| Appendix BEXAMPLE Charter School Recruitment and Retention Plan Template |
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As defined in MGL c. 71 § 89 and 603 CMR 1.00, Massachusetts charter schools must receive approval from the Department for a recruitment and retention plan which is updated annually. In developing the recruitment and retention plan, please review the charter school regulations governing student recruitment, enrollment, and retention, found at [603 CMR 1.05](http://www.doe.mass.edu/lawsregs/603cmr1.html?section=05).

“A charter school must develop a plan that includes deliberate, specific strategies the school will use to attract, to enroll, and to retain a student population that is demographically comparable to similar grades in schools from which the charter school enrolls students. Charter schools shall submit recruitment and retention plans for approval by the Department that meet the requirements of MGL c. 71, § 89; 603 CMR 1.05; and any guidelines issued by the Department” (603 CMR 1.05(1)).” The charter school statute outlines certain demographic groups that must be included in all recruitment and retention plans, including: limited English proficient, special education, free lunch, and reduced-price lunch students[[1]](#footnote-1), as well as those who are sub-proficient on the MCAS, at risk of dropping out of school, have dropped out of school, or other at-risk students who should be targeted to eliminate achievement gaps. The Board of Elementary and Secondary Education will consider the extent to which the school has followed and updated its recruitment and retention plan as one of the factors in making a renewal decision (c. 71, § 89(i)).

Furthermore, as specified in MGL c. 71, § 89 (i)(3), if the school is located in a district with 10 percent or more of limited English-proficient students, the school’s recruitment strategies must include a variety of outreach efforts in the most prevalent languages of the district.

*Please note that if the school’s Recruitment and Retention Plan is not approved by December 31st, 2019, it will be reflected in future ratings of Criteria 2: Access and Equity.*

**Resources:**

Schools must use the Charter Analysis and Review Tool (CHART) (<http://www.doe.mass.edu/charter/finance/chart/>) to successfully create the Recruitment and Retention Plan.

The Department has created a Compendium of Recruitment Strategies to assist schools when creating Recruitment and Retention Plans. Please see: <http://www.doe.mass.edu/charter/sped/default.html>

Please contact the [Office of Charter Schools and School Redesign](http://www.doe.mass.edu/charter/ContactByTopic.html) if you require assistance with the CHART tool or the creation of the Recruitment and Retention Plan.

| EXAMPLE Recruitment Plan2019-2020 |
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| School Name: Springfield Charter School |
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| **2018-2019 Implementation Summary:**1. In a brief narrative, what were the successes and challenges of implementing the school’s recruitment strategies from the 2018-2019 Recruitment Plan?
2. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?
3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2019 SIMS report) will meet the comparison index or the school’s gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school’s Recruitment Plan once your school has submitted October 1st SIMS demographic information.
	1. In 2018-19, we held a successful Community Outreach Day where approximately 25 volunteers canvassed the South End, our target neighborhood; we used a third-party mail house to send mailers to families of rising kindergarten and first grade students; we conducted information sessions at many of the city’s pre-school programs (Head School, YMCA, Square One); and we advertised on Spanish-language radio. This extensive grassroots community outreach helped us to serve a student demographic almost identical to that served by the district. Our student outreach materials explicitly stated that the school serves all students, including those with IEPs and 504s, and all materials were printed in English and Spanish.
	2. While the percentage of special education students we served (8%) was lower than the sending district rate (20%), this is in part due to the fact that last year we only served students in kindergarten and first grade, while the district’s numbers reflect the full K-12 grade span (special education identification often does not occur in high rates in the early grades).
	3. We believe our October 1 SIMs data will meet the comparison index or the gap narrowing targets, so no further discussion or a delayed review is needed.
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| **Describe the school’s general recruitment activities, i.e. those intended to reach all students.** |
| **General Recruitment Activities for 2019-2020:****Activity 1: Annual Community Outreach Event**. Annually, before the annual lottery, we will gather faculty, staff, parents, and volunteers to knock on doors in the South End of Springfield and adjacent neighborhoods. The goal of this event is to knock on the door of as many doors as possible to share information and answer questions about our program. In all of our community outreach, we will have Spanish-speaking staff, board members, and volunteers present so that we can communicate with the many native Spanish speakers who live in Springfield and the South End. Additionally, all promotional materials will explicitly state that the school serves all students, including those with IEPs and 504s and be printed in English and Spanish. **Activity 2: Mailings.** Annually, before the lottery, we will send out mailings in English, Spanish and other prevalent languages in the district to all parents of district public school students who are involved in SPS pre-kindergarten programs. Depending on the number of openings we anticipate in grades 1-3, we will also send out mailings to the families of students entering those grades. These mailings will be clear and easy to understand. They will explicitly indicate that the school is welcoming of all students, including those who have learning disabilities, language barriers, and/or have struggled in traditional school environments, and they will be printed in English and Spanish. **Activity 3: Pre-School Outreach.** Before the annual application deadline, we will invite local pre-school providers to tour Springfield Charter School to better understand the educational program we offer. We will also visit local pre-school providers to host information sessions with the families of the students they enroll. We have found that establishing relationships with pre-school providers – who families trust – is a powerful way to conduct outreach to families **Activity 4: Information Sessions.** We will host a number of information sessions prior to the application deadline to ensure that families have an opportunity to visit the school and ask questions of school leadership. These information sessions will be advertised on the school’s website, in the school’s office, and in local media. **Activity 5: Family-to-Family Outreach.** We will ask current families to distribute applications to friends, colleagues, and neighbors. We have found that our families are eager to get the word out to other families, and that this is an effective way to build awareness of, and interest in, the school in our early years.  |

Directions for creating deliberate, specific strategies for the Recruitment Plan:

Look at CHART Enrollment: <http://www.doe.mass.edu/charter/finance/chart/>.

Review your school’s subgroup enrollment in CHART. Please pay particular attention to the enrollment of students who are English learners, students with disabilities, and low income/economically disadvantaged students. Additionally, please pay particular attention to trends over time.

Determine for which of the above subgroups the charter school enrolls a comparable population (meaning the charter school rates of enrollment of the subgroup is at or above the comparison index (CI) OR meeting the gap narrowing target (GNT)) **and** for what subgroups the school *falls below* the comparison index and is below the gap narrowing target.

In order to fill in the template below, you must use CHART data. In the template below, the subgroups special education, English learners, and low income/economically disadvantaged are split into three sections. Follow the directions for each section below.

In the CHART data column (a), fill in the most recent CHART data[[2]](#footnote-2) for the school and choose the appropriate words to complete the sentence below based on the data.

In the “Continued 2018-2019 Strategies” section (b), copy and paste the previous year’s recruitment strategies in list form. **If CHART shows that the school enrolls a subgroup population above the CI or meeting the GNT:** In the “Continued 2018-2019 Strategies” section, check the box, “Met GNT/CI: no enhanced/additional strategies needed”. The school does not need to complete the “2019-2020 Additional Strategies**”** below, but may add strategies if the school believes it is necessary to maintain enrollment numbers.

**If CHART shows that the school does not enroll a subgroup population above the CI and is not meeting the GNT:** In the “2019-2020 Additional Strategies**”** section (c), check the box, “Did not meet GNT/CI: additional and/or enhanced strategies needed”. Then, please list enhanced or additional recruitment strategies to attract and enroll a student population that is demographically comparable to similar grades in schools from which the charter school enrolls students. Also, include how long the school expects each strategy to take to show an increase in enrollment for this subgroup (i.e. 1 year, 2 years). Please also note the specific local community organization the school collaborated with to develop or implement these strategies.

For rows labeled (d) – (g) “Continued 2018-2019 Strategies” (for additional subgroups), copy and paste the previously approved recruitment strategies for students who are sub-proficient, students at risk of dropping out of school, students who have dropped out of school, and other subgroups of students who would be targeted to eliminate the achievement gap from the last approved Annual Report. Please add any additional strategies the school will use in 2019-2020 in sections marked Additional Strategy(ies).

**Do not repeat strategies.** Each group should have its own set of specific and deliberate strategies.

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| **EXAMPLE Recruitment Plan – 2019-2020 Strategies** **List strategies for recruitment activities for each demographic group.** |
| **Special education students/students with disabilities** |
| **(a) CHART data****School percentage**:13%**GNT percentage**: N/A%**CI percentage**: 10%The school is above CI percentages | **(b) Continued 2018-2019 Strategies**[x]  Met GNT/CI: no enhanced/additional strategies needed* In all recruitment materials, we will explicitly state that we serve all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments.
* We will recruit at pre-school programs, such as Head Start, which serve students with special needs. We will meet with staff at these programs to make them aware of our capacity and programs for serving students with disabilities.
* We will meet with community organizations that serve child clients with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities (e.g., the Parent Academy, the Department of Children and Families, Early Intervention Centers).
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| **~~(c) 2019-2020 Additional Strategy(ies), if needed~~**~~[ ]  Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.~~ |
| **Limited English-proficient students/English learners** |
| **(a) CHART data****School percentage**: 5%**GNT percentage**: 7%**CI percentage**: 10%The school is below GNT percentages and below CI percentages | **(b) Continued 2018-2019 Strategies**~~[ ]  Met GNT/CI: no enhanced/additional strategies needed~~* All promotional materials and applications will be printed in Spanish.
* We will send Spanish-speaking staff and parent volunteers door-to-door in low-income housing developments to recruit new families.
* Spanish-speaking members of the school staff and parent community will participate at all community outreach events and information sessions to ensure that native Spanish speakers can fully understand our program and application process.
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| **(c) 2019-2020 Additional Strategy(ies), if needed**[x]  Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.* We will place advertisements in Spanish-language newspapers such as *El Pueblo Latino*, given the large Spanish-speaking population in Springfield.
* We will attend and distribute materials at organizations throughout the city that provide adult ESL classes at the Springfield Public Library and at Dunbar community centers that serve non-English speaking families. We anticipate the data will change in two years.
* We made a contact at the Greenleaf Community Center and plan to attend and present at 4 events that cater to families with a first language other than English.
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| **Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)** |
| **(a) CHART data****School percentage**:59%**GNT percentage**: 52%**CI percentage**: 73%The school is above GNT percentages and below CI percentages | **(b) Continued 2018-2019 Strategies**[x]  Met GNT/CI: no enhanced/additional strategies needed* We will disseminate application materials and, whenever possible, host information sessions at locations and organizations serving Springfield’s most needy families: Springfield’s WIC and DTA centers; the Springfield Parent Academy; various Head Start locations; and the offices of the Department of Children and Families.
* We will meet one-on-one with leaders at the above organizations to ensure that they are fully aware of our school programs and can share information with their clients and/or members in an informed manner.
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| **~~(c) 2019-2020 Additional Strategy(ies), if needed~~**~~[ ]  Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.~~ |
| Students who are sub-proficient | **(d) Continued 2018-2019 Strategies*** In all recruitment materials, we will explicit state that our school is open to all students regardless of prior academic performance. Additionally, we will be explicit about how our programmatic elements (e.g., two teachers in all K-4 classes, extended school day and year, and literacy and math grouping structures) are beneficial to students who have struggled academically and/or may need more intensive support.

**2019-2020 Additional Strategy(ies), if needed*** We will collaborate with district leadership so that they are aware that a central element of our mission is recruiting and serving students who may need more intensive academic supports than they are receiving, and can encourage the families of such students to apply.
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| Students at risk of dropping out of school | **(e) continued 2018-2019 Strategies*** We will develop and cultivate a close working relationship with the district, the Department of Children and Families, and the Committee for Public Counsel Services Children and Family Law division in order to identify and recruit children who appear at risk of dropping out according to the above-referenced risk factors.

**2019-2020 Additional Strategy(ies), if needed*** Given that deterioration in academic performance and attendance during transition years (the sixth and ninth grades) is a powerful dropout predictor, we will, per our backfilling policy, recruit new students who may be struggling academically or behaviorally during the sixth grade year.
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| Students who have dropped out of school | **(f) continued 2018-2019 Strategies*** This demographic group is not applicable given that students in grades 1-8 are mandated to attend school.
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| **OPTIONAL** Other subgroups of students who should be targeted to eliminate the achievement gap | **(g) continued 2018-2019 Strategies*** We will continue to build relationships with African American and Latino churches and community centers to ensure that families are aware of the option that our school provides.

**2019-2020 Additional Strategy(ies), if needed*** We will work to recruit African-American and Latino students because that subgroup must be targeted to close the achievement gap.
* We will advertise in the *Reminder* and *El Pueblo Latino*, the leading newspapers for Springfield’s African-American and Latino communities, respectfully.
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| EXAMPLE Retention Plan2019-2020 |
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| **Please provide a brief narrative report on the successes and challenges of implementing last year’s retention strategies from the 2018-2019 Retention Plan.**  |
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| **2018-2019 Implementation Summary:**We successfully implemented the strategies outlined in our 2018-19 Recruitment and Retention Plan and met our goal of retaining 95% of students. We are able to retain such a high percentage of our students for three primary reasons: (1) we ran a high quality educational program and parents had very high satisfaction rates for this program; (2) through numerous school events and day-to-day communication, we built strong relationships with families and were able to be responsive to their needs; and (3) we ran a responsive educational program that met our students’ educational and social needs.  |

For the purposes of a Recruitment and Retention plan, retention shall be defined as the charter school's ability to maintain enrollment of its students with low turnover and limited attrition ([603 CMR 1.02](http://www.doe.mass.edu/lawsregs/603cmr1.html?section=02)).

Directions for creating deliberate, specific strategies for the retention plan:

Look at CHART Indicators data: <http://www.doe.mass.edu/charter/finance/chart/>.

Review your school’s attrition in CHART. Please pay particular attention to the attrition of students who are English learners, students with disabilities, and low income/economically disadvantaged students. Additionally, please pay particular attention to trends over time.

Calculate your school’s retention rate by subtracting the all students attrition rate from 100. For example, if the all students attrition rate is 8.3%, then the retention rate would be calculated as 100-8.3 = 91.7%.

Establish a retention goal for the 2019-2020 school year and record it in “Overall Student Retention Goal” below.

1. In order to fill in the template below, you must use CHART data. In the template below, the subgroups special education, English learners, and low income/economically disadvantaged are split into three sections. Follow the directions for each section below.
	1. In the CHART data column (a), fill in the most recent CHART data[[3]](#footnote-3) for the school and choose the appropriate words to complete the sentence below based on the data.

In the “Continued 2018-2019 Strategies” section (b), copy and paste the previous year’s retention strategies in list form.

**If CHART shows that the school has attrition rates** **for subgroups that fall below the third quartile**: In the “Continued 2018-2019 Strategies” section (b) check the box, “Below third quartile: no enhanced/additional strategies needed”. The school does not need to complete the “2019-2020 Additional Strategies**”** (c) below, but may add strategies if the school believes it is necessary to maintain retention numbers.

**If CHART shows that subgroups have attrition rates above the third quartile**: In the “2019-2020 Additional Strategies**”** section (c), check the box, “Above the third quartile: additional and/or enhanced strategies needed”. Then, below this box, please list enhanced or additional retention strategies meant to lower attrition rates. Also, include how long the school expects each strategy to take to show a decrease in CHART data for each subgroup (i.e. 1 year, 2 years). Please also note if the school collaborated with a specific local community organization to develop or implement these strategies.

* 1. The Retention Plan *may* include activities that address the needs of all students in the school, but *must* be designed to impact the target groups (students who are English learners, students with disabilities, and low income/economically disadvantaged students, etc.).
1. For rows (d-g) “Continued 2018-2019 Strategies”, copy and paste previously approved retention strategies for students who are sub-proficient, students at risk of dropping out of school, students who have dropped out of school, and other subgroups of students who would be targeted to eliminate the achievement gap in list form from the last approved Annual Report. Please add any additional strategies the school will use in 2019-2020 in sections marked Additional Strategy(ies).

**Do not repeat strategies.** Each group should have its own set of specific and deliberate strategies.

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| Overall Student Retention Goal |
| **Annual goal for student retention (percentage):** | 94% |

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| **EXAMPLE Retention Plan – 2019-2020 Strategies** **List strategies for retention activities for each demographic group.** |
| **Special education students/students with disabilities** |
| (a) CHART data**School percentage**: 4%**Third Quartile**: 14% The school is below third quartile percentages. | **(b) Continued 2018-2019 Strategies**[x]  Below third quartile: no enhanced/additional strategies needed* Ensure that special education students are achieving at a consistently high level.
* Provide special education students with a full range of specialized services necessary to help these students succeed.
* Ensure that in addition to IEP specifications, special education students are receiving adequate academic support from classroom teachers such that they can succeed in the classroom.
* Ensure that families of special education students see that we will never lower expectations for their children due to a disability, and will work strategically and relentlessly to ensure their child’s success.
* Provide parents/guardians of special education students avenues to provide feedback and express any concerns they have through report card conferences, the Special Education Parent Advisory Council, and Annual Parent Survey.
 |
| **~~(c) 2019-2020 Additional Strategy(ies), if needed~~**~~[ ]  Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.~~ |
| **Limited English-proficient students/English learners**Limited English-proficient students |
| **(a) CHART data****School percentage**: 3%**Third Quartile**: 6% The school is below third quartile percentages. | **(b) Continued 2018-2019 Strategies**[x]  Below third quartile: no enhanced/additional strategies needed* Offer a low ratio of ESL teachers to ELL students so that students can receive targeted support in small groups.
* Ensure that in addition to ESL requirements, LEP students are receiving adequate academic support from classroom teachers such that they can succeed in the classroom.
* Provide parents/guardians of LEP students avenues to provide feedback and express any concerns they have through report card conferences and Annual Parent Survey.
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| **~~(c) 2019-2020 Additional Strategy(ies), if needed~~**~~[ ]  Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.~~~~[ ]  No ELs were enrolled during the 2016-2017 school year. No retention strategies needed.~~  |
| **Students eligible for free or reduced lunch (low income/economically disadvantaged)** |
| **(a) CHART data****School percentage**: 15%**Third Quartile**: 10% The school is above third quartile percentages. | **(b) Continued 2018-2019 Strategies**[ ]  Below median and third quartile: no enhanced/additional strategies needed* Offer a comprehensive Student Supports program which is staffed to provide services for the needs of our student population (e.g., a Dean, counselor, and behavior consultant to assist with social and emotional needs, and a speech and language therapist to provide language development support).
* Maintain a small-school environment with a “warm/strict” school culture that offers close relationships between teachers and students, explicit instruction in positive character development, and clear and consistent behavioral expectations.
* Maintain frequent communication with parents (daily in the elementary school; weekly in the middle school) about their children’s development.
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| **(c) 2019-2020 Additional Strategy(ies), if needed**[x]  Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.* Assist in providing all school-related materials that may add to the expense of a child’s education (e.g., shoes that conform with the uniform policy).
* Identify a point person at each social service agency and assist in coordinating referrals to outside social service providers (Center for Human Development and Multicultural Community Services) to offer additional supports to our students and their families. This may take 3 years to show change in data.
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| Students who are sub-proficient | **(d) Continued 2018-2019 Strategies*** Use our two-teacher model to effectively provide targeted tier one and two supports within our general education classrooms.
* Provide additional small group and individual support, through our Teaching Fellows and Student Supports teachers, for students who enter behind grade level and/or struggle to make academic progress provide small group and individual support.
* Through our Student Supports Team (the Head of School, Director of Curriculum & Instruction, Student Supports Coordinator, Special Education Teacher, and Behavior Consultant) develop support plans to ensure that students who are struggling in our program are given the supports they need to succeed.
* Through our Child Study Team, review assessment and observation data and determine which students are struggling academically and/or behaviorally and would benefit from interventions.

**2019-2020 Additional Strategy(ies), if needed*** Provide additional school days and/or targeted tutoring offered to the lowest performing students during school breaks and/or summer vacation (e.g., a “Summer Reading Institute”).
* Communicate frequently (at least monthly progress updates in person or by phone) with parents of struggling students who are at risk of retention so that they are aware of our efforts on behalf of their children.
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| Students at risk of dropping out of school | **(e) Continued 2018-2019 Strategies*** Closely monitor, and provide targeted intervention to, students struggling with academic performance, behavior, and/or attendance during the transition from the fifth to sixth grades.
* Provide intensive academic and behavioral supports to, students who enter in the upper elementary and middle school grades.
 |
| Students who have dropped out of school | **(f) Continued 2018-2019 Strategies*** N/A
 |
| **OPTIONAL**Other subgroups of students who should be targeted to eliminate the achievement gap | **(g) Continued 2018-2019 Strategies*** We will monitor achievement rates of African American and Latinos to ensure that they are at least commensurate with achievement rates of other demographic groups at the school.

**2019-2020 Additional Strategy(ies), if needed*** Will interview students who are African American and Latino in order to incorporate their voices and include them in future action planning for eliminating the achievement gap.
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1. Please note: The Department has a new metric, called Economically Disadvantaged. Please see here for information: <http://www.doe.mass.edu/infoservices/data/ed.html> [↑](#footnote-ref-1)
2. http://www.doe.mass.edu/charter/finance/chart/ [↑](#footnote-ref-2)
3. http://www.doe.mass.edu/charter/finance/chart/ [↑](#footnote-ref-3)