SALEM ACADEMY CHARTER SCHOOL

SUMMARY OF REVIEW

Salem, MA
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ABOUT THE CHARTER SCHOOL RENEWAL PROCESS

The charter school regulations state that "the decision by the Board [of Elementary and Secondary Education] to renew a charter shall be based upon the presentation of affirmative evidence regarding the faithfulness of the school to the terms of its charter, including the extent to which the school has followed its recruitment and retention plan and has disseminated best practices in accordance with M.G.L. c. 71, § 89(dd); the success of the school's academic program; and the viability of the school as an organization" 603 CMR 1.11(2). Consistent with the regulations, recommendations regarding renewal are based upon the Department of Elementary and Secondary Education's (Department) evaluation of the school's performance in these areas. In its review, the Department has considered both the school's absolute performance at the time of the application for renewal and the progress the school has made during the first four years of its charter. Performance is evaluated against both the Massachusetts Charter School Performance Criteria (Criteria) and the school's accountability plan.

The charter renewal process begins when a charter school submits to the Department an Application for Renewal of a Public School Charter (Application for Renewal). After the Department has determined the Application for Renewal is complete, the Department works with the school to schedule a renewal inspection.

The renewal inspection provides the Department with current information about the school's performance relative to the Criteria. The Department conducts two types of renewal inspections: full criteria renewal inspections, which address all of the Criteria, and core criteria renewal inspections, which address a sub-set of the Criteria. Both types of renewal inspection visits collect evidence that are required for a renewal determination as outlined by M.G.L. c. 71, § 89(dd). The type of renewal inspection a school receives depends on a number of factors, including the school's age, size, whether the school is operating under conditions or probation, recent major expansions, and prior academic performance. The Department may contract with an independent organization to conduct the renewal inspection. For more details about the renewal inspection, see the Charter School Renewal Inspection Protocol.

The Summary of Review (SOR) summarizes the school's performance over the five-year charter term, reflecting evidence compiled throughout the charter term from sources such as annual reports, site visit reports, and state assessment results. See *Appendix F: Sources of Evidence* for more details. The SOR incorporates descriptions of evidence gathered during the renewal inspection[1]. The renewal inspection team prepares these descriptions, and they are included in the gray shaded boxes in the body of the report[2]. The SOR highlights evidence for six Criteria aligned with the statutory requirements for charter renewal outlined by M.G.L. c. 71, § 89(dd): Criterion 1: Mission and Key Design Elements; Criterion 2: Access and Equity; Criterion 3:

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[1] The renewal inspection to Salem Academy Charter School was conducted by Department staff on September 27, 2018.

[2] Descriptions of evidence gathered during the renewal inspection constitute the renewal inspection report referenced in 603 CMR 1.11.

Compliance; Criterion 4: Dissemination; Criterion 5: Student Performance; and Criterion 9: Governance. The SOR also includes evidence related to other Criteria assessed during the renewal inspection.

SCHOOL OVERVIEW

SCHOOL PROFILE

Salem Academy Charter School (SACS)			
Type of Charter	Commonwealth	**Location**	Salem, MA
Regional or Non-Regional	Non-regional	**Districts in Region**	N/A
Year Opened	2004	**Year(s) Renewed**	2009, 2014
Maximum Enrollment	480	**Current Enrollment**	491[3][4]
Chartered Grade Span	6-12	**Current Grade Span**	6-12
Students on Waitlist	246[5]	**Current Age of School**	15
Mission Statement:			
Salem Academy Charter School is a small 6th – 12th grade public school designed to educate the City of Salem's diverse student population. Through a unique integration of college preparatory classes with service to the community, the school graduates informed, articulate and proactive individuals of strong character.			

SCHOOL HISTORY

- Salem Academy Charter School received its charter in 2003 to serve a maximum of 308 students in grades 6 through 12. The school opened in 2004, serving 88 students in grades 6 and 7. SACS reached its full configuration of grades 6 through 12 in 2008.
- In February 2009, the Board of Elementary and Secondary Education renewed the charter for SACS with one condition requiring the school to establish and operate a program of English language learner education. The school developed the program and met the condition by December 2009 when the condition was removed from its charter.
- In November 2011, SACS was granted an amendment to increase its enrollment from 308 students to 372. The school reached its full enrollment of 372 students in September 2013. In March 2015, SACS received an amendment to increase its 372

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[3] This is the number as of October 1, 2018. Source: Profiles
[4] The school is currently overenrolled by 11 students and as a result is out of compliance with the terms of its charter. Charter schools do not receive tuition for students enrolled above the school's maximum enrollment.
[5] This is the number as of March 15, 2018, Source: Massachusetts Charter School Waitlist Initial Report for 2018-19

student enrollment cap to 480. The school nearly reached its maximum enrollment during the 2017-18 school year, when it enrolled 475 students.

- Salem Academy Charter School's board appoints the executive director. The executive director is the chief executive officer of the school and is fully responsible for administration of the school. The executive director reports to the board and is not a member of the board. No other employee reports to the board. The executive director appoints the head of school. The head of school is fully responsible for the educational program and reports only to the executive director. The upper school principal, curriculum team leaders, dean of students, and athletic director report to the head of school. The head of school oversees the lower school staff, and the upper school principal oversees the upper school staff. The executive director oversees the admissions, development, business, and support services staff.
- The school received a Year 12 check-in site visit in May 2016.

STUDENT DEMOGRAPHICS

Enrollment by Race/Ethnicity[6]	
Race/Ethnicity	Percentage of Student Body
African-American	9.6
Asian	6.1
Hispanic	39.7
Native American	0.0
White	42.8
Native Hawaiian, Pacific Islander	0.0
Multi-Race, Non Hispanic	1.8

Selected Populations[7]	
Title	Percentage of Student Body
First Language not English	22.4
English Language Learner	4.7
Students with Disabilities	13.4

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[6] Source: Profiles
[7] Source: Profiles

High Needs	44.6
Economically Disadvantaged	30.1

EXECUTIVE SUMMARY OF SCHOOL PERFORMANCE

Massachusetts Charter School Performance Criteria	
Faithfulness to Charter	**Rating[8]**
1. **Mission and Key Design Elements:** The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its accountability plan goals.	● Meets
2. **Access and Equity:** The school ensures access and equity for all students eligible to attend the school.	● Meets
3. **Compliance:** The school is in compliance with the terms of its charter and applicable state and federal laws and regulations.	**Not Rated**
4. **Dissemination:** The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located.	● Meets

Academic Program Success		
5. **Student Performance:** The school consistently meets state student performance standards as defined by the statewide accountability system.	2018 Overall Classification:	**Not requiring assistance or intervention**
	Progress Toward Improvement Targets:	**57 percent**
	2018 Accountability Percentile:	**83**

Organizational Viability	
9. **Governance:** Members of the board of trustees act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.	● Meets

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[8] Rating Key:
- ● **Exceeds:** The school fully and consistently meets the criterion and is a potential exemplar in this area.
- ● **Meets:** The school generally meets the criterion and/or minor concern(s) are noted.
- ● **Partially Meets:** The school meets some aspects of the criterion but not others and/or moderate concern(s) are noted.
- ● **Falls Far Below:** The school falls far below the criterion and/or significant concerns are noted.

FINDINGS

FAITHFULNESS TO CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS	
The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its accountability plan goals.	● **Meets**

Finding: Throughout the charter term, SACS has been faithful to its mission and has implemented its key design elements with fidelity.

- SACS's mission is to educate the City of Salem's diverse student population through a unique integration of college preparatory classes with service to the community, and to graduate informed, articulate and proactive individuals of strong character. During a visit in Year 12 and during the renewal inspection, site visitors found evidence of the school operating in a manner faithful to its mission, including a strong emphasis on preparing students for college and a service learning component for students at all grade levels. Evidence gathered and reviewed as part of the renewal inspection is described in further detail below.
- SACS has four key design elements: a rigorous college preparatory program, standards-based curriculum and assessment, a service learning program, and a structured school culture. During a visit in Years 12 and during the renewal inspection, site visitors found evidence of each of these being implemented with fidelity. Evidence gathered and reviewed as part of the renewal inspection is described in further detail below.

Evidence gathered and reviewed as part of the renewal inspection:

During the renewal inspection, all stakeholders shared a consistent understanding of the school's mission to educate the City of Salem's diverse student population through a unique integration of college preparatory classes with service to the community and to graduate informed, articulate, and proactive individuals of strong character.

- Teachers, administrators, and board members interviewed during the site visit reported a common understanding of the school's mission, with an emphasis on providing college preparatory classes and service to the community.

The school is faithful to its mission and related key design elements and implements them with fidelity. Evidence of the implementation of the mission and key design elements is detailed below.

Rigorous college preparatory program

- All stakeholders described the school's college preparatory classes and described the school's emphasis of ensuring students are prepared for college.
- Teachers reported on the school's emphasis over the past two years on SAT preparation and ensuring all students are prepared for college. Additionally, teachers reported on the school's expectation that students participate in and pass advanced placement (AP) courses.
- Board members reported on the school's 100 percent college acceptance rate and reported that the school assists students with the financial aid process. A review of state level data indicates 90 percent of 2015 (the most recent year of data available) SACS graduates attended institutions of higher education.
- Administrators and teachers reported the school employs a college counselor and has expanded the role of a paraprofessional to include supporting students' transition to college. The school aims to expand its support for graduates after they enroll in college. A review of the school's website indicates that the school has a webpage and resources dedicated to college planning, including pre-summer college planning activities.
- Site visitors observed college banners in classrooms and classrooms named after colleges.
- A review of 2017-18 SAT data indicates that tested SACS students received an score of 542 reading/writing and 527 in mathematics, both below the statewide averages of 550 in reading/writing and 552 in mathematics. The school reports that every student is expected to take the SAT, and that the school assists with fees and transportation to the testing location as needed.
- A review of 2017 AP examination performance data indicates slightly over 37 percent of AP examination participants earned a score of three or higher, below the statewide average of 65 percent. The school reports that it has expanded accessibility to AP courses and that it requires all students who enroll in an AP course to take the test associated with the course. The school pays for AP exam fees.

Employ a standards-based system of curriculum design and assessment enhancement by learning center and tutorial programs for struggling learners

- Teachers, administrators, and board members reported the school's standards-based curriculum is aligned to state level standards and noted internal assessments are developed to align with state level standards.
- Teachers and administrators reported on the learning center for students in grades six through eight, which is designed to provide supports to students based on internal assessment data. Administrators reported students assigned to the school's learning center receive academic, social and emotional, and executive functioning supports one period per day. Teachers reported approximately two-thirds of lower school students receive supports through the center. Renewal inspection team members observed the learning center and observed students engaged in executive functioning tasks.

- All stakeholders reported that the school's tutoring services are accessible to all students. Teachers of students in grades six through eight stay after school daily for an hour to provide tutoring support. A daily support block is embedded within the school's master schedule for students in grades 9 through 12, and students in those grades may receive tutoring after school as well.

Service learning program

- All stakeholders positively reported on the school's service learning program. Stakeholders reported social justice, incarceration, education, and homelessness as recent service learning topics and projects.
- Teachers, administrators, and board members reported all students are required to participate in the school's service learning program beginning in grade 6.
- Teachers and administrators reported that students in the lower school (grades 6 through 8) participate in service learning projects guided by teachers and noted that upper school students (grades 9 through 12) receive gradual autonomy through grade twelve to identify, develop, and implement service projects.
- A review of the school's service learning web page includes a detailed description of the school's service learning program and expectations for student responsibility by grade level. Students in grades 6 and 7 are introduced to service learning and are required to focus on a particular theme or issue. Students in grades 9 and 10 focus on the integration of academics with service in the community. Students participate in a short course focused on relevant community issues. Students then research the topic area while developing skills related to writing, planning, and research. Students in grade 11 self-identify a service learning project and develop a thesis. Students are also expected to develop a service delivery plan to implement the service project prior to graduation. Students in grade 12 are required to complete fifty hours of service related to the topic identified in grade 11.

Structured school culture

- Administrators and teachers reported on the school's strong character and behavioral expectations, referred to as "REACH." The student handbook notes the following, "All school community members are expected to REACH- act in a Responsible, Empathetic, Assertive, Cooperative, and Honest manner."
- Teachers and administrators reported REACH expectations are designed to support strong character development, resiliency, and growth mindsets in students.
- Teachers, administrators, and board members reported on the school's trauma informed practices as a positive lever to support the development of a structured school culture.
- Teachers and administrators reported the on the school's behavioral system, which includes REACH tickets and awards, positive recognition, consistent rules and procedures across grade levels, and demerits as positively supporting a structured

school culture. During classroom observations, site visitors observed students receiving REACH tickets and positive recognition.

Finding: SACS met a majority of the measures in its Accountability Plan.

- SACS's approved accountability plan includes 6 objectives and 13 related measures. SACS met 10 out of 13 measures. The school met two out of three measures related to students demonstrating preparedness for college. The school met one out of two measures related to students demonstrating strong character. The school met both measures related to students' academic achievement. The school met both measures related to students providing meaningful service to the community. Finally, the school met one of two measures related to dissemination. Please see *Appendix A: Accountability Plan Performance* for more details.

CRITERION 2: ACCESS AND EQUITY	
The school ensures access and equity for all students eligible to attend the school.	● **Meets**

Finding: SACS provides information to the public about its non-discriminatory enrollment practices and the availability of special education and English learner programs. SACS translates some materials into Spanish, but does not translate any materials into Portuguese, which is one of the most prevalent languages spoken by students and families in the school's sending district.

- The school has received approval for its Recruitment and Retention Plan for the 2018-19 school year.
- The school provides information on its website to the public regarding non-discriminatory enrollment practices and the availability of special education and English learner programs.
- The school provides some translated materials for families whose first language is not English. Spanish and Portuguese are the most prevalent languages in the school's sending district. The school provides recruitment materials, special education documents, and school communications in Spanish. The school does not currently provide any materials in Portuguese.

Finding: The school has been partially successful in recruiting and retaining a student population that is demographically comparable[9] to similar grades in schools from which the charter school enrolls students. While rates of enrollment of economically disadvantaged students exceed Gap

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[9] A school's enrollment of a particular subgroup is determined to be comparable if the percentage is equal to or greater than the Comparison Index, a figure derived from data of students who reside within the charter school's sending district(s). The Comparison Index is explained in further detail in *Appendix B: Access and Equity.*

Narrowing Targets[10], enrollment of students with disabilities and students who are English learners was below the Comparison Index and Gap Narrowing Targets for multiple years during the charter term. Attrition rates at the school were consistently below the median rate for all students and for students in the high needs subgroup. Stability rates were consistently higher than the median rate for all students and students in the high needs subgroup. Please see Appendix B: Access and Equity *and* Profiles *for further information.*

- For one year during the charter term, the school enrolled a student population that contained a comparable or greater percentage of students in the students with disabilities subgroup. In 2017, the school did not report the enrollment of students with disabilities. Percentages at or above the Comparison Index are highlighted in green; those below the Comparison Index are highlighted in red.

Students with Disabilities (Percent Enrolled)				
	2015	**2016**	**2017**	**2018**
SACS	16.4	17.9	--	14.7
Comparison Index	16.9	17.3	13.8	16.3

- For one year during the charter term, the school met the Gap Narrowing Target for students in the English learner subgroup. Percentages above the Comparison Index or Gap Narrowing Target are highlighted in green; those below the Comparison Index are highlighted in red.

English Language Learners (Percent Enrolled)				
	2015	**2016**	**2017**	**2018**
SACS	2.4	3.8	10.2	4.0
Comparison Index	6.0	7.4	8.0	7.4
Gap Narrowing Target	5.3	5.5	5.8	6.1

- For four years during the charter term, the school met Gap Narrowing Targets for students in the economically disadvantaged subgroup. Percentages at or above the Comparison Index or Gap Narrowing Target are highlighted in green; those below the Comparison Index are highlighted in red.

Economically Disadvantaged (Percent Enrolled)				
	2015	**2016**	**2017**	**2018**

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[10] Gap Narrowing Targets are provided for schools where enrollment is below the Comparison Index. Gap Narrowing Targets are explained in further detail in *Appendix B: Access and Equity.*

SACS	26.8	31.4	31.9	30.7
Comparison Index	32.2	34.4	36.9	38.5
Gap Narrowing Target	26.8	27.8	28.7	29.7

- During the charter term, attrition rates at the school were consistently below the median rate for all students and for students in the high needs subgroup. Percentages at or below the median are highlighted in green; those above the median are highlighted in red.

All Students (Percent Attrition)				
	2015	**2016**	**2017**	**2018**
SACS	10.2	10.1	7.8	9.1
Median	13.5	16.3	10.6	12.1

High Needs (Percent Attrition)				
	2015	**2016**	**2017**	**2018**
SACS	10.2	10.5	8.0	8.0
Median	12.3	17.2	11.8	15.6

- During the charter term, stability rates were consistently higher than the median rate for all students and students in the high needs subgroup. Percentages at or above the median are highlighted in green; those below the median are highlighted in red.

All Students (Stability Rate Percentage)			
	2015	**2016**	**2017**
SACS	96.0	95.3	94.7
Median	90.5	88.9	87.8

High Needs (Stability Rate Percentage)			
	2015	**2016**	**2017**
SACS	96.4	93.6	93.3
Median	86.5	87.0	85.7

Finding: During the charter term, the school's rates of both in-school and out-of-school suspension were higher than the state average. The highest rates of out-of-school suspension in 2017-18 were for students in the English learner and students with disabilities subgroups.

- During the charter term, the school suspended students at rates higher than the statewide average. Percentages at or below the statewide average are highlighted in green; those above the statewide average are highlighted in red.

In-School Suspension (Percentage)				
	2015	**2016**	**2017**	**2018**
SACS	4.2	6.3	3.1	6.4
Statewide Average	1.8	1.9	1.7	1.8

Out-of-School Suspension (Percentage)				
	2015	**2016**	**2017**	**2018**
SACS	7.1	4.6	3.5	5.0
Statewide Average	2.9	2.9	2.8	2.9

- Discipline rates for student subgroups that are greater than discipline rates for all students are highlighted in red.

2017-18 Student Discipline Data Report[11]			
Student Group	**Students Disciplined**	**% In-School Suspension**	**% Out-of-School Suspension**
All Students	48	6.4	5.0
ELL	7	20.0	20.0
Economically Disadvantaged	29	12.4	7.7
Students with Disabilities	20	18.7	12.0
High Needs	37	11.8	7.2
Female	23	7.3	3.1
Male	25	5.4	7.2
American Indian or Alaska Native	N/A	N/A	N/A

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[11] Source: Profiles

Asian	1	0.0	0.0
African American/Black	5	0.0	0.0
Hispanic/Latino	33	12.1	6.6
Multi-race, Non-Hispanic/Latino	1	0.0	0.0
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
White	8	1.4	2.4

CRITERION 3: COMPLIANCE	
The school is in compliance with the terms of its charter and applicable state and federal laws and regulations.	

Finding: SACS is in compliance with program requirements as determined by the Coordinated Program Review (CPR).

- The Office of Public School Monitoring conducted its most recent CPR visit to SACS in November 2017. The outcome of the visit was four findings in special education, one finding in civil rights, and two findings in English learner education. SACS is addressing the findings by implementing an approved corrective action plan (CAP).

Finding: SACS is out of compliance with state and/or federal statutes and/or regulations regarding teacher qualifications.

- Per state regulations (603 CMR 1.06 (4)), all teachers beyond their first year of employment must have taken and passed the Massachusetts Test for Educator Licensure (MTEL). As of the date of the renewal inspection, five teachers beyond the first year of employment had not passed the required MTELs.

CRITERION 4: DISSEMINATION	
The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located.	● **Meets**

Finding: During the charter term, SACS has disseminated its best practices to other public schools within its district and across the state.

The school's application for renewal and annual reports indicate that SACS completed several dissemination activities over the course of the charter term. Highlighted dissemination activities throughout the charter term include, but are not limited to:

- In July 2014, the DESE granted SACS a $364,000 federal dissemination grant to disseminate their standards-driven instructional practice to Salem Public Schools.
- Throughout the 2014-15 school year, leaders from Salem Public Schools engaged in a series of study tours and think tanks in which they learned about SACS' standards-driven instructional practice, received documentation of practices and curriculum, and observed ways in which SACS leaders support targeted practices.
- Beginning in July of 2015, SACS faculty supported SPS teachers and leaders as they piloted standards-based grading in their elementary and middle schools for the 2016-17 school year in the subjects of English and math.
- In addition to the dissemination grant, SACS hosted teams from Pittsfield High School and North Brookfield Jr./Sr. High School after providing an open invitation for every district across the state to visit and learn about SDIP. SACS also hosted a learning walk focused on middle school literacy practices in collaboration with the Achievement Network. Guests included representatives from Neighborhood House Charter School and Gardner Pilot Academy.
- In 2016, SACS presented its revised approach to discipline at the Massachusetts Public Charter School Association's fall convening of school leaders. In May of that year, SACS shared how the school addresses issues of race and culture with students at the Lynch Leadership Academy's Year 5 Summit.
- During the 2016-17 school year, SACS continued to disseminate its standards-based grading practices by inviting Bates Elementary School teachers to observe SACS classes and debrief with teachers regarding standards-based grading.
- SACS is a demonstration school for the Trauma and Learning Policy Initiative. In 2017, SACS hosted a course on Trauma Sensitive Classroom Practices to cross-district faculty and staff. SACS administrators and teachers spent two years developing its trauma-sensitive approach before sharing this work throughout the course.
- During the 2017-18 school year, SACS hosted a presentation at the GLSEN MA conference on intersectionality and its integration into the classroom to create safe and supportive spaces.
- SACS engaged in monthly meetings regarding school counseling with North Shore guidance directors.

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE		
The school consistently meets state student performance standards as defined by the statewide accountability system.	2018 Overall Classification:	**Not requiring assistance or intervention**
	Progress Toward Improvement Targets:	**57 percent**
	2018 Accountability Percentile:	**83**

Finding: During the charter term, SACS met gap narrowing goals in 2015 and 2016. In 2017, schools such as SACS that administered the Next-Generation MCAS assessment in grades 3 through 8 were not assigned gap narrowing goals. In 2018, SACS partially met targets for indicators included in the new statewide accountability system.

The purpose of the statewide accountability system is to provide clear, actionable information about school performance. The accountability indicators used for each school depend on the grades served and the assessments administered. Following is summary information for SACS over the course of the charter term. A copy of the school's overall results for 2018 along with detailed data for each indicator is included in *Appendix C: Student Performance*. More detailed information related to student performance across the charter term is included in Profiles. Please note that in general, caution is required when making comparisons across years when there were changes to the state accountability system. As a result of significant changes to the state's accountability system in 2018, comparisons between 2018 accountability results and historical accountability data should not be made.

Accountability and Assistance Level/Overall Classification

Prior to 2018, all Massachusetts schools and districts with sufficient data were classified into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. Beginning in 2018, all Massachusetts districts and schools with sufficient data were classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools without required assistance or intervention.

Accountability and Assistance Level			Overall Classification
2015	**2016**	**2017**	**2018**
Level 1: Meeting gap narrowing goals	**Level 1**: Meeting gap narrowing goals	**No Level**: Students in this school participated in 2017 Next-Generation MCAS tests	**Not requiring assistance or intervention**: Partially meeting targets **Progress Toward Improvement Targets**: 57 percent

School Percentile/Accountability Percentile

Prior to 2017, a school percentile between 1 and 99 was reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades. School percentiles were not calculated for schools that administered the Next Generation MCAS assessment in grades 3 through 8 in spring 2017.

School Percentile		
2015	**2016**	**2017**
79	75	--

Beginning in 2018, an accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using data for all accountability indicators. The 2018 accountability percentile should not be compared to school percentiles calculated in 2015-2017 because they represent different calculations.

Accountability Percentile
2018
83

Next-Generation MCAS Tests

Next-Generation MCAS tests were given in English language arts and mathematics in grades 3 through 8 starting in 2017. Scaled scores range from 440 to 560. Students meet expectations in the scaled score range of 500 to 529 and exceed expectations in the scaled score range of 530-560.

Please note that in the table below, the school's data is for students in grades 6 through 8 only. SACS does not enroll students in grades 3 through 5.

Next-Generation MCAS Tests								
	2017				2018			
	Percent of Students Meeting or Exceeding Expectations		Avg. Scaled Score		Percent of Students Meeting or Exceeding Expectations		Avg. Scaled Score	
Grade and Subject	School	State	School	State	School	State	School	State
Grades 3-8 English Language Arts	59	49	505	499	56	51	507	500
Grades 3-8 Mathematics	59	48	504	499	54	48	502	498

Composite Performance Index

The Composite Performance Index is a 100-point index that serves as a measure of the extent to which all students are progressing toward proficiency. When all students score Proficient or Advanced on the legacy MCAS assessment, the CPI will be 100.

Composite Performance Index								
	2015		2016		2017		2018	
Grade and Subject	School	State	School	State	School	State	School	State
Grade 8 Science and Tech/ Eng	80.0	72.4	77.1	71.3	75.0	70.6	78.5	68.3
Grade 10 English Language Arts	99.5	96.7	100	96.7	98.7	96.5	99.0	96.2
Grade 10 Mathematics	90.4	89.9	96.3	89.7	86.9	89.9	92.7	89.5
Grade 10 Science	94.5	88.2	95.5	89.0	94.4	89.4	94.7	89.3

Student Growth Percentile

The Department uses Student Growth Percentiles (SGPs) to demonstrate progress in student achievement each year. SGPs are generated based on student performance on statewide assessments, including MCAS and/or PARCC in 2015 and 2016 and the Next-Generation MCAS in 2017 and 2018. For schools that took PARCC, transitional SGPs were calculated based on

PARCC and prior MCAS scores. In 2018, DESE began including average SGP in all assessment and accountability reports instead of median SGP. In general, SGPs in the range of 1-39 are associated with lower growth, SGPs in the range of 40-60 are associated with moderate growth, and SGPs in the range of 61-99 are associated with higher growth.

Please note that in the table below, the school's data is for students in grades 6 through 8 and 10 only. SACS does not enroll students in grades 3 through 5.

Student Growth Percentile				
	PARCC		Next-Generation MCAS	
	Transitional SGP		Median SGP	Average SGP
Grade and Subject	2015	2016	2017	2018
Grades 3-8 English Language Arts	70.0	39.0	70.0	56.9
Grades 3-8 Mathematics	82.0	61.0	57.5	55.3
	MCAS			
	Median SGP			Average SGP
Grade and Subject	2015	2016	2017	2018
Grade 10 English Language Arts	81.5	76.5	79.0	63.2
Grade 10 Mathematics	63.0	47.0	13.5	35.0

Graduation and Dropout Rates

The 4-year graduation rate is the percentage of students in an annual cohort who graduate with a regular high school diploma within 4 years.

4-Year Graduation Rate (Percent Graduated)			
	2015 cohort	2016 cohort	2017 cohort
SACS	94.1	87.2	92.3
Statewide	87.3	87.5	88.3

The 5-year graduation rate is the percentage of students in an annual cohort who graduate with a regular high school diploma within 5 years. Data for the 2016 cohort is the most recent available because it includes students in that cohort who graduated as late as 2017.

5-Year Graduation Rate (Percent Graduated)		
	2015 cohort	**2016 cohort**
SACS	94.1	93.6
Statewide	89.4	89.8

Dropout rates are reported for high school students who drop out of high school.

Dropout Rate (Percent Dropout)			
	2015	**2016**	**2017**
SACS	1.1	0.5	5.3[12]
Statewide	1.9	1.9	1.8

CRITERION 6: PROGRAM DELIVERY
The school delivers a high quality academic program that meets the academic needs of all students.

Key Indicator 6.2: Instruction
The school staff has a common understanding of high-quality instruction. Instructional practices are aligned to this common understanding. Instructional practices are based on high expectations for all students. Instruction fosters student engagement. Classroom environments are conducive to learning.

Evidence gathered and reviewed as part of the renewal inspection[13]:

Nearly all observed classrooms (14 out 15) were conducive to learning.

- Site visitors observed clear classroom expectations posted, well-established routines, effective transitions, positive praise for positive behavior and effort, and REACH tickets earned. Visitors observed SLANT (sit up, listen, ask and answer questions, nod, and track) posters posted, respectful peer-to-teacher and peer-to-peer interactions,

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[12] The school reports that a technical error resulted in an inaccurate figure. According to the school, one student dropped out, while all of the others included in this percentage transferred to private schools or schools in other states.

[13] The renewal inspection team gathered evidence related to a subset of the elements included in *Key Indicator 6.2: Instruction*.

use of snaps, students building from peer responses, students positively receiving teacher feedback, students raising hands to seek support from teachers, multiple adults in the classroom, positive teacher tone, and teacher humor.

- One observed classroom was not conducive to learning. In this classroom, a site visitor observed a lack of classroom routines, off-task discussion and student behavior, lack of redirection by the teacher, and disrespectful peer-to-peer and peer-to-teacher behavior.

Key Indicator 6.4: Supports for Diverse Learners
The school has systems to identify students in need of support, and provides supports, interventions, and resources to meet the academic needs of all students, including but not limited to students with disabilities and English learners.

Evidence gathered and reviewed as part of the renewal inspection:

The school uses a universal screening system to assess academic strengths and challenges of all students, and to identify students needing additional support. The school's intervention system allows students to move along a continuum of services and change placements according to identified progress or needs.

- Students potentially in need of ESL services are identified through the home language survey after the student is accepted at the school.
- Administrators reported that if a language other than English is spoken at home, the school's intake interview team conducts an interview with the family and contacts prior schools to gather additional information. Following the collection of additional information, the school implements the WIDA screener to assess whether the student qualifies for ESL services.
- Teachers and administrators reported student progress and concerns are initially discussed during weekly grade level teams. The grade level team implements Tier 1 response to intervention (RTI) supports. If the student is not making sufficient progress, the student is referred to the teacher assistance team (TAT).
- The TAT consists of grade level teachers, special education teachers, and other members identified by the team.
- A review of the school's district curriculum accommodation plan (DCAP) indicates that the school implements the TAT when students experience difficulties in any one or more of the following areas: academics, social and emotional functioning, behavior, executive functioning or organization, communication, and/or thinking skills.
- The RTI process outlined in the DCAP and reported by administrators and teachers, provides students with Tier 1 and 2 interventions.

- The TAT develops and implements additional interventions to support the students and reconvenes after four to six weeks. If the student is not making progress, the student may then be referred for special education testing.

The school demonstrates responsibility for the diverse learning needs of all students through supports, interventions, and staff resources. The school implements a documented, WIDA aligned ELD curriculum.

- Administrators and teachers reported on the use of its standards-based grading system to inform instructional strategies. Stakeholders reported the school's standards-based grading systems allows teachers to identify specific areas of need and allows teachers to re-teach content and differentiate instruction.
- Administrators and teachers reported the school provides the following supports for all students: multiple teachers in the classroom, tutoring (mandatory for some students based on assessment data such as ANet), daily academic support blocks, transition planning, homework club, grade 9 seminar, Think Cerca curriculum, 1:1 Chromebooks, smartboards, document cams, and online texts.
- Administrators and teachers reported that students who are identified as in need of ESL services receive daily ESL instruction from a licensed ESL teacher. The school implements a documented, WIDA aligned ELD curriculum. Administrators and teachers also reported that general education teachers use SEI strategies in their classes.
- Site visitors observed evidence of supports for diverse learners in nearly all observed classrooms (14 out of 15), which included: multiple adults in the classroom, clear and explicit directions, connections to prior learning, teachers circulating to check in with students and deliver specific feedback, small group instruction with a teacher, individual student support, opportunities for students to speak, listen, and write, use of calculators, use of technology (smartboards, Chromebooks and projectors), wait time, countdowns, chants, manipulatives, word walls, visuals, graphic organizers, turn and talks, teachers previewing vocabulary with students, choral responses, previewing materials, and written and verbal directions.
- A review of the school's submitted staff roster indicates SACS employs the following support staff for students: two school adjustment counselors, a dean of students, an assistant dean of students, a part-time contracted speech and language pathologist, a part-time reading specialist, a college counselor, a college navigation coach, and a nurse.

Administrators reported the school uses internal assessment data to inform the instructional aspects of the special education and English learner programs to improve instructional strategies for students. SACS has not conducted a formal self-evaluation of the special education program; the school has conducted an initial formal self-evaluation of the EL program.

- Administrators reported the school conducted an initial formal self-evaluation of the school's English learner program in 2017. Administrators used the Department's program evaluation template to conduct the evaluation.
- Administrators reported the school does not conduct a formal self-evaluation of the special education program. However, administrators reported special education staff review special education data annually to identify areas of need and program improvement. Administrators reported special education staff meet bi-weekly to review of a variety of data to address special education program areas of need. Additionally, administrators reported special education teachers conduct a quarterly analysis of special education student performance and progress.

ORGANIZATIONAL VIABILITY

CRITERION 9: GOVERNANCE

Members of the board of trustees act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.	● **Meets**

Finding: Throughout the charter term, members of the SACS board have been active and involved in their roles as public agents, providing competent and appropriate governance and oversight of the school.

- During a visit in Year 12 and during the renewal inspection, site visitors found evidence of board members fulfilling their legal responsibilities and obligations to the school. The board met regularly and had several active committees.
- During a visit in Year 12 and during the renewal inspection, site visitors found evidence of board members providing competent and appropriate governance and oversight of the charter school administration, financial health, and progress toward meeting academic and other school goals. During the charter term, the board oversaw the hiring of a new executive director and an expansion of the school's enrollment and facilities.

Evidence gathered and reviewed as part of the renewal inspection:

The board of trustees is active and engaged in fulfilling its legal responsibilities and obligations to the school.

- The board currently has of 11 approved members, within the number set by the board's bylaws.
- Board members reported, and a review of board minutes confirmed, with the exception of August, that the board meets monthly. Board members reported the

following committees: governance, finance, facilities, development, education, and human resources.

- Board members reported all committee meet monthly, with the exception of education (four to five times per year) and human resources (quarterly).
- A review of board minutes indicated, and board members confirmed that the board is currently in the process of revising its bylaws. Board members reported the revision process is anticipated to be completed within the next two months.
- Board members, teachers, and administrators reported the board is active and engaged in the school. Stakeholders reported the board serves as the face of the school and noted board member attendance at many school and community events. Additionally, teachers reported the board's vision of the school led to the development of the school's new gym and performing arts facilities.

The board of trustees provides appropriate oversight of the school's financial health and progress towards meeting academic goals.

- The board of trustees and school administrators reported that the board's role is solely limited to governance and reported day-to-day operations of the school is the responsibility of the executive director.
- Board members reported that the school's head of school provides the board with monthly updates. A review of board minutes confirms the board receives monthly head of school and executive director updates. A review of board minutes also confirms the board receives monthly committee updates.
- Board members reported the board reviews MCAS, ANet, SAT, PSAT, AP, graduation, college acceptance, scholarship, enrollment, recruitment, and retention data. Board members reported tutoring data is reviewed annually and discipline data is reviewed as needed. A review of submitted board minutes indicated that the board receives a head of school report during board meetings and that the report includes a review and discussion of academic performance data.
- Board members also reported the school's drop-out data was recently reviewed and discussed after anomalies in the 2017 reporting cycle were identified. All stakeholders reported the school's 2017 drop-out data did not accurately reflect the school's drop-out data. Administrators reported that of the twelve students included in the drop-out figure, nine transferred to private schools, one student moved out of state, one student is home-schooled, and one may have dropped out.
- Board members reported decision-making processes originate in the board's committees. Board members reported all decisions are then discussed with the full board and voted upon as necessary.
- The board of trustees hired the school's executive director in February 2017. Administrators and teachers reported the board of trustees implemented a comprehensive search process that included the hiring of a consulting firm and development of search committee comprised of administrators, teachers, parents, and board members.

- The board of trustees reported a formal process to evaluate the executive director. Board members and administrators reported the board has not yet completed its first annual review of the executive director but noted the process will be completed in October.

The board engages in strategic and continuous improvement planning.

- The board of trustees engages in strategic and continuous improvement planning. The board reported and a review of submitted documents confirms the board developed a strategic plan. Additionally, the board reported on a process to recruit new board members.
- During the charter term, the board oversaw an expansion of the school's student enrollment by over 100 students and an expansion of the school's facilities.

APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE

Faithfulness to Charter

	Charter Term Performance M (Met) NM (Not Met)				Evidence
	Year 1	Year 2	Year 3	Year 4	
Objective: Salem Academy students will demonstrate that they are prepared to succeed in college.					
Measure: 90% of seniors will be accepted to at least one college or university.	M	M	M	M	• According to the school's Application for Renewal and annual reports, the school met this measure each year of the charter term. In the following years, the following percentages of seniors were accepted to at least one college or university: • 2014-15: 97 percent • 2015-16: 98 percent • 2016-17: 95 percent • 2017-18: 100 percent

Measure: 90% of students will matriculate to a college or university within a year of graduation.	M	M	M	M	• According to the school's application for renewal and annual reports, the school met this measure each year of the charter term. In the following years, the following percentages of students matriculated to a college or university within a year of graduation: • 2014-15: 91 percent • 2015-16: 94 percent • 2016-17: 90 percent • 2017-18: 95 percent
Measure: The average score of Salem Academy Charter School students in grade 11 on the PSAT and in grade 12 on the SAT will be above the 50th percentile nationally on both the Critical Reading sections and the mathematics sections.	NM	NM	M	NM	• According to the school's application for renewal and annual reports, the school met this measure in one year of the charter term. • 2014-15: The average score of students in grade 11 on the PSAT was at the 49th percentile for Math and the 47th percentile for Critical Reading. The average score of students in Grade 12 on the SAT in Critical Reading was 516 compared to the 50th percentile at 490; the average score in Math was 519 compared to the 50th percentile at 510.

				• 2015-16: The PSAT has changed and the data being reported is different. Instead of critical reading, there was a reading section. In "reading" on PSAT, 11th students averaged 47th percentile. In "math," students averaged 40th percentile. On the SAT, 12th grade students averaged in the 54th percentile in critical reading and the 53rd percentile in math. • 2016-17: The PSAT and SAT were no longer divided into critical reading and math. Based on overall scores, Salem Academy students did meet this goal. On the SAT, the average 12th grade Salem Academy student scored in the 57th percentile overall. On the PSAT, the average Salem Academy 11th grade student scored in the 55th percentile overall. • 2017-18: 49 percent of 12th grade students scored above the 50th percentile on the SAT. The average student in the 12th grade scored in the 50th percentile.

				• 65 percent of 11th grade students scored above the 50th percentile on the PSAT. The average student in the 11th grade scored in the 59th percentile.
Objective: Salem Academy students will demonstrate strong character as defined by the school's REACH norms (Responsible, Empathetic, Assertive, Cooperative, Honest).				
Measure: 85% of Salem Academy students will agree in an annual survey that Salem Academy Charter School is a safe and supportive community.	NM	M	NM	NM	• The school met this measure in one year of the charter term. In the following years, the following percentages of students agreed that the school is a safe and supportive community: • 2014-15: 89 percent of Lower School students • Upper School students were not surveyed this year. • 2015-16: 87.28 percent • 2016-17: 84 percent • 2017-18: 84 percent
Measure: 80% of Salem Academy students will be recognized for conduct exemplifying the school's REACH norms each year.	M	M	M	M	• The school met this measure each year of the charter term. In the following years, the following percentages of students were recognized for conduct

<table>
<tr><td></td><td></td><td></td><td>exemplifying the school's REACH norms:

2014-15: 99 percent
2015-16: 98 percent
2016-17: 98 percent
2017-18: 92 percent
</td></tr>
</table>

Academic Program Success

	Charter Term Performance M (Met) NM (Not Met)				Evidence
	Year 1	Year 2	Year 3	Year 4	
Objective: Salem Academy students will demonstrate that they are informed, articulate, and proactive through measurable academic achievement.					
Measure: 90% of students will meet internal grade-level proficiency requirements in all academic core classes.	M	M	M	M	• The school met this measure each year of the charter term. In the following years, the following percentages of students met internal grade-level proficiency requirements in all academic core classes:

				• 2014-15: 97 percent • 2015-16: 92 percent • 2016-17: 89 percent core classes by the end of the school year. An additional 6 percent of students are expected to meet this target upon completion of summer work. • 2017-18: 93 percent
Measure: Salem Academy students will average 80% proficiency on academic benchmarks across all academic core classes.	M	M	M	M	• The school met this measure in each year of the charter term. In the following years, SACS students averaged the following percentages proficiency on academic benchmarks across all academic core classes: • 2014-15: 90 percent • 2015-16: Salem Academy implemented a new 1-4 course grading scale this year. According to their GPA conversion scale, an average grade of 3.2 is the most equivalent to 80% on the old scale. This year Salem Academy students averaged 3.48 on academic benchmarks across all academic core classes. • 2016-17: This year Salem Academy students averaged 3.5

				- on academic benchmarks across all academic core classes. 2017-18: 88 percent
Objective: Salem Academy students will apply academic skills through meaningful service to the community.				
Measure: Salem Academy students on average will demonstrate 90% proficiency on Service Learning benchmarks each year.	M	NM	M	M	- According to the school's application for renewal and annual reports, the school met this measure in three years of the charter term. 2014-15: Salem Academy students on average demonstrated 92% proficiency on Service Learning benchmarks. 2015-16: Salem Academy implemented a new 1-4 course grading scale this year. 85 percent of students demonstrated proficiency. 2016-17: Service Learning benchmarks demonstrated 92 percent proficiency this year. 2017-18: Service Learning benchmarks demonstrated 91% proficiency this year.
Measure: 80% of Salem Academy students will agree in an annual survey that their service learning projects were meaningful and allowed them to apply academic learning in productive ways.	M	M	M	M	According to the school's application for renewal and annual reports, the school met this measure each year of the charter term.

				• The following percentages of students agreed that their service learning projects were meaningful: • 2014-15: 80 percent • 2015-16: 87.6 percent • 2016-17: 91 percent • 2017-18: 80 percent

Organizational Viability/Dissemination

	Charter Term Performance M (Met) NM (Not Met)				Evidence
	Year 1	Year 2	Year 3	Year 4	
Objective: Salem Academy Charter School will share its practices using standards based curriculum and assessment with the Salem Public Schools and other Massachusetts school districts over the course of the charter term.					
Measure: By the end of this charter term, Salem Academy will have shared its standards based instructional practices with the Salem public Schools in a structured program funded by a dissemination grant.	M	M	M	M	• In 2014, Salem Academy was given dissemination grant funding though the Department's USED Charter School Program grant. With these funds, SACS partnered with Salem Public Schools for a

				two year project (2014-15 and 2015-16) to share its best practices related to standards based instructional practices.
Measure: By the end of this charter term, Salem Academy will have hosted at least one Massachusetts public school visit in addition to the Salem Public schools each year to share practices in standards based curriculum and assessment.	NM	M	NM	NM	• According to the school's application for renewal and annual reports, the school met this measure one year of the charter term. • 2014-15: Salem Academy hosted SPS schools through the dissemination grant this year as well as an additional SPS visit unrelated to grant funding. • 2015-16: Salem Academy hosted two public school visits, one with North Brookfield Jr. /Sr. High School and one with Pittsfield High School to share practices in standards based curriculum and assessment. • 2016-17: In Fall 2016, Salem Academy hosted one school visit for a team from Bates Elementary School (Salem) centered around standards based curriculum and assessment. In the spring, SACS hosted teams from two public schools, outside of Salem, but

				• the focus of the visit was Safe and Supportive Learning Environments, rather than standards-based curriculum. • 2017-18: Salem Public Schools and individual teachers from other charter and public high schools visited Salem Academy this year.

Reach Objective: Salem Academy will sponsor professional development programming each year to enable adult leadership in establishing an environment in which students and adults respect, affirm, and celebrate cultural differences.				

Measure: At least one IDP (Instructional Development Program) each semester will be devoted to culturally responsive professional development.	M	NM	M	M	• According to the school's application for renewal and annual reports, the school met this measure in three years of the charter term. • 2014-15: Salem Academy devoted two sessions of IDP to culturally responsive PD. The first semester session occurred in August. The second semester work occurred in February and was centered around the school's response to the events in Ferguson and the impact of those events on students and school culture.

				• 2015-16: Semester I all staff participated in professional development devoted to culturally relevant pedagogy. Semester II a sub-set of staff participated in an ongoing study and reflection of culturally relevant pedagogy in order to assess the school's needs and plan future professional development for the whole staff. • 2016-17: In August 2016 and March 2017, faculty and staff participated in PD sessions devoted to culturally responsive pedagogy. • 2017-18: One session of whole staff IDP in August was on culturally responsive practice. • PLC peer observations on culturally responsive practice were held throughout the year
Measure: Subject centered curriculum teams will focus at least once each year on review of curricular materials to ensure culturally inclusivity and respect.	M	NM	M	M	• According to the school's application for renewal and annual reports, the school met this measure three years of the charter term. • 2014-15: At the beginning of the year, teachers met in department teams to determine

					subject-specific best practices for culturally responsive teaching. • 2015-16: The school reported that this was not met. • 2016-17: All curriculum teams spent time in their team meetings throughout the year examining ways to ensure that their curricula is culturally relevant. • 2017-18: Our subject centered curriculum teams reviewed curricular materials for cultural inclusivity and respect throughout the year.

APPENDIX B: ACCESS AND EQUITY

The longitudinal comparison data presented in the graphs of student enrollment and student indicators are intended to provide context for the charter school's recruitment and retention efforts[14]. Information is displayed for the charter school and for comparison schools, which include all of the public schools in the charter school's region that serve at least one grade level of students that overlaps with the grade levels served by the charter school. All data displayed in these graphs are derived from DESE District and School Profiles (http://profiles.doe.mass.edu).

STUDENT ENROLLMENT

The graphs provide comparison enrollment percentages for four different subgroups of students: English language learners, first language not English, low income /economically disadvantaged[15], and students with disabilities. Each line on the graph represents the percentage of total school enrollment for a given school or set of schools during the most recent five years. If available, data listed are displayed longitudinally across multiple years in line graph form, with:

- a solid **bold black** line representing subgroup enrollment in the charter school;
- a solid **green** line for the statewide average;
- a solid **blue** line for the comparison district average;
- a dotted **orange** line for the median[16] enrollment percentage of all comparison schools;

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[14] New statutory provisions related to Criterion 2 were established in 2010, and as specified in regulation, charter schools were first required to implement recruitment and retention plans in 2011-2012. Charter schools are required to receive Department approval for a recruitment and retention plan to be reported on and updated annually. When deciding on charter renewal, the commissioner and the Board must consider the extent to which the school has followed its recruitment and retention plan by using deliberate, specific strategies to recruit and retain students in targeted subgroups, whether the school has enhanced its plan as necessary, and the annual attrition of students.

[15] 2014-2015 is the first year for which the category "Economically Disadvantaged" is being reported, replacing the "Low-income," "Free Lunch" and "Reduced Lunch" categories used in 2013-2014 and earlier. It is important for users of this data to understand that enrollment percentages and achievement data for "economically disadvantaged" students cannot be directly compared to "Low-income" data in prior years. Please see http://www.doe.mass.edu/infoservices/data/ed.html for important information about the "Economically Disadvantaged" category.

[16] The midpoint value of all comparison schools. This is derived using Microsoft Excel's MEDIAN function.

- a dotted **dark orange** line for the first quartile[17] enrollment percentage of all comparison schools;
- a dotted **red** line for the Comparison Index[18];
- a dotted **pink** line for the Gap Narrowing Target (GNT)[19]; and
- solid **gray** lines for the enrollment percentage in each individual comparison school (darker gray for charter schools, and lighter gray for district schools).

Though comparisons of subgroup enrollment data in a charter school to that of other public schools in a geographic area as provided in Appendix B can provide some information regarding comparability of student populations, it is presented for reference only and primarily to determine trends within the charter school itself and to guide further inquiry. The subgroup composition of a charter school is not required to be a mirror image of the schools in its sending districts and region. The Department urges caution in drawing any conclusions regarding comparability of subgroup populations between schools and districts based on aggregate statistics alone. Enrollment of students in traditional public schools differs significantly from enrollment of students in charter schools. In particular, charter schools are required by law to use a lottery process when admitting students; traditional public schools must accept all students that live within the municipality or region that they serve. Specific caution should be used for special education enrollment data, as research by Dr. Thomas Hehir (Harvard Graduate School of Education) and Associates (Review of Special Education in the Commonwealth of Massachusetts: A Synthesis Report (August 2014) found that low-income students were identified as eligible for special education services at substantially higher rates than non-low-income students. Further, across districts with similar demographic characteristics, district behavior differed for special education identification, placement, and performance. Finally, it is important to note that student demographics for a charter school, particularly in the aggregate, will not immediately reflect recruitment and retention efforts; charter school must give preference in enrollment to siblings of currently attending students and are permitted to limit the grades in which students may enter the school.

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[17] The first quartile is the middle number between the smallest number and the median of all comparison schools. This is derived using Microsoft Excel's QUARTILE function.

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

[19] The Gap Narrowing Target (GNT) refers to the halfway point between the school's baseline rate (which is the rate in the 2010-11 school year, or the first year enrollment data is collected if after 2010-11,) and the current Comparison Index (the "target"). The object is to meet this halfway point by the 2016-17 school year (or in a later year if baseline is after 2010-11), giving the school six years to do so. For a school to be on schedule to meet its GNT, an incremental increase must be met annually. To determine this increment, the following equation is used: [(Comparison Index – Baseline) / 2] / 6 years = Annual GNT.

Salem Academy Charter School - Salem - Est. 2004 (Max Grade Span: 06-12)
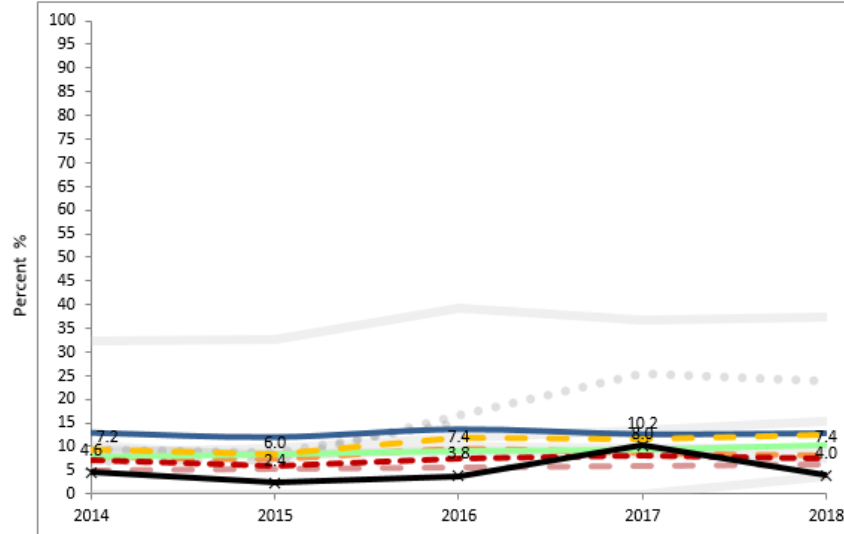
English Language Learners
% Enrolled

	2014	2015	2016	2017	2018
Charter School	4.6	2.4	3.8	10.2	4.0
Statewide Average	7.9	8.5	9.0	9.5	10.2
Salem (District)	13.0	12.1	13.7	12.7	12.9
Grades served per year	6-12	6-12	6-12	6-12	6-12
Median	9.3	8.4	12.0	11.7	12.5
First Quartile	7.8	7.4	9.6	8.7	8.1
Comparison Index	7.2	6.0	7.4	8.0	7.4
Gap Narrowing Target (GNT)	5.0	5.3	5.5	5.8	6.1

ENROLLMENT - ELL

Legend: — Charter School — Statewide Avg — District ▪▪▪ Median ▪▪▪ First Quartile ▪▪▪ Comparison Index ▪▪▪ GNT ▪▪▪▪ Comp. Charter Schools — Comp. District Schools
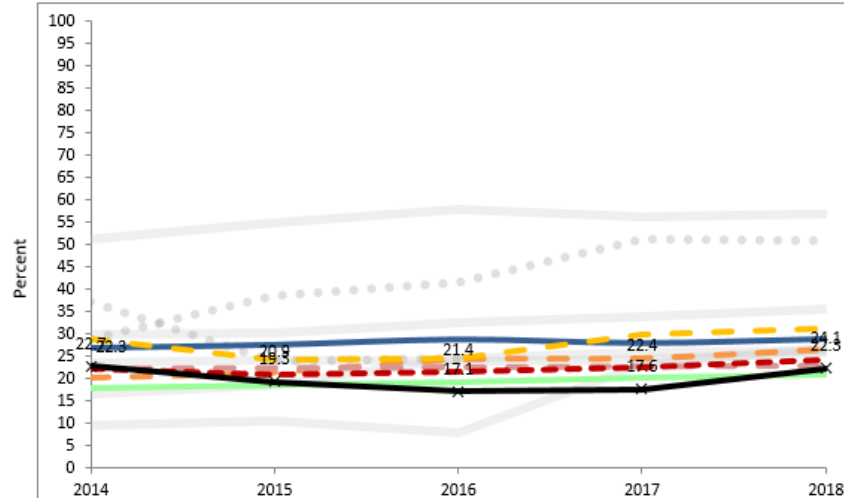
First Language Not English
% Enrolled

	2014	2015	2016	2017	2018
Charter School	22.7	19.3	17.1	17.6	22.3
Statewide Average	17.8	18.5	19.0	20.1	20.9
Salem (District)	26.8	27.5	28.7	27.9	28.8
Grades served per year	6-12	6-12	6-12	6-12	6-12
Median	28.7	24.2	24.5	29.8	31.2
First Quartile	20.1	21.3	24.2	24.5	26.5
Comparison Index	22.3	20.9	21.4	22.4	24.1
Gap Narrowing Target (GNT)	22.1	22.3	22.5	22.8	23.0

ENROLLMENT - FLNE

Salem Academy Charter School - Salem - Est. 2004 (Max Grade Span: 06-12)
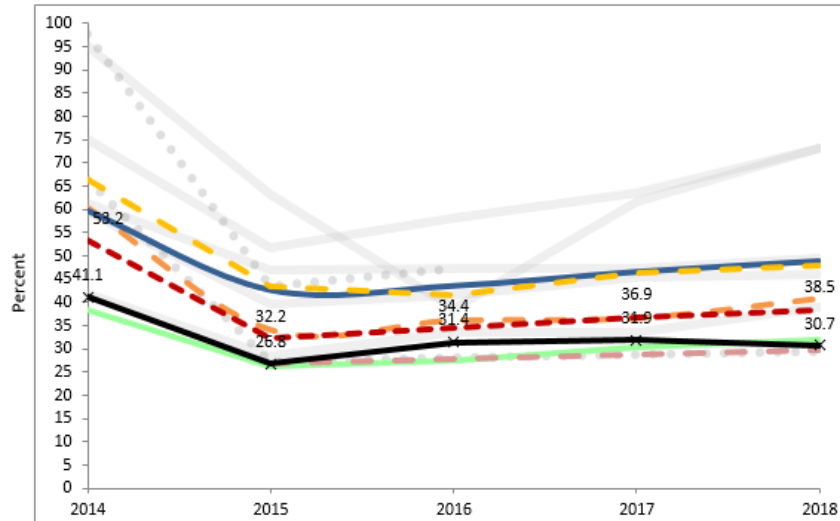
Economically Disadvantaged

(Low Income was used prior to 2015-2016)

% Enrolled

	2014	2015	2016	2017	2018
Charter School	41.1	26.8	31.4	31.9	30.7
Statewide Average	38.3	26.3	27.4	30.2	32.0
Salem (District)	59.7	42.7	43.6	46.6	48.9
Grades served per year	6-12	6-12	6-12	6-12	6-12
Median	66.5	43.5	41.6	46.4	47.8
First Quartile	60.4	34.1	36.1	36.6	40.8
Comparison Index	53.2	32.2	34.4	36.9	38.5
Gap Narrowing Target (GNT)		26.8	27.8	28.7	29.7

Legend: Charter School — Statewide Avg — District — Median — First Quartile — Comparison Index — GNT ··· Comp. Charter Schools — Comp. District Schools
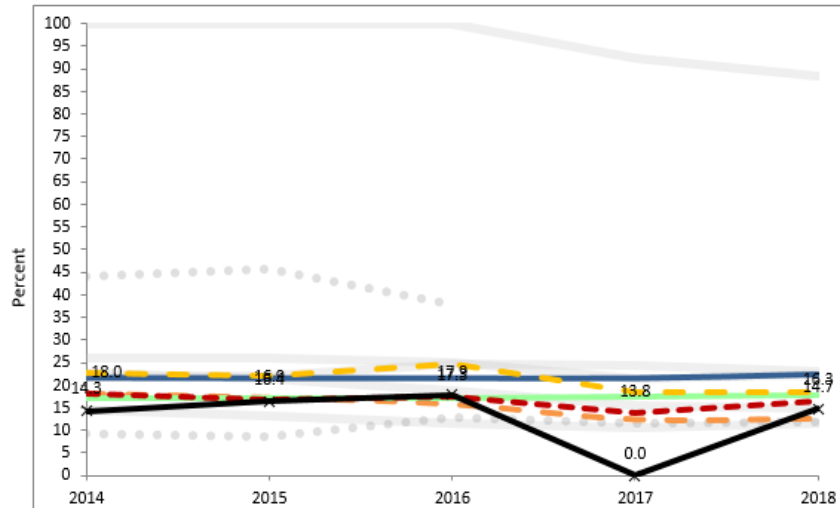
Students with Disabilities

% Enrolled

	2014	2015	2016	2017	2018
Charter School	14.3	16.4	17.9	0.0	14.7
Statewide Average	17.0	17.1	17.2	17.4	17.7
Salem (District)	21.6	21.5	21.5	21.5	22.5
Grades served per year	6-12	6-12	6-12	6-12	6-12
Median	22.7	21.9	24.6	18.5	18.6
First Quartile	18.2	17.3	15.9	12.5	12.7
Comparison Index	18.0	16.9	17.3	13.8	16.3
Gap Narrowing Target (GNT)					

STUDENT INDICATORS

The graphs include comparison data for the following indicators: attrition rate[20] for all students, attrition rate for students in the high needs subgroup[21], in-school suspension rate, out-of-school suspension rate, attendance, retention rate[22], four-year graduation rate (if applicable), dropout rate, stability rate[23] for all students, and stability rate for students in the high needs subgroup. Each line on the graph represents a school or set of schools during the most recent five years. If available, data listed are displayed longitudinally across multiple years in line graph form, with:

- a solid **bold black** line representing the charter school;
- a solid green line for the statewide average;
- a solid blue line for the comparison district average[24];
- a dotted orange line for the median[25] percentage of all comparison schools;
- a dotted dark orange line for the first quartile[26] percentage of all comparison schools; and
- solid gray lines for the percentage in each individual comparison school (darker gray for charter schools, and lighter gray for district schools).

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[20] The percentage of attrition, or rate at which enrolled students leave the school between the end of one school year and the beginning of the next.

[21] A student is high needs if he or she is designated as either low income, or ELL, or former ELL, or a student with disabilities. A former ELL student is a student not currently an ELL, but had been at some point in the two previous academic years.

[22] The percentage of enrolled students in grades 1-2 who were repeating the grade in which they were enrolled the previous year.

[23] The Stability Rate measures how many students remain in a district or school throughout the school year.

[24] District percentages are not included for attrition since attrition at the district level cannot be reasonably compared to attrition at the school level.

[25] The midpoint value of all comparison schools. This is derived using Microsoft Excel's MEDIAN function.

[26] The first quartile is the middle number between the smallest number and the median of all comparison schools. This is derived using Microsoft Excel's QUARTILE function.

Salem Academy Charter School - Salem - Est. 2004 (Max Grade Span: 06-12)
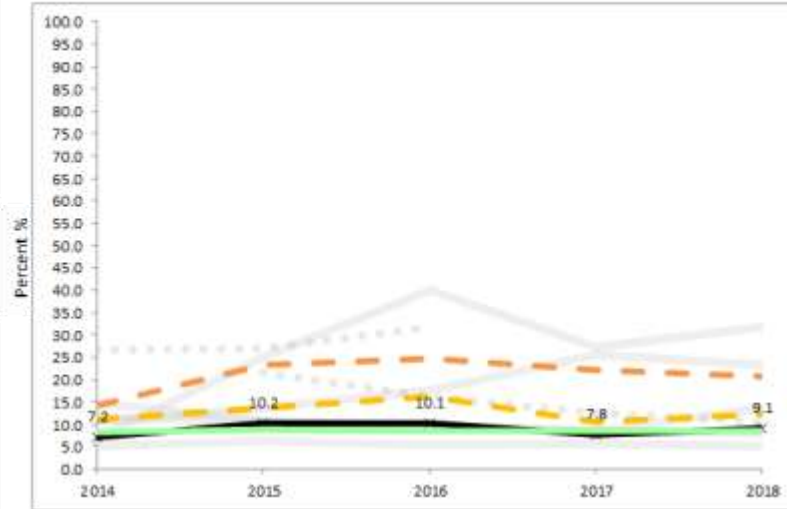
All Students
Attrition %

	2014	2015	2016	2017	2018
Charter School	7.2	10.2	10.1	7.8	9.1
Statewide Average	8.2	8.7	8.7	8.5	8.6
Grades served per year	6-12	6-12	6-12	6-12	6-12
Median	11.1	13.5	16.3	10.6	12.1
Third Quartile	14.1	23.3	24.7	22.2	20.8

Charter School — Statewide Average — Median — Third Quartile ···· Comp. Charter Schools — Comp. District Schools
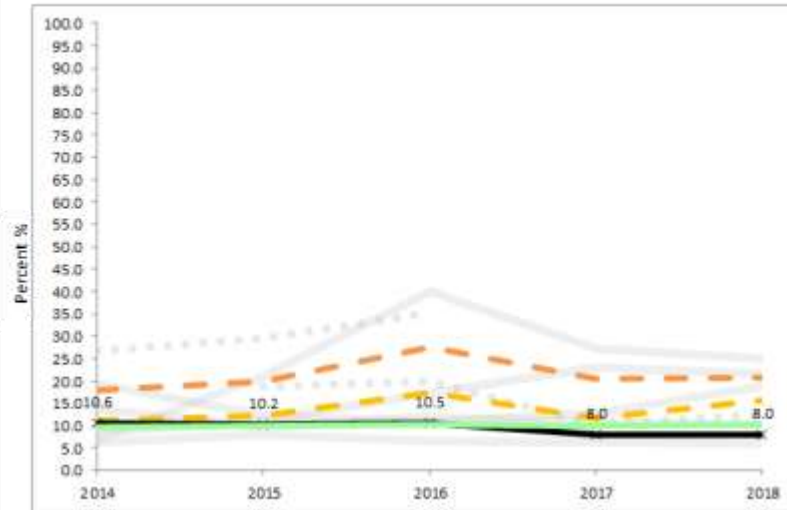
High Needs
Attrition %

	2014	2015	2016	2017	2018
Charter School	10.6	10.2	10.5	8.0	8.0
Statewide Average	9.7	10.0	10.1	10.0	10.1
Grades served per year	6-12	6-12	6-12	6-12	6-12
Median	11.1	12.3	17.2	11.8	15.6
Third Quartile	17.8	19.9	27.7	20.4	20.8

Salem Academy Charter School - Salem - Est. 2004 (Max Grade Span: 06-12)
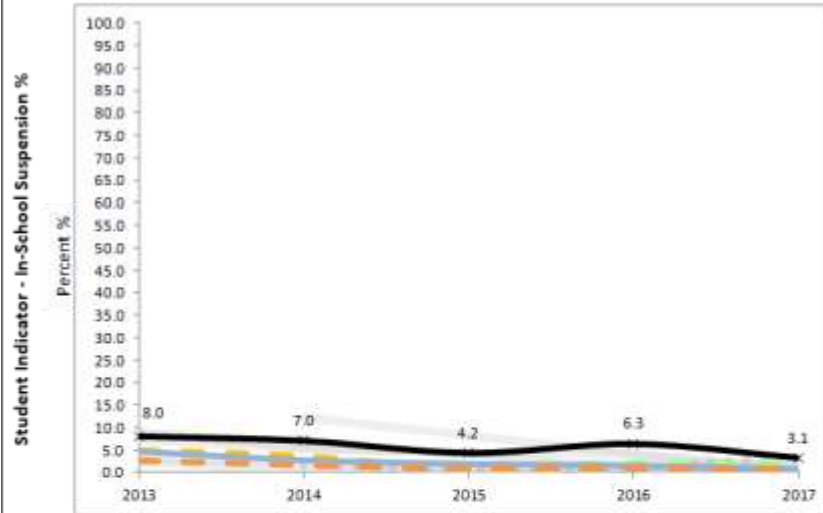
In-School Suspension %

	2013	2014	2015	2016	2017
Charter School	8.0	7.0	4.2	6.3	3.1
Statewide Average	2.2	2.1	1.8	1.9	1.7
Salem (District)	4.6	2.7	1.9	1.5	0.7
Grades served per year	6-12	6-12	6-12	6-12	6-12
Median	5.0	3.7	0.8	1.0	0.9
First Quartile	2.7	1.6	0.8	1.0	0.7

Student Indicator - In-School Suspension %

Charter School   Statewide Avg   District   Median   First Quartile   Comp. Charter Schools   Comp. District Schools
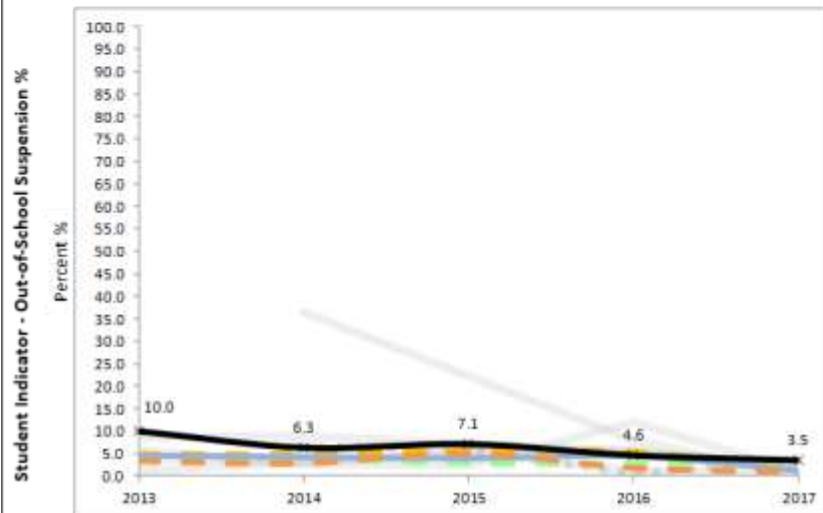
Out-of-School Suspension %

	2013	2014	2015	2016	2017
Charter School	10.0	6.3	7.1	4.6	3.5
Statewide Average	4.3	3.9	2.9	2.9	2.8
Salem (District)	4.5	4.2	3.9	4.4	1.1
Grades served per year	6-12	6-12	6-12	6-12	6-12
Median	4.9	4.9	5.5	5.3	1.3
First Quartile	3.4	3.0	5.1	1.9	1.0

Student Indicator - Out-of-School Suspension %

Salem Academy Charter School - Salem - Est. 2004 (Max Grade Span: 06-12)

Attendance %

	2013	2014	2015	2016	2017
Charter School	95.5	95.4	96.2	95.0	96.2
Statewide Average	94.8	94.9	94.7	94.9	94.6
Salem (District)	93.4	93.8	93.4	93.6	92.8
Grades served per year	6-12	6-12	6-12	6-12	6-12
Median	92.2	93.8	93.0	93.5	93.3
First Quartile	83.2	84.7	82.7	86.3	90.9

Charter School — Statewide Avg — District ••• Median ••• First Quartile — Comp. Charter Schools — Comp. District Schools

Retention %

	2013	2014	2015	2016	2017
Charter School	2.3	4.3	2.7	3.8	0.9
Statewide Average	1.8	1.6	1.5	1.5	1.3
Salem (District)	2.8	1.7	1.4	1.9	1.8
Grades served per year	6-12	6-12	6-12	6-12	6-12
Median	4.0	1.8	0.5	0.4	0.8
First Quartile	0.2	0.7	0.3	0.2	0.6

Salem Academy Charter School - Salem - Est. 2004 (Max Grade Span: 06-12)

4-Year Graduation %

	2013	2014	2015	2016	2017
Charter School	87.5	88.6	94.1	87.2	92.3
Statewide Average	85.0	86.1	87.3	87.5	88.3
Salem (District)	85.9	85.4	89.2	83.1	81.6
Grades served per year	6-12	6-12	6-12	6-12	6-12
Median	87.5	50.0	60.0	53.8	93.8
First Quartile	51.5	28.9	37.5	32.7	90.7

Legend: Charter School — Statewide Avg — District — Median — First Quartile — Comp. Charter Schools — Comp. District Schools
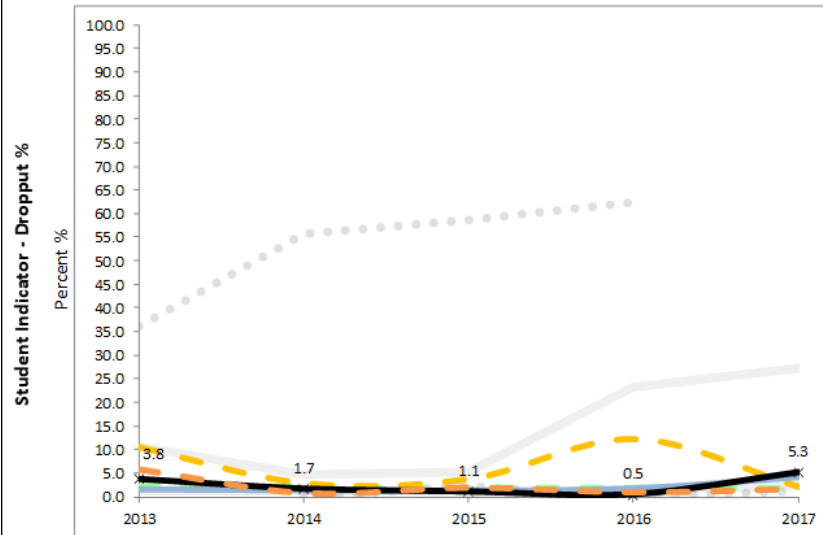
Dropout %

	2013	2014	2015	2016	2017
Charter School	3.8	1.7	1.1	0.5	5.3
Statewide Average	2.2	2.0	1.9	1.9	1.8
Salem (District)	1.5	1.3	1.2	1.7	4.2
Grades served per year	6-12	6-12	6-12	6-12	6-12
Median	10.5	3.0	3.8	12.2	2.2
First Quartile	5.9	0.8	2.0	1.0	1.7

APPENDIX C: STUDENT PERFORMANCE

The following tables are taken from the Department's 2018 Official Accountability Report for SACS.

OVERALL RESULTS

Progress toward improvement targets														
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	2	4	-	4	4	-	0	4	-
	Mathematics achievement	0	4	-	1	4	-	4	4	-	4	4	-
	Science achievement	4	4	-	-	-	-	3	4	-	0	4	-
	Achievement total	8	12	67.5	3	8	67.5	11	12	47.5	4	12	90.0
Growth	English language arts growth	3	4	-	3	4	-	4	4	-	-	-	-
	Mathematics growth	3	4	-	3	4	-	1	4	-	-	-	-
	Growth total	6	8	22.5	6	8	22.5	5	8	22.5	-	-	-
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	4	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	3	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	0	4	-	-	-	-
	High school completion total	-	-	-	-	-	-	7	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	0	4	-	0	4	-	3	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-	4	4	-	-	-	-
	Additional indicators total	0	4	10.0	0	4	10.0	7	8	10.0	4	4	10.0
Weighted total		6.8	10.3	-	3.4	7.6	-	8.5	10.7	-	4.0	11.2	-
Percentage of possible points		66%		-	45%		-	79%		-	36%		-
Percentage of possible points by gradespan		56% Weight of non-high school results:50%						58% Weight of high school results:50%					
Criterion-referenced target percentage		57%											
		Partially meeting targets											

RESULTS FOR STUDENTS IN THE HIGH NEEDS SUBGROUP

Progress toward improvement targets							
Indicator		High needs Subgroup (Non-high school grades)			High needs Subgroup (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	4	4	-
	Mathematics achievement	0	4	-	4	4	-
	Science achievement	4	4	-	2	4	-
	Achievement total	7	12	67.5	10	12	47.5
Growth	English language arts growth	3	4	-	4	4	-
	Mathematics growth	3	4	-	1	4	-
	Growth total	6	8	22.5	5	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	4	4	-
	Extended engagement rate	-	-	-	3	4	-
	Annual dropout rate	-	-	-	0	4	-
	High school completion total	-	-	-	7	12	20.0
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	0	4	-	0	4	-
	Advanced coursework completion	-	-	-	2	4	-
	Additional indicators total	0	4	10.0	2	8	10.0
Weighted total		6.1	10.3	-	7.5	10.7	-
Percentage of possible points		59%		-	70%		-
Percentage of possible points by gradespan		59% Weight of non-high school results:50%			70% Weight of high school results:50%		
Criterion-referenced target percentage		65%					
		Partially meeting targets					
Subgroup percentile							
This group's overall performance relative to the performance of the same subgroup in schools administering similar assessments		-					

DETAILED DATA FOR EACH INDICATOR

English language arts achievement - Next-Generation MCAS average composite scaled score - Non-high school — About the Data

Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	504.5	506.8	2.3	506.2	213	4	Exceeded Target
Lowest Performing	479.5	482.4	2.9	483.4	32	2	Improved Below Target
High needs	494.6	496.1	1.5	496.2	96	3	Met Target
Econ. Disadvantaged	498.0	500.0	2.0	499.6	69	3	Met Target
EL and Former EL	-	-	-	-	38	-	-
Students w/ disabilities	-	-	-	-	18	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	12	-	-
Afr. Amer./Black	-	-	-	-	19	-	-
Hispanic/Latino	494.8	498.9	4.1	496.2	84	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	7	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	512.9	514.8	1.9	514.5	91	4	Exceeded Target

English language arts achievement - legacy MCAS Composite Performance Index (CPI) - High school — About the Data

Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	98.7	99.0	0.3	100.0	72	4	Exceeded Target
Lowest Performing	100.0	96.3	-3.7	100.0	20	0	Declined
High needs	97.3	97.9	0.6	98.9	35	4	Exceeded Target
Econ. Disadvantaged	96.9	99.0	2.1	98.8	25	4	Exceeded Target
EL and Former EL	-	-	-	-	10	-	-
Students w/ disabilities	-	-	-	-	12	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	3	-	-
Afr. Amer./Black	-	-	-	-	7	-	-
Hispanic/Latino	96.9	97.1	0.2	99.5	26	2	Improved Below Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	100.0	100.0	0.0	100.0	35	4	Exceeded Target

Mathematics achievement - Next-Generation MCAS average composite scaled score - Non-high school — About the Data

Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	503.7	501.6	-2.1	504.9	215	0	Declined
Lowest Performing	477.9	477.5	-0.4	480.7	33	1	No Change
High needs	492.7	490.1	-2.6	494.1	97	0	Declined
Econ. Disadvantaged	494.8	491.0	-3.8	495.8	69	0	Declined
EL and Former EL	-	-	-	-	38	-	-
Students w/ disabilities	-	-	-	-	19	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	12	-	-
Afr. Amer./Black	-	-	-	-	19	-	-
Hispanic/Latino	495.0	493.0	-2.0	496.9	84	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	7	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	510.9	508.0	-2.9	512.2	93	3	Met Target

Mathematics achievement - legacy MCAS Composite Performance Index (CPI) - High school — About the Data

Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	86.9	92.7	5.8	88.4	72	4	Exceeded Target
Lowest Performing	65.0	73.8	8.8	67.0	20	4	Exceeded Target
High needs	75.0	85.0	10.0	77.2	35	4	Exceeded Target
Econ. Disadvantaged	74.0	86.0	12.0	76.0	25	4	Exceeded Target
EL and Former EL	-	-	-	-	10	-	-
Students w/ disabilities	-	-	-	-	12	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	3	-	-
Afr. Amer./Black	-	-	-	-	7	-	-
Hispanic/Latino	71.9	88.5	16.6	77.7	26	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	97.3	97.9	0.6	98.9	35	4	Exceeded Target

Science achievement - legacy MCAS Composite Performance Index (CPI) - Non-high school　　　　About the Data

Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	75.0	78.5	3.5	77.2	72	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	54.2	65.3	11.1	57.4	31	4	Exceeded Target
Econ. Disadvantaged	56.0	64.1	8.1	58.9	23	4	Exceeded Target
EL and Former EL	-	-	-	-	12	-	-
Students w/ disabilities	-	-	-	-	5	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	3	-	-
Afr. Amer./Black	-	-	-	-	9	-	-
Hispanic/Latino	58.6	64.4	5.8	67.8	26	2	Improved Below Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	3	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	90.8	92.7	1.9	92.9	31	4	Exceeded Target

Science achievement - legacy MCAS Composite Performance Index (CPI) - High school　　　　About the Data

Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	94.4	94.7	0.3	95.8	71	3	Met Target
Lowest Performing	87.5	82.5	-5.0	89.6	20	0	Declined
High needs	88.4	89.3	0.9	90.7	35	2	Improved Below Target
Econ. Disadvantaged	86.5	86.0	-0.5	88.4	25	1	No Change
EL and Former EL	-	-	-	-	10	-	-
Students w/ disabilities	-	-	-	-	12	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	3	-	-
Afr. Amer./Black	-	-	-	-	7	-	-
Hispanic/Latino	86.5	90.4	3.9	91.5	26	3	Met Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	100.0	100.0	0.0	100.0	34	4	Exceeded Target

English language arts growth - Non-high school　　　　About the Data

Group	2018 Mean SGP	2018 Target	N	Points	Reason
All Students	56.9	50.0	206	3	Met Target
Lowest Performing	56.2	50.0	32	3	Met Target
High needs	55.2	50.0	94	3	Met Target
Econ. Disadvantaged	58.8	50.0	67	3	Met Target
EL and Former EL	-	-	37	-	-
Students w/ disabilities	-	-	18	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-
Asian	-	-	11	-	-
Afr. Amer./Black	-	-	19	-	-
Hispanic/Latino	58.4	50.0	81	3	Met Target
Multi-race, Non-Hisp./Lat.	-	-	7	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-
White	57.7	50.0	88	3	Met Target

English language arts growth - High school　　　　About the Data

Group	2018 Mean SGP	2018 Target	N	Points	Reason
All Students	63.2	50.0	66	4	Exceeded Target
Lowest Performing	-	-	18	-	-
High needs	61.9	50.0	32	4	Exceeded Target
Econ. Disadvantaged	61.8	50.0	24	4	Exceeded Target
EL and Former EL	-	-	9	-	-
Students w/ disabilities	-	-	10	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-
Asian	-	-	3	-	-
Afr. Amer./Black	-	-	7	-	-
Hispanic/Latino	69.6	50.0	24	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-
White	60.7	50.0	31	4	Exceeded Target

Mathematics growth - Non-high school

About the Data

Group	2018 Mean SGP	2018 Target	N	Points	Reason
All Students	55.3	50.0	207	3	Met Target
Lowest Performing	52.4	50.0	33	3	Met Target
High needs	50.1	50.0	95	3	Met Target
Econ. Disadvantaged	50.9	50.0	67	3	Met Target
EL and Former EL	-	-	37	-	-
Students w/ disabilities	-	-	19	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-
Asian	-	-	11	-	-
Afr. Amer./Black	-	-	19	-	-
Hispanic/Latino	52.5	50.0	81	3	Met Target
Multi-race, Non-Hisp./Lat.	-	-	7	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-
White	57.8	50.0	89	3	Met Target

Mathematics growth - High school

About the Data

Group	2018 Mean SGP	2018 Target	N	Points	Reason
All Students	35.0	50.0	66	1	Below Target
Lowest Performing	-	-	18	-	-
High needs	32.5	50.0	32	1	Below Target
Econ. Disadvantaged	37.3	50.0	24	1	Below Target
EL and Former EL	-	-	9	-	-
Students w/ disabilities	-	-	10	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-
Asian	-	-	3	-	-
Afr. Amer./Black	-	-	7	-	-
Hispanic/Latino	39.8	50.0	24	1	Below Target
Multi-race, Non-Hisp./Lat.	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-
White	32.5	50.0	31	1	Below Target

Four-year cohort graduation rate - High school

About the Data

Group	2016 Rate (%)	2017 Rate (%)	Change	Target (%)	N	Points	Reason
All Students	87.2	92.3	5.1	88.4	39	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	85.4	89.7	4.3	88.6	29	4	Exceeded Target
Econ. Disadvantaged	86.1	92.0	5.9	90.1	25	4	Exceeded Target
EL and Former EL	-	-	-	-	3	-	-
Students w/ disabilities	-	-	-	-	8	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	0	-	-
Afr. Amer./Black	-	-	-	-	5	-	-
Hispanic/Latino	-	-	-	-	13	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	86.4	95.2	8.8	87.8	21	4	Exceeded Target

Extended engagement rate - High school

About the Data

Group	2015 Rate (%)	2016 Rate (%)	Change	Target (%)	N	Points	Reason
All Students	97.1	97.9	0.8	98.1	47	3	Met Target
Lowest Performing	-	-	-	-	-	-	-
High needs	95.2	97.6	2.4	98.0	41	3	Met Target
Econ. Disadvantaged	-	-	-	-	36	-	-
EL and Former EL	-	-	-	-	3	-	-
Students w/ disabilities	-	-	-	-	10	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	3	-	-
Afr. Amer./Black	-	-	-	-	5	-	-
Hispanic/Latino	-	-	-	-	17	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	-	-	-	-	22	-	-

Annual dropout rate - High school

About the Data

Group	2016 Rate (%)	2017 Rate (%)	Change	Target (%)	N	Points	Reason
All Students	0.5	5.3	-4.8	1.0	226	0	Declined
Lowest Performing	-	-	-	-	-	-	-
High needs	1.0	4.9	-3.9	1.0	81	0	Declined
Econ. Disadvantaged	0.0	3.8	-3.8	1.0	78	0	Declined
EL and Former EL	-	-	-	-	19	-	-
Students w/ disabilities	-	-	-	-	0	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	7	-	-
Afr. Amer./Black	-	-	-	-	19	-	-
Hispanic/Latino	0.0	2.3	-2.3	1.0	86	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	4	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	1.1	9.1	-8.0	1.0	110	0	Declined

Progress toward attaining English language proficiency - Non-high school

About the Data

Group	2017 Rate (%)	2018 Rate (%)	Change	Target	N	Points	Reason
All Students	-	-	-	-	-	-	-
Lowest Performing	-	-	-	-	-	-	-
High needs	-	-	-	-	-	-	-
Econ. Disadvantaged	-	-	-	-	-	-	-
EL and Former EL	-	-	-	-	-	-	-
Students w/ disabilities	-	-	-	-	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

Progress toward attaining English language proficiency - High school

About the Data

Group	2017 Rate (%)	2018 Rate (%)	Change	Target	N	Points	Reason
All Students	-	-	-	-	-	-	-
Lowest Performing	-	-	-	-	-	-	-
High needs	-	-	-	-	-	-	-
Econ. Disadvantaged	-	-	-	-	-	-	-
EL and Former EL	-	-	-	-	-	-	-
Students w/ disabilities	-	-	-	-	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

Chronic absenteeism - Non-high school

About the Data

Group	2017 Rate (%)	2018 Rate (%)	Change	Target	N	Points	Reason
All Students	2.8	5.9	-3.1	1.8	220	0	Declined
Lowest Performing	2.9	9.1	-6.2	0.0	33	0	Declined
High needs	5.3	11.8	-6.5	3.3	93	0	Declined
Econ. Disadvantaged	6.9	12.7	-5.8	2.7	63	0	Declined
EL and Former EL	-	-	-	-	39	-	-
Students w/ disabilities	-	-	-	-	18	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	13	-	-
Afr. Amer./Black	-	-	-	-	19	-	-
Hispanic/Latino	2.6	6.0	-3.4	0.0	84	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	7	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	3.0	7.2	-4.2	1.9	97	0	Declined

Chronic absenteeism - High school — About the Data

Group	2017 Rate (%)	2018 Rate (%)	Change	Target	N	Points	Reason
All Students	7.9	7.8	0.1	6.9	258	3	Met Target
Lowest Performing	20.0	5.0	15.0	14.7	20	4	Exceeded Target
High needs	13.1	13.7	-0.6	10.4	124	0	Declined
Econ. Disadvantaged	12.7	14.1	-1.4	8.9	85	0	Declined
EL and Former EL	-	-	-	-	40	-	-
Students w/ disabilities	-	-	-	-	53	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	11	-	-
Afr. Amer./Black	-	-	-	-	22	-	-
Hispanic/Latino	10.3	11.6	-1.3	6.9	112	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	5	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	7.1	3.7	3.4	5.8	108	4	Exceeded Target

Advanced coursework completion - High school — About the Data

Group	2017 Rate (%)	2018 Rate (%)	Change	Target	N	Points	Reason
All Students	67.9	79.0	11.1	71.1	100	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	69.0	70.7	1.7	77.0	41	2	Improved Below Target
Econ. Disadvantaged	62.1	78.8	16.7	70.6	33	4	Exceeded Target
EL and Former EL	-	-	-	-	11	-	-
Students w/ disabilities	-	-	-	-	20	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	4	-	-
Afr. Amer./Black	-	-	-	-	7	-	-
Hispanic/Latino	65.6	75.6	10.0	74.5	41	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	2	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	70.0	80.4	10.4	73.0	46	4	Exceeded Target

Assessment participation — About the Data

Group	English language arts					Mathematics					Science				
	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate
All Students	287	285	99	Yes	1	287	287	100	Yes	1	144	144	100	Yes	1
Lowest Performing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
High needs	132	131	99	Yes	1	132	132	100	Yes	1	66	66	100	Yes	1
Econ. Disadvantaged	94	94	100	Yes	1	94	94	100	Yes	1	48	48	100	Yes	1
EL and Former EL	48	48	100	Yes	1	48	48	100	Yes	1	22	22	100	Yes	1
Students w/ disabilities	31	30	97	Yes	1	31	31	100	Yes	1	17	-	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	15	-	-	-	-	15	-	-	-	-	6	-	-	-	-
Afr. Amer./Black	26	26	100	Yes	1	26	26	100	Yes	1	16	-	-	-	-
Hispanic/Latino	110	110	100	Yes	1	110	110	100	Yes	1	52	52	100	Yes	1
Multi-race, Non-Hisp./Lat.	8	-	-	-	-	8	-	-	-	-	4	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	128	126	98	Yes	1	128	128	100	Yes	1	66	66	100	Yes	1

APPENDIX D: FINANCE

Salem Academy Charter School - Salem - Est. 2004

5-Year Financial Summary

▲ Low Risk   ◀ Moderate Risk   ▼ Potentially High Risk

Financial Metric	FY14	FY15	FY16	FY17	FY18	5 year AVG	FY17 MA AVG
1. Current Ratio is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.	◀ 1.1x	◀ 1.2x	▲ 2.2x	▲ 3.07x	▲ 1.89x	▲ 1.9x	▲ 2.8x
2. Unrestricted Days Cash indicates how many days a school can pay its expenses without another inflow of cash. Calculated as Cash and Cash Equivalents divided by ([Total Expenses-Depreciated Expenses]/365). *Important Note: This is based on the current monthly tuition payment schedule.	▼ 0	▼ 28	◀ 51	▲ 72	◀ 39	▼ 38	▲ 96
3. Percentage of Program Paid by Tuition measures the percentage of the school's total expenses that are funded entirely by tuition. Calculated as (Tuition + In-Kind Contributions) divided by Total Expenses.	▲ 91%	◀ 88%	▲ 94%	▲ 99%	◀ 88%	▲ 92%	▲ 92%
4. Percentage of Program Paid by Tuition & Federal Grants measures the percentage of the school's total expenses that are funded by tuition and federal grants. Calculated as (Tuition + In-Kind Contributions + Federal Grants) divided by Total Expenses.	▲ 95%	▲ 95%	▲ 98%	▲ 100%	▲ 90%	▲ 96%	▲ 96%
5. Percentage of Total Revenue Expended on Facilities measures the percentage of Total Revenue spent on Operation & Maintenance and Non-Operating Financing Expenses of Plant. Calculated as Operation & Maintenance plus Non-Operating Financing Expenses of Plant divided by Total Revenues.	◀ 16%	▲ 15%	▲ 11%	▲ 10%	◀ 19%	▲ 14%	▲ 14%
6. Change in Net Assets Percentage measures a school's cash management efficiency. Calculated as Change in Net Assets divided by Total Revenue.	◀ -0.3%	◀ -0.8%	▲ 9.3%	▲ 13.9%	▼ -8.0%	▲ 2.8%	▲ 2.7%
7. Debt to Asset Ratio measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as Total Liabilities divided by Total Assets.	▼ 1.02x	▼ 1.10x	▲ 0.54x	▲ 0.29x	▲ 0.46x	▲ 0.68x	▲ 0.57x
Enrollment	370	373	420	442	475	401	546
Total Revenues	$ 5,191,736	$ 6,131,851	$ 7,617,837	$ 9,002,147	$ 8,515,886	$ 6,985,893	$ 9,776,609
Total Expenditures	$ 5,205,957	$ 6,167,535	$ 6,907,197	$ 7,748,111	$ 9,196,686	$ 6,507,200	$ 9,510,717
Total Net Assets	$ (23,757)	$ (75,859)	$ 634,781	$ 1,888,815	$ 1,208,016	$ 605,995	$ 3,968,667

Financial Metrics Comments from School (optional):

Audit Indicator	FY14	FY15	FY16	FY17	FY18	Repeat Finding from FY16
A. Did the audit include an unqualified opinion?	Y	Y	Y	Y	Y	N/A
B. Is the audit free of findings of Material Weakness?	Y	Y	Y	Y	Y	N/A
C. Is the audit free of findings of Significant Deficiency?	Y	Y	Y	Y	Y	N/A
D. Is the audit free of Instances of Noncompliance under GAAS?	Y	Y	Y	Y	Y	N/A
E. Is the audit free of Questioned Costs?	Y	Y	Y	Y	Y	N/A

Audit Comments from School (optional):

The school provided the following information regarding the decrease in the school's total net assets in FY18:

During fiscal year 2018, Salem Academy Charter School's (the School) management made a strategic decision to request private donors make their donations to the Salem Academy Charter School Foundation, Inc. (the Foundation) instead of contributing directly to the School.

This change in procedure caused the School's total assets to decrease, because the unspent private donations are now held in the Foundation's cash account. At June 30, 2018, per the combined audited financial statements, the Foundation is holding $429,014 of cash restricted for use by the School.

The cash will be transferred to the School during fiscal year 2019 upon the School satisfying the donors' restrictions.

Financial Metric Definitions		Low Risk	Moderate Risk	Potentially High Risk
1. Current Ratio	*Current Ratio is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.*	>= 1.5	Between 1.0 (inclusive) and 1.5	< 1.0
2. Unrestricted Days Cash (Prior to FY14) Applies to 5-year average	*The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. Calculated as Cash and Cash Equivalents divided by ([Total Expenses-Depreciated Expenses])/365).* *Note: This is based on quarterly tuition payment schedule.*	>= 75 days	Between 45 (inclusive) and 75 days	< 45 days
2. Unrestricted Days Cash (FY14 forward)	*4th quarterly tuition payments to Commonwealth charter schools in FY14 were made after June 30, 2014, which resulted in lower-than-typical cash at fiscal year end, affecting the risk levels for the current ratio and unrestricted days cash indicators for FY14 on a one-time basis. Payments for FY15 and after are made on a monthly basis, and parameters for risk have been adjusted accordingly.*	>= 60 days	Between 30 (inclusive) and 60 days	< 30 days
3. Percentage of Program Paid by Tuition	*This measures the percentage of the schools total expenses that are funded entirely by tuition. Calculated as (Tuition + In-Kind Contributions) divided by Total Expenses (expressed as a percentage). Note: In-Kind Contribution are added to the numerator in this ratio to balance out In-Kind Expenditures which will be captured in the Total Expenses in the denominator, and ratios over 100% are set to 100%.*	>= 90%	Between 75% (inclusive) and 90%	< 75%
4. Percentage of Program Paid by Tuition & Federal Grants	*This measures the percentage of the schools total expenses that are funded by tuition and federal grants. Calculated as (Tuition + In-Kind Contributions + Federal Grants) divided by Total Expenses (expressed as a percentage). Note: In-Kind Contribution are added to the numerator in this ratio to balance out In-Kind Expenditures which will be captured in the Total Expenses in the denominator, and ratios over 100% are set to 100%.*	>= 90%	Between 75% (inclusive) and 90%	< 75%

5. Percentage of Total Revenue Expended on Facilities	*This measures the percentage of Total Revenue that is spent on Operation & Maintenance and Non-Operating Financing Expenses of Plant. Calculated as Operation & Maintenance plus Non-Operating Financing Expenses of Plant divided by Total Revenues (expressed as a percentage).*	<= 15%	Between 15% and 30% (inclusive)	> 30%
6. Change in Net Assets Percentage	*This measures a school's cash management efficiency. Calculated as Change in Net Assets divided by Total Revenue (Expressed as a percentage).*	Positive %	Between -2% (inclusive) and 0%	< -2%
7. Debt to Asset Ratio	*Measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as Total Liabilities divided by Total Assets.*	<= .9	Between .9 and 1 (inclusive)	> 1
FY17 MA AVG Column	*All financial metrics indicated in this column are a result of each ratio calculated using statewide totals. For Enrollment, Total Net Assets and Total Expenditures rows, these numbers are averages calculated using the statewide totals of all charter schools' data.*			

APPENDIX E: SOURCES OF EVIDENCE

- SACS Academic Performance: [Link to the school's Profile/Assessment page]
- SACS Accountability Plan performance (2015-2018)
- SACS Annual Reports (2015-2018)
- SACS Board Minutes [December 2017 – June 2018]
- SACS Board (Finance) Committee Minutes [September 2017 – June 2018]
- SACS Student enrollment data and student indicator data: DESE Charter Analysis and Review Tool (CHART)
- SACS Recruitment and Retention Plans (2015-18)
- SACS Renewal Application (2018)
- Renewal Inspection Evidence (2018)
- SACS Bylaws
- SACS Handbooks
- SACS Recruitment Materials
- SACS Translated Documents
- SACS Staff roster
- SACS Staff qualifications: Education Personnel Information Management System (EPIMS); Educator Licensure and Renewal (ELAR)
- SACS Strategic Plan
- SACS Website
- SACS Coordinated Program Review
- SACS Year 12 Check-in Site Visit Report

APPENDIX F: RENEWAL INSPECTION METHODOLOGY

The following staff of the Department of Elementary and Secondary Education (ESE) conducted the renewal inspection:

- Patrick Buckwalter, Office of Charter Schools and School Redesign (OCSSR), Department of Elementary and Secondary Education (DESE)
- Benie Capitolin, OCSSR, DESE
- Shay Edmond, OCSSR, DESE

The one-day core criteria renewal inspection was conducted at Salem Academy Charter School on September 27, 2018. The renewal inspection team (the team) held focus group interviews, conducted classroom observations, and reviewed documents and other information listed in *Appendix E: Sources of Evidence*.

The team conducted interviews with the following stakeholder groups:

- Board of trustees: 5 board members, including the board chair, facilities committee chair, governance committee chair, finance committee chair, and education committee chair.
- Administrative team: 6 administrators, including the executive director, head of school, dean of students, principal of upper school, the special education coordinator, and the English Learners director.
- Teachers: 6 teachers, including teachers representing grades 6-12, and the following content areas: special education, ELA, history, math, Spanish, science, and English language development.

The team conducted 15 classroom observations and recorded evidence of what they saw using a classroom observation form developed by the Office of Charter Schools and School Redesign. The form is aligned with the areas of inquiry referenced in the section *Key Indicator 6.2: Instruction* of this report. Team members observed classrooms in grades 6-12 and in a variety of content areas, including math, AP US history, ELA, science, biology, and others. Team members also observed two special education classes and one English language development class.

The renewal inspection schedule is included on the following page.

SALEM ACADEMY CHARTER SCHOOL RENEWAL INSPECTION SCHEDULE

September 27, 2018

Time	Shay Edmond	Patrick Buckwalter	Benie Capitolin
7:00-7:15	Team Arrival		
7:15-7:30	Team Meeting		
7:30-7:45	Morning Meeting with Head of School		
8:00 – 9:00	Board of Trustees Focus Group		
9:05-10:58	Classroom Observations	Classroom Observations	
11:00-11:25		Norming and Doc Review	
11:30-12:30	Teacher Focus Group		
12:30-1:00	Lunch		
1:00-1:15	Classroom Observations Lower and Upper School (Periods 4 and 5)		
1:30-2:30	Administrator Focus Group		
2:30-4:00	Team Moderation and Follow Up with Head of School (if needed)		
4:05-4:15	Exit Discussion with Head of School		