# MEMORANDUM

|  |  |
| --- | --- |
| **To:** | Members of the Board of Elementary and Secondary Education |
| **From:** | Russell D. Johnston, Acting Commissioner |
| **Date:** | February 19, 2025 |
| **Subject:** | Renewal of Charters – Notification of Intended Actions for Advanced Math and Science Academy Charter School, Atlantis Charter School, Benjamin Franklin Classical Charter Public School, Boston Renaissance Charter Public School, Cape Cod Lighthouse Charter School, Community Charter School of Cambridge, Community Day Charter Public School, Francis W. Parker Charter Essential School, Hilltown Cooperative Charter Public School, Holyoke Community Charter School, Lawrence Family Development Charter School, Lowell Community Charter Public School, Lowell Middlesex Academy Charter School, Marblehead Community Charter Public School, Match Charter Public School, Neighborhood House Charter School, South Shore Charter Public School, Springfield International Charter School, and Springfield Preparatory 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 19 schools, 17 unconditionally and 2 with conditions. The schools I intend to renew without conditions are Advanced Math and Science Academy Charter School, Atlantis Charter School, Benjamin Franklin Classical Charter Public School, Cape Cod Lighthouse Charter School, Community Charter School of Cambridge, Community Day Charter Public School, Francis W. Parker Charter Essential School, Hilltown Cooperative Charter Public School, Holyoke Community Charter School, Lawrence Family Development Charter School, Lowell Community Charter Public School, Lowell Middlesex Academy Charter School, Match Charter Public School, Neighborhood House Charter School, South Shore Charter Public School, Springfield International Charter School, and Springfield Preparatory Charter School. I intend to renew with conditions the charters of Boston Renaissance Charter Public School and Marblehead Community Charter Public School. These conditions are detailed later in this memorandum. Lastly, I intend to remove the condition currently on the charter of Springfield International Charter School.

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 20, 2025** 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.[[1]](#footnote-2) 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 19 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. The Department has reviewed each charter school’s academic performance on the MCAS 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). The data presented for charter school academic performance in the Summaries of Review include each school’s data from statewide assessments[[2]](#footnote-3) administered in 2022 through 2024. 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 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 19 schools that I intend to renew follows.

February 2025 Renewals – Summary of Performance[[3]](#footnote-4) and Potential Commissioner Actions

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Area of Charter School Accountability** | **Criterion** | **Advanced Math and Science Academy Charter School** | **Atlantis Charter School** | **Benjamin Franklin Classical Charter Public School** | **Boston Renaissance Charter Public School** | **Cape Cod Lighthouse Charter School** | **Community Charter School of Cambridge** | **Community Day Charter Public School** | **Francis W. Parker Charter Essential School** | **Hilltown Cooperative Charter Public School** | **Holyoke Community Charter School** |
| **Faithfulness to Charter** | Mission and Key Design Elements |  Meets |  Meets |  Meets |  Partially Meets |  Meets |  Meets |  Exceeds |  Exceeds |  Meets |  Partially Meets |
| Access and Equity |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |
| Dissemination |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |  Exceeds |  Partially Meets |  Partially Meets |
| **Academic Program Success** | Student Performance | 94th Percentile | 41st Percentile | 84th Percentile | 12th Percentile | 43rd Percentile | 85th Percentile | 56th Percentile | 82nd Percentile | 59th Percentile | 29th Percentile |
| **Organizational Viability** | Governance |  Partially Meets |  Meets |  Meets |  Meets |  Partially Meets |  Meets |  Meets |  Partially Meets |  Meets |  Meets |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Potential Commissioner Action** | | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal | Renew with Conditions | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Area of Charter School Accountability** | **Criterion** | **Lawrence Family Development Charter School** | **Lowell Community Charter Public School** | **Lowell Middlesex Academy Charter School** | **Marblehead Community Charter Public School** | **Match Charter Public School** | **Neighborhood House Charter School** | **South Shore Charter Public School** | **Springfield International Charter School** | **Springfield Preparatory Charter School** |
| **Faithfulness to Charter** | Mission and Key Design Elements |  Meets |  Meets |  Partially Meets |  Meets |  Partially Meets |  Meets |  Meets |  Meets |  Meets |
| Access and Equity |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |
| Dissemination |  Partially Meets |  Meets |  Partially Meets |  Meets |  Meets |  Meets |  Meets |  Meets |  Meets |
| **Academic Program Success** | Student Performance | 36th Percentile | 48th Percentile | -[[4]](#footnote-5) | 47th Percentile | 49th Percentile | 38th Percentile | 78th Percentile | 40th Percentile | 79th Percentile |
| **Organizational Viability** | Governance |  Meets |  Meets |  Meets |  Partially Meets |  Meets |  Meets |  Meets |  Partially Meets |  Meets |
|  |  |  |  |  |  |  |  |  |  |  |
| **Potential Commissioner Action** | | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal | Renew with Conditions | Unconditional Renewal | Unconditional Renewal | Unconditional Renewal | Remove Condition; Unconditional Renewal | Unconditional Renewal |

**Advanced Math and Science Academy Charter School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Marlborough |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Clinton, Hudson, Marlborough, Maynard |
| **Year Opened** | 2005 | **Year(s) Renewed** | 2010, 2015, 2020 |
| **Maximum Enrollment** | 966 | **Enrollment (2024-25)** | 970[[5]](#footnote-6) (October 2024) |
| **Chartered Grade Span** | 6-12 | **Grade Span (2024-25)** | 6-12 |
| **Students on Waitlist** | 791 (March 2024) | **Age of School (2024-25)** | 20 |
| **Mission Statement:**  The Advanced Math and Science Academy Charter School will create an atmosphere of celebration of knowledge where children of all backgrounds and abilities excel in all subjects, especially in math, science, and technology, empowering them to succeed in the workplace of our modern high-tech world. | | | |

During its fourth charter term, Advanced Math and Science Academy Charter School (AMSA) demonstrated progress in student achievement.[[6]](#footnote-7) In 2024, the Department classified AMSA as not requiring assistance or intervention. According to the statewide accountability system, the school made substantial progress toward targets and is in the 94th 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 was faithful to its mission and implemented 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 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. Board members generally fulfilled their legal responsibilities and obligations and provided appropriate governance and oversight of the school’s administration and financial health. Board members, however, provided somewhat 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 AMSA.

**Atlantis Charter School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Fall River |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015, 2020 |
| **Maximum Enrollment** | 1,378 | **Enrollment (2024-25)** | 1,246 (October 2024) |
| **Chartered Grade Span** | K-12 | **Grade Span (2024-25)** | K-12 |
| **Students on Waitlist** | 414 (March 2024) | **Age of School (2024-25)** | 30 |
| **Mission Statement:**  The mission of the Atlantis Charter School is to provide an education second to none, yielding academic excellence and life-long learning skills.  Atlantis Charter School, an independent public school, provides an educational choice to the families of Greater Fall River by offering our students a solid academic foundation on which to build a successful future. We expect an equal partnership among parents, community, faculty, staff and students to create a safe, caring, innovative and progressive learning environment. Atlantis incorporates the best research-based practices in education to meet the needs of our student population. It is our intent to become a model of educational excellence. | | | |

During its sixth charter term, Atlantis Charter School (Atlantis) demonstrated progress in student achievement.[[7]](#footnote-8) In 2024, the Department classified Atlantis as not requiring assistance or intervention. According to the statewide accountability system, the school made moderate progress toward targets and is in the 41st 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 was faithful to its mission and implemented 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 and across the state.

During the charter term, members of the school’s board of trustees developed in their roles as public agents. Toward the end of the charter term, the board provided generally competent and appropriate oversight of the school.

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

**Benjamin Franklin Classical Charter Public School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Franklin |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Bellingham, Blackstone-Millville, Franklin, Holliston, Hopedale, Medway, Mendon-Upton, Milford, Millis, Norfolk, Plainville, Walpole, Wrentham |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015, 2020 |
| **Maximum Enrollment** | 900 | **Enrollment (2024-25)** | 898 (October 2024) |
| **Chartered Grade Span** | K-8 | **Grade Span (2024-25)** | K-8 |
| **Students on Waitlist** | 746 (March 2024) | **Age of School (2024-25)** | 30 |
| **Mission Statement:**  The mission of BFCCPS is to assist parents in their role as primary educators of their children by providing the children with a classical academic education coupled with sound character development and community service. | | | |

During its sixth charter term, Benjamin Franklin Classical Charter Public School (BFCCPS) demonstrated progress in student achievement.[[8]](#footnote-9) In 2024, the Department classified BFCCPS as not requiring assistance or intervention. According to the statewide accountability system, the school made substantial progress toward targets and is in the 84th 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 was faithful to its mission and implemented 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.

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 and oversight of the school.

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

**Boston Renaissance Charter Public School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Boston |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015, 2020 |
| **Maximum Enrollment** | 944 | **Enrollment (2024-25)** | 938 (October 2024) |
| **Chartered Grade Span** | PK-6 | **Grade Span (2024-25)** | PK-6 |
| **Students on Waitlist** | 835 (March 2024) | **Age of School (2024-25)** | 30 |
| **Mission Statement:**  The mission of the Boston Renaissance Charter Public School is to nurture and develop academic, social, and emotional competence while building confidence, character, and citizenship among its students. | | | |

During its sixth charter term, Boston Renaissance Charter Public School (BRCPS) demonstrated limited progress in student achievement.[[9]](#footnote-10) In 2013, a condition related to academic performance was imposed on the school’s charter. The condition was subsequently extended in 2015, 2017, and again in 2020, when a second condition related to academic performance was added. Both conditions were subsequently extended in 2022. The school has not yet shown significant or sustained academic improvement. The existing conditions and a summary of key evidence related to each one follow.

**Condition 1:** 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. 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.

**Summary of Evidence**

Since the beginning of the current statewide system of accountability, the school’s accountability percentile has remained low and fell from 19 in 2018 to 13 in 2019. The school’s accountability percentile was 12 in 2022, 14 in 2023, and 12 in 2024. Further, in 2023, the Department classified the school as requiring assistance or intervention because of low performance by students with disabilities. In 2022 through 2024, achievement of students with disabilities was in the lowest 10 percent statewide when compared to other schools administering similar assessments. In 2024, the Department classified the school as not requiring assistance or intervention.

**Condition 2:** Until further notice, Boston Renaissance Charter Public School must submit on a quarterly basis to the Department of Elementary and Secondary Education (Department), at charterschools@doe.mass.edu or 75 Pleasant St., Malden, MA, 02148, board and committee meeting materials and minutes documenting the board’s efforts to ensure that the school is an academic success.

**Summary of Evidence**

The school has submitted on a quarterly basis board and committee meeting materials and minutes. These materials and minutes include evidence that the academic excellence committee and the full board regularly monitor and discuss academic performance data and the school’s ongoing efforts to improve academic performance.

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 of success developing students’ academic competence, which is part of the school’s mission. 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.

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 and oversight of the school.

Given all the evidence, I intend to renew the charter of BRCPS with the conditions that follow.

**Condition 1:** By December 31, 2027, the school must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement as determined by the Commissioner. Should the school demonstrate significant and sustained academic improvement before 2027, the Commissioner may consider removing this condition, rather than wait until December 31, 2027.

**Condition 2:** Until further notice, Boston Renaissance Charter Public School must submit on a quarterly basis to the Department of Elementary and Secondary Education (Department), at charterschools@mass.gov, board and committee meeting materials and minutes that document the board’s efforts to ensure that the school is an academic success.

The Department will work with the school to ensure that the school, including the board of trustees, is tracking progress made in academic achievement and actively working to improve student achievement, making changes quickly if no improvement occurs.

**Cape Cod Lighthouse Charter School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Harwich |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Barnstable, Bourne, Dennis-Yarmouth, Falmouth, Mashpee, Monomoy Regional, Nauset, Provincetown, Sandwich, Truro |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015, 2020 |
| **Maximum Enrollment** | 260 | **Enrollment (2024-25)** | 251 (October 2024) |
| **Chartered Grade Span** | 6-8 | **Grade Span (2024-25)** | 6-8 |
| **Students on Waitlist** | 266 (March 2024) | **Age of School (2024-25)** | 30 |
| **Mission Statement:**  Cape Cod Lighthouse Charter School seeks to provide a supportive and challenging learning environment for middle school students, where teachers foster intellectual development and academic achievement in an atmosphere that celebrates learning as a lifelong pleasure.  We appreciate and understand middle school-aged students. We enjoy the often undervalued creativity and intellectual potential of this age group. We strive to provide an emotionally safe and supportive community, encouraging students to develop their strengths and risk new growth, while pursuing an academically rigorous curriculum. Wherever possible, students learn through experience, allowing them to be engaged in the process of discovery and to see the practical applications of classroom lessons.  Looking beyond the walls of the classroom, we collaborate with local partners to utilize the unique natural and creative resources on Cape Cod, and reach out to global partners to broaden our cultural understanding and knowledge. Our graduates take with them the values of personal responsibility, consideration for others, respect for the environment, academic integrity, creative expression, and perseverance. | | | |

During its sixth charter term, Cape Cod Lighthouse Charter School (CCLCS) demonstrated somewhat limited progress in student achievement.[[10]](#footnote-11) In 2024, the Department classified CCLCS as not requiring assistance or intervention. According to the statewide accountability system, the school is in the 43rd percentile when compared to other schools administering similar assessments but made limited progress toward improvement targets. In 2023, the school made moderate progress toward targets. The Department will work with the school to ensure that the school, including the board of trustees, is tracking progress made in academic achievement and actively working to improve student achievement.

During the charter term, the school was faithful to the terms of its charter. The school was faithful to its mission and implemented 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.

Throughout the charter term, members of the school’s board of trustees were active and involved in their roles as public agents. Board members generally fulfilled their legal responsibilities and obligations and provided appropriate governance and oversight of the school’s administration and financial health, but toward the end of the charter term provided limited oversight of the school’s academic performance and 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 CCLCS.

**Community Charter School of Cambridge**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Cambridge |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Cambridge, Chelsea, Everett, Revere |
| **Year Opened** | 2005 | **Year(s) Renewed** | 2010, 2015, 2020 |
| **Maximum Enrollment** | 420 | **Enrollment (2024-25)** | 251 (October 2024) |
| **Chartered Grade Span** | 6-12 | **Grade Span (2024-25)** | 6-12 |
| **Students on Waitlist** | 7 (March 2024) | **Age of School (2024-25)** | 20 |
| **Mission Statement:**  Community Charter school of Cambridge (CCSC) combines challenging academics with creative use of technology and real-world experience to prepare a diverse student body, grades 6-12, for post-secondary success and productive citizenship. CCSC students are excellent problem solvers and communicators who contribute to their community through internships and other field experiences. | | | |

During its fourth charter term, Community Charter School of Cambridge (CCSC) demonstrated progress in student achievement.[[11]](#footnote-12) In 2024, the Department classified CCSC as not requiring assistance or intervention. According to the statewide accountability system, the school made substantial progress toward targets and is in the 85th 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 was faithful to its mission and implemented 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 and oversight of the school.

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

**Community Day Charter Public School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Lawrence |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015, 2020 |
| **Maximum Enrollment** | 1,200 | **Enrollment (2024-25)** | 1,200 (October 2024) |
| **Chartered Grade Span** | PK-8 | **Grade Span (2024-25)** | PK-8 |
| **Students on Waitlist** | 1,134 (March 2024) | **Age of School (2024-25)** | 30 |
| **Mission Statement:**  The mission of Community Day Charter Public School is to provide a Kindergarten through grade eight school that will draw upon our considerable experience in working together as a community to develop and implement a curriculum that discovers and supports the special characteristics and unique learning styles of each student. We will engage that student in meaningful learning experiences for the purposes of clearly stated goals in the areas of understandings, knowledge, skills, habits and social competencies. The school will reinforce the positive aspects of our city: its culture, art and economy, its working-class history and strong work ethic. Our educational philosophy, curriculum and teaching methods are informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning for the child possible. | | | |

During its sixth charter term, Community Day Charter Public School (CDCPS) demonstrated progress in student achievement.[[12]](#footnote-13) In 2024, the Department classified CDCPS as not requiring assistance or intervention. According to the statewide accountability system, the school made substantial progress toward targets and is in the 56th 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 excelled in its mission and implementing its key design elements. The school reported that it met almost all 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.

During the charter term, members of the school’s board of trustees developed in their roles as public agents. Toward the end of the charter term, the board provided competent and appropriate oversight of the school.

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

**Francis W. Parker Charter Essential School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Devens |
| **Regional or Non-Regional** | Regional | **Districts in Region** | See below[[13]](#footnote-14) |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015, 2020 |
| **Maximum Enrollment** | 400 | **Enrollment (2024-25)** | 388 (October 2024) |
| **Chartered Grade Span** | 7-12 | **Grade Span (2024-25)** | 7-12 |
| **Students on Waitlist** | 169 (March 2024) | **Age of School (2024-25)** | 30 |
| **Mission Statement:**  The Parker School's mission is “to move the child to the center of the education process and to interrelate the several subjects of the curriculum in such a way as to enhance their meaning for the child” (Charter, October 1994). As a member of the Coalition of Essential Schools, the Parker School will realize this mission through educational practice guided by the Ten Common Principles of Essential Schools:   1. The school should focus on helping adolescents learn to use their minds well. Schools should not attempt to be “comprehensive” if such a claim is made at the expense of the school’s central intellectual purpose. 2. The school’s goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program’s design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than necessarily by “subjects” as conventionally defined. The aphorism “Less Is More” should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content. 3. The school’s goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of adolescents. 4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students. To capitalize on this personalization, decisions about the details of the course of study, the use of students’ and teachers’ time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff. 5. The governing practical metaphor of the school should be student-as-worker rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves. 6. Students entering secondary school studies are those who can show competence in language and elementary mathematics. Students of traditional high school age but not yet at appropriate levels of competence to enter secondary school studies will be provided intensive remedial work to assist them quickly to meet these standards. The diploma should be awarded upon a successful final demonstration of mastery for graduation: an “exhibition.” This exhibition by the student of his or her grasp of the central skills and knowledge of the school’s program may be jointly administered by the faculty and by higher authorities. As the diploma is awarded when earned, the school’s program proceeds with no strict age grading and with no system of “credits earned” by “time spent” in class. The emphasis is on the students’ demonstration that they can do important things. 7. The tone of the school should explicitly and self-consciously stress values of unanxious expectation (“I won’t threaten you but I expect much of you”), of trust (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school’s particular students and teachers should be emphasized, and parents should be treated as essential collaborators. 8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school. 9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of eighty or fewer pupils, substantial time for collective planning by teachers, competitive salaries for staff and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional comprehensive secondary schools. 10. The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strengths of its communities, deliberately and explicitly challenging all forms of inequity and discrimination. | | | |

During its sixth charter term, Francis W. Parker Charter Essential School (Parker) demonstrated progress in student achievement.[[14]](#footnote-15) In 2024, the Department classified Parker as not requiring assistance or intervention. According to the statewide accountability system, the school made substantial progress toward targets and is in the 82nd 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 excelled in its mission and implementing its key design elements. The school reported that it met all the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year and disseminated best practices in an exemplary manner 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. Board members generally fulfilled their legal responsibilities and obligations and provided appropriate governance and oversight of the school’s administration 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 Parker.

**Hilltown Cooperative Charter Public School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Easthampton |
| **Regional or Non-Regional** | Regional | **Districts in Region** | See below.[[15]](#footnote-16) |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015,  2020 |
| **Maximum Enrollment** | 218 | **Enrollment (2024-25)** | 218 (October 2024) |
| **Chartered Grade Span** | K-8 | **Grade Span (2024-25)** | K-8 |
| **Students on Waitlist** | 188 (March 2024) | **Age of School (2024-25)** | 30 |
| **Mission Statement:**   * To involve young people in a school which uses experiential, hands-on activities, the arts, and interdisciplinary studies, to foster critical thinking skills and a joy of learning. * To sustain a cooperative, intimate community of students, staff, families and local community members, which guides and supports the school and its educational programs. * To cultivate children’s individual voices and a shared respect for each other, our community, and the world around us. | | | |

During its sixth charter term, Hilltown Cooperative Charter Public School (Hilltown) demonstrated progress in student achievement.[[16]](#footnote-17) In 2024, the Department classified Hilltown as requiring assistance or intervention because of low assessment participation rates by students with disabilities.[[17]](#footnote-18) According to the statewide accountability system, the school made moderate progress toward targets and is in the 59th 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 was faithful to its mission and implemented its key design elements. The school reported that it met almost all the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year.

The school’s efforts to disseminate best practices are 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 school’s board of trustees were active and involved in their roles as public agents, providing competent and appropriate governance and oversight of the school.

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

**Holyoke Community Charter School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Holyoke |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Chicopee, Holyoke |
| **Year Opened** | 2005 | **Year(s) Renewed** | 2010, 2015, 2020 |
| **Maximum Enrollment** | 702 | **Enrollment (2024-25)** | 701 (October 2024) |
| **Chartered Grade Span** | K-8 | **Grade Span (2024-25)** | K-8 |
| **Students on Waitlist** | 32 (March 2024) | **Age of School (2024-25)** | 20 |
| **Mission Statement:**  The mission of HCCS is to promote the joy of learning and to prepare children for success as students, workers, and citizens by providing them with a high quality public education. | | | |

During its fourth charter term, Holyoke Community Charter School (HCCS) demonstrated somewhat limited progress in student achievement.[[18]](#footnote-19) In 2024, the Department classified HCCS as not requiring assistance or intervention. According to the statewide accountability system, the school made substantial progress toward targets. The school, however, was in the 29th percentile when compared to other schools administering similar assessments and was in the bottom third of schools in 2022 and 2023 as well. The Department will work with the school to ensure that the school, including its board of trustees, is tracking progress made in academic achievement and actively working to improve student achievement.

During the charter term, the school was somewhat faithful to the terms of its charter. The school achieved partial success in accomplishing its mission because of its limited success providing a high-quality education, which is part of the school’s mission. The school reported that it met all the goals in its Accountability Plan. The school implemented an approved Recruitment and Retention Plan each year.

The school’s efforts to disseminate best practices are 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.

During the charter term, members of the school’s board of trustees developed in their roles as public agents. Toward the end of the charter term, the board provided competent and appropriate oversight of the school.

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

**Lawrence Family Development Charter School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Lawrence |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015, 2020 |
| **Maximum Enrollment** | 1,000 | **Enrollment (2024-25)** | 899 (October 2024) |
| **Chartered Grade Span** | PK-8 | **Grade Span (2024-25)** | PK-8 |
| **Students on Waitlist** | 322 (March 2024) | **Age of School (2024-25)** | 30 |
| **Mission Statement:**  Strong families, working in partnership with the school as advocates for academic achievement, will create an environment where every child has the opportunity to acquire the foundation skills and habits of mind that foster life-long learning, citizenship participation and personal fulfillment. | | | |

During its sixth charter term, Lawrence Family Development Charter School (LFDCS) demonstrated progress in student achievement.[[19]](#footnote-20) In 2024, the Department classified LFDCS as not requiring assistance or intervention. According to the statewide accountability system, the school made substantial progress toward targets and is in the 36th 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 was faithful to its mission and implemented 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.

The school’s efforts to disseminate best practices are 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 school’s board of trustees were active and involved in their roles as public agents, providing competent and appropriate governance and oversight of the school.

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

**Lowell Community Charter Public School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Lowell |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 2000 | **Year(s) Renewed** | 2005, 2010, 2015, 2020 |
| **Maximum Enrollment** | 815 | **Enrollment (2024-25)** | 816[[20]](#footnote-21) (October 2024) |
| **Chartered Grade Span** | PK-8 | **Grade Span (2024-25)** | PK-8 |
| **Students on Waitlist** | 342 (March 2024) | **Age of School (2024-25)** | 25 |
| **Mission Statement:**  The mission of Lowell Community Charter Public School is to graduate creative, confident and independent thinkers, global citizens and leaders who give back to their community. We will provide a comprehensive education giving students the knowledge, skills and ways of thinking that ensure their success in high school and preparation for the opportunity to go on to college. We expect our students to strive for excellence in academic achievement and personal conduct within a joyful, supportive culture. The diversity within our students, staff, families and community and the many nations from which we come is a source of strength and an opportunity for learning. | | | |

During its fifth charter term, Lowell Community Charter Public School (LCCPS) demonstrated progress in student achievement.[[21]](#footnote-22) In 2024, the Department classified LCCPS as not requiring assistance or intervention. According to the statewide accountability system, the school made substantial progress toward targets and is in the 48th 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 was faithful to its mission and implemented its key design elements. The school reported that it met all 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 generally competent and appropriate governance and oversight of the school.

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

**Lowell Middlesex Academy Charter School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Lowell |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015, 2020 |
| **Maximum Enrollment** | 150 | **Enrollment (2024-25)** | 126 (October 2024) |
| **Chartered Grade Span** | 9-12 | **Grade Span (2024-25)** | 9-12 |
| **Students on Waitlist** | 0 (March 2024) | **Age of School (2024-25)** | 30 |
| **Mission Statement:**  The mission of Lowell Middlesex Academy Charter School (LMACS) is to enable its students to achieve academic, social, and career success. This supportive school community identifies, encourages and develops interests and abilities, while acknowledging and respecting each student’s personal and cultural identity. | | | |

Lowell Middlesex Academy Charter School (LMACS) is an alternative high school that serves an at-risk student population. During its sixth charter term, LMACS demonstrated some progress in student achievement.[[22]](#footnote-23) LMACS had insufficient data for the Department to assign an accountability percentile in 2022 through 2024. In all three years, a majority of students taking the MCAS assessments in ELA and mathematics passed. MCAS results are not reported for science 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 increased during the charter term and was 65.5 percent for the 2023 cohort, higher than the average four-year graduation rate of 46 percent for comparison alternative schools.[[23]](#footnote-24) The five-year graduation rate of 60 percent for the school’s 2022 cohort was higher than the average five-year graduation rate of 56.7 percent for comparison alternative schools. The dropout rate for the school of 20.5 percent for the 2023 cohort was lower than the average dropout rate of 24.5 percent for comparison alternative schools.

Because alternative charter schools such as LMACS almost always lack sufficient data for a full set of aggregated results on statewide assessments, the Department requires alternative charter schools to submit evidence of academic success using non-statewide assessments. At a minimum, alternative charter schools must develop five-year academic goals for non-statewide assessments in their Accountability Plans that allow them to demonstrate academic success during the charter term. LMACS developed five-year goals in its Accountability Plan but was not able to submit evidence of academic success from non-statewide assessments because it struggled to administer the two assessments the school had selected, eventually discontinuing both assessments.

The Department recently worked with 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 work with LMACS 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 its mission due to somewhat limited evidence of academic success. 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.

The school’s efforts to disseminate best practices are 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.

During the charter term, members of the school’s board of trustees developed in their roles as public agents. Toward the end of the charter term, the board provided generally competent and appropriate oversight of the school.

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

**Marblehead Community Charter Public School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Marblehead |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Marblehead, Nahant, Swampscott |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015, 2020 |
| **Maximum Enrollment** | 230 | **Enrollment (2024-25)** | 192 (October 2024) |
| **Chartered Grade Span** | 4-8 | **Grade Span (2024-25)** | 4-8 |
| **Students on Waitlist** | 79 (March 2024) | **Age of School (2024-25)** | 30 |
| **Mission Statement:**  MCCPS fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential. We are dedicated to involving, learning from, participating in, and serving our school community and the community at large. | | | |

During its sixth charter term, Marblehead Community Charter Public School (MCCPS) demonstrated progress in student achievement.[[24]](#footnote-25) In 2024, the Department classified MCCPS as not requiring assistance or intervention. According to the statewide accountability system, the school made moderate progress toward targets and is in the 47th 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 was faithful to its mission and implemented its key design elements. The school reported that it met half 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. Board members generally fulfilled their legal responsibilities and obligations and provided appropriate governance and oversight of the school’s administration and financial health; toward the end of the charter term, however, they provided only 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.

Student enrollment and attrition are of concern and potentially pose challenges for the school’s viability as an organization. In spite of the school’s efforts to recruit and retain students, the school was underenrolled during the charter term, and rates of attrition were high.

Additionally, for the past several years, MCCPS continued to enroll more than 20 percent of its total population from outside its region. The charter school statute at G.L. c. 71, § 89(n), requires a school enrolling more than 20 percent of its total enrollment from districts not in its charter for two consecutive years to request an amendment to its charter that reflects its actual enrollment pattern; for schools chartered before January 1, 2011, such as MCCPS, the Board or the Commissioner may establish a timeline of not less than 5 years for the school to comply with this requirement. The school’s charter was renewed in 2020 with a condition requiring the school to ensure that enrollment from Marblehead would not exceed 20 percent of the school’s total student enrollment by June 30, 2025, or the school must submit an amendment request that reflects its actual enrollment pattern. The school submitted an amendment request; in February 2021, the Board approved an amendment for the school to become regional and serve Nahant, Swampscott, and Marblehead. After the Board approved the amendment, the Commissioner removed the condition from the school’s charter. During the 2021-22 school year, the school enrolled 20.8 percent of students from districts outside the school’s region. In subsequent years, however, enrollment of students from outside the school’s region has increased to 31.4 percent in the 2022-23 school year and 33.8 percent in the 2023-24 school year. This does not meet the statutory requirements.

Given all the evidence, I intend to renew the charter of MCCPS with the conditions that follow.

**Condition 1**: By June 1, 2025, MCCPS must submit to the Department a comprehensive evaluation of student enrollment including, but not limited to, an assessment of: admission, attendance, and attrition data; programmatic and operational factors; the school’s recruitment and retention plan; school policies; and the school’s efforts to recruit and retain students.

**Condition 2**: By August 1, 2025, MCCPS will submit for Department approval a plan that ensures enrollment from outside the school’s chartered region does not exceed 20 percent of the school’s total population for two consecutive years during the charter term ending June 30, 2030. The school’s board of trustees must approve the plan. The plan may include charter amendment requests that may relate to the school’s maximum enrollment, grade span, charter region, and any other relevant material terms in order to meet the statutory requirements and to address the school’s other enrollment challenges.

**Match Charter Public School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Boston |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 2000 | **Year(s) Renewed** | 2005, 2010, 2015, 2020 |
| **Maximum Enrollment** | 1,250 | **Enrollment (2024-25)** | 1,189 (October 2024) |
| **Chartered Grade Span** | PK-12 | **Grade Span (2024-25)** | PK-12 |
| **Students on Waitlist** | 1,349 (March 2024) | **Age of School (2024-25)** | 25 |
| **Mission Statement:**  The mission of Match Charter Public School is to prepare Boston students to succeed in college and beyond, in particular, those who would be the first in their families to earn a college degree. We intend this school to serve large numbers of English language learners. | | | |

During its fifth charter term, Match Charter Public School (Match) demonstrated progress in student achievement.[[25]](#footnote-26) In 2024, the Department classified Match as not requiring assistance or intervention. According to the statewide accountability system, the school made substantial progress toward targets and is in the 49th 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 limited evidence of serving large numbers of English learners, which is part of the school’s mission. 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.

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 and oversight of the school.

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

**Neighborhood House Charter School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Boston |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015, 2020 |
| **Maximum Enrollment** | 828 | **Enrollment (2024-25)** | 786 (October 2024) |
| **Chartered Grade Span** | PK-12 | **Grade Span (2024-25)** | PK-12 |
| **Students on Waitlist** | 1,221 (March 2024) | **Age of School (2024-25)** | 30 |
| **Mission Statement:**  The NHCS combines rich and structured learning with extensive social/emotional programming to help all children succeed in school and in life. We strive to develop scholars who seek knowledge, embrace effort, act thoughtfully, and commit to the common good. Many children come to us with significant challenges. We don’t give up on them. Our goal is that all of our students thrive at Neighborhood House, graduate from high school, and pursue post-secondary education on the path to life success. | | | |

During its sixth charter term, Neighborhood House Charter School (NHCS) demonstrated progress in student achievement.[[26]](#footnote-27) In 2024, the Department classified NHCS as not requiring assistance or intervention. According to the statewide accountability system, the school made moderate progress toward targets and is in the 38th 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 was faithful to its mission and implemented 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 and oversight of the school.

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

**South Shore Charter Public School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Norwell |
| **Regional or Non-Regional** | Regional | **Districts in Region** | Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hingham, Holbrook, Hull, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate, Weymouth, Whitman-Hanson |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015, 2020 |
| **Maximum Enrollment** | 1,075 | **Enrollment (2024-25)** | 1,057 (October 2024) |
| **Chartered Grade Span** | K-12 | **Grade Span (2024-25)** | K-12 |
| **Students on Waitlist** | 658 (March 2024) | **Age of School (2024-25)** | 30 |
| **Mission Statement:**  Inspiring every student to excel in academics, service, and life. | | | |

During its sixth charter term, South Shore Charter Public School (SSCPS) demonstrated progress in student achievement.[[27]](#footnote-28) In 2024, the Department classified SSCPS as not requiring assistance or intervention. According to the statewide accountability system, the school made substantial progress toward targets and is in the 78th 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 was faithful to its mission and implemented 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.

During the charter term, members of the school’s board of trustees developed in their roles as public agents. Toward the end of the charter term, the board provided competent and appropriate oversight of the school.

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

**Springfield International Charter School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Springfield |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 1995 | **Year(s) Renewed** | 2000, 2005, 2010, 2015, 2020 |
| **Maximum Enrollment** | 1,574 | **Enrollment (2024-25)** | 1,511 (October 2024) |
| **Chartered Grade Span** | K-12 | **Grade Span (2024-25)** | K-12 |
| **Students on Waitlist** | 131 (March 2024) | **Age of School (2024-25)** | 30 |
| **Mission Statement:**  The Springfield International Charter School (SICS) is a college preparatory school that provides top-quality education on a non-selective basis to children of different races, religions, nationalities and backgrounds. It teaches these children to perform to the best of their ability, to achieve academic excellence in a global context, and prepares graduates to attend colleges and universities. The school develops and strengthens students’ ethical, moral, and civic values thus molding men and women with the knowledge, skills, and social judgment they will need to face the challenges of the times. The school believes those students with a SICS education, especially in a multicultural setting, will be able to provide leadership throughout the world. | | | |

During its sixth charter term, Springfield International Charter School (SICS) demonstrated progress in student achievement.[[28]](#footnote-29) In 2015, a condition related to academic performance was imposed on the school’s charter. The condition was subsequently extended in 2017, 2020, and again in 2022. Given the evidence presented below, I do not have significant concerns about the school’s academic performance. The condition and a summary of key evidence related to the school’s academic performance follow.

**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. 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.

**Summary of Evidence**

Since the implementation of the current statewide system of accountability, the school’s accountability percentile has fluctuated somewhat but has remained high enough to demonstrate progress in student achievement. It was 37 in 2018, 41 in 2019, 33 in 2022, 28 in 2023, and 40 in 2024. In 2023 and 2024, the Department classified the school as not requiring assistance or intervention. According to the statewide system of accountability, the school made substantial progress toward targets in 2023 and moderate progress toward targets in 2024. In 2022 through 2024, the performance of students in the high needs group was not an area of significant concern, as it was when the condition was first imposed in 2015.

During the charter term, the school was faithful to the terms of its charter. The school was faithful to its mission and implemented its key design elements. The school reported that it met all 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. Board members generally fulfilled their legal responsibilities and obligations and provided appropriate governance and oversight of the school’s administration and financial health and 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 remove the condition on the charter of SICS and renew the school’s charter.

**Springfield Preparatory Charter School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Charter** | Commonwealth | **Location** | Springfield |
| **Regional or Non-Regional** | Non-Regional | **Districts in Region** | N/A |
| **Year Opened** | 2015 | **Year(s) Renewed** | 2020 |
| **Maximum Enrollment** | 486 | **Enrollment (2024-25)** | 486 (October 2024) |
| **Chartered Grade Span** | K-8 | **Grade Span (2024-25)** | K-8 |
| **Students on Waitlist** | 482 (March 2024) | **Age of School (2024-25)** | 10 |
| **Mission Statement:**  Springfield Preparatory Charter School is an inclusive K-8 public charter school that prepares all students for success in high school, college, and life through a focus on rigorous academics and character development. | | | |

During its second charter term, Springfield Preparatory Charter School (SPCS) demonstrated progress in student achievement.[[29]](#footnote-30) In 2024, the Department classified SPCS as not requiring assistance or intervention. According to the statewide accountability system, the school made substantial progress toward targets and is in the 79th 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 was faithful to its mission and implemented 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 and oversight of the school.

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

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

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

1. 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-2)
2. 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-3)
3. 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-4)
4. As is typical for alternative charter schools, Lowell Middlesex Academy Charter School does not have sufficient data in the statewide system of accountability to be assigned an accountability percentile. The Summary of Review includes a summary of all the available evidence related to student performance. [↑](#footnote-ref-5)
5. As of October 1, 2024, the school was overenrolled by four 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-6)
6. The Department reviewed the academic performance of each charter school on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-7)
7. The Department reviewed the academic performance of each charter school on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-8)
8. The Department reviewed the academic performance of each charter school on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-9)
9. The Department reviewed performance on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-10)
10. The Department reviewed performance on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-11)
11. The Department reviewed performance on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-12)
12. The Department reviewed performance on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-13)
13. Acton-Boxborough, Ashburnham-Westminster, Athol-Royalston, Ayer Shirley, Bedford, Berlin-Boylston, Carlisle, Chelmsford, Clinton, Concord, Concord-Carlisle, Fitchburg, Gardner, Grafton, Groton-Dunstable, Harvard, Hudson, Leominster, Lincoln, Lincoln-Sudbury, Littleton, Lowell, Lunenburg, Marlborough, Maynard, Narragansett, Nashoba, Newton, Northboro-Southboro, North Middlesex, Orange, Oxford, Quabbin, Ralph C. Mahar, Shrewsbury, Southborough, Sudbury, Tyngsborough, Wachusett, Wayland, West Boylston, Westborough, Westford, Westminster, Weston, Winchendon, Worcester [↑](#footnote-ref-14)
14. The Department reviewed performance on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-15)
15. Amherst, Amherst-Pelham, Belchertown, Central Berkshire, Chesterfield-Goshen, Conway, Deerfield, Easthampton, Erving, Frontier, Gateway, Gill Montague, Granby, Greenfield, Hadley, Hampshire, Hatfield, Hawlemont, Leverett, Mohawk Trail, New Salem-Wendell, Northampton, Orange, Pelham, Pioneer Valley, Ralph C. Mahar, Rowe, Shutesbury, Southampton, South Hadley, Sunderland, Ware, Westhampton, Whately, Williamsburg [↑](#footnote-ref-16)
16. The Department reviewed performance on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-17)
17. Low assessment participation is defined as below 95 percent. In 2024, 93 percent of Hilltown’s students with disabilities (38 out of 41 students) participated in ELA assessments, 90 percent (37 out of 41 students) participated in mathematics assessments, and 100 percent (12 out of 12 students) participated in science assessments. [↑](#footnote-ref-18)
18. The Department reviewed performance on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-19)
19. The Department reviewed performance on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-20)
20. As of October 1, 2024, the school was overenrolled by one student 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-21)
21. The Department reviewed performance on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-22)
22. The Department reviewed performance on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-23)
23. 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-24)
24. The Department reviewed performance on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-25)
25. The Department reviewed performance on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-26)
26. The Department reviewed performance on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-27)
27. The Department reviewed performance on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-28)
28. The Department reviewed performance on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-29)
29. The Department reviewed performance on the MCAS assessments to illustrate “progress made in student academic achievement.” The charter school statute requires the Board to consider “progress made in student academic achievement” when deciding on charter renewal. *See* G.L. c. 71, § 89(dd). [↑](#footnote-ref-30)