



**ANNUAL REPORT
OF THE
Francis W. Parker
Charter Essential School
2018-2019**

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School Profile

Francis W. Parker Charter Essential School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	49 Antietam Street Devens, MA 01434
Regional or Non-Regional?	Regional	Districts in Region (if applicable)	49
Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010, 2015
Maximum Enrollment	400	Current Enrollment As of June 13, 2019	394
Chartered Grade Span	7-12	Current Grade Span	7-12
# of Instructional Days per school year	180	Students on Waitlist as of June 13, 2019	118
School Hours	Begins 8:30am Ends 3:30pm Ends 1:30pm on Weds	Age of School	24

THE MISSION

The Parker School's mission is "to move the child to the center of the education process and to interrelate the several subjects of the curriculum in such a way as to enhance their meaning for the child" (Charter, October 1994). As a member of the Coalition of Essential Schools, the Parker School will realize this mission through educational practice guided by the Ten Common Principles of Essential Schools:

1. The school should focus on helping adolescents learn to use their minds well. Schools should not attempt to be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose.
2. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than necessarily by "subjects" as conventionally defined. The aphorism "Less Is More" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content.

3. The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of adolescents.
4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.
5. The governing practical metaphor of the school should be student-as-worker rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.
6. Students entering secondary school studies are those who can show competence in language and elementary mathematics. Students of traditional high school age but not yet at appropriate levels of competence to enter secondary school studies will be provided intensive remedial work to assist them quickly to meet these standards. The diploma should be awarded upon a successful final demonstration of mastery for graduation: an "exhibition." This exhibition by the student of his or her grasp of the central skills and knowledge of the school's program may be jointly administered by the faculty and by higher authorities. As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of "credits earned" by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.
7. The tone of the school should explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized, and parents should be treated as essential collaborators.
8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.
9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of eighty or fewer pupils, substantial time for collective planning by teachers, competitive salaries for staff and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional comprehensive secondary schools.
10. The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strengths of its communities, deliberately and explicitly challenging all forms of inequity and discrimination.

Faithfulness to Charter

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 2018-2019 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 2018-2019, the question was “What defines us?” 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	Approved?
2018	Revised Expulsion Policy	8/7/18

Access and Equity

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 no students suspended in the 2018-2019 school year.

Most recent publicly available discipline data may be found by following the link below:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04780000&orgtypecode=5&=04780000&>

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	404	4	0	0	0
EL	0	0	0	0	0
Economically Disadvantaged	27	1	0	0	0
Students with Disabilities	61	1	0	0	0
High Needs	85	1	0	0	0
Female	216	2	0	0	0
Male	185	2	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	7	0	0	0	0
African American/Black	2	0	0	0	0
Hispanic/Latino	11	0	0	0	0
Multi-race, Non-Hispanic/Latino	19	0	0	0	0
Native Hawaiian or Pacific Islander	1	0	0	0	0
White	365	4	0	0	0

Dissemination Efforts

Below is a partial list of dissemination efforts made by Parker in the prior 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, Objective #6 in Accountability Report contains summary numbers and information about dissemination.

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (choose from the drop-down menu)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Inquiry & Project-based Learning	Model Schools Best Practices Conference	Teachers, Admin	Presenting at professional conferences about school's innovative practices	NEASC member schools	Support for redesign of school-wide assessment practices
World Language Proficiency-based language acquisition	Facilitated workshop	Teachers, Admin	Presenting at professional conferences about school's innovative practices	School Reform Initiative	Practices shared with national colleagues
Engagement	Facilitated school visit	Teachers, Admin, Students	Hosting outside educators with observations of and workshops on the school's innovative practices	Astra Foundation	Support for understanding engagement
Looking at Student Work	Event to analyze student work and define next steps	Teachers, Admin	Curriculum and assessment and whole school standards	Variety of participants from around New England	Modeled practice of protocol usage to look at student work
Ten Common Principles and student-centered learning	Facilitated school visit	Teachers, Admin	Hosting outside educators with observations of and workshops on the school's innovative practices	TEA Fellows--UMass Lowell	On-going collaboration with UMass Lowell Education Professors
Teacher leadership and Advisory	Workshops and facilitated faculty meeting	Teachers, Admin	Mentoring via sharing resources and programs/practices developed at the charter school	Ayer-Shirley HS, MA	Establishment of Advisory program; teacher leadership training; GSA support
Ten Common Principles and student-centered learning	Facilitated school visit	Teachers, Admin, Students	Mission and key design elements	Harvard Graduate School of Education	Support for advancing learning of student-centered practices
Student-centered learning and assessment practices	Facilitated school visit	Teachers, Admin	Assessment program	Lexington, MA	Support for redesign of school-wide assessment practices

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (choose from the drop-down menu)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Student-centered learning and engagement	Month-long internship	Teachers, Admin, Students	Hosting other educators at the school and sharing best practices	Bernt Jansen, Netherlands	Cross cultural and cross practice exchange
Ten Common Principles and student-centered learning	Facilitated school visit	Teachers, Admin, Students	Mission and key design elements	de Leer School, Netherlands	On-going school collaboration re Ten Common Principles
Ten Common Principles and student-centered learning	Facilitated school visit	Teachers, Admin, Students	Mission and key design elements	Het Molenveld, Netherlands	On-going school collaboration re Ten Common Principles
Ten Common Principles and student-centered learning	Facilitated school visit	Teachers, Admin, Students	Mission and key design elements	de Leer School, Netherlands	On-going school collaboration re Ten Common Principles
student-centered learning and school climate	Facilitated school visit	Teachers, Admin, Students	Mission and key design elements	Hong Kong educators via MIT	Support for advancing progressive practices
student-centered learning and school climate	Facilitated school visit	Teachers, Admin, Students	Partnerships with other schools implementing key successful aspects of the charter school's program	Rogers HS, Newport, RI	Long-term commitment with Parker to integrate student-centered practices
new school design	Week-long facilitated visit with daily workshops	Teachers, Admin, Students	Partnerships with other schools implementing key successful aspects of the charter school's program	Netherlands Educators	Articulated vision, habits, and more for new high school
student-centered learning and school climate	Series of workshops to support Advisors/Advisory	Teachers, Admin	Partnerships with other schools implementing key successful aspects of the charter school's program	Rogers HS, Newport, RI	Long-term commitment with Parker to integrate student-centered practice
Student-centered learning and assessment practices	Series of workshops	Teachers, Admin	Partnerships with other schools implementing key successful aspects of the charter school's program	Rogers HS, Newport, RI	Long-term commitment with Parker to integrate student-centered practices
student-centered learning and school climate	Facilitated school visit	Teachers, Admin	Long-term commitment to facilitate teacher leaders with equity practices	Windham, CT	Equity Fellows--Nellie Mae grant
Student-centered learning and assessment practices	Panel discussion	Admin	Invitation by Minister of Educ. of India to support national shift to progressive practices	India's Ministry of Education and national colleagues	Discussed professional development practices for new teachers

Academic Program Success

Student Performance

Parker School Report Card link:

<http://reportcards.doe.mass.edu/2018/04780505>

Please see Accountability Report Measures for additional student performance information.

Program Delivery

There have been no significant changes to the program delivery in the 2018-2019 school year. Since continuous improvement and program revision are key components of the Parker program, small adjustments are made throughout the year to various elements of the program, including, but not limited to, curriculum, instruction, and assessment. These adjustments are made in response to a number of types of data, including, but not limited to, student reflection, student performance, and teacher reflection. External information, such as revised state and national standards, are also regularly used as reference points for reviewing and revising the academic program.

Organizational Viability

Organizational Structure of the School

The organization structure of the school was not altered in 2018-2019.

See Appendix E for organizational chart.

Teacher Evaluation

Parker uses the rubric, timeline, performance categories, and other general elements of the Massachusetts Model System of Educator Evaluation. There were no changes to this system in 2018-2019.

Budget and Finance

See following pages:

Francis W. Parker Charter Essential School
Statement of Revenues, Expenditures and Changes in Net Position (Unaudited)
Fiscal Year Ended June 30, 2019

REVENUES:

State allocation - tuition	\$5,228,653
State allocation - facilities aid	\$352,396
Federal and State Grants	\$128,997
Private Grants and Contributions	\$174,182
Program Fees:	\$255,453
Miscellaneous income	\$393,407
TOTAL REVENUES	6,533,088

EXPENSES:

Salaries and wages	4,325,527.85
Payroll taxes and fringe benefits	720,718.86
Recruiting and staff development	80,920.37
Accreditation	3,315.00
Assessment	2,364.94
Books and curriculum material	22,087.18
Computer hardware and software	87,262.35
Computer internet access	6,110.97
Consultant-instructional	29,607.66
Contract services	46,728.49
Depreciation	89,745.29
Dues and subscriptions	62,306.21
Food-school lunch program	122,062.58
Furniture and equipment	50,509.05
Inspections	16,627.65
Insurance	37,445.00
Leases-school building	220,289.15
Leases-fields and sports arena	14,400.00
Legal & accounting services	21,417.77
Maintenance-equipment	15,970.11
Maintenance-facility	24,083.84
Other	30,056.81
Printing, copy, and postage	34,778.76
Sports equipment	4,396.53
Student activities and field trips	34,780.43
Student transportation	63,425.20
Supplies	42,883.93
Uniforms-athletics	11,702.73
Utilities	73,494.90
Vending	1,441.90
TOTAL EXPENSES	6,296,462

OPERATING INCOME

236,626

NON OPERATING REVENUES

Interest Income 26,578

CHANGE IN NET ASSETS

263,204

NET POSITION, JUNE 30, 2018

3,010,120

NET POSITION, JUNE 30, 2019

\$3,273,324

**Francis W. Parker Charter Essential School
Statement of Net Position (Unaudited/ Draft)**

6/30/19

Assets

Current Assets:

Cash and cash equivalents	\$1,588,738
Accounts receivable, net of allowances	
-Intergovernmental	486,990
-Due from related Party	101,636
-Other	43,258
Prepaid expenses	80,921
Total current assets	2,301,542

Cash Held for Student Activities 46,485

Noncurrent Assets:

Other Non Current Assets	911,899
Deposits	2,175
Capital Assets	523,179
Less - accumulated depreciation	343,682
Net capital assets	179,497
Total assets	\$3,441,598

Liabilities and Net Assets

Current Liabilities:

Accounts payable and withholdings	\$19,098
Accrued payroll and expenses	85,554
Unearned Revenue	17,137
Total current liabilities	121,789

Due to Student Activities 46,485

Net Assets:

Invested in capital assets	179,497
Building Rental Asset	911,899
Restricted for capital purchases	47,100
Restricted for Special Purposes	51,471
Reserve Fund	754,909
Facilities Reserve Fund	1,281,549
Liquidity Reserve	46,899
Total net assets	3,273,324
Total liabilities and net assets	\$3,441,598

Francis W. Parker Charter Essential School	
Operating Budget	
Fiscal Year Ended June 30, 2019	
As approved by the Board of Trustees on March 13, 2019	
	FY20
	Budget
REVENUES:	
State allocation - Tuition	5,360,652
State allocation - Facilities Aid	353,628
Federal and State Grants	75,000
Private Grants and Contributions	125,000
Program Fees:	248,350
Miscellaneous income	279,628
TOTAL REVENUES	\$6,442,258
EXPENSES:	
Salaries and wages	4,376,576
Payroll taxes and fringe benefits	175,665
Recruiting and staff development	675,389
Accreditation	68,085
Assessment	3,350
Books and curriculum material	4,500
Computer hardware and software	29,100
Computer internet access	80,550
Consultant-instructional	12,000
Contract services	41,700
Depreciation	62,360
Dues and subscriptions	40,000
Food-school lunch program	64,680
Furniture and equipment	115,000
Inspections	31,800
Interest	11,400
Insurance	40,800
Leases-school building	215,860
Leases-fields and sports arena	41,500
Legal & accounting services	30,000
Maintenance-equipment	30,595
Maintenance-facility	33,580
Other	40,000
Printing, copy, and postage	36,350
Sports equipment	9,350
Student transportation	51,385
Supplies	58,660
Uniforms-athletics	8,800
Utilities	106,340
Vending	1,200
TOTAL EXPENSES	6,496,575
OPERATING INCOME	(54,317)
NON OPERATING REVENUES	
Interest Income	10,000
CHANGE IN NET ASSETS	(44,317)
NET POSITION, JUNE 30, 2019	3,273,324
NET POSITION, JUNE 30, 2020	\$3,229,007

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 are working with an engineering firm to have a complete HVAC study done in preparation for repairs and renovations to our current systems. Capital reserve funds are part of the funding plan for the upcoming project. The reserve funds were 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.

Appendix A
ACCOUNTABILITY PLAN EVIDENCE 2017-2018

Faithfulness to Charter

	2018 - 2019 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Parker is guided by the Ten Common Principles of Essential Schools.		
<p style="text-align: center;">Measure:</p> <p>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>	MET	<p>Overall teacher response rate: <u>99%</u></p> <p><u>100%</u> of responding teachers agreed or strongly agreed</p> <p>Average response: <u>4.8</u> <i>(on a 1-5 scale where 5 is 'strongly agree')</i></p>

Academic Program Success

	2018 - 2019 Performance (Met/Partially Met/Not Met)	Evidence
Objective: All students will make a public exhibition of their work before moving on to the next level of study.		
<p style="text-align: center;">Measure:</p> <p>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>	MET	<p><u>100%</u> of students moving between divisions completed public exhibitions of mastery (i.e., gateways) <i>(229 individual students completed 381 domain-based gateways in the 2018-2019 school year)</i></p> <p><u>100%</u> of students who earned a diploma completed a public exhibition (i.e., senior project exhibition) <i>(58 graduates in 2019)</i></p>

<p>Objective: All students will create portfolios of work that meet standards aligned with Parker’s Criteria for Excellence in twelve different skill areas.</p>		
<p>Measure: 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>	<p>MET</p>	<p>Overall student response rate: 89%</p> <p>97% of responding students agreed or strongly agreed</p> <p>Average response: 4.5 <i>(on a 1-5 scale where 5 is ‘strongly agree’)</i></p>
<p>Measure: 100% of students are creating a portfolio in eligible classes (Arts & Humanities (AH); Math, Science and Technology (MST); and relevant Spanish levels).</p>	<p>MET</p>	<p>100% of students collected portfolio-based evidence of their academic performance over the year in each relevant class</p>
<p>Objective: All students create Personal Learning Plans (PLP’s) that include at least one goal unique to the student and at least one goal related to the Habits of Learning.</p>		
<p>Measure: 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>	<p>MET</p>	<p>Overall student response rate: 89%</p> <p>93% of responding students agreed or strongly agreed</p> <p>Average response: 4.4 <i>(on a 1-5 scale where 5 is ‘strongly agree’)</i></p>
<p>Measure: 100% of students will create a Personal Learning Plan each year.</p>	<p>MET</p>	<p>100% of enrolled students created a Personal Learning Plan in October, 2018 for the 2018-2019 school year</p>
<p>Objective: Teachers will engage in collective planning and support each other in refining individual teaching practice.</p>		
<p>Measure: Domain-based teacher planning teams will meet regularly; all eligible teachers will participate in a Critical Friends Group (CFG).</p>	<p>MET</p>	<p>Domain-based teacher planning teams met at least weekly; most met more frequently.</p> <p>100% of eligible teachers participated in a CFG.</p>

<p>Measure: 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>	<p>MET</p>	<p>Overall teacher response rate: <u>99%</u></p> <p>a) CFG <u>100%</u> of responding teachers agreed or strongly agreed</p> <p>Average response: <u>4.5</u> <i>(on a 1-5 scale where 5 is 'strongly agree')</i></p> <p>b) Collaboration <u>100%</u> of responding teachers agreed or strongly agreed</p> <p>Average response: <u>4.9</u> <i>(on a 1-5 scale where 5 is 'strongly agree')</i></p>
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Organizational Viability (Dissemination)

	2018 - 2019 Performance (Met/Partially Met/Not Met)	Evidence
<p>Objective: The school will disseminate best practices through the Sizer Teachers Center and train teachers to work in student-centered classrooms.</p>		
<p>Measure: 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>MET</p>	<p>The Teachers Center formally facilitated the learning of more than 900 educators through almost 40 different events in the 2018-2019 year.</p>
<p>Measure: The school receives continued approval by DESE for the New Teachers Collaborative teacher preparation program; thirty (30) newly inducted teachers are eligible for licensure through NTC during the charter term, at a pace of approximately six per year.</p>	<p>MET</p>	<p>The New Teachers Collaborative Program continues to be approved as a teacher preparation program. In the 2018-19 school year, 12 participants successfully completed the program and were licensed in Massachusetts. Since its inception, the NTC has licensed and placed 143 teachers in various fields. For the upcoming school year, more than 120 program inquiries yielded 40 complete applications; the program anticipates placing eight candidates. Seven will be placed at Parker and one at Innovation Academy Charter School in Tyngsboro. NTC has also extended</p>

		<p>to support teachers in completing their Master’s degree from Fitchburg State University and support teacher learning toward the professional pathway. Five teachers participated in NTC2 (a second year of NTC) in the 2018-19 school year. NTC was formally reviewed by the Department of Elementary and Secondary Education during the 2018-19 school year. The Educational Preparation Office of the Department of Elementary and Secondary Schools recommended (and State Commissioner of Education Jeffrey Riley granted) Francis W Parker Charter full approval. In six of seven domains, the state rated NTC as proficient. In the Field-Based Experiences Domain, NTC earned a rating of exemplary. As cited in the final report: “overall, evidence collected throughout the review indicates that NTC is exceeding expectations to ensure field-based experiences are consistently high quality and contribute to completers’ effectiveness; therefore, this domain is rated Exemplary. NTC’s robust training of the PS and SPs focuses on calibrating observations and providing detailed and actionable feedback to candidates. The impact of this feedback was cited by a number of Completers as a strength of the program that contributed to their effectiveness in their classroom. The yearlong, co-teaching practicum model immerses candidates in the full experience of teaching. When asked how they are involved in the design, implementation, and assessment of field-based experiences, one Partner indicated it is “so woven into the fabric [of how we work].” NTC will remain authorized to credential teachers in Massachusetts through August 31, 2026.</p>
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Appendix B
RECRUITMENT PLAN
2018-2019

School Name: Francis W. Parker Charter Essential School

2018-2019 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2018-2019 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 five sending school districts are Ayer-Shirley, Littleton, Leominster, North Middlesex, and Groton-Dunstable, which comprise approximately 60% of the student body. 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 has been a new area of focus. Parker implemented its recruitment plan substantially as written. This past year was year two in a three-year initiative to promote the availability of public transportation from Leominster and Fitchburg to the school, and we continued to and will continue to promote this option for targeted sub-groups in those communities. We succeeded in placing ads on the shuttle buses themselves (in both English and Spanish versions) during enrollment season. We switched from free to paid social media promotion (postings, links, et al) during the enrollment season successfully. Having previously established a board-level subcommittee to support diversity and enrollment work at Parker, that committee furthered its work this year around issues of community awareness (re: word of mouth above), weighted lottery advocacy with the legislature, and examining faculty diversity as a gateway to student diversity. Our challenges included physical limits on how many citizens viewed our bus ads (and no ability to track data about this form of recruitment) and timeline challenges in working with outside agencies to arrange for events. Despite this latter challenge, we laid the groundwork this year for some new events next year that we are excited about.

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, 2019 SIMS report) will meet the comparison index or the school's gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1st SIMS demographic information.

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 2019-2020:

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.

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. 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 –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage:
13.9%
GNT percentage: n/a
CI percentage: 12.2%

The school is above
GNT percentages and
above CI percentages

(b) 2019-2020 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) 2019-20209 Additional Strategy(ies), if needed

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 0% GNT percentage: 2.8% CI percentage: 4.2%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) 2019-2020 Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed • All enrollment materials are available in Spanish on the school website. • Enrollment materials are distributed in Spanish to relevant local agencies. • We offer community-based information sessions (some with a Spanish-speaking staff member present) and will increase the number of community information sessions available with a Spanish-speaker as well as adding new sessions in communities with high percentages of Spanish-speaking students (based on CHART data). • Use social media to target Leominster/Fitchburg during enrollment season • Continue the work of the Board of Trustees sub-committee on diversity to investigate additional strategies
	<p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: <ul style="list-style-type: none"> • Parker student Art Show at Fitchburg Art Museum in 2019. Invitations will be sent to neighboring schools and heavily advertised amongst Spanish-speaking communities. Goal is to partner with local Fitchburg elementary school to build awareness of Parker through a shared community event. • Meet and cultivate relationships with one or more of the self-identified black churches in Leominster/Fitchburg. • Continue and expand MART bus advertising (enhanced existing strategy) during enrollment season. Spanish and English language ads. • Paid social media ads during enrollment season to targeted communities. Some in Spanish. • Paid social media advertising targeting Spanish-language residents of Fitchburg and Leominster (enhanced existing strategy).

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 7.1% GNT percentage: 13.9% CI percentage: 19.3%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) 2019-2020 Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed <ul style="list-style-type: none"> • Parker will continue to work with the local food pantry to raise awareness of Parker’s existence (food pantry is ½ mile from the school site). • Parker will add a community information session in a relevant community to target this population. • 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. Specific tactics
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	<p>being considered include using MART buses in Fitchburg to advertise the new shuttle service. (We would expect to see increased lottery participation from Fitchburg and Leominster—the largest communities served by the shuttle service—within three years. This will be year three of this strategy.)</p>
	<p align="center">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> • 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.
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • 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 will be specifically discussed at information sessions in order to help families understand how Parker can serve children in this demographic.
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • In order to continue to work to recruit students who may be at risk of dropping out of school, Parker will hold a community information session in a sending district with a relatively higher drop-out rate.
<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Since Parker has a strong retention rate, maintains a lengthy waitlist for each grade, and does not enroll student after 9th 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.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • 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.

Retention Plan 2018-2019

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2018-2019 Retention Plan.

2018-2019 Implementation Summary:

Parker continued to have a high retention rate among its student body (95.4%) which exceeded the stated retention goal for 2018-2019 (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	
Annual goal for student retention (percentage):	Retention rate goal: 85%

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 9.5%</p> <p>Third Quartile: 10.4%</p> <p>The school is <u>below</u> third quartile percentages.</p>	<p>(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Targeted skill development through workshops within the school day that provide support for struggling students in core classes. • Implementation of school mission of student-centered learning (including personalization and knowing students well).
<p>(c) 2019-2020 Additional Strategy(ies), if needed</p>	

Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: na Third Quartile: 12.1%</p> <p>The school is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) 2019-2020 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed • At this time, Parker does not have an ELL/LEP population to retain. <hr/> <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> No ELs were enrolled during the 2018-2019 school year. No retention strategies needed at this time.
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 6.3% Third Quartile: 12.1%</p> <p>The school is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) 2019-2020 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed • Implementation of school mission of student-centered learning (including personalization and knowing students well). <hr/> <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p>
<p><u>Students who are sub-proficient</u></p>	<ul style="list-style-type: none"> • 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.
<p><u>Students at risk of dropping out of school</u></p>	<ul style="list-style-type: none"> • 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.
<p><u>Students who have dropped out of school</u></p>	<ul style="list-style-type: none"> • 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.
<p style="text-align: center;">OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<ul style="list-style-type: none"> • Using the variety of strategies articulated above, all students who struggle are offered careful support and attention, across all demographic groups.

**Appendix C:
School and Student Data Tables**

Francis W. Parker Charter Essential School's student demographic and enrollment profile may be found at:
<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04780505&orgtypecode=6&>

Enrollment by Race/Ethnicity 2018-2019		
Race/Ethnicity	# of Students	% of entire student body
African American	4	1%
Asian	7	1.8%
Hispanic	12	3%
Native American	1	<1%
White	353	90%
Native Hawaiian, Pacific Islander	1	<1%
Multi Race Non-Hispanic	16	4%
Special Education	55	14%
Limited English proficient	0	0
Economically Disadvantaged	28	7.1%

Administrative Roster for the 2018-2019 School Year		
Title	Brief Job Description	Start date
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
Deb Holloway	School Culture and 504 Coordinator	8/20/2018
Terry Weisinger	Special Education Coordinator	8/14/2002

TEACHER AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reasons
Teachers	50	2	12	Seven teachers were part of our licensure program and had completed all requirements, two teachers left for other teaching positions, one teacher left to return to school, one teacher was not renewed, one teacher relocated, one teacher left for employment outside education, one teacher left for family reasons
Other Staff	32	2	1	Two were for personal reasons. One was a short-term assignment

MEMBERS OF THE BOARD OF TRUSTEES 2018-2019

BOARD MEMBER INFORMATION	
Number of commissioner approved board members as of August 1, 2018	16
Minimum number of board members in approved by-laws	9
Maximum number of board members in approved by-laws	25
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	15

Name	Position on the Board	Committee affiliation	Number of terms served	Length of each term
Christine Regan-Davy		Governance Principal Evaluation	Serving first term	Begins 07/1/16 Ends 06/30/19
Julie Bartsch		Development	Serving second term	Begins 07/1/17 Ends 06/30/20
Theresa Espinola		Finance	Serving first term	Begins 07/1/16 Ends 06/30/19
Cindy Stack-Haan		Development Principal Evaluation	Serving second term	Begins 07/1/16 Ends 06/30/19
Zayna Basma			Serving first term	Begins 07/1/18 Ends 06/30/21
Steven Roach	Chair	Facilities Principal Evaluation	Serving first term	Begins 07/1/17 Ends 06/30/20

Name	Position on the Board	Committee affiliation	Number of terms served	Length of each term
Mary-Wren vanderWilden	Vice Chair	Development	Serving second term	Begins 07//1/15 Ends 06/30/18
Kathryn Doherty			Serving first term	Begins 07//1/18 Ends 06/30/21
Todd Sumner		Principal Evaluation, Governance Development	Principal	
Mary Reid Munford	Clerk	Diversity and Enrollment	Serving first term	Begins 07/1/18 Ends 06/30/21
Jennifer Saxe		Development	Serving first term	Begins 07/1/17 Ends 06/30/20
Glen Penna		Diversity and Enrollment Facilities	Serving first term	Begins 07/1/17 Ends 06/30/20
Colin Igoe		Diversity and Enrollment	Serving first term	Begins 07/1/17 Ends 06/30/20
Tiffany Testa		Governance	Serving first term	Begins 07/1/18 Ends 06/30/21
Martin Turnbull		Facilities	Serving first term	Begins 07/1/17 Ends 06/30/20

Regularly scheduled meetings of the Parker Board of Trustees are held in Room 27 at the Parker School from 6:45 pm until 9:00 pm.

September 11, 2019
October 9, 2019
November 13, 2019
December 11, 2019
January 8, 2020
February 12, 2020
March 11, 2020
April 8, 2020
May 13, 2020
June 10, 2020

**Appendix D:
ADDITIONAL REQUIRED INFORMATION**

Position	Name
Board of Trustees Chairperson	Steve Roach
Charter School Leader	Todd Sumner
Special Education Director	Terry Weisinger
MCAS Test Coordinator	Deb Merriam
SIMS Coordinator	Deb Merriam
English Language Learner Director	Deb Merriam
School Business Official	Michelle McKenna
Sims Contact	Deb Merriam

Facilities

Parker School remains at the same location.

Location	Dates of Occupancy
49 Antietam Street, Devens MA 01434	August 1990 until present

Enrollment

Action	2019-2020 School Year
Student Application Deadline	February 1, 2020
Lottery	February 6, 2020

**Appendix E:
Organizational Chart**

