter term to meet the statutory requirement, the scope of dissemination activities fell short of the Department's expectations. The Department will work with the school to address this concern.

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

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

Martha's Vineyard Public Charter School (MVPCS)

Mission Statement: "It is the mission of the Martha's Vineyard Public Charter School to create a public school that will cultivate lifelong learners in a multi-aged, project-based setting. Within an environment that models interdependence as the foundation of society: the individual student will learn to direct his/her own learning, the group will make decisions together and recognize the unique contributions of each member, the community will support and interact with the school body."

MVPCS School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	West Tisbury
Regional or Non-Regional	Regional
Districts in Region	Edgartown, Martha's Vineyard, Oak Bluffs, Tisbury, Up Island Regional
Years Renewed	2001, 2006, 2011, 2016, 2021
Maximum Enrollment	180
Enrollment (2025-26)	164 (October 2025)
Grade Span	K-12
Students on Waitlist	4 (March 2025)
Age of School (2025-26)	30

During its sixth charter term, MVPCS demonstrated progress in student achievement.¹⁴ In 2025, the Department classified MVPCS as requiring assistance or intervention because of low assessment participation rates.¹⁵ According to the statewide system of accountability, the school made moderate progress toward improvement targets and is in the 72nd percentile when compared to other schools administering similar assessments.

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

¹⁴ The Department reviewed the academic performance of each charter school on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. See G.L. c. 71, § 89(dd).

¹⁵ Low assessment participation is defined as below 95 percent. In 2025, rates of participation were below 95 percent for all students in grades 3 through 8 for the English language arts (ELA) assessment with 93 percent of students participating. Rates of participation for students with disabilities in grades 3 through 8 were 87 percent for ELA, with 27 of 31 students participating, and 90 percent for mathematics, with 28 of 31 students participating. The rate of participation for students in grades 3 through 8 in the low income group was 89 percent for ELA, with 33 of 37 students participating. For students in the high needs group, the rate of participation for students in grades 3 through 8 was 89 percent for ELA, with 49 of 55 students participating.

Student attrition is of moderate concern. During the charter term, the rate of attrition for all students and for students in the high needs group did not meet Department expectations¹⁶ in 2022, 2024, or 2025. Attrition is highest after grade 8. According to the school, some students leave to pursue other options for high school. To address this concern, the school has developed and implemented enhanced retention strategies in its Recruitment and Retention Plan, including strategies to increase awareness of the school’s inclusive International Baccalaureate programming, to strengthen academic and social-emotional supports for students, and to strengthen partnerships with families.

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

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

Martin Luther King, Jr. Charter School of Excellence (MLK)

Mission Statement: “Through high expectations, a structured academic environment, and positive character development, Martin Luther King, Jr. Charter School of Excellence ensures that every student in kindergarten through grade 5 is equipped to think critically, communicate clearly, and are empowered with a strong ethical foundation to be set on the path for success in college, career, and life. The school incorporates Dr. King’s commitment to the highest standards in scholarship, civic participation, and the ideal of the beloved community.”

MLK School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	Springfield
Regional or Non-Regional	Non-Regional
Years Renewed	2011, 2016, 2021
Maximum Enrollment	360
Enrollment (2025-26)	354 (October 2025)
Grade Span	K-5
Students on Waitlist	87 (March 2025)
Age of School (2025-26)	20

¹⁶ With respect to attrition, percentages at or lower than one standard deviation above the mean for the school’s comparison region meet Department expectations; those higher than one standard deviation do not meet Department expectations. See the [Massachusetts Charter School Dashboard](#) for more information.

During its fourth charter term, MLK demonstrated somewhat limited progress in student achievement.¹⁷ In 2025, the Department classified MLK as not requiring assistance or intervention. According to the statewide system of accountability, the school made substantial progress toward improvement targets. The school, however, is in the 16th percentile when compared to other schools administering similar assessments and was in the bottom third of schools in 2022 through 2024. The Department will work with MLK to ensure that the school, including its board of trustees, is tracking progress made in academic achievement and actively working to improve student achievement.

During the charter term, the school was somewhat faithful to the terms of its charter. The school achieved partial success in accomplishing its mission because of its somewhat limited success in equipping students for future academic success, which is part of the school’s mission. The school reported that it did not meet a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district, across the state, and outside the state.

Throughout the charter term, members of the school’s board of trustees were active and involved in their roles as public agents. The board generally fulfilled its legal responsibilities and obligations and provided generally appropriate governance and oversight of the school’s administration and financial health. The board, however, demonstrated somewhat limited oversight of the school leader toward the end of the charter term. The Department will work with MLK to ensure that the board of trustees addresses this concern.

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

New Heights Charter School of Brockton (NHCSB)

Mission Statement: “Our mission is to prepare all scholars for college. Period.”

¹⁷ The Department reviewed the academic performance of each charter school on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. See G.L. c. 71, § 89(dd).

NHCSB School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	Brockton
Regional or Non-Regional	Regional
Districts in Region	Brockton, Randolph, Taunton
Years Renewed	2021
Maximum Enrollment	735
Enrollment (2025-26)	734 (October 2025)
Grade Span	6-12
Students on Waitlist	234 (March 2025)
Age of School (2025-26)	10

During its second charter term, NHCSB demonstrated progress in student achievement.¹⁸ In 2025, the Department classified NHCSB as not requiring assistance or intervention. According to the statewide system of accountability, the school made moderate progress toward improvement targets and is in the 43rd percentile when compared to other schools administering similar assessments.

During the charter term, the school was faithful to the terms of its charter. The school was faithful to its mission and implemented its key design elements. The school reported that it did not meet a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices in an exemplary manner to other public schools in its district, across the state, and outside the state.

Throughout the charter term, members of the school’s board of trustees were active and involved in their roles as public agents. The board generally fulfilled its legal responsibilities and obligations and provided generally appropriate governance and oversight of the school’s administration and financial health. The board, however, demonstrated somewhat limited oversight of the school’s academic performance toward the end of the charter term. The Department will work with NHCSB to ensure that the board of trustees addresses this concern.

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

¹⁸ The Department reviewed the academic performance of each charter school on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. See G.L. c. 71, § 89(dd).

Phoenix Academy Charter Public High School, Chelsea (Phoenix Chelsea)

Mission Statement: “Phoenix Academy Public Charter High School Chelsea challenges resilient, systemically marginalized students with rigorous academics and relentless supports, so they take ownership of their futures and succeed in high school, college, and as self-sufficient adults.”

Phoenix Chelsea School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	Chelsea
Regional or Non-Regional	Regional
Districts in Region	Chelsea, Everett, Lynn, Revere
Years Renewed	2011, 2016, 2021
Maximum Enrollment	225
Enrollment (2025-26)	194 (October 2025)
Grade Span	9-12
Students on Waitlist	0 (March 2025)
Age of School (2025-26)	20

Phoenix Academy Charter Public High School, Chelsea is an alternative high school that serves an at-risk student population. During its fourth charter term, Phoenix Chelsea demonstrated some progress in student achievement.¹⁹ Due to the small number of students taking the MCAS each year, Phoenix Chelsea had insufficient data for the Department to assign an accountability percentile in 2022 through 2025. There was insufficient data during most years of the charter term to report the results of MCAS assessments; in 2025, 27 percent of the 11 students who completed the ELA assessment passed and 76 percent of the 11 students who completed the mathematics assessment passed. There was insufficient data during the charter term to calculate student growth percentiles. The four-year graduation rate for the school’s 2024 cohort was 5.4 percent, lower than the average four-year graduation rate of 41 percent for comparison alternative schools. The five-year graduation rate of 12.8 percent for the school’s 2023 cohort was lower than the average five-year graduation rate of 53.6 percent for comparison alternative schools. The dropout rate for the school of 33.5

¹⁹ The Department reviewed the academic performance of each charter school on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. See G.L. c. 71, § 89(dd).

percent for the 2024 cohort was higher than the average dropout rate of 23.1 percent for comparative alternative schools.

Because alternative charter schools such as Phoenix Chelsea almost always lack sufficient data for a full set of aggregated results on statewide assessments, the Department requires alternative charter schools to submit evidence of academic success using non-statewide assessments. At a minimum, alternative charter schools must develop five-year academic goals for non-statewide assessments in their Accountability Plans that allow them to demonstrate academic success during the charter term. Phoenix Chelsea developed five-year goals in its Accountability Plan related to Lexile levels and students either meeting their student growth percentile (SGP) goal or demonstrating grade-level equivalent (GLE) growth. While the school did not meet all the goals in its Accountability Plan related to academic performance, it did provide some evidence of positive academic outcomes. The school reported that during the 2024-25 school year, 76 percent of students scored at or above 1050 or showed growth of at least 25 points in their Lexile level. With respect to SGP and GLE growth, the school reported that 49 percent of partially connected students and 66 percent of connected students²⁰ either met their SGP goal or demonstrated GLE growth in reading. Fifty-four percent of partially connected students and 56 percent of connected students met their SGP goal or demonstrated GLE growth in mathematics.

During the charter term, the school was somewhat faithful to the terms of its charter. The school achieved partial success in accomplishing its mission because of its somewhat limited success in preparing students to succeed in high school and beyond, which is part of the school's mission. The school reported that it did not meet a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and outside the state.

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

The school's charter was renewed in 2021 with a condition related to G.L. c. 71, § 89(n), which specifies that a school enrolling more than 20 percent of its total enrollment from school districts not included in its charter for two consecutive years shall submit an amendment to its charter that reflects its actual enrollment patterns.

A summary of the school's progress toward meeting the condition follows.

Condition: Beginning August 1, 2021, Phoenix Academy Public Charter High School, Chelsea will submit for annual Department approval an enhanced recruitment and retention plan that includes deliberate and specific recruitment strategies for residents of

²⁰ The school classifies partially engaged students as students who attend school once a week and/or who complete work occasionally and connected students as students who are regularly attending school and completing full units and courses to progress toward graduation.

the school's charter region that would serve to support enrollment levels from within the school's charter region and to reduce enrollment from outside of its charter region to no more than 20 percent of the school's total population in future charter terms. Alternatively, the school may submit a charter amendment request to amend the school's charter region to reflect the school's actual enrollment pattern.

Status: Met

Phoenix Chelsea has received annual approval of its enhanced recruitment and retention plan. The school has reported additional targeted recruitment strategies within its region and additional systems to monitor the residency of students to ensure accurate reporting to the Department.

The school enrolled less than 20 percent of students from outside its region for three of the past five years, including the last two consecutive years of the charter term. Enrollment of students from outside the school's region was 19.8 percent in 2021-22, 22.3 percent in 2022-23, 21.3 percent in 2023-24, 12.7 percent in 2024-25, and 8.2 percent in 2025-26.

Given all the evidence, I intend to remove the condition on the charter of Phoenix Chelsea and renew the school's charter.

Pioneer Valley Performing Arts Charter Public School (PVPA)

Mission Statement: "PVPA offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum."

PVPA School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	South Hadley
Regional or Non-Regional	Regional
Districts in Region	Agawam, Amherst-Pelham, Belchertown, Chicopee, East Longmeadow, Easthampton, Granby, Hadley, Hampden-Wilbraham, Hampshire, Hatfield, Holyoke, Ludlow, Northampton, South Hadley, Springfield, West Springfield, Westfield
Years Renewed	2001, 2006, 2011, 2016, 2021
Maximum Enrollment	400
Enrollment (2025-26)	395 (October 2025)
Grade Span	7-12
Students on Waitlist	138 (March 2025)
Age of School (2025-26)	30

During its sixth charter term, Pioneer Valley Performing Arts Charter Public School demonstrated progress in student achievement.²¹ In 2025, the Department classified PVPA as not requiring assistance or intervention. According to the statewide system of accountability, the school made moderate progress toward improvement targets and is in the 55th percentile when compared to other schools administering similar assessments.

During the charter term, the school was faithful to the terms of its charter. The school was faithful to its mission and implemented its key design elements. The school reported that it met a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year. The degree to which the school has operated in compliance with laws and regulations is of concern. The Office of the Attorney General issued a determination in June 2025 that the board of trustees violated the Open Meeting Law. Additionally, while the Department most recently found no noncompliance with public school laws and regulations, the issues

²¹ The Department reviewed the academic performance of each charter school on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. See G.L. c. 71, § 89(dd).

described below raise concerns regarding how the school and its administration handle complaints.²²

The school's efforts to disseminate best practices are of moderate concern. While the school engaged in sufficient dissemination activities during the charter term to meet the statutory requirement, the scope of dissemination activities fell short of the Department's expectations. The Department will work with the school to address this concern.

Throughout the charter term, members of the school's board of trustees were active and involved in their roles as public agents. While the board generally fulfilled its legal responsibilities and obligations, the Department has identified specific concerns related to board governance, school oversight, and compliance that require action.

The Department also received comment from current and former members of the school community related to the school's leadership and board of trustees' handling of allegations of inappropriate contact between a staff member and students that occurred at the school during the 2024-25 school year. The stakeholders reported that board and school leadership actions have negatively impacted the school's culture and climate. After reviewing the issues raised in the public comment, I am requiring the school to take decisive steps to review its handling of these allegations and to improve the school climate for students, staff, and families.

I intend to impose five conditions designed to strengthen oversight structures, ensure consistent implementation of the board's governance and operational responsibilities, and to ensure the school meets the expectations outlined in the Charter School Performance Criteria during the new charter term.

Given all the evidence, I intend to renew the charter of PVPA with the conditions that follow.

Condition 1: By May 1, 2026, the board of trustees of Pioneer Valley Performing Arts Charter Public School will select third-party, external consultant(s) to investigate and assess the board's and school leadership's handling of incidents that occurred during the 2024-25 school year. Such investigation shall include, but not be limited to, the school's compliance with Title IX, 603 CMR 26.00, and 603 CMR 1.00 and whether the school and its leadership have fulfilled their responsibilities as mandated reporters under G.L. c. 119, § 51A. The board must submit the identity and qualifications of such consultant and the scope of the investigation to the Department, and the Department must approve the consultant and the scope in writing in advance of such investigation.

Condition 2: By May 1, 2026, the board of trustees of Pioneer Valley Performing Arts Charter Public School will select third-party, external consultant(s) to engage

²² With respect to four complaints filed in 2025, the Department's Problem Resolution System (PRS) investigations determined no noncompliance by PVPA with Title IX and with 603 CMR 26.00.

students, staff, and families in an assessment of school culture and climate, student safety and well-being, and stakeholder engagement. The board must submit the identity and qualifications of such consultant and the assessment tool(s) to the Department, and the Department must approve the consultant and proposed tools in writing in advance of such assessment(s).

Condition 3: By August 3, 2026, the board of trustees of Pioneer Valley Performing Arts Charter Public School will submit an action plan for Department review and approval, that addresses

- a. the areas for improvement identified through the assessment tool(s),
- b. the areas for improvement identified in the investigation of the actions of the board and school leadership in response to past incidents, and
- c. the specific strategies and timeline(s) for implementation to address all areas for improvement.

In addition, the action plan must include descriptions of specific policies, procedures, and regular staff training that will ensure board oversight and overall school compliance with charter and public school requirements regarding complaint policy, mandated reporting, and reporting significant matters to the Department.

Condition 4: By August 3, 2026, the board of trustees of Pioneer Valley Performing Arts Charter Public School will engage in training, conducted by an external consultant, on the roles and responsibilities of a board of trustees of a charter school. The board training must include, but is not limited to, establishing and maintaining effective oversight of school leadership, the school's academic program, and compliance with laws and regulations. The identity and qualifications of such consultant and the substance of the training must be submitted to the Department by May 1, 2026, and the Department must approve the consultant and the training in writing in advance of any training.

Condition 5: By May 7, 2026, all members of the board of trustees of Pioneer Valley Performing Arts Charter Public School must provide confirmation of completed training on the Open Meeting Law as offered by the Office of the Attorney General. By August 3, 2026, the board of trustees will provide an action plan, subject to Department review and written approval, outlining the steps the board has taken and will take to ensure compliance with the Open Meeting Law. The action plan must include descriptions of board policies and procedures related to meeting notices, executive sessions, remote participation, public participation, minutes, and complaints under 603 CMR 1.09.

In February 2025, the Board approved changes to decrease the number of districts in PVPA's charter region and imposed a condition requiring the school to submit a regional

transportation plan.²³ The school has substantially met the condition imposed. At a future Board meeting, I will recommend that the Board remove the condition. A summary of the school's progress toward meeting the condition follows.

Condition: By May 1, 2025, the board of trustees of Pioneer Valley Performing Arts Charter Public School will submit a plan to implement a cost-effective regional transportation plan that is eligible for state reimbursement. In formulating this plan, the board of trustees must consider historical trends in enrollment, attendance, and attrition, in addition to any current disparities in enrollment, retention, and/or attrition.

Status: Met

PVPA submitted its plan to implement a regional transportation system that was eligible for state reimbursement by the May 1 deadline. The plan included the school's analysis of the demand for transportation routes, the determination of bus routes, financial assumptions, and process for implementation. During the current 2025-2026 school year, PVPA implemented a multi-route transportation service for students at no charge to families.

I intend to recommend that the Board remove the condition on the school's charter at a future Board meeting.

Prospect Hill Academy Charter School (PHA)

Mission Statement: "Prospect Hill Academy Charter School will prepare each student for success in college, inspire a lifelong love of learning, and foster responsible citizenship."

²³ The school requested the region amendment because the size of the former region (35 districts) limited student access to transportation, decreased student attendance rates, and increased attrition rates. The smaller enrollment region allowed the school to offer a no-fee regional transportation service for students that would be eligible for state transportation reimbursement.

PHA School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	Cambridge, Somerville
Regional or Non-Regional	Regional
Districts in Region	Cambridge, Revere, Somerville, Waltham, Watertown, Woburn
Years Renewed	2001, 2006, 2011, 2016, 2021
Maximum Enrollment	1,200
Enrollment (2025-26)	888 (October 2025)
Grade Span	PK-12
Students on Waitlist	100 (March 2025)
Age of School (2025-26)	30

During its sixth charter term, PHA demonstrated progress in student achievement.²⁴ In 2025, the Department classified PHA as not requiring assistance or intervention. According to the statewide system of accountability, the school made substantial progress toward improvement targets and is in the 54th percentile when compared to other schools administering similar assessments.

During the charter term, the school was faithful to the terms of its charter. The school was faithful to its mission and implemented its key design elements. The school reported that it met a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year.

The school's efforts to provide translated materials for families whose first language is not English is of moderate concern. The Department will work with the school to address this concern.

The school's efforts to disseminate best practices are also of moderate concern. While the school engaged in sufficient dissemination activities during the charter term to meet the statutory requirement, the scope of dissemination activities fell short of the Department's expectations. The Department will work with the school to address this concern.

²⁴ The Department reviewed the academic performance of each charter school on the MCAS assessments to illustrate "progress made in student academic achievement." The charter school statute requires the Board to consider "progress made in student academic achievement" when deciding on charter renewal. See G.L. c. 71, § 89(dd).

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

PHA continues to enroll more than 20 percent of its total population from outside its region. The charter school statute at G.L. c. 71, § 89(n), requires a school enrolling more than 20 percent of its total enrollment from districts not in its charter region for two consecutive years to request an amendment to its charter that reflects its actual enrollment pattern. The school's charter was renewed in 2021 with a condition requiring the school to submit an amendment request that reflects its actual enrollment pattern. The school submitted an amendment request; in February 2024, the Board approved an amendment for the school to serve Cambridge, Revere, Somerville, Waltham, Watertown, and Woburn. After the Board approved the amendment, the Commissioner removed the condition from the school's charter. During the current charter term, the enrollment of students from outside the school's region has decreased but remains substantially more than 20 percent. The enrollment of students from outside the school's region was 56.6 percent in 2021-22, 57.8 percent in 2022-23, 55.6 percent in 2023-24, 58.2 percent in 2024-25, and 55.5 percent in 2025-26. These data do not meet the statutory requirement.

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

Condition: By September 1, 2026, PHA will submit for Department approval a plan that ensures enrollment from outside the school's charter region does not exceed 20 percent of the school's total population for two consecutive years. The school's board of trustees must approve the plan. The plan must include a comprehensive evaluation of student enrollment including, but not limited to, an assessment of admission, attendance, and attrition data; programmatic and operational factors; the school's recruitment and retention plan; school policies; and the school's efforts to recruit and retain students within its current region. The plan may include charter amendment requests that relate to the school's maximum enrollment, grade span, charter region, and any other relevant material terms in order to meet the statutory requirements and to address the school's enrollment challenges.

Conclusion

If you have any questions regarding my intended actions, require additional information, or would like any Summaries of Review, please contact Lauren Woo, Deputy Commissioner, at Lauren.Woo@Mass.Gov, or me.