

# 2021-22 ANNUAL REPORT

## **Francis W. Parker Charter Essential School**

49 Antietam Street  
Devens, Massachusetts 01434

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August 1, 2022

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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 <b>June 16, 2022</b>	379
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 <b>June 16, 2022</b>	121
Number of Instructional Days during the 2021-22 School Year	180		
School Hours (ex: 8:30am- 3:00pm M-F)	8:30-3:30pm M-T 8:30-1:30pm W 8:30-3:30pm Th-F	Age of School as of 2021-22 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: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content.</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

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.

# FAITHFULNESS TO CHARTER

## Mission and Key Design Elements

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

There were no changes to the mission or key design elements of the school in the 2021-2022 school year. The school adapted as best as possible to the realities of schooling in the “age of Covid” – the primary areas of adaptation were connected to meeting the social-emotional and engagement needs of students as they continued their transition back into full-time in-person expectations for learning. The school kept the mission at the center of school practice when making decisions about Covid-related adjustments. All key design elements of the academic program were maintained. 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 2021-2022, the question was “Why should we care?” 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 Submitted	Amendment Requested	Pending or Approved?
	None	

**Access and Equity: Discipline Data**

<b>2020-21 Student Discipline</b>					
Student Discipline Data Report: <a href="https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04780000&amp;orgtypecode=5&amp;=04780000&amp;">https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04780000&amp;orgtypecode=5&amp;=04780000&amp;</a>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
All Students	407	2			
English Learner	0	0			
Economically Disadvantaged	45	1			
Students with Disabilities	67	1			
High Needs	102	1			
Female	225	0			
Male	180	2			
American Indian or Alaska Native	1				
Asian	10	0			
African American/Black	7	1			
Hispanic/Latino	16	0			
Multi-race, Non-Hispanic/Latino	20	0			
Native Hawaiian or Pacific Islander	0				
White	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 2020-2021 school year (most recent DESE reporting year).

## Dissemination Efforts

<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	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
Advisory support and student well-being	Consultation	Director; Teachers	Orono High School Orono, ME	Support for strengthening Advisory practices and student well-being
Advisory support and student well-being	Consultation	Director; Teachers	Hinsdale Middle High School Hinsdale, NH	Support for strengthening Advisory practices and student well-being
Student voice and choice	Presentation: Student Agency by Design	Student; Director	Aurora Institute Denver, CO	Supported Aurora Institute symposium attendees to understand student agency at Parker and larger contexts that create such conditions
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 and dissertation work	Director; Admin	PhD Dissertation candidate	Collaboration with PhD candidate to share findings



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Department Chair goals meetings; Facilitative leadership prep	Two-to-one consultation	Director	Rogers HS Admin and department leaders	Collaborative work to support leaders with goal development, and facilitative leadership practices
Deeper Learning and Gateway process	Consultation and interview	Director	University of Kentucky and University of Denver, and Deeper Learning community	University professors of education and audience learned about Parker's Gateway and assessment process
Progressive schooling	Visit and consultation on site-based goals	Director; Teachers; Students	Litchfield Public Schools (NH)	Support for systems view of progressive schooling
Progressive schooling	Consultation	Director	Center for Secondary School Redesign	Supported CSSR colleagues in thinking, projects, presentations, and more regarding progressive education and client schools
Educator collaboration for effective teaming	Visit and consultation	Teachers; Students; Director	Rogers High School Newport, RI	Educators prioritized learning how formal collaboration works for effective use of team planning time for the school's sophomore team
Mentorship for aspiring leaders	Consultation	Director; Principal	Springpoint Schools Chicago, IL	Springpoint Schools liaison refined aspiring educator leader program based on consultation
Multi-age classroom, skill and project-based assessment, promotion by mastery, student voice, and more	School profile in searchable database	Director	Canopy Project Clayton Christensen Institute	Parker's best practices inventoried in searchable database, 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

<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.)
Mathematics and high school longer blocks, heterogeneity or lessening of levels	Consultation	Teacher	New Canaan HS New Canaan, CT	Supported mathematics educators to understand practices and systems for heterogeneity in 7-8 <sup>th</sup> grade mathematics
Mathematics and middle school heterogeneity	Consultation	Director; Teachers	Concord Public Schools (MA)	Supported mathematics educators to understand practices and systems for heterogeneity in 7-8 <sup>th</sup> grade mathematics
Ten Common Principles, inclusion, and student-centered learning	Consultation	Director	de Leer School, Netherlands	Collaboration regarding Ten Common Principles, inclusion, and student-centered learning
Progressive schooling	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
Ten Common Principles and progressive schooling	Visit and interview	Teachers; Students; Director	Mendon-Upton Regional HS Mendon/Upton, MA	Supported Mendon-Upton central office leader in witnessing progressive education and responded to interview questions. Leader brought practices and systems ideas back to his district
Progressive schooling and project-based schooling in the sciences	Visit and consultation	Teachers; Students; Director	Beacon Academy Jamaica Plain, MA and Westford Elementary School Westford, MA	BA science faculty member and Westford elementary teacher observed project-based teaching, heard from students about their learning, and were resourced with relevant Parker materials/projects
Progressive schooling	Consultation	Director	NEASC, Burlington, MA	Supported NEASC leaders with guidance on progressive schooling and New England-wide standards

<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.)
Ten Common Principles and student-centered learning	Facilitated 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
International teacher mentorship	Consultation	Director; Teachers	UMass Lowell Education professors	Professors exploring possibility of placing international Fulbright Fellows at Parker for five-visit mentorship experience in 2023
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 to support student achievement, adult learning, and communications
Looking at Student Work	School visit and open house CFG-like collaborative work time	Teachers; Director; Admin	A variety of schools from MA	Visitors participated in L@SW protocols and learned how to look at work in a structured conversation to maximize learning and positive student outcomes
Mathematics and middle school heterogeneity or lessening of levels	Visit and consultation	Teacher; Director	Wayland Middle School Wayland, MA	Supported mathematics educators to understand practices and systems for heterogeneity in 7-8 <sup>th</sup> grade mathematics

<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.)
Progressive schooling, mathematics and high school longer blocks, heterogeneity or lessening of levels	Visit and consultation	Teacher; Students; Director; Admin	The Groton School Groton, MA	Supported mathematics educator leader to understand practices and systems for heterogeneity in 7-12 <sup>th</sup> grade mathematics, as well as whole school progressive practices
Assessment and gateways	Visit and interview	Student; Teacher; Director	Aurora Institute Denver, CO	Supported Aurora Institute liaison to understand Parker Gateways and the larger assessment context at Parker

# ACADEMIC PROGRAM SUCCESS

## Student Performance

2021 Report Card:

<https://reportcards.doe.mass.edu/2021/04780505>

## Academic Program

Key design elements of the academic program were maintained during the school year (see Mission and Key Design Elements, pages 3-4). Parker ran its “regular” (pre-Covid) school schedule and program. The school was able to maintain normal program elements even with Covid-related adult absences, mostly due to the team-teaching model employed across most classrooms. Students with Covid-related absences were provided with asynchronous work to allow them to engage as they were able with missed school days.

With slight revisions, the school continued a remote-schooling internal reporting mechanism known as RYG (Red, Yellow, Green -- basically, a weekly status update). Parker ensured that all students were able to access the academic program using versions of its typical protocols. For instance, all students have advisors, who meet with students daily, and weekly academic check-ins are part of the routine of advisory. Individual meetings with teachers were planned into the schedule to support all students. Academic support classes continued to meet and provide support for students.

In the 2021-2022 school year, our plan to accelerate learning was integrated into 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. Students who were identified as having lagging skills received support in various ways, including but not limited to additional teacher support in class; additional support outside of class (during the school’s Academic Block time each day); and opportunities for free summer classes, as needed.

## ORGANIZATIONAL VIABILITY

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

The organization structure of the school was not altered in 2021-2022. 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, 2022**

<b>REVENUES:</b>	
State allocation - tuition	\$5,797,136
State allocation - facilities aid	358,541
Federal and State Grants	319,399
Private Grants and Contributions	224,977
Program Fees	104,761
Teacher Center Fees	156,219
Miscellaneous income	374,098
<b>TOTAL REVENUES</b>	<b>\$7,335,131</b>
<b>EXPENSES:</b>	
Salaries and wages	\$4,562,698
Payroll taxes and fringe benefits	745,211
Recruiting and staff development	84,698
Accreditation	3,520
Assessment	4,084
Books and curriculum material	29,724
Computer hardware and software	50,952
Computer internet access	9,283
Consultant-instructional	10,602
Contract services	25,173
Depreciation	32,072
Dues and subscriptions	73,459
Food-school lunch program	143,436
Furniture and equipment	48,771
Inspections	15,917
Insurance	41,851
Leases-school building	282,561
Leases-fields and sports arena	10,489
Legal & accounting services	27,484
Maintenance-equipment	8,255
Maintenance-facility	37,881
Other	46,006
Printing, copy, and postage	21,666
Sports equipment	7,472
Student activities and field trips	17,043
Student transportation	55,885
Supplies	55,699
Uniforms-athletics	3,926
Utilities	64,853
Vending	0
<b>TOTAL EXPENSES</b>	<b>\$6,520,670</b>
<b>OPERATING INCOME</b>	<b>814,460</b>
<b>NON OPERATING REVENUES</b>	
Interest Income	2,721
<b>CHANGE IN NET ASSETS</b>	<b>817,182</b>
<b>NET POSITION, JUNE 30, 2021</b>	<b>4,282,953</b>
<b>NET POSITION, JUNE 30, 2022</b>	<b>\$5,100,135</b>

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

**6/30/22**

**Assets**

**Current Assets:**

Cash and cash equivalents	\$2,774,372
Accounts receivable, net of allowances	
-Intergovernmental	9,691
-Other	199,278
Other Assets	2,038,534
Prepaid expenses	98,721
Total current assets	<u>5,120,596</u>

**Cash Held for Student Activities** 37,551

**Noncurrent Assets:**

Deposits	2,175
Capital Assets net of accumulated depreciation	<u>100,262</u>
Total noncurrent assets	<u>102,437</u>

**Total Assets** \$5,260,584

**Liabilities and Net Assets**

**Current Liabilities:**

Accounts payable and withholdings	\$19,058
Accrued payroll and expenses	81,203
Unearned Revenue	22,637
Total current liabilities	<u>122,899</u>

**Due to Student Activities** 37,551

**Net Assets:**

Invested in capital assets	100,262
Building Rental Asset	2,038,534
Restricted for capital purchases	38,000
Restricted for Special Purposes	106,673
Reserve Fund	754,909
Technology Reserve	125,000
Facilities Reserve Fund	1,889,857
Unrestricted	46,899
Total net assets	<u>5,100,135</u>
Total liabilities and net assets	<u><u>\$5,260,584</u></u>



**Operating Budget**  
**Fiscal Year Ending June 30, 2023**  
**As approved by the Board of Trustees on March 8, 2022**

	<b>FY23 Budget</b>
<b>REVENUES:</b>	
State allocation - Tuition	\$6,107,010
State allocation - Facilities Aid	365,820
Federal and State Grants	121,700
Private Grants and Contributions	150,000
Program Fees	251,800
Teacher Center fees	22,500
Miscellaneous income	23,700
<b>TOTAL REVENUES</b>	<b>\$7,042,530</b>
<b>EXPENSES:</b>	
Salaries and wages	\$4,815,205
Payroll taxes and fringe benefits	130,968
Recruiting and staff development	690,150
Accreditation	75,000
Assessment	3,750
Books and curriculum material	5,400
Computer hardware and software	29,650
Computer internet access	78,950
Consultant-instructional	10,200
Contract services	42,450
Depreciation	43,750
Dues and subscriptions	40,000
Food-school lunch program	90,010
Furniture and equipment	140,000
Inspections	41,600
Interest	15,350
Insurance	45,000
Leases-school building	282,511
Leases-fields and sports arena	41,450
Legal & accounting services	34,700
Maintenance-equipment	28,800
Maintenance-facility	50,940
Other	56,100
Printing, copy, and postage	37,930
Sports equipment	9,910
Student transportation	59,100
Supplies	61,300
Uniforms-athletics	11,500
Utilities	103,750
Vending	
<b>TOTAL EXPENSES</b>	<b>\$7,075,424</b>
<b>OPERATING INCOME</b>	<b>(32,894)</b>
<b>NON OPERATING REVENUES</b>	
Interest Income	4,000
<b>CHANGE IN NET ASSETS</b>	<b>(28,894)</b>
<b>NET POSITION, JUNE 30, 2022</b>	<b>5,100,135</b>
<b>NET POSITION, JUNE 30, 2023</b>	<b>\$5,071,241</b>

<b>FY23 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 15, 2022 submission	400
Number of students upon which FY23 budget tuition line is based	390
Number of expected students for FY23 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>	

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 and fall 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 school began fundraising for our next capital project, a sidewalk, entryway, and retaining wall renovation during the 2022-2023 school year. The project is planned to occur in the next 1-2 years. 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 2021-22

### Faithfulness to Charter

	2021-22 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><u>100%</u></b></p> <p><b><u>100%</u></b> of responding teachers agreed or strongly agreed</p> <p>Average response: <b><u>4.8</u></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><u>100%</u></b></p> <p><b><u>96%</u></b> of responding teachers agreed or strongly agreed</p> <p>Average response: <b><u>4.7</u></b> (on a 1-5 scale where 5 is 'strongly agree')</p>

### Academic Program

	2021-22 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) (213 individual students completed 326 domain-based gateways in the 2021-2022 school year)</p> <p>100% of students who earned a diploma completed a public exhibition (i.e., senior project exhibition) (51 graduates in 2022)</p>
<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>		
<p><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.</p>	<b>MET</b>	<p>Overall student response rate: <b><u>86%</u></b></p> <p><b><u>92%</u></b> of responding students agreed or strongly agreed</p> <p>Average response: <b><u>4.4</u></b> (on a 1-5 scale where 5 is 'strongly agree')</p>

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p><b>Measure:</b> 100% of students are creating a portfolio in eligible classes (Arts &amp; Humanities (AH); Math, Science and Technology (MST); and relevant Spanish levels).</p>	<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>		
<p><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.</p>	<b>NOT MET</b>	Overall student response rate: <b>86%</b> <b>81%</b> of responding students agreed or strongly agreed  Average response: <b>3.9</b> (on a 1-5 scale where 5 is 'strongly agree')
<p><b>Measure:</b> 100% of students will create a Personal Learning Plan each year.</p>	<b>MET</b>	<b>100%</b> of enrolled students created a Personal Learning Plan in October, 2021 for the 2021-2022 school year
<b>Objective: Teachers will engage in collective planning and support each other in refining individual teacher practice.</b>		
<p><b>Measure:</b> Domain-based teacher planning teams will meet regularly; all eligible teachers will participate in a Critical Friends Group (CFG).</p>	<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.
<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>	Overall teacher response rate: <b>100%</b>  a) CFG <b>98%</b> of responding teachers agreed or strongly agreed  Average response: <b>4.7</b> (on a 1-5 scale where 5 is 'strongly agree')  b) Collaboration <b>96%</b> of responding teachers agreed or strongly agreed  Average response: <b>4.5</b> (on a 1-5 scale where 5 is 'strongly agree')

**Dissemination**

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p><b>Objective: The school will disseminate best practices through the Sizer Teachers Center, a professional development center located on campus.</b></p>		
<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>	<p><b>MET</b></p>	<p>The Teachers Center formally facilitated (via in-person and online workshops and presentations) the learning of more than 461 educators through more than 31 different events in the 2021-2022 year.</p>

# APPENDIX B: RECRUITMENT AND RETENTION PLAN

## RECRUITMENT PLAN 2022-23

### 2021-22 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2021-22 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, Littleton, Leominster, Harvard, Acton-Boxborough, North Middlesex, and Groton-Dunstable, which comprised approximately 71% of the student body.

Overall application numbers were down for this enrollment season, as they were last school year. Our understanding is that this is a trend seen across the charter school sector and makes sense in light of 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. Our Board of Trustees has established a working group to look specifically at the issue of diversity in our community, including recruitment and retention of subgroups detailed in this plan. Parker implemented its recruitment plan from last year substantially as written, with some gaps because of complications due to pandemic restrictions and ways in which potential collaborating entities were focused on more pressing matters. The school was able to return to live information sessions and school visits for prospective applicants, though Parker also retained remote enrollment sessions, which were generally well-attended and will be continued in partnership with live on-campus events. Remote sessions were advertised and made available in Spanish. 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 continued our ad presence on local public transportation (in both English and Spanish versions) during enrollment season. We once again increased our paid social media promotion (postings, links) to targeted populations during the enrollment season, including mention of our 1:1 laptop program and support for internet connectivity. Continued partnership with the Fitchburg Art Museum, located in downtown Fitchburg, and attempts to partner with a local food assistance program were not successful (reasonably so as they have many other needs that draw their attention at this time), so we continue to seek a new community agency/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, 2021 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 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 2022-23:**

**Activity 1: Morning Information Sessions**

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**

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. These were offered both live, on-campus and remotely.

**Activity 3: Community-Based Information Sessions**

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. Done in conjunction with community fairs/events when possible to increase foot traffic.

**Activity 4: Mailings**

Info Session flyers and applications mailed to a wide variety of community organizations (e.g., libraries) for posting, etc., in English and Spanish.

**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. Available in English and Spanish.

**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.

<b>Recruitment Plan – 2022-23 Strategies</b>	
<b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
<b>Special education students/students with disabilities</b>	
<p><b>(a) CHART data</b></p> <p>School percentage: 14.8%</p> <p>GNT percentage: na%</p> <p>CI percentage: 12.7%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p style="text-align: center;"><b>(b) Continued 2021-22 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• 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. The special education coordinator is available for consultation as part of the information gathering process for families.</li> </ul> <hr/> <p style="text-align: center;"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI:</p> <ul style="list-style-type: none"> <li>• No additional strategies needed.</li> </ul>
<b>Limited English-proficient students/English learners</b>	
<p><b>(a) CHART data</b></p> <p>School percentage: 0%</p> <p>GNT percentage: 4.0%</p> <p>CI percentage: 4.4%</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 2021-22 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• All printed enrollment materials are available in Spanish on the school website</li> <li>• Enrollment materials are distributed in Spanish to relevant local agencies</li> <li>• 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 MART bus advertising 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> <li>• Increase paid, targeted use of social media to reach identified populations</li> </ul> <hr/> <p style="text-align: center;"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI:</p> <ul style="list-style-type: none"> <li>• Record the Spanish-language information session and post to school website to make it more accessible for longer period of time</li> <li>• Utilize newly-created parent diversity counsel to create/distribute materials to directly target this population</li> </ul>



<b>Recruitment Plan – 2022-23 Strategies</b>	
<b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
<b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p>School percentage: 12.7%</p> <p>GNT percentage: 19.5%</p> <p>CI percentage: 31%</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 2021-22 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 advertise/hold 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>• Explicitly advertise the school’s 1:1 laptop program and commitment to supporting families with connectivity solutions</li> <li>• Expand targeted social media advertising to relevant demographic communities</li> </ul> <p style="text-align: center;"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> <li>• Establish a parent enrollment group to consult on ways to increase word-of-mouth contact with this targeted population</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) Continued 2021-22 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>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) Continued 2021-22 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 advertises a remote community information session in a sending district with a relatively higher drop-out rate.</li> </ul>
<p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p>	<p style="text-align: center;"><b>(f) Continued 2021-22 Strategies</b></p> <ul style="list-style-type: none"> <li>• Since Parker has a strong retention rate, maintains a 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>
<p><b>OPTIONAL</b> <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) Continued 2021-22 Strategies</b></p> <ul style="list-style-type: none"> <li>• Using strategies identified above (most notably, continuing to widen the base of locations/access for Information Sessions content), Parker hopes to increase the number and kinds of other underserved demographic groups in the recruiting process.</li> </ul>

# RETENTION PLAN 2022-23

<p><b>Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-22 Retention Plan.</b></p>
<p style="text-align: center;"><b>2021-22 Implementation Summary:</b></p> <p>Overall, Parker continued to have a stable retention rate among its student body (91%) which exceeded the stated retention goal for 2021-2022 (85%). Though the overall rate of attrition was a bit higher than in a typical year (attributed at least in part to continued Covid-related disruptions for families), 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 students and students with disabilities, were also higher than typical this year, though this trend towards higher attrition than prior years was also seen in comparison schools. We had an unusually high number of special education students who left for therapeutic, out-of-district placements in this year. These out-of-district placements were the best next step for each of the individual students, but those placements significantly raised the attrition rate for the subgroup overall. The stressors of the pandemic, including parent-provided transportation, raised our low-income attrition rate much higher than it typically is. 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.</p>

<p><b>Overall Student Retention Goal</b></p> <p><i>The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.</i></p>	
<p><b>Annual goal for student retention (percentage):</b></p>	<p>85%</p>

<b>Retention Plan – 2022-23 Strategies</b>	
<b>List strategies for retention activities for <u>each</u> demographic group.</b>	
<b>Special education students/students with disabilities</b>	
<p style="text-align: center;"><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 20.8% <b>Third Quartile:</b> 11.0%</p> <p>The school’s attrition rate is above third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2021-22 Strategies</b></p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Targeted skill development through workshops within the school day that provide support for struggling students in core classes.</li> <li>• Implementation of school mission of student-centered learning (including personalization and knowing students well).</li> </ul> <hr/> <p style="text-align: center;"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Above third quartile:</p> <ul style="list-style-type: none"> <li>• A whole school initiative in the coming year is intended to support students in developing “adaptive coping” mechanisms when they face academic and social-emotional challenge. These strategies are well-aligned with supporting the retention of students with special education needs.</li> </ul>
<b>Limited English-proficient students/English learners</b>	
<p style="text-align: center;"><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> n/a% <b>Third Quartile:</b> 12.2%</p> <p>The school’s attrition rate is <u>n/a</u> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2021-22 Strategies</b></p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> <li>• At this time, Parker does not have an ELL/LEP population to retain.</li> </ul> <hr/> <p style="text-align: center;"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> No ELs were enrolled during the 2021-22 school year. No retention strategies needed.</p>

<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	
<p><b><u>(a) CHART data</u></b></p> <p>School percentage: 15.6% Third Quartile: 12.9%</p> <p>The school's attrition rate is <u>above</u> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2021-22 Strategies</b></p> <p><input type="checkbox"/> Below 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> <hr/> <p style="text-align: center;"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Above third quartile:</p> <ul style="list-style-type: none"> <li>• Though we believe this jump (numbers are usually below third quartile) is pandemic-related, we have begun a data-analysis project to better understand the ways in which our program may can better support the particular needs of low income students. This project should yield some specific strategies we can implement in the coming year.</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) Continued 2021-2022 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.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) Continued 2021-2022 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 support them in successful alternate next steps.</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 style="text-align: center;"><b>(f) Continued 2021-2022 Strategies</b></p> <ul style="list-style-type: none"> <li>• Parker works hard to avoid having students who intend to "drop 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> <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) Continued 2021-2022 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 TABLES

Student Demographic Enrollment Data:

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

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-22 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	2.1
Asian	2.3
Hispanic	4.1
Native American	0.0
White	88.1
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	3.4
Selected Populations	% of School
First Language not English	2.6
English Learner	0.0
Low-income	12.7
Students With Disabilities	14.8
High Needs	25.4

ADMINISTRATIVE ROSTER DURING THE 2021-22 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Todd Sumner	Principal	7/1/2011	6/30/2022
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	
Mandy Levine	Spanish Domain Leader	7/1/1998	6/30/2022
Carter Cox	Dean of Students	7/1/2020	
Kathleen Russo	Special Education Coordinator	8/1/2019	

TEACHERS AND STAFF ATTRITION FOR THE 2021-22 SCHOOL YEAR				
	Number as of the last day of the 2021-22 school year	Departures during the 2021-22 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	48	1	11	During the year, one teacher left because they were covering a leave. At the end of the year, one teacher relocated, three teachers were non-renewed, two teachers left for commute/relocation, four teachers were part of our licensure program and had completed all requirements, and one teacher was covering a leave.
Other Staff	32	6	3	During the year, we terminated three staff for performance reasons, two staff left for employment outside of K1-2 Education, and one staff retired. At year end, one staff member left as they were covering a covid need, one position was eliminated, and one staff member retired.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members identified in the Board Member Management System <b>as of August 1, 2022</b>	9*
Minimum number of board members in approved bylaws	9
Maximum number of board members in approved bylaws	25

\*Three members ended service on June 30, 2022. Five new members began service on July 1, 2022 and are pending approval.

**BOARD MEMBERSHIP DURING THE 2021-22 SCHOOL YEAR**

<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (start and end date)</b>
Amy Jolly	Member	Governance	1st Term	Jul 01, 2021 - Jun 30, 2024
Matt Lindsey	Board Secretary	Governance	1st Term	Jul 01, 2019 - Jun 30, 2022
Nicole Odekirk Hatlevig	Member	Governance	1st Term	Jul 01, 2021 - Jun 30, 2024
Glenn Penna	Board Vice Chair; Board Treasurer; Finance Committee Chair	Diversity, Equity & Inclusion; Finance	2nd Term	Jul 01, 2020 - Jun 30, 2023
Christine Regan-Davi	Board Chair; School Leader Support and Evaluation Chair	Governance; School Leader Support and Evaluation	2nd Term	Jul 01, 2019 - Jun 30, 2022
Stefanie Reinhorn	Member	Development; School Leader Support and Evaluation	2nd Term	Jul 01, 2021 - Jun 30, 2024
Steve Roach	Member	Facilities; School Leader Support and Evaluation	3rd Term	Jul 01, 2020 - Jun 30, 2022
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
Todd Sumner	School Leader	Development; Diversity, Equity & Inclusion; Facilities; Finance; Governance		
Tiffany Testa	Member	Diversity, Equity & Inclusion; Governance	2nd Term	Jul 01, 2021 - Jun 30, 2024
Martin Turnbull	Facilities Committee Chair	Facilities	2nd Term	Jul 01, 2020 - Jun 30, 2023

**BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-23 SCHOOL YEAR**

<b>Date/Time</b>	<b>Location</b>
Sep 23, 2022/9:00am	New England Botanic Garden at Tower Hill
Oct 11, 2022/6:45pm	Parker School
Nov 8, 2022/6:45pm	Parker School
Dec 13, 2022/6:45pm	Parker School
Jan 10, 2023/6:45pm	Parker School
Feb 14, 2023/6:45pm	Parker School
Mar 14, 2023/6:45pm	Parker School
Apr 4, 2023/6:45pm	Parker School
May 9, 2023/6:45pm	Parker School
Jun 13, 2023/6:45pm	Parker School

**COMMITTEE MEETING SCHEDULES FOR THE 2022-23 SCHOOL YEAR**

<b>Name of Committee</b>	<b>Date/Time</b>	<b>Location</b>
Finance Committee	Prior to BOT meeting/5:45pm	Parker School
Other Committees	As Needed	TBD



## APPENDIX D: ADDITIONAL REQUIRED INFORMATION

### Key Leadership Changes for School Year 2022-23

Position	Name	Email Address	No Change/ New/Open Position for School Year 2022- 23
Board of Trustees Chairperson	Glenn Penna	glennmpenna@gmail.com	New
Charter School Leader	Brian Harrigan	bharrigan@theparkerschool.org	New
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

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

### Enrollment

Action	2022-23 School Year Date(s)
Student Application Deadline	February 1, 2023
Lottery	February 7, 2023

## APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

### **Complaints**

No complaints were received by the board.

**Attachment 1: Organization Chart**

