



# **Charter School Enrollment Data Annual Report**

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Annual report on the racial, ethnic and socio-economic make-up of the student enrollment of each charter school in the commonwealth per G.L. c. 71, § 89(kk)  
**February 2016**

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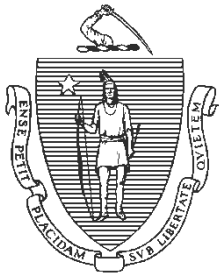
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# Massachusetts Department of Elementary & Secondary Education

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Mitchell D. Chester, Ed.D.  
Commissioner

January 2016

Dear Members of the General Court:

I am pleased to submit this Report to the Legislature: Charter School Enrollment Data Annual Report pursuant to the requirement under G.L. c. 71, § 89(kk) that states:

*The commissioner shall collect data on the racial, ethnic and socio-economic make-up of the student enrollment of each charter school in the commonwealth. The commissioner shall also collect data on the number of students enrolled in each charter school who have individual education plans pursuant to chapter 71B and those requiring English language learners programs under chapter 71A. The commissioner shall file said data annually with the clerks of the house and senate and the joint committee on education not later than December 1.*

This year's report includes a general overview, including the legislative cap history, and analyses of five key areas: enrollment requirements, demographic comparability in enrollment, attrition, backfilling, and waitlists.

We hope the information in this report will be helpful to you as you consider these issues. As we have in past years, we provide summary descriptive data on the racial, ethnic, and socio-economic make-up students in Massachusetts charter schools, which can be found in Appendix A. This is the most recent information available based on data submitted through the Department's Student Information Management System (SIMS) as of October 1, 2015 for the 2015-2016 school year.

If you have any questions about this report, please feel free to contact Associate Commissioner Cliff Chuang at [cchuang@doe.mass.edu](mailto:cchuang@doe.mass.edu) or at 781-338-3222.

Sincerely,

Mitchell D. Chester, Ed.D.  
Commissioner of Elementary and Secondary Education

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## Introduction

The Department of Elementary and Secondary Education (“the Department”) respectfully submits this Report to the Legislature: Charter School Enrollment Data Annual Report for 2015 pursuant to the requirement under G.L. c. 71, § 89(kk) that states:

*The commissioner shall collect data on the racial, ethnic and socio-economic make-up of the student enrollment of each charter school in the commonwealth. The commissioner shall also collect data on the number of students enrolled in each charter school who have individual education plans pursuant to chapter 71B and those requiring English language learners programs under chapter 71A. The commissioner shall file said data annually with the clerks of the house and senate and the joint committee on education not later than December 1.*

The most recent available data on charter school enrollment data is provided in Appendix A. This is compiled from the Department’s Student Information Management System (SIMS) information collection as of October 1, 2015 for the 2015-2016 school year. Please note that updated data for each charter school, including complete statistics about student enrollment, can always be found on the Department’s District and School Profiles website, <http://profiles.doe.mass.edu/>.

The Department fields numerous questions about charter schools, many of which focus on the demographic comparability of students enrolled at charter schools when compared to their sending districts. This is a key factor when considering the relative academic performance of the Massachusetts charter school sector, which multiple research studies have consistently demonstrated is very strong. In particular, studies conducted by researchers at Harvard, MIT, and Stanford<sup>1</sup> employing both randomized control trial and quasi-experimental research designs suggest that urban charter schools in Massachusetts—particularly those in Boston—boost student achievement markedly. In Boston charter schools, research has shown students with low prior achievement scores are those for whom achievement gains are likely to be the largest,<sup>2</sup> and that students with the most severe needs—special education students who spent the majority of their time in substantially separate classrooms and English language learners (ELLs) with beginning English proficiency at the time of the lottery—perform significantly better in charters than in traditional public schools.<sup>3</sup> Following a general overview, including the legislative cap history, the remainder of the report provides analyses of five key areas: enrollment requirements, demographic comparability in enrollment, attrition, backfilling, and waitlists.

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<sup>1</sup> See, for example, <http://seii.mit.edu/research/school-reform/>, <http://credo.stanford.edu/research-reports.html>, and [http://scholar.harvard.edu/files/cohodes/files/informingthedebate\\_final.pdf](http://scholar.harvard.edu/files/cohodes/files/informingthedebate_final.pdf).

<sup>2</sup> <http://seii.mit.edu/research/study/charter-school-demand-and-effectiveness-a-boston-update/>

<sup>3</sup> <http://seii.mit.edu/research/study/special-education-and-english-language-learner-students-in-boston-charter-schools-impact-and-classification/>

# 1. General Overview and Legislative Cap History<sup>4</sup>

As part of the Education Reform Act of 1993, the Legislature authorized the creation of charter schools by enacting the Massachusetts charter schools statute, G.L. c. 71, § 89. Charter schools are public schools created by Massachusetts law, approved and reviewed by the Board and the Department of Elementary and Secondary Education, and granted a higher degree of autonomy and independence than other public schools. The purposes of establishing charter schools include stimulating the development of innovative programs within public education; providing parents and students with greater options in selecting schools within and outside their school districts; encouraging performance-based educational programs; and providing models for replication in other public schools.<sup>5</sup>

All charter schools operate under five-year charters granted to an independent board of trustees by the Board of Elementary and Secondary Education (“the Board”). Charter schools may be proposed by teachers, school leaders, parents, or non-profit entities. To renew a charter for an additional five years, a school must affirmatively demonstrate faithfulness to its charter, academic program success, and organizational viability. The Board may place charter schools on probation; impose conditions on their operation; or suspend or revoke charters for violations of law or failure to make progress in student achievement, to comply with their charters, or to remain viable.

There are two types of charter schools: **Horace Mann** charter schools and **Commonwealth** charter schools. Each type is managed by a board of trustees and functions independently of the local school committee for the district in which the school is geographically located. Employees of either type of school may organize for collective bargaining. Charter applications for Horace Mann schools must be approved by local school committees and, in some cases, by local collective bargaining units. There are three types of Horace Mann charter schools:

- A **Horace Mann I** is a new school that must be approved by the local school committee and the local collective bargaining unit.
- A **Horace Mann II** is a conversion of an existing public school and must be approved by the local school committee and a majority of the school faculty, but not the local collective bargaining unit.
- A **Horace Mann III** is a new school that must be approved by the local school committee but not the local collective bargaining unit.

Commonwealth charter schools are not subject to existing local collective bargaining agreements. Horace Mann charter schools are not subject to existing local collective bargaining agreements except to the extent specified in their charters and to the extent that all employees continue as collective bargaining unit members and maintain seniority, salary, and benefits.

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<sup>4</sup> Much of the overview information is drawn directly from the Massachusetts charter school statute, G.L. c. 71, § 89, and Massachusetts charter school regulations, 603 CMR 1.00. The Department is grateful to the Office of the Attorney General, which summarized much of this information in the Memorandum of Law in Support of Defendants’ Motion to Dismiss, Civil Action No. 15-2788-F, Doe v. Peyser (Mass. Super. filed Sept. 15, 2015).

<sup>5</sup> See G.L. c. 71, § 89(b).

Since the enactment of the charter school statute in 1993, the Legislature has expanded the availability of charter schools several times by amending the numerical and net school funding caps set forth in G.L. c. 71, § 89(i):

- In 1993, the statute, as initially enacted, authorized the creation of 25 Commonwealth charter schools.<sup>6</sup>
- In 1997, Commonwealth charter schools and Horace Mann charter schools were defined as separate types and the numerical cap was raised to 50 (37 Commonwealth and 13 Horace Mann). Also, a 6% limit on district funding allocable to Commonwealth charter school tuition was enacted.<sup>7</sup>
- In 2000, the numerical cap was raised to its current level of 120 (72 Commonwealth and 48 Horace Mann) and the limit on district funding allocable Commonwealth charter school tuition was increased to 9%.<sup>8</sup>
- In 2010, the most recent legislative amendment to the charter school statute was passed as part of *An Act Relative to the Achievement Gap*, which established the current numerical and funding cap provisions for charter schools, described in more detail below.

Generally, under the current law, no more than 120 charter schools may be in operation in the Commonwealth at a given time. Of these, up to 48 may be Horace Mann I or III charter schools and up to 72 may be Commonwealth charter schools. The number of Horace Mann III charter schools is limited to 14. However, there is no limit on the number of public schools that may be converted to Horace Mann II charter schools. Additionally, Commonwealth charters do not count toward the numerical cap of 72 if they are awarded to “proven providers” to establish schools in districts in the lowest 10% of student performance where enrollment would cause tuition payments to exceed 9% of the district’s net school spending. In addition to the numerical cap, the statute limits funding that may be allocated from school districts to Commonwealth charter schools. In general, no more than 9% of a district’s net school spending may be directed towards Commonwealth charter schools in the form of tuition payments but, in districts with student performance in the lowest 10%, that limit has been increased over recent years such that it will reach 18% in FY 2017. This funding cap does not apply to Horace Mann charter schools.

In 2015-2016, there are a total of 81 operating charter schools, including 71 Commonwealth charter schools (56 of which count toward the numeric cap of 72), 4 Horace Mann I charter schools, and 6 Horace Mann III charter schools.<sup>9</sup> An additional Horace Mann III charter school has been approved by the Board, but is not yet operating. See [Appendix B: Massachusetts Charter School Fact Sheet and Directory](#)<sup>10</sup> for additional details. Currently, due to tuition funding caps, the Department is not considering Commonwealth charter applications or expansion requests for Lawrence, Malden, and Somerville, with a limited number of seats remaining in Boston.<sup>11</sup> See Appendix C for projections of Commonwealth charter school tuition funding caps for each district.

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<sup>6</sup> St. 1993, c. 71, § 55.

<sup>7</sup> St. 1997, c. 46, § 2 and § 6. However, the tuition cap for any district that transferred 5% or more of its net school spending in fiscal year 1997 was the actual percent of net school spending transferred plus an additional 3%.

<sup>8</sup> St. 2000, c. 227, § 2.

<sup>9</sup> There have never been any applications for Horace Mann II charter schools.

<sup>10</sup> <http://www.doe.mass.edu/charter/factsheet.xlsx>.

<sup>11</sup> See the Department memorandum entitled 2015-2016 Charter Application Process at <http://www.doe.mass.edu/news/news.aspx?id=18989>.

## 2. Requirements for Enrollment

As outlined in the charter school statute and regulations,<sup>12</sup> there are no academic requirements for admission to a charter school. Students may not be charged an application fee or tuition. In general, preference for enrollment in charter schools is given to siblings of current students and residents of the municipality in which the school is located, or in the case of a regional charter school, to students who reside within the charter school's region. If the number of applicants to a charter school exceeds the number of available spots, an admissions lottery is held. Additionally, charter schools shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement.

Charter schools are required to comply fully with G.L. c. 71A, English Language Education in Public Schools, and G.L. C. 71B, Children with Special Needs, with one exception: the fiscal and programmatic responsibility of a special needs student currently enrolled in or determined to require an out-of-district program remains with the school district where the student resides.<sup>13</sup> The Department has developed extensive guidance on this issue—see [\*Technical Assistance Advisory SPED 2014-5: Charter School Responsibilities for Students with Disabilities Who May Need an Out-of-District Program - 603 CMR 28.10\(6\)\*](#)<sup>14</sup>—to assist both charter schools and districts with carefully making such determinations.

**The subgroup composition of a charter school is not required to be a mirror image of the schools in its sending districts and region.** Such a requirement would contradict the statutory requirement that a lottery determine admissions when the number of applications exceeds available seats. However, in 2010, the charter school statute was amended to require charter schools to develop and implement student **recruitment and retention plans** that include deliberate, specific strategies to attract, enroll, and retain a student population that is demographically comparable to similar grades in schools from which the charter school enrolls students. The Department must approve recruitment and retention plans and charter schools must report on and update these plans annually. When deciding on charter renewal, the Commissioner and the Board must consider the extent to which the school has implemented its recruitment and retention plan, whether the school has enhanced its plan as necessary, and the annual attrition rate of students.

In March 2014, the Board voted to adopt amendments to the charter school regulations<sup>15</sup> that:

- Require charter schools to provide written notice as part of application and enrollment materials regarding the rights of children with diverse learning needs to attend the charter school and to receive accommodations and support services, including students who may have disabilities, require special education, or are English language learners.

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<sup>12</sup> The relevant portions of the law and regulations can be found in G.L. c. 71, § 89(e) and 603 C.M.R. § 1.05.

<sup>13</sup> These students represent roughly 1% of public school enrollment in Massachusetts.

<sup>14</sup> <http://www.doe.mass.edu/sped/advisories/2014-5ta.html>

<sup>15</sup> See 603 CMR 1.05.



- require charter schools to set initial application deadlines to be after January 1 for the upcoming school year,
- clarify backfill and recruitment and retention plan requirements, and
- prohibit the rolling of waitlists from one year to the next.<sup>16</sup>

One of the Department's key strategic priorities with respect to charter schools is to utilize enhanced tools and oversight processes to support and oversee compliance with these regulations. In the spring of 2013, the Department explicitly incorporated expectations regarding access and equity within the [Charter School Performance Criteria](#) and launched a variety of access and equity initiatives, advised by an Access and Equity Working Group of charter school leaders convened during the 2013-2014 school year, in conjunction with the Massachusetts Charter Public School Association (MCPSA). These efforts include:

- The Access, Equity, and Excellence Conference for charter school leaders held in October 2013, which highlighted new policy and best practices in the areas of special education, English language learners, discipline, and enrollment/recruitment.
- Development of the Charter Analysis and Review Tool ([CHART](#)),<sup>17</sup> which provides multi-school, multi-year demographic comparison data for each charter school and comparison schools.
- "[Mystery Parent](#)" initiative<sup>18</sup> calls, a series of random, anonymous and unannounced contacts with schools to verify that students with high levels of need are provided with equal and unfettered access to each school's application and enrollment process. Based on calls conducted in 2014-2015, the Department encountered few instances where information about charter school application and enrollment processes for high-need students was not made accessible.
- Publication of a [compendium of recruitment strategies](#).
- Enhanced review process for recruitment and retention plans based upon CHART and other data indicators.
- Explicit development of access and equity review components in the overall charter school accountability process, including site visits.
- Strong encouragement for charter schools to promote new student access under proposed expansion requests, and to explicitly indicate access for new students at as many grade levels as possible.<sup>19</sup>
- Partnership with the Massachusetts Charter Public School Association (MCPSA) to implement a 2014-2015 project to help all charter schools build capacity to establish programs with a focus on students with moderate to severe disabilities and to support and serve students with behavioral needs more effectively.<sup>20</sup>

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<sup>16</sup> To avoid changing the rules for parents already assigned a waitlist number, a "grandfathering" clause was included in 603 CMR 1.05(10)(a) so that a charter school may choose to maintain any waitlists that were established prior to March 31, 2014 until such waitlists are exhausted, provided that such maintenance is clearly articulated in the school's enrollment policy approved by the Department.

<sup>17</sup> <http://www.doe.mass.edu/charter/finance/chart/>

<sup>18</sup> <http://www.doe.mass.edu/boe/docs/fy2015/2015-06/item15.html>

<sup>19</sup> During the past two years, all charter schools that were granted significant expansion amendments made strong commitments to open access through proposed enrollment growth plans and policies that included backfill commitments that exceed statutory requirements and/or plans for new student entry in upper grades.

<sup>20</sup> Due in part to this project and other work in partnership with the Department, MCPSA was recently awarded a national leadership activities grant from the U.S. Department of Education. The award provides \$2 million to create

### 3. Demographic Comparability in Enrollment

When reviewing enrollment data regarding demographic comparability, it is important to consider the various policies and other factors that impact student enrollment patterns. Enrollment requirements and processes for traditional public schools differ substantively from those in charter schools. In particular, charter schools are required by law to use a lottery process when admitting students and are required to provide sibling preference. Traditional public school districts must accept all students who live within the municipality or region that they serve; however, districts that have multiple schools at the same grade level have broad discretion to establish enrollment policies and admissions requirements for individual schools.<sup>21</sup> Regional vocational school districts are also permitted by law to limit enrollment and establish admissions criteria.

Families choose to enroll or are assigned to the public schools in a geographic region due to a variety of reasons and factors, and there are a number of choice programs in Massachusetts that impact enrollment patterns, including charter schools, inter-district school choice, virtual schools, vocational technical programs, and Metco.<sup>22</sup> District assignment and programmatic placement decisions (in particular those related to special education and English language learners) and the uneven distribution of families within a geographic region due to housing or wealth distribution patterns also affect the distribution of students among schools.

For all of these reasons, the Department urges caution in drawing conclusions or inferences regarding the comparability of subgroup populations among public schools—charter schools, traditional public schools, or other public school options—based on aggregate statistics alone. Accordingly, the Department presents and considers longitudinal demographic comparison data for an individual charter school in the context of all of the other public schools in its sending area in the Charter Analysis and Review Tool ([CHART](#)).<sup>23</sup> A sample line graph from CHART for the English language learner subgroup of a charter school located in an urban area is provided below to illustrate this point. The visual complexity of the graph underscores the multitude of factors that must be accounted for when examining an individual charter school’s recruitment and retention efforts. As displayed in the line graph below, **in general, there is often a wide variation of subgroup enrollment rates among schools—both traditional district and charter—within a given geographic area, particularly in an urban school district.**

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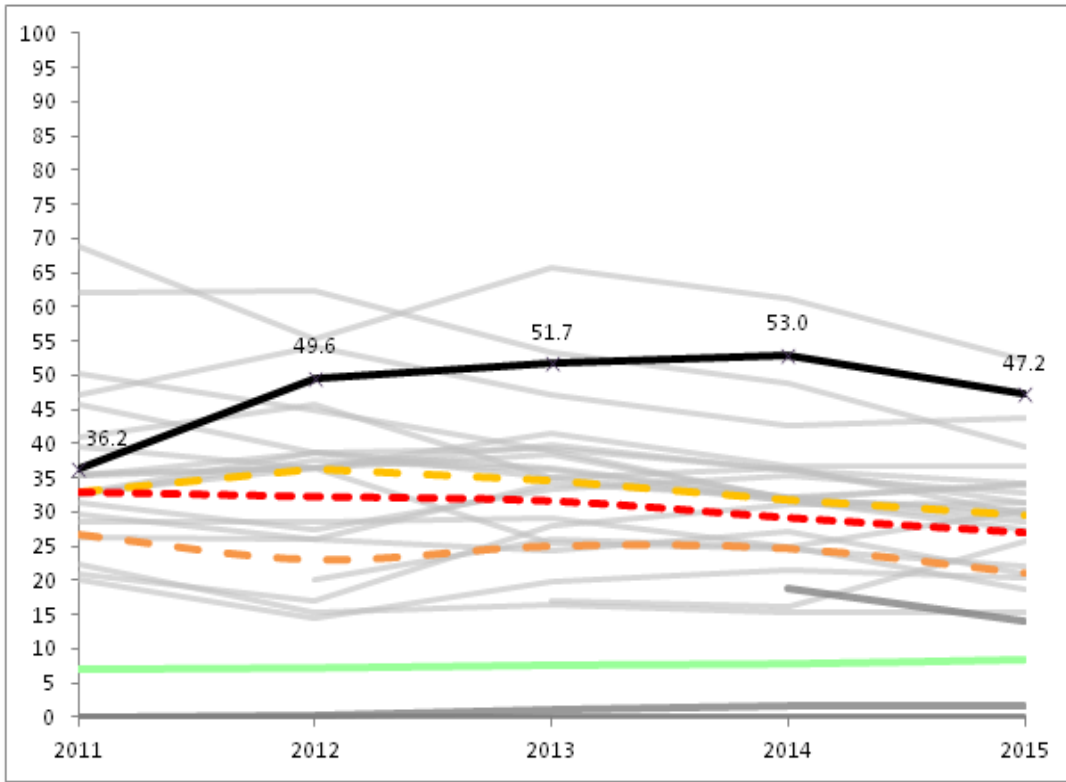
the Massachusetts Charter School Collaborative Access Network, the first statewide effort of its kind in the nation, to enhance charter school capacity to serve students with disabilities and English language learners.

<sup>21</sup> For example, in Boston, exam schools have academic performance admissions requirements.

<sup>22</sup> See the Department’s *Choosing a School: A Parent’s Guide to Educational Choices in Massachusetts* at [http://www.doe.mass.edu/finance/schoolchoice/choice\\_guide.html](http://www.doe.mass.edu/finance/schoolchoice/choice_guide.html)

<sup>23</sup> <http://www.doe.mass.edu/charter/finance/chart/>

## Percentage of English language learners in an urban school district



The set of displayed comparison schools includes the charter school of interest, and all of the public schools in the charter school's region that serve at least one grade level of students which overlaps with the grade levels served by the charter school. Each line on the graph represents the percentage of total school enrollment for a given school or set of schools during the most recent five years:

- a solid **bold black** line representing subgroup enrollment in the charter school of interest;
- a solid **green** line for the statewide average;
- a dotted **orange** line for the median<sup>24</sup> enrollment percentage of all comparison schools;
- a dotted **dark orange** line for the first quartile<sup>25</sup> enrollment percentage of all comparison schools;
- a dotted **red** line for the comparison index<sup>26</sup>;
- solid **gray** lines for enrollment percentage in each individual comparison school (darker gray for charter schools, and lighter gray for district schools).

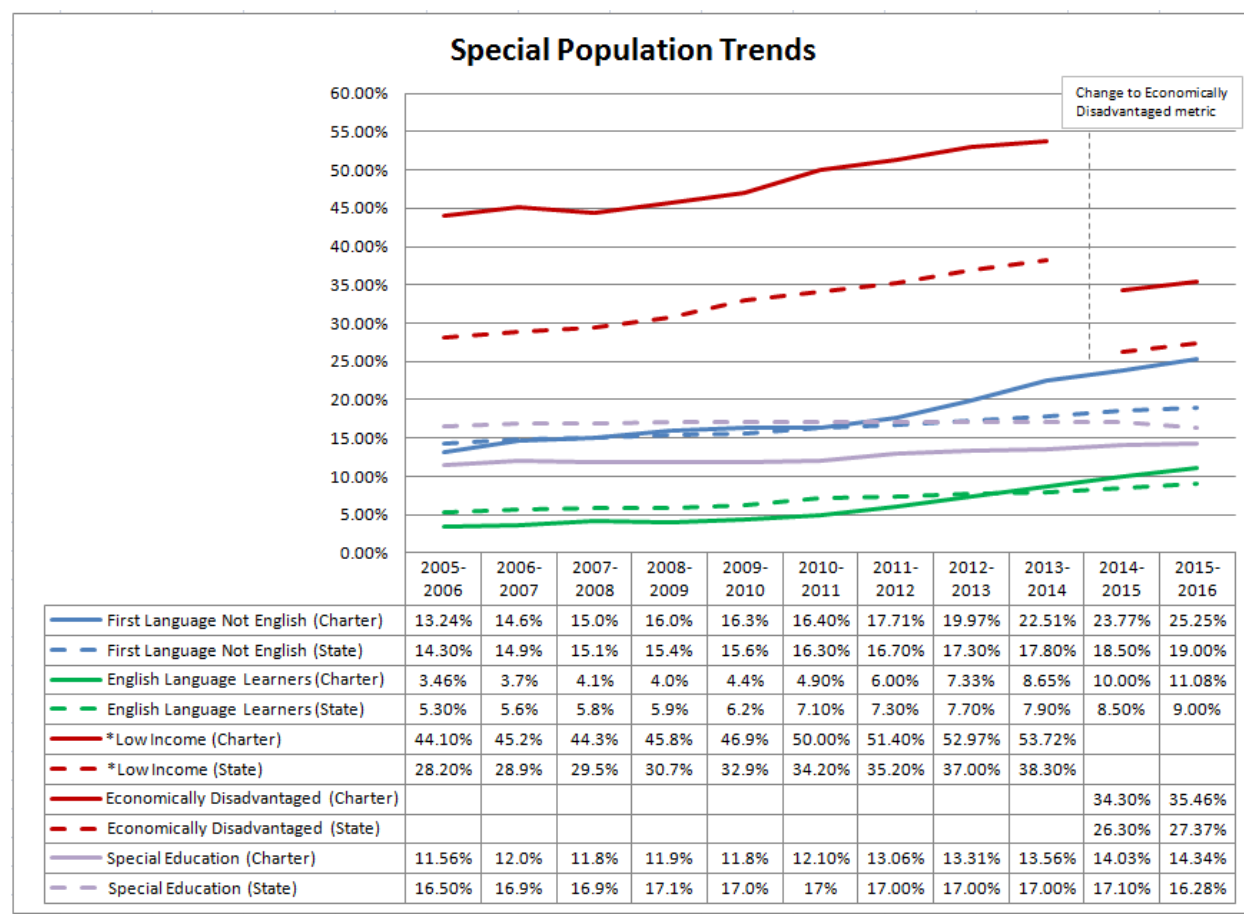
<sup>24</sup> The midpoint value of all comparison schools. This is derived using Microsoft Excel's MEDIAN function.

<sup>25</sup> The first quartile is the middle number between the smallest number and the median of all comparison schools. This is derived using Microsoft Excel's QUARTILE function.

<sup>26</sup> The comparison index provides a comparison figure derived from data of students who reside within the charter school's sending district(s). The comparison index is a statistically calculated value designed to produce a fairer and more realistic comparison measure that takes into account the charter school's size and the actual prevalence of student subgroups within only those grade levels in common with the charter school.

The Department encourages interested individuals to use [CHART](#) to examine trends for specific charter schools of interest. Examining the demographic comparability of the charter school sector as a whole is important to assessing the overall effectiveness of recruitment and retention efforts.

### **Statewide trends over the past decade**



As outlined in the graph and table above, there have been significant shifts in the demographic composition of charter school students over the last 10 years. Charter schools have always enrolled more low-income<sup>27</sup> students than the state as whole. The proportion of English language learners enrolled in charters has steadily increased and now surpasses statewide average enrollment. However, given the disproportionate concentration of charter schools in urban areas

<sup>27</sup> \*2014-2015 is the first year for which the category “Economically Disadvantaged” is being reported, replacing the “Low-income,” “Free Lunch” and “Reduced Lunch” categories used in 2013-2014 and earlier. It is important for users of this data to understand that enrollment percentages and achievement data for “economically disadvantaged” students cannot be directly compared to “Low-income” data in prior years. Please see <http://www.doe.mass.edu/infoservices/data/ed.html> for important information about the new “Economically Disadvantaged” category. For this reason, the Department is unable to calculate a Gap Narrowing Target for this indicator due to the lack of baseline data based on the new Economically Disadvantaged metric. The Department will consider calculating the GNT for this metric beginning in 2016, once new baseline data is available.

(62 of the 80 operating charter schools, with 25 of the 62 in Boston<sup>28</sup>), a statewide comparison may be more favorable to charter schools, particularly with respect to low-income and English language learner populations. The proportion of students with disabilities enrolled in charters also has steadily increased, though the level remains below the statewide average.

Particular caution should be used when comparing special education enrollment data. First, as described above, the statewide figures include students with disabilities who are in out-of-district placements and are neither served by traditional district nor charter public schools. These students represent approximately 1% of students statewide. In addition, research conducted for the Department by Dr. Thomas Hehir (Harvard Graduate School of Education) and Associates ([\*Review of Special Education in the Commonwealth of Massachusetts: A Synthesis Report \(August 2014\)\*](#)) found that low-income students in districts were identified as eligible for special education services at substantially higher rates than non-low-income students and that across districts with similar demographic characteristics, district behavior differed for special education identification, placement, and performance.<sup>29</sup> These findings indicate that special education status may be as much a function of district practices as representative of disability levels in the population.

### **Recent trends in urban areas – Boston and Gateway Cities**<sup>30</sup>

To assess the progress of recruitment and retention efforts for the charter school sector in the state's urban centers, the Department performed a review of student subgroup enrollment from 2010-2011<sup>31</sup> to 2014-2015<sup>32</sup> to identify enrollment trends of the charter schools in Boston and in Gateway Cities, for the following comparison groupings:

- Aggregate of *Total Student* enrollment for charter schools compared to the aggregate of total student enrollment for District(s)
- Aggregate of *New Student*<sup>33</sup> enrollment for charter schools compared to the aggregate of total student enrollment for District(s)

Note that charter schools began implementing required recruitment and retention plans during the 2011-2012 school year. The full results of the analysis can be found in Appendix C, but key findings include:

- The percent of English language Learners (ELLs) enrolled at Boston charter schools and charter schools located in Gateway Cities has steadily increased and is approaching the

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<sup>28</sup> <http://www.doe.mass.edu/charter/factsheet.xlsx>

<sup>29</sup> In 2010, rates of special education identification varied substantially across Massachusetts school districts, ranging from 9 percent to 29 percent. See [\*Review of Special Education in the Commonwealth of Massachusetts: A Synthesis Report \(August 2014\)\*](#) at <http://www.doe.mass.edu/sped/2014/synthesis.pdf>.

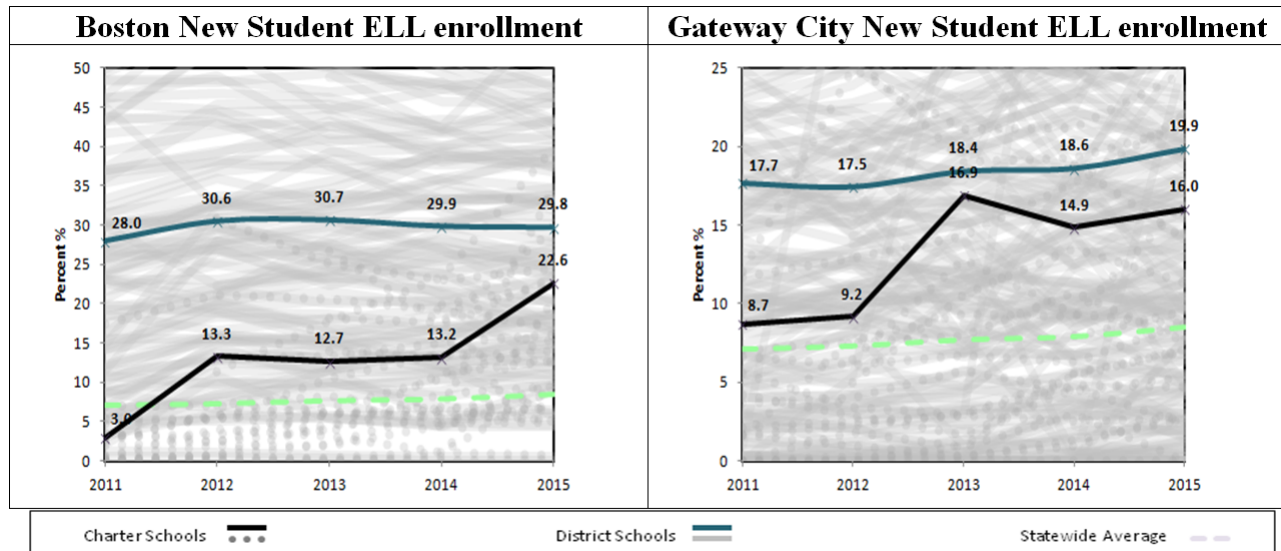
<sup>30</sup> Gateway Cities are 26 mid-sized urban centers experiencing social and economic challenges evidenced by median household income levels below the state average, and a rate of educational attainment of a bachelor's degree below the state average (MGL Chapter 23A Section 3A). Only Gateway Cities in which a charter school is located are included in the comparison district data set, which include: Barnstable, Chelsea, Chicopee, Everett, Fall River, Fitchburg, Haverhill, Holyoke, Lawrence, Lowell, Lynn, Malden, New Bedford, Revere, Salem, Springfield, Worcester

<sup>31</sup> Charter schools began implementing recruitment and retention plans in the 2011-2012 school year.

<sup>32</sup> The Department is in the process of updating this analysis to include 2015-2016.

<sup>33</sup> *New Students* are defined as students who were not enrolled at the same school the previous school year.

enrollment found at Boston district schools and district schools located in Gateway Cities, respectively.<sup>34</sup> The enrollment of new students who are ELLs has increased at a greater rate over time when compared to the total enrollment of ELLs at charter schools.



- The percent of students with disabilities at Boston charter schools and charter schools located in Gateway Cities has also steadily increased and is approaching the enrollment found at Boston district schools and district schools located in Gateway Cities, respectively.

### **Demographic comparability of charter applicants in Boston**

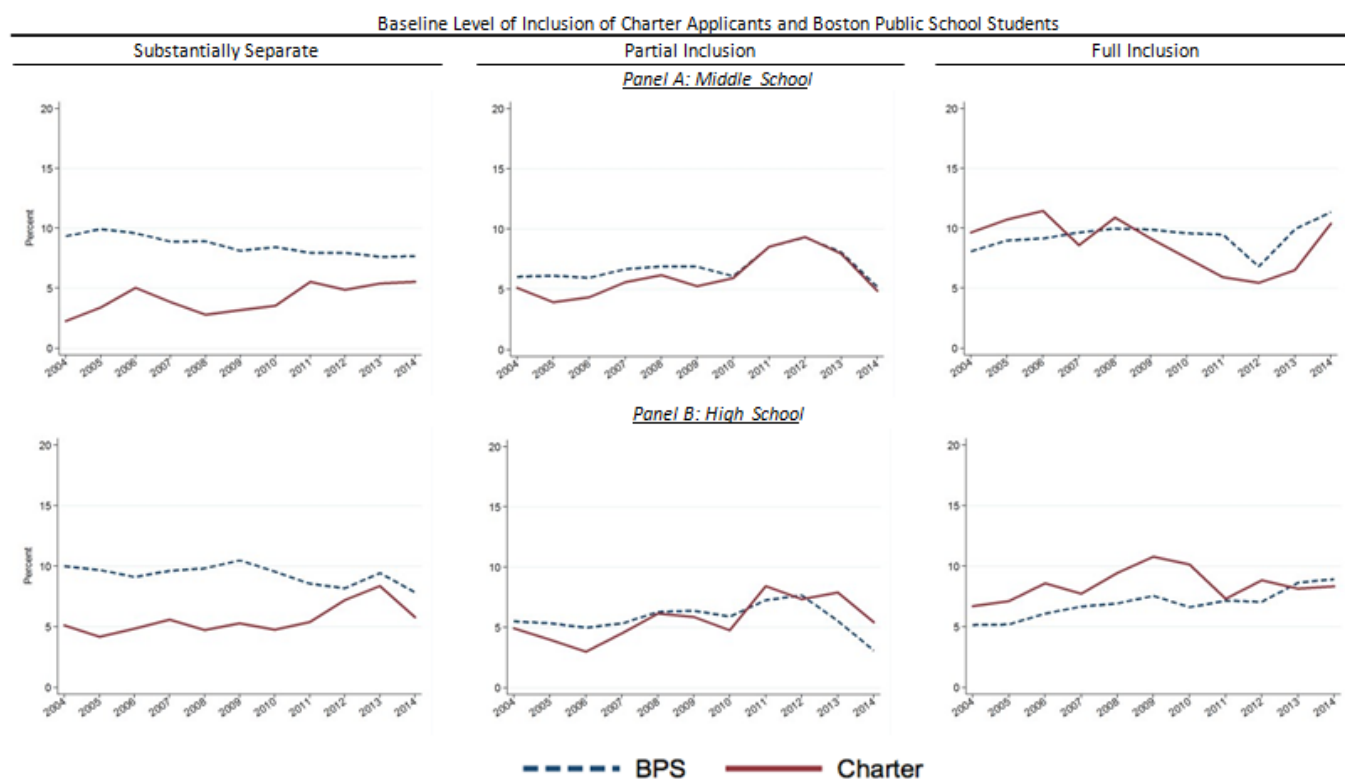
Because identification practices can vary between schools and districts, particularly with respect to special education, it can be helpful to examine the proportions of applicants to charter schools that are classified as English language learners and students with disabilities at the time of application to a charter lottery. A recent MIT discussion paper by researcher Elizabeth Setren, *Special Education and English Language Learner Students in Boston Charter Schools: Impact and Classification*, does just that for charter schools in Boston. Setren finds:

*By Spring 2014, students across the pre-lottery levels of special education classroom inclusion and English language proficiency are, for the most part, similarly represented in charter lotteries and BPS. Small gaps remain for substantially separate special education students in middle school and high school and for beginning English speakers in high school.*

<sup>34</sup> A recent report by the Massachusetts Association of School Committees entitled *Who Is Being Served* ([http://www.masc.org/images/news/2015/20151013\\_MASC\\_Charter-Schools\\_Who-Is-Being-Served\\_opt.pdf](http://www.masc.org/images/news/2015/20151013_MASC_Charter-Schools_Who-Is-Being-Served_opt.pdf)) accurately notes that magnitude of the growth in the proportion of English language learners in Boston can be partially attributed to the efforts of Match Public Charter School, which opened an elementary campus in the fall of 2011 with a specific mission to serve English language learners, highlighting the level of variability of subgroup proportions at different schools within a city as noted earlier.



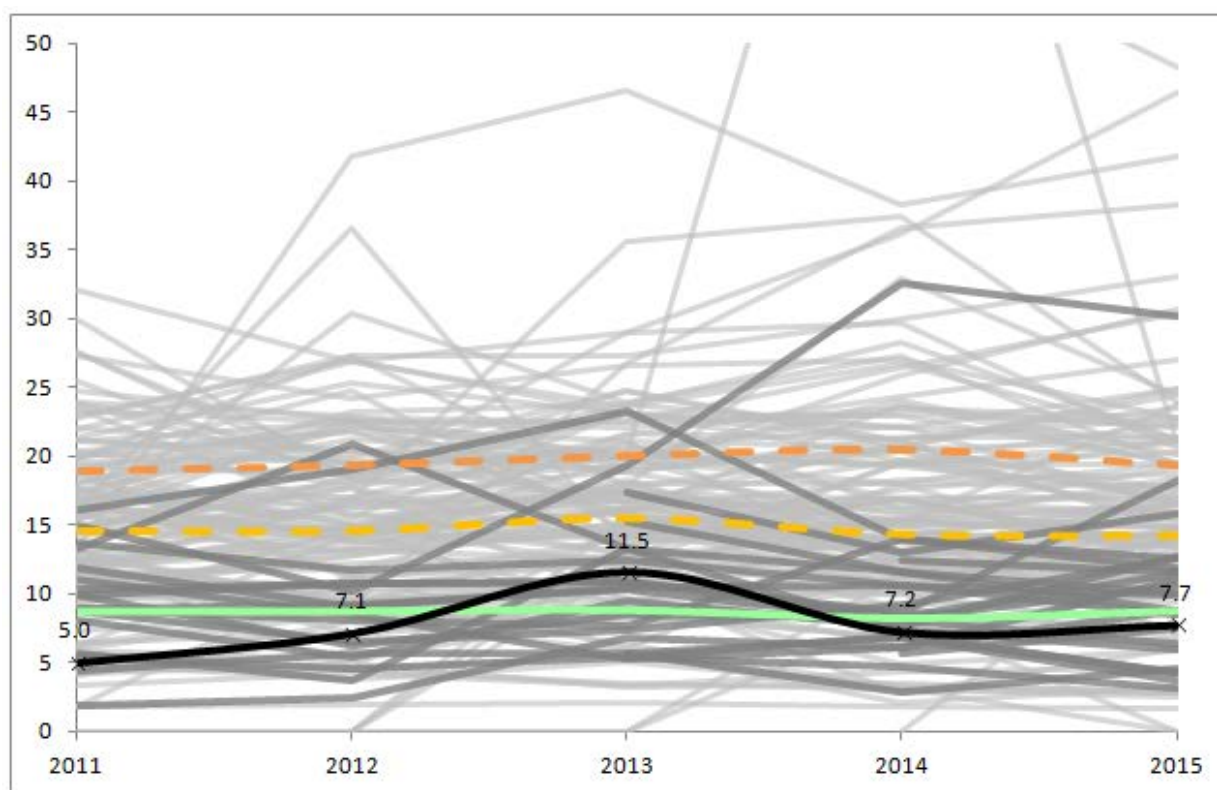
This finding is illustrated in the figures below, which show that the percent of students with disabilities who were in substantially separate, partial inclusion, or full inclusion classroom at the time of lottery for applicants to Boston charter schools compared to Boston Public School student enrollment levels in grades 4, 5, and 8 (the primary charter entry grades for which special education identification data at the time of lottery is available) is.



Notes: This figure plots the percent of students with special education substantially separate, partial, and full classroom inclusion at the time of the lottery for Charter applicants and Boston Public School students in Charter application grades (4, 5, and 8). Figure A3, page 37, from: <http://seii.mit.edu/research/study/special-education-and-english-language-learner-students-in-boston-charter-schools-impact-and-classification/>

## 4. Attrition

The question of whether students leave charter schools at higher rates than their counterparts in traditional public schools is frequently considered. The Department calculates and tracks annual attrition rates<sup>35</sup> as a key indicator of efforts to retain students. As with subgroup enrollment data, aggregate statistics comparing attrition rates between schools do not necessarily present a complete picture. There are a variety of factors that drive attrition rates, not all of which are within the control of a school. Family choices about leaving one school for another include choosing a different kind of high school program (e.g. for academic, vocational, or athletic offerings) or economic factors that require job or housing changes. Similarly, the Department presents longitudinal attrition comparison data for an individual charter school in the context of all of the other public schools in its sending area in the Charter Analysis and Review Tool (CHART)<sup>36</sup>, and considers the full context of a particular school's situation when reviewing attrition data. As with subgroup enrollment data presented in the previous section, there is often **a wide variation of attrition rates among schools—both traditional district and charter—within a given geographic area, particularly in an urban school district.** Below, a sample line graph from CHART for attrition rates in Boston illustrates this point.



<sup>35</sup> The attrition rate represents the percentage of students who were enrolled at the end of one school year and did not remain in the same school in the following fall. Students in the school's highest grade are not included in the calculation. The Department also calculates "with-in" year mobility rates—Intake (Transfer-in) Rate; Churn Rate; and Stability Rate—and is in the process of incorporating this data into CHART and future analyses.

<sup>36</sup> <http://www.doe.mass.edu/charter/finance/chart/>

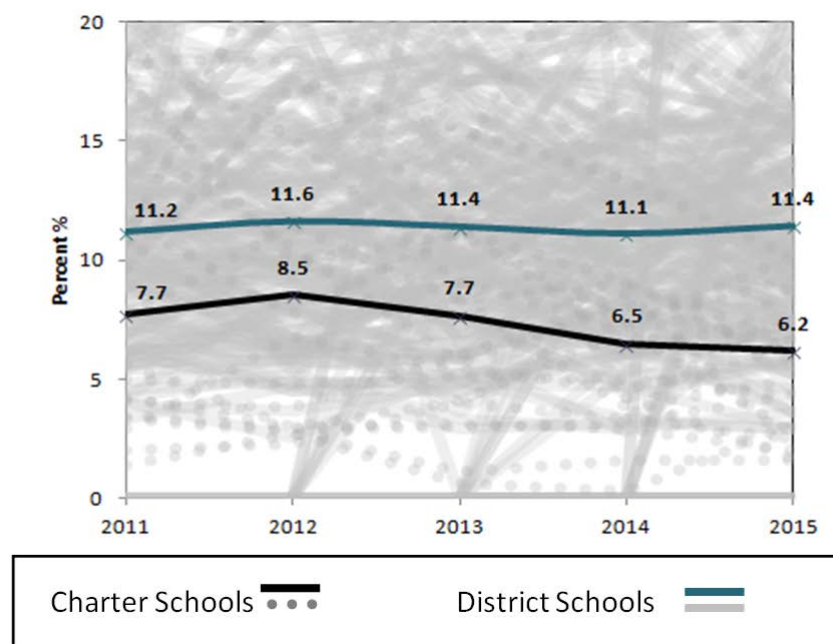


To assess the progress of retention efforts for the charter school sector as a whole, the Department performed a review of weighted student attrition rates<sup>37</sup> from 2010-2012 to 2014-2015 to identify attrition trends of charter schools in **Massachusetts statewide**, **Boston**, and in **Gateway Cities** for all students. The full results of the analysis can be found in Appendix C, but key findings include:

The weighted attrition rate for Massachusetts charter schools statewide has declined and has approached the statewide weighted attrition rate. As with subgroup enrollment discussed above, because charter schools are disproportionately located in urban areas, it may be expected that the statewide charter attrition rates would likely be higher than the overall statewide average, since urban school attrition rates are generally higher.

- The weighted attrition rate of Boston charter schools has remained lower than the weighted attrition rate of Boston district schools.
- The weighted attrition rate of charter schools located in Gateway cities has remained lower than the weighted attrition rate of district schools located in Gateway cities and has declined over time, as illustrated below.

#### Gateway City Charter School Weighted Attrition Rate for All Students



<sup>37</sup> School-level attrition rates were averaged, weighted by the number of students enrolled at the school. District-level attrition rates do not provide the appropriate comparison because they do not capture mobility between schools within the same district, which occurs frequently in urban districts.

## 5. Backfilling

In 2010, *An Act Relative to the Achievement Gap* established a new requirement for charter schools to fill vacant seats, often referred to as “backfilling”:

*When a student stops attending a charter school for any reason, the charter school shall fill the vacancy with the next available student on the waitlist for the grade in which the vacancy occurs and shall continue through the waitlist until a student fills the vacant seat. If there is no waitlist, a charter school shall publicize an open seat to the students of the sending district or districts and make attempts to fill said vacant seat. Charter schools shall attempt to fill vacant seats up to February 15, provided, however, that charter schools may but are not required to fill vacant [seats] after February 15. If a vacancy occurs after February 15, such vacancy shall remain with the grade cohort and shall be filled in the following September if it has not previously been filled. A vacancy occurring after February 15 shall not be filled by adding a student to a lower grade level. Charter schools shall attempt to fill vacant seats up to February 15, excluding seats in the last half of the grades offered by the charter school, and grades 10, 11 and 12.<sup>38</sup>*

Amendments to the charter school regulations adopted by the Board in March 2014 clarified that if a school has an odd number of grades, more than half of grades offered shall be included in grades for which the school must fill vacant seats.<sup>39</sup> Additionally, the Department strongly encourages schools to voluntarily adopt enrollment policies that provide as many entry points and to commit to filling vacant seats in as many grades as possible. In recent years, all new charter schools and expansions of existing charter schools adding new grades and significant numbers of seats recommended by the Department and approved by the Board have included commitments to grade-level entry and backfilling that exceed statutory and regulatory requirements.

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<sup>38</sup> G.L. c. 71, § 89(n).

<sup>39</sup> 603 CMR 1.05(10)(c).

## 6. Waitlists

In addition to questions about current charter school enrollment, there has been significant discussion and debate regarding waitlist data. Beginning in the spring of 2013, the Department began collecting waitlist data at the student level, allowing us to compile a consolidated waitlist by city/town of residence. This data is reported twice a year, first following the spring admissions lotteries and then again in the fall to reflect late offers of admission as seats open up over the summer and into the following school year.

The Department conducts a preliminary review of submitted charter school waitlist data to identify data errors, such as duplicate records, transposition of digits in dates of birth, and other obvious data entry errors. This is followed by a matching process—using students' names (first, middle, last), dates of birth, towns of residence, and grades—to identify students who appear on more than one charter waitlist. Any waitlists established after March 31, 2014 may only be maintained for the school year for which students applied, i.e., “rolling over” of waitlists is no longer permitted.

It is important to note that not every student on a charter school waitlist would accept an offer of admission if it were offered. Some students may have been admitted to other schools that meet their needs, while others may be reluctant to switch schools after the beginning of the school year. Therefore, the number of students found on each charter school's waitlist may not accurately represent the number of students actively waiting for enrollment to that school. As a result, even unduplicated waitlist counts should be taken as rough approximations of demand rather than exact numbers. The most recent waitlist data available from lotteries conducted in the spring of 2015 for admission to charter schools in the 2015-2016 school year for Boston and Gateway Cities in which charters are currently located are presented in the table below. Detailed breakdowns of waitlist data by town, grade, and school can be found in the full report at <http://www.doe.mass.edu/charter/enrollment/fy2016Waitlist.html#1>. The Department will release updated numbers for the 2015-2016 school year shortly.

In December 2014, the State Auditor released an audit report that reviewed the Department's waitlist data.<sup>40</sup> The Department had published an unduplicated waitlist count of 40,376 in July 2013. After nearly a year of intensive work, the Auditor came up with a count of 38,034, a difference of less than six percent.<sup>41</sup>

The auditor's report also notes correctly that the practice of some charter schools of rolling waitlists from year-to-year creates additional uncertainty in the reported waitlist number. However, until recently, this practice was permitted. The Board amended the charter school regulations in March 2014 to phase out the rolling of waitlists from year-to-year. The waitlist data has already begun to reflect the clearing of rolled-over student names, as evidenced by a drop in the unduplicated waitlist count between 2014-2015 and 2015-2016, the first time in history that waitlist numbers have not increased. The Department is in the process of confirming which schools have remaining rolled-over student names on their waitlists.

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<sup>40</sup> See <http://www.mass.gov/auditor/docs/audits/2014/201351533c.pdf>.

<sup>41</sup> The slight difference is due to the Auditor using slightly different rules to determine if two student records constitute a match.

It is important to note that the recent changes to the backfilling and waitlist requirements do not address all of the possible barriers to entry at a charter school. In particular, students who move into a district mid-year currently have little or no access to many charter schools due to the existence of a waitlist for the current school year. Addressing this issue would require further legislative action.

**Massachusetts Charter School Waitlist Data for 2015-2016 (as of May 2015)<sup>42</sup>**

<b>City/Town Name</b>	<b>City/Town Code</b>	<b>Total Number of Students Reported on Charter School Waitlist(s)</b>	<b>Number of Unique (Unduplicated) Students on Charter School Waitlist(s)</b>
Barnstable	020	178	177
Boston	035	22,757	13,035
Chelsea	057	425	363
Chicopee	061	207	197
Everett	093	772	687
Fall River	095	668	658
Fitchburg	097	1	1
Haverhill	128	651	606
Holyoke	137	412	408
Lawrence	149	2,578	1,811
Lowell	160	464	450
Lynn	163	808	735
Malden	165	1,883	1,789
New Bedford	201	1,198	1,187
Revere	248	328	239
Salem	258	232	218
Springfield	281	4,592	4,268
Worcester	348	772	727
<b>Boston and Gateway Cities Totals</b>		<b>38,926</b>	<b>27,556</b>
<b>Statewide Totals</b>		<b>49,444</b>	<b>37,470</b>

Detailed breakdowns of waitlist data by town, grade, and school can be found in the full waitlist report at <http://www.doe.mass.edu/charter/enrollment/fy2016Waitlist.html#1>.

<sup>42</sup> Updated waitlists from the fall reporting cycle, reflecting late offers of admission as seats open up over the summer and fall, will be available in winter 2016.

Appendix A: Subgroup Percentages

Appendix A: Subgroup Percentages		Subgroup Percentages									
		2015	English	Special	Economically	African-	Asian	Hispanic Multi-	Native	Native Hawaiian	
CODE	Charter School	Enrollment	Language Learners	Education	Disadvantaged	American		race	American	Pacific Islander	White
	445 Abby Kelley Foster Charter Public School	1426	7.5	10.3	33.2	44.4	3.9	24.2	0.1	0.1	24.4
	412 Academy of the Pacific Rim Charter Public School	524	6.7	22.9	30.2	59.5	0.6	22.9	0	0.2	13
	430 Advanced Math and Science Academy Charter School	989	0.1	4.4	5.7	2.8	22.9	5.4	0.2	0	64.7
	409 Alma del Mar Charter School	284	9.2	14.4	54.9	14.4	0.7	42.6	2.5	0.4	33.1
	3509 Argosy Collegiate Charter School	202	6.4	22.8	38.6	8.4	1	16.3	1	0.5	68.8
	491 Atlantis Charter School	1028	4.6	11.1	34.9	4.2	2.2	8.7	0	0	81.7
	427 Barnstable Community Horace Mann Charter Public School	290	18.3	9.7	37.9	13.8	3.4	14.1	1	0.7	62.8
	3502 Baystate Academy Charter Public School	303	10.6	7.9	63.7	31	1	61.4	0	0	5.9
	420 Benjamin Banneker Charter Public School	349	4.3	11.5	49.6	79.7	1.7	13.5	1.1	0	3.2
	447 Benjamin Franklin Classical Charter Public School	446	0.4	9.9	4.3	0.7	19.3	2.2	0.2	0	74
	3511 Bentley Academy Charter School	254	12.6	19.7	59.4	10.6	3.1	44.1	0	0	39
	414 Berkshire Arts and Technology Charter Public School	353	1.7	22.7	35.7	15	1.7	6.2	0.3	0.6	74.2
	449 Boston Collegiate Charter School	685	3.4	18.7	23.9	26	1.8	18	0.6	0	51.5
	424 Boston Day and Evening Academy Charter School	380	9.2	23.9	46.1	48.2	1.8	38.2	1.1	0.8	6.6
	411 Boston Green Academy Horace Mann Charter School	439	12.1	28.9	51.5	56.9	3	30.5	0.5	0	7.5
	416 Boston Preparatory Charter Public School	415	9.6	18.6	40.5	68.4	0.5	25.1	0.5	0.2	3.1
	481 Boston Renaissance Charter Public School	950	5.8	11.6	45.4	64.8	0.5	30.8	0	0	1.2
	417 Bridge Boston Charter School	222	36.9	17.1	55	60.4	1.4	32.4	1.4	0	0
	457 Brooke Charter School East Boston	500	12	7.6	43.8	25.2	3	55.8	1	0	12.8
	443 Brooke Charter School Mattapan	488	3.7	10	48.2	66.8	1	25.8	0.6	0	4.5
	428 Brooke Charter School Roslindale	510	2.5	6.9	39.2	69	1.6	24.3	0	0	1.8
	432 Cape Cod Lighthouse Charter School	240	0.4	16.7	13.8	1.7	1.3	4.2	0	0	87.9
	418 Christa McAuliffe Charter School	402	3.5	23.6	14.2	6.2	7	13.2	0.2	0	70.1
	437 City on a Hill Charter Public School Circuit Street	284	9.9	23.6	48.9	68	0	27.8	0.4	0.4	2.1
	3504 City on a Hill Charter Public School Dudley Square	243	10.3	18.1	51	74.5	2.1	21.4	0	0	1.2
	3507 City On A Hill Charter Public School New Bedford	140	7.1	32.9	56.4	15.7	1.4	40.7	0	0	36.4
	438 Codman Academy Charter Public School	322	5	25.2	45.3	79.5	0	19.3	0	0.3	0.3
	436 Community Charter School of Cambridge	409	4.2	20	33	60.6	3.9	25.9	1.2	0.5	4.4
	426 Community Day Charter Public School - Gateway	240	64.2	7.9	45.8	0.8	0.8	94.6	0	0	3.3
	440 Community Day Charter Public School - Prospect	400	36.3	8.5	49	0.8	0.5	94.3	0	0	4.5
	431 Community Day Charter Public School - R. Kingman Webster	240	42.1	5.4	50.4	1.3	1.3	92.9	0	0	4.6
	439 Conservatory Lab Charter School	403	5.2	11.2	32.3	44.7	4.7	35	0	0	10.9
	475 Dorchester Collegiate Academy Charter School	203	29.1	27.6	55.7	72.9	0	26.1	0	0	1
	407 Dudley Street Neighborhood Charter School	255	24.3	12.5	46.7	63.1	0	34.9	0.8	0	0.4
	452 Edward M. Kennedy Academy for Health Careers: A Horace Mann Charter Public School	341	17	16.4	47.8	43.7	3.2	46	0.3	0	4.7
	410 Excel Academy Charter School	785	14.3	17.1	36.8	8.9	1.5	77.6	1.3	0.3	10.4
	413 Four Rivers Charter Public School	217	0	16.1	25.8	0.5	2.8	6.5	0	0	85.3
	446 Foxborough Regional Charter School	1255	7.6	9.8	13.1	30.4	9.7	3.9	0	0.1	50.8
	478 Francis W. Parker Charter Essential School	399	0	16	3	0.5	1.5	3.5	0	0.3	91.7
	496 Global Learning Charter Public School	508	7.9	14	42.5	11.8	1.4	27.8	0.8	0	53.1
	499 Hampden Charter School of Science	435	5.7	9	42.1	20.9	3.2	28.5	0	0.2	44.4
	419 Helen Y Davis Leadership Academy Charter Public School	217	14.3	19.4	51.6	82	0	15.2	0	0.9	0
	455 Hill View Montessori Charter Public School	306	2.6	12.4	16.3	3.9	0.7	18.6	0.3	0	74.2
	450 Hilltown Cooperative Charter Public School	211	0	17.1	6.6	0.5	1.4	7.1	0	0	82.9
	453 Holyoke Community Charter School	704	11.8	15.8	62.2	1.7	0.4	90.1	0	0	5.8
	435 Innovation Academy Charter School	792	2.8	19.2	8.1	3.3	6.4	5.7	0.1	0	81.1
	463 KIPP Academy Boston Charter School	428	26.6	19.2	56.8	66.4	0.2	31.8	0	0	0.7
7	429 KIPP Academy Lynn Charter School	1037	23.8	12.1	43.7	25.1	2.5	61.8	0	0	8
	454 Lawrence Family Development Charter School	700	24.3	6.7	54.7	0.7	0	98.7	0	0	0.6
	3503 Lowell Collegiate Charter School	499	13	6	39.1	20.8	21.6	33.1	0.2	0	20

456 Lowell Community Charter Public School	821	48.2	16.9	45.4	28.1	20.8	43.8	0	0	4.3
458 Lowell Middlesex Academy Charter School	95	2.1	21.1	53.7	4.2	7.4	26.3	0	0	49.5
464 Marblehead Community Charter Public School	231	0.9	16.5	3.9	2.2	2.6	2.2	0.4	0	91.8
466 Martha's Vineyard Public Charter School	178	6.7	24.7	22.5	5.1	2.2	5.1	0	0	78.7
492 Martin Luther King, Jr. Charter School of Excellence	366	9.3	14.5	69.4	46.4	1.1	45.1	0.3	0	1.6
469 Match Charter Public School	1027	33	16.1	49.5	46.6	1.4	45.9	0.6	0.1	4
470 Mystic Valley Regional Charter School	1489	1.9	14	18.1	17.4	16.7	6	0.3	0	55.3
444 Neighborhood House Charter School	395	6.6	14.7	31.6	52.7	4.3	17	1	0	19.5
467 New Liberty Charter School of Salem	53	15.1	37.7	47.2	9.4	0	34	0	0	49.1
3501 Paulo Freire Social Justice Charter School	314	12.1	17.2	58.6	4.5	0	87.9	0	0.3	7.3
493 Phoenix Academy Charter Public High School, Chelsea	155	48.4	22.6	24.5	18.7	1.9	72.3	0	0	7.1
3508 Phoenix Academy Public Charter High School, Springfield	170	14.7	28.2	60.6	23.5	1.2	65.9	0	0	6.5
494 Pioneer Charter School of Science	357	16.5	8.4	33.1	33.9	9.5	28.9	1.1	0.3	25.5
3506 Pioneer Charter School of Science II	270	16.7	13	28.1	34.8	10	17.8	1.1	0	33.3
497 Pioneer Valley Chinese Immersion Charter School	439	3.9	6.6	17.5	4.6	18.2	7.1	0	0	56.3
479 Pioneer Valley Performing Arts Charter Public School	403	0	18.9	15.6	7.4	2.5	12.2	0.2	0	69.7
487 Prospect Hill Academy Charter School	1150	10.6	14.1	37.5	55.7	8.3	20.3	0.4	0.2	12.2
483 Rising Tide Charter Public School	631	0	13.6	8.9	0.8	2.4	2.1	0.3	0	91.6
482 River Valley Charter School	288	0	12.2	5.9	0.3	3.8	2.4	0.3	0	90.3
484 Roxbury Preparatory Charter School	1144	14.2	15.5	52.6	56.3	0.4	41.3	0.2	0.1	0.9
441 Sabis International Charter School	1573	3.2	12.7	32	29.2	3.9	37.1	0	0	24.9
485 Salem Academy Charter School	420	3.8	17.9	31.4	10.2	5.5	35.7	0	0	48.6
486 Seven Hills Charter Public School	690	23.2	13	50.9	46.4	0.4	41	0.1	0	8.4
477 Silver Hill Horace Mann Charter School	580	3.4	14.8	23.8	2.4	1.9	16.4	0.2	0	78.4
474 Sizer School, A North Central Charter Essential School	355	1.7	19.7	28.5	3.1	1.1	17.2	0	0	76.6
488 South Shore Charter Public School	597	10.1	14.7	10.6	24.3	4.4	2.8	0	0	64.2
3510 Springfield Preparatory Charter School	108	23.1	9.3	64.8	16.7	1.9	72.2	0	0	4.6
489 Sturgis Charter Public School	805	0	10.6	12.4	1.2	2.2	2.9	0.2	0.1	88.4
480 UP Academy Charter School of Boston	466	23	18.7	57.7	48.3	6	34.8	0.6	0.4	7.5
3505 UP Academy Charter School of Dorchester	671	17.6	15.8	59.2	48.3	1.2	33.7	0.3	0.1	14
498 Veritas Preparatory Charter School	307	9.8	15	59.6	23.1	1.3	66.4	0	0	6.8

## Appendix B (1): Massachusetts Charter School Fact Sheet and Directory



### The Commonwealth of Massachusetts Department of Elementary and Secondary Education Massachusetts Charter Schools Fact Sheet

**Massachusetts Charter School:** A charter school is a public school that is managed by a board of trustees and operates independently of any school committee under a five-year charter granted by the Board of Elementary and Secondary Education. It has the freedom to organize around a core mission, curriculum, theme, and/or teaching method and to control its own budget and hire (and fire) teachers and staff. In return for this freedom, a charter school must attract students and produce positive results within five years or its charter will not be renewed. The first Massachusetts charter schools opened in 1995.

**Charter School Types:** There are two types of charter schools: *Commonwealth* and *Horace Mann*. Further, there are three types of Horace Mann charter schools each with a particular set of requirements for collective bargaining unit involvement. A Horace Mann "I" must have its charter application approved by the local school committee and the local teacher's union in addition to the Board of Elementary and Secondary Education while a Horace Mann "II" is a conversion school approved by a majority of its faculty. Horace Mann "III" charter school can be chartered without the approval of the local collective bargaining unit. All Horace Mann charter schools must operate under a Memorandum of Understanding with the district from which it resides.

2015-2016 Operating Status	#
Operating Commonwealth charter schools in 2015-2016:	71
Operating Horace Mann I charter schools in 2015-2016:	4
Operating Horace Mann II charter schools in 2015-2016:	0
Operating Horace Mann III charter schools in 2015-2016:	6
<b>Total currently operating charter schools:</b>	<b>81</b>
Charters approved but not yet open:	1
<b>Total active charters granted by DESE since 1994:</b>	<b>82</b>
Charters granted but closed or never opened since 1994:	24
<b>Total charters granted by DESE since 1994:</b>	<b>106</b>
<b>Total Commonwealth charter schools counted toward cap of 72*:</b>	<b>54</b>

Historical Accountability Status	#
Closed: Pre-Opening Surrender	4
Closed: Post-Opening Surrender	9
Closed: Revocation	4
Closed: Non renewal	2
Charter Returned due to merger	5
Operating or Planning: Less than 5-years old	24
Operating for at least 5 years, one renewal	8
Operating for at least 10 years, two renewals	16
Operating for at least 15 years, three renewals	20
Operating for at least 20 years, four renewals	14
<b>Total Charters Granted by DESE Since 1994:</b>	<b>106</b>

Summary Statistics	#
Maximum enrollment allowed by currently authorized charters	48,994
# of students attending charter schools in 2014-2015 on Oct. 1, 2014	37,402
# of unique students on charter school waiting lists for 2015-2016 as of March	44,876
% of 2014-2015 PK-12 public school population enrolled in charter schools	3.9%
# of charter applications received since 1994	258

School Type	#
Elementary	5
Elementary Middle	24
Middle	5
Middle-High	25
High	11
K-12	11
<b>Operating Total</b>	<b>81</b>

Location Type	#
Boston	25
Urban-not-Boston	38
Suburb	14
Rural	4
<b>Operating Total</b>	<b>81</b>

School Size at Maximum	#
Less than 100:	0
100-300:	15
301-500:	30
501-1000:	25
More than 1000:	11
<b>Operating Total</b>	<b>81</b>

Regional	#
Yes	29
No	52
<b>Operating Total</b>	<b>81</b>

2014-2015 Demographics	Charter	State
First Language Not English	23.8%	18.5%
Limited English Proficient	10.0%	8.5%
Special Education	14.0%	17.1%
Economically Disadvantaged	34.3%	26.3%

African American	29.1%	8.7%
Asian	4.8%	6.3%
Hispanic	28.8%	17.9%
White	33.7%	63.7%
Native American	0.3%	0.2%
Native Hawaiian, Pacific Islander	0.1%	0.1%
Multi-Race, Non-Hispanic	3.1%	3.1%

Males	48.3%	51%
Females	51.7%	49%

Educational Management	#
Operating with management organization	10
Formerly operating with management organization	10

School Year	Operating Schools	Total Enrollment as of Oct 1	Waitlist
1995-1996	15	2,613	Not Available
1996-1997	22	5,311	Not Available
1997-1998	24	6,607	Not Available
1998-1999	34	9,828	Not Available
1999-2000	39	12,440	Not Available
2000-2001	40	13,712	Not Available
2001-2002	42	14,381	Not Available
2002-2003	46	15,805	12,959
2003-2004	50	17,869	13,153
2004-2005	56	20,259	14,709
2005-2006	57	21,866	15,823
2006-2007	59	23,500	16,004
2007-2008	61	25,034	18,989
2008-2009	61	26,384	21,312
2009-2010	62	27,393	24,066
2010-2011	63	28,422	26,708
2011-2012	72	30,595	35,942
2012-2013	77	31,830	45,176
2013-2014	81	34,631	40,376
2014-2015	80	37,402	44,876
<b>2015-2016*</b>	<b>81</b>	<b>41,802</b>	<b>37,470</b>

\*Pre-enrollment and waitlist as of 3/16/15

## Appendix B (2): Massachusetts Charter School Fact Sheet and Directory

LEA	Charter School	Type	Location	1/1/2016	Charter Granted	Counts Toward Numeric Cap	Year Opened (Fall)	FY16 Year of Oper.	Last Charter Renewal	Charter Expires	Year Closed	Regional	EMO	Max Grade Span	Max. Enroll #
0445	Abby Kelley Foster Charter Public School	C	Worcester	No Status	1998	Yes	1998	18	2013	2018	NA	Yes	Former	K-12	1426
0412	Academy of the Pacific Rim Charter Public School	C	Boston	No Status	1995	Yes	1997	19	2012	2017	NA	No	No	05-12	545
0430	Advanced Math and Science Academy Charter School	C	Marlborough	Conditions	2004	Yes	2005	11	2015	2020	NA	Yes	No	06-12	966
0409	Alma del Mar Charter School	C	New Bedford	No Status	2011	No	2011	5	0	2016	NA	No	No	K-08	360
3509	Argosy Collegiate Charter School	C	Fall River	No Status	2014	No	2014	2	0	2019	NA	No	No	6-12	644
0491	Atlantis Charter School	C	Fall River	No Status	1994	Yes	1995	21	2015	2020	NA	No	No	K-12	1378
0427	Barnstable Community Horace Mann Charter Public School	HM	Barnstable	Conditions	2004	Yes	2004	12	2014	2019	NA	NA	No	K-03	475
3502	Baystate Academy Charter Public School	C	Springfield	No Status	2012	No	2013	3	0	2018	NA	No	No	6-12	560
0420	Benjamin Banneker Charter Public School	C	Cambridge	No Status	1995	Yes	1996	20	2011	2016	NA	No	No	K-06	350
0447	Benjamin Franklin Classical Charter Public School	C	Franklin	No Status	1994	Yes	1995	21	2015	2020	NA	Yes	No	K-08	900
3511	Bentley Academy Charter School	HM3	Salem	No Status	2015	Yes	2015	1	0	2020	NA	No	Yes	K-05	350
0414	Berkshire Arts and Technology Charter Public School	C	Adams	No Status	2003	Yes	2004	12	2014	2019	NA	Yes	No	06-12	363
0449	Boston Collegiate Charter School	C	Boston	No Status	1998	Yes	1998	18	2013	2018	NA	No	No	05-12	665
0424	Boston Day and Evening Academy Charter School	HM	Boston	No Status	1998	Yes	1998	18	2013	2018	NA	NA	No	09-12	405
0411	Boston Green Academy Horace Mann Charter School	HM3	Boston	Probation	2011	Yes	2011	5	0	2016	NA	NA	No	6-12	595
0416	Boston Preparatory Charter Public School	C	Boston	No Status	2003	Yes	2004	12	2014	2019	NA	No	No	06-12	400
0481	Boston Renaissance Charter Public School	C	Boston	Conditions	1994	Yes	1995	21	2015	2020	NA	No	Former	PK-06	944
0417	Bridge Boston Charter School	C	Boston	No Status	2011	No	2011	5	0	2016	NA	No	No	PK-8	335
0457	Brooke Charter School East Boston	C	Boston	No Status	2011	No	2012	4	0	2017	NA	Yes	No	K-08	510
0443	Brooke Charter School Mattapan	C	Boston	No Status	2011	No	2011	5	0	2016	NA	No	No	K-08	510
0428	Brooke Charter School Roslindale	C	Boston	No Status	2001	Yes	2002	14	2012	2017	NA	No	No	K-08	510
0432	Cape Cod Lighthouse Charter School	C	Harwich	No Status	1994	Yes	1995	21	2015	2020	NA	Yes	No	06-08	260
0418	Christa McAuliffe Charter School	C	Framingham	No Status	2001	Yes	2002	14	2012	2017	NA	Yes	No	06-08	396
0437	City on a Hill Charter Public School Circuit Street	C	Boston	No Status	1994	Yes	1995	21	2015	2020	NA	No	Former	09-12	280
3504	City on a Hill Charter Public School Dudley Square	C	Boston	No Status	2013	No	2013	3	0	2018	NA	No	No	09-12	280
3507	City On A Hill Charter Public School New Bedford	C	New Bedford	No Status	2013	No	2014	2	0	2019	NA	No	No	09-12	280
0438	Codman Academy Charter Public School	C	Boston	No Status	2001	Yes	2001	15	2011	2016	NA	No	No	PK-12	345
0436	Community Charter School of Cambridge	C	Cambridge	Conditions	2004	Yes	2005	11	2015	2020	NA	No	No	06-12	360
0426	Community Day Charter Public School - Gateway	C	Lawrence	No Status	2011	No	2012	4	0	2017	NA	No	Yes	PK-08	400
0440	Community Day Charter Public School - Prospect	C	Lawrence	No Status	1994	Yes	1995	21	2015	2020	NA	No	Yes	PK-08	400
0431	Community Day Charter Public School - R. Kingman Webster	C	Lawrence	No Status	2011	No	2012	4	0	2017	NA	No	Yes	PK-08	400
0439	Conservatory Lab Charter School	C	Boston	No Status	1998	Yes	1999	17	2014	2019	NA	No	No	PK-08	444
0475	Dorchester Collegiate Academy Charter School	C	Boston	Probation	2008	Yes	2009	7	2014	2019	NA	No	No	04-08	238
0407	Dudley Street Neighborhood Charter School	HM3	Boston	No Status	2012	Yes	2012	4	0	2017	NA	NA	No	PK-5	308
0452	Edward M. Kennedy Academy for Health Careers: A Horace Mann Charter Public School	HM	Boston	No Status	1998	Yes	1998	18	2013	2018	NA	NA	No	09-12	448
0410	Excel Academy Charter School	C	Boston/Chelsea	No Status	2003	Yes	2003	13	2013	2018	NA	Yes	No	05-12	1344
0413	Four Rivers Charter Public School	C	Greenfield	No Status	2002	Yes	2003	13	2013	2018	NA	Yes	No	07-12	220
0446	Foxborough Regional Charter School	C	Foxborough	No Status	1998	Yes	1998	18	2013	2018	NA	Yes	Former	K-12	1300
0478	Francis W. Parker Charter Essential School	C	Devens	No Status	1994	Yes	1995	21	2015	2020	NA	Yes	No	07-12	400
0496	Global Learning Charter Public School	C	New Bedford	Conditions	2006	Yes	2007	9	2012	2017	NA	No	No	05-12	500
0499	Hampden Charter School of Science	C	Chicopee	No Status	2008	Yes	2009	7	2014	2019	NA	Yes	No	06-12	560
0419	Helen Y Davis Leadership Academy Charter Public School	C	Boston	No Status	2002	Yes	2003	13	2013	2018	NA	No	No	06-08	216
0455	Hill View Montessori Charter Public School	C	Haverhill	No Status	2003	Yes	2004	12	2014	2019	NA	No	No	K-08	306
0450	Hilltown Cooperative Charter Public School	C	East Hampton	No Status	1994	Yes	1995	21	2015	2020	NA	Yes	No	K-08	218
0453	Holyoke Community Charter School	C	Holyoke	No Status	2001	Yes	2005	11	2015	2020	NA	No	Yes	K-08	702
0435	Innovation Academy Charter School	C	Tyngsborough	No Status	1995	Yes	1996	20	2011	2016	NA	Yes	Former	05-12	800
0463	KIPP Academy Boston Charter School	C	Boston	No Status	2011	No	2012	4	0	2017	NA	No	No	K-08	588
0429	KIPP Academy Lynn Charter School	C	Lynn	No Status	2004	Yes	2004	12	2014	2019	NA	No	No	K-12	1586



## Appendix B (2): Massachusetts Charter School Fact Sheet and Directory

0454	Lawrence Family Development Charter School	C	Lawrence	No Status	1995	Yes	1995	21	2015	2020	NA	No	No	PK-08	800
3503	Lowell Collegiate Charter School	C	Lowell	Conditions	2012	No	2013	3	0	2018	NA	No	Yes	K-12	1200
0456	Lowell Community Charter Public School	C	Lowell	No Status	1999	Yes	2000	16	2015	2020	NA	No	Former	PK-08	800
0458	Lowell Middlesex Academy Charter School	C	Lowell	No Status	1994	Yes	1995	21	2015	2020	NA	No	No	09-12	150
0464	Marblehead Community Charter Public School	C	Marblehead	No Status	1994	Yes	1995	21	2015	2020	NA	No	No	04-08	230
0466	Martha's Vineyard Public Charter School	C	West Tisbury	No Status	1995	Yes	1996	20	2011	2016	NA	Yes	No	K-12	180
0492	Martin Luther King, Jr. Charter School of Excellence	C	Springfield	<a href="#">Probation</a>	2005	Yes	2006	10	2011	2016	NA	No	No	K-05	360

# Demographic & Attrition Trends in Massachusetts Charter Schools

December 2015

MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
**EDUCATION**



# Overview - Demographics

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★ The Department performed a review of student subgroup enrollment from 2010-2011 to 2014-2015 to identify enrollment trends of charter schools in **Massachusetts statewide, Boston, in Gateway Cities**, and for the following comparison groupings:

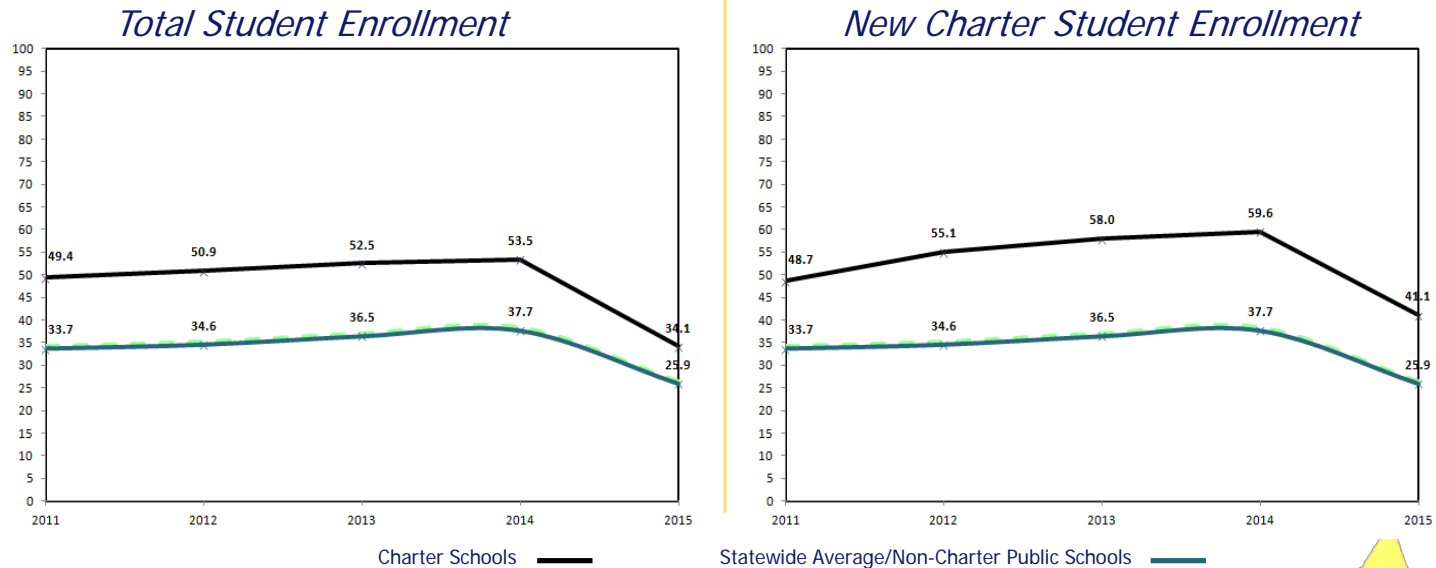
- ★ Aggregate of *Total Student* enrollment for charter schools compared to the aggregate of total student enrollment for District(s)
- ★ Aggregate of *New Student* enrollment for charter schools compared to the aggregate of total student enrollment for District(s)

- ★ Charter schools implemented Recruitment and Retention plans beginning in the 2011-2012 school year.
- ★ *New Students* are defined as students who were not enrolled at the same school the previous school year.

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## Massachusetts Charter Schools: Low Income/Economically Disadvantaged\* (LI/EcoDis)



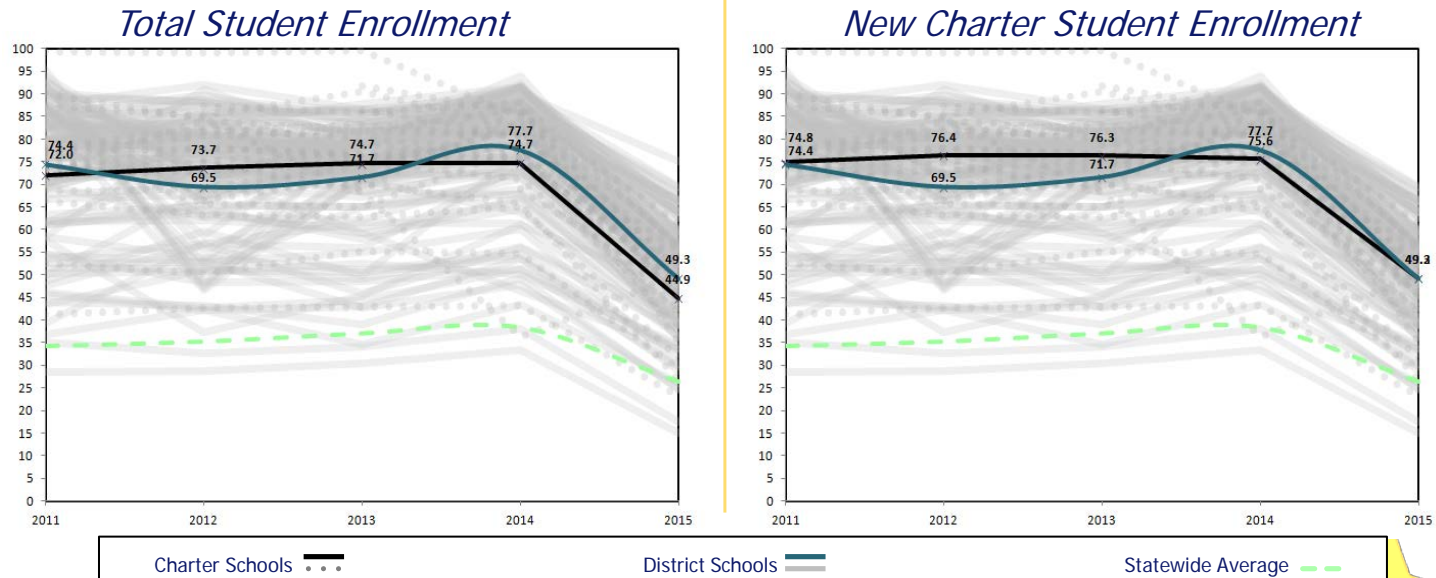
- ★ The percent of LI/EcoDis enrolled in Massachusetts charter schools **has remained above** the statewide average enrollment. The enrollment of new students who are LI/EcoDis has also **remained above** the statewide average and **increased at a slightly greater rate over time** when compared to the total enrollment of LI/EcoDis at charter schools.

- ★ \*Note: 2014-15 is the first year for which the category "Economically Disadvantaged" is being reported, replacing the "Low Income" category used in 2013-14 and earlier. It is important to understand that enrollment percentages for "economically disadvantaged" students cannot be directly compared to "low income" data in prior years.

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## Boston Charter Schools: Low Income/Economically Disadvantaged\* (LI/EcoDis)



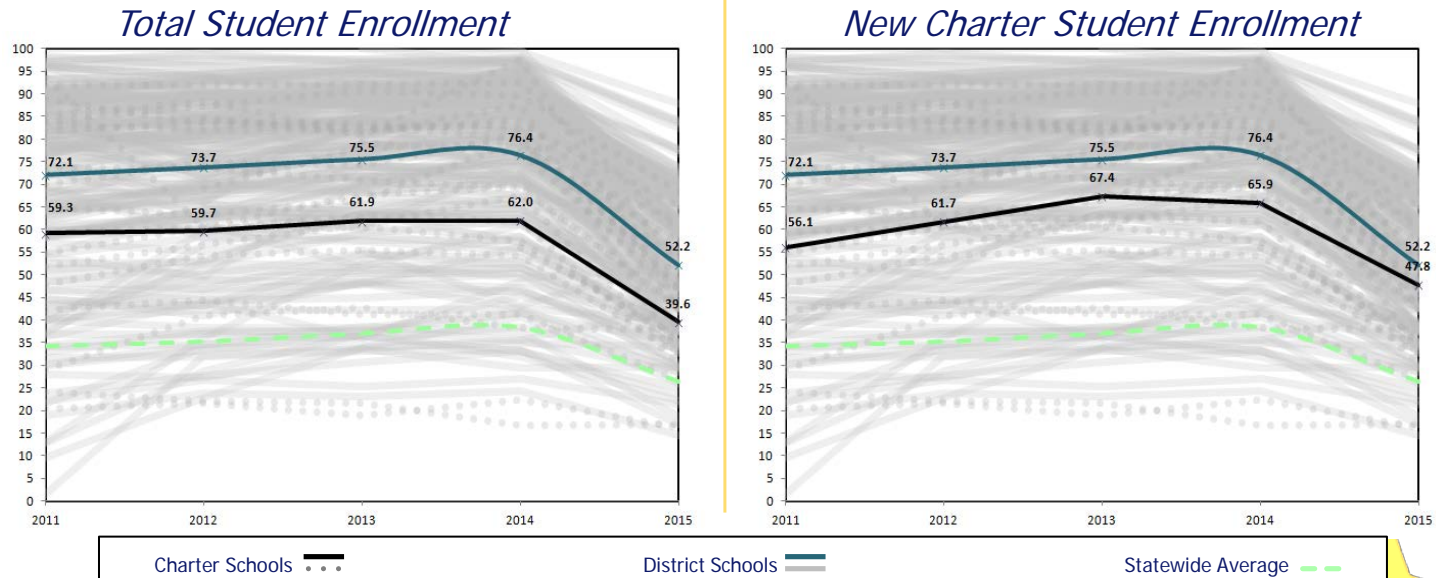
- ★ The percent of LI/EcoDis enrolled in Boston charter schools **has remained relatively comparable** to the enrollment found at Boston district schools. There is a **slightly higher percent of enrollment** of new students who are identified LI/EcoDis when compared to the total enrollment of LI/EcoDis at charter schools.

- ★ \*Note: 2014-15 is the first year for which the category "Economically Disadvantaged" is being reported, replacing the "Low Income" category used in 2013-14 and earlier. It is important to understand that enrollment percentages for "economically disadvantaged" students cannot be directly compared to "low income" data in prior years.

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## Gateway City Charter Schools: Low Income/Economically Disadvantaged\* (LI/EcoDis)



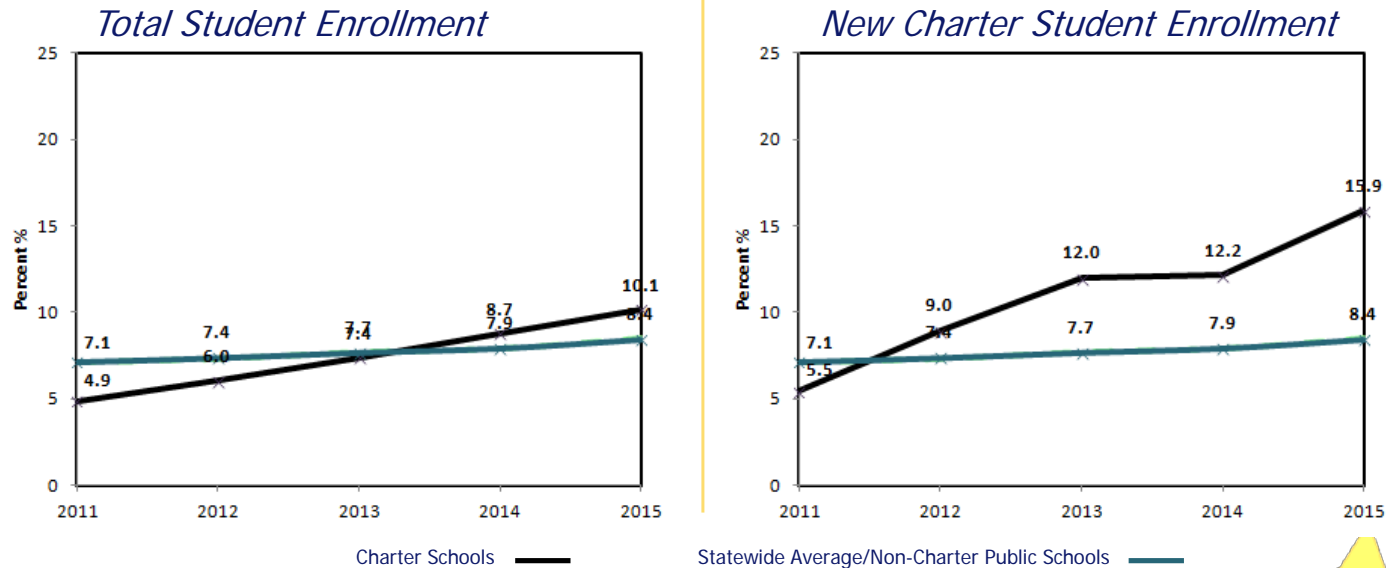
- ★ The percent of LI/EcoDis enrolled at charter schools located in Gateway Cities **has remained below** the enrollment found at district schools located in Gateway Cities. While still below, but **recently approaching**, the enrollment found at district schools located in Gateway Cities, enrollment of new students who are identified LI/EcoDis has **increased at a greater rate over time** when compared to the total enrollment of LI/EcoDis at charter schools.

- ★ *\*Note: 2014-15 is the first year for which the category "Economically Disadvantaged" is being reported, replacing the "Low Income" category used in 2013-14 and earlier. It is important to understand that enrollment percentages for "economically disadvantaged" students cannot be directly compared to "low income" data in prior years.*

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## Massachusetts Charter Schools: English Language Learners (ELLs)

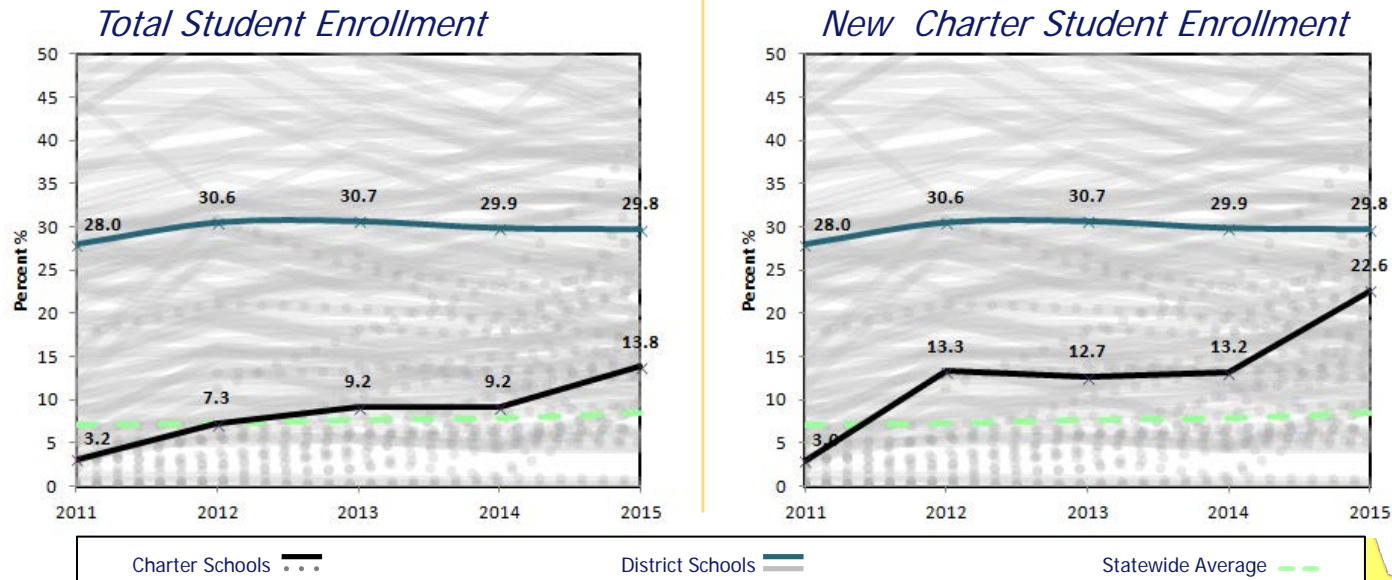


- ★ The percent of ELLs enrolled in Massachusetts charter schools **has steadily increased** and now **surpasses** statewide average enrollment. The enrollment of new students who are ELLs has **increased at a greater rate over time** when compared to the total enrollment of ELLs at charter schools.

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## Boston Charter Schools: English Language Learners (ELLs)



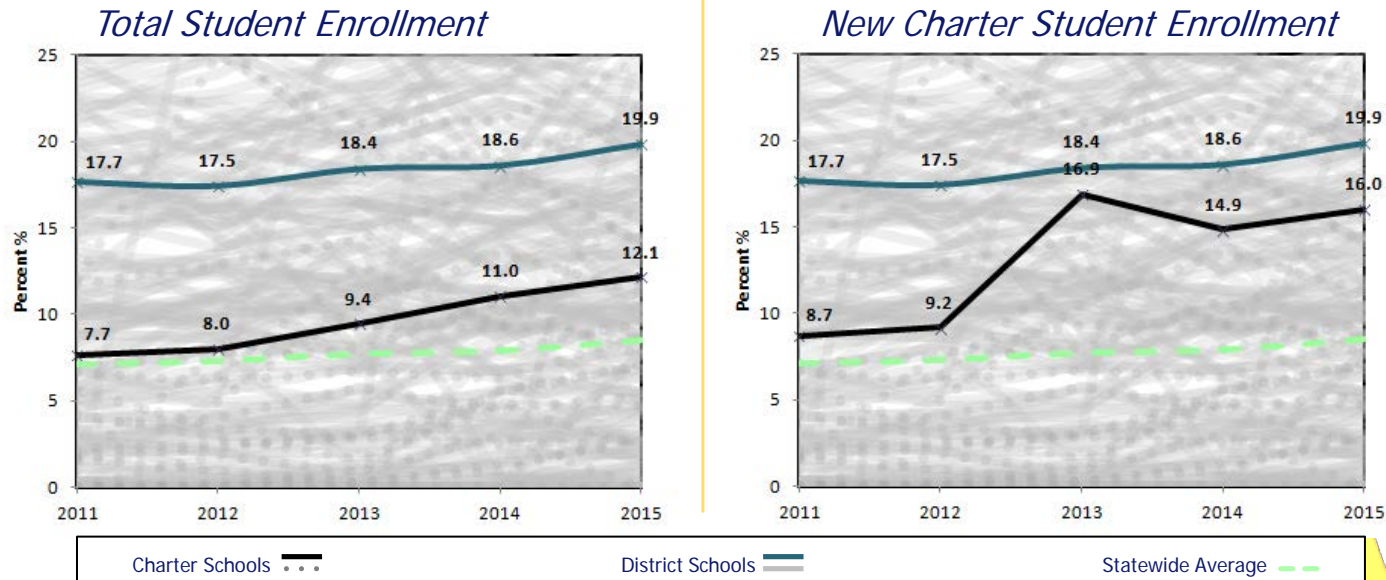
- ★ The percent of ELLs enrolled at Boston charter schools has **steadily increased** and is **approaching** the enrollment found at Boston district schools. Again, the enrollment of new students who are ELLs at Boston charter schools has **increased at a greater rate over time** when compared to the total enrollment of ELLs at charter schools.

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## Gateway City Charter Schools: English Language Learners (ELLs)

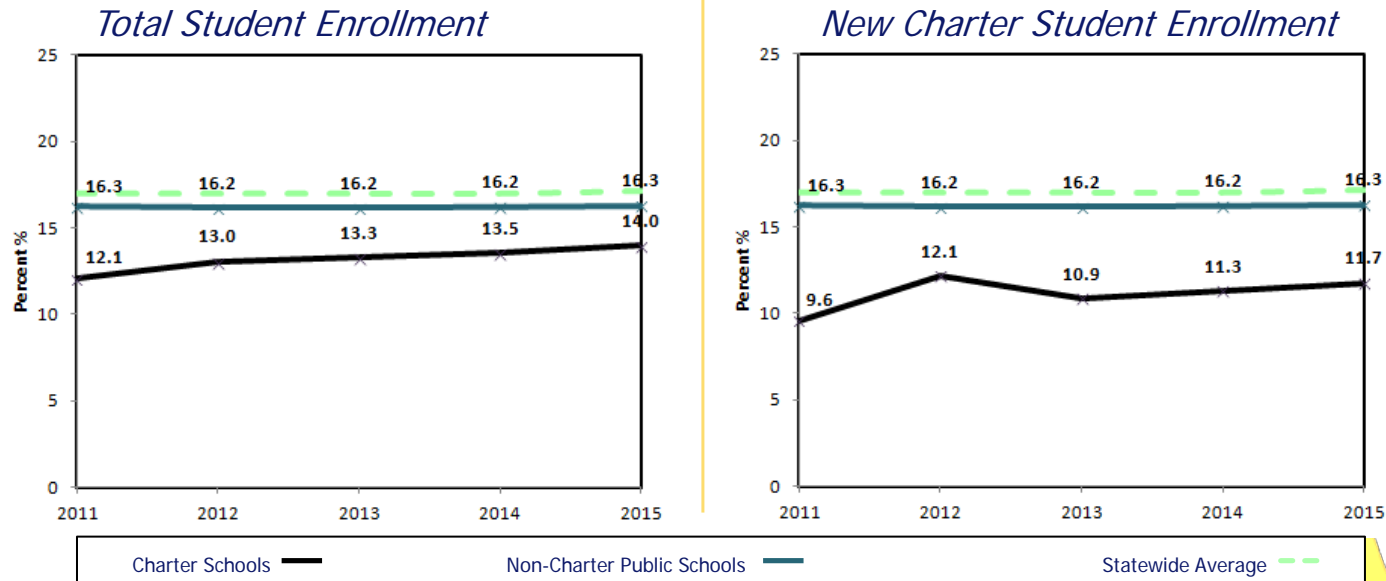


- ★ The percent of ELLs enrolled at charter schools located in Gateway Cities has **steadily increased** and is **approaching** the enrollment found at the district schools located in Gateway Cities. Again, the enrollment of new students who are ELLs has **increased at a greater rate over time** when compared to the total enrollment of ELLs at charter schools.

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## Massachusetts Charter Schools: Students with Disabilities (SWDs)

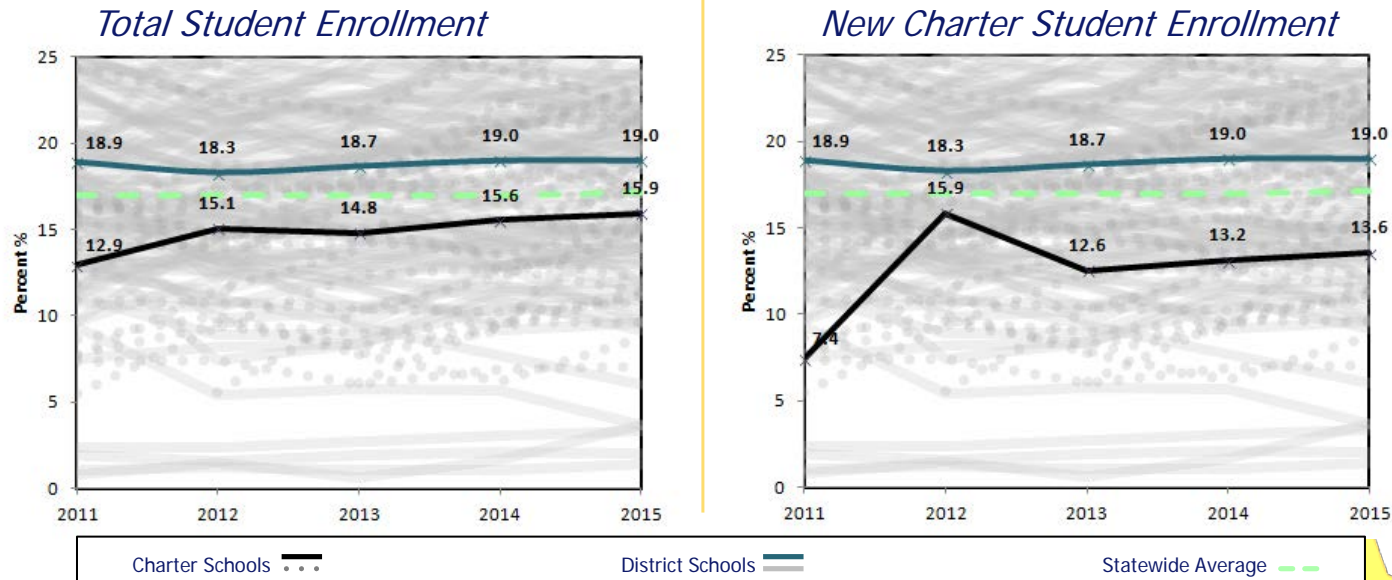


- ★ The percent of SWDs enrolled at Massachusetts charter schools has **steadily increased** and is **approaching** the statewide average enrollment. Fewer new students are identified as SWDs when compared to the total enrollment of SWDs.

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## Boston Charter Schools: Students with Disabilities (SWDs)

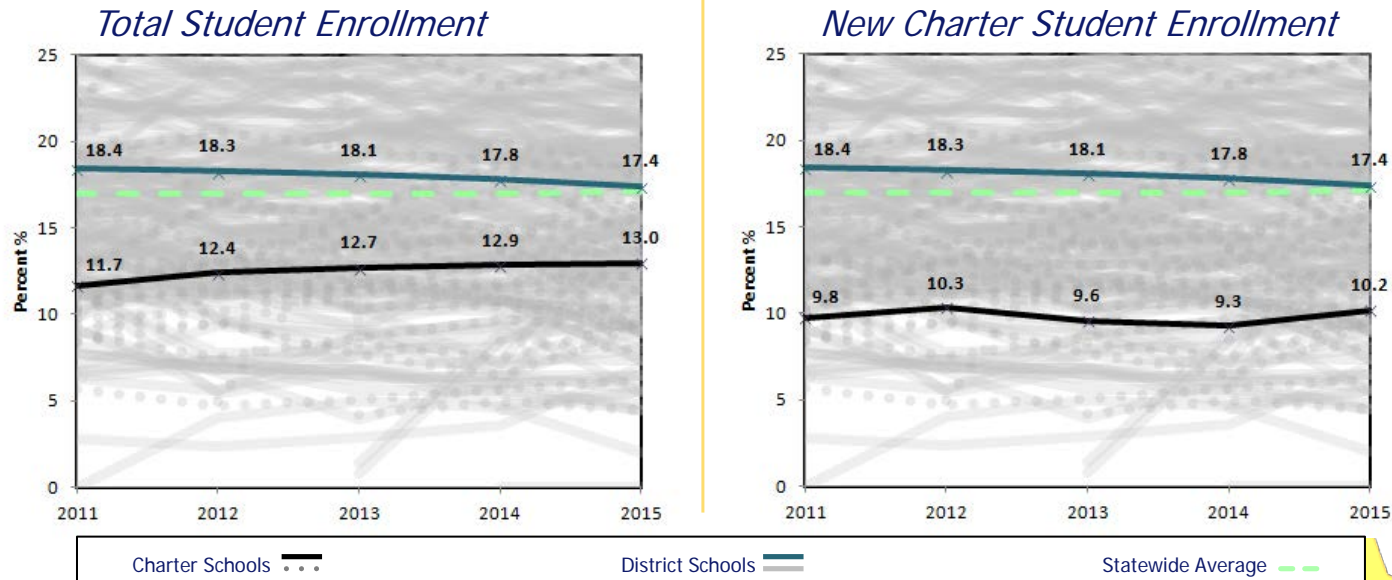


- ★ The percent of SWDs enrolled at Boston charter schools has **steadily increased** and is **approaching** the enrollment found at Boston district schools. Generally fewer new students are identified as SWDs when compared to the total enrollment of SWDs.

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## Gateway City Charter Schools: Students with Disabilities (SWDs)



- ★ The percent of SWDs enrolled at charter schools located in Gateway Cities is **approaching** the enrollment found at district schools located in the Gateway Cities. Fewer new students are identified as SWDs when compared to the total enrollment of SWDs.

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## Charter Schools: Total Enrollment vs. New Students

### Students with Disabilities – Additional Context

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- ★ The percentage of students with disabilities who are enrolled in charter schools has increased over time when aggregated statewide, in Boston, and in the Gateway Cities.
- ★ The Department will continue to explore why the percentage of new students with disabilities identified in October SIMS is generally lower than the total number of students with disabilities enrolled in charter schools. The Department has found the opposite to be true for the identification of ELLs.
  - ★ *Currently Under Review:* A preliminary analysis of October vs. June enrollment rates indicates that aggregated charter schools (for both all students and new students) have higher percentages of SWDs identified in June who were not initially identified in October if compared to the same analysis of aggregated districts, particularly in younger entry grades.
  - ★ This may be due to a number of time-sensitive factors, including access to records from the child's former school, and the processes used to identify students for special education services, particularly for PK and K entry grades.



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## Overview - Attrition

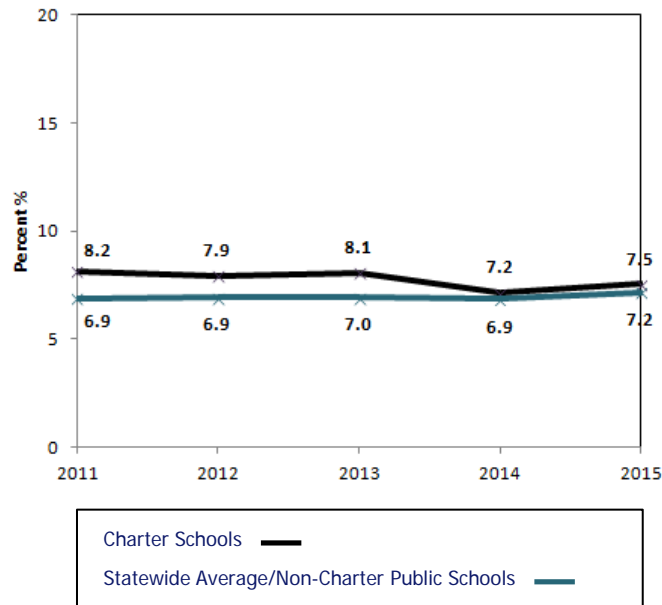
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- ★ The Department performed a review of weighted student attrition rates from 2010-2011 to 2014-2015 to identify attrition trends of charter schools in **Boston**, in **Gateway Cities**, and in **Massachusetts overall** for all students.
- ★ Weights were determined by student enrollment at each school.



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## Massachusetts Charter Schools: Weighted Attrition Rates for All Students

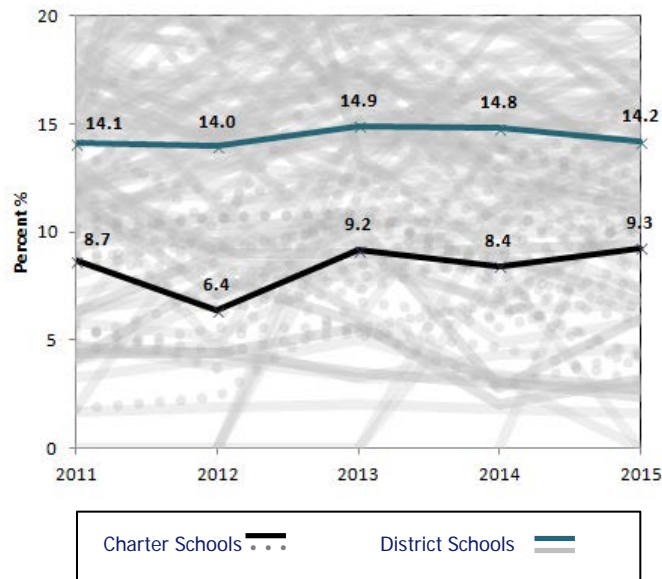


- ★ The weighted attrition rate for Massachusetts charter schools has **declined** and has **approached** the statewide weighted attrition rate.



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## Boston Charter Schools: Weighted Attrition Rates for All Students



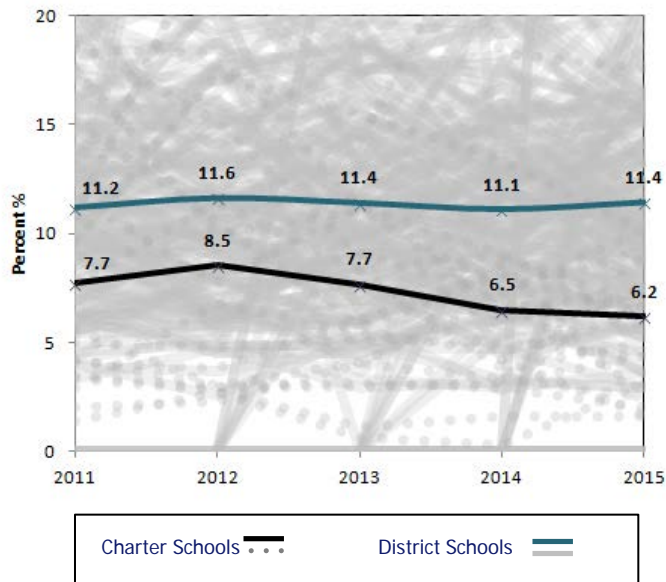
★ The weighted attrition rate of Boston charter schools has **remained lower** than the weighted attrition rate of Boston district schools.



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## Gateway City Charter Schools: Weighted Attrition Rates for All Students



- ★ The weighted attrition rate of charter schools located in Gateway cities has **remained lower** than the weighted attrition rate of Gateway city district schools and has **declined** over time.



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