

[name of charter school]

Summary of RevieW

[City], MA

February 2025

**Massachusetts Department of Elementary and Secondary Education**

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Everett, MA 02149

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This document was prepared by the   
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Russell D. Johnston

Acting 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 D: Sources of Evidence* for more details. The SOR also incorporates descriptions of evidence gathered during the renewal inspection.[[1]](#footnote-2) The renewal inspection team prepares these descriptions, and they are included in *Appendix C: Evidence Gathered During the Renewal Inspection*.[[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** |  | **Enrollment (2024-25)** | [#][[3]](#footnote-4) |
| **Chartered Grade Span** |  | **Grade Span (2024-25)** |  |
| **Students on Waitlist** | [#][[4]](#footnote-5) | **Age of School (2024-25)** |  |
| **Mission Statement:**  [Paste mission statement here.] | | | |

## School History

* [School name] ([school abbreviation]) 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 descriptions of any significant leadership changes during the current charter term]
* [Description of other relevant contextual information]
* [(As applicable) Summary of the status of union negotiations/contract]
* [Synopsis of site visits during the charter term]

## Demographics

| Student and Staffing Data by Race/Ethnicity (2024-25) | | |
| --- | --- | --- |
| **Race/Ethnicity** | **Percentage of Student Body**[[5]](#footnote-6) | **Percentage of Staff**[[6]](#footnote-7) |
| African American |  |  |
| Asian |  |  |
| Hispanic |  |  |
| Native American |  |  |
| White |  |  |
| Native Hawaiian, Pacific Islander |  |  |
| Multi-Race, Non-Hispanic |  |  |

| Selected Student Populations (2024-25)[[7]](#footnote-8) | |
| --- | --- |
| **Title** | **Percentage of Student Body** |
| First Language not English |  |
| English Language Learner |  |
| Low-income |  |
| Students with Disabilities |  |
| High Needs |  |

# Executive Summary of School Performance

| Massachusetts Charter School Performance Criteria | | |
| --- | --- | --- |
| Faithfulness to Charter | | Rating[[8]](#footnote-9) |
| **Criterion 1: Mission and Key Design Elements**  *[Paste language of finding]* | |  |
| **Criterion 2: Access and Equity**  *[Paste language of findings]* | |  |
| **Criterion 3: Compliance**  *[Paste language of findings]* | | **Not Rated**[[9]](#footnote-10) |
| **Criterion 4: Dissemination**  *[Paste language of finding]* | |  |
| Academic Program Success | |  |
| **Criterion 5: Student Performance** | 2024 Overall Classification: |  |
| Progress Toward Improvement Targets: | **[#]% - [Progress towards targets]** |
| 2024 Accountability Percentile: | **[#]** |
| Organizational Viability | |  |
| **Criterion 9: Governance**  *[Paste 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 statement answering the guiding questions: Has the school been faithful to its mission and has it implemented the key design elements outlined in its charter?]*

* [Summary of evidence] Evidence gathered and reviewed as part of the renewal inspection is described in further detail in *Appendix C: Evidence Gathered During the Renewal Inspection*.

*Finding: [school abbreviation] 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: [Summary statement 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: [Summary statement answering the guiding question: Has the school has been successful in recruiting and retaining a demographically comparable*[[10]](#footnote-11) *population?]*

* Enrollment of students with disabilities, English learners, and students in the low-income group[[11]](#footnote-12) ...
* Attrition rates[[12]](#footnote-13) ….
* Stability rates[[13]](#footnote-14)...
* Please see the [Charter Analysis and Review Tool (CHART) Legacy](https://www.doe.mass.edu/charter/finance/chart/), [CHART 2.0](https://app.powerbigov.us/view?r=eyJrIjoiOWMyMzU4MDctNTQ4ZC00ZDZlLThkOGQtMmMxN2JjMWUxMzNlIiwidCI6IjNlODYxZDE2LTQ4YjctNGEwZS05ODA2LThjMDRkODFiN2IyYSJ9), 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.[[14]](#footnote-15)

*Recruitment[[15]](#footnote-16)*

| Students with Disabilities (Percent Enrolled) | | | | |
| --- | --- | --- | --- | --- |
|  | **2021** | **2022** | **2023** | **2024** |
| **[school abbreviation]** |  |  |  |  |
| **Comparison Index** |  |  |  |  |
| **Gap Narrowing Target** |  |  |  |  |

| English Language Learners (Percent Enrolled) | | | | |
| --- | --- | --- | --- | --- |
|  | **2021** | **2022** | **2023** | **2024** |
| **[school abbreviation]** |  |  |  |  |
| **Comparison Index** |  |  |  |  |
| **Gap Narrowing Target** |  |  |  |  |

| Economically Disadvantaged (2021)/ Low-Income (2022-2024) (Percent Enrolled) | | | | |
| --- | --- | --- | --- | --- |
|  | **2021** | **2022** | **2023** | **2024** |
| **[school abbreviation]** |  |  |  |  |
| **Comparison Index** |  |  |  |  |
| **Gap Narrowing Target** |  |  |  |  |

*Retention*

| All Students (Percent Attrition) | | | | |
| --- | --- | --- | --- | --- |
|  | **2021** | **2022** | **2023** | **2024** |
| **[school abbreviation]** |  |  |  |  |
| **Median** |  |  |  |  |
| **Third Quartile** |  |  |  |  |

| High Needs (Percent Attrition) | | | | |
| --- | --- | --- | --- | --- |
|  | **2021** | **2022** | **2023** | **2024** |
| **[school abbreviation]** |  |  |  |  |
| **Median** |  |  |  |  |
| **Third Quartile** |  |  |  |  |

| All Students (Stability Rate Percentage) | | | |
| --- | --- | --- | --- |
|  | **2021** | **2022** | **2023** |
| **[school abbreviation]** |  |  |  |
| **Median** |  |  |  |
| **First Quartile** |  |  |  |

| High Needs (Stability Rate Percentage) | | | |
| --- | --- | --- | --- |
|  | **2021** | **2022** | **2023** |
| **[school abbreviation]** |  |  |  |
| **Median** |  |  |  |
| **First Quartile** |  |  |  |

*Finding: [Summary statements 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.[[16]](#footnote-17)

Please note that median and third quartile figures are not yet available for 2024.

| In-School Suspension (Percentage) | | | | |
| --- | --- | --- | --- | --- |
|  | **2021** | **2022** | **2023** | **2024** |
| **[school abbreviation]** |  |  |  |  |
| **Median** |  |  |  | - |
| **Third Quartile** |  |  |  | - |

| Out-of-School Suspension (Percentage) | | | | |
| --- | --- | --- | --- | --- |
|  | **2021** | **2022** | **2023** | **2024** |
| **[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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2023-24 Student Discipline Data Report[[17]](#footnote-18)[[18]](#footnote-19)** | | | | | |
| **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**[[19]](#footnote-20) |

*Finding(s) [if applicable]: [Summary statement(s) answering the guiding question: Does the school operate in compliance with the terms of its charter and applicable federal and state laws regarding public charter schools?]*

* [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 statement answering the guiding question: During the charter term, did the school disseminate best practices to other public schools in the district where the charter school is located?]*

* [Summary of evidence]

## Academic Program Success

| Criterion 5: Student Performance[[20]](#footnote-21) | | |
| --- | --- | --- |
| The school consistently makes progress in student academic achievement for all students as defined by the statewide accountability system. | 2024 Overall Classification: |  |
| Progress Toward Improvement Targets: | **[#]% - [Progress toward targets]** |
| 2024 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 2021 through 2024, 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** | **2024** |
| **[Overall classification]**  **Reason for classification:**  **Progress toward improvement targets**: | **[Overall classification]**  **Reason for classification:**  **Progress toward improvement 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 three years of data for all accountability indicators.

| Accountability Percentile | | |
| --- | --- | --- |
| **2022** | **2023** | **2024** |
|  |  |  |

*Achievement*

Students in grades 3 through 8 and 10 take the 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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MCAS Tests | | | | | | | | | | | | |
| **Grade and Subject** | **2022** | | | | **2023** | | | | **2024** | | | |
| **Percent of Students Meeting or Exceeding Expectations** | | **Avg. Scaled Score** | | **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** | **School** | **State** | **School** | **State** |
| **Grades 3-8 English Language Arts** |  | 41 |  | 494 |  | 42 |  | 494 |  | 39 |  | 493 |
| **Grades 3-8 Mathematics** |  | 39 |  | 493 |  | 41 |  | 494 |  | 41 |  | 495 |
| **Grades 5 & 8 Science and Tech/Eng** |  | 42 |  | 495 |  | 41 |  | 494 |  | 42 |  | 494 |
| **Grade 10 English Language Arts** |  | 58 |  | 503 |  | 58 |  | 504 |  | 57 |  | 504 |
| **Grade 10 Mathematics** |  | 50 |  | 501 |  | 50 |  | 500 |  | 48 |  | 500 |
| **Grade 10 Science and Tech/Eng** |  | 47 |  | 499 |  | 47 |  | 499 |  | 49 |  | 500 |

*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 59 are associated with typical growth, and SGPs in the range of 60 or higher are associated with exceeding typical growth.

| Student Growth Percentile | | | |
| --- | --- | --- | --- |
| **Grade and Subject** | **MCAS** | | |
| **Average SGP** | | |
| **2022** | **2023** | **2024** |
| **Grades 4-8 English Language Arts** |  |  |  |
| **Grades 4-8 Mathematics** |  |  |  |
| **Grade 10 English Language Arts** |  |  |  |
| **Grade 10 Mathematics** |  |  |  |

*Progress Toward Attaining English Proficiency*

Schools that have ACCESS for ELLs results for at least 20 ELs in a gradespan have a measure of progress made by English learners toward achieving English proficiency. This is measured by calculating the percentage of tested students in each gradespan who meet annual targets that keep them on track to reaching English proficiency over six years. Students are included in the annual making progress rate for the district and school in which they were assessed if they are eligible to take either the ACCESS for ELLs assessment or the Alternate ACCESS assessment for two or more years.

| Progress Toward English Language Proficiency (Percent Meeting Targets) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2022** | | **2023** | | **2024** | |
| **School** | **State** | **School** | **State** | **School** | **State** |
| **Non-High School** |  | 49.7 |  | 46.3 |  | 44.7 |
| **High School** |  | 22.5 |  | 14.2 |  | 15.8 |

*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) | | | |
| --- | --- | --- | --- |
|  | **2021 cohort** | **2022 cohort** | **2023 cohort** |
| **[school abbreviation]** |  |  |  |
| **Statewide** | 89.8 | 90.1 | 89.2 |

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 | | |
| --- | --- | --- |
|  | **2021 cohort** | **2022 cohort** |
| **[school abbreviation]** |  |  |
| **Statewide** | 93.3 | 93.7 |

Dropout rates are reported for students in grades 9 through 12 who drop out of school each year.

| Dropout Rate (Percent Dropout) | | | |
| --- | --- | --- | --- |
|  | **2021** | **2022** | **2023** |
| **[school abbreviation]** |  |  |  |
| **Statewide** | 1.5 | 2.1 | 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** | **2024** |
| **[school abbreviation]** |  |  |  |
| **Statewide** | 24.1 | 18.4 | 15.7 |

| Chronic Absenteeism – High School | | | |
| --- | --- | --- | --- |
|  | **2022** | **2023** | **2024** |
| **[school abbreviation]** |  |  |  |
| **Statewide** | 31.8 | 26.4 | 25.2 |

*Advanced Coursework Completion*

Advanced coursework completion is reported as the percentage of all students enrolled in grades 11 and 12 that that complete 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) | | | | |
| --- | --- | --- | --- | --- |
|  | **2021** | **2022** | **2023** | **2024** |
| **[school abbreviation]** |  |  |  |  |
| **Statewide** | 65.3 | 64.9 | 65.8 | 67.2 |

*[If applicable] Evidence of Student Performance Provided by the School*

Due to the small number of students taking the statewide assessment each year, many alternative charter schools such as [school abbreviation] do not have sufficient data to see a full set of aggregated results on statewide assessments. While the Department uses any statewide assessment data available to assess the academic performance of alternative charter schools, the Department also requires alternative charter schools to submit evidence of academic success from non-statewide assessments. At a minimum, alternative charter schools must develop five-year academic goals for non-statewide assessments in their Accountability Plans that will allow them to illustrate a track record of academic success during the charter term. The Application for Renewal of a Public School Charter requires charter schools with insufficient data for an Accountability Classification to provide additional valid and reliable data demonstrating the progress the school has made in meeting academic benchmarks.

[Summary of evidence]

*[If applicable] Efforts to Improve Academic Performance[[21]](#footnote-22)*

The renewal inspection team gathered evidence during the renewal inspection about the school’s efforts to improve academic performance. This evidence is summarized in *Appendix C: Evidence Gathered During the Renewal Inspection*.

## Organizational Viability

| Criterion 9: Governance | |
| --- | --- |
| Members of the board of trustees meet their responsibilities under Massachusetts law and act as responsible public agents, providing competent and appropriate governance that ensures the success and sustainability of the school. |  |

*Finding: [Summary statement addressing the guiding question: During the charter term, did members of the board of trustees meet their responsibilities under Massachusetts laws and act as responsible public agents, providing competent and appropriate governance of the school?]*

* [Summary of evidence] Evidence gathered and reviewed as part of the renewal inspection is described in further detail in *Appendix C: Evidence Gathered During the Renewal Inspection*.

# Appendix A: Accountability Plan Performance

**Faithfulness to Charter**

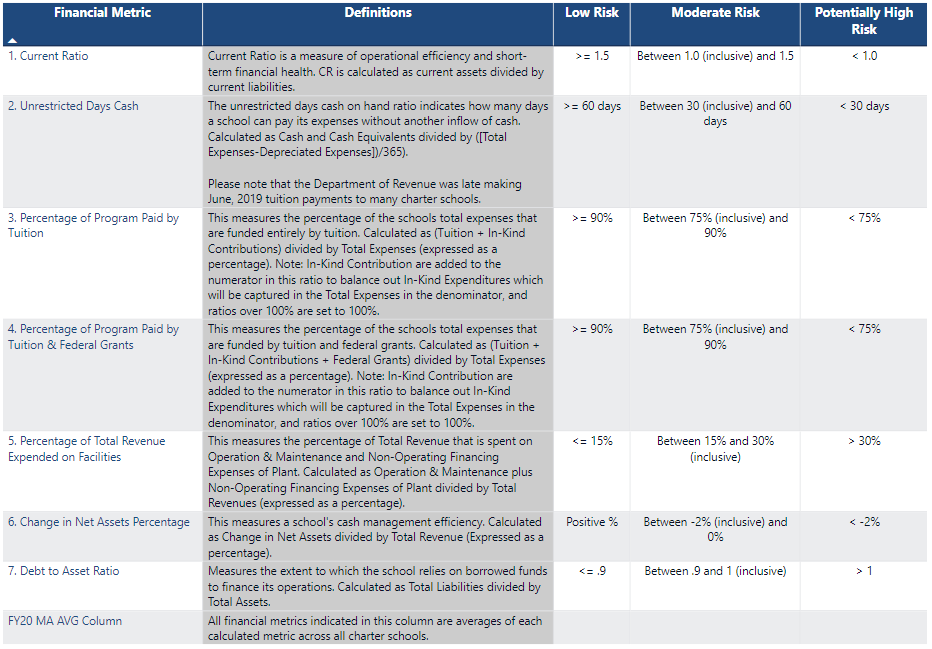
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Charter Term Performance  M (Met)  NM (Not Met) | | | | Evidence |
| Year 1 | Year 2 | Year 3 | Year 4 |  |
| **Objective:** | | | | | |
| **Measure:** |  |  |  |  |  |
| **Measure:** |  |  |  |  |  |
| **Objective**: | | | | | |
| **Measure:**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

## Methodology

The renewal inspection provides the Department with current information about the school’s performance relative to 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).

The Department contracted with SchoolWorks to conduct the renewal inspection at [school abbreviation]. The following individuals conducted the renewal inspection:

The renewal inspection was conducted on [Month Day(s), 2024. [Number] focus group(s) was/were conducted remotely on [Month Day] and the onsite portion was conducted [Month Day]. The renewal inspection team (the team) held focus group interviews, conducted classroom observations, and reviewed documents and other information provided by the school as part of the renewal process.[[22]](#footnote-23)

The team conducted interviews with the following stakeholder groups: [list modified as appropriate]

* Board members: The team interviewed [#] members of the school’s board of trustees, including [list titles of officers present], and [#] additional board members.
* Network administrators: The team interviewed [titles of all participants].
* District administrators: The team interviewed [titles of all participants].
* EMO Representatives: The team interviewed [titles of all participants].
* School administrators: The team interviewed [titles of all participants].
* Teachers: The team interviewed [#] teachers, including [#] special education teachers, [#] English as a second language (ESL) teachers, and [#] general education teachers representing grades [list], and the following content areas: [list].
* Students: The team interviewed [#] students, including students in grades [list of grades].
* Families: The team interviewed [#] family members, representing students in grades [list of grades]
* Student and family support services staff: The team interviewed [titles of all participants]

The team conducted [#] classroom observations and recorded evidence of what they saw using a classroom observation form developed by the Office of Charter Schools and School Redesign. The form is aligned with the areas of inquiry referenced in the section *Key Indicator 6.2: Instruction* of this report.

## 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. |

[Summary statement answering the guiding question: Do all school stakeholders share a common understanding of the school’s mission as outlined in its charter?]

* [Summary of evidence]

[Summary statement answering the guiding questions: Is the school operating in a manner that is faithful to its mission? Is the school implementing the key design elements outlined in its charter?] Evidence of the school’s implementation of each key design element is discussed below.

*[First key design element] (KDE 1)*

* [Summary of evidence]

*[Second key design element] (KDE 2)*

* [Summary of evidence]

**Academic Program Success**

| Criterion 5: Student Performance |
| --- |
| The school consistently meets state student performance standards as defined by the statewide accountability system. |

This section of the report summarizes the school’s efforts to improve academic performance.

* [Summary of evidence]

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

| Key Indicator 6.2: Instruction[[23]](#footnote-24) |
| --- |
| 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. |

[Summary statement answering the guiding question: Did observed instruction reflect high expectations for all students?]

* [Summary of evidence]

[Summary statement answering the guiding question: Did observed instruction foster student engagement?]

* [Summary of evidence]

[Summary statement answering the guiding question: Were observed classroom environments conducive to learning?]

* [Summary of evidence]

[Summary statement answering the guiding question: Did observed instruction reflect cultural proficiency?]

* [Summary of evidence]

| 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. |

[Summary statement answering the guiding question: Does the school have a proactive, data-based system to effectively identify all students’ strengths and needs for academic, behavioral, and social-emotional development?]

* [Summary of evidence]

[Summary statement answering the guiding question: Does the school implement a tiered support model that effectively addresses the strengths and needs of all students, across all groups?]

* [Summary of evidence]

[Summary statement answering the guiding question: Does the school use data to evaluate and modify its support programming to ensure student success?]

* [Summary of evidence]

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| --- |
| 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[[24]](#footnote-25) |
| 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. |

[Summary statement answering the guiding question: Does the school’s program include elements designed to foster a safe, supportive, and inclusive environment that supports all students’ sense of belonging?]

* [Summary of evidence]

[Summary statement answering the guiding question: Is the school’s behavioral management system supportive and responsive for all students?]

* [Summary of evidence]

**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 |
| 1. 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. 2. 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. |

EMO

[Summary statement answering the guiding question: Do stakeholders clearly understand the roles and responsibilities among the board, school leaders, and the EMO?]

* [Summary of evidence]

[Summary statement answering the guiding question: Have the board of trustees and school leadership established effective working relationships with their management company while maintaining appropriate separation between the entities?]

* [Summary of evidence]

[Summary statement answering the guiding question: Has the school or board of the school ensured that the contract with the EMO is appropriately executed?]

* [Summary of evidence]

Horace Mann

[Summary statement answering the guiding question: Do stakeholders clearly understand the roles and responsibilities among the board, school leaders, and the district?]

* [Summary of evidence]

[Summary statement answering the guiding question: Have the board of trustees and school leadership of the Horace Mann charter school established an effective working relationship with the host district?]

* [Summary of evidence]

[Summary statement answering the guiding question: Does the board of trustees of the school ensure that the MOU between the school and the district is implemented appropriately?]

* [Summary of evidence]

[Summary statement answering the guiding question: Does the board of trustees of the school ensure that the MOU between the school and the collective bargaining unit is implemented appropriately? (if applicable)]

* [Summary of evidence]

| 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. |

[Summary statement to address the following area of inquiry: Does the board of trustees fulfill its legal and fiduciary responsibilities?]

* [Summary of evidence]

[Summary statement to address the following area of inquiry: Does the board of trustees foster a culture of collaboration?]

* [Summary of evidence]

[Summary statement to address the following area of inquiry: Does the board of trustees engage in strategic and continuous improvement planning?]

* [Summary of evidence]

# Appendix D: Sources of Evidence

* The school’s Application for Renewal (2024)
* Academic performance data
* Accountability Plan performance (2021-2024)
* Annual reports (2021-2024)
* Summary of Review (2020)
* Site visit reports for visits conducted during the charter term (2021-2024)
* Reports issued during the charter term (2021-2024) by the Department’s [Office of Public School Monitoring](https://www.doe.mass.edu/psm/) and the Department’s [Office of Language Acquisition](https://www.doe.mass.edu/ele/) regarding the school’s compliance with program requirements
* Summary information provided by the Department’s [Problem Resolution System Office](https://www.doe.mass.edu/prs/) about complaints received regarding the school during the charter term (2021-24)
* Summary information provided by the Department’s [Special Education Planning and Policy Office](https://www.doe.mass.edu/sped/default.html) about the extent to which the school met the requirements for special education during the charter term (2021-2024)
* 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 (2021-2024)
* 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]
* Evidence Gathered During the Renewal Inspection (2024)
* [Other sources of evidence, as applicable]

1. The renewal inspection for [school name] was conducted by SchoolWorks 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, 2024. Source: Profiles (Hyperlink to the school’s most recent Enrollment Data page and copy the enrollment number into the table above.) [↑](#footnote-ref-4)
4. This is the number as of March 15, 2024, as reported in the [Massachusetts Charter School Waitlist Initial Report for 2024-25](https://www.doe.mass.edu/charter/enrollment/fy2025/waitlist.html). [↑](#footnote-ref-5)
5. Source: Profiles (Hyperlink to the school’s Enrollment Data page for 2024-25 and copy percentages into the table above.) [↑](#footnote-ref-6)
6. Source: Profiles (Hyperlink to the 2024-25 Race/Ethnicity and Gender Staffing Report and copy percentages (NOT FTEs) into the table above) [↑](#footnote-ref-7)
7. Source: Profiles (Hyperlink to the school’s Selected Populations page for 2024-25 and copy percentages into the table above.) [↑](#footnote-ref-8)
8. 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-9)
9. 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-10)
10. 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-11)
11. 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-12)
12. Attrition rates are the percentage of attrition from the end of one school year to the beginning of the next school year. [↑](#footnote-ref-13)
13. Stability rates measure how many students remain in a school throughout the school year. [↑](#footnote-ref-14)
14. 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-15)
15. Note for 2023 data: Because of the nature of the Gap Narrowing Target (GNT) calculations, 2023 GNT and Comparison Index (CI) 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” CI. 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).

    Note for 2024 data: There is no GNT calculation for schools. [↑](#footnote-ref-16)
16. 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-17)
17. Source: Profiles (Hyperlink to the school’s most recent Student Discipline Data Report page in Profiles and copy the numbers into the table above.) [↑](#footnote-ref-18)
18. 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-19)
19. 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-20)
20. Due to the COVID-19 pandemic, the Department did not implement all aspects of the statewide accountability in 2020 through 2022. Further information about the statewide accountability system may be found [here](https://www.doe.mass.edu/accountability/lists-tools/default.html). [↑](#footnote-ref-21)
21. 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 2023 that placed them in the bottom third of schools in the state, and at schools that did not receive an accountability percentile in 2023. [Include and adapt one of the three following sentences, as applicable.] As noted in the *School History* section of this report, [school abbreviation] has been operating with a condition related to academic performance. While [school abbreviation] was not operating with conditions, its 2023 accountability placed the school in the bottom third of all schools. [School abbreviation] did not receive an accountability percentile in 2023. [↑](#footnote-ref-22)
22. See the [Application for Renewal of a Public School Charter](http://www.doe.mass.edu/charter/acct.html?section=renew) and the [Renewal Inspection Protocol](http://www.doe.mass.edu/charter/acct.html?section=renew) for a complete listing of the documents and other information provided by schools as part of the renewal process. [↑](#footnote-ref-23)
23. The renewal inspection team gathered evidence related to a subset of the elements included in *Key Indicator 6.2: Instruction*. [↑](#footnote-ref-24)
24. The renewal inspection team gathered evidence related to a subset of the elements included in *Key Indicator 7.1: Safe and Supportive Environment*. [↑](#footnote-ref-25)