*****Massachusetts Department of***

***Elementary and Secondary Education***

### 135 Santilli Highway, Everett, Massachusetts 02149-1962 Telephone: (781) 338-3000 TTY: N.E.T. Relay 1-800-439-2370

|  |  |
| --- | --- |
| Jeffrey C. Riley  *Commissioner* |  |

# MEMORANDUM

|  |  |
| --- | --- |
| **To:** | Members of the Board of Elementary and Secondary Education |
| **From:** | Jeffrey C. Riley, Commissioner |
| **Date:** | February 16, 2024 |
| **Subject:** | Renewal of Charters – Notification of Intended Actions for Argosy Collegiate Charter School; Berkshire Arts and Technology Charter Public School; Boston Preparatory Charter Public School; Conservatory Lab Charter School; Hampden Charter School of Science East; Hill View Montessori Charter Public School; KIPP Academy Lynn Charter School; Phoenix Academy Public Charter High School, Springfield; River Valley Charter School; Roxbury Preparatory Charter School; and Salem Academy Charter School |

At its meeting in February 2013, the Board of Elementary and Secondary Education (Board) authorized the Commissioner to act on its behalf in “(a) granting charter renewals that do not involve probation; (b) approving charter amendments that do not involve changes in grade span, maximum enrollment, or districts served; and (c) removing or continuing conditions imposed on charters of charter schools; provided that the Commissioner shall report to the Board on all charter renewals, charter amendments, and conditions that have been so approved; and provided further, that the Commissioner shall notify the Board in advance of all such intended actions, and a Board member may request that the Commissioner place the charter matter(s) on the agenda of the Board for discussion and action.”

Under this authority, I intend to renew the charters of 11 schools, 9 unconditionally and 2 with conditions. The schools I intend to renew without conditions are Berkshire Arts and Technology Charter Public School; Boston Preparatory Charter Public School; Conservatory Lab Charter School; Hampden Charter School of Science East;[[1]](#footnote-2) Hill View Montessori Charter Public School; KIPP Academy Lynn Charter School; Phoenix Academy Public Charter High School, Springfield; River Valley Charter School; and Salem Academy Charter School. I intend to renew with a condition the charter of Argosy Collegiate Charter School. I also intend to renew the charter of Roxbury Preparatory Charter School, remove the condition currently on the school’s charter because it has met the condition, and impose a new condition on its charter. These conditions are detailed later in this memorandum.

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

Please let me know by **Thursday, February 22, 2024** if you wish to have any of these proposed actions brought to the full Board for review and vote at the February Board meeting.

**Charter School Performance Criteria and Considerations for Renewing Charters**

The Department of Elementary and Secondary Education (Department) uses the Charter School [Performance Criteria](http://www.doe.mass.edu/charter/acct.html?section=criteria) (Criteria) to report evidence in the three areas of charter school accountability. These areas are faithfulness to the terms of a school’s charter, academic program success, and organizational viability. Renewal decisions for these charter schools are made in accordance with the charter school statute and the process outlined in the memorandum dated October 7, 2013, regarding [Considerations for Charter School Renewal.](http://www.doe.mass.edu/news/news.aspx?id=7802)

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

**Presentation of Evidence for Charter Renewal**

This memorandum summarizes the evidence related to each school’s performance on a subset of the Criteria that are directly related to the statutory and regulatory requirements for renewal.[[2]](#footnote-3) This subset includes evidence related to 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 Department continues to gather evidence regarding all of the Criteria through ongoing monitoring.

The charts on pages 7 and 8 of this memorandum provide a dashboard with a summary of ratings for the 11 schools whose charters I intend to renew. Beginning on page 9 of the memorandum, I provide a brief summary of the evidence on which I based my decisions. Below, I provide further information regarding each Criterion contained in the Summaries of Review that may be of particular interest and provide context for the ratings of each school.

**Criterion 1: Mission and Key Design Elements**

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

**Criterion 2: Access and Equity**

All charter schools are required to ensure program access and equity for all students eligible to attend the school. New statutory provisions related to Criterion 2 were added in 2010.

The Summaries of Review contain multiple data sources for Criterion 2 such as comparative enrollment data; comparative attrition data; comparative stability rates; the status of each school’s Recruitment and Retention Plan; and, if relevant, any enhancements made to each school’s strategies to recruit and retain certain populations of students more effectively. Criterion 2 also provides evidence about the accessibility of the school’s programming and contains data pertaining to suspension rates, both for all students and for student groups. Much of the information presented for Criterion 2 is derived from the Department’s School and District Profiles and the [Charter Analysis and Review Tool](http://www.doe.mass.edu/charter/finance/chart/) (“CHART”).

The student group composition of a charter school is not required to be a mirror image of the schools in its sending districts and region. The Department urges caution in drawing any conclusions regarding comparability of student group populations between schools and districts based upon aggregate statistics alone. The enrollment process in traditional public schools differs significantly from enrollment of students in charter schools. In particular, charter schools are required by law to use a lottery process when admitting students; traditional public schools must accept all students who live within the municipality or region that they serve. It is important to note that student demographics for a charter school, particularly in the aggregate, will not reflect recruitment and retention efforts immediately; charter schools must give preference in enrollment to siblings of currently attending students and are permitted to limit the grades in which students may enter the school.

The charter school statute requires charter schools to develop and implement Recruitment and Retention Plans. Charter schools must receive Department approval for Recruitment and Retention Plans and must report on and update these plans annually. When deciding on charter renewal, the Commissioner and the Board consider the extent to which the school has followed its Recruitment and Retention Plan by using deliberate, specific strategies to recruit and retain students from targeted student groups; whether the school has enhanced its plan as necessary; and the annual attrition rate of students.

**Criterion 3: Compliance**

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

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

**Criterion 4: Dissemination**

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

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

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

**Criterion 5: Student Academic Performance**

Charter schools, like all public schools, must administer state assessments. Some schools currently seeking renewal of their charters have administered a number of different statewide assessments during the past charter term. The Department has reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments in order to illustrate “progress made in student academic achievement” as required by the charter school statute at G.L. c. 71, § 89(dd).

In November 2015, the Board voted to approve the development of Massachusetts's Next Generation MCAS assessment. Starting in the spring of 2017, Massachusetts public schools administered the Next Generation MCAS assessment to grades 3 through 8. Starting in the spring of 2019, Massachusetts public schools also administered the Next Generation English language arts (ELA) and mathematics MCAS assessments to students in grade 10. In January 2016, the Board voted to adopt the 2016 Massachusetts Science and Technology/Engineering (STE) Standards. Starting in the spring of 2019, the MCAS STE program began transitioning to assess the 2016 standards.

In September 2018, the Department began reporting district and school accountability data aligned to requirements of the federal Every Student Succeeds Act. The Summaries of Review present the data and determinations made by the new statewide system of accountability. The data presented for charter school academic performance include each school’s data from statewide assessments[[3]](#footnote-4) administered in 2022 and 2023. Statewide assessments were not administered in spring 2020 due to the COVID-19 pandemic. Statewide assessments were administered in spring 2021, but results were not used to issue accountability determinations. 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 2023 accountability data may be found [here](https://www.doe.mass.edu/accountability/lists-tools/default.html).

**Criterion 9: Governance**

The boards of trustees of charter schools are public agents authorized by the Commonwealth to supervise and control the charter school. G.L. c. 71, § 89(c). The regulations require renewal of a charter to be based upon “the viability of the school as an organization.” 603 CMR 1.11(2). The membership of boards of charter schools is tracked through the Department’s Board Member Management System, and the Department reviews and rates governance during accountability visits. The Summary of Review reflects whether the board of a charter school has been active and engaged, fulfilled its legal responsibilities and fiduciary duties of care and loyalty, followed the board’s approved bylaws, and acted in the best interests of the school. A board’s established decision-making and communication processes must demonstrate appropriate oversight and that the board engaged in strategic and continuous improvement planning to ensure the sustainability of the school.

The dashboard summarizing the performance of the 11 schools that I intend to renew follows.

**Summary of Performance[[4]](#footnote-5) and Intended Commissioner Action**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Area of Charter School Accountability** | **Criterion** | **Argosy Collegiate Charter School** | **Berkshire Arts and Technology Charter Public School** | **Boston Preparatory Charter Public School** | **Conservatory Lab Charter School** | **Hampden Charter School of Science East** | **Hill View Montessori Charter Public School** |
| **Faithfulness to Charter** | Mission and Key Design Elements | Partially Meets |  Meets |  Meets |  Meets |  Meets |  Meets |
| Access and Equity | Partially Meets | Partially Meets | Partially Meets |  Meets |  Meets | Partially Meets |
| Dissemination |  Meets |  Meets |  Meets |  Meets |  Meets | Partially Meets |
| **Academic Program Success** | Student Performance[[5]](#footnote-6) | 23rd percentile | 49th percentile | 29th percentile | 42nd percentile | 70th percentile | 29th percentile |
| **Organizational Viability** | Governance |  Meets | Partially Meets |  Meets | Partially Meets |  Meets | Partially Meets |
|  | |  |  |  |  |  |  |
| **Intended Commissioner Action** | | Renew with a Condition | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal |

**Summary of Performance[[6]](#footnote-7) and Intended Commissioner Action**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Area of Charter School Accountability** | **Criterion** | **KIPP Academy Lynn Charter School** | **Phoenix Academy Public Charter School, Springfield** | **River Valley Charter School** | **Roxbury Preparatory Charter School** | **Salem Academy Charter School** |
| **Faithfulness to Charter** | Mission and Key Design Elements |  Meets | Partially Meets |  Meets | **** Partially Meets |  Meets |
| Access and Equity |  Meets | **** Partially Meets | Partially Meets | **** Partially Meets |  Meets |
| Dissemination |  Meets | Partially Meets |  Meets |  Meets |  Meets |
| **Academic Program Success** | Student Performance[[7]](#footnote-8) | 61st percentile | Insufficient Data | 70th percentile | 31st percentile | 76th percentile |
| **Organizational Viability** | Governance |  Meets | **** Partially Meets | Partially Meets | **** Partially Meets |  Meets |
|  | |  |  |  |  |  |
| **Intended Commissioner Action** | | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal | Remove Condition; Renew with a Condition | Unconditional Renewal |

**Argosy Collegiate Charter School**

| Argosy Collegiate Charter School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Fall River |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 2014 | **Year(s) Renewed** | 2019 |
| **Maximum Enrollment** | 644 | **Current Enrollment** | 574 (October 2023) |
| **Chartered Grade Span** | 6-12 | **Current Grade Span** | 6-12 |
| **Students on Waitlist** | 251 (October 2023) | **Current Age of School** | 10 |
| **Mission Statement:**  The mission of Argosy Collegiate Charter School is to provide all scholars in grades 6 through 12 with a seamless middle to high school education that educates them for a rigorous and relevant four-year college degree and ensures they are able to compete in a 21st century global economy. Argosy Collegiate Charter School prepares Fall River’s diverse community of learners with the academic foundation and character values necessary to be successful in college, career, and life. | | | |

During its second charter term, Argosy Collegiate Charter School (ACCS) demonstrated limited progress in student achievement.[[8]](#footnote-9) In 2019, the school’s charter was renewed with a condition related to academic performance. I extended the condition twice during the charter term; first, in June 2020, after MCAS tests were cancelled in the spring of 2020, and again in December 2021, after MCAS tests were modified in the spring of 2021. The school continues to be only partially successful in meeting the condition and lacks evidence of significant and sustained academic improvement. A summary of the school’s progress toward meeting the condition follows.

**Condition:** By December 31, 2024,[[9]](#footnote-10) 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. Should the school demonstrate significant and sustained academic improvement before 2024, the Commissioner may consider removing this condition, rather than wait until December 31, 2024.

**Status: Partially Met**

The school’s charter was renewed in 2019 based on academic performance data from 2018 and earlier. In 2018, the school was classified as requiring assistance or intervention, in part because the school was among the lowest performing 10 percent of schools. The school partially met improvement targets in 2018 and was in the 5th percentile when compared to other schools administering similar assessments. In 2023, the school was classified as not requiring assistance or intervention. The school made moderate progress toward targets and is in the 23rd percentile when compared to other schools administering similar assessments. However, the school has not yet exhibited significant and sustained academic improvement in mathematics, English language arts, and science, as required by the condition. In mathematics, 9 percent of students in grades 6 through 8 met or exceeded expectations in 2023, down from 31 percent in 2018. In English language arts, 14 percent of students in grades 6 through 8 met or exceeded expectations in 2023, down from 26 percent in 2018. In science, 12 percent of students in grade 8 met or exceeded expectations in 2023, down slightly from 13 percent in 2019, which was the first year students took the Next Generation science assessment. The school administered statewide assessments in grade 10 for the first time in 2019, and the percentage of students meeting or exceeding expectations declined in 2023 for mathematics and English language arts. In mathematics, 32 percent of students met or exceeded expectations in 2023, down from 66 percent in 2019. In English language arts, 40 percent of students met or exceeded expectations in 2023, down from 66 percent in 2019. In science, 27 percent of students in grade 10 met or exceeded expectations in 2023, up from 22 percent in 2022, the first year students in grade 10 took the Next Generation science assessment.

During the charter term, the school was somewhat faithful to the terms of its charter. The school achieved partial success in accomplishing its mission due to somewhat limited evidence that the school provides a rigorous education and prepares all students for college. The school reported that it met half of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and across the state.

Student attrition is of moderate concern. During the charter term, the rate of attrition for all students was consistently above the third quartile for comparison schools.[[10]](#footnote-11) Attrition is highest after grade 8. According to the school, some students leave to attend the local vocational school. To address this concern, the school has developed and implemented enhanced retention strategies in its Recruitment and Retention Plan, including employing a family engagement coordinator and building awareness of the ways the school supports all students’ access to the school’s early college program.

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

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

**Condition:** By December 31, 2024, 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.

The Department will work with the school to ensure that the school is tracking progress made in academic achievement and actively working to address this concern.

**Berkshire Arts and Technology Charter Public School**

| Berkshire Arts and Technology Charter Public School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Adams |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Clarksburg, Florida, Hancock, Hoosac Valley Regional, Mount Greylock, North Adams, Pittsfield, Savoy |
| **Year Opened** | 2004 | **Year(s) Renewed** | 2009, 2014, 2019 |
| **Maximum Enrollment** | 363 | **Current Enrollment** | 365[[11]](#footnote-12) (October 2023) |
| **Chartered Grade Span** | 6-12 | **Current Grade Span** | 6-12 |
| **Students on Waitlist** | 91 (October 2023) | **Current Age of School** | 20 |
| **Mission Statement:**  BART Charter Public School prepares students for college by promoting mastery of academic skills and content with a strong foundation in arts and technology. The school provides middle and high school students in Berkshire County with an educational community that regards everyone, including teachers and parents, as lifelong learners. | | | |

During its fourth charter term, Berkshire Arts and Technology Charter Public School (BART) demonstrated progress in student achievement.[[12]](#footnote-13) In 2023, the Department classified BART as not requiring assistance or intervention. According to the statewide accountability system, the school made moderate progress toward targets and is in the 49th percentile when compared to other schools administering similar assessments.

During the charter term, the school was faithful to the terms of its charter. The school is faithful to its mission and implements its key design elements. The school reported that it did not meet a majority of the goals in its Accountability Plan and attributed this in part to the COVID-19 pandemic. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and across the state.

Student attrition and stability are of moderate concern. During the charter term, the rate of attrition[[13]](#footnote-14) for all students was consistently above the third quartile for comparison schools, and the rate of stability[[14]](#footnote-15) was consistently below the first quartile.[[15]](#footnote-16) Attrition is highest after grade 8. To address this concern, the school has developed and is implementing enhanced retention strategies in its Recruitment and Retention Plan, including offering students more choice of courses and enrichment opportunities, providing more extracurricular activities, implementing a school-wide social-emotional learning curriculum, and providing more professional development to help the school’s faculty and staff better support students.

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

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

**Boston Preparatory Charter Public School**

| Boston Preparatory Charter Public School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Boston |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 2004 | **Year(s) Renewed** | 2009, 2014, 2019 |
| **Maximum Enrollment** | 700 | **Current Enrollment** | 695 (October 2023) |
| **Chartered Grade Span** | 6-12 | **Current Grade Span** | 6-12 |
| **Students on Waitlist** | 290 (October 2023) | **Current Age of School** | 20 |
| **Mission Statement:**  Boston Prep prepares students to succeed in four-year colleges and embody, in thought and action, lifelong ethical growth. | | | |

During its fourth charter term, Boston Preparatory Charter Public School (BPCPS) demonstrated progress in student achievement.[[16]](#footnote-17) In 2023, the Department classified BPCPS as not requiring assistance or intervention. According to the statewide accountability system, the school made moderate progress toward targets and is in the 29th percentile when compared to other schools administering similar assessments.

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

The school’s rates of out-of-school suspension are of moderate concern. During the first and third years of the charter term, the school assigned students to out-of-school suspension at rates higher than the third quartile for comparison schools.[[17]](#footnote-18) The school has taken steps to reduce discipline rates, including clarifying expectations and consequences and implementing restorative and trauma-informed practices. Out-of-school suspensions declined during the fourth year of the charter term.

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

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

**Conservatory Lab Charter School**

| Conservatory Lab Charter School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Boston |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 1999 | **Year(s) Renewed** | 2004, 2009, 2014, 2019 |
| **Maximum Enrollment** | 444 | **Current Enrollment** | 444 (October 2023) |
| **Chartered Grade Span** | PK-8 | **Current Grade Span** | PK-8 |
| **Students on Waitlist** | 1,340 (October 2023) | **Current Age of School** | 25 |
| **Mission Statement:**  Conservatory Lab Charter School empowers a diverse range of children as scholars, artists, and leaders through a unique and rigorous academic and music education. We enrich the larger community through performance, service and collaboration. As a laboratory school, we develop and disseminate innovative educational approaches that will positively impact children in other schools and programs. | | | |

During its fifth charter term, Conservatory Lab Charter School (CLCS) demonstrated progress in student achievement.[[18]](#footnote-19) In 2023, the Department classified CLCS as not requiring assistance or intervention and CLCS was identified as a School of Recognition. According to the statewide accountability system, the school met or exceeded targets and is in the 42nd percentile when compared to other schools administering similar assessments.

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

Throughout the charter term, members of the board of trustees were active and involved in their roles as public agents. Board members fulfilled most of their legal responsibilities and obligations and provided appropriate governance for and oversight of the school’s administration, alignment with the mission, and financial health, but provided limited oversight of the school’s academic performance. Department staff will work with the school to ensure that the board of trustees addresses this concern.

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

**Hampden Charter School of Science East**

| Hampden Charter School of Science East | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Chicopee |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Chicopee, Ludlow, Springfield, West Springfield |
| **Year Opened** | 2009 | **Year(s) Renewed** | 2014, 2019 |
| **Maximum Enrollment** | 560 | **Current Enrollment** | 553 (October 2023) |
| **Chartered Grade Span** | 6-12 | **Current Grade Span** | 6-12 |
| **Students on Waitlist** | 59 (October 2023) | **Current Age of School** | 15 |
| **Mission Statement:**  The mission of the HCSS is to provide a college preparatory-focused education to the youth of every race and ethnic group in Western Massachusetts in a safe, academically challenging, and caring educational environment. Our promise is to sustain small school size, provide extended math and science curriculum, individualized attention, college guidance, university outreach programs, and to encourage student-teacher-parent partnership. Our mission empowers our students with the support necessary to reach their highest intellectual, emotional, social and physical potentials building on the inherent promise to aid students’ preparation for college. | | | |

During its third charter term, Hampden Charter School of Science East (HCSSE) demonstrated progress in student achievement.[[19]](#footnote-20) In 2023, the Department classified HCSSE as not requiring assistance or intervention. According to the statewide accountability system, the school made substantial progress toward targets and is in the 70th percentile when compared to other schools administering similar assessments.

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

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

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

**Hill View Montessori Charter Public School**

| Hill View Montessori Charter Public School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Haverhill |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 2004 | **Year(s) Renewed** | 2009, 2014, 2019 |
| **Maximum Enrollment** | 306 | **Current Enrollment** | 304 (October 2023) |
| **Chartered Grade Span** | K-8 | **Current Grade Span** | K-8 |
| **Students on Waitlist** | 272 (October 2023) | **Current Age of School** | 20 |
| **Mission Statement:**  The mission of Hill View Montessori Charter Public School is to provide a grade K-8 public education that promotes academic excellence using the Montessori philosophy. In partnership with teachers and parents, children will attain high levels of academic, personal and social achievement and so prepared, become constructive contributors to our community. | | | |

During its fourth charter term, Hill View Montessori Charter Public School (HVMCPS) demonstrated progress in student achievement.[[20]](#footnote-21) In 2023, the Department classified HVMCPS as requiring assistance or intervention because of low assessment participation rates among English learners (ELs) and former ELs.[[21]](#footnote-22) According to the statewide accountability system, the school made substantial progress toward targets and is in the 29th percentile when compared to other schools administering similar assessments.

During the charter term, the school was mostly faithful to the terms of its charter. The school was generally faithful to its mission and implements its key design elements. The school reported that it did not meet a majority of the goals in its Accountability Plan.

The school’s efforts to provide access to its programming are of moderate concern. The school provides somewhat limited translated materials for families whose first language is not English. The Department will work with the school to address this concern.

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

Throughout the charter term, members of the board of trustees were active and involved in their roles as public agents. Board members fulfilled most of their legal responsibilities and obligations and provided appropriate governance and oversight of the school’s administration, alignment with the mission, and financial health, but provided limited oversight of the school’s academic performance toward the end of the charter term. The board also engaged in limited strategic and continuous improvement planning. The Department will work with the school to ensure that the board of trustees addresses these concerns.

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

**KIPP Academy Lynn Charter School**

| KIPP Academy Lynn Charter School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Lynn |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 2004 | **Year(s) Renewed** | 2009, 2014, 2019 |
| **Maximum Enrollment** | 1,586 | **Current Enrollment** | 1,615[[22]](#footnote-23) (October 2023) |
| **Chartered Grade Span** | K-12 | **Current Grade Span** | K-12 |
| **Students on Waitlist** | 1,891 (October 2023) | **Current Age of School** | 20 |
| **Mission Statement:**  Together with families and communities, we create a joyful, academically excellent school that prepares students at KIPP Academy Lynn Charter School with the skills and confidence to pursue the paths they choose - college, career, and beyond - so they can lead fulfilling lives and build a more just world. | | | |

During its fourth charter term, KIPP Academy Lynn Charter School (KALCS) demonstrated progress in student achievement.[[23]](#footnote-24) In 2023, the Department classified KALCS as not requiring assistance or intervention. According to the statewide accountability system, the school made moderate progress toward targets and is in the 61st percentile when compared to other schools administering similar assessments.

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

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

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

**Phoenix Academy Public Charter High School, Springfield**

| Phoenix Academy Public Charter High School, Springfield | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Springfield |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Chicopee, Holyoke, Springfield |
| **Year Opened** | 2014 | **Year(s) Renewed** | 2019 |
| **Maximum Enrollment** | 250 | **Current Enrollment** | 159[[24]](#footnote-25) (October 2023) |
| **Chartered Grade Span** | 9-12 | **Current Grade Span** | 9-12 |
| **Students on Waitlist** | 0 (October 2023) | **Current Age of School** | 10 |
| **Mission Statement:**  Phoenix Academy Public Charter High School, Springfield challenges resilient, disconnected students with rigorous academics and relentless supports, so they take ownership of their futures and succeed in high school, college and as self-sufficient adults. | | | |

Phoenix Academy Public Charter High School, Springfield (Phoenix Springfield) is an alternative high school that serves an at-risk population. During its second charter term, Phoenix Springfield demonstrated some progress in student achievement.[[25]](#footnote-26) Phoenix Springfield had insufficient data for the Department to assign an accountability percentile in both 2022 and 2023. In both 2022 and 2023, results for the Next Generation assessments in ELA, mathematics, and science are not reported because fewer than 10 students participated. There was insufficient data during the charter term to calculate student growth percentiles. The four-year graduation rate for the school (13.3 percent) was lower than the average four-year graduation rate for comparison alternative schools[[26]](#footnote-27) (47.1 percent) for the 2022 cohort. The five-year graduation rate for the school (12.2 percent) was lower than the average five-year graduation rate for comparison alternative schools (53.4 percent) for the 2021 cohort. The dropout rate for the school (64.0 percent) was higher than the average dropout rate for comparison alternative schools (28.4 percent) for the 2022 cohort.

While the Department uses available statewide assessment data to assess the academic performance of alternative charter schools, the Department also reviews additional data demonstrating academic progress. The school administers Star 360 assessments in reading and mathematics and set goals in its Accountability Plan related to Lexile levels and students either meeting their student growth percentile (SGP) goal or demonstrating grade-level equivalent (GLE) growth. While the school did not meet all the goals in its Accountability Plan related to academic performance, it did provide some evidence of positive academic outcomes. The school reported that during the 2022-23 school year, 68 percent of students scored at or above 1050 or showed growth of at least 25 points in their Lexile level during the school year.[[27]](#footnote-28) With respect to SGP and GLE growth, the school reported that 58 percent of partially connected students and 57 percent of connected students either met their SGP goal or demonstrated GLE growth in reading. Sixty-nine percent of partially connected students and 64 percent of connected students met their SGP goal or demonstrated GLE growth in mathematics. The school classifies partially engaged students as students who attend school once a week or complete work occasionally and connected students as students who are regularly attending school and completing full units and courses to progress towards graduation.

During the charter term, the Department worked with the A-GAME, a project funded through a grant from the United States Department of Education; the project helps charter authorizers develop accountability measures for alternative charter schools. Using a protocol developed in consultation with A-GAME, the Department will continue to work with the school to develop five-year academic goals using assessments that can demonstrate a track record of success.

During the charter term, the school was somewhat faithful to the terms of its charter. The school achieved partial success in accomplishing the school’s mission due to limited evidence that the school effectively prepares all students for success in high school and college. In addition, the school implemented changes to its educational program and school schedule without first seeking amendments as required by state regulations (603 CMR 1.10) and Department guidance.[[28]](#footnote-29) The school reported that it met a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year.

Student stability is of moderate concern. During the charter term, rates of stability[[29]](#footnote-30) for all students and students in the high needs group were below the third quartile for comparison alternative schools in 2020 and 2022. To address this concern, the school has developed and is implementing enhanced retention strategies in its Recruitment and Retention Plan, including conducting regular outreach to students who are absent and their adult supporters, conducting visits at the homes of students who have been absent for extended periods of time to offer support, and working with all students to develop individualized learning plans that consider their needs.

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

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

As summarized above, the renewal process identified concerns associated with Criteria required for a renewal determination. While the Commissioner and the Board sometimes impose conditions based on substandard performance relative to one or more areas of the Criteria, I am not imposing any conditions at this time. The school is already working to remedy concerns related to governance and faithfulness to the charter, and the Department will work with the school to address these and other areas of concern. If the school does not make progress in addressing these concerns, I may impose conditions on the school’s charter during the upcoming charter term. Given all the evidence, I intend to renew the charter of Phoenix Springfield.

**River Valley Charter School**

| River Valley Charter School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Newburyport |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Amesbury, Newburyport, Pentucket, Triton |
| **Year Opened** | 1999 | **Year(s) Renewed** | 2004, 2009, 2014, 2019 |
| **Maximum Enrollment** | 288 | **Current Enrollment** | 288 (October 2023) |
| **Chartered Grade Span** | K-8 | **Current Grade Span** | K-8 |
| **Students on Waitlist** | 114 (October 2023) | **Current Age of School** | 25 |
| **Mission Statement:**  The mission of River Valley Charter School is to provide a rigorous academic program based on the Montessori philosophy and rooted in the history, culture, and ecology of the Merrimack River Valley. Students will reach their full potential as scholars and become self-reliant and productive members of society. They will be adept at critical thinking and creative problem solving and will be fully prepared to succeed in future schools, careers, and civic life. | | | |

During its fifth charter term, River Valley Charter School (RVCS) demonstrated progress in student achievement.[[30]](#footnote-31) In 2023, RVCS was classified as not requiring assistance or intervention. According to the statewide accountability system, the school made substantial progress toward targets and is in the 70th percentile when compared to other schools administering similar assessments.

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

Student attrition is of moderate concern. During the charter term, the rate of attrition[[31]](#footnote-32) for all students was above the third quartile for comparison schools in 2020, 2022, and 2023.[[32]](#footnote-33) Attrition is highest after grade 6. According to the school, some students leave to seek a larger school community with more supports and opportunities. To address this concern, the school has developed and is implementing enhanced retention strategies in its Recruitment and Retention Plan. These include fostering stronger connections between classrooms and age levels, connecting new families with mentors from the school community, and providing more targeted interventions.

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

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

**Roxbury Preparatory Charter School**

| Roxbury Preparatory Charter School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Boston |
| **Regional or Non-Regional** | Non-regional | **Districts in Region** | N/A |
| **Year Opened** | 1999 | **Year(s) Renewed** | 2004, 2009, 2014, 2019 |
| **Maximum Enrollment** | 1,800 | **Current Enrollment** | 1,138[[33]](#footnote-34) (October 2023) |
| **Chartered Grade Span** | 5-12 | **Current Grade Span** | 5-12 |
| **Students on Waitlist** | 16 (October 2023) | **Current Age of School** | 25 |
| **Mission Statement:**  The mission of Roxbury Preparatory Charter School (Roxbury Prep) is to prepare students to enter, succeed in, and graduate from college. Roxbury Prep is founded on the philosophy that all students are entitled to and can succeed in college preparatory programs when: 1) the curriculum is rigorous, engaging, and well-planned; 2) the school emphasizes student character, community responsibility, and exposure to life’s possibilities; and 3) a community network supports student academic, social, and physical well-being. | | | |

During its fifth charter term, Roxbury Preparatory Charter School (RPCS) demonstrated progress in student achievement.[[34]](#footnote-35) In 2023, the Department classified RPCS as not requiring assistance or intervention. According to the statewide accountability system, the school made substantial progress toward targets and is in the 31st percentile when compared to other schools administering similar assessments.

During the charter term, the school was somewhat faithful to the terms of its charter. The school achieved partial success in accomplishing its mission due to evidence that suggests the school was not successful in fostering a supportive school environment for all students. The school reported that it met a majority of the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices to other public schools in its district and across the state.

The school’s efforts to provide access to its programming are of moderate concern. The school provides somewhat limited translated materials for families whose first language is not English. The Department will work with the school to address this concern.

Student attrition is also of moderate concern. The rate of attrition[[35]](#footnote-36) for all students was above the third quartile for comparison schools in 2023.[[36]](#footnote-37) Attrition was highest after grade 8. To address this concern, the school developed and is implementing enhanced retention strategies in its Recruitment and Retention Plan, including strengthening communication with families and conducting an annual survey of families to better identify families’ concerns. The school also anticipates that a newly constructed facility, which will open for the 2024-25 school year, will help reduce student attrition.

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

In February 2019, I renewed the school’s charter with four conditions based on concerns related to the school’s climate and rates of student discipline. In February 2023, I determined that the school met three of the four conditions imposed, and I removed those three conditions. Due to continuing concerns about the school’s climate, discipline, and culture, I extended the requirement that the school provide regular updates on its efforts to strengthen the school’s climate and indicated that I would assess the school’s progress using evidence gathered during the renewal inspection, which took place in October 2023. While the renewal inspection team found evidence that the school’s behavioral management system is still implemented only somewhat consistently and that the school environment is still not always supportive for all students, the school has substantially met the condition. The Department will continue to work with the school to address remaining concerns related to school climate. A summary of the school’s progress toward meeting the condition follows.

**Condition:** Until further notice, Roxbury Preparatory Charter School must submit to the Department of Elementary and Secondary Education (Department) at [charterschools@mass.gov](mailto:charterschools@mass.gov) or 75 Pleasant St., Malden, MA 02148, monthly updates on efforts to improve school climate, discipline policies, and school culture practices for all student groups.

**Status: Met**

The Department worked with the school to update its preexisting action plan for addressing concerns related to school climate. The school has provided updates as expected, noting the status of each item in the action plan. Through January 2024, the school reported that it met many of the goals in the action plan, including goals related to training staff in de-escalation techniques and restorative practices, implementing a social-emotional learning curriculum, implementing an advisory program, administering surveys of students and families, recognizing and celebrating students’ identities, and integrating student and family voice into decision-making processes at the school.

Additionally, the school is significantly below its original enrollment targets to reaching its maximum enrollment of 1,800 students and has not acted with urgency to address this issue. Student enrollment and applications for admission have declined during the charter term. The school enrolled 1,596 students in 2020-21, 1,521 students in 2021-22, 1,295 students in 2022-23, and 1,138 students in 2023-24. The number of students on the school’s waitlist for admission has declined substantially from a high of 856 students in March 2017 to a low of 16 students in October 2023. Based upon enrollment projections provided by the school related to its new facility, which it plans to open in 2024, RPCS predicts a total enrollment of 1,111 students by the 2027-28 school year.

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

**Condition:** By August 1, 2025, the school must submit a charter amendment that aligns the school’s maximum enrollment with the school’s enrollment trends.

Other modifications to the school’s charter may be proposed by the school with its request to modify the school’s maximum enrollment, including changes to its grade span.

**Salem Academy Charter School**

| Salem Academy Charter School | | | |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Salem |
| **Regional or Non-Regional** | Non-regional | **Districts in Region** | N/A |
| **Year Opened** | 2004 | **Year(s) Renewed** | 2009, 2014, 2019 |
| **Maximum Enrollment** | 480 | **Current Enrollment** | 488[[37]](#footnote-38) (October 2023) |
| **Chartered Grade Span** | 6-12 | **Current Grade Span** | 6-12 |
| **Students on Waitlist** | 204 (October 2023) | **Current Age of School** | 20 |
| **Mission Statement:**  Salem Academy Charter School is a small 6th – 12th grade public school designed to educate the City of Salem’s diverse student population. Through a unique integration of college preparatory classes with service to the community, the school graduates informed, articulate and proactive individuals of strong character. | | | |

During its fourth charter term, Salem Academy Charter School (SACS) demonstrated progress in student achievement.[[38]](#footnote-39) In 2023, the Department classified SACS as not requiring assistance or intervention. According to the statewide accountability system, the school made substantial progress toward targets and is in the 76th percentile when compared to other schools administering similar assessments.

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

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

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

\*\*\*\*\*\*\*\*\*\*\*\*\*\*

If you have any questions regarding my intended actions, require additional information, or would like any Summaries of Review, please contact Alison Bagg, Director (781-338-3218); Regina Robinson, Deputy Commissioner (781-338-3104); or me.

1. The board of trustees of Hampden Charter School of Science East and Hampden Charter School of Science West submitted a request to consolidate the two charter schools. I will provide an update on my decision regarding this request in advance of the February 27, 2024 meeting of the Board. [↑](#footnote-ref-2)
2. The charter school regulations, at 603 CMR 1.11(2), provide as follows.

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

   All charter schools will be evaluated on the same performance criteria as provided in the guidelines, provided, however, that the criteria will take into account each school's charter and accountability plan. Evidence of academic success for all students is essential for charter renewal. [↑](#footnote-ref-3)
3. As outlined in the Criteria, the Department may also consider other assessment data demonstrating academic progress, but this data will not supplant state assessment results. [↑](#footnote-ref-4)
4. Rating Key follows.

   **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-5)
5. 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-6)
6. Rating Key follows.

   **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-7)
7. 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-8)
8. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-9)
9. The deadline for meeting the condition was extended beyond the end of the charter term. [↑](#footnote-ref-10)
10. Comparison schools include all of the public schools in the charter school’s district that serve at least one grade level of students that overlaps with the grade levels served by the charter school. [↑](#footnote-ref-11)
11. As of October 1, 2023, the school was overenrolled by two students and, as a result, is out of compliance with the terms of its charter. Charter schools do not receive tuition for students enrolled above the school’s maximum enrollment. [↑](#footnote-ref-12)
12. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-13)
13. Attrition rates are the percentage of attrition from the end of one school year to the beginning of the next school year. [↑](#footnote-ref-14)
14. Stability rates measure how many students remain in a school throughout the school year. [↑](#footnote-ref-15)
15. Comparison schools include all of the public schools in the charter school’s region that serve at least one grade level of students that overlaps with the grade levels served by the charter school. [↑](#footnote-ref-16)
16. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-17)
17. Comparison schools include all of the public schools in the charter school’s district that serve at least one grade level of students that overlaps with the grade levels served by the charter school. [↑](#footnote-ref-18)
18. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-19)
19. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-20)
20. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-21)
21. Low assessment participation is defined as below 95 percent. In 2023, 93 percent of students in the EL and former EL group (28 out of 30 students) participated in ELA and mathematics assessments and 91 percent (10 out of 11) participated in science assessments. [↑](#footnote-ref-22)
22. As of October 1, 2023, the school was overenrolled by 29 students and, as a result, is out of compliance with the terms of its charter. Charter schools do not receive tuition for students enrolled above the school’s maximum enrollment. [↑](#footnote-ref-23)
23. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-24)
24. Student enrollment figures reported each October declined during the charter term. The school enrolled 208 students in October 2020-21, 175 students in October 2021-22, 166 students in October 2022-23, and 159 students in October of the current school year. The school reports that the total number of students enrolled at some point during the year was approximately 240 in each of the first three years of the charter term. [↑](#footnote-ref-25)
25. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-26)
26. The comparison group of alternative schools across Massachusetts includes alternative schools that serve at-risk students whose needs are not being met in the traditional school setting and does not include residential programs, private schools, home schooling, General Education Development (GED) services, or gifted and talented programs. [↑](#footnote-ref-27)
27. The school’s goal for this and each of the subsequently cited measures was 80 percent of students. [↑](#footnote-ref-28)
28. The school submitted an amendment request related to its school schedule in January 2024. [↑](#footnote-ref-29)
29. Stability rates measure how many students remain in a school throughout the school year. [↑](#footnote-ref-30)
30. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-31)
31. Attrition rates are the percentage of attrition from the end of one school year to the beginning of the next school year. [↑](#footnote-ref-32)
32. Comparison schools include all of the public schools in the charter school’s region that serve at least one grade level of students that overlaps with the grade levels served by the charter school. [↑](#footnote-ref-33)
33. Student enrollment declined substantially during the charter term from a high of 1,596 students in 2020-21 to 1,138 students in 2023-24. [↑](#footnote-ref-34)
34. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-35)
35. Attrition rates are the percentage of attrition from the end of one school year to the beginning of the next school year. [↑](#footnote-ref-36)
36. Comparison schools include all of the public schools in the charter school’s district that serve at least one grade level of students that overlaps with the grade levels served by the charter school. [↑](#footnote-ref-37)
37. As of October 1, 2023, the school was overenrolled by eight students and as a result is out of compliance with the terms of its charter. Charter schools do not receive tuition for students enrolled above the school’s maximum enrollment. [↑](#footnote-ref-38)
38. The Department reviewed each charter school’s academic performance on the Legacy MCAS and Next Generation assessments to illustrate “progress made in student academic achievement,” as required by the charter school statute at G.L. c. 71, § 89(dd). [↑](#footnote-ref-39)