

**Annual Report**  
**of**  
**Francis W. Parker**  
**Charter Essential School**  
**for**  
**2020-2021**

July 30, 2021

Todd Sumner, Principal

[tsumner@theparkerschool.org](mailto:tsumner@theparkerschool.org)

49 Antietam Street

Devens, Massachusetts 01434

(978) 772-3293 phone • (978) 772-3295 fax

[www.theparkerschool.org](http://www.theparkerschool.org)

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## Introduction

<b>Francis W. Parker Charter Essential School</b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	49 Antietam Street Devens, MA 01434
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	49 <sup>1</sup>
Year Opened	1995	Year(s) the Charter was Renewed (if applicable)	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	400	Enrollment as of June 16, 2021	391
Chartered Grade Span	7-12	Current Grade Span	7-12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of June 16, 2021	137
Number of Instructional Days during the 2020-2021 School Year <sup>2</sup>	170		
School Hours (ex: 8:30-3pm M-F)	8:30-3:30pm M-T 8:30-1:30pm W 8:30-3:30pm Th-F	Age of School as of 2020-2021 School Year	26
<p><b>Mission Statement</b></p> <p>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:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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:</li> </ol>			

<sup>1</sup> Acton-Boxborough, Ashburnham-Westminster, Athol-Royalston, Ayer, 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, Princeton, Quabbin, Ralph C. Mahar, Shirley, Shrewsbury, Southborough, Sudbury, Tyngsborough, Wachusett, Wayland, Westborough, West Boylston, Westford, Westminster, Weston, Winchendon, and Worcester

<sup>2</sup> In June 2020, the Board of Elementary and Secondary Education (Board) adopted initial amendments to the student learning time regulations on an emergency basis, and in September 2020, the Board voted on final adoption of the amendments. Among other provisions, the revised regulations altered the student learning time requirements for the 2020-2021 school year to be 170 days and 850 hours (for elementary schools) and 935 hours (for secondary schools).

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.

### Mission and Key Design Elements

Please see Appendix A, Accountability Report, for additional details.

There have been no changes to the mission or key design elements of the school in the 2020-2021 school year. In the face of the challenges of schooling during a pandemic and moving between three school models (remote, hybrid, in-person) during the year, Parker worked hard to keep the mission at the center of school practice. Key design elements of the academic program were maintained during the three school models followed during the school year. The 10 Common Principles of the Coalition of Essential Schools (as listed in the mission) are the skeleton of Parker, upon which all else is built, and Parker is an incredibly mission-driven school. The 10 Common Principles are living ideas and concepts within the school, and all elements of the school are rooted in the ideas contained there, as they have been since Parker's inception. Decisions on a wide-range of issues are made in consultation with the principles. For example, curriculum, assessment, and instructional discussions and decisions are centered on the ideas of "less is more," "student as worker," and "demonstration of mastery."

Parker's school design draws directly from its mission. Curriculum (the academic program), instruction (teaching), and assessment of student learning are closely interwoven. The core organizational principles of the academic program are domains (areas of study) and divisions (cohorts of students at a level of study). Students study in four domains, each of which teaches several integrated disciplines or areas of study: Arts & Humanities (AH); Math, Science and Technology (MST); Spanish; and Wellness (physical education, health and personal/social responsibility). Students are organized into three Divisions, which most students progress through in two-year cycles. Division 1 is roughly equivalent to grades seven and eight, Division 2 is roughly equivalent to grades nine and ten, and Division 3 is roughly equivalent to junior and senior year of high school. Performance-based promotion is the fundamental premise of the school; using portfolios and public exhibitions, students must demonstrate their readiness to move to the next level of study. The School's Criteria for Excellence establish the academic expectations for all students and are used to evaluate student learning. The curriculum emphasizes practice and progress in the same key skills across all divisions: reading, writing, oral presentation, listening and media analysis, research, artistic expression, Spanish, mathematical problem-solving, technical communication, scientific investigation, systems thinking, and technology. The academic program expresses its mission in the following ways:

- The curriculum is academically challenging, interdisciplinary, and emphasizes student inquiry, as well as developing key habits of learning that transcend any one academic area of study.
- Teachers work in cross-disciplinary teams with small groups of students in two year curricular cycles in Divisions 1 and 2. Teachers in Division 3 develop seminar and laboratory courses with a discipline-based focus.
- Teachers design instruction to meet the needs of their students and to allow students to demonstrate their understanding and skills through many forms of exhibition.
- Teachers design curriculum, instruction and assessment with each other in collaborative teams, by domain/division. A common curriculum, with shared major texts, projects and expectations is experienced by all students through Divisions 1 and 2. In Division 3, students have the opportunity to make choices among more specialized courses that are solo-taught and developed. Division 3 teachers collaborate closely on the key standards and expectations for Division 3 learning.
- Students are encouraged and then required to take an active role in their learning.
- Student learning is evaluated using school-wide standards and rubrics drawn from the School's Criteria for Excellence.

- Students are required to reflect on and revise their work incorporating direct teacher feedback to strengthen and deepen their understanding.
- Students must complete the requirements of each division and exhibit their learning before progressing to the next division (level of study).
- The School has a flexible long-block schedule that allows students more time to focus on depth in student learning activities and allows teachers substantial planning time during the school day.
- The Advisory system allows teachers to know students well and to serve as their academic and personal guides.
- The teaching staff is differentiated and senior practitioners mentor and coach junior staff; critical reflection and peer observation are built into teachers' schedules. Collaborative teaching models and embedded professional development are key design elements that support adult and student learning.
- The School has a service component in which students learn by contributing to the school and the larger community as volunteers.
- Students and teachers collaborate in school governance and discipline through the Community Congress and Justice Committee.
- The teacher-leader model substantially reduces overhead and places student advising and management decisions in the hands of the teaching staff.
- The school's curriculum is modified each year in response to the Essential Question. In 2020-2021, the question was "How Do We Stand Up For What Is Right?" Teachers support students in extending their learning beyond the classroom and in integrating learning across classrooms through the Essential Question.

#### Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
	None	

#### Access and Equity: Discipline Data

2019-20 Student Discipline					
DESE Student Discipline Data Report: <a href="http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04780000&amp;orgtypecode=5&amp;=04780000&amp;">http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04780000&amp;orgtypecode=5&amp;=04780000&amp;</a>					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	402	2			
English Learner	0				
Economically Disadvantaged	41	0			
Students with Disabilities	63	0			
High Needs	95	0			
Female	213	0			

<b>Male</b>	186	2			
<b>American Indian or Alaska Native</b>	1				
<b>Asian</b>	8	0			
<b>African American/Black</b>	5				
<b>Hispanic/Latino</b>	12	1			
<b>Multi-race, Non-Hispanic/Latino</b>	23	0			
<b>Native Hawaiian or Pacific Islander</b>	0				
<b>White</b>	353	1			

Parker has always used a restorative justice model and takes an educational, student-centered approach to discipline. There have been no recent changes to this discipline model, and Parker has participated in training sessions for other schools about its restorative justice approach. The in- and out of school suspension rate is, has been, and remains low. There were two students suspended in the 2019-2020 school year (most recent DESE reporting year).

## Dissemination Efforts

Below is a partial list of dissemination efforts made by Parker in the 2020-2021 school year, ranging from school visits (from local, regional, national and international educators) to formal workshops/conference presentations to on-going collaborative relationships with schools and districts working towards systemic school reform. Appendix A (Dissemination Section in the Accountability Report) contains summary numbers and information about dissemination.

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (Describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts?</b> (Title)	<b>With whom did the school disseminate its best practices?</b> (Highlight partners and locations, including school districts)	<b>Result of dissemination</b> (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Leadership for Equity in College Admissions	"Reimagining College Access" working group	Director; Students	Working group of New England college admissions directors, HS guidance directors, and colleagues at Great Schools Partnerships, and a foundation	Educators used lenses on equity to examine skills HS student possess and how to support college admissions teams with a system to value candidates' skills and steward more equitable practices within college admissions
Project and standards-based learning for Summer Session	Consultation, workshop, and one-to-one follow-up sessions	Director; Teachers; Students	Rogers High School, Newport, RI	Supported high school redesign of summer school curriculum into an Understanding by Design (UbD) framework, strengthened educators' skills, ensured work was MLL accessible, and increased student engagement
Systems to support student-centered learning and SEL	Consultation and workshop	Director; Teachers; Admin	Hong Kong Principals and Educator and MIT Educators	Support for advancing progressive systems for student-centered learning during a world pandemic
Sustaining effective Advisory program	Facilitated faculty meeting	Directors; Teachers	Rogers High School, Newport, RI	On-going support to strengthen evolving Advisory program
Progressive education practices	Consultation	Director	Center for Secondary School Redesign	Collaboration with like colleagues to address problems-of-practice in whole school coaching
Facilitative leadership in pandemic conditions	Working group	Director	School Reform Initiative	Collaborative work to adapt and hone facilitation skills in online settings. Educational leaders learned to serve educator groups with stronger remote practices

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Equity and social justice	Consultation	Director	Darca School Network and the Pathways Institute for Negotiation Education, Israel	Thought partner for a multicultural, educational, immersive program in support of equity and social justice
Portrait of a Graduate process	Consultation	Director	Leominster Public Schools (MA)	Guidance lead at LHS worked to implement inclusive process for portrait of the graduate process
Student voice	Consultation	Director	CREC Magnet Schools, Hartford, CT	Supported Hartford schools in processes to include student voice in school governance and mediation processes
Skill-based assessment in Humanities	Workshop series	Teachers; Admin	Rogers High School, Newport, RI	Educators named and prioritized a clear set of shared skills to be assessed across all English courses for all students
Reflections from the Pandemic	NEASC Global Forum Webinar	Academic Dean and colleague panel	NEASC member schools	Panelists shared reflections from the pandemic; best practices that stewarded students' learning and well-being, as well as educator learning and well-being. 1000 educators, domestic and international, were on the webinar
Multi-age classroom, skill and project-based assessment, promotion by mastery, student voice, and more	Consultation and survey inventory of practices	Director	Canopy Project, Clayton Christensen Institute	Parker's best practices are now inventoried in searchable data-base, as part of a larger set of innovative schools and what they are doing to best support student learning and well-being
Student-centered school culture; student voice and acceptance	Prospective New Students' Remote Meet-up Sessions (6)	Director; Students	Students of regional families interested in Parker	Prospective students learned more about Parker's innovative practices directly from Parker students in a series of accessible remote meet-ups

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Mathematics and middle school heterogeneity	Consultation	Director; Teachers	Concord Public Schools (MA)	Supported mathematics educators to understand practices and systems for heterogeneity in 7-8th grade mathematics
Ten Common Principles and student-centered learning	Facilitated remote school visit	Director; Teachers; Students; Admin	d'Oultremont College, Netherlands	Collaboration regarding student-centered school culture and Ten Common Principles of Essential Schools
Ten Common Principles and student-centered learning	Consultation	Director	de Leer School, Netherlands	Collaboration regarding Ten Common Principles in pandemic conditions
Pre-service Teacher Education	Consultation and facilitated workshop	Teachers; Admin; Students	Pre-service Education Peers	Support for inventory of robust skills and preparation to enter teaching workforce
Progressive schooling in pandemic conditions	Consultation	Director; Admin	Mass Ideas	Support to another professional development organization for propelling progressive practices in New England public schools
Habits of Learning	Consultation and faculty meeting facilitation	Director; Teacher; Admin	Rogers High School, Newport, RI	Helped school with tangible ways to implement school-wide habits for students
Essential Assessment	NEASC Global Forum Webinar	Teachers; Students; Director	New England Association of Schools & Colleges (NEASC) member schools	Supported NEASC member schools domestic and international participants (1,000) with best practices in skill and project-based assessment
Advisory	Consultation and workshop	Teacher	Rogers High School, Newport, RI	Faculty engaged in follow-up small sessions with facilitator to deepen student-centered Advisory practices and trouble-shoot areas of challenge

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Ten Common Principles and student-centered learning	Facilitated remote school visit	Director; Teachers; Students; Admin	International TEA Fellows-- UMass Lowell	On-going collaboration with UMass Lowell Education Professors to share progressive practices with international educators
Discipline specific best practices	Workshop and consultations	Teachers	Rogers High School, Newport, RI	Teacher facilitators lead departments in progressive education to center students, generate shared standards, engage in UbD curricular design, tune assessments, and more
Systems level supports for central office leaders	Consultation	Director	Newport Public Schools (RI)	Executive coaching during remote learning to support student achievement, adult learning, and crisis communications
School schedule and culture of collaboration	School visit and consultation	Director; Teachers; Students	Litchfield Public Schools (NH)	Superintendent and principal group witnessed innovative school schedule and educator collaboration practices to inform changes in their home district

### Student Performance

2020 DESE Report Card:

<https://reportcards.doe.mass.edu/2020/04780505>

### Academic Program

In the face of the challenges of schooling during a pandemic and moving between three school models (remote, hybrid, in-person) during the year, Parker worked hard to keep the essence of the academic program alive in all three models. Key design elements of the academic program were maintained during the three school models followed during the school year (see Mission and Key Design Elements, pages 3-4). Parker ran a predominately synchronous remote daily school schedule from September through March that was quite similar to a “normal” school year, where students attended all classes using online platforms. Since the school had previously adopted a 1:1 laptop program and an integrated technological platform (Microsoft Teams), students had a unified remote experience across all elements of the academic program. Teachers had access to significant, continuous, and on-demand professional development to support them in migrating Parker curriculum, instruction, and assessment models to the remote model. All elements of the core academic program were maintained and, overall, students met key benchmarks (percentage of students gatewaying) at approximately the same rate as a typical year. The two primary adjustments to the academic program for the remote environment (in addition to being online) were (1) the addition of Office Hours at the end of the day to allow teachers and student dedicated time to meet individually on a regular basis and provide personalized support and (2) the addition of a weekly status update that was emailed to students and families to keep all stakeholders informed of student engagement in the remote learning environment.

In addition to this weekly status update, Parker ensured that all students were able to access the academic program mostly using heightened versions of its typical protocols. All students have advisors, who meet with students daily. Individual meetings with teachers were planned into the schedule to support all students. Academic support classes continued to meet and provide support for students. When the school was in the remote and hybrid model, an on-campus “learning pod” was available for students who demonstrated difficulty managing the remote environment from home; while classes were still accessed remotely, eligible students were able to come to the physical building to “do school” each day under adult supervision. Students who consistently did not engage with remote learning were contacted by various school personnel in an effort to understand their challenges and support them in engaging with learning as possible.

When the school shifted to a hybrid model in February (and then full in-person learning in April), student physical safety was ensured by following all DESE requirements. Physical distancing was supported by placing colored markers (“dots”) at 6’ intervals in all classrooms and students were expected to remain on a dot to maintain appropriate distance. Similar types of physical markers were placed in all hallways and outdoor spaces. The school purchased several hundred new individual tables to accommodate physical distancing (previously, students had shared larger tables) in classrooms. Parker participated in state-funded weekly pooled testing of the school community. Masks were required at all times (and provided to students, as needed), and hand sanitizer was widely available and used. Procedures for arriving to and leaving campus were altered to ensure a health-check (plus sanitizer/mask) and minimize crowding. Lunch was highly altered, as students ate in assigned classrooms that ensured 6’ distancing. Finally, Parker hired proctors who served as additional adults to ensure appropriate monitoring and oversight of safety protocols during the school day.

In the 2021-2022 school year, our plan to accelerate learning again looks much like our typical academic program. The school design already prioritizes a personalized approach to learning for students, including understanding student strengths and needs as part of a systemic approach to growth. The curriculum and assessment systems are already based on a spiral model that allows students multiple opportunities to practice skills over time and interact with key concepts at several junctures. We are confident that our existing academic program mirrors the goals of an accelerated learning model.

## **Organizational Viability**

### **Organizational Structure of the School**

The organization structure of the school was not altered in 2020-2021. Parker is an intentionally flat organization in which most leaders also serve as teachers. Teacher leaders, program leaders, and other staff report directly to the principal, as shown in the organizational chart provided in Attachment 1.

### **Budget and Finance**

See following pages:

**Statement of Revenues, Expenditures and Changes in Net Position (Unaudited)**  
**Fiscal Year Ended June 30, 2021**

<b>REVENUES:</b>	
State allocation - tuition	\$5,643,447
State allocation - facilities aid	370,202
Federal and State Grants	263,768
Private Grants and Contributions	664,427
Program Fees	53,902
Teacher Center Fees	210,270
Miscellaneous income	90,870
<b>TOTAL REVENUES</b>	<b>\$7,296,886</b>
<b>EXPENSES:</b>	
Salaries and wages	\$4,716,698
Payroll taxes and fringe benefits	806,017
Recruiting and staff development	20,415
Accreditation	3,450
Assessment	3,460
Books and curriculum material	17,698
Computer hardware and software	75,894
Computer internet access	9,336
Consultant-instructional	4,760
Contract services	76,262
Depreciation	34,977
Dues and subscriptions	66,793
Food-school lunch program	86,018
Furniture and equipment	71,900
Inspections	12,388
Insurance	39,885
Leases-school building	282,561
Leases-fields and sports arena	8,335
Legal & accounting services	23,793
Maintenance-equipment	16,369
Maintenance-facility	17,705
Other	34,464
Printing, copy, and postage	11,628
Sports equipment	2,658
Student activities and field trips	12,743
Student transportation	8,332
Supplies	49,886
Uniforms-athletics	3,740
Utilities	58,650
Vending	64
<b>TOTAL EXPENSES</b>	<b>\$6,576,880</b>
<b>OPERATING INCOME</b>	<b>720,006</b>
<b>NON OPERATING REVENUES</b>	
Interest Income	3,714
<b>CHANGE IN NET ASSETS</b>	<b>723,720</b>
<b>NET POSITION, JUNE 30, 2020</b>	<b>3,559,233</b>
<b>NET POSITION, JUNE 30, 2021</b>	<b>\$4,282,953</b>

**Statement of Net Position (Unaudited/ Draft)**

**6/30/21**

**Assets**

**Current Assets:**

Cash and cash equivalents	\$1,724,144
Accounts receivable, net of allowances	
-Intergovernmental	262,628
-Other	220,564
Other Assets	2,160,229
Prepaid expenses	19,770
Total current assets	<u>4,387,335</u>

**Cash Held for Student Activities** 44,940

**Noncurrent Assets:**

Deposits	2,175
Capital Assets net of accumulated depreciation	<u>115,293</u>
Total noncurrent assets	<u>117,468</u>

**Total Assets** \$4,549,743

**Liabilities and Net Assets**

**Current Liabilities:**

Accounts payable and withholdings	\$10,577
Accrued payroll and expenses	185,669
Unearned Revenue	25,604
Total current liabilities	<u>221,850</u>

**Due to Student Activities** 44,940

**Net Assets:**

Invested in capital assets	115,293
Building Rental Asset	2,160,229
Restricted for capital purchases	49,000
Restricted for Special Purposes	42,849
Reserve Fund	754,909
Technology Reserve	50,000
Facilities Reserve Fund	1,063,773
Unrestricted	46,899
Total net assets	<u>4,282,953</u>
Total liabilities and net assets	<u><u>\$4,549,743</u></u>

**Operating Budget**  
**Fiscal Year Ending June 30, 2022**  
**As approved by the Board of Trustees on March 9, 2021**

	<b>FY22 Budget</b>
<b>REVENUES:</b>	
State allocation - Tuition	\$5,686,673
State allocation - Facilities Aid	371,448
Federal and State Grants	85,700
Private Grants and Contributions	150,000
Program Fees	252,400
Teacher Center fees	20,000
Miscellaneous income	25,300
<b>TOTAL REVENUES</b>	<b>\$6,591,521</b>
<b>EXPENSES:</b>	
Salaries and wages	\$4,536,441
Payroll taxes and fringe benefits	817,929
Recruiting and staff development	55,500
Accreditation	3,550
Assessment	5,200
Books and curriculum material	27,450
Computer hardware and software	82,550
Computer internet access	12,600
Consultant-instructional	37,450
Contract services	47,250
Depreciation	40,000
Dues and subscriptions	82,860
Food-school lunch program	122,000
Furniture and equipment	38,100
Inspections	13,400
Interest	-
Insurance	42,800
Leases-school building	288,816
Leases-fields and sports arena	41,050
Legal & accounting services	31,800
Maintenance-equipment	29,050
Maintenance-facility	50,440
Other	43,000
Printing, copy, and postage	35,629
Sports equipment	9,350
Student transportation	50,985
Supplies	61,194
Uniforms-athletics	8,800
Utilities	99,375
Vending	1,200
<b>TOTAL EXPENSES</b>	<b>\$6,715,769</b>
<b>OPERATING INCOME</b>	<b>(124,248)</b>
<b>NON OPERATING REVENUES</b>	
Interest Income	4,500
<b>CHANGE IN NET ASSETS</b>	<b>(119,748)</b>
<b>NET POSITION, JUNE 30, 2021</b>	<b>4,282,953</b>
<b>NET POSITION, JUNE 30, 2022</b>	<b>\$4,163,205</b>

<b>FY22 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 15, 2021 submission	400
Number of students upon which FY22 budget tuition line is based	396
Number of expected students for FY22 first day of school	400
Please explain any variances: <i>As an ongoing practice, we budget slightly less than our full cap to allow for mid-year departures and departures in grades we do not backfill.</i>	

**Capital Plan**

The Francis W. Parker Charter School holds reserve funds meant to improve and add to our current school facility. The Board of Trustees tasked a Capital and Long-Range planning committee to conduct a Capital Needs Assessment. The needs assessment was completed in the Spring of 2013. The committee developed a plan around next steps toward realization of our capital strategic goals. Directed by this plan, the Capital and Long-Range Planning Committee oversaw completion of a roof repair and resurfacing project in the summer/fall of 2017. The funds utilized for this project were a combination of private fundraising, new bond borrowings, and use of reserve funds. In the summer of 2018, the Committee oversaw the resurfacing of the gymnasium floor and the repair of exterior a stairway. Reserve funds along with some private support were used for both projects. During the summer of 2019, we worked with an engineering firm to have a complete HVAC study done in preparation for repairs and renovations to our current systems. During the summer of 2020, we completed phase one of the HVAC renovation project. Capital reserve funds were part of the funding plan for this project, in addition to private fundraising. The reserve funds are not formally earmarked with the State in terms of an official capital plan, but the funds were being accumulated by the Board of Trustees with the upcoming capital needs projects, as identified by the Capital and Long-Range Planning Committee, in mind. The Board and Capital and Long-Range planning committee plan to reassess the items and associated priorities on the Capital Needs Assessment over the coming year.

**Appendix A**  
**Accountability Plan Evidence**

**Faithfulness to Charter**

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: Parker is guided by the Ten Common Principles of Essential Schools.</b>		
<p><b>Measure:</b>                      In a teacher survey with 85% response rate or above, 85% or more of teachers will agree or strongly agree with the statement: The Ten Common Principles of Essential Schools influence my daily practice.</p>	<b>MET</b>	<p>Overall teacher response rate: <b>100%</b></p> <p><b>98%</b> of responding teachers agreed or strongly agreed</p> <p>Average response: <b>4.7</b>                      (on a 1-5 scale where 5 is 'strongly agree')</p>
<p><b>Measure:</b>                      In a teacher survey with 85% response rate or above, 85% or more of teachers will agree or strongly agree with the statement: The Ten Common Principles of Essential Schools guide school leadership in making decisions for the school.</p>	<b>MET</b>	<p>Overall teacher response rate: <b>100%</b></p> <p><b>100%</b> of responding teachers agreed or strongly agreed</p> <p>Average response: <b>4.8</b>                      (on a 1-5 scale where 5 is 'strongly agree')</p>

**Academic Program Success**

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: All students will make a public exhibition of their work before moving on to the next level of study.</b>		
<p><b>Measure:</b>                      Parker will hold public exhibitions of mastery for 100% of students moving between divisions and for graduation.</p> <p>85% of students will successfully complete a public exhibition of their work when they show readiness to move between divisions or to graduate.</p>	<b>MET</b>	<p>100% of students moving between divisions completed public exhibitions of mastery (i.e., gateways)                      (221 individual students completed 338 domain-based gateways in the 2020-2021 school year)</p> <p>100% of students who earned a diploma completed a public exhibition (i.e., senior project exhibition)                      (56 graduates in June 2021)</p>

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: All students will create portfolios of work that meet standards aligned with Parker's Criteria for Excellence in twelve different skill areas.</b>		
<b>Measure:</b> In a student survey with 85% response rate or above, 90% of students will agree with the statement: I am working towards a portfolio of work that meets standards in Parker's skill areas in my academic classes.	<b>MET</b>	Overall student response rate: <b>91%</b> <b>92%</b> of responding students agreed or strongly agreed  Average response: <b>4.4</b> <i>(on a 1-5 scale where 5 is 'strongly agree')</i>
<b>Measure:</b> 100% of students are creating a portfolio in eligible classes (Arts & Humanities (AH); Math, Science and Technology (MST); and relevant Spanish levels).	<b>MET</b>	<b>100%</b> of students collected portfolio-based evidence of their academic performance over the year in each relevant class
<b>Objective: All students create Personal Learning Plans (PLPS) that include at least one goal unique to the student and at least one goal related to the Habits of Learning.</b>		
<b>Measure:</b> In a student survey with 85% response rate or above, 90% of students will agree with the statement: I have a Personal Learning Plan that includes at least one goal unique to me and at least one goal related to the Habits of Learning.	<b>NOT MET</b>	Overall student response rate: <b>91%</b> <b>87%</b> of responding students agreed or strongly agreed  Average response: <b>4.2</b> <i>(on a 1-5 scale where 5 is 'strongly agree')</i>
<b>Measure:</b> 100% of students will create a Personal Learning Plan each year.	<b>MET</b>	<b>100%</b> of enrolled students created a Personal Learning Plan in October, 2020 for the 2020-2021 school year
<b>Objective: Teachers will engage in collective planning and support each other in refining individual teacher practice.</b>		
<b>Measure:</b> Domain-based teacher planning teams will meet regularly; all eligible teachers will participate in a Critical Friends Group (CFG).	<b>MET</b>	Domain-based teacher planning teams met at least weekly; most met more frequently.  <b>100%</b> of eligible teachers participated in a CFG.

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p><b>Measure:</b> In a teacher survey with 85% response rate or above, 85% or more of teachers will agree or strongly agree with the statements: a) participation in CFG helps deepen my teaching practice; b) I collaborate with colleagues in my planning team and/or CFG in examining student work and developing standards-based units.</p>	<b>MET</b>	<p>Overall teacher response rate: <b>100%</b></p> <p style="padding-left: 40px;">a) CFG <b>96%</b> of responding teachers agreed or strongly agreed</p> <p style="padding-left: 40px;">Average response: <b>4.7</b> (on a 1-5 scale where 5 is 'strongly agree')</p> <p style="padding-left: 40px;">b) Collaboration <b>96%</b> of responding teachers agreed or strongly agreed</p> <p style="padding-left: 40px;">Average response: <b>4.7</b> (on a 1-5 scale where 5 is 'strongly agree')</p>

**Dissemination**

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: The school will disseminate best practices through the Sizer Teachers Center, a professional development center located on campus.</b>		
<p><b>Measure:</b> The Teachers Center offers a variety of professional development workshops, partnerships, and related programs, and continues to attract teachers from the region to these programs. At least 5 different events will be hosted each year.</p>	<b>MET</b>	<p>The Teachers Center formally facilitated (via remote workshops and presentations) the learning of more than 2,285 educators through more than 20 different events in the 2020-2021 year.</p>

# Appendix B

## Charter School Recruitment and Retention Plan

### Recruitment Plan 2020-2021

School Name: Francis W. Parker Charter Essential School

#### 2020-2021 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2020-2021 Recruitment Plan?

As a regional charter school, Parker draws from more than 70 school districts, with more than 40 towns regularly represented at the school. The top seven sending school districts this year were Ayer-Shirley, Leominster, Littleton, North Middlesex, Acton-Boxboro, Harvard, and Groton-Dunstable, which comprised approximately 64% of the student body. Overall application numbers were down for this enrollment season, as might be expected given larger societal pandemic challenges. Recruitment across this large region brings challenges, specifically with transportation to the school for targeted subgroups. Word of mouth continues to be the primary way most families find out about the school, so increasing awareness for our current families about the desire to reach more diverse populations is always an area of focus. Parker implemented its recruitment plan substantially as written, with some gaps because of complications due to remote learning and pandemic restrictions/closings. For instance, since allowing students to shadow live classes was not possible, student ambassadors hosted multiple remote Q&A panels for interested prospective applicants. We continued to actively promote the availability of public transportation from Leominster and Fitchburg to the school, and we continued to promote this option for targeted sub-groups in those communities. We increased our ad presence on the shuttle buses themselves (in both English and Spanish versions) during enrollment season. We also increased paid social media promotion (postings, links, et al.) to targeted populations during the enrollment season. Continued partnership with the Fitchburg Art Museum, located in downtown Fitchburg was challenged by the pandemic, but we maintained the relationship and hope to renew recruitment efforts with them next year. Attempts to partner with a local food assistance program have not been successful, so we will seek a different partner in that work in the coming year.

2. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?

Each year, approximately one-third to one-half of admitted students are siblings of current students (following state enrollment regulations on sibling preference).

3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2020 SIMS report) will meet the comparison index or the school's gap narrowing targets.
  - a. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1<sup>st</sup> SIMS demographic information.
  - b. Please explicitly state if you would like further discussion with the Department regarding the school's rates of enrolling students with disabilities or English learners (EL) compared to the Comparison Index or gap narrowing targets.

We believe that our October SIMS will show a population consistent with our current data, as detailed below.

**Describe the school's general recruitment activities, i.e. those intended to reach all students.**

**General Recruitment Activities for 2020-2021:**

**Activity 1: Morning Information Sessions [Offered substantially as written but remotely]**

Ninety minutes total running time on a day school is in session. Prospective students and parents/guardians arrive in time for students to be paired with peer hosts; students attend advisory and one hour of class. Meanwhile, parents/guardians attend a general information session in the library.

**Activity 2: Evening Information Sessions [Offered substantially as written but remotely]**

Prospective students and parents/guardians begin the evening session together with a general overview presentation. Students then have the option to participate in "break-out" sessions with teachers featuring sample activities from Arts & Humanities (AH) and Math, Science, Technology (MST) classes. Meanwhile, parents & guardians continue an informational presentation covering all major aspects of the program and the enrollment process. Total running time ninety minutes.

**Activity 3: Community-Based Information Sessions [On-hold during pandemic year]**

Walk-up, conversational, informal information sharing supported by graphic displays, examples of student work, and take-one brochures; Spanish-speaking staff present as indicated. Scheduled in specified communities with targeted populations, usually in the public library or non-profit lobby. Total running time ninety minutes per session.

**Activity 4: Mailings**

Info Session flyers and applications mailed to a wide variety of community organizations for posting, etc.

**Activity 5: Current Family Outreach**

During enrollment season, we ask current families to post flyers in public spaces in their towns, display yard signs, etc.

**Activity 6: Paid Advertising on Public Transportation**

During enrollment season, we use paid advertisements (English & Spanish) in MART buses running Fitchburg routes to inform the public about enrollment option and application deadlines.

**Recruitment Plan – 2021-2022 Strategies**

**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

**(a) CHART data**

School percentage: 16%  
GNT percentage: na%  
CI percentage: 12.6%

The school is above CI percentages

**(b) Continued 2020-2021 Strategies**

- Met GNT/CI: no enhanced/additional strategies needed
  - We directly address the school design of personalized education and supports for special education (including those built directly into the general education program) at all information sessions.

**(c) 2021-2022 Additional Strategy(ies), if needed**

- Did not meet GNT/CI: additional and/or enhanced strategies needed
  - None required

<b>Recruitment Plan – 2021-2022 Strategies</b>	
<b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
<b>Limited English-proficient students/English learners</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 0%  <b>GNT percentage:</b> 3.5%  <b>CI percentage:</b> 4.2%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;"><b>(b) Continued 2020-2021 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>○ All enrollment materials are available in Spanish on the school website.</li> <li>○ Enrollment materials are distributed in Spanish to relevant local agencies.</li> <li>○ We offer at least one community-based information session in a town with a high Spanish-speaking population, with a Spanish-speaking staff member present.</li> <li>○ Continue and expand MART bus advertising (enhanced existing strategy) during enrollment season. Spanish and English language ads.</li> <li>○ Offer a remote information session in Spanish, using social media to advertise to local Spanish-speaking communities</li> </ul> <hr/> <p style="text-align: center;"><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed</p> <ul style="list-style-type: none"> <li>○ Reinvigorate partnership with Fitchburg Art Museum (after lull of remote year) to reach population already connected to that community resource.</li> <li>○ Increase paid, targeted use of social media to reach identified populations.</li> </ul>
<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 10%  <b>GNT percentage:</b> 13.8%  <b>CI percentage:</b> 24.4%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;"><b>(b) Continued 2020-2021 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>○ Parker will add a community information session in a relevant community to target this population.</li> <li>○ In partnership with Devens Enterprise Commission (DEC), MassDevelopment, and Devens businesses, Parker continues to actively promote the new regional shuttle bus service, run by Montachusett Regional Transit Authority (MART) as a public transportation option for economically disadvantaged students to get to Parker.</li> <li>○ Parker will attempt to partner with the local WIC office (in Ayer) to raise awareness of Parker’s existence and network with this resource to better understand how to reach families within this subgroup. Goal is to build relationship and understanding with social services staff in order to better reach targeted population.</li> <li>○ Explicitly advertise the school’s 1:1 laptop program and commitment to supporting families with connectivity solutions</li> </ul>

<b>Recruitment Plan – 2021-2022 Strategies</b>	
<b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
	<p style="text-align: center;"><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>☒ Did not meet CI: additional and/or enhanced strategies needed               <ul style="list-style-type: none"> <li>○ Expand targeted social media advertising to relevant demographic communities</li> <li>○ Explore partnership with a food pantry/assistance program in Leominster/Fitchburg, emphasize 1:1 laptop program (this was not done in 2020 because of pandemic realities)</li> </ul> </li> </ul>
<u>Students who are sub-proficient</u>	<p style="text-align: center;"><b>(d) Continued 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>• In order meet the needs of students who struggle to be successful within the wider academic program, Parker incorporates additional support within the school day (but without pull-out from core academic classes) for needs like foundational math skills, executive function support, and time management. Weaknesses in these skills often lead students to be sub-proficient. This program and school schedule is specifically discussed at information sessions in order to help families understand how Parker can serve children in this demographic.</li> </ul>
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;"><b>(e) Continued 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>• In order to continue to work to recruit students who may be at risk of dropping out of school, Parker will advertise a remote community information session in a sending district with a relatively higher drop-out rate.</li> </ul>
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	<p style="text-align: center;"><b>(f) Continued 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>• Since Parker has a strong retention rate, maintains a lengthy waitlist for each grade, and does not enroll students after 9<sup>th</sup> grade, it does not make sense to recruit students above age 16 who have already dropped-out, as there would be little to no opportunity for them to matriculate at the school given enrollment regulations.</li> </ul>
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;"><b>(g) Continued 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>• Using strategies identified above (most notably, widening the base of locations where Information Sessions are advertised and raising awareness of public transportation options), Parker hopes to increase the number and kinds of other underserved demographic groups in the recruiting process.</li> </ul>

## Retention Plan 2021-2022

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2020-2021 Retention Plan.

### 2020-2021 Implementation Summary:

Parker continued to have a high and stable retention rate among its student body (96.2%) which exceeded the stated retention goal for 2020-2021 (85%). In particular, Parker's attention to personalized learning and individual student needs allows it to understand and meet the needs of a wide variety of students. Attrition rates for subgroups, such as low income and high need students, are also below state averages and comparison indexes. As has been true for many years, students at risk of dropping out of school were intensively counseled and supported through decision-making about their futures. Parker implemented its retention plan as written and will continue to engage in these educational practices throughout the next year, as retention rates are high and do not indicate a need for significant change.

Overall Student Retention Goal	
<b>Annual goal for student retention (percentage):</b>	Retention rate goal: 85%

### Retention Plan – 2021-2021 Strategies

List strategies for retention activities for each demographic group.

#### Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 1.9%</p> <p><b>Third Quartile:</b> 8.6%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2020-2021 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li><input type="radio"/> Targeted skill development through workshops within the school day that provide support for struggling students in core classes.</li> <li><input type="radio"/> Implementation of school mission of student-centered learning (including personalization and knowing students well).</li> </ul> <hr/> <p style="text-align: center;"><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed</p> <ul style="list-style-type: none"> <li><input type="radio"/> None required</li> </ul>
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#### Limited English-proficient students/English learners

<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> n/a</p> <p><b>Third Quartile:</b> 11.1%</p> <p>The school's attrition rate is <u>n/a</u> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2020-2021 Strategies</b></p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li><input type="radio"/> At this time, Parker does not have an ELL/LEP population to retain.</li> </ul> <hr/> <p style="text-align: center;"><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> No ELs were enrolled during the 2020-2021 school year. No retention strategies needed.</p>
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Retention Plan – 2021-2021 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 6.7%</p> <p><b>Third Quartile:</b> 9.1%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><b>(b) Continued 2020-2021 Strategies</b></p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>○ Implementation of school mission of student-centered learning (including personalization and knowing students well).</li> </ul> <p><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> <li>○ None required</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>• Parker's program called "Academic Block" allows students to receive small-group instruction, tutoring, and/or support in identified areas of academic need. These sessions meet three times a week for 35 minutes per session. Teachers oversee student placement in these sessions to best support their needs with the goal of bringing them up to academic proficiency. Again, Parker's high need retention rate is well above averages and sending districts, and the personalized nature of Parker's general education programs seems to serve this demographic well without further targeted programs.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) Continued 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>• Any and all Parker students who intend to "drop out" of high school or who have significant attendance or performance issues are met with frequently into order to identify best next steps to completion of a high school program, including the GED and consideration of alternative high school programs. Students do not drop out unbeknownst to the school or without a clear plan for next steps that allow them to be successful.</li> </ul>
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p><b>(f) Continued 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>• Parker does not have any students who have "dropped out" of school without other planning in mind. Any students at risk of doing so are counseled towards an appropriate alternate program, including completion of a GED. Students who withdraw from the school under these conditions are followed-up with until another program or the GED has been established/completed (when possible).</li> </ul>
<p><b>OPTIONAL</b></p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p><b>(g) Continued 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>• Using the variety of strategies articulated above, all students who struggle are offered careful support and attention, across all demographic groups.</li> </ul>

## Appendix C

### School and Student Data

DESE student demographic enrollment data:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04780505&orgtypecode=6&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2020-2021 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	1.8
Asian	2.5
Hispanic	4.0
Native American	0.3
White	86.2
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	5.3
Selected Populations	% of School
First Language not English	2.5
English Language Learner	0.0
Students with Disabilities	16.0
High Needs	23.6
Economically Disadvantaged	10.0

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Todd Sumner	Principal	7/1/2011	
Michelle McKenna	Business Manager	3/8/2006	
Deb Merriam	Academic Dean	7/1/1995	
Sue Massucco	Arts and Humanities Domain Leader	2/23/2008	
Diane Kruse	MST Domain Leader	8/1/1999	
Ruth Whalen	Spanish Domain Leader	7/1/1998	
Carter Cox	Student Success and 504 Coordinator	7/1/2020	
Kathleen Russo	Special Education Coordinator	8/1/2019	

TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	48	0	7	two teachers were part of our licensure program and had completed all requirements, five teachers chose to end employment

Other Staff	39	1	6	six proctors left because they were hired to cover staffing needs for COVID-19 reasons, one employee chose to end employment
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BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2021	12
Minimum number of board members in approved bylaws	9
Maximum number of board members in approved bylaws	25

### Members of the Board of Trustees

BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Balu Balasubramanyam	Member	Governance	1st Term	Oct 13, 2020 - May 17, 2021
Zayna Basma	Member	Development	1st Term	Jul 01, 2018 - Jun 30, 2021
George Clancy	Member	Governance	1st Term	Jul 01, 2019 - Dec 18, 2020
Matt Lindsey	Board Secretary	Governance	1st Term	Jul 01, 2019 - Jun 30, 2022
Glenn Penna	Board Treasurer, Finance Committee Chair	Facility; Finance	2nd Term	Jul 01, 2020 - Jun 30, 2023
Christine Regan-Davi	Governance Committee Chair, School Leader Support and Evaluation Chair	Governance; School Leader Support and Evaluation	2nd Term	Jul 01, 2019 - Jun 30, 2022
Stefanie Reinhorn	Board Vice Chair	Development; Diversity, Equity & Inclusion	1st Term	Jul 01, 2018 - Jun 30, 2021
Steve Roach	Board Chair	Facility; School Leader Support and Evaluation	3rd Term	Jul 01, 2020 - Jun 30, 2023
Jennifer Saxe	Development Committee Chair	Development	2nd Term	Jul 01, 2020 - Jun 30, 2023
Mario Silva-Rosa	Diversity, Equity & Inclusion Committee Chair	Diversity, Equity & Inclusion	1st Term	Jul 01, 2019 - Jun 30, 2022

BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR				
Todd Sumner	School Leader	Development; Diversity, Equity & Inclusion; Facility; Finance; Governance		
Tiffany Testa	Member	Diversity, Equity & Inclusion; Governance	1st Term	Jul 01, 2018 - Jun 30, 2021
Martin Turnbull	Facility Committee Chair	Facility	2nd Term	Jul 01, 2020 - Jun 30, 2023
Mary-Wren VanderWilden	Member	Development	3rd Term	Jul 01, 2018 - Jun 30, 2021

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR	
Date/Time	Location
Sep 14, 2021/6:45pm	Parker School*
Oct 12, 2021/6:45pm	Parker School*
Nov 9, 2021/6:45pm	Parker School*
Dec 14, 2021/6:45pm	Parker School*
Jan 11, 2022/4:00pm	Parker School*
Feb 8, 2022/6:45pm	Parker School*
Mar 8, 2022/6:45pm	Parker School*
Apr 12, 2022/6:45pm	Parker School*
May 10, 2022/6:45pm	Parker School*
Jun 14, 2022/6:45pm	Parker School*

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Finance Committee	Prior to BOT meeting/5:45pm	Parker School*
Other Committees	As Needed	TBD

\*Based on the [updated guidance on holding meetings pursuant to the Act Extending Certain COVID-19 Measures](#), if a meeting will be held remotely, the method of access to the meeting will be included in the meeting agenda.

## Appendix D

### Additional Required Information

#### Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Christine Regan-Davi	regandavi@gmail.com	New
Charter School Leader	Todd Sumner	tsumner@theparkerschool.org	No Change
Assistant Charter School Leader	Deb Merriam	deb@theparkerschool.org	No Change
Special Education Director	Kathleen Russo	krusso@theparkerschool.org	No Change
MCAS Test Coordinator	Deb Merriam	deb@theparkerschool.org	No Change
SIMS Coordinator	Deb Merriam	deb@theparkerschool.org	No Change
English Learner Program Director	Deb Merriam	deb@theparkerschool.org	No Change
School Business Official	Michelle McKenna	mmckenna@theparkerschool.org	No Change
SIMS Contact	Deb Merriam	deb@theparkerschool.org	No Change
Admissions and Enrollment Coordinator	Deb Merriam	deb@theparkerschool.org	No Change

#### Facilities

Parker School remains at the same location.

Location	Dates of Occupancy
49 Antietam Street, Devens MA 01434	August 1990 to Present

#### Enrollment

Action	2021-2022 School Year Date(s)
Student Application Deadline	February 1, 2022
Lottery	February 8, 2022

# Attachment 1

## Organizational Chart

