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| CHARTER APPLICATION PROVEN PROVIDER REQUESTINSTRUCTIONS FOR INDIVIDUAL CANDIDATES |
| **Individuals must demonstrate primary or significant responsibility serving in a leadership role in a school or similar program for at least five years that is an academic success, a viable organization, and relevant to the proposed charter school. Requests for proven provider status are required to be submitted with the initial application when applicable.** |

Proven provider status is required when proposing a new Commonwealth charter school **if** the proposed sending region includes district(s) that have performed in the lowest 10 percent statewide for two consecutive previous years on the state assessment test **and** where the 9 percent net school spending cap *has been, or would be exceeded.*

Two or more individuals may request proven provider status from the Commissioner of Elementary and Secondary Education (Commissioner) and are required to submit satisfactory evidence of a *significant management or leadership role* at their school or similar program that is an *academic success*, a *viable organization*, and *relevant to the proposed charter school*. Each individual requesting proven provider status must submit separate evidence in order to address their qualifications for proven provider status. The required criteria, pursuant to [603 CMR 1.04(4)](http://www.doe.mass.edu/lawsregs/603cmr1.html?section=04), defines the basis on which proven provider status can be granted by the Commissioner. For proven provider candidates with a current or previous relationship to a Massachusetts public school or district, the Commissioner may consider all relevant information related to such school or district’s performance. **Proven provider status is determined at the time of the request.** Previous determinations of proven provider status are not maintained for requests in future years.

**Proven provider requests will not be considered if the submission is incomplete and the required evidence is not provided.**

The Department of Elementary and Secondary Education (Department) may interview individuals requesting proven provider status prior to the Commissioner’s final determination. Representative members of the applicant group who are not eligible for proven provider status but play significant leadership roles in the group may be expected to participate. Applicants will be contacted after the submission of their initial application and proven provider request regarding whether an interview with the Department is necessary.

Please contact the Department ([charterschools@doe.mass.edu](mailto:charterschools@doe.mass.edu)) if you are unclear if the proven provider status requirement applies to your submission.

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| PROVEN PROVIDER REQUESTCOVER SHEET FOR INDIVIDUALS |
| All proven provider requests must include a Proven Provider Request Cover Sheet. |

The following cover sheet must be submitted with ***each*** individual’s proven provider request.

**CONTACT INFORMATION**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Person Submitting Request:** | | | |  | | | | | |
| **Address:** | |  | | | | | | | |
| **City:** |  | | | | **State:** |  | | **Zip Code:** |  |
| **Daytime Telephone:** | | | (   )     - | | **Email:** | |  | | |

**List the school(s) or program(s) where you served in a leadership role. Individuals must demonstrate primary or significant responsibility serving in a leadership role for at least five years in a school or similar program that is an academic success, a viable organization, and relevant to the proposed charter school. Employment within the past 10 years is preferred.**

|  |  |  |  |
| --- | --- | --- | --- |
| **School Name:** |  | **Years:** |  |
| **Title/Role:** |  | **Website:** |  |
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|  | | | |
| **School Name:** |  | **Years:** |  |
| **Title/Role:** |  | **Website:** |  |
|  |  |  |  |
|  | | | |
| **School Name:** |  | **Years:** |  |
| **Title/Role:** |  | **Website:** |  |
|  | | | |

**NOTE:** Additional lines may be added.

I hereby certify under the penalties of perjury that the information submitted in this proven provider request is true to the best of my knowledge and belief. I understand that proven provider is required to access seats available above the 9 percent net school spending cap in districts identified as performing in the lowest 10 percent of all operating public school districts. I further understand that if proven provider status is not granted by the Commissioner of Elementary and Secondary Education, the applicant group cannot be invited to submit a final application.

|  |  |
| --- | --- |
|  |  |
| Signature of proven provider candidate | Date |

|  |
| --- |
| PROVEN PROVIDER REQUIRED CRITERIA FOR INDIVDUALS |
| **Each individual is required to provide sufficient evidence to address all proven provider criteria. Two or more individuals with at least five years’ experience in a leadership role must submit requests in order to be considered for proven provider status.** |

1. Evidence of Academic Program Success
2. **Background Information about School/Program and Individual’s Role:**

* Describe the school(s) or program(s) for which the proven provider candidate was responsible. The summary should describe the key design elements of the school(s) or program(s), including mission, curriculum model or whole-school design, and grade span. Please indicate the aspects of the school or program that are similar to or reasonable modifications of the educational program of the proposed charter school. The summary should clearly indicate the aspects of the school(s) or program(s) that have contributed to the elimination of access, opportunity, and achievement gaps among different groups of students, particularly for historically resilient groups. If the grade span of the school(s) or program(s) differs from the proposed charter school, please provide evidence to demonstrate capacity to serve the proposed grade span.
* Describe in detail the leadership role(s) and primary responsibilities of the proven provider candidate at the relevant school(s) or program(s). The summary should clearly describe the impact these responsibilities had on the success of the relevant school(s) or program(s). All requests should include a recent resume highlighting relevant experience. The request may also contain additional relevant information that verifies the proven provider candidate’s role(s) and responsibilities, and supports the academic, and/or operational success of the school(s) or program(s) for which the candidate was responsible.

1. **Academic Student Performance Data:**

* Provide academic student performance data for the school(s) or program(s) under the responsibility of the proven provider candidate. The Department **will not require** submission of any data readily available on the Department’s own website and will perform its own review of student performance on the MCAS test for Massachusetts public schools identified in the proven provider request. Proven provider requests may also provide student performance data for **other standardized assessments** in English language arts and mathematics. Evidence must include but is not limited to:

Achievement levels (i.e. percent of students scoring proficient/advanced or meeting expectations/exceeding expectations) and   
growth measure levels (i.e. student growth percentile[[1]](#footnote-1)) of *all students* and   
*one or more targeted student groups* compared to statewide averages in comparable grades   
on the English language arts and mathematics state assessment test[[2]](#footnote-2) or an equivalent assessment for over no less than a three-year period (see template in Table 1). If submitting student data from an English language arts and mathematics assessment other than MCAS, please indicate and define the metric used, and if applicable, explain how the growth measure was determined.

Targeted student groups[[3]](#footnote-3) include, but are not limited to:

* + - students identified as low income or economically disadvantaged;
    - students with disabilities;
    - English learners, EL; and
    - students who may experience access, opportunity, and achievement gaps as members of historically resilient groups, such as Black, Indigenous, and Latino populations.

If the number of students in one or more student groups is below the threshold of students required for reporting[[4]](#footnote-4), submitted data may include a high needs[[5]](#footnote-5) student group where student data is aggregated into a ‘super’ group of students with high needs adjusted for enrollment.

All submissions *may* include a comparison to the district(s) from which the proposed charter school anticipates enrolling students (sending district) in addition to the required statewide average comparison. A district comparison should use comparable grades whenever possible.

Requests may include data tables and visual representations of their own design and are not required to use the template tables provided for reference. Additional information may be submitted to support evidence of student achievement and growth on the MCAS test or other standardized assessments.

1. **Student Indicator Data:**

* Provide evidence of program success for the school(s) or program(s) under the responsibility of the proven provider candidate. Evidence must include but is not limited to:

Attendance[[6]](#footnote-6), retention[[7]](#footnote-7), attrition[[8]](#footnote-8), in-school[[9]](#footnote-9) suspension rates, out-of-school[[10]](#footnote-10) suspension rates, and, if applicable, graduation[[11]](#footnote-11), and dropout[[12]](#footnote-12) rates for all students for over no less than a three-year period (see template in Table 2).

Submissions of data related to attendance, retention, attrition, in-school and out-of-school suspension, graduation, and dropout rates may include a comparison to the rates for the state and the proposed sending district(s). Such comparisons may include student data in the aggregate as well as targeted student groups and, whenever possible, comparable grades. Targeted student groups include, but are not limited to:

* students identified as low income or economically disadvantaged;
* students with disabilities;
* English learners, EL; and
* students who may experience access, opportunity, and achievement gaps as members of historically resilient groups, such as Black, Indigenous, and Latino populations.

Similar to academic performance, submission *may* include a high needs student group where student data is aggregated into a ‘super’ group of students with high needs adjusted for enrollment.

Requests may include data tables and visual representations of their own design and are not required to use the template tables provided for reference. Additional information may be submitted to support evidence of program success.

1. Evidence of Serving Similar Student Populations:
2. **Background Information about School’s/Program’s approach to Recruitment & Retention**
   * Describe in the detail the school’s or program’s approach to recruitment and retention strategies as it relates to the school’s enrollment. Please provide any additional information that may assist us in reviewing submitted evidence.
3. **Student Enrollment Demographics:**
   * Provide evidence that the school(s) or program(s) for which the proven provider candidate was responsible served student population(s) similar to the population(s) to be served by the proposed charter. Evidence submitted must compare student enrollment in the school(s) or program(s) for which the proven provider candidate was responsible to comparable grades in the proposed sending district(s). Evidence must indicate the percent enrolled of the following targeted student populations for over no less than a three-year period (see template in Table 3):
     + students identified as low income or economically disadvantaged;
     + students with disabilities;
     + English learners, EL; and
     + students who may experience access, opportunity, and achievement gaps as members of historically resilient groups, such as Black, Indigenous, and Latino populations.

In the event that *any* of the data required for submission is not available, please provide a narrative explaining its absence, and if applicable, include alternative evidence of serving a similar student population to the proposed charter school or the capacity to do so.

Requests may include data tables and visual representations of their own design and are not required to use the template tables provided for reference. Additional information may be submitted to support evidence of serving a similar student population.

1. Evidence of Organizational Viability:
2. **Effective Management and/or Governance:**

Based on the proven provider candidate’s role and responsibilities as detailed in **IA** and their attached resume, please summarize the actions taken by the proven provider candidate, and their associated outcomes, to ensure the organizational viability of the school(s) or program(s) for which the proven provider candidate was responsible. The summary should also include specific corrective actions taken in response to any unfavorable conditions and the outcomes to such actions.

* The summary should contain specific evidence of effective management and/or governance, as applicable, by the proven provider candidate. Additional evidence may be requested to be provided at the Department interview to substantiate information within the request submission, as applicable, such as:
  + - board of trustees, school council, or school committee minutes;
    - an analysis of stakeholder survey outcomes;
    - teacher retention rates;
    - summative history of performance evaluation(s) performed by and of the proven provider candidate; and
    - the record of compliance with federal and state laws and regulations.
  + The summary should contain specific evidence of effective financial management by the proven provider candidate of the school(s) or program(s). Additional evidence may be requested to be provided at the Department interview to substantiate information within the request submission, as applicable, such as:
    - tax returns and/or annual financial audit reports;
    - grant awards and fundraising;
    - loan agreements and debt repayment;
    - real estate acquisition and capital plans; and
    - financial statements, e.g. annual budgets, year-end balance sheets, and cash flow statements.

1. **Effective Implementation of Recruitment and Retention Plan (as applicable):**

* If your request for proven provider status is based on an affiliation with a Massachusetts charter school since 2010, describe the proven provider candidate’s role in effectively implementing the required recruitment and retention plan. Describe the progress made in attracting, enrolling, and retaining a student population that is demographically comparable to similar grades in schools from which the existing charter school(s) enrolls students. Describe refinements made to recruitment and retention strategies within the plan to address challenges in this area of school performance.

## ***Table 1. Template for Achievement and Growth Measures on a Statewide Assessment or Equivalent Assessment in English Language Arts and Mathematics***

**Assessment:**

**Subject:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Span:    - | | School or Program: | | State[[13]](#footnote-13): | | Proposed Sending District(s)[[14]](#footnote-14): | |
| Student Group | Year | % Meets/Exceeds[[15]](#footnote-15) | Growth[[16]](#footnote-16) | % Meets/Exceeds | Growth | % Meets/Exceeds | Growth |
| All  Students | 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| Students with Disabilities | 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| Low Income/ Economically disadvantaged | 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| English Learners | 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| Race/ Ethnicity Group | 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |

**Note:** If submitting student data from an assessment other than MCAS, please indicate and define the metric used, and if applicable, explain how the growth measure was determined in request narrative. See Section IB.

## ***Table 2. Template for Attendance, Retention, Attrition, In-School Suspension, Out-of-School Suspension, and, if applicable, 4-Year Graduation, 5-Year Graduation, and Dropout Rates***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Span:    - | | | School or Program: | | | State[[17]](#footnote-17): | | | Proposed Sending District(s)[[18]](#footnote-18): | | |
| Student Group | | Year | Rate | Rate | Rate | Rate | Rate | Rate | Rate | Rate | Rate |
| All  Students | | 20 |  |  |  |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |  |  |  |
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| 20 |  |  |  |  |  |  |  |  |  |

**Note**: Additional lines are provided for data of other at-risk student populations who should be targeted to eliminate the achievement gap. See Section IC.

Submit and label available data in separate columns; e.g., Attendance Rate; Retention Rate; and Attrition Rate. Please add additional columns as needed.

## ***Table 3. Template for Student Enrollment Demographics***

Grade Span:    to

|  |  |  |  |
| --- | --- | --- | --- |
| Student Group | Year | School or Program: | Proposed Sending District(s)[[19]](#footnote-19): |
| Students with Disabilities | 20 | % | % |
| 20 | % | % |
| 20 | % | % |
| Low Income/ Economically Disadvantaged | 20 | % | % |
| 20 | % | % |
| 20 | % | % |
| English Learners | 20 | % | % |
| 20 | % | % |
| 20 | % | % |
| First Language Not English | 20 | % | % |
| 20 | % | % |
| 20 | % | % |
| Race/Ethnicity Group | 20 | % | % |
| 20 | % | % |
| 20 | % | % |
|  | 20 | % | % |
| 20 | % | % |
| 20 | % | % |

**Note**: Additional lines are provided for data of other at-risk student populations who should be targeted to eliminate the achievement gap. See Section IIA.

1. Student growth percentiles (SGP) are percentiles (ranging from 1 to 99) calculated by comparing one student's history of MCAS scores to the scores of all the other students in the state with a similar history of MCAS scores. We refer to this group of all other students with similar score histories as a student's academic peers. [↑](#footnote-ref-1)
2. Only submit years of MCAS data that have been officially released by the Department. [↑](#footnote-ref-2)
3. Pursuant to 603 CMR 1.04 (b)(1), targeted student groups are defined in G.L. c. 71 § 89(i)(3). [↑](#footnote-ref-3)
4. For example, the Department does not report *achievement percentages* for student groups with fewer than 10 students included, or *growth percentiles* for student groups with fewer than 20 students included. [↑](#footnote-ref-4)
5. A student is *high needs* if they are designated as either low income/economically disadvantaged, or EL, or former EL, or a student with disabilities. A former EL student is a student not currently an EL but had been at some point in the two previous academic years. [↑](#footnote-ref-5)
6. Attendance rate indicates the average percentage of days in attendance for students enrolled in grades PK - 12. [↑](#footnote-ref-6)
7. The percentage of enrolled students in grades 1-12 who were repeating the grade in which they were enrolled the previous year. [↑](#footnote-ref-7)
8. The percentage of attrition by grade from the end of one school year to the beginning of the next for students enrolled in public schools, including charter schools, in the state. [↑](#footnote-ref-8)
9. The percentage of enrolled students in grades 1-12 who received one or more in-school suspensions. [↑](#footnote-ref-9)
10. The percentage of enrolled students in grades 1-12 who received one or more out-of-school suspensions. [↑](#footnote-ref-10)
11. Indicates the percentage of students who graduate with a regular high school diploma within 4 years (or 5 years). For more information see: [Statistical Reports on Graduation Rates](http://www.doe.mass.edu/infoservices/reports/gradrates/) [↑](#footnote-ref-11)
12. Indicates the percentage of students in grades 9-12 who dropped out of school between July 1 and June 30 prior to the listed year and who did not return to school by the following October 1. Dropouts are defined as students who leave school prior to graduation for reasons other than transfer to another school. [↑](#footnote-ref-12)
13. Submissions may include a comparison to statewide performance for all students and targeted student groups in comparable grades whenever possible. [↑](#footnote-ref-13)
14. Submissions may include a comparison to the proposed sending district(s) performance for all students and targeted student groups in comparable grades whenever possible. [↑](#footnote-ref-14)
15. The Department does not report *achievement percentages* for student groups with fewer than 10 students included. Please adhere to a similar policy, as appropriate, if reporting performance on a non-MCAS assessment. [↑](#footnote-ref-15)
16. The Department does not report *growth percentiles* for student groups with fewer than 20 students included. Please adhere to a similar policy, as appropriate, if reporting performance on a non-MCAS assessment. [↑](#footnote-ref-16)
17. Submissions may include a comparison to statewide performance for all students and targeted student groups in comparable grades whenever possible. [↑](#footnote-ref-17)
18. Submissions may include a comparison to the proposed sending district(s) performance for all students and targeted student groups in comparable grades whenever possible. [↑](#footnote-ref-18)
19. Submissions may include a comparison to the proposed sending district(s) performance for all students and targeted student groups in comparable grades whenever possible. [↑](#footnote-ref-19)