

[name of charter school]

Summary of RevieW

[City], MA

February 2024

**Massachusetts Department of Elementary and Secondary Education**

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Commissioner

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# About the Charter School Renewal Process

The charter school regulations state that “the decision by the Board [of Elementary and Secondary Education] 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 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” 603 CMR 1.11(2). Consistent with the regulations, recommendations regarding renewal are based upon the Department of Elementary and Secondary Education’s (Department) evaluation of the school’s performance in these areas. In its review, the Department has considered both the school’s absolute performance at the time of the application for renewal and the progress the school has made during the first four years of its charter. Performance is evaluated against both the [Massachusetts Charter School Performance Criteria](http://www.doe.mass.edu/charter/acct.html?section=criteria) (Criteria) and the school’s Accountability Plan.

The charter renewal process begins when a charter school submits to the Department an Application for Renewal of a Public School Charter (Application for Renewal). After the Department has determined the Application for Renewal is complete, the Department works with the school to schedule a renewal inspection.

The renewal inspection provides the Department with current information about the school’s performance relative the Criteria. The Criteria outline expectations for charter school performance in three areas of accountability: faithfulness to charter, academic program success, and organizational viability. The length and scope of the renewal inspection varies depending on the school’s age, size, location, status (conditions or probation), and/or past performance. All renewal inspections collect evidence that is required for a renewal determination as outlined by G.L. c. 71, § 89(dd). Department staff may conduct the renewal inspection, or the Department may contract with an independent organization to conduct the renewal inspection. For more details about the renewal inspection, see the [Charter School Renewal Inspection Protocol](http://www.doe.mass.edu/charter/acct.html?section=renew).

The Summary of Review (SOR) summarizes the school’s performance over the five-year charter term, reflecting evidence compiled throughout the charter term from sources such as annual reports, site visit reports, and state assessment results. See *Appendix E: Sources of Evidence* for more details. The SOR incorporates descriptions of evidence gathered during the renewal inspection.[[1]](#footnote-2) The renewal inspection team prepares these descriptions, and they are included in the gray shaded boxes in the body of the report.[[2]](#footnote-3) The SOR highlights evidence for six Criteria aligned with the statutory requirements for charter renewal outlined by M.G.L. c. 71, § 89(dd): Criterion 1: Mission and Key Design Elements; Criterion 2: Access and Equity; Criterion 3: Compliance; Criterion 4: Dissemination; Criterion 5: Student Performance; and Criterion 9: Governance. The SOR also includes evidence related to other Criteria assessed during the renewal inspection.

# School Overview

## School Profile

| [Name of Charter School] ([School Abbreviation]) | | | |
| --- | --- | --- | --- |
| **Type of Charter** |  | **Location** |  |
| **Regional or Non-Regional** |  | **Districts in Region** |  |
| **Year Opened** |  | **Year(s) Renewed** |  |
| **Maximum Enrollment** |  | **Current Enrollment** | [#][[3]](#footnote-4) |
| **Chartered Grade Span** |  | **Current Grade Span** |  |
| **Students on Waitlist** | [#][[4]](#footnote-5) | **Current Age of School** |  |
| **Mission Statement:**  [Paste mission statement here.] | | | |

## School History

* [School name] ([school’s initials]) received its charter in [year] to serve [#] students in grades [#] to [#]. The school opened in [year], serving [number] students in grade(s) [# through #]. [Brief summary of the school’s growth in the following years]
* [List and brief description of any major amendments granted to the school over the life of the school.]
* [List and brief description of other actions taken by the Board or the commissioner, including placing and removing conditions/probation]
* [Description of enrollment history during current expansion]
* [Brief description of the school’s organizational structure from the top down, starting with the board of trustees]
* [Brief description of any significant leadership changes during the current charter term]
* [Description of other relevant contextual information]
* [Synopsis of site visits during the charter term]

## Student Demographics

| Enrollment by Race/Ethnicity (2023-24)[[5]](#footnote-6) | |
| --- | --- |
| **Race/Ethnicity** | **Percentage of Student Body** |
| African American |  |
| Asian |  |
| Hispanic |  |
| Native American |  |
| White |  |
| Native Hawaiian, Pacific Islander |  |
| Multi-Race, Non-Hispanic |  |

| Selected Populations (2023-24)[[6]](#footnote-7) | |
| --- | --- |
| **Title** | **Percentage of Student Body** |
| First Language not English |  |
| English Language Learner |  |
| Low-income |  |
| Students with Disabilities |  |
| Economically Disadvantaged |  |

# Executive Summary of School Performance

| Massachusetts Charter School Performance Criteria | | |
| --- | --- | --- |
| Faithfulness to Charter | | Rating[[7]](#footnote-8) |
| **Criterion 1: Mission and Key Design Elements**  *[Language of finding]* | |  |
| **Criterion 2: Access and Equity**  *[Language of findings]* | |  |
| **Criterion 3: Compliance**  *[Language of findings]* | | **Not Rated**[[8]](#footnote-9) |
| **Criterion 4: Dissemination**  *[Language of finding]* | |  |
| Academic Program Success | |  |
| **Criterion 5: Student Performance** | 2023 Overall Classification: |  |
| Progress Toward Improvement Targets: | **[#]%** |
| 2023 Accountability Percentile: | **[#]** |
| Organizational Viability | |  |
| **Criterion 9: Governance**  *[Language of finding]* | |  |

# Findings

## Faithfulness to Charter

| Criterion 1: Mission and Key Design Elements | |
| --- | --- |
| The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its Accountability Plan goals. |  |

*Finding:*

* [Summary of the school’s performance during the charter term]

|  |
| --- |
| *Evidence gathered and reviewed as part of the renewal inspection:*  [Text from the Renewal Inspection Evidence (RIE) summary created by the renewal inspection team] |

*Finding: [School initials] reported that it met/did not meet a majority of the goals in its Accountability Plan.*

* [Summary of evidence]

| Criterion 2: Access and Equity | |
| --- | --- |
| The school ensures access and equity for all students eligible to attend the school. |  |

*Finding: [Topic sentence answering the guiding question: What are the ways in which the school seeks to ensure access to the program and equity for all students eligible to attend the school?]*

* [Summary of evidence]

*Finding: [Topic sentence answering the guiding question: Has the school has been successful in recruiting and retaining a demographically comparable*[[9]](#footnote-10) *population?]*

* Enrollment of students with disabilities, English learners, and students in the low-income group[[10]](#footnote-11) ...
* Attrition rates[[11]](#footnote-12) ….
* Stability rates[[12]](#footnote-13)...
* Please see the [Charter Analysis and Review Tool (CHART)](https://www.doe.mass.edu/charter/finance/chart/) and Profiles for more information.

In the tables below, percentages that meet Department expectations are highlighted in green, while percentages that do not meet Department expectations are highlighted in red.[[13]](#footnote-14)

*Recruitment*

| Students with Disabilities (Percent Enrolled) | | | | |
| --- | --- | --- | --- | --- |
|  | **2020** | **2021** | **2022** | **2023** |
| **[School Abbreviation]** |  |  |  |  |
| **Comparison Index** |  |  |  |  |
| **Gap Narrowing Target** |  |  |  |  |

| English Language Learners (Percent Enrolled) | | | | |
| --- | --- | --- | --- | --- |
|  | **2020** | **2021** | **2022** | **2023** |
| **[School Abbreviation]** |  |  |  |  |
| **Comparison Index** |  |  |  |  |
| **Gap Narrowing Target** |  |  |  |  |

| Economically Disadvantaged (2020-2021)/ Low-Income (2022-2023) (Percent Enrolled) | | | | |
| --- | --- | --- | --- | --- |
|  | **2020** | **2021** | **2022** | **2023** |
| **[School Abbreviation]** |  |  |  |  |
| **Comparison Index** |  |  |  |  |
| **Gap Narrowing Target** |  |  |  |  |

*Retention*

| All Students (Percent Attrition) | | | | |
| --- | --- | --- | --- | --- |
|  | **2020** | **2021** | **2022** | **2023** |
| **[School Abbreviation]** |  |  |  |  |
| **Median** |  |  |  |  |
| **Third Quartile** |  |  |  |  |

| High Needs (Percent Attrition) | | | | |
| --- | --- | --- | --- | --- |
|  | **2020** | **2021** | **2022** | **2023** |
| **[School Abbreviation]** |  |  |  |  |
| **Median** |  |  |  |  |
| **Third Quartile** |  |  |  |  |

| All Students (Stability Rate Percentage) | | | |
| --- | --- | --- | --- |
|  | **2020** | **2021** | **2022** |
| **[School Abbreviation]** |  |  |  |
| **Median** |  |  |  |
| **First Quartile** |  |  |  |

| High Needs (Stability Rate Percentage) | | | |
| --- | --- | --- | --- |
|  | **2020** | **2021** | **2022** |
| **[School Abbreviation]** |  |  |  |
| **Median** |  |  |  |
| **First Quartile** |  |  |  |

*Finding: [Topic sentence answering the guiding questions: How do discipline rates compare to those of comparison schools? Do discipline rates for any student groups reflect disproportionality?]*

* [Summary of evidence]

In the tables below, percentages that meet Department expectations are highlighted in green, while percentages that do not meet Department expectations are highlighted in red.[[14]](#footnote-15)

Please note that median and third quartile figures are not yet available for 2023.

| In-School Suspension (Percentage) | | | | |
| --- | --- | --- | --- | --- |
|  | **2020** | **2021** | **2022** | **2023** |
| **[School Abbreviation]** |  |  |  |  |
| **Median** |  |  |  | - |
| **Third Quartile** |  |  |  | - |

| Out-of-School Suspension (Percentage) | | | | |
| --- | --- | --- | --- | --- |
|  | **2020** | **2021** | **2022** | **2023** |
| **[School Abbreviation]** |  |  |  |  |
| **Median** |  |  |  | - |
| **Third Quartile** |  |  |  | - |

Discipline rates for student groups that are higher than the discipline rate for all students are highlighted in red in the table below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2022-23 Student Discipline Data Report[[15]](#footnote-16)[[16]](#footnote-17)** | | | | | |
| **Student Group** | **Students** | **Students Disciplined** | **Percent In-School Suspension** | **Percent Out-of-School Suspension** | **Percent Emergency Removal** |
| **All Students** |  |  |  |  |  |
| **English Learner** |  |  |  |  |  |
| **Low Income** |  |  |  |  |  |
| **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** |  |  |  |  |  |

| Criterion 3: Compliance | |
| --- | --- |
| The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public charter schools. | **Not Rated**[[17]](#footnote-18) |

*Finding(s) [if applicable]:*

* [Summary of evidence]

| Criterion 4: Dissemination | |
| --- | --- |
| The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located. |  |

*Finding:*

* [Summary of evidence]

## Academic Program Success

| Criterion 5: Student Performance[[18]](#footnote-19) | | |
| --- | --- | --- |
| The school consistently makes progress in student academic achievement for all students as defined by the statewide accountability system. | 2023 Overall Classification: |  |
| Progress Toward Improvement Targets: | **[#]%** |
| 2023 Accountability Percentile: | **[#]** |

The purpose of the statewide accountability system is to provide clear, actionable information about school performance. The accountability indicators used for each school depend on the grades served. Following is summary information for [school abbreviation] for 2020 through 2023, the first four years of the charter term. More detailed data are included in Profiles.

*Overall Classification*

Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention.

| Overall Classification |
| --- |
| **2023** |
| **Not requiring assistance or intervention**  **Requiring assistance or intervention**  **Insufficient data**  **Reason for classification:** The school is among the lowest performing 10% of schools; performance of white students was low  **Progress toward improvement targets**: [#]% - Moderate progress toward targets |

*Accountability Percentile*

An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that administer similar assessments, and is calculated using up to two years of data for all accountability indicators.

| Accountability Percentile | |
| --- | --- |
| **2022** | **2023** |
|  |  |

*Achievement*

Students in grades 3 through 8 and 10 take the Next-Generation MCAS assessments in English language arts, mathematics, and science. Achievement is reported separately for each subject using the average scaled score. Scaled scores range from 440 to 560. Students do not meet expectations in the scaled score range of 440 to 469, partially meet expectations in the scaled score range of 470 to 499, meet expectations in the scaled score range of 500 to 529, and exceed expectations in the scaled score range of 530 to 560.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Next-Generation MCAS Tests | | | | | | | | |
| **Grade and Subject** | **2022** | | | | **2023** | | | |
| **Percent of Students Meeting or Exceeding Expectations** | | **Avg. Scaled Score** | | **Percent of Students Meeting or Exceeding Expectations** | | **Avg. Scaled Score** | |
| **School** | **State** | **School** | **State** | **School** | **State** | **School** | **State** |
| **Grades 3-8 English Language Arts** |  | 41 |  | 494 |  | 42 |  | 494 |
| **Grades 3-8 Mathematics** |  | 39 |  | 493 |  | 41 |  | 494 |
| **Grades 5 & 8 Science and Tech/Eng** |  | 42 |  | 495 |  | 41 |  | 494 |
| **Grade 10 English Language Arts** |  | 58 |  | 503 |  | 58 |  | 504 |
| **Grade 10 Mathematics** |  | 50 |  | 501 |  | 50 |  | 500 |
| **Grade 10 Science and Tech/Eng** |  | 47 |  | 499 |  | 47 |  | 499 |

*Student Growth*

The Department uses Student Growth Percentiles (SGPs) to measure how student-level achievement has grown or changed over time. SGPs are reported separately for English language arts and mathematics and are not calculated for science. SGPs are generated based on student performance on statewide assessments and include only students enrolled in the school on or before October 1. In general, SGPs in the range of 1 to 39 are associated with lower growth, SGPs in the range of 40 to 60 are associated with typical growth, and SGPs in the range of 61 to 99 are associated with higher growth.

| Student Growth Percentile | | |
| --- | --- | --- |
| **Grade and Subject** | **Next-Generation MCAS** | |
| **Average SGP** | |
| **2022** | **2023** |
| **Grades 4-8 English Language Arts** |  |  |
| **Grades 4-8 Mathematics** |  |  |
| **Grade 10 English Language Arts** |  |  |
| **Grade 10 Mathematics** |  |  |

*Progress Toward Attaining English Proficiency*

Districts and schools that have at least 20 English learners with results from the ACCESS for ELLs assessment have a measure of progress made by ELs toward achieving English proficiency. This is measured by calculating the percentage of students who meet annual targets that keep them on track to attaining English proficiency over six years, based on results from the ACCESS for ELLs assessment.

| Progress Toward English Language Proficiency (Percent Meeting Targets) | | | | |
| --- | --- | --- | --- | --- |
|  | **2022** | | **2023** | |
| **School** | **State** | **School** | **State** |
| **Non-High School** |  | 49.7 |  | 46.3 |
| **High School** |  | 22.5 |  | 14.2 |

*High School Completion*

The 4-year graduation rate is the percentage of students in an annual cohort who graduate with a regular high school diploma within four years.

| 4-Year Cohort Graduation Rate (Percent Graduated) | | | |
| --- | --- | --- | --- |
|  | **2020 cohort** | **2021 cohort** | **2022 cohort** |
| **[School initials]** |  |  |  |
| **Statewide** | 89.0 | 89.8 | 90.1 |

The extended engagement rate is the total of the five-year cohort graduation rate plus the percentage of students from the cohort that remain enrolled in the school after five years.

| Extended Engagement Rate | | |
| --- | --- | --- |
|  | **2020 cohort** | **2021 cohort** |
| **[School initials]** |  |  |
| **Statewide** | 93.2 | 93.3 |
| **Alternative Schools Average** |  |  |

Dropout rates are reported for high school students who drop out of high school.

| Dropout Rate (Percent Dropout) | | | |
| --- | --- | --- | --- |
|  | **2020** | **2021** | **2022** |
| **[School initials]** |  |  |  |
| **Statewide** | 1.6 | 1.5 | 2.1 |

*Chronic Absenteeism*

Chronic absenteeism is defined as the percentage of students missing 10 percent or more of their days in membership. The chronic absenteeism rate includes both excused and unexcused absences and is calculated for students in grades 1 through 12. To be included in the school’s chronic absenteeism rate, a student must be enrolled at the school for at least 20 days at any point in the school year.

| Chronic Absenteeism – Non-High School | | |
| --- | --- | --- |
|  | **2022** | **2023** |
| **[School initials]** |  |  |
| **Statewide** | 24.1 | 18.4 |

| Chronic Absenteeism – High School | | |
| --- | --- | --- |
|  | **2022** | **2023** |
| **[School initials]** |  |  |
| **Statewide** | 31.8 | 26.4 |

*Advanced Coursework Completion*

Advanced coursework completion is reported as the percentage of all students enrolled in 11th and 12th grades that achieve a passing score in at least one advanced course, including but not limited to Advanced Placement (AP), International Baccalaureate (IB), Project Lead the Way (PLTW), dual enrollment for post-secondary credit, Chapter 74-approved vocational/technical secondary cooperative education programs and Articulation Agreement courses, and other DESE-selected rigorous courses.

| Advanced Coursework Completion (Percent) | | | | |
| --- | --- | --- | --- | --- |
|  | **2020** | **2021** | **2022** | **2023** |
| **[School initials]** |  |  |  |  |
| **Statewide** | 65.7 | 65.3 | 64.9 | 65.8 |

[Summary of evidence]

*[If applicable] Efforts to Improve Academic Performance[[19]](#footnote-20)*

Site visitors gathered evidence during the renewal inspection about the school’s efforts to improve academic performance.

|  |
| --- |
| *Evidence gathered and reviewed as part of the renewal inspection:*  [Insert text from the RIE.] |

| Criterion 6: Program Delivery |
| --- |
| The school delivers a high quality academic program that meets the needs of all students. |

| Key Indicator 6.2: Instruction |
| --- |
| The school staff has a common understanding of high-quality instruction. Instructional practices are aligned to this common understanding. Instructional practices are based on high expectations for all students and reflect cultural proficiency. Instruction fosters student engagement. Classroom environments are conducive to learning. |

|  |
| --- |
| *Evidence gathered and reviewed as part of the renewal inspection:[[20]](#footnote-21)*  [Text from the RIE] |

| Key Indicator 6.4: Supports for All Learners |
| --- |
| The school has a proactive system to effectively identify and address all students’ strengths and needs for academic, behavioral, and social-emotional development through a tiered support model. Data and progress monitoring are used to ensure that all students across all subgroups have equal access and equitable support, interventions, and resources to achieve, grow, and advance. The school regularly uses data to evaluate and modify its support programming to ensure student success. |

|  |
| --- |
| *Evidence gathered and reviewed as part of the renewal inspection:*  [Text from the RIE] |

|  |
| --- |
| Criterion 7: School Climate and Family Engagement |
| The school creates safe, positive, healthy, culturally responsive, inclusive, and welcoming learning environments. These environments cultivate supportive, authentic relationships and a strong sense of belonging and connection, which value the diverse assets and voices of all students, staff, and families. |

|  |
| --- |
| Key Indicator 7.1: Safe and Supportive Environment |
| The school ensures that school and classroom environments are safe, supportive, culturally responsive, welcoming, respectful, inclusive, and reflective of the community and students’ cultures and identities. The school creates an environment that supports all students’ sense of belonging and helps students develop social and emotional knowledge, skills, and competencies for a multicultural world. |

|  |
| --- |
| *Evidence gathered and reviewed as part of the renewal inspection:*  [Text from the RIE] |

## Organizational Viability

| Criterion 8: Capacity |
| --- |
| The school sustains a well-functioning organizational structure and creates a professional, inclusive, respectful, and welcoming working climate for all staff. |

| Key Indicator 8.3: Contractual Relationships |
| --- |
| The board of trustees and school leadership establish effective working relationships with their management company while maintaining appropriate separation between the entities. Changes in the school’s relationship with its management company comply with required charter amendment procedures.  An effective working relationship exists between the board of trustees and school leadership of a Horace Mann charter school and the host district, which operates under one or more Memoranda of Understanding (MOU) that clearly articulate the relationship with the host district regarding services, including but not limited to, facilities, funding, and waivers of collective bargaining agreement provisions. The board of trustees works to ensure that the MOU is implemented appropriately. |

|  |
| --- |
| *Evidence gathered and reviewed as part of the renewal inspection:*  [Text from the RIE] |

| Criterion 9: Governance | |
| --- | --- |
| Members of the board of trustees uphold their responsibilities under Massachusetts law and regulations to act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school. |  |

*Finding:*

* [Summary of the school’s performance during the charter term]

|  |
| --- |
| *Evidence gathered and reviewed as part of the renewal inspection:*  [Text from the RIE] |

# Appendix A: Accountability Plan Performance

**Faithfulness to Charter**

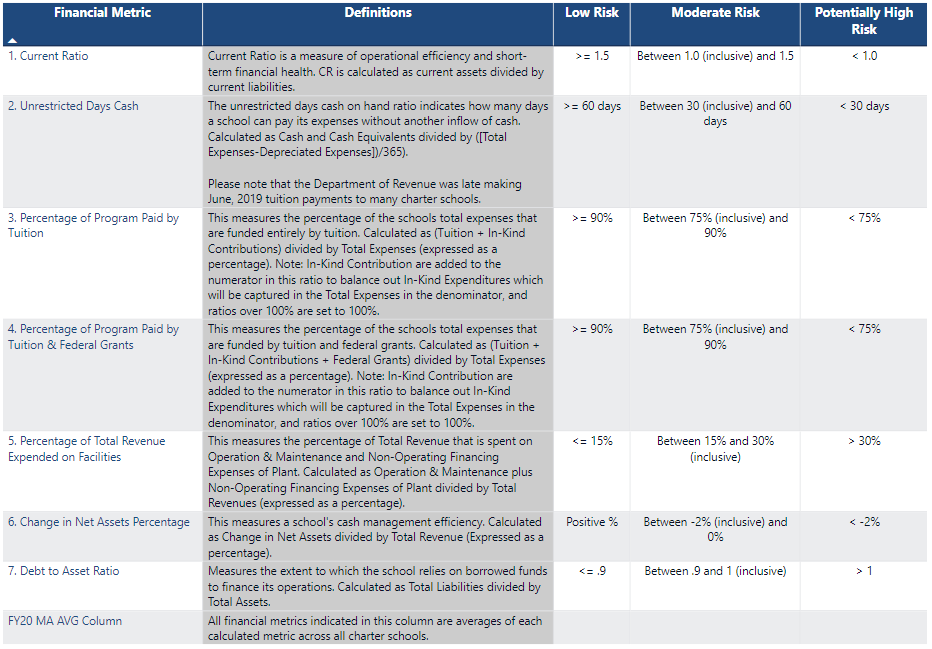
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Charter Term Performance  M (Met)  NM (Not Met) | | | | Evidence |
| Year 1 | Year 2 | Year 3 | Year 4 |  |
| **Objective:** | | | | | |
| **Measure:** |  |  |  |  |  |
| **Measure:** |  |  |  |  |  |
| **Objective**: | | | | | |
| **Measure:** |  |  |  |  |  |
| **Measure:** |  |  |  |  |  |
| **Objective:** | | | | | |
| **Measure:** |  |  |  |  |  |
| **Measure:** |  |  |  |  |  |

**Dissemination**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Charter Term Performance  M (Met)  NM (Not Met) | | | | Evidence |
| Year 1 | Year 2 | Year 3 | Year 4 |  |
| **Objective:** | | | | | |
| **Measure:** |  |  |  |  |  |
| **Measure:** |  |  |  |  |  |
| **Objective:** | | | | | |
| **Measure:** |  |  |  |  |  |
| **Measure:** |  |  |  |  |  |
| **Objective:** | | | | | |
| **Measure:** |  |  |  |  |  |
| **Measure:** |  |  |  |  |  |

# Appendix B: Finance

[Graphs from the school’s Financial Dashboard]



# Appendix C: Sources of Evidence

* The school’s Application for Renewal (2023)
* Academic performance data
* Accountability Plan performance (2020-23)
* Annual reports (2020-23)
* Summary of Review (2019)
* Site visit reports for visits conducted during the charter term (2020-23)
* Summary information about the school provided by the Department’s Problem Resolution Office
* [Coordinated Program Review Reports](https://www.doe.mass.edu/psm/cpr/) and [Tiered Focused Monitoring Reports](https://www.doe.mass.edu/psm/tfm/default.html) conducted during the charter term (2020-23)
* The school’s website
* Recruitment materials
* Translated documents
* Student enrollment data and student indicator data: [Charter Analysis and Review Tool](http://www.doe.mass.edu/charter/finance/chart/) (CHART)
* Recruitment and Retention Plans (2020-23)
* Staff roster
* Staff qualifications: [Education Personnel Information Management System (EPIMS)](http://www.doe.mass.edu/infoservices/data/epims/); [Educator Licensure and Renewal (ELAR)](http://www.doe.mass.edu/licensure/elar/)
* District Curriculum Accommodation Plan
* A written description of the school’s system of supports for all learners provided by the school
* A written description of the school’s programming designed to foster a safe, supportive, and inclusive environment for students.
* The school’s student/family handbook
* Aggregated teacher, student, and family survey data
* The school’s organizational chart
* Board of trustees bylaws
* Board of trustees meeting minutes
* Board of trustees committee meeting minutes
* The board’s current strategic plan
* The board’s plan for succession of board leadership
* The board’s plan for succession of school leadership
* The board’s most recent self-evaluation ([Year])
* The board’s most recent evaluation of the school leader ([Year])
* The school’s most recent contract with [EMO name], the school’s education management organization (EMO)
* The board’s most recent evaluation of the EMO
* The school’s current memorandum of understanding with [district name]
* Renewal Inspection Evidence (2023)
* [Other sources of evidence, as applicable]

# Appendix D: Renewal Inspection Methodology

[Text from RIE]

## Renewal Inspection Schedule

[Schedule from the RIE]

1. The renewal inspection for [school name] was conducted by [Department staff OR name of vendor] on [date]. [↑](#footnote-ref-2)
2. Descriptions of evidence gathered during the renewal inspection constitute the renewal inspection report referenced in 603 CMR 1.11. [↑](#footnote-ref-3)
3. This is the number as of October 1, 2023. Source: Profiles [↑](#footnote-ref-4)
4. This is the number as of March 15, 2023, as reported in the [Massachusetts Charter School Waitlist Initial Report for 2023-24](https://www.doe.mass.edu/charter/enrollment/fy2024/waitlist.html). [↑](#footnote-ref-5)
5. Source: Profiles [↑](#footnote-ref-6)
6. Source: Profiles [↑](#footnote-ref-7)
7. 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. [↑](#footnote-ref-8)
8. 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. [↑](#footnote-ref-9)
9. A school’s enrollment of a particular group is determined to be comparable if the percentage is equal to or greater than the Comparison Index, a figure derived from data of students who reside within the charter school’s sending district(s). The Comparison Index is explained in further detail [here](https://www.doe.mass.edu/charter/finance/chart/). Please note that although comparisons between student group enrollment data for a charter school and data other public schools in a geographic area can provide some information regarding comparability of student populations, the data are presented for reference only and primarily to determine trends for the charter school itself and to guide further inquiry. 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 about schools and districts regarding comparability of student group populations based on aggregate statistics alone. Enrollment of students in traditional public schools differs significantly from enrollment of students in charter schools. [↑](#footnote-ref-10)
10. In 2021, the Department changed the criteria for identifying students in the economically disadvantaged student group and renamed the student group as low-income. The new criteria are explained in further detail [here](https://profiles.doe.mass.edu/help/data.aspx?section=students#selectedpop). [↑](#footnote-ref-11)
11. Attrition rates are the percentage of attrition from the end of one school year to the beginning of the next school year. [↑](#footnote-ref-12)
12. Stability rates measure how many students remain in a school throughout the school year. [↑](#footnote-ref-13)
13. With respect to recruitment, percentages at or above the Comparison Index or gap narrowing target are highlighted in green; those below the gap narrowing target are highlighted in red. With respect to attrition, percentages at or below the third quartile are highlighted in green; those above the third quartile are highlighted in red. The third quartile is the middle number between the median and the highest number for all comparison schools. With respect to stability, percentages at or above the first quartile are highlighted in green; those below the first quartile are highlighted in red. The first quartile is the middle number between the smallest number and the median of all comparison schools. Comparison schools include all of the public schools in the charter school’s district or region (if the school is a regional school) that serve at least one grade level of students that overlaps with the grade levels served by the charter school. [↑](#footnote-ref-14)
14. Percentages at or below the third quartile are highlighted in green; those above the third quartile are highlighted in red. The third quartile is the middle number between the median and the highest number for all comparison schools. Comparison schools include all of the public schools in the charter school’s district or region (if the school is a regional school) that serve at least one grade level of students that overlaps with the grade levels served by the charter school. [↑](#footnote-ref-15)
15. Source: Profiles [↑](#footnote-ref-16)
16. Data in this report are suppressed (cells are blank) for a variety of reasons. More information about the data may be found [here](http://profiles.doe.mass.edu/help/data.aspx?section=students#ssdr). [↑](#footnote-ref-17)
17. 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. [↑](#footnote-ref-18)
18. Due to the COVID-19 pandemic, the Department did not implement all aspects of the statewide accountability in 2020 through 2022. The Department did not issue accountability determinations for the 2019-20 school year due to the cancellation of state assessments and school closures related to COVID-19. The Department also did not issue accountability determinations in 2021. In 2022, the Department produced some of the information associated with annual accountability determinations, including school accountability percentiles. In 2023, the Department implemented the full accountability system for the first time since 2019. Further information about the statewide accountability system may be found [here](https://www.doe.mass.edu/accountability/lists-tools/default.html). [↑](#footnote-ref-19)
19. During the renewal inspection, site visitors gathered evidence about the school’s efforts to improve academic performance at schools with conditions related to academic performance, at schools with an accountability percentile in 2022 that placed them in the bottom third of schools in the state, and at schools that did not receive an accountability percentile in 2022. [↑](#footnote-ref-20)
20. The renewal inspection team gathered evidence related to a subset of the elements included in *Key Indicator 6.2: Instruction*. [↑](#footnote-ref-21)