



Application for Renewal of a Public Charter School

Submitted to the Massachusetts Department of Elementary
and Secondary Education on XXXXXXX

UP Academy Charter School of Boston
215 Dorchester Street, South Boston, MA 02127
Principal: Rashidah Lawson, rlawson@upacademyboston.org
<http://www.upacademyboston.org>
Phone: 617-635-8819
Fax: 617-635-8820

This renewal application was approved by the school's Board of Trustees on May 28, 2020.

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Name of School: UP Academy Charter School of Boston			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann III	Location	South Boston
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	n/a
Year Opened	2011	Year(s) Renewed (if applicable)	n/a
Maximum Enrollment	540	Current Enrollment	406
Chartered Grade Span	6-8	Current Grade Span	6-8
# of Instructional Days per school year	185	Students on Waitlist	0
School Hours	7:35am-3:00pm, Mon-Thurs 7:35am-1:00pm, Fridays	Age of School	Entering Year 10
Mission Statement: UP Academy will ensure that its students acquire the knowledge, skills, and strength of character necessary to succeed on the path to college and to achieve their full potential.			

Criterion 1: Mission and Key Design Elements

A. Mission and Key Design Elements

At UP Academy Boston (UAB), our team works diligently to fulfill our mission of ensuring our students acquire the knowledge, skills, and strength of character necessary to succeed on the path to college and to achieve their full potential. More simply put, we strive to help students cultivate their sharp minds, share their kind hearts and explore their path and potential. UAB is a school that since its inception, has evolved to more appropriately meet the needs of the student and families we serve. The shifts have moved us closer to guaranteeing our mission is realized: students who are able to succeed beyond the doors of our school and have access and opportunity to realize their full potential. Though our school has matured and developed in its approach toward excellence, we still hold sacred the key tenants or six core program components that have long helped us strive toward our vision of excellence:

1. Relentlessly high, consistent academic and behavioral expectations for all stakeholders, including our students, our families, and our staff.
2. Seamless and detailed operating procedures.
3. Rigorous, standards-based curriculum, instruction, and assessments.

4. A wide-reaching network of support for all students, including Special Education students and English Language Learners.
5. An obsession with regularly and effectively using data.
6. An atmosphere of enthusiasm and joy.

In the school's second cycle, it had shown promising movement. The suspension numbers and daily classroom referral rates were the lowest they'd been by the end of the 2017-2018 school year (SY). Moreover, there was demonstrated promise in some contents: students' academic performance on the 8th grade MCAS outperformed the state average. The school was developing in its instructional practice and building a strong culture to support academic achievement. In the 2018-2019 school year, the school had a change in leadership. The new leader sought to deepen the efficacy of our school's academic programming by shifting toward a school culture that promoted equity and trauma-informed practices. The pursuit to do this would be a necessary next step to increasing student performance on important academic assessments (like the MCAS): the educational landscape was shifting--no longer were no-excuses models considered equitable and appropriate for schools with demographics like that of UAB's. Worse still, the school was finding research and school reality necessitated a radical shift in the approach toward achieving the vision of excellence.

The new leader sought to prioritize three things in the school's 8th year of operation: rigorous instruction, high expectations and high support for student behavior, and collaboration amongst staff. These foci were developed in a strategic plan in response to data from previous years in the school. More concretely, rigorous instruction brought a commitment to common curriculum and training for that curriculum across math and English courses, regular formative assessments to progress-monitor students' growth and achievement (the NWEA MAP and the ANET), and a focus on Independent Practice in the classroom. Following the end of the school year, students demonstrated gains in 6th and 7th grade ELA, 6th and 7th grade math, and 8th grade science. In some instances--7th grade math and 8th grade science for instance, students more than doubled the proficiency rate from the year before. This is a demonstration that the school was moving the needle and realizing growth for its students. On high expectations and high support, the school maintained its high behavioral expectations, while shifting its approach to discipline to support appropriate student development. This meant that the school developed careful systems so that students would be able to transition from classroom-to-classroom--a shift from seven years prior. Additionally, this enabled students to eat in the cafeteria during lunch time--another shift--they'd eaten in classrooms instead. In order to build a more equitable environment that permitted our students to have access to a life of choice and college completion, the school strove to shift its approach to discipline and the structures that supported it. Finally, the 18-19 strategic priorities made it possible for teachers to have daily common planning with their content teams in addition to daily common planning with their cohorts--teachers who shared the same students.

In SY 19-20, the school's leadership prioritized two things: professional development for staff and strong tier one behavioral support for all students. This included a more robust Student Support Team: two School Social Workers, one School Psychologist, one Social-Emotional-Learning Coordinator, and contracting two full-time Home For Little Wanderer (HFLW) Clinicians, for instance. It included a tight-feedback loop and observation cycle for all

teachers and staff, complete with rubrics on a weekly Coaching Point and a Friday Afternoon PD “kick-off” to the following week’s focus. It consisted of weekly data meetings with the Instructional Leadership Team and a plan of attack to close gaps or re-align things that appeared to dilute the vision of excellence. Further, and arguably, most importantly, it consisted of a regular collaboration with Teachers and Teacher Leaders--Cohort Leaders, who formally meet with the Leadership Team at least twice per month in order to advise on important decisions and give candid feedback. In SY 20-21, the tenth year, the school and its leadership are poised for continued upward movement, focusing on strengthening data-driven instruction and robust reward systems for student performance.

Relentlessly high, consistent academic and behavioral expectations for all stakeholders, including our students, our families, and our staff.

UAB has long been known to its stakeholders as a place of extraordinarily high expectations. The deep focus on behavior paired with strong academic programming made it possible for the school’s students to enjoy unprecedented growth in some content areas. As we enter our tenth year, one way to bolster the strong academic expectations is through the careful and methodical training of all instructors in administering high quality feedback frequently, especially during students’ independent work. We know that quality tasks and quality adults in the classroom are two of the most critical ingredients to student achievement. The school was able to put this theory to the test in its 8th and 9th years when students were assessed in math and English using the NWEA MAP, ANET, and NavLit English assessments. If we are to hold our students to high expectations, we must sufficiently develop their teachers to be capable of consistently assessing their progress toward meeting expectations. Similarly, one primary way the school seeks to cement high behavioral expectations and strong school culture is through clear “rules” and “rewards.” In the spring of 18-19, UAB staff and leadership embarked on a weeks-long process to establish a clear, consistent, and fair Culture Management System that reflected our schools’ values of achievement, scholarship, perseverance, integrity, respect, and enthusiasm. We then intensely trained each staff member on the use of this system and communicated it to students and families. Using our observation and feedback cycle, the Leadership Team looked for how the system was implemented, intervening through additional training, modeling, or co-doing with teachers and staff when necessary. It is this commitment to continuous development and clear, ambitious, expectations that UAB was founded on--it is something that still persists.

Rigorous, standards-based curriculum, instruction, and assessments.

UAB is committed to giving students quality tasks and encouraging teachers to cultivate a classroom environment that embraces a “productive struggle” for students. In the 2016-2017 school year, the Principal and Instructional Leadership Team pushed to ensure that more thinking was on the students. Teachers were coached on moving away from the standard “I do, we do, you do” model and towards one of inquiry based learning. This continued in our 7th year, where the emphasis was on reducing teacher talk time, based in the belief that if students are doing more of the talking, they are doing more of the thinking. The push for more “productive struggle” continued in the school’s 8th year and really took off in the school’s 9th year. UAB, with other schools in the UP Education Network (UPEN), partnered with the NavLit Accelerator Program offered by Achievement First. This

program transformed the student experience in literacy classes, providing students an opportunity to confront highly-rigorous nonfiction and fiction texts. Each day, students have an essential question to answer about the text and strive to independently find evidence to support their assertion. Further, students frequently discussed and debated their findings with classmates, deeply enriching the experience of every student in the classroom. Classes like this would not be possible without the careful training of and effort by our teachers. With support from our Network and a commitment by the Instructional Leadership Team, UAB's English teachers received weekly development in their use of this curriculum through Intellectual Prep Periods facilitated by the Dean of Curriculum and Instruction for Humanities. Following the administration of an in-class assessment, content teams would come together in order to assess student performance and devise a plan to reteach skills and content that students hadn't yet mastered.

Math classes at UAB are no different. Led by in-house content experts with the support of the Dean of Curriculum and Instruction for STEM, the math department has a similar cadence: plan collaboratively with content teams using the Illustrative Math Curriculum, internalize lesson plans, complete exemplars for student work (independent practice and exit tickets) and anticipate errors and misconceptions so you can help students course correct. In the spring of 2020, UAB partnered with the Network to do similar work in Science, re-committing to a curriculum the school has used since 17-18 and planning the implementation of the use of a module of Project Lead the Way. Finally, the school has committed to bolstering students' non-fiction reading skills in History class, moving closer and closer to giving students a double-dose of literacy with History classes.

A wide-reaching network of support for all students, including Special Education students and English Language Learners.

UAB has carefully and intentionally planned its staffing to support the diverse population we serve. Through the widening of our services for students' Mental Health, the school has committed to hiring a group of staff that reflect our students' diversity and strive to support their diverse needs. For example, each general education English teacher is paired with an English Language Learner (ELL) teacher in an effort to bolster students' literacy skills and language acquisition. While we don't yet have data from the WIDA assessment administered in the Winter of 2020, we look forward to seeing years' worth of efforts and intervention pay off there.

Additionally, Special Educators and Support Staff are an integral part of our school fabric. We work tirelessly as a team to provide the structures and opportunities for Special Educators to collaborate with their General Education partners and receive similar PD to their colleagues and differentiated PD when it is necessary.

These are just some of the technical moves our school has made to support a wide-reaching network of students. What we hope to continue to develop is the skills and best practices necessary to help all students--SWDs, ELLs, or otherwise--see growth and realize achievement.

An obsession with regularly and effectively using data.

Data is critical to running an effective school and is used regularly and at every level within our school. As an Instructional Leadership Team, the Principal and Deans of Curriculum review data on a weekly basis. This process often starts with tracking predetermined data points that align to the week's focus. There is, however, data that is always tracked. Examples of teacher-specific data collected at the Leadership Team level might be the following: phone calls home, classroom referrals, merit to demerit ratio, and grades entered. This is data the Leadership Team regularly collects to assess progress toward school-wide goals and interfere when necessary. If we see a positive trend, this process permits us to elevate best practices and multiple them across our school. If we see a downward trend or anomalies, this process permits us to offer targeted support to specific teachers or groups of teachers. This may mean more frequent check-ins, practice clinics, co-doing, Coaching Plans or Performance Improvement Plans. There is data that is variable--depending on our Arc of the Year--or coaching and development for a chunk of time. In the fall, this may look like measuring our progress during the WOO, or Window of Opportunity to establish strong school culture. Often in the WOO, we measure classroom management skills: clear directions, strong voice, perch and scan, to name a few. During that period of time, it is appropriate for us to track each teacher's rubric-aligned score on each of these skills. Following the WOO, we'll enter a Rapid Feedback Cycle or something called the WIMC (Write the Exemplar, Independent Practice, Monitor Aggressively, Check for Understanding). During this Arc, we may monitor for teachers' use of their exemplars to check student work, or the number of minutes during an observation students are on task and the level of work each student produced. To emphasize, this level of intensity and granularity helps us to be clear on our vision of excellence and course-correct accordingly.

An atmosphere of enthusiasm and joy.

If we are to cultivate students' sharp minds and help them share their kind hearts, we have to also commit to cultivating routine moments where joy can happen. Sometimes, joy can be spontaneous. Often, at scale, it must be planned. Like anything else at UAB, we have clear systems and guidelines to planning joy for our students. Community Circle has long been a UAB tradition. It is an opportunity to stamp who we are as a community, honor and recognize students' achievements and growth, and compete in low-stakes, light hearted ways. To add, students often see their teachers in a different light--watching your science teacher clumsily run against your classmate in a game of "dizzy bat" and lose is extraordinary *and* memorable. Further, Community Circle opportunities help cement habits and behaviors that are desirable. Students have the chance to be formally recognized for good deeds or continued excellence. In the past two years, our school has sought for ways to do this work even better. We have begun this work in the spring and summer the previous year to launch it in the fall. While this work is encouraged by the Leadership Team, it is often staff-facilitated. With staff, the Leadership Team identifies joy events that require advanced planning and those that can be "spontaneous." Unplanned events may look like every student gets a popsicle on a warm day, hot chocolate from Dunkin Donuts on a cold winter day during lunch, fanny packs and pop-sockets after completing state standardized tests. Planned events may be a Costume Day on Halloween, Spirit Week, Staff-Student basketball game, a pot-luck, an Atten-Dance, an Honor Roll assembly to which parents are invited. These are the moments that make our school special. While we are tasked with the critical work of growing students' brains, we must also give them an opportunity to enjoy themselves--each year, we do this better and better.

B. Amendments

Date	Amendment Requested	Approved?
2/5/2020	Accountability Plan	Yes
2016-2017	Type A MOU	Yes
2016-2017	Schedule	Yes
2019	Management Contract	Provisional Approval
2020	MOU	Provisional Approval
2020	Enrollment Policy	Provisional Approval
2020	Expulsion Policy	Provisional Approval

Criterion 2: Access and Equity

A. *Recruitment and Retention Plan*

UP Academy Boston has continued to hone our Recruitment and Retention Plan during each year of operation to adapt to the ever-changing Boston enrollment landscape. Through the fourth year of our second term, we have successfully implemented our Recruitment and Retention Plan. From providing translated materials, attending enrollment fairs, partnering with a wide depth and breadth of community organizations to share accessible applications and information, to remaining open and flexible for tours and open houses, UAB been able to recruit and maintain a vibrant student population that is representative of the district. Our population of Students with Disabilities, English Language Learners, African American, Hispanic, and Asian students have remained on par or above Boston Public School averages throughout our charter term, have remained well above state averages, and consistently above Gap Narrowing Targets across our charter term. Further, UP Academy Boston is proud to consistently serve a population of High Needs and Low Income/Economically Disadvantaged students well above the state and district averages. It is critical to the mission of UP Academy Boston that we continue to enroll a diverse and representative student population, which is why we will continue to evaluate and refine our Retention and Recruitment plans to ensure successful implementation moving forward.

B. *Information about special education and English as a second language programming*

On the website and our internal intranet there are several documents available:

1. UP Approach to Special Education

2. UP Academy Boston Special Education Handbook
3. UP Approach to Teaching English Learners
4. UP Academy Boston ESL Programming Handbook

In addition, the Student Family Handbook found at:

http://www.upeducationnetwork.org/wp-content/uploads/UAB-Student-Family-Handbook_2019-2020_190812.pdf

has a section covering the special education referral process. In addition to being posted on our website, the handbook is available in our main office, and distributed to all students. In addition, our widely shared recruitment materials advertise that we have special education, English as a second language programming, and a wide range of support for our students.

C. Information available in a language other than English.

There is a translate button in the website header which provides options to immediately translate the website into the user's selected language. This feature translates into over hundred languages. In addition, we make enrollment recruitment materials and applications available in Spanish, Vietnamese, Cape Verdean, and Haitian Creole.

D. Attrition and stability rates

For much of the charter term, UP Academy Boston's attrition rates have reflected some improvement, with attrition improving to 15.7% in the 2018-2019 school year. The heaviest attrition typically occurs between 6th and 7th grade, with students leaving to attend 7th through 12th grade schools, while 7th to 8th grade attrition has historically remained at a much lower rate. With one full-time FTE devoted to helping UAB students get into the best high schools and 7th-12th grade exam schools combined with the overall mobility of the urban student population we serve we do anticipate a certain percentage of natural attrition each year.

The exception to UAB's overarching attrition trends came in the 2018-2019 school year. A new leadership team was welcomed to the school and they were tasked with making major shifts to the school's behavior management system in order to align with more restorative, inclusive, and age appropriate practices. While UP Academy Boston firmly believes these were the right shifts for the school to make, and suspension and exclusion data support that belief it also meant the 2018-2019 school year was one of growing pains for the school. Coupling a significant leadership transition with a big shift to school discipline structures lead to much higher than usual attrition numbers heading into the fourth year of our charter term. Attrition consequences were most heavily reflected in our low income and high needs attrition numbers which raised above the third quartile, while SWDs and ELLs attrition rates remaining below the third quartile despite the transition. For the rest of the charter term sub-group attrition levels remained below the third quartile, with the exception of 2017, which brought a spike in attrition from SWDs and high needs students. UAB instituted a number of policies to address this attrition concern, especially a focus on more deeply engaging with families – including the appointment of a Family Community

Engagement Coordinator for the school. These strategies resulted in attrition levels for both SWDs and high needs dropping back below the third quartile, with attrition levels for SWDs dropping to 5.3% in 2018-2019 and 8.1% going for 2019-2020 – not only below the third quartile, but below the state average. Internal data strongly suggests that last year’s attrition numbers are an anomaly, and now that these shifts have taken place attrition numbers will right-size in the final year of this charter term.

Overall the stability rates at UP Academy Boston remained fairly consistent over the first three years of the charter term, with rates remaining between 84.8-87.5% from 2016-2018. During this same period, stability rates for subgroups including High Needs, Low Income, ELLs, remained above the first quartile during this period in addition to almost all racial and ethnic groups. In the 2017-2018 school year, the school saw a decreased stability rate for students with disabilities with two identified root causes. First, there were an unusual number of students who moved out of Boston during the year who had IEPs. Second, the school no longer had afternoon bus transportation for 6th graders, which some families with students on IEPs who did not have bus transit cited as a reason for switching schools during the year. As was the case with attrition rates, the 2018-2019 stability rate reflected the major transition to our leadership and behavior management practices dropping to a low of 78.8%. The overall drop in stability rate was reflected in stability rate drops to the majority of UAB’s sub-groups. Now that UAB is in its second year with new leadership, and has adjusted to using a more restorative behavioral approach our internal data suggests that the stability rate of our charter term’s third year is an outlier, not the norm.

E. Suspension, emergency removal, and expulsion data

At the end of the 2018-2019 school year, UP Academy Boston saw one of its lowest suspension rates yet at 10.7%. Internal data suggests that the school is on track to continue its work of significantly lowering suspension rates for the 2019-2020 school year by lowering rates by 33%. While current rates are still higher than UAB wants them to be, reducing it to its lowest rates for the past two years has been work that was carefully orchestrated. Please find suspension data below for the term of the Charter:

	SY 19-20*	SY 18-19	SY 17-18	SY 16-17	SY 15-16
OSS		10.7	15.9	22.2	27.6
ISS		0.7	5.2	0.8	9.4

***Not provided.**

Over the past three years, the school has done a tremendous amount of work around shifting its Behavior Management System, the Progressive Discipline “ladder” of sorts that often resulted in an ISS or OSS if a student exhausted the “in class” or “in school consequences.” Moreover, there has been a push to better equip teachers on how best to support students in the classroom. In 2016, as a pilot, UAB sent a small group of teachers to the Think:Kids collaborative problem-solving training which taught teachers a more data based, trauma-informed ways to support students. That pilot paid off, and in the 2017-2018 year UAB sent a larger group of teachers to the training, and conducted whole-school

training. We also worked to increase family engagement so that the school and families could act as partners in lockstep to support our students who needed it most.

We knew, however, that we needed to further align our policies to what we knew was right for kids. A close review of that data in the Spring of 2018 revealed what research has long-supported: removing “disruptive” or “challenging” students neither changed students’ behavior, nor made the learning environment more productive. Instead, we saw the opposite effect: it isolated those students and cemented their self-narrative that they were “bad” and incapable of learning. We saw this impact students’ achievement and the affect and attitudes of other students who seldom or never received drastic consequences. With new leadership, in the summer of 2018, existing discipline policies and structures were examined. Historically, students could receive classroom referrals—often a precursor to an ISS or OSS for seemingly frivolous or age-appropriate behaviors. They were at times, disruptive, but they almost always served the function of getting a need met. Admittedly, this was challenging for the school. It was a new way of thinking and operating, but ultimately, it paid off. In the spring of 2019, with the returning staff, the Principal embarked on a process to recreate the school’s Culture Management System. The objective was to create a Behavior Management System with an equity lens, that reflected the values of our school and that would ultimately prepare our students for success. While the system was not perfect, it was a significant difference. By March 15, 2020, the school enjoyed a 78% reduction in classroom referrals from the year before. Moreover, the average rate of classroom referrals was the lowest it had ever been.

Finally, on Out of School Discipline, the Principal and the Dean of Students collaborated closely with the Network to make decisions around how to handle egregious behavior. Together, we talked with staff about how to curb behaviors and how to help the most “challenging” students strive through a careful MTSS process and the use of CICO, a check-in, check-out process where students whose discipline data demonstrated a need for extra support could check-in with a trusted adult each day to set goals and intentions for the day, get low-stakes feedback from their teachers throughout the day, and check-out with the same adult, earning an incentive if they’d met their goals. UAB is learning and improving how to support all students in a way that makes school a place all students want to be.

Equal Access to Opportunities

UAB is committed to closing the opportunity gap. That includes addressing learning differences within our own population. Our school has evolved into a place where we are unapologetic about ensuring all students—regardless of SWD or ELL status—have access to all the opportunities our school offers. This includes providing opportunities for socializing with their General Education peers at lunch by scheduling students in our most restrictive substantially-separate classrooms to join their classmates at lunch. This means ensuring those same group of students take gym class with their peers. We can’t purport to be a school that strives for social justice and the eradication of social inequality if we permit our most vulnerable students to be isolated.

This also includes our ELLs. Upwards of 70% of our students speak a language that is *not* English at home with their parents. No matter their language, that is a unifying factor. It’s why our Newcomers are included with their classmates and provided additional support by

ELL teachers. It's why we host regular potlucks and translate speeches given by school staff to families--inclusion and opportunity matters. More importantly, it's why in it's 9th year, over 40% of UAB's new hires were staff of color--disrupting a trend of students not seeing themselves reflected in their teachers.

Criterion 3: Compliance

During the charter period, UP Academy Boston fulfilled the requirements of its Corrective Action Plan for Special Education, Civil Rights, and the ELE program developed after its Mid-Cycle Review. UP Academy Boston had its onsite visit for Tiered Focused Monitoring for Group A standards during the 2019-2020 schools. The school has developed, and the Department has approved, its Corrective Action Plans for Special Education and Civil Rights and the ELE program.

In addition, during UP Academy Boston's Core Criteria Site Visit, there were two compliance findings which the school has addressed. The first was to update language in our ESL Policy and Procedure Manual. The manual now notes that the ACCESS score at which ELs is an overall score of 4.2 and a composite literacy score of 3.9, in alignment with current criteria. The second, was for UAB to align with the Department recommendation for students at WIDA levels 1, 2, and 3 receive 2-3 periods per day of direct ESL instruction. Students at UAB at WIDA ELD levels 1 and 2 receive two periods of direct ESL instruction in a Newcomer Humanities class aligned to WIDA ELD Standards and Common Core State Standards at grade level. Students entering UAB at WIDA ELD 3 are assessed using WIDA Model and an EL file review to determine whether they are best served by two periods per day in the Newcomer Humanities class, or by one period per day in a co-taught ELA/ESL class. All UAB students designated as ELs receive SEI instruction in all core content classes.

Criterion 4: Dissemination

Criterion 4: Dissemination Year	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of Dissemination
2016-2017 2017-2018 2018-2019 2018-2019	School Design & Replication: School Visits	School tour, classroom observations – including in substantially separate and inclusion classrooms, Q&A with School Leaders	Principals, Directors of Operations, Deans of Curriculum and Instruction, Culture team members, and various teachers	<ul style="list-style-type: none"> • Organizations hosted included: • All Boston and Lawrence UP schools • Various Boston charter schools including Edward Brooke and Boston Prep • Teach for America • Success Academies • Achievement First • Kenyan MP Charles Wamalwa • SchoolWorks • Kansas City Public Schools 	Varied by organization
2016-2017 2017-2018 2018-2019 2019-2020	Sharing Operational and Instructional Best Practices	UP Education Network Summit – Annual network wide conference highlighting best practices from across the district, featuring presentations from various UAB representatives on a range of academic and operational topics	Principal, Director of Operations, Teachers	Full staffs of: <ul style="list-style-type: none"> • UP Academy Boston • UP Academy Dorchester • UP Academy Holland • UP Academy Kennedy • UP Academy Leonard • UP Academy Oliver • UP Education Network • Various community and external partners 	Varied by participant
2018-2019 2019-2020	Social Emotional	Participated in training and	Various culture and academic	Participants in cohort include:	Successful social

Criterion 4: Dissemination Year	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of Dissemination
	and Restorative supports: Valor Collegiate Cohort Compass training	professional development cohort to support in implementation of and learning from Valor Collegiate social emotional curriculum.	team representatives from UAB, Managing Director of SEL and Chief Academic Officer for UP Education network	<ul style="list-style-type: none"> • Bright Star Schools – Los Angeles • Firstline Schools – New Orleans • KIPP Texas • Growth Public Schools – Sacramento • Rocky Mountain Prep 	emotional learning curriculum implementation strategies
2019-2020	Social Emotional and Restorative Supports	School Visit and Debrief	Chief Operating Officer and Managing Director of Academics – Boston	Boston Public Schools Restorative Justice Coach came to discuss best practices in Restorative Justice and Social Emotional Learning curriculum	
2019-2020	Social Emotional and Restorative Supports	Working Group	Various teachers	Social Emotional Working group discussing best practices and approaches comprised of various school staff from across the network	Varied by participant
2019-2020	Curriculum and Instruction	Participation in Navlist Cohort	Dean of Curriculum and Instruction	Participated in monthly Achievement First Nav Lit coaching sessions with various schools from across the country	Varied by participant
2016-2017 2017-2018	Curriculum and Instruction: Unit Review	Presentation to graduate students where participants	Dean of Curriculum and Instruction, ELA Teacher	Sposato graduate students	Varied by participant

Criterion 4: Dissemination Year	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of Dissemination
2016-2017 2017-2018	Using Data and Technology for Access and Equity	engaged in a deep dive into an ELA unit Learn Launch Conference – presentations on topics including: <ul style="list-style-type: none"> • use of data and education technology in supporting students with disabilities • Using technology to analyze student results 	Director of Strategy and Evaluation	Participants were data representatives of various schools and education organizations in Boston from the district and charters	Varied by participant
2017-2018 2018-2019	Data and Technology	Deanslist Conference presentations on various topics including: <ul style="list-style-type: none"> • running data-driven RTI meetings • Family Engagement 	Teachers, Operations staff, Managing Director of Strategy and Analytics	Conference Attendees <ul style="list-style-type: none"> • District and charter leaders from: <ul style="list-style-type: none"> ○ Massachusetts ○ Chicago ○ KIPP ○ Connecticut ○ New York ○ New Jersey ○ Washington DC 	Session Materials, Agenda, Varied by participant

Criterion 4: Dissemination Year	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of Dissemination
2017-2018	School Design & Replication – Social Emotional and Health Needs	Tour, classroom observations, and debrief	UAB Principal	Participants included educators and leaders from: Staff members from the Boston Public Schools Department of Social Emotional Learning and Wellness, including the Assistant Superintendent of Social Emotional Learning and Wellness and the Executive Director of SEL Instruction & Support Services	Varied by participant
2016-2017	Empowering Educators of Color	Educators of Color Leadership Conference co- sponsored by the Boston University School of Education	Teachers	Participants included educators and leaders from: <ul style="list-style-type: none"> • Other UP schools • Boston Public Schools • Lawrence Public Schools • Other MA districts • Other MA Charter Schools • Teach for America Local universities	Varied by participant
2018-2019	School Climate	Participated in a DESE INSPIRED fellows program – presented to students at UMass	Teachers	Teachers at UMass Boston, other INSPIRED fellows	Varied by participant

Criterion 4: Dissemination Year	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of Dissemination
2018-2019	Data and Technology	Boston about becoming teachers to build interest in the teaching profession and discuss the need for more teachers of color	Managing Director of Strategy and Analytics	Participants were members of the Boston School Data Network which include representatives from various Boston area charters including Cambridge, City on a Hill, Excel, KIPP, and others.	Varied by participant

Criterion 5: Student Performance

The students at UAB have demonstrated promise on the MCAS and while there is much room for growth and improvement, have continued to out-perform schools with similar demographics. Below, please find a chart that demonstrates students' proficiency percentages on state tests over time during the second cycle of our Charter:

Year	6th ELA	6th Math	7th ELA	7th Math	8th ELA	8th Math	8th Science
15-16**	24%	44%	48%	55%	45%	56%	23%↔
16-17	27%	27%	27%	32%	38%	38%	18%
17-18	31%	33%	24%	19%	29%	51%	5%
18-19	36%	31%	32%	39%	18%	25%	11%
19-20*							

*The spring 2020 tests were not administered because of school closures as a result of COVID-19.

**Demonstrates assessment results for the PARCC assessment. Not referring to this in comparison, since the tests aren't the same.

↔Refers to MCAS Science Exam from Spring '16

As the chart demonstrates, students of UAB have made steady progress on the Next Generation MCAS from one year to the next. During the most recent administration of the MCAS, overall, students doubled their proficiency rates in 7th grade math and 8th grade Science. While there is more growth to be made, the school has made a conscious effort to improve its instructional approach, examining what has worked and what ought to be improved. In the last four years, we have focused on three ways to improve student performance: shifting to a common curriculum, normalizing student work review protocols, and shifting our assessment strategy.

Common Curriculum

Since UAB's inception, curriculum has been standardized at the grade level, developed by teachers, and passed on year-over-year so that it could be adapted using current student data. While this allowed for a highly responsive curriculum for students, we saw, in both academic data and teacher data that this did not serve kids best. In 2017-2018, UAB shifted to a common curriculum, in line with all schools within the network to ensure that we equip teachers with high quality curriculum, and so that teachers could spend their time internalizing curriculum and planning for student misconceptions. Moreover, this curriculum shift allowed teachers to focus on differentiated/more scaffolded teaching plans for our high-needs students. To ensure we create a high-quality academic experience for students, the school has intensely trained teachers and leaders on the use of curriculum, particularly in ELA as our curriculum for Math has long been established. This training includes: now daily Intellectual Prep Periods (IPP) weekly facilitated meetings, cross-

campus collaboration and support with data analysis. During IPP, teachers review a protocol and ask critical questions of the lessons: what is the essential skill students need to learn? What misconceptions can we anticipate? How will we correct those misconceptions without diluting the rigor? In cross-campus collaboration, teachers are introduced to the next “Arc of the Year.” It’s here that teachers learn how to enrich discussion. The facilitators model these skills, ask teachers to identify teaching tools they use, make teachers practice the skill, plan for use of the skill and with the support of the DCI--Humanities, assesses the teachers’ use of the skill in classroom observations and feedback sessions. Each year, the school learns to do this work better. Each year, we expect to see more consistent growth.

Looking at Student Work

We cannot wait until the administration of the MCAS to assess our teaching efficacy. We developed student work review protocols in 2016-2017, and every year have doubled down on more thoughtful and robust review. Through professional development, teachers are taught that in a single class, there are countless opportunities to assess students’ progress toward mastery. Often, that involves aggressively monitoring and giving high quality feedback during Independent Practice. More formally, that looks like bringing classwork or exit tickets to the next IPP, reviewing specific sections of work, comparing it against a teacher-created exemplar, identifying a specific gap to close and planning a reteach and reassess plan to close that gap. At the Leadership level, this happens too, with Deans of Curriculum and Instruction (DCI) bringing student work from the teachers they manage to meetings with the Principal. During this time, the Principal supports the DCI in planning the meeting for teachers.

Formative Assessments

Data-driven decision-making is in our school’s DNA. In our sixth and seventh years of operation, we continued the use of quarterly internal benchmark assessments. We shifted from in-house benchmarking assessments to more widely used benchmarking assessments in our eighth year. Our shift to using NWEA MAP and ANET has allowed us to benchmark our performance beyond just UP Network schools, and as a result, collaborate more broadly. In the fall of 2019, the school partnered with UPEN in order to give students another opportunity to demonstrate their mastery in ELA with the NAVLit program Our shift in assessment strategy gives students more at-bats, and teachers higher quality data to use to drive instructional decision making. Please find the most recent data here:

	ANET (1) MATH	ANET (1) ELA	ANET (2) MATH	ANET (2) ELA	ANET (3) MATH*	ANET (3) ELA
Sixth Grade	30%	35%	39%	36%		35%
Seventh Grade	38%	48%	27%	41%		49%
Eighth	51%	45%	39%	42%		40%

Grade						
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*This assessment was not administered due to school closures because of COVID-19.

- Navigator Results (A2 Assessment):

Within the NavList cohort our UP showed more growth than schools with similar demographics.

	Sixth Grade	Seventh Grade	Eighth Grade
UPEN Average	36.4%	36%	37.1%
UAB Average	37.7%	40.5%	36.0%
Difference from UPEN Avg.	1.3	4.5	(1.1)
NavLit Average Growth from A1	4%	5%	.5
UPEN Average Growth from A1	7%	4.5%	2%
UAB Average Growth from A1	3.4%	9.4%	(3.1%)

While we are proud of the work that we've done in this cycle, we know that the true mark of our school's success is the ability to support kids' proficient performance on grade-level tasks and assessments. While our students demonstrated impressive growth in SY 18-19 for many subject areas and this year, we've gained traction in Independent Practice for students in addition to High Quality Feedback from teachers, we know that we are still on the journey for our students and staff in developing deep instructional practices. In particular, our school on the whole, does very little to effectively and consistently support the needs of students who have learning differences, allowing gaps to persist--or worse--to widen and grow. Further, our Tier One Instruction is not yet consistently High Quality with too much variability in teacher preparedness, instructional quality, feedback quality and frequency and ultimately, student outcome and achievement. We know that in order to aggressively and urgently improve student outcomes, we must improve two things in particular: Tier One Instruction *and* interventions for students with IEPs or who are ELLs. While virtually all students will benefit from this, the truth is, raising the bar on what it means to offer strong instruction is what all of our students need. It is progress our school looks forward to continuing.

Criterion 6: Program Delivery

A. Curriculum

UP Academy Boston believes that rigorous, standards-aligned curriculum is about equity. In the first year of this charter term, UAB used internally developed curriculum for ELA,

Science, and History, and Illustrative Mathematics (IM) for math. After reviewing our data, through conversations with teachers, and consultation with the Network, we moved to a common curriculum in 2017-2018. This shift ensured that students engaged in rigorous and aligned content. Illustrative Mathematics (IM) is used for core Math instruction, a curriculum that is very highly rated by EdReports (see ratings [here](#)). All literacy teachers now instruct using Nav Lit, a curriculum from the Achievement First Network, that while not rated by EdReports, aligns completely with the shifts demanded by the Common Core. Similarly, science teachers now use Achievement First curriculum. This science curriculum emphasized focus, hands-on lab experiences and alignment with NextGen standards. While there is more autonomy in curriculum selection for history, all teachers emphasize learning through reading and making meaning of primary sources, discussion and writing. The curriculum is reviewed yearly for all subjects in the spring when considering whether or not to use it the next year. A common curriculum increased teachers' ability to collaborate across schools and focus more on how to best deliver material to students. We also have the same curriculum across grades for each subject to ensure vertical alignment. In these ways, and in the ways described earlier in the paragraph, our curriculum aligns with the Charter School Performance Criteria.

B. Instruction

UP Academy Boston has several systems, structures and practices to ensure that instruction is high quality. By and large, our instructional support strategies have remained constant; we have focused on using curriculum, student support, and classroom culture as levers to improve academic quality. First, the school has a large focus on development. All teachers are coached individually at least every other week on something that is specific to their development. Second, the entire staff engages in afternoon-long professional development once weekly. This development primarily focuses on instructional practices that are either proactively selected given that tie to strategic priorities, or selected based on trends the leadership team observes during walkthroughs. In addition, content teams intellectually prepare for their lessons at least twice weekly and one of those times is coached by their Dean of Curriculum and Instruction. Over the charter term, UAB has codified what intellectual preparation should look like for teachers and provided increased time for this preparation. On top of this, the school engages staff in needs-based practice clinics and extra coaching as is needed. All of these practices help to create a shared vision for instructional excellence that is based on best practices. Walk throughs have been a consistent element of our instructional evaluation. In the last two years, we have more explicitly added an equity lens, in addition to the preexisting instructional quality lens. Specifically, while in rooms we assess if there are patterns of bias in teacher practice (such as consequence frequency, who is getting called on). At the same time, we use instructional rubrics to rate practices. In these ways we are able to ensure our practices are anti-racist and create environments conducive to learning, aligned with the Charter School Performance Criteria.

C. Assessment and Program Evaluation

The school uses assessments strategically and thoughtfully. First, teachers place a heavy emphasis on formative assessment and analyze student work on an ongoing basis, as well as provide students with in the moment feedback on their classwork. In addition, in math and literacy, students take quizzes on a bi-weekly basis. These align with the curriculum and give teachers information about mastery of content and student progress on a more

holistic level over the last two weeks. In addition, the school administers interim exams for both math and literacy three times a year. These serve to provide teachers with information about standards-level mastery at key intervals throughout the year. All interim assessments are followed by a data day during which teachers analyze results and make revised teaching plans. Last, the school administers the NWEA MAP assessment. This assessment tells us individualized student levels as well as projected proficiency levels on the state exam. NWEA MAP and interim assessments, when examined together, give us a comprehensive picture of how to best support students. In addition to the teacher data days, leaders also do an initial analysis of the data after each interim. This allows them to assess whether or not the current programming and its execution is positively impacting student learning.

D. Supports for All Learners

Because the school works to collect student performance on grade level tasks through the use of the NWEA MAP, the ANET, and other interim assessments, the school is able to recognize discrepancies or disparities in student performance in order to determine whether or not interventions are appropriate. Through the child find process, along with other teachers in their cohort, teachers assess student progress on assessments and compare that progress with historical data to determine whether or not interventions are appropriate. This is one of the very first steps in the MTSS process. If the team agrees that interventions are appropriate, the team works collaboratively to identify the proper next steps to take with the student, always starting first with the least invasive. This might mean coordinating regular Homework Club attendance with the student's parent, changing the monitoring pathway during class and going to review that student's work first during independent practice, pulling the student for additional support and tutoring during lunch group. If that process doesn't yield positive movement, the group will establish more invasive interventions. If the student still doesn't respond positively, the group may consider other interventions.

Criterion 7: Student Climate and Family Engagement

UP Academy Boston strives to ensure that the school environment is safe, supportive, inclusive, and engaging. We aim to establish strong relationships with families as stakeholders in the operations and activities of the school and we work to foster a strong positive culture and sense of joy among our students. Over the course of our second charter term we have continued to gather feedback, evaluate and hone our approach to family engagement.

Our families are among the most important stakeholders at UP Academy Boston. As such, we have a Parent Council that meets monthly to discuss school activities, provide feedback to the administration, and offer support to execute various engaging events throughout the year. In the past four years, we have looked to leverage the Parent Council to collaboratively solve problems, plan events, and engage a broader group of families. We know that we need more opportunities for families to directly engage with and provide feedback to our school leaders. As such, we began hosting a Coffee House program during the 2019-2020 school year, where the Co-Leaders meet with families on a monthly basis at times that may be more convenient for families.

From our founding, UP Academy Boston has had high expectations for communication with families from teachers, and those norms have continued in our second charter term. Our teachers are expected to have consistent contact with families. Teachers maintain regular contact with families via daily phone calls, emails, and text messages, keeping families apprised of their children's performance, behavior, upcoming events, and simply to be a touch point for them to remain engaged with the school. In the 2019-2020 school year alone, in addition to in person events and conferences, teachers connected with families an average of 3-4 times a month. In the 2019-2020 school year we have been proud to invite City Year into our building to further bolster our communication supports with families. An area of focus for us is always pushing to improve student attendance. One of the many ways City Year has contributed to the dynamic culture of the school is through daily phone calls, focusing on students who missed school, offering support and providing valuable context to staff about circumstances around absent students.

UAB also creates opportunities for teachers, students, and families to engage in person. In the first two years of our charter term, we pushed to host quarterly family engagement events. In our most recent two years, we have worked to increase the number of engagement activities to monthly, with a focus on having more fun as a community. For example, we have adjusted our typical family orientation event to include a barbecue, so that it is more joyful and fosters relationship building between staff and families. We've also hosted events like family potlucks and movie nights. The goal is to provide diverse opportunities at convenient times for families to remain engaged with the school. In addition to community-building joy events, we host three Family-Teacher Conference Nights where we welcome all of our families into our building to connect with teachers and discuss their child's academic performance. We also look for opportunities to celebrate our students as a community. Throughout our charter term, this has included events like student musical performances, student art showcases, science fairs, and Honor Roll Breakfasts

Our student culture represents the unity of two of our core operating principles: *Relentlessly high, consistent academic and behavioral expectations for all stakeholders, including our students, our families, and our staff; and an atmosphere of enthusiasm and joy.* As outlined elsewhere in this document, in recent years we have made major changes to our approach to behavior and discipline structures to ensure that we maintain high behavioral expectations, while also supporting all students. Our Culture Management System is rooted in the idea that proactively approaching conflict, followed by logical consequences when necessary, will yield strong positive results. We began more purposefully applying this principal in 2016-2017, with the pilot of Think:Kids before bringing it to a wider group of teachers in 2017-2018. This comprehensive system leverages a merit and demerit system to reinforce positive behaviors and encourage students to correct negative behaviors. In the last two years, we redesigned our system, and implemented a system of Core Value Violations to allow students the opportunity to reflect on their behavior while still remaining in the classroom. This approach resulted in a referral rate that was reduced by 78%, year over year without detrimentally impacting to the overall school culture.

Furthermore, the proactive approach to culture resulted in a drastic reduction in our suspension rate by 50%-- the lowest in the history of our school. Our teachers and administrators believe that students can and will make the right choices when provided the appropriate support and, in those circumstances where they make a mistake, reflection is key to making a better choice in the future. Consistent implementation of this

system, coupled with high expectations and genuine care from teachers has produced phenomenal results in this area.

Throughout the day, there are a number of non-instructional times that serve as an opportunity to reinforce strong student culture. During Morning Arrival, our staff is all hands on deck to greet students from the front door, through the hallways, and in their classrooms. We have staff members present and visible during all transitions, AM and PM Break, and Lunch. With the majority of our students taking public transportation to our school, we also have our staff present throughout the half-mile walk to Andrew Station to ensure student safety every afternoon.

Finally, in keeping with our goal to create an atmosphere of enthusiasm and joy, there are a variety of opportunities throughout the year to infuse joy into the day-to-day activities. Over the course of the 2019-2020 year alone, UAB hosted over ten events geared to foster joy and community outside of school. In addition, whether it is through a Spirit Day event, a Pizza Party to celebrate student attendance, or bringing out students together for a grade-level community circle to celebrate each other, we are always looking for ways to incorporate joy and will seek to identify more opportunities for this in the future.

Criterion 8: Capacity

A. School Systems and Leadership:

UP Academy Boston sustains a well-functioning organizational structure. The school's leadership team structure has persisted with only one alteration throughout the second term of its charter, and we expect this format to continue in the third charter term.

Specifically, school is co-led by a Principal and a Director of Operations, who divide their responsibilities and decision-making in a way that enables the Principal to remain focused on teacher effectiveness, school climate, and student achievement to the maximum extent possible. All individuals who have served in the role of Principal or Director of Operations at UP Academy Boston have reported that the co-leadership model is conducive to effective leadership in a school as complex as ours.

The school's leadership team is staffed appropriately to support an effectively managed school. Aside from the Principal and DOO, the team consists of three Deans of Curriculum and Instruction and one Dean of Students – with the exception of the first and second year of the charter term, when there were two Deans of Students. The Deans of Curriculum and Instruction directly coach and manage teachers across the school, and they also play an essential role in developing effective professional development for all instructors in the school. The Dean of Students oversees school climate, working to establish proactive strategies to enhance a culture of excellence as well as overseeing excellent implementation of the school's behavior systems. The school leadership team works as a cohesive body that is charged with ensuring the school executes against its three annual priorities. The team meets one per week as a full leadership team, once with just instructional leaders, and an addition once a week with teacher leaders (cohort leaders) during the school year, and as a full team every day over the summer. The weekly opportunities for communication between the leadership team and teacher leaders

enables the school to provide responsive support to and communication with the entire school staff.

It should be noted that the school executed a Principal transition between the 2017-18 school year and the 2018-19 school year, when the school's Principal of three years, Katy Buckland, transitioned. After an extensive search and hiring process which including opportunities for feedback from school staff and school families the Board selected Rashidah Lawson as principal of UP Academy Boston. Rashidah came to UP Academy Boston after serving as Vice Principal of KIPP DC College Prep High School for three years and with years of instructional experience. Rashidah will continue in her role as UP Academy Boston enters the final year of this second charter term.

The school has also sustained several Director of Operations transitions. The school's Director of Operations, Emily Maine, transitioned after the 2017-18 academic year and Tiffany Wen, who was serving as member of the school's operations team, transitioned into the role. After the 2018-2019 school year, Tiffany transitioned from UP Academy Boston and James Frier joined the school in Director of Operations role for the 2019-20 academic year, with an extensive background in schools including academic and culture roles. James will be returning in the role of Director of Operations for the 2020-2021 school year.

Something the school, Board, and UP Education network have all been focused on, especially in the last few years of the charter term, is improving processes for the recruitment, retention, and development of a school staff that is reflective of the population UP Academy Boston serves. This has meant continually digging into data on recruitment and retention, assessing pipelines for recruitment, and evaluating the way the school engages with current staff members. Now, the process for recruitment involves multiple touch points including interviews with school leaders. Interview panels at UP Academy Boston reflect a range of experiences and backgrounds in order to ensure a diversity of perspectives in selecting new hires. We have increased the diversity of our pipeline, and continue to set refined goals around the recruitment of diverse candidates. Similarly, retention of staff has been an important focus area for UP Academy Boston in the past charter term – including staff that are reflective of the racial and ethnic composition of the students and families we serve. This has meant the leadership team developing strong individual staff engagement plans in order to ensure we know the best way to support, develop, and grow the careers of our staff.

B. Professional climate and standards for performance:

The school creates a professional working climate for all staff. At the center of the professional climate created for team members are four elements:

1. A Focus on Professional Growth
2. A Focus on Professional Collaboration
3. The Cohort Model
4. Opportunities for Feedback to School Leadership

Professional Growth. We focus relentlessly on improving our practice as educators, as evidenced by our investment in three Deans of Curriculum and Instruction at the school. The Deans of Curriculum and Instruction focus the majority of their time on observing

teachers and then provide action-oriented feedback to teachers to help them improve. Further, we work very hard to provide high-quality, instructionally-focused professional development throughout the school year. Every Friday we dismiss early to ensure all staff can attend mandatory, whole-school professional development sessions. In addition, there are a number of full school data and professional development days across the course of the year. We receive regular feedback that our teachers value these many learning opportunities.

Professional growth for UP Academy Boston staff does not and cannot stop at providing learning and supports around curriculum and instruction. It is also critical for staff to develop their cultural competencies around behavior systems, and to further to grow capacity around examining and dismantling implicit biases. This work is critical to ensure the school is an environment where all students can be successful – and this work is challenging. Over the course of the charter term, UP Academy Boston has tried various approaches to building capacity around dismantling implicit biases and systemic inequalities, with varying degrees of impact. Over the course of the charter term, the school has engaged outside providers to come and provide professional development, distributed resources internally, and hosted more informal discussions. The school community knows there is still a lot of work to be done, and looks to the 2020-2021 school year as an opportunity to renew focus and better develop supports for staff in this critical area.

Professional Collaboration. Unit and lesson planning is completed by grade-level content teams (for example, the sixth grade math team). Each grade-level content team is made up of the grade level core content teachers plus other team members (e.g., special educators). Every week, each grade-level content team is given an extended periods of time to work collaborative to plan future units and lessons, to reflect on the lessons from the previous week, and to debate and discuss the best strategies to maximize student learning. Our teachers regularly report that this opportunity for collaboration is an essential part of their experience working at UP Academy Boston.

The Cohort Model. The school utilizes what we now refer to as the “cohort model.” The cohort model, whereby all core content teachers are responsible for teaching a group of classrooms of students – typically two (which collectively, make up a ‘cohort’), creates important conditions that support the professional climate of the school. For example, each core content teacher teaches no more than ninety students, allowing them to get to know each individual student’s needs. Moreover, the cohort model creates important and extended times within each core content teacher’s schedule that enable them to complete important responsibilities (e.g., planning, grading, communicating with families) within the school day.

Opportunities for Feedback to School Leadership. The school has worked to create opportunities and channels to receive regular input from all staff members to help improve the school, including the professional climate. The school’s leadership team administers a weekly survey to gather timely staff feedback. In addition, a comprehensive staff survey is given to all team members twice a year across a range of topics. The school’s leadership team, in collaboration with team members from UP Education Network, rigorously reviews survey results and work to incorporate the feedback into their leadership and into the

school. This has included schedule adjustments, future professional development schedules

C. Contractual relationships

UP Academy Boston has a strong, collaborative relationship with UP Education Network. UP Education Network continues to provide a wide array of services to the school in line with the management contract that has been established. Broadly, the management organization provides services in the following areas:

- Talent, including but not limited to talent recruitment and talent management (e.g., supporting staff members with HR needs, supporting the school with its staff evaluation tool and system)
- Operations, including but not limited to direct management of the school's Director of Operations, facilities-related support, and data, enrollment, facilities, evaluation, and analytics support
- Finance, including but not limited to accounting, budget development, and budget management
- Academics, including but not limited to direct management of the school's Principal, specialized support in the areas of ESL and Special Education, and curriculum-focused support
- Public Affairs, including but not limited to supporting the relationship between the school and the district/state, development, political relations, and communications work.

UP Education Network implements a survey of the school's staff, including the Principal and Director of Operations, at least once per year to understand what value the school perceives from its service provision and what services can be improved. Moreover, the school's Board Chairperson regularly communicates with UP Education Network's CEO and various other members of the UP Education Network leadership team about the state of the school and about ways in which the management organization can improve its support and management of the school. The two parties intend to continue their relationship through the third term of the school's charter.

UP Academy Boston is honored to be a part of the Boston Public Schools system. The two parties have utilized a well-designed Memorandum of Understanding (MOU) during the charter term to define the relationship between the school and the district. Turnover at Boston Public Schools has significantly delayed finalizing an updated MOU. In partnership with BPS staff and with approval from the Boston School Committee we extended the current MOU to apply past the original expiration in order to continue the working relationship as a new MOU is developed. In the meantime, the MOU has been invaluable in supporting collaboration between the school and the district when potential challenges have arisen.

The school's leaders, and team members of UP Education Network, have developed strong relationships with district personnel. These relationships have helped the school work through the unique challenge of operating as an autonomous charter school within the district public school system. For much of the term of the charter, representatives of the school and/or UP Education Network have meet weekly with a key point person at Boston Public School to discuss any emerging challenges and to problem solve issues before they have escalated.

The two parties look forward to finalizing the terms of the updated MOU to further strengthen the working relationship between the school and district.

Criterion 9: Governance

The state of the UP Academy Boston Board of Trustees is strong. Over the course of UP Academy Boston's second charter term, the Board has continued to refine and strengthen their approach to governance. As a result, the Board is strongly positioned to support UP Academy Boston in its third charter term.

The current Board is comprised of nine members, and has continued the commitment to diverse membership that also reflects the students and families UP Academy Boston serves. The board includes parent voices, educational leaders, members with a deep depth and breadth of financial and administrative knowledge, and members with close ties to the neighborhoods of families who are choosing to send their children to UAB.

The Board made exciting updates in 2018, which included revising their bylaws and adjusting standing committees, and revitalizing internal evaluation processes. This work helped to further clarify roles and responsibilities with the board meeting a minimum of six times a year as a full group. During these meetings Board members regularly review a School Performance Framework dashboard, which provides updated data closely aligned to UP Academy Boston's overarching mission. Data included in the dashboard ranges from MCAS and NWEA MAP scores, suspension rates, homework completion percentages, attendance rates, student and family survey data, and graduate information. In addition to this regular review, the Board digs in on various topics for focus each meeting. These topics are reflected in Board agendas and minutes, and include discussions on items such as recruitment and hiring, progress towards school goals, and financial health. The Board contacts UP Education Network to manage the day-to-day operations of UP Academy Boston, and therefore another critical piece of the Board's work is ensuring the management organization is fulfilling their responsibilities. As a critical part of that process, the Board conducts a comprehensive evaluation each year where the Board and UP dig into data and grade on progress on a number of critical responsibilities. This process ensures clear rhythms for accountability and goal setting.

In order to support responsive and engaged oversight, the Board also has several standing committees which regularly meet over the course of each school year. The Board has a Finance Committee, responsible for supporting the financial health of UP Academy Boston and a Governance Committee, which focuses on identifying a robust pipeline for board membership and compliance with the board's legal responsibilities. There is a Hiring Committee which meets on an as needed basis to support Principal hiring. Then there are two school-based committees – one for UP Academy Boston and one for UP Academy Dorchester. School committees prove a critical touch point in between larger board meetings, typically convening every other month to receive updates from School Leadership, discuss progress on school goals and strategic priorities, review disaggregated student data, and provide responsive support. School committee meetings also further enrich the Board's ability to provide detailed evaluation insight for principals.

Finally, committee meetings enhance the Board's ability to build an engaged and robust pipeline. In addition to full board members on committees, the Board has potential board candidates sit as Board Observers by serving as committee members. This process allows potential board members to learn more about the school and the various responsibilities of the Board, so that when they join the full board they are already familiar with what the role entails.

All of the work completed by the Board during UP Academy Boston's second charter term to date demonstrates that the Board is deeply committed to the success and sustainability of UP Academy Boston. We believe the Board is well positioned to support UP Academy Boston in their third charter term.

Criterion 10: Finance

UP Academy Boston takes a number of steps to ensure the school remains in good financial standing and has strong financial management practices.

UP Academy Boston, in partnership with its contracted education management organization UP Education Network, ensures a sound and stable financial condition via a Directors of Operation (DOO) at UP Academy Boston, whose responsibilities include the school's finances, as well as a dedicated finance team at UP Education Network including a Chief Financial Officer, Director of Finance, Controller and Finance Analyst. The finance team in collaboration with the DOO ensures that the school has established appropriate internal controls and financial policies, which include the timely recording of all transactions, receipts, payroll, and other disbursements and the regular reconciliation of all key accounts. The DOO and finance team are also responsible for executing many financial procedures on behalf of the school, including: invoice processing and maintaining accurate financial records in the school's Quickbooks accounting system; coordinating payroll and salary reconciliations with BPS; monitoring and developing monthly statements; monitoring procurement processes for compliance with Chapter 30B; and coordinating the annual audit process. The DOO and finance team also respond to any finance public record requests, ensure adherence to open meeting law for Board Finance Committee meetings, and ensure materials are publicly posted as required.

The DOO and finance team also partner to oversee the annual budgeting process to ensure the school budget is aligned with the school's strategic priorities, while maintaining annual metrics of financial health. The budgeting process establishes financial guardrails to maintain sufficient cash flow, and then ensures funding is tied to strategic priorities, as evaluated by the Board of Trustees. Budgeting decisions are made in collaboration with the Principal, school leadership team, and UP Education Network academic team, and Board of Trustees. In particular, over the past few years, UP Academy Boston, at the urging of the Board, has budgeted to a deficit for strategic reasons: the school had amassed a significant cash reserve as the result of prodigious fundraising in its early years by UP Education Network, and believed those funds could strategically be reinvested to improve educational outcomes. This was evaluated by the Board during the budgeting process, voted upon, and each year the school met or exceeded its budgeted deficit.

Then, throughout the year, the finance team works closely with the DOO to manage to its budget and monitor financial health metrics by producing monthly financial reports and

holding monthly financial reviews with the school to address concerns, incorporate new information, and coach the school on financial management practices. In addition, the UP Academy Boston Board of Trustees and Finance Committee both review the school's financial statements at every meeting and are responsible for approving the school's budget every year.

Evidence of our success in maintaining a stable financial condition and operating in a financially sound and publicly accountable manner includes: 1) unqualified audit opinions for every year that UP Academy Boston has been in operation, which have always been submitted to DESE in a timely manner; 2) an active Finance Committee and Board of Trustees that provides strong oversight to UP Academy Boston's financial practices 3) ending the year above budgeted net income every year and 4) maintaining an average of 6.5 months of cash on hand during this current term of the charter.*

*for cash operating expenses, or expenses we pay directly, which include all non-personnel expenses. Personnel expenses are paid by Boston Public Schools and funded by BPS weighted student funding, so they do not impact our cash on hand.

Plans for the Next Five Years

As noted in the letter from Beth Clymer, our board chairperson, there are many things that we are proud of and pleased with around the performance of that UP Academy Charter School of Boston during this term. However, we are also aware that there is a gap between where our school is today and where it needs to be for us to be able to fulfill our vision for every single student who enrolls in our program. We are eager to capitalize on another 5 years to improve UP Academy Boston and truly make it a place where students cultivate their sharp minds, share their kind hearts, and explore their path and potential.

As our school's board, our school's leadership team, and our school's management organization (UP Education Network) have reflected on our school's performance, we believe there are a few key areas we can focus on that can help us move the school forward in the way we all believe will be best for students and families. By executing with fidelity in these areas, we know our vision can truly be achieved.

The three areas that we can and will focus on are:

1. **Cultivating Sharp Minds.** We will make a concerted effort to improve instruction in all content areas in order to ensure students are meeting the rigorous standards needed for success when they graduate and move on to High School and College.
2. **Sharing Kind Hearts.** We will intentionally expand our SEL programming for our students to ensure we are maximizing the great potential of all our students' talents inside and outside of the classroom
3. **Exploring Path and Potential.** We will greatly increase the options available to students so they can truly explore what options will be available to them when they graduate from both High School and College

Cultivating Sharp Minds. Ensuring grade level work is put in front of students has been a focus for our instructional strategy this year. We have started strategy with a focus on ELA for the 2020 school year. Research has shown that putting grade level work in front of students not only achieves the best results, but is an equitable practice that we morally believe in. Through partnership with Achievement First, we have adopted their standards aligned curriculum for ELA and implemented it with support from their “Navlit” program. This program gives training to both Network level coaches, School leaders, and teachers to ensure fidelity of implementation of the curriculum and that grade level work is truly given to all students.

In the years to come, we will expand this training and implementation to our other content areas to ensure all students in all content areas are given the work that they deserve and will help prepare them for the rigor needed in both high school and college. Additionally, as we build out this more cohesive curriculum adoption and implementation strategy, we will ensure there is a continued focus on modifications and accommodations for our English Learners and Diverse Learners to ensure all grade level content is accessible to all of our students.

Sharing Kind Hearts. In our growth as an organization, we have shifted our approach to culture from a no excuses/zero tolerance, to a more Social Emotional Learning (SEL) and Restorative Discipline practice. As a result, we have seen considerable reductions to our exclusion numbers (referrals and suspensions) which has resulted in an increase in instructional time. Through this change, we have piloted and implemented many proactive SEL practices to include community and restorative circles at both the staff and student level, Increased transition opportunities for students, Instruction based interventions, etc. In the next 2 years, we will integrate a full SEL curriculum throughout the school that will focus on intentional and proactive practices to help our students and staff truly connect with themselves and each other to create a community where their kind hearts will be shared each and every day. As a result, we will see improved school culture, leading to better and more impactful learning for our kids.

Exploring Path and Potential. At UP Academy Boston, we have always prioritized and created resources for our students to be informed and choose the best High School for them after they graduate from our school in 8th grade. We staff a full time High School Counselor and we send a high percentage of students to exam schools and that gives them the opportunity for an exceptional high school experience. Additionally, we have enrichment programs on Friday afternoons where students can take classes that are focused more on experiential learning where students can learn about non-traditional subjects and content areas. However, there is more that we want to do in our next phase. We want to expose students to more opportunities and experiences that will help inform them of what they could be doing in college and beyond. By leveraging our Board and network staff, we can expose our students to industry experts and offer opportunities to our students to truly explore college and career opportunities for themselves. We should and will have our students understand what is required to become a coder at Facebook or Instagram, or become a marketer at google, or run operations at Amazon. Structuring this exposure and activities will be a focus for truly pushing the boundaries of what our students path and potential should be and could be.

With these as our focus areas, both as a network and as a school, we will be meticulous in our goal setting practices and progress monitoring along the way. Defining success and measuring success in these areas is the only way we will be able to realize these endeavors. We are extremely excited and humbled to be given the opportunity to continue to partner with our students and families to execute on our mission and vision as an organization.

**APPENDIX A
ACCOUNTABILITY PLAN PERFORMANCE**

Summarize the school’s performance on its approved Accountability Plan for the charter term using the template below. The table should include information the school reported in annual reports for 2016-17, 2017-18, 2018-19, and 2019-20. If a revised Accountability Plan has been approved, report on the most recently approved plan. *Please submit this section in Microsoft Word format, not in PDF format.*

Faithfulness to Charter

	Charter Term Performance (Met/Not Met)				Evidence (provide data for each year, as applicable)
	2016-17	2017-18	2018-19	2019-20	
Objective: Objective: UP Academy Charter School of Boston scholars will demonstrate the knowledge and skills necessary to succeed on the path to college					
Measure: UP Academy Boston students will grow at least as much as the typical student in Math on NWEA MAP as measured by a school-wide MAP growth percentile of 50 or higher each year.	NA	NA	Partially Met	Not Met	2016-2017: NA 2017-2018: NA 2018-2019: 48th 2019-2020: 42nd
Measure: UP Academy Boston students will grow at least as much as the typical student in ELA on NWEA MAP as measured by a school-wide MAP growth percentile of 50 or higher each year.	NA	NA	Not Met	Partially Met	2016-2017: NA 2017-2018: NA 2018-2019: 40th 2019-2020: 46th
Measure: UP Academy Boston is in the top quartile of student growth in Math on the statewide test every year among schools where 50% or more of students are economically disadvantaged	Partially Met	Partially Met	Partially Met	NA	2016-2017: 65 th percentile 2017-2018: 88 th percentile 2018-2019: 78 th percentile 2019-2020: NA
Measure: UP Academy Boston is in the top quartile of student growth in ELA on the statewide test every year among schools where 50% or more of students are economically disadvantaged					2016-2017: 71 st percentile 2017-2018: 75 th percentile 2018-2019: 45 th percentile 2019-2020: NA
Objective: Objective: UP Academy Charter School of Boston scholars will develop exceptional strength of character necessary to achieve their full potential.					
Measure: The UP Academy Boston average grade in core academic classes is 85% each year.	Partially Met	Partially Met	Partially Met	Partially Met	2016-2017: 82% 2017-2018: 82% 2018-2019: 81% 2019-2020: 81%
Measure: UP Academy Boston will have an annual attendance rate of 95%.	Partially Met	Partially Met	Partially Met	Partially Met	2016-2017: 92% 2017-2018: 92% 2018-2019: 92% 2019-2020: 92%
Objective: UP Academy Charter School of Boston establishes a professional culture of reflection and feedback that results in a purposeful learning environment that is focused on student achievement.					
Measure: By the end of each year, at least 80% of teachers will have mastered the foundational outcomes on UP	Met	Met	Met	NA	2016-2017: 90% 2017-2018: 91% 2018-2019: 86% 2019-2020: NA

Dissemination

	Charter Term Performance (Met/Not Met)	

	2016-17	2017-18	2018-19	2019-20	Evidence (provide data for each year, as applicable)
Objective: UP Education Network will share about its approach to school restart with other public schools both locally and nationally.					
Measure: UP Boston School staff and UP Education Network staff will present best practices from UP Academy Boston and the network's approach to school restart at local and national conferences a minimum of five times each year.	Met	Met	Met	Met	Demonstrated in the dissemination tracker as evidence.

*Add rows as necessary

Academic Performance (Alternative Charter Schools only)

	Charter Term Performance (Met/Not Met)				Evidence (provide data for each year, as applicable)
	2016-17	2017-18	2018-19	2019-20	
Objective:					
Measure:					
Measure:					
Objective:					
Measure:					
Measure:					

*Add rows as necessary

APPENDIX B GENERAL STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the charter school. An application for renewal will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the charter school, I hereby certify under the penalties of perjury that the information submitted in this application for renewal of a public school charter for _____ (name of school) located at _____ is true to the best of my knowledge and belief; and further, I certify that the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).
2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).
3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(1)(h)).
4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.05).
5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).
6. Will operate in a school facility that is fully or programmatically accessible to individuals with physical handicaps.
7. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
8. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
9. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.

10. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.
11. Will comply with all other applicable federal and state laws including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).
12. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the state assessment test (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.04(3)(k)).
13. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).
14. Will submit an Accountability Plan following the school's renewal, establishing specific five year performance objectives as specified in the state regulations (603 CMR 1.04 (3)(l)) and guidelines.
15. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.08 (3)).
16. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.08(5)).
17. Will submit required waitlist report data as required by the Department of Elementary and Secondary Education by the required deadlines (Mass. Gen. Laws c. 71, § 89(n), and 603 CMR 1.08(6)).
18. When constructing or renovating a facility, will operate in compliance with state requirements regarding designer selection, Mass. Gen. Laws c. 7C, §§ 44-58; public bidding, Mass. Gen. Laws c. 149; public works construction, Mass. Gen. Laws c. 30, § 39M; and prevailing wage, Mass. Gen. Laws c. 149, §§ 26-27.
19. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).
20. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.
21. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).
22. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal Every Student Succeeds Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.06(4)).
23. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.04(7)(d)).

24. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.04(7)(e), 1.04(7)(f), 1.05(7)(g), and 1.05(7)(h)).
25. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.04(7)(h)).
26. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.06(1)(b)).
27. Will ensure that every member of the school's board of trustees shall meet all training as required by the Department of Elementary and Secondary Education and any other requirements by other state agencies, including the requirements under the Commonwealth's open meeting law and conflict of interest law (603 CMR 1.06).
28. Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the Office of Charter Schools and School Redesign (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.
29. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).
30. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.04(8)).
31. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).
32. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.08(11)).
33. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.10.

Signature:

Title:

Date:

Renewal Application Certification Statement

Name of School:	
Location:	

I hereby certify that the information submitted in this application for renewal of a public school charter is true to the best of my knowledge and belief; that this application has been approved by the school’s Board of Trustees; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.

Signature: Chair of Board of Trustees (or designated signatory authority)

Date

Print/Type Name:	
Title (if designated):	
Date of approval by board of trustees:	

Horace Mann Renewal Application Certification Statement

Name of School:	
Location:	

School Committee Approval Certification

I hereby certify that this application for renewal of a public school charter has received approval from a majority vote of the school committee in the district in which this Horace Mann charter school is located. This is a true statement, made under the penalties of perjury.

Signature of chair of the school committee _____ Date _____

Print/type name _____

Address _____

City _____ State _____ Zip _____

Daytime telephone _____ Fax _____

Collective Bargaining Unit Approval Certification

I hereby certify that this application for renewal of a public school charter has received approval from a majority vote of the local collective bargaining unit in the district in which this Horace Mann charter school is located. This is a true statement, made under the penalties of perjury.

Signature of president of the local teachers' union _____ Date _____

Print/type name _____

Address _____

City _____ State _____ Zip _____

Daytime telephone _____ Fax _____

APPENDIX C DOCUMENTS

Appendix C must contain documentation of compliance with all building, health, safety, and insurance requirements as well as Department Guidance. Different municipalities may utilize different permit systems and inspection procedures. Schools should be aware of these differences and be mindful that the local inspectional services department and fire department can provide helpful guidance in navigating a potentially complex and time-consuming process.

Appendix C must contain all of the documents below. Include a separate cover sheet for each document that identifies it as one of the following:

- Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
- Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
- Up-to-date Building Safety Inspection/Certificate of Inspection
- Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
- Up-to-date Health Inspection/Health Permit
- Up-to-date Insurance Certificate(s)
- Most recent Asbestos Inspection (within the past three years) and AHERA Management Plan (or, if not applicable, a certification statement by the architect, building engineer, or a licensed inspector that there are no asbestos-containing materials in the building)
- Lead Inspection Certification (if serving students under the age of six) and de-leading Renovation, Repair, and Painting (RRP) certifications (if applicable)
- [Completed Lead and Copper in Schools Maintenance Checklist](#)
- [Up-to-date Multi-Hazard Evacuation Plan](#)
- [Up-to date Medical Emergency Response Plan](#)

If any of these documents is not up to date, provide evidence that you have scheduled the necessary inspections for the fall of 2020.

**APPENDIX D
ADDITIONAL INFORMATION**

Board of Trustees Turnover

Using the Board of Trustees Turnover table below list the number of board members joining and leaving the board in each school year of the current charter period.

School Year	Total Membership	Members Joining	Members Departing
2016-17			
2017-18			
2018-19			
2019-20			

*Add rows as necessary

**APPENDIX E
APPLICATION CONTENT CHECKLIST**

The completed Application should present the required information in the following order:

- Cover page labeled “Application for Renewal of a Public School Charter” that lists the following information:
 - School name
 - School address
 - School contact information: name, title, telephone, and email address

- Date that the school's board of trustees voted approval of the Application
- Application submission date
- Cover letter (optional)
- Table of contents listing all major sections and appendices
- Introduction to school (Table)
- Performance and plans section (should not exceed 25 pages)
 - Faithfulness to Charter
 - Criterion 1: Mission and Key Design Elements
 - Criterion 2: Access and Equity
 - Criterion 3: Compliance
 - Criterion 4: Dissemination
 - Academic Program Success
 - Criterion 5: Student Performance
 - Criterion 6: Program Delivery
 - Criterion 7: School Climate and Family Engagement
 - Organizational Viability
 - Criterion 8: Capacity
 - Criterion 9: Governance
 - Criterion 10: Finance
 - Plans for the Next Five Years
- Appendices
 - A. Accountability Plan Performance
 - B. Statement of Assurances and Certifications
 - Statement of Assurances
 - Renewal Application Certification Statement (required of Commonwealth and Horace Mann charters)
 - Horace Mann Renewal Application Certification Statement (required of Horace Mann charters)
 - C. Documentation of compliance with all building, health, safety, and insurance requirements. *If these are not up to date, provide evidence that you have scheduled the necessary inspections for the fall of 2020:*
 - Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
 - Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
 - Up-to-date Building Safety Inspection/Certificate of Inspection
 - Up-to-date Flammable Compounds and Liquids Certificate (if applicable)

- Up-to-date Health Inspection/Health Permit
- Up-to-date Insurance Certificate(s)
- Asbestos Inspection and Management Plan (if applicable)
- Lead Inspection Certification (if serving students under the age of six) and de-leading Renovation, Repair, and Painting (RRP) certifications (if applicable)
- [Completed Lead and Copper in Schools Maintenance Checklist](#)
- [Up-to-date Multi-Hazard Evacuation Plan](#)
- [Up-to date Medical Emergency Response Plan](#)
- D. Additional Information, as required in these *Guidelines*
 - Board of Trustees Turnover

