Massachusetts Department of Elementary and Secondary Education Logo


charter school

Annual report guidelines

2022-23

**Massachusetts Department of Elementary and Secondary Education**

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Commissioner

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# Introduction

No later than August 1 of each year, each charter school must submit an annual report to the Department of Elementary and Secondary Education (Department), its local school committee, and also make the annual report available to the public, as set forth in the charter school statute ([MGL c. 71, § 89](https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section89) (jj)) and regulations.[[1]](#footnote-2)

The annual report informs the public of the recently completed academic year as it relates to the school’s Accountability Plan objectives and evidence regarding the three areas guiding charter school accountability:

1. The school’s faithfulness to the terms of its charter,
2. The success of the school’s academic program, and
3. The viability of the school as an organization.

The annual report is also a critical document in charter school accountability; it is intended to be a clear, concise report regarding school performance and its progress toward meeting Accountability Plan objectives and the Charter School Performance Criteria. Required elements that must be included in each report are set forth in this document. Please note that reports that do not fully and clearly document the required information may be returned to the school for revision.

The annual report is used by the Department to review the school’s performance and progress for the past academic year and serves as a piece of evidence reviewed by the Board of Elementary and Secondary Education (Board) and the Commissioner of Elementary and Secondary Education (Commissioner) when deciding whether to renew a school’s charter. The annual report is also intended to provide members of the public, families of enrolled students, and potential applicants with a summary of the charter school’s performance.

# General Instructions

The annual report must be a clear and accessible document for parents, the Department, and the general public. The annual report must address all components outlined in the pages that follow, including all required appendices. The total length of the annual report should not exceed 25 pages (excluding attachments).

**The annual report must be received through the charter school file exchange DropBox application in the security portal on the Department’s website no later than 5:00 p.m. on Tuesday, August 1, 2023. Please do not submit hard copies of the annual report.** Electronic copies may be submitted in either Microsoft Word or PDF format. Waivers or extended deadline requests cannot be granted as this is a statutory deadline.

**Regulatory requirements (603 CMR 1.08) state that each charter school must make the annual report available on the school’s website.** In addition,the Department will make annual reports available upon request, either in hard copy or electronically by email.

**By statute, a copy of the annual report must be submitted by each charter school to the chair of the school committee of the district(s) from which the school draws students and must be made available to families of current students as well as families contemplating enrollment.** While the full report does not need to be sent to each family, the school must inform families of enrolled and prospective students that an annual report is available upon request. The school may also make the annual report available to members of the wider community by displaying it in the local library or the school’s front office.

**Note:** Please wait until the school has completed the revision process and received approval from an accountability liaison at the Department prior to submitting a copy of the annual report to the local school committee, posting it on the school’s website, or sharing it with the school community.

**Directions for DropBox submission:**

1. Use the following naming convention for your annual report file: **[School initials] 2022-23 Annual Report** *(example ABCS 2022-23 Annual Report.docx or ABCS 2022-23 Annual Report.pdf)*.
2. Go to the Department’s [Security Portal](https://gateway.edu.state.ma.us/).
3. Login using your username and password.
4. Go to DropBox Central.
5. Choose Charter School File Exchange (*security role required*) and click Next.
6. Click on **Browse** and locate your school’s annual report on your school’s computer, hard drive, or server.
7. Select the file to upload.
8. Click the **Upload File Button.**
9. **Upload the 2022-23 Annual Report.**

If you have difficulty submitting the annual report via the Security Portal, you may not have adequate security clearance and need to contact your school’s [Directory Administrator](http://www.doe.mass.edu/infoservices/data/diradmin/list.aspx). If you have questions about the submission of the annual report or need assistance with Directory Administration, please contact the Office of Charter Schools and School Redesign at 781-338-3227 or [charterschools@doe.mass.edu](mailto:charterschools@doe.mass.edu).

# Content Requirements

### **Cover Page**

Provide a cover page that lists the following information:

* School name
* School address
* School contact information: name, title, telephone, email address, and website
* Date the report was finalized

### **Table of Contents**

* Provide a clearly labeled Table of Contents naming all major sections, appendices, and page numbers.

### **Introduction to the School**

* To provide the reader with basic introductory information about your school, complete the table below and provide the mission statement as stated in the school’s charter or as amended and approved by the Department.

| [Name of School] | | | |
| --- | --- | --- | --- |
| **Type of Charter** (Commonwealth or Horace Mann) |  | **Location** (Municipality) |  |
| **Regional or Non-Regional** |  | **Districts in Region** (if applicable) |  |
| **Year Opened** |  | **Year(s) Renewed** (if applicable) |  |
| **Maximum Enrollment** |  | **Enrollment for 2022-23[[2]](#footnote-3)** |  |
| **Chartered Grade Span** |  | **Grade Span for 2022-23** |  |
| **Number of Instructional Days per School Year** (as stated in the charter) |  | **Students on Waitlist for 2022-23**[[3]](#footnote-4) |  |
| **Number of Instructional Days during the 2022-23 School Year** |  |
| **School Hours**  (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.) | Sample:  8:30-4:30 (Monday-Thursday)  8:30-1:30 (Friday) | **Age of School in 2022-23** |  |
| **Mission Statement:** | | | |

### **LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES (OPTIONAL)**

* If desired, please include a letter from the chair of the school’s board of trustees (board) informing the public, as well as future site visitors, of any significant changes that have taken place over the past year. This could include, but is not limited to, the departure or arrival of certain key staff/trustees, a change in the organizational model, changes in curriculum, or modification of programmatic elements.

### **NETWORK REQUIREMENTS (IF APPLICABLE)**

A network, as defined by 603 CMR 1.00, may submit a combined annual report provided that information for each school is reported discretely within the annual report to ensure that it complies with MGL c. 71, § 89; 603 CMR 1.00; and any guidelines issued by the Department. Please structure your network annual report according to the following:

* On the cover page, please make sure to note the names of each school contained in the consolidated report. For example, the cover page would state: Annual Reports for: Alpha Beta Charter School I, Alpha Beta Charter School II, and Alpha Beta Charter School III. Contact information should be distinct for each school.
* In the areas where it makes sense, please report clearly and distinctly on each school’s/campus’s performance. For example, one would report on the distinct progress each school/campus is making on an Accountability Plan measure. Similarly, one might report on the distinct progress each campus/school is making on delivering a program that is fully faithful to its charter.
* Many areas of the annual report, however, will contain consolidated reports of performance or progress: the letter from the board chair and dissemination efforts, for example. You may modify templates or sections as appropriate to best convey necessary information.

### **SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION**

* Please respond to the prompts on the following pages to illustrate the charter school’s 2022-23 performance and program implementation.
* If an item does not apply to the school, such as network or multiple campus organizational structure, please clearly note why it is not applicable.

# Faithfulness to Charter

## Criterion 1: Mission and Key Design Elements

* Describe evidence of how the school was faithful to its mission and implemented each of the key design elements listed in the school’s most recently approved Accountability Plan during the 2022-23 school year.
* Use the table below to describe any amendments requested by the school’s board of trustees during the 2022-23 school year and note for each amendment whether it has been approved by the Board or Commissioner (as applicable). If the school has delayed implementing any recently granted amendment, please explain the delay. Add or remove rows as necessary.

| Amendments to the Charter | | |
| --- | --- | --- |
| Date Submitted | Amendment Requested | Pending or Approved? |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Criterion 2: Access and Equity

* Please link the text below (2021-22 Student Discipline Data Report) to the page in Profiles with student discipline data for your school for 2021-22. For example, [here](https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04450000&orgtypecode=5&=04450000&.) is the link to the page with student discipline data for 2021-22 for Abby Kelley Foster Charter Public School.

**2021-22 Student Discipline Data Report**

* Please complete the table below using information from the 2021-22 Student Discipline Data Report.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2021-22 Student Discipline** | | | | | |
| **Student Group** | **Total Number of Students** | **Students Disciplined** | **Percent In-School Suspension** | **Percent Out-of-School Suspension** | **Percent Emergency Removal** |
| **All Students** |  |  |  |  |  |
| **English Learner** |  |  |  |  |  |
| **Economically Disadvantaged** |  |  |  |  |  |
| **Students with Disabilities** |  |  |  |  |  |
| **High Needs** |  |  |  |  |  |
| **Female** |  |  |  |  |  |
| **Male** |  |  |  |  |  |
| **American Indian or Alaska Native** |  |  |  |  |  |
| **Asian** |  |  |  |  |  |
| **African American/Black** |  |  |  |  |  |
| **Hispanic/Latino** |  |  |  |  |  |
| **Multi-race, Non-Hispanic/Latino** |  |  |  |  |  |
| **Native Hawaiian or Pacific Islander** |  |  |  |  |  |
| **White** |  |  |  |  |  |

* Please describe what the school is doing to reduce the use of in- and out-of-school suspensions and address disparities of rates among student groups. Whether or not the school suspends students, please describe how the school monitors its student discipline systems and processes. If applicable, please describe any recent changes in the school’s approach to student discipline.

## Criterion 4: Dissemination

Using the table below, provide evidence of how the school has ***shared innovative models for replication and best practices with other public schools in the district where the charter school is located[[4]](#footnote-5)*** during the 2022-23 school year. Dissemination efforts may also include sharing innovative models 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.[[5]](#footnote-6) Add or remove rows as needed.

| **Best Practice Shared** | **Vehicle for Dissemination** (Describe the method, format, or venue used to share best practices) | **Who at the school was involved with the dissemination efforts?**  (Title) | **With whom did the school disseminate its best practices?**  (Highlight partners and locations, including school districts) | **Result of dissemination**  (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.) |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Academic Program Success

## Criterion 5: Student Performance

* Please link the text below (2022 School Report Card) to the page in Profiles with the school’s report card for 2022. For example, [here](https://reportcards.doe.mass.edu/2022/04450105) is the 2022 report card for Abby Kelley Foster Charter Public School.

**2022 School Report Card**

* Provide evidence about the school’s progress in academic achievement during the 2022-23 school year as measured by *non-statewide assessments*. This is ***required*** for schools operating with conditions related to academic performance, for schools whose accountability percentile in 2022 was 33 or lower, and for schools without an accountability percentile in 2022. This is ***optional*** for other schools. For alternative charter schools and other charter schools that use non-statewide assessments as measures in your Accountability Plans, please reference *Appendix A: Accountability Plan Evidence 2022-23* as appropriate. It is not necessary to present the same information both here and in *Appendix A*.

The instructions below are intended to assist schools in presenting results of non-statewide assessments. The instructions represent the Department’s perspective on how to organize and present information if it is available, but it is ultimately up to schools to organize and present the information as they see fit. Schools are *not* expected to administer extra assessments solely to gather information for the annual report. Rather, the expectation is that schools share whatever non-statewide data they already have to make the case that there has been progress made in student achievement during the 2022-23 school year.

1. Name and briefly describe the main assessment tool(s) the school uses to measure student performance for English language arts, mathematics, and science and technology/engineering.
2. Briefly summarize performance.
   1. Summarize outcomes and trends in English language arts, mathematics, and science, noting and explaining any gaps in the data.
   2. Summarize trends in both achievement data and growth data, if available.
   3. Summarize the school’s analysis of disaggregated results.
   4. Summarize the school’s analysis of results in relation to other schools and/or statewide results (if that data is available).
3. Include in *Appendix E: Conditions, Complaints, and Attachments* the tables or visuals the school used to analyze overall student performance outcomes, specifically for non-statewide results. The tables should include all of the data that supports the analysis presented above. It is also helpful when tables with academic performance data:
   1. Include results by grade level in addition to any aggregated results. (See the table “MCAS Percent of Students at Each Achievement Level” in the Assessment tab in Profiles as an example.)
   2. Include results for student groups, including, but not limited to, students with disabilities and English learners. (See the tables included in “MCAS Results by Subgroup” in the Assessment tab in Profiles as examples.)
   3. Indicate the number and percentage of students scoring at each achievement level.
   4. Indicate the number of students who took the assessment.

## Criterion 6: Program Delivery

Describe evidence of how the school delivered a high-quality academic program that met the needs of all students during the 2022-23 school year.

* Describe the charter school’s academic program (curriculum, instruction, assessments, and supports for all learners) during the 2022-23 school year. If applicable, the description should detail how curriculum, instruction, assessments, and supports for all learners was similar to prior years **and** different from what the school typically provided its students.
* Summarize the school’s efforts to accelerate student learning during the 2022-23 school year. Please see [this page](https://www.doe.mass.edu/csdp/roadmap/default.html) on the Department’s website for more information about accelerated learning.

# Organizational Viability

Criterion 10: Finance

* Provide an unaudited FY23 statement of revenues, expenses, and changes in net assets (income statement)

1. This statement should set forth, by appropriate categories (using similar line items as audited statements), the revenue and expenditures for FY23 (July 1, 2022 to June 30, 2023). Since independent audits for most schools will not have been completed by the August 1 deadline, please note that the report is an unaudited statement, but should use the exact line items as the FY22 audited statements.

**Note:** An independent audit for the year ending June 30, 2023, must be filed with the Department and the State Auditor **by November 1, 2023**.

* Provide a statement of net assets for FY23 (balance sheet)

1. The balance sheet should set forth the charter school’s assets, liabilities, and fund balances or equities in *the same format and using the same line items that will be included in the audited statement.*

* Provide an approved school budget for FY24

1. Provide a detailed copy of the school’s budget for FY24 including similar detail that is included in the school’s audited financial statements.
2. Provide the date the board of trustees **voted to approve** the FY24 budget.
3. Please complete the table below with information from your budget submission and spring 2023 pre-enrollment process.

|  |  |
| --- | --- |
| **FY24 Enrollment Table** | **Enter Number Below** |
| Number of students pre-enrolled via March 15, 2023 submission |  |
| Number of students upon which FY24 budget tuition line is based |  |
| Number of expected students for FY24 first day of school |  |
| Please explain any variances: *[Example: Since March, 5 students informed us that they were not returning. We budget conservatively each year for 5-10 fewer students than expected. We exhausted our waitlist earlier than anticipated and need to implement a subsequent application cycle.]* | |

* Provide a capital plan for FY24

1. If the school does not have a Capital Plan for FY24, please explicitly state this.
2. If the school has a capital plan, please include it here. The plan should identify all planned capital projects in progress or expected to be initiated within the next ten years. The FY24 capital plan section **must match** the 20 percent capital plan set aside in the school’s Surplus Tuition Calculation completed in the Charter School End of Year Financial Report. This 20 percent set aside is deducted from the excess tuition surplus amount that would be sent back to the applicable districts in accordance with MGL c. 71, § 89 (hh). **Routine repair and maintenance projects needed to maintain existing facilities in good order should not be included in the school’s capital plan.**

Examples of capital projects include:

* + the acquisition, construction, or expansion of a school building
  + substantial renovation or rehabilitation of a school building currently in use by the charter school (e.g. roofs, HVAC systems, building envelopes, plumbing and electrical systems, telecommunications systems, etc.)
  + major acquisition of furnishings, fixtures, and equipment that are appurtenant to the acquisition, construction, renovation, or expansion of a school building
  + the acquisition and development of adjacent land for new or expanded playgrounds, athletic fields, parking, or other related activities.

1. For each identified capital project, the capital plan should include:
   * + - a description of the project;
       - the current status of the project;
       - the current estimated schedule for the completion of the project;
       - the current estimated cost for the project;
       - information on how the school plans to finance the project; and
       - whether the school has established a capital project reserve account for the project and, if so, the balance in the account as of June 30 of the fiscal year just ended

# Appendix A: Accountability Plan Evidence 2022-23

In the template below, list each objective and measure contained in the school’s **current and approved** Accountability Plan. For each listed measure, state whether the school has **met, or has not met** the measure and provide data or other evidence supporting the statement. Evidence or data reported should reflect what the school reported it would collect in its Accountability Plan and performance during the 2022-23school year. Schools that did not make progress toward reaching their measures should include an explanation of why this was the case and what the school is doing to attain these measures in the coming year. Please do not leave any performance or evidence cells blank, and do not write partially met in the performance column. Charter schools endeavor to meet the Accountability Plan measures by the end of the charter term.

Please remember the target audience is the general public, so avoid using jargon or acronyms when providing evidence. If needed, attach any additional evidence to explain performance after this template as a part of Appendix A.

## Faithfulness to Charter

|  | **2022-23**  **Performance**  M (Met)  NM (Not Met) | **Evidence** (Include detailed evidence with supporting data or examples.) |
| --- | --- | --- |
| **Objective:** | | |
| **Measure:** |  |  |
| **Measure:** |  |  |
| **Objective:** | | |
| **Measure:** |  |  |
| **Measure:** |  |  |

\*Add or remove rows as necessary

## Dissemination

|  | **2022-23**  **Performance**  M (Met)  NM (Not Met) | Evidence (Include detailed evidence with supporting data or examples.) |
| --- | --- | --- |
| **Objective:** | | |
| **Measure:** |  |  |
| **Measure:** |  |  |
| **Objective:** | | |
| **Measure:** |  |  |
| **Measure:** |  |  |

\*Add or remove rows as needed.

## Reach Objectives and Measures (if applicable)

|  | **2022-23**  **Performance**  M (Met)  NM (Not Met) | **Evidence** (Include detailed evidence with supporting data or examples) |
| --- | --- | --- |
| **Objective:** | | |
| **Measure:** |  |  |
| **Measure:** |  |  |
| **Objective:** | | |
| **Measure:** |  |  |
| **Measure:** |  |  |

\*Add or remove rows as needed.

## Objectives and Measures for Alternative Charter Schools Related to Academic Performance (if applicable)

|  | **2022-23**  **Performance**  M (Met)  NM (Not Met) | Evidence (include detailed evidence with supporting data or examples) |
| --- | --- | --- |
| **Objective:** | | |
| **Measure:** |  |  |
| **Measure:** |  |  |
| **Objective:** | | |
| **Measure:** |  |  |
| **Measure:** |  |  |

\*Add or remove rows as needed.

# Appendix B: Recruitment and Retention Plan 2023-24

As defined in MGL c. 71, § 89 and 603 CMR 1.00, Massachusetts charter schools must receive approval from the Department for a Recruitment and Retention Plan which is updated annually. In developing the Recruitment and Retention Plan, please review the charter school regulations governing student recruitment, enrollment, and retention, found at [603 CMR 1.05](http://www.doe.mass.edu/lawsregs/603cmr1.html?section=05).

“A charter school must develop a plan that includes deliberate, specific strategies the school will use to attract, to enroll, and to retain a student population that is demographically comparable to similar grades in schools from which the charter school enrolls students. Charter schools shall submit recruitment and retention plans for approval by the Department that meet the requirements of MGL c. 71, § 89; 603 CMR 1.05; and any guidelines issued by the Department” (603 CMR 1.05(1)). The charter school statute outlines certain demographic groups that must be included in all recruitment and retention plans, including: limited English proficient, special education, free lunch, and reduced-price lunch students,[[6]](#footnote-7) as well as those who are sub-proficient on the MCAS, at risk of dropping out of school, have dropped out of school, or other at-risk students who should be targeted to eliminate achievement gaps. The Board of Elementary and Secondary Education will consider the extent to which the school has followed and updated its recruitment and retention plan as one of the factors in making a renewal decision (c. 71, § 89(i)).

Furthermore, as specified in MGL c. 71, § 89 (i)(3), if the school is located in a district with 10 percent or more of limited English-proficient students, the school’s recruitment strategies must include a variety of outreach efforts in the most prevalent[[7]](#footnote-8) languages of the district. **Please note that** **a country’s official language is not an acceptable substitute for the prevalent languages in the “List of charter schools that are located in districts that enroll 10% or more of limited English proficient students” document** **located on the** [**Department website**](http://www.doe.mass.edu/charter/sped/?section=report)**.** For example, translations must be provided into Cape Verdean Creole for families that list Cape Verdean Creole as their primary language. The school may not translate materials for these families into Portuguese, even though it is the country’s “official” language in Cape Verde.

*Please note that if the school’s Recruitment and Retention Plan is not approved by November 1, 2023, it will be reflected in future ratings of Criteria 2: Access and Equity.*

**Resources:**

* Schools must use the [Charter Analysis and Review Tool (CHART)](http://www.doe.mass.edu/charter/finance/chart/) to successfully create the Recruitment and Retention Plan.
* The Department has created a [Compendium of Recruitment Strategies](http://www.doe.mass.edu/charter/sped/default.html) to assist schools when creating Recruitment and Retention Plans.
* Please contact your school’s liaison if you require assistance with the CHART tool or the creation of the Recruitment and Retention Plan.

## Recruitment Plan 2023-24

|  |
| --- |
|  |
| **2022-23 Implementation Summary:**   1. In a brief narrative, what were the successes and challenges of implementing the school’s recruitment strategies from the 2022-23 Recruitment Plan? 2. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)? 3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2021 SIMS report) will meet the comparison index or the school’s gap narrowing targets.    1. Please explicitly state if you would like further discussion with the Department regarding the school’s Recruitment Plan once your school has submitted October 1 SIMS demographic information.    2. Please explicitly state if you would like further discussion with the Department regarding the school’s rates of enrolling students with disabilities or English learners (EL) compared to the Comparison Index or gap narrowing targets. |

|  |
| --- |
| **Describe the school’s general recruitment activities, i.e. those intended to reach all students.** |
| **General Recruitment Activities for 2023-24:** |

Directions for creating deliberate, specific strategies for the Recruitment Plan:

1. Look at [CHART](http://www.doe.mass.edu/charter/finance/chart/)
2. Review your school’s subgroup enrollment in CHART. Please pay particular attention to the enrollment of students who are English learners, students with disabilities, and students in the low-income group. Additionally, please pay particular attention to trends over time.
3. Determine for which of the above groups the charter school enrolls a comparable population (meaning the charter school rates of enrollment of that student group is at or above the comparison index (CI)) OR meets the gap narrowing target[[8]](#footnote-9) (GNT) **and** for which groups the school *falls below* the comparison index and is below the gap narrowing target.
4. In order to fill in the template below, you must use CHART data. In the template below, students with disabilities, English learners, and students in the low- income group are split into three sections. Follow the directions for each section below.
   1. In the CHART data column (a), fill in the most recent [CHART data](http://www.doe.mass.edu/charter/finance/chart/) for the school and choose the appropriate words to complete the sentence below based on the data.
   2. In the “Continued 2022-23 Strategies” section (b), copy and paste the previous year’s recruitment strategies in list form. **If CHART shows that the school enrolls a subgroup population above the CI or meeting the GNT:** In the “Continued 2022-23 Strategies” section, check the box, “Met GNT/CI: no enhanced/additional strategies needed.” The school does not need to complete the “2023-24 Additional Strategies**”** below but may add strategies if the school believes it is necessary to maintain enrollment numbers.
   3. **If CHART shows that the school does not enroll a subgroup population above the CI and is not meeting the GNT:** In the “2023-24 Additional Strategies**”** section (c), check the box, “Did not meet GNT/CI: additional and/or enhanced strategies needed”. Then, please list enhanced or additional recruitment strategies to attract and enroll a student population that is demographically comparable to similar grades in schools from which the charter school enrolls students. Also, include how long the school expects each strategy to take to show an increase in enrollment for this subgroup (i.e. 1 year, 2 years). Please also note if the school collaborated with a specific local community organization to develop or implement these strategies.
5. For rows labeled (d) – (g) “Continued 2022-23 Strategies” (for additional subgroups), copy and paste the previously approved recruitment strategies for students who are sub-proficient, students at risk of dropping out of school, students who have dropped out of school, and other subgroups of students who would be targeted to eliminate the achievement gap from the last approved Annual Report. Please add any additional strategies the school will use in 2023-24 in sections marked Additional Strategy(ies).

**Do not repeat strategies.** Each subgroup should have its own set of specific and deliberate strategies.

| **Recruitment Plan – 2023-24 Strategies**  **List strategies for recruitment activities for each demographic group.** | |
| --- | --- |
| **Special education students/students with disabilities** | |
| **(a) CHART data**  **School percentage**: #%  **GNT percentage[[9]](#footnote-10)**: #%  **CI percentage**: #%  The school is at/ above/below GNT percentages and at/above/below CI percentages | **(b) Continued 2022-23 Strategies**  Met GNT/CI: no enhanced/additional strategies needed   * Copy and paste strategies here from last year’s approved Annual Report. |
| **(c) 2023-24 Additional Strategy(ies), if needed**  Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. |
| **Limited English-proficient students/English learners** | |
| **(a) CHART data**  **School percentage**: #%  **GNT percentage[[10]](#footnote-11)**: #%  **CI percentage**: #%  The school is at/above/below GNT percentages and at/above/below CI percentages | **(b) Continued 2022-23 Strategies**  Met GNT/CI: no enhanced/additional strategies needed   * Copy and paste strategies here from last year’s approved Annual Report. |
| **(c) 2023-24 Additional Strategy(ies), if needed**  Did not meet GNT/CI: additional and/or enhanced strategies needed.  Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. |
| **Students eligible for free or reduced lunch (Low-income)** | |
| **(a) CHART data**  **School percentage**: #%  **GNT percentage[[11]](#footnote-12)**: #%  **CI percentage**: #%  The school is at/above/below GNT percentages and at/above/below CI percentages | **(b) Continued 2022-23 Strategies**  Met GNT/CI: no enhanced/additional strategies needed   * Copy and paste strategies here from last year’s approved Annual Report. |
| **(c) 2023-24 Additional Strategy(ies), if needed**  Did not meet CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. |
| Students who are sub-proficient | **(d) Continued 2022-23 Strategies**   * Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed.   **2023-24 Additional Strategy(ies), if needed**   * Provide additional and/or enhanced strategies needed. |
| Students at risk of dropping out of school | **(e) Continued 2022-23 Strategies**   * Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed.   **2023-24 Additional Strategy(ies), if needed**   * Provide additional and/or enhanced strategies needed. |
| Students who have dropped out of school  \*only schools serving students who are 16 and older | **(f) Continued 2022-23 Strategies**   * Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed.   **2023-24 Additional Strategy(ies), if needed**   * Provide additional and/or enhanced strategies needed. |
| **OPTIONAL[[12]](#footnote-13)**  Other groups of students who should be targeted to eliminate the achievement gap | **(g) Continued 2022-23 Strategies**   * Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed.   **2023-24 Additional Strategy(ies), if needed**   * Provide additional and/or enhanced strategies needed. |

## Retention Plan 2023-24

| **Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2022-23 Retention Plan.** |
| --- |
| **2022-23 Implementation Summary:** |

For the purposes of a Recruitment and Retention Plan, retention shall be defined as the charter school's ability to maintain enrollment of its students with low turnover and limited attrition ([603 CMR 1.02](http://www.doe.mass.edu/lawsregs/603cmr1.html?section=02)).

Directions for creating deliberate, specific strategies for the Retention Plan:

1. Look at [CHART data](http://www.doe.mass.edu/charter/finance/chart/).
2. Review your school’s attrition rates in CHART. Please pay particular attention to the attrition of students who are English learners, students with disabilities, and students in the low- income group. Additionally, please pay particular attention to trends over time.
3. Calculate your school’s retention rate by subtracting the “all students” attrition rate from 100. For example, if the all students attrition rate is 8.3%, then the retention rate would be calculated as 100-8.3 = 91.7%.
4. Establish a retention goal for the 2023-24 school year and record it in “Overall Student Retention Goal” below. The overall student retention goal rate may be determined based on the school’s past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.
5. In order to fill in the template below, you must use CHART data. In the template below, the students with disabilities, English learners, and students in the low- income group are split into three sections. Follow the directions for each section below.
   1. In the CHART data column (a), fill in the most recent [CHART data](http://www.doe.mass.edu/charter/finance/chart/) for the school and choose the appropriate words to complete the sentence below based on the data.
   2. In the “Continued 2022-23 Strategies” section (b), copy and paste the previous year’s retention strategies in list form.
   3. **If CHART shows that the school has attrition rates** **for subgroups that fall below the third quartile**: In the “Continued 2022-23 Strategies” section (b) check the box, “Below third quartile: no enhanced/additional strategies needed”. The school does not need to complete the “2023-24 Additional Strategies**”** (c) below, but may add strategies if the school believes it is necessary to maintain retention numbers.
   4. **If CHART shows that subgroups have attrition rates at or above the third quartile**: In the “2023-24 Additional Strategies**”** section (c), check the box, “At/Above the third quartile: additional and/or enhanced strategies needed”. Then, below this box, please list enhanced or additional retention strategies meant to lower attrition rates. Also, include how long the school expects each strategy to take to show a decrease in CHART data for each subgroup (i.e. 1 year, 2 years). Please also note if the school collaborated with a specific local community organization to develop or implement these strategies.
   5. The Retention Plan *may* include activities that address the needs of all students in the school, but *must* be designed to impact the target groups (students who are English learners, students with disabilities, and low-income students, etc.).
6. For rows (d-g) “Continued 2022-23 Strategies”, copy and paste previously approved retention strategies for students who are sub-proficient, students at risk of dropping out of school, students who have dropped out of school, and other subgroups of students who would be targeted to eliminate the achievement gap in list form from the last approved Annual Report. Please add any additional strategies the school will use in 2023-24 in sections marked Additional Strategy(ies).

**Do not repeat strategies.** Each subgroup should have its own set of specific and deliberate strategies.

| **Overall Student Retention Goal**  *The overall student retention goal rate may be determined based on the school’s past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.* | |
| --- | --- |
| **Annual goal for student retention (percentage):** | [#]% |

| **Retention Plan – 2023-24 Strategies**  **List strategies for retention activities for each demographic group.** | |
| --- | --- |
| **Special education students/students with disabilities** | |
| **(a) CHART data**  **School percentage**: #%  **Third Quartile**: #%  The school’s attrition rate is above/at/below third quartile percentages. | **(b) Continued 2022-23 Strategies**  At or below third quartile: no enhanced/additional strategies needed   * Copy and paste strategies here from last year’s approved Annual Report. |
| **(c) 2023-24 Additional Strategy(ies), if needed**  Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. |
| **Limited English-proficient students/English learners**  Limited English-proficient students | |
| **(a) CHART data**  **School percentage**: #%  **Third Quartile**: #%  The school’s attrition rate is above/at/below third quartile percentages. | **(b) Continued 2022-23 Strategies**  At or below third quartile: no enhanced/additional strategies needed.   * Copy and paste strategies here from last year’s approved Annual Report. |
| **(c) 2023-24 Additional Strategy(ies), if needed**  Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.  No ELs were enrolled during the 2022-23 school year. No retention strategies needed. |

|  |  |
| --- | --- |
| **Students eligible for free or reduced lunch (low-income)** | |
| **(a) CHART data**  **School percentage**: #%  **Third Quartile**: #%  The school’s attrition rate is above/at/below third quartile percentages. | **(b) Continued 2022-23 Strategies**  At or below third quartile: no enhanced/additional strategies needed   * Copy and paste strategies here from last year’s approved Annual Report. |
| **(c) 2023-24 Additional Strategy(ies), if needed**  Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. |
| Students who are sub-proficient | **(d) Continued 2022-23 Strategies**   * Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed.   **2023-24 Additional Strategy(ies), if needed**   * Provide additional and/or enhanced strategies needed. |
| Students at risk of dropping out of school | **(e) Continued 2022-23 Strategies**   * Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed.   **2023-24 Additional Strategy(ies), if needed**   * Provide additional and/or enhanced strategies needed. |
| Students who have dropped out of school  \*only schools serving students who are 16 and older | **(f) Continued 2022-23 Strategies**   * Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed.   **2023-24 Additional Strategy(ies), if needed**   * Provide additional and/or enhanced strategies needed. |
| **OPTIONAL[[13]](#footnote-14)**  Other groups of students who should be targeted to eliminate the achievement gap | **(g) Continued 2022-23 Strategies**   * Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed.   **2023-24 Additional Strategy(ies), if needed**   * Provide additional and/or enhanced strategies needed. |

# Appendix C: School and Student Data Tables

## Student Demographic Information

* Please link the text below (Enrollment by Race/Ethnicity (2022-23)) to the page in Profiles with the school’s data. For example, [here](https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04450105&orgtypecode=6&) is the link to the page with enrollment data by race/ethnicity for Abby Kelley Foster Charter Public School*.*

**Enrollment by Race/Ethnicity (2022-23)**

* Please complete the table below using information from the Enrollment by Race/Ethnicity (2022-23) table.

| **Student Data by Race/Ethnicity (2022-23)** | |
| --- | --- |
| **Race/Ethnicity** | **Percentage of Student Body** |
| African American |  |
| Asian |  |
| Hispanic |  |
| Native American |  |
| White |  |
| Native Hawaiian, Pacific Islander |  |
| Multi-Race, Non-Hispanic |  |

* Please link the text below (Selected Populations (2022-23)) to the page in Profiles with the school’s data. For example, [here](https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04450105&orgtypecode=6&leftNavId=305&) is the link to the page with enrollment data for selected populations for Abby Kelley Foster Charter Public School.

**Selected Populations (2022-23)**

| **Selected Student Populations (2022-23)** | |
| --- | --- |
| **Title** | **Percentage of Student Body** |
| First Language not English |  |
| English Language Learner |  |
| Low-income |  |
| Students with Disabilities |  |
| High Needs |  |

* Please complete the table below using information from the Selected Populations (2022-23) table.

## Administrative Roster and Staff Attrition Data

* Complete the table below.

| **Administrative Roster During the 2022-23 School Year** | | | |
| --- | --- | --- | --- |
| **Name** | **Title** | **Start date** | **End date**  (if no longer employed at the school) |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

\*Add or remove rows as needed.

* Please make sure your district/school profile and directory administration is up-to-date with the correct names and contact information for key leaders. Please ask your school's [directory administrator](https://www.doe.mass.edu/infoservices/data/diradmin/list.aspx) to update this data in the Directory Administration. Your directory administrator can contact Lee DeLorenzo at [Lee.DeLorenzo@mass.gov](mailto:Lee.DeLorenzo@mass.gov) or 781-338-3227 for assistance.
* Complete the table below. Departures refer to an employee no longer working at the school or network. Departures should not include reassignment or transitions to other roles within school or network. Reasons for departure may include, but not be limited to, the following:

termination or non-renewal of employment contract, or employee chose to end employment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher and Staff Attrition for the 2022-23 School Year** | | | | |
|  | **Number as of the last day of the 2022-23 school year** | **Number of departures during the 2022-23 school year** | **Number of departures at the end of the school year** | **Reason(s) for Departure** |
| **Teachers** |  |  |  |  |
| **Other Staff** |  |  |  |  |

## Information About The Board of Trustees

* Complete the table below.
  + Responses in the *Position on the board* column should indicate if the individual is a board officer, committee officer, staff representative, parent representative, student representative, or ex officio trustee, such as a school leader.
  + If a trustee named below is no longer serving on the board as of July 1, 2023, please clearly indicate their resignation date in the *Length of each term* column.

| **Board Membership During the 2022-23 School Year** | | | | |
| --- | --- | --- | --- | --- |
| **Name** | **Position on the board** | **Committee affiliation(s)** | **Number of terms served on the board** | **Length of each term** (start and end date in MM/YY format) |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

\* Add or remove rows as needed.

* Please make sure the board’s roster on the school’s website accurately reflects current board membership. Please make sure your records within the Board Member Management System (BMMS) are up-to-date with the correct status, positions, and email addresses for all trustees. Please ask your school's BMMS portal user to update this data in BMMS. School leaders or BMMS portal users can contact James DiMaio at [James.DiMaio2@mass.gov](mailto:James.DiMaio2@mass.gov) or 781-338-3228 for assistance.
* Please link the text below (board and committee meeting notices) to the page on the school’s website where board and committee meeting notices are posted. Posting meeting notices on the school’s website is required by the [Open Meeting Law](https://www.mass.gov/files/documents/2017/09/25/2017%20Guide%20only.pdf#:~:text=The%20Open%20Meeting%20Law%20was%20revised%20as%20part,public%2C%20of%20the%20basic%20requirements%20of%20the%20law.).

**Board of Trustee and Committee Meeting Notices**

# Appendix D: Additional Required Information

A number of changes at a charter school may not require an [amendment request](http://www.doe.mass.edu/charter/governance/AmendmentGuidelines.pdf) but do require that the school inform the Department in a timely fashion. Please remember to notify the Office of Charter Schools and School Redesign regarding these changes. Notification is required for many circumstances, please see the Charter School Regulations [603 CMR 1.08 (11)](http://www.doe.mass.edu/lawsregs/603cmr1.html?section=08)). Please provide information about the following:

## Facilities

* In the table below, please list of each of the school’s buildings, including those reported in Schedule B of the Charter School End of Year Financial Report for 2022 and any buildings acquired since then. (*Please note:* If you are a regional school relocating or acquiring a facility outside of your charter school’s current municipality, any temporary or permanent change will involve a charter amendment that requires approval by the Commissioner prior to occupancy. See the [Guidelines for Charter Amendments Subject to Commissioner Approval](https://www.doe.mass.edu/charter/governance/commissioner-amendment-guidelines.docx) for instructions.)

| **Address** | **Dates of Occupancy** |
| --- | --- |
|  |  |
|  |  |
|  |  |

\*Add or remove rows as needed.

## Enrollment

“Charter schools may not set any principal application deadlines or hold any enrollment lotteries for student admissions for the upcoming school year until after January 1. Every charter school shall conclude its principal enrollment process no later than March 15 of each year” (603 CMR 1.05 (3)(c)).

The Department issues a [memo](https://www.doe.mass.edu/charter/enrollment/fy2024/pre-enrollment-guide.html) on or before February 15each year that reports any limitations on the number of students from a district that may be enrolled in charter schools for the upcoming year. Please ensure that any enrollment lottery offers are timed to make best use of the February 15 notice of limitations to seat availability. More information about enrollment may be found [here](https://www.doe.mass.edu/charter/enrollment/).

* Please provide the application and lottery deadlines for enrollment during the 2024-25 school year. For example, Alpha Omega Charter School’s upcoming application deadline is February 25, 2024 and the lottery date is March 5, 2024.

| **Action** | **2023-24 School Year Date(s)** |
| --- | --- |
| Student Application Deadline | [Month, Day, 2024] |
| Lottery | [Month, Day, 2024] |

It is strongly recommended that the school hold its lottery **after** the Department sends information regarding seat availability, which is typically sent to the field by early February. When scheduling the school’s lottery date, remember to allow for adequate time to reschedule in case of weather-related or other emergencies with one week’s public notice.

**Please schedule the lottery date within a timeframe that allows the school to submit required and time bound pre-enrollment and waitlist data by March 15, 2024.**

# Appendix E: Conditions, Complaints, and Attachments

Conditions (*if applicable*)

* Complete the table below. If the school is operating with conditions, either with or without a designation of probationary status, please list each condition and summarize the school’s efforts in 2022-23 to address the concern that resulted in the condition.

Please note: If the school is operating with a condition requiring the school to submit for annual Department approval an enhanced Recruitment and Retention Plan that includes deliberate and specific strategies for residents of the school’s charter region, please briefly describe those strategies here to report on the condition. This is in addition the requirements to submit Appendix B: Recruitment and Retention Plan. Add or remove rows as needed.

|  |
| --- |
| Efforts to Address Concerns Resulting in Conditions |
| Condition |
| Sample: 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 in mathematics, English language arts, and science. |
| Actions taken by the school in 2022-23 to address the concern that resulted in the condition |
|  |
| Condition |
| Sample: Beginning August 1, 2023, the school must submit for annual Department approval an enhanced Recruitment and Retention Plan that includes deliberate and specific recruitment strategies for residents of the school’s charter region. These strategies must be designed to increase enrollment 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. |
| Actions taken by the school in 2022-23 to address the concern that resulted in the condition |
|  |

Complaints

* Summarize any written complaints received by the board of trustees during 2022-23, pursuant to the state’s charter school regulations, 603 CMR 1.09. The summary should describe each complaint in general terms, without mentioning specific names or information that may be deemed confidential, and should describe how each complaint has been resolved. If the board of trustees did not receive any written complaints during 2022-23, please state that here.

Attachments (*if applicable*)

* For schools operating with conditions related to academic performance, schools whose accountability percentile in 2022 was 33 or lower, and schools without an accountability percentile in 2022, please attach the tables or visuals the school used to analyze overall student performance outcomes, specifically for non-statewide results. See *Criterion 5: Student Performance* for further instructions about what to include. For alternative charter schools and other charter schools that use non-statewide assessments as measures in your Accountability Plans, please reference *Appendix A: Accountability Plan Evidence 2022-23* as appropriate. It is not necessary to present the same information both here and in *Appendix A*.

Any attachments should be explicitly referred to in the text of the report and must be directly relevant to that part of the text. Attachments do not count toward the 25-page maximum.

1. [603 CMR 1.08](http://www.doe.mass.edu/lawsregs/603cmr1.html?section=08) (1) Annual Report**:** A charter school shall submit an annual report to the Board and the local school committee and make available to every parent or guardian of its enrolled students and to every parent or guardian who expresses interest in enrolling in that charter school. Each charter school shall make the annual report available on its website. A network, as defined by 603 CMR 1.00, may submit a combined annual report provided that information for each school is reported discretely within the annual report to ensure that it complies with MGL c. 71, § 89; 603 CMR 1.00; and any guidelines issued by the Department. The annual report shall be issued no later than August 1st of each year for the preceding school year. The annual report shall include the following information:

   (a) a financial statement setting forth by appropriate categories the unaudited revenue and expenditures for the year just ended, and a balance sheet setting forth the charter school's assets, liabilities, and fund balances or equities;

   (b) a capital plan identifying future planned capital projects and the amounts held in reserve for such projects;

   (c) a report on the school's implementation of its recruitment and retention plan for the relevant year;

   (d) an updated recruitment and retention plan for the upcoming school year that complies with guidelines issued by the Department;

   (e) projections of income and expenses for the upcoming school year;

   (f) discussion of progress made toward achievement of the goals of the charter and accountability plan;

   (g) evidence that the charter school is developing or has provided models for replication and best practices in education; and

   (h) such other information as the Board may require in guidelines. [↑](#footnote-ref-2)
2. The figure included here should match the figure reported for 2022-23 in the school’s Profile. For example, the figure to be reported for Abby Kelley Foster Charter Public School is 1,422, as shown [here](https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04450000&orgtypecode=5&), in the school’s Profile. [↑](#footnote-ref-3)
3. The figure included here should match the figure reported in the [Massachusetts Charter School Waitlist Updated Report for 2022-23](https://www.doe.mass.edu/charter/enrollment/fy2023/updated-waitlist.html). If there is no waitlist, please report “0”. [↑](#footnote-ref-4)
4. 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”). [↑](#footnote-ref-5)
5. The Department will also consider 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, including but not limited to:

   partnerships with other schools implementing key successful aspects of the charter school’s program,

   active participation in 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 the school’s innovative school practices. [↑](#footnote-ref-6)
6. Please note: The Department now uses the term [Low-income](https://profiles.doe.mass.edu/help/data.aspx?section=students#selectedpop). [↑](#footnote-ref-7)
7. According to 603 CMR 1.05, “A language shall be deemed a prevalent language if it is the primary language of 1% or more of the district's total enrollment.” [↑](#footnote-ref-8)
8. The Gap Narrowing Target (GNT) refers to the halfway point between the school’s baseline rate (which is the rate in the 2010-11 school year or the rate in the first year enrollment data was collected) and the current Comparison Index (the “target”). The object is to meet the halfway point between baseline and Comparison Index six years after the baseline year. For a school to be on schedule to meet its GNT, an incremental increase must be met annually. To determine this increment, the following equation is used: [(Comparison Index – Baseline) / 2] / 6 years = Annual GNT increment.  
    [↑](#footnote-ref-9)
9. Note for new schools: The annual GNT for first year of data will be equal to first year data (baseline).  
     
   Note for 2023 data: Because of the nature of the Gap Narrowing Target calculations (see footnote 9), 2023 GNT and Comparison Index figures are the same for many schools. The 2023 school year is 12 years from the baseline year (2011) used in most calculations. Because the GNT allows for six years to reach the halfway point, year 12 equals the “target” Comparison Index. Additional note: This does not apply to schools that opened after 2011 (year opened is used as baseline). [↑](#footnote-ref-10)
10. Note for new schools: The annual GNT for first year of data will be equal to first year data (baseline).  
      
    Note for 2023 data: Because of the nature of the Gap Narrowing Target calculations, 2023 GNT and Comparison Index figures are the same for many schools. The 2023 school year is 12 years from the baseline year (2011) used in most calculations. Because the GNT allows for six years to reach the halfway point, year 12 equals the “target” Comparison Index. Additional note: This does not apply to schools that opened after 2011 (year opened is used as baseline), nor does it apply to Low-income/Eco Dis calculations (2014-15 is used for baseline). [↑](#footnote-ref-11)
11. Note for new schools: The annual GNT for first year of data will be equal to first year data (baseline).  
      
    Note for 2023 data: Because of the nature of the Gap Narrowing Target calculations, 2023 GNT and Comparison Index figures are the same for many schools. The 2023 school year is 12 years from the baseline year (2011) used in most calculations. Because the GNT allows for six years to reach the halfway point, year 12 equals the “target” Comparison Index. Additional note: This does not apply to schools that opened after 2011 (year opened is used as baseline), nor does it apply to Low-income/Eco Dis calculations (2014-15 is used for baseline). [↑](#footnote-ref-12)
12. Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation. [↑](#footnote-ref-13)
13. Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation. [↑](#footnote-ref-14)