



MAP ACADEMY

2020-2021 Annual Report

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Introduction to the School

Map Academy Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Plymouth
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	Plymouth Wareham Carver
Year Opened	2018	Year(s) the Charter was Renewed (if applicable)	n/a
Maximum Enrollment	250	Enrollment as of June 2021	196
Chartered Grade Span	Completed 8th grade through age 24	Current Grade Span	9-12
Number of Instructional Days per School Year (as stated in the charter)	180 days	Students on Waitlist as of March 16, 2021	0 ¹
Number of Instructional Days during the 2020-2021 School Year ²	170 days		
School Hours	8:30 am - 3:00 pm Optional evening session Monday through Thursday 4:00-6:30 pm	Age of School as of 2020-2021 School Year	3 Years
Mission Statement Map Academy helps youth find their way with individualized roadmaps designed to promote success in students for whom traditional school has not worked. Student-centered academics, a highly supportive culture, and career development opportunities equip students with the knowledge, mindsets, and skills to meet the high standards necessary for postsecondary education and meaningful employment.			

¹ Offered seats to all students who applied before February lottery deadline due to uncertainties of COVID-19 impact on enrollment and recruitment.

² In June 2020, the Board of Elementary and Secondary Education (Board) adopted initial amendments to the student learning time regulations on an emergency basis, and in September 2020, the Board voted on final adoption of the amendments. Among other provisions, the revised regulations altered the student learning time requirements for the 2020-2021 school year to be 170 days and 850 hours (for elementary schools) and 935 hours (for secondary schools).

Faithfulness to Charter

Mission and Key Design Elements

Map Academy was founded on the belief that every student can succeed, and that for some students, the path toward success does not fit traditional high school models. As we reflect on our third year, we are extraordinarily pleased with the extent to which our operational school today reflects the vision as it was proposed in 2016. In fact, renovations on our building doubled our square footage which allowed us to expand according to the growth plan in our approved charter.

Map Academy's mission is to help youth find their way with individualized roadmaps designed to promote success in students for whom traditional school has not worked. At Map Academy, a student-centered academic experience, combined with a highly supportive culture and career development opportunities equip students with the knowledge, mindsets, and skills they need to meet the high standards necessary for postsecondary education and meaningful employment.

Our commitment to **competency-based, student-centered learning** is demonstrated by the tailored nature of each student's day, making the concept of a "typical day" a misnomer at Map Academy. Each student's schedule is responsive to their current learning needs, based on the ability to demonstrate competency in a given subject area.

Map Academy prepares youth for viable and fulfilling post-secondary pathways with an emphasis on career development and a graduation requirement of a Post-Secondary Plan. Students are able to meet additional credit requirements through personalized learning experiences in wellness, as well as seminar courses, elective courses and student-driven experiential learning opportunities.

Map Academy puts students at the center of their own learning, and ensures that they always know where they stand academically. This transparency ensures that students can always see their current progress toward graduation. The Map Academy online learning management system, known as the Tracker, gives students and teachers a real-time picture of student progress toward mastering competencies as well as the credits they have earned and those they still need. The Tracker allows students to control the pace of their own progress, and allows teachers to provide the direct instruction and tailored academic support students need along the way. With students driving their own learning, Map Academy provides a roadmap to a high school diploma and beyond.

Map Academy provides relentless **social-emotional support** to students through the employment of three full-time social workers, a school nurse, and two outreach staff. We also prioritize referral services to external programs and supports tailored to student needs, including but not limited to social and family services, substance abuse treatment, housing, and other supports to ensure each student's basic needs are met and in order to support a healthy learning environment. These supports, available to all Map Academy students, complement the one-on-one individualized instructional support students receive from teachers in Map's competency-based, blended learning studios.

Map Academy works with an expanding web of community partners to connect students with resources and opportunities, including High Point Treatment Center, South Bay Community Services, Crisis Prevention Institute, Health Imperatives:Family Planning, Health Imperatives: A New Day, Pilgrim Area Collaborative, Department of Transitional Assistance, Mass Rehab Commission, Department of Children and Families, Department of Transitional Assistance, Unaccompanied Homeless Youth Committee, Father Bills & Mainspring, Harbor Community Health Center, Healthy Families Kennedy Donovan Center, Parent Information Network, BAMSI, Department of Mental Health, Plymouth Youth Development Collaborative, Plymouth County Systems of Care, Plymouth County CSEC task force, Plymouth County

Hub, Algonquin Heights Patch, Youth Villages, the Nan Project, Plymouth Family Resource Center, The Recovery Center of Plymouth, Hope Floats, Bagly, Bridge Over Troubled Waters (Boston), Kind Heart for Kids, and Point Source Youth.

Lastly, Map Academy provides **career development education** by embedding career exploration and postsecondary planning into each student's success plan. Students explore career and postsecondary options to increase their motivation and prepare them to make informed decisions about their futures. Albeit somewhat stymied by the pandemic, Map Academy students receive practical career development education and opportunities within our community, tailored to their areas of interest, which pre-pandemic have recently included health and fitness, healthcare, the arts, early childhood education, beauty & esthetics, social services, car repair and construction trades. When possible, every effort was made to facilitate these experiences virtually, and then in person when COVID protocols allowed. Through this focus on personalized career development opportunities, students hone their career readiness skills and expand their horizons as they determine the postsecondary path that's right for them. Each student graduating from Map Academy does so with an individualized postsecondary plan, and we offer ongoing support to our alumni.

Amendments to the Charter

Date	Amendment Request	Pending or Approved?
	<i>Map Academy had no proposed or approved amendments during the 2020-2021 school year.</i>	

Access and Equity: Discipline Data

To review 2020-2021 Student Discipline data for Map Academy please utilize the following link:

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35170000&orgtypecode=5&=35170000&>

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal	% Students with a School-Based Arrest	% Students with a Law Enforcement Referral
All Students	177	7	0.0	2.3	0.0	0.0	2.3	0.0	0.0
English Learner	1								
Economically disadvantaged	96	3							
Students w/disabilities	87	6	0.0	3.4	0.0	0.0	4.6	0.0	0.0
High needs	134	7	0.0	3.0	0.0	0.0	3.0	0.0	0.0
Female	69	0							
Male	108	7	0.0	3.7	0.0	0.0	3.7	0.0	0.0
Amer. Ind. or Alaska Nat.	0								
Asian	1								
Afr. Amer./Black	10	0							
Hispanic/Latino	34	0							
Multi-race, Non-Hisp./Lat.	10	2							
Nat. Haw. or Pacif. Isl.	1								
White	121	5							

Map Academy is intentionally designed to serve, and actively recruits, students who have been unable to thrive in other high school settings, many of whom have significant histories of traditional school-based discipline. Thus, rather than rely on traditional student behavior and discipline policies and practices,

which often drive already vulnerable students further away, Map Academy utilizes trauma informed and restorative practices and collaborative problem solving. As evidenced by our limited discipline data, rather than trying to force compliance through punishment, our goal is to create an environment in which we hold students accountable and also help them grow and learn from their mistakes. These processes are ongoing and foundational, and provide the basis of the culture at Map Academy.

The following norms and practices, are indicative of the underlying trauma-informed and restorative approach we utilize at Map Academy:

- Staff members use restorative communication with students to foster healthy relationships and a sense of wellbeing and belonging in an effort to ensure no student feels excluded or left out.
- Staff members or students lead restorative circles as part of the daily morning check in and in small group lessons/discussions.
- Students have the autonomy to be the drivers of their own educational journeys and to make their own choices about where to sit, what to work on, such as whether or not to listen to music with headphones, or when to take an intellectual rest by having a snack or conversing with peers.
- Student support staff circulate as part of the wider school community, engaging in conversations that are natural and relevant to the moment as well as engaging in academic lessons and support.
- Staff members have individual conversations with a listen-first approach about students' own personal academic goals and then hold the student accountable to the personal goal they set, including both short term wins and longer term opportunities.
- Staff members avoid engaging in power struggles by meeting students "where they are at" on a particular day and at a particular time, recognizing the impact of their previous trauma and not engaging in an approach that could be perceived as punitive to try and engage the student in academic work.
- Staff members utilize a warm-demander approach to hold students to high academic and behavioral expectations while maintaining supportive relationships.
- Staff members support students in making positive use of safe space at any time, allowing for students to seek support from school social workers, outreach workers or the school nurse as needed.

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Innovative Model	Participate in a cohort composed of new high school models intentionally designed to support students who are off-track to graduation.	Leadership	Barr Foundation Engage New England cohort 1, partners include Boston Day and Evening Academy, Phoenix Academy, Chelsea Opportunity Academy and other schools from around New England.	As part of our Barr Foundation Engage New England Cohort Grant, Map Academy participated in a variety of virtual convenings and collaboration with our cohort partners.
Innovative Model	Revamped Map Academy website to share the innovative model of doing high school differently at Map Academy.	Leadership	Open source	New revamped website with updated content and videos
Innovative Model	Education Disruption Podcast	Leadership	Open source	Continued a podcast to tell the story of our journey to do high school differently to serve all students, and share our learnings along the way.
Innovative Model	Presented to other educators and conversation/Q & A.	Leadership	Strongmind Hybrid Schooling Webinar Series	Presented the Map Academy model at two Strongmind virtual webinar series for school leaders across the country.
Innovative Model	MASS Grad Virtual Convenings	Leadership	Variety of Massachusetts schools	Presentation and collaboration on how the Map Academy model supports personalized learning for high need students.
Innovative Model	Presented virtually at the National RAPSAs Forum	Leadership	Educational Institutes and other key	Conference presentation on how the Map Academy model supports

			stakeholders in the field of innovative accountability metrics	personalized learning for high need students and how to incorporate innovative accountability metrics to show growth.
Innovative Model	Independent Charter Schools Panel	Leadership	Variety of schools nationwide.	Panel presentation on how the Map Academy model supports personalized learning for high need students.
Innovative Model	Plymouth Rotary Club	Leadership	Variety of local stakeholders	Presentation on how the Map Academy model supports personalized learning for high need students.
Innovative Model	Center for Reinventing Public Education Case Study (Christensen Institute)	Leadership, Students, and Staff	National organization case study.	Provided extended interviews and access to documents to support an extensive case study of the Map Academy model done by CRPE and the Christensen Institute.
Innovative Model	MA DESE Dropout Prevention Advisory Group	Leadership	Variety of Massachusetts schools	Advising group to reduce the number of high school dropouts in MA
Innovative Model	PCO Hub	Leadership & Support Staff	Variety of local agencies and community based organizations	Continuous collaboration to increase knowledge of how Map Academy fits into the web of community support for the Greater Plymouth area.
Innovative Model	South Bay Systems of Care	Leadership & Support Staff	Variety of local agencies and community based organizations	Continuous collaboration and presentations on how Map Academy fits into the web of community support for the Greater Plymouth area.
Innovative Model	Plymouth Family Resource Center	Leadership & Support Staff	Variety of local agencies and community based organizations	Continuous collaboration and presentations on how Map Academy fits into the web of community support for the Greater Plymouth area.
Innovative Model	DESE/DCF Collaboration Working Group	Leadership & Support Staff	Variety of local agencies and community based organizations	Participation in collaborative multi agency working group
Innovative Model	Holyoke Opportunity Academy	Leadership	Single school collaboration	Worked with administration at HOA to share best practices and

				explore the potential of adding an adult diploma program to Map Academy.
Innovative Model	Presented at Digital Learning Annual Conference	Leadership	Educational Institutes and other key stakeholders in the field of hybrid/blended learning.	Conference presentation on how the Map Academy model supports personalized learning for high need students.
Innovative Model	Springfield Public Schools	Leadership	District collaboration	Worked with administration to share best practices and discuss innovative options to re engage off track youth.
Innovative Model	Alternative Charter Schools Working Group --Phoenix Charter Academy, Boston Day and Evening Academy, Lowell Middlesex Academy	Leadership	School collaboration	Meet to discuss and share best practices and policies impacting Alternative Charter Schools.
Innovative Model	Plymouth Pride Fest	Support Staff	Community Event	Shared Map Academy model at a LGBTQ+ event.

Academic Program Success

Student Performance

To review 2020-2021 DESE School and District Report Card for Map Academy, please utilize the following link:

<https://reportcards.doe.mass.edu/2020/35170505>

Note: The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations for the 2019-20 school year due to the cancellation of state assessments and school closures related to COVID-19. The accountability information below represents results from 2019.

2020 Official Accountability Report - Map Academy	
Overall classification	Requiring assistance or intervention
Reason for classification	In need of focused/targeted support <ul style="list-style-type: none">Low MCAS participation rate: White - High needs - All students
Progress toward improvement targets	NA
Accountability percentile	NA

Alternative Charter School Considerations

Map Academy intentionally recruits and enrolls disconnected and high risk youth who are off track for success due to a multitude of factors, including being formerly incarcerated and or court involved; being habitually truant; showing patterns of academic failure due to unaddressed learning disabilities; working full time in order to provide an income to help support themselves or their family; being homeless or housing insecure; struggling with anxiety, depression, and/or other mental health concerns unrelated to academics; having extensive histories of abuse and trauma; enduring family trauma leading to parentification; becoming pregnant or a parent when not emotionally or financially stable; caring for an addict and or being the child of an addict; dealing with the impact of poverty; recovering and/or struggling with substance misuse; and having histories of being bullied in school or on social media. Many youth will never understand or be exposed to these challenges, but the vast majority of the students Map Academy serves face some combination of them on a daily basis. Due to the complex pattern of barriers they face, traditional school models are overwhelmingly unsuccessful for Map Academy's target population. Map Academy meets the unique needs of these students by offering a flexible, asynchronous, competency-based, blended learning environment specifically designed to cultivate success in marginalized youth.

As a small new alternative school designed to serve a complex student population, we are acutely aware that traditional measures of success will never fully capture progress in a school like ours. For example, many of our students come to us after having dropped out of other schools, and often have been out of school for multiple years. We know this will mean that our cohort-based graduation rates will not tell the full story. Our students also have complex lives and many barriers to in person attendance, and as a small school, this means that attendance rates as compared to traditional settings will not tell the full story. Traditional metrics like these and many others are important, but not sufficient on their own.

Thus, we are committed to developing and tracking alternative measures of success in order to authentically capture student progress and continue to hone our model to ensure we are meeting

student needs. Map Academy's Accountability Plan was developed specifically to track and measure these types of alternative measures. We are currently working towards implementing systems which will capture the data outlined in the plan, including individual student Success Plans, enhanced student profiles created at intake, and additional academic and social-emotional assessments all housed in a cloud-based secure source. At Map Academy, we believe that every student can succeed, and we are committed to developing the nuanced and sophisticated data collection and analysis necessary to ensure that we engage in data-driven continuous improvement. We are currently developing and implementing a customized data dashboard to track a wide range of success measures and hope to build a platform that pulls together qualitative and quantitative data from disparate systems.

The following link provides a more in-depth look at our personalized learning model:

<https://drive.google.com/file/d/19mIKKX5kXQUpPevhBncgiV3cY23GPolP/view?usp=sharing>

Academic Program

Map Academy's overarching mission is to personalize the school experience to cultivate success in every student.

Our commitment to competency-based, student-centered learning is demonstrated by the tailored nature of each student's day, making the concept of a "typical day" a misnomer at Map Academy. Students' schedules are responsive to their current learning needs and programming is based on the ability to demonstrate competency in a given subject area. Nonetheless, there are some features that do typically characterize students' days at Map Academy.

A typical school day at Map Academy is 8:30 am until 3:00 pm, but this schedule does not work for all of the students all of the time. Built into the Map Academy model is flexibility with time and place, utilizing a school-issued laptop and an online blended learning Tracker to interact with instructors, students can access class material and track progress from anywhere and at any time. In this way, most of the learning at Map Academy is asynchronous, meaning that it is not linked to a fixed place and time. All students are expected to achieve specific standards and complete specific work, but these can be achieved at varying paces based on student interests, needs and abilities.

In order to provide an additional option for our students who are juggling significant outside responsibilities in addition to school, particularly those inordinately affected by the pandemic and those who are interested in accelerating their progress toward graduation, we also offer an expanded evening option and are open Monday through Thursday until 6:30pm, and are open weekdays 10:00am-3:00pm during the summer.

Blended asynchronous learning is the instructional foundation of Map Academy's personalized approach to high school. At Map Academy, students work in Learning Studios with teachers providing instruction, but students move through the core academic curriculum at their own pace. Students enter the studio, access the curriculum (often online) and begin working wherever they left off last. In this model, the teacher acts as an active facilitator, coach, and advisor, designing strategies and interventions suited to each student's individual needs, such as direct instruction, one-on-one support or a mini-lesson to a subset of students. Students in the same studio engage with the material in different ways and at different paces. This approach allows for more differentiation and individualization than is often possible in a traditional classroom.

Instead of being assigned to one teacher, students instead are members of interdisciplinary Learning Studios where teams of teachers are available to work with students in a range of flexible spaces throughout the building. Giving students the option to choose where to work and which teacher to work

with adds another layer of flexibility and self-efficacy for students as they move through the curriculum in ways that work for them.

Additionally, in order to provide a range of learning opportunities, including shared experiences, we offer Seminar, Wellness, Career Development and Experiential Learning courses. These courses are driven by student interest and meet during designated blocks, allowing students to participate in a variety of academic and enrichment courses of their choice. Seminar and Wellness offerings change quarterly and Experiential Learning offerings change monthly. Students who are ready also have access to Dual Enrollment opportunities. Students work with the Wayfinding Coordinator and Experiential Learning Coordinator to design experiences that explore their personal passions and interests and hone Career Readiness skills, and as they approach graduation, they apply those interests and skills to final Capstone projects and Post-Secondary Plans.

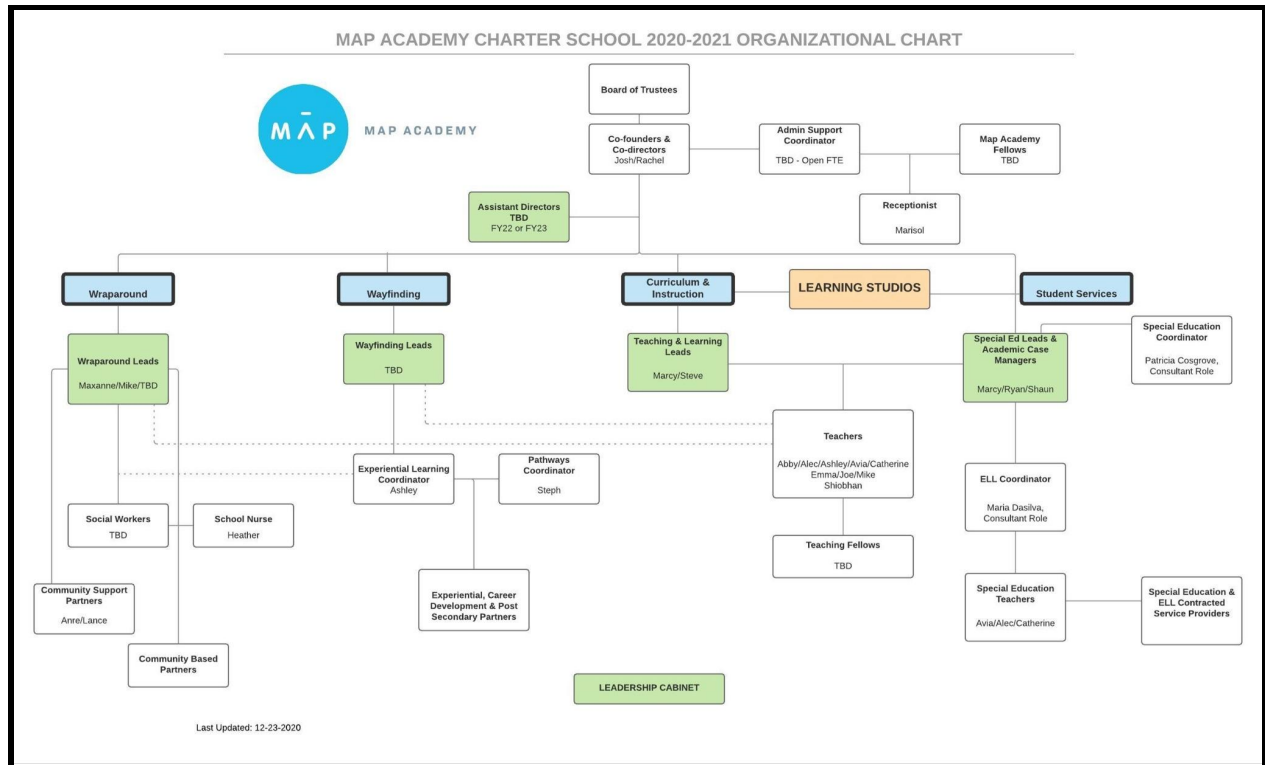
Note: For an explanation of the Hybrid Learning model Map Academy provided during the Fall of 2020 through the full reopening in April 2021 due to the COVID-19 school closure, as well as what Map Academy did to ensure the physical safety of all students during in person learning please utilize the following link:

<https://themapacademy.org/virtual-student-center/>

Because Map Academy is competency based by design, acceleration is not often used to describe our students' roadmaps to graduation. However, in an effort to allow more learning time during the 2021-2022 school year, Map Academy is currently offering a full summer program Monday through Friday, from July 6, 2021 through August 13, 2021 from 10am to 3pm and plans to continue the expanded evening program during the 2021-2022 school year. In addition, we realize that many of our students and their families, particularly our older students, have been inordinately impacted by the pandemic and that even once things return to "normal," the impact of the interruption COVID has created to our students' educational trajectories will be complicated and far reaching. Our students don't want to give up, and they want and deserve to graduate from high school prepared for success in their chosen college or career pathway. But, we also know that navigating complicated realities--before, during and after COVID-- means that many students find themselves too old and too far from a high school diploma to persist toward graduation by age 24. Faced with competing priorities such as working full time, parenting their own children, facing homelessness or housing insecurity, the path to graduation can seem unclear. To help remedy this situation we are currently exploring Adult Education options with the goal of beginning to offer this option in-house in the near future.

Organizational Structure of the School

Although there were no significant changes in the organizational structure of Map Academy, there have been slight changes to the Organizational Chart. Below is the updated Organizational Chart.



Budget and Finance

A. Unaudited FY21 statement of revenues, expenses, and changes in net assets (income statement)

See Attachment A

B. Statement of net assets for FY21 (balance sheet)

See Attachment A

C. Approved School Budget for FY22

The Map Academy Board of Trustees voted to approve the FY22 budget on April 12, 2021.

See Attachment B

FY21 Enrollment Table	Number
Number of students pre-enrolled as of March 15, 2021 submission	220
Number of students upon which FY22 budget tuition line is based	220
Number of expected students for FY22 first day of school	230

D. Capital Plan for FY22

Map Academy does not have a Capital Plan for FY22.

APPENDIX A

Accountability Plan Evidence 2020-2021

Faithfulness to Charter

	2020-2021 Performance (Met/Not Met/Making Progress)	Evidence (include detailed evidence with supporting data or examples)
Objective: Map Academy will develop a truly student-centered educational model, meeting all students where they are academically, socially, and motivationally.		
Measure: Beginning in year 3 (and each year thereafter), 80 percent of students who complete the Map Academy Intro Course will meet their course completion goal (commensurate with expectations based on Engagement Phase ³) as specified in their ILP	Met	80% of students who have completed the Map Academy Intro Course met their course completion goal commensurate with expectations based on Engagement Phase.
Measure: Beginning in year 3 (and each year thereafter), 80 percent of students who have completed the Map Academy Intro Course, including continuing students, will meet the student engagement goal (commensurate with expectations based on their Engagement Level) specified in their ILP. ⁴	Not met	Not met due to COVID-19. 76% of students who completed the Map Academy Intro Course, including continuing students, met their student engagement goal commensurate with expectations based on their Engagement Level. Considering all of the barriers and complications that COVID-19 presented for our students, we consider this tremendous progress.
Objective: Map Academy will create a school climate and culture that fosters support and respect for and between all individuals – students, staff, and families.		
Measure: Each year, Map Academy's aggregated end of year responses to the Panorama Teacher-Student Relationships Scale and the Panorama Sense of Belonging Scale	Not met	Not met due to COVID-19 and the competing priorities of a full return in April. Students did not participate in the Panorama Teacher-Student Relationships

³ Course completion goals range from 2 to 10 courses based on Engagement Phase. Criteria outlined in Engagement Phase Rubric, Table 2.

⁴ Engagement goals range from 30% to 90% based on Engagement Phase. Criteria outlined in Engagement Phase Rubric, Table 2.

<p>will both be ranked in the 80th percentile, or higher, when compared to the results from other high-poverty high schools in the Panorama database.</p> <p>At least 60% of currently enrolled students will participate in the survey.</p>		<p>and the Panorama Sense of Belonging surveys. These surveys will be administered in the 2021-2022 school year.</p>
<p>Measure: Each year, Map Academy's aggregated end of year responses to the Panorama Teacher and Staff Surveys of School Climate and Staff-Leader Relationships, will both be ranked in the 80th percentile, or higher, when compared to the results from other high-poverty high schools in the Panorama database.</p> <p>At least 90% of full-year staff will participate in the surveys.</p>	Met	<p>Aggregated survey results indicate that Map Academy is in the 87th percentile among all schools nationally on the Panorama Teacher and Staff Survey of School Climate and in the 90th percentile on Staff-Leader Relationships survey.</p> <p>Response rate: 100%</p>
<p>Measure: Each year, Map Academy's aggregated end of year responses to the Panorama Family Survey will be ranked in the 80th percentile, or higher, when compared to the results from other high-poverty high schools in the Panorama database.</p> <p>At least 50% of families will participate in the survey.</p>	Not met	<p>Not met due COVID-19. We did not administer this particular survey. As indicated in our response rates to other surveys throughout the pandemic, we believe our families have survey fatigue. This survey will be administered in the 2021-2022 school year.</p>
<p>Measure: Beginning in year 3 (and each year thereafter), 80 percent of students who access one or more Map Academy provided wrap around services (whether provided on or off-site) will report that the service(s) helped them achieve their personal improvement goal(s), as specified in their ILPs.</p> <p>At least 60% of students who access one or more wrap-around service will complete the response.</p>	Not met	<p>Not met due to COVID-19; this data was not collected. Map Academy's student support team was focused on getting students the extensive support they needed. Due to this increased demand for services, the school has hired a third full time Social Worker and plans to commence accountability reporting on this data during the 2021-2022 school year.</p>
<p>Measure: Each year, Map Academy's aggregated end of year responses to the Panorama Professional Learning-Staff Scale will be ranked in</p>	Met	<p>Aggregated survey results indicate that Map Academy is ranked in the 88th percentile among all schools nationally on</p>

<p>the 80th percentile, or higher, when compared to the results from other high-poverty high schools in the Panorama database.</p> <p>At least 90% of full-year staff will participate in the surveys.</p>		<p>the Panorama Professional Learning-Staff Scale.</p> <p>Response rate: 100%</p>
Objective: Map Academy will (re)engage off-track youth – providing them with the skills and experience needed for post-secondary success.		
<p>Measure: Beginning in year 3 (and each year thereafter), all students who have completed the Map Academy Intro Course will have a clearly outlined path toward graduation and a working draft of their post-secondary goals mapped out in their ILP (following guidance outlined in the MA DESE <i>Guide for Implementing Individualized Learning Plans</i>) within 8 weeks of completing the Intro Course.</p>	Met	<p>All students who completed the Map Academy Intro course have a clearly outlined path toward graduation and a working draft of their post-secondary goals mapped out in their ILP.</p>
<p>Measure: Beginning in year 3 (and each year thereafter), all students who have completed the Map Academy Intro Course will complete at least one Career Development Opportunity each year.</p>	Not met	<p>Not met due to COVID-19. Career Development Opportunities were significantly limited due to widespread closures as well as Map Academy's no visitor policy for the majority of the year. Many opportunities were presented virtually. Accountability goal reporting will commence at the end of 2020-2021 school year.</p>
<p>Measure: Beginning in year 3 (and each year thereafter), at least 70 percent of students who participate in an internship, apprenticeship or other work related opportunity will receive a satisfactory (or better) evaluation from their supervisor.</p>	Not met	<p>Not met due to COVID-19. Internships and apprenticeships off site were not allowed or available. Accountability goal reporting will commence at the end of 2020-2021 school year.</p>
<p>Measure: Each year, at least 80 percent of graduates will be enrolled in a 2-or 4-year college, technical school, or certification program, enlisted in a branch of the military, or employed within 6 months of graduation.</p>	Met	<p>At the time of this submission, 100% of our graduates are enrolled in a 2-or 4-year college, technical school, or certification program, enlisted in the military or employed.</p>

Measure: Beginning in year 3 (and each year thereafter) at least 70 percent of Map Academy graduates who do not have employment or have not enrolled in a post-secondary program or the military within six months of graduating will show evidence that they have been working toward the goal, as measured by Map Academy Pathways Coordinator logs.	Met	Map Academy has been in contact with all of the Spring 2020 graduates and 100% of them are employed or enrolled in a post secondary program/military.
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Dissemination

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Over the course of its charter term, Map Academy will share best practices for effectively (re)engaging off-track youth.		
Measure: Each year, Map Academy will participate in and/or host 5 consortium meetings, school visits, and/or webinar/conference presentations on topics related to its mission of providing intentionally designed options for youth who have not been successful in other settings.	Met	See dissemination table for a detailed explanation of all dissemination efforts.
Measure: Each year, Map Academy will innovatively expand dissemination efforts by leveraging digital media and showcase events to establish partnerships/share best practices with other public schools, community based organizations, and nonprofits on topics related to its mission of providing intentionally designed options for youth who have not been successful in other settings.	Met	Continuation of Education Disruption , a podcast designed to showcase how high school can be done differently to work for all students. In addition, Map Academy has updated its website to include an “Explore Map” section that is open source and available to all.

Objectives and Measures for Alternative Charter Schools Related to Academic Performance

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Map Academy’s students will achieve student performance goals set for each individual, based on their unique needs.		

<p>Measure: Beginning in year 3 (and each year thereafter), Map Academy's average NWEA RIT growth in reading will meet or exceed the 50th percentile, based on a nationally normed school-level rank percentile distribution of alternative schools across the country⁵</p>	<p>Not met</p>	<p>Not met due to COVID-19. Making effective progress toward this accountability measure; however, due to COVID-19 disruptions, we are unable to report on this measure for a variety of reasons. We were unable to administer the NWEA test sessions in alignment with typically normed weeks of learning. Participation in NWEA was also challenging due to the need for school staff to prioritize wraparound support and support with core academic courses and also the administration of MCAS this spring. With limited time, and all of the complications of the pandemic, administration of NWEA could not always be prioritized. In addition, NWEA changed its data norms in 2020 and the nationally normed school-level rank percentiles are not yet available. Map Academy is committed to reporting on reading performance and growth and will seek to amend this measure to utilize the NWEA Student Median Conditional Growth Percentile instead beginning in year four.</p>
<p>Measure: Beginning in year 3 (and each year thereafter), Map Academy's average NWEA RIT growth in mathematics will meet or exceed the 50th percentile, based on a nationally normed school-level rank percentile distribution of alternative schools across the country.</p>	<p>Not met</p>	<p>Not met due to COVID-19. Making effective progress toward this accountability measure; however, due to COVID-19 disruptions, we are unable to report on this measure for a variety of reasons. We were unable to administer the NWEA test sessions in alignment with typically normed weeks of learning. Participation in NWEA was also challenging due to the need for school staff to prioritize wraparound support and support with core academic courses and also the administration of MCAS this spring. With limited time, and all of the complications of the pandemic, administration of NWEA could not always be prioritized. In addition, NWEA changed its data norms in</p>

⁵ Momentum Strategy & Research (2016), *Alternative Accountability User's Guide: School rank percentile distributions*. Denver, CO.

		2020 and the nationally normed school-level rank percentiles are not yet available. Map Academy is committed to reporting on math performance and growth and will seek to amend this measure to utilize the NWEA Student Median Conditional Growth Percentile instead beginning in year four.
Measure: Beginning in year 3 (and each year thereafter), at least 70 percent of students who are classified as Engagement Level 4 at the beginning of the academic year will graduate with a high school diploma by the end of the academic year.	Met	85% of students who were classified as engagement phase 4 at the beginning of the year graduated with a high school diploma by the end of the academic year.
Measure: Beginning in year 4 (and each year thereafter), 75 percent of Map Academy graduates who attended Map Academy for at least 2 years will demonstrate college readiness as on the college readiness assessment of their choice (e.g., Accuplacer scores, SAT scores, and/or successful completion of prerequisite college courses) and aligned with each student's post-secondary goal, as specified in the ILP.	Not met	Not met due to COVID-19. Making effective progress towards accountability measure, but unable to report on this measure due to complications of COVID-19. These assessments were not readily available due to disruptions caused by the pandemic.

APPENDIX B

Recruitment Plan 2020-2021

School Name: Map Academy Charter School

2020-2021 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2020-2021 Recruitment Plan?

Map Academy's approved Recruitment and Retention Plan listed several activities intended to reach all students. Below is a breakdown of the successes and/or challenges associated with each of those activities:

Individual Student Outreach: Ongoing personalized outreach proved to be-- and continues to be--one of our most effective recruitment strategies. Having a full staff to help with our recruitment efforts and student and family word of mouth also proved valuable in recruiting mission-fit students. This proved to be immensely successful as individual recruitment lays the foundation for the truly personalized experience Map Academy provides students and families.

Local District Collaborations: Map Academy's presence in the community grows with each year that we are open. We continue to reach out to local district contacts, particularly guidance counselors and administrators, to ensure they are aware of the new option Map Academy provides. Map Academy provides a unique option in a region where there are very few options, and we have found that our outreach efforts to local districts have been successful, as it is now common to receive referrals from guidance counselors and other school staff. These open lines of communication are beneficial, not just from a recruitment perspective, but also because they allow us to collaborate to create a smooth transition for students and families.

Middle School Outreach: We include local middle schools in our ongoing outreach efforts, but we are also open in disclosing that Map Academy's mission is to serve students who have been unsuccessful in other settings. In many cases, it makes sense for students to try traditional high school rather than come straight to Map Academy from middle school. Our team works closely with potential students and families to answer their questions and help them determine the best option for them. We continue to work to deepen our relationships with all schools in our catchment area, including the middle schools.

Mailings and Email Updates: We did send mailings to prospective students in our catchment area through a third party mail house and emails to everyone on a mailing list generated via a webform. We worked hard to design branding and messaging that makes Map Academy's mission very clear and have received positive feedback from these mailings. It is core to our mission to make sure that students who have left other high schools without graduating know about the opportunity Map Academy provides; however, some local districts in our charter region have opted not to include dropouts in the data sent to the third party mail house, meaning that many eligible students are not included in these mailings. This is a challenge we have not yet managed to overcome. We will continue

to push for the inclusion of all eligible students in these mailings but seem to be at an impasse currently.

Community Collaborative Efforts and Partner/Agency Outreach Efforts: Community, partner, and agency events have been very successful components of our recruitment strategy. Not only in recruiting potential students, but in informing the community of our existence and the opportunity Map Academy provides. We have established relationships with but not limited to: High Point Treatment Center, South Bay Community Services, Crisis Prevention Institute, Health Imperatives: Family Planning, Health Imperatives: A New Day, Pilgrim Area Collaborative, Department of Transitional Assistance, Mass Rehab Commission, Department of Children and Families, Department of Transitional Assistance, Unaccompanied Homeless Youth Committee, Father Bills & Mainspring, Harbor Community Health Center, Healthy Families Kennedy Donovan Center, Parent Information Network, BAMSI, Department of Mental Health, Plymouth Youth Development Collaborative, Plymouth County Systems of Care, Plymouth County CSEC task force, Plymouth County Hub, Algonquin Heights Patch, Youth Villages, the Nan Project, Plymouth Family Resource Center, and The Recovery Center of Plymouth, Hope Floats, Bagly, Bridge Over Troubled Waters (Boston), and Point Source Youth.

Publicity: Map Academy's website, social media, and Education Disruption podcast have been, and continue to be, very successful in not only recruiting students and families but also in communicating with them and developing Map Academy's presence in the community. We continue to invest significant time to ensure Map Academy's social media presence and website content truly capture our mission and culture. We have high engagement from students, families, staff and community members who follow Map Academy closely on social media and our website. We were also fortunate to continue to have ongoing coverage from our local newspaper and other outlets chronicling our entire journey from idea through chartering and launch, which has raised awareness of the opportunity Map Academy provides and definitely supports our recruitment efforts.

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.)?

NA

3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2021 SIMS report) will meet the comparison index or the school's gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1st SIMS demographic information.

We are confident that Map Academy's student population will continue to be far above the comparison index for Special Education, Economically Disadvantaged and High Needs students, and we have every reason to believe that our ongoing and current recruiting will lead to similar comparisons for our October 2021 SIMS report. We continue to be committed to doing our best to ensure we try to recruit EL students. There are a limited number of English Learners in our catchment area, and we continue to actively recruit EL students who are disengaged from or have dropped out of school without graduating and thus would benefit from the opportunity Map Academy provides. We believe that the economically disadvantaged percentage is suppressed and does not fully capture the economic need of our student population for a number of reasons, including the exclusion of students over age 22 and lapses in state offered benefits. We look forward to the opportunity to document additional students via the Supplemental Low-income data collection option in Fall 2021. We remain laser-focused on our mission of providing an option for high-need students and are confident that these are the students who are finding their way to Map Academy.

2020--2021 Data:

Special Education: 47.6%

Economically Disadvantaged: 56.8%

English Learners: 0%

High Needs: 73.3%

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2021-2022:

Individual Student and Family Outreach: Continue to initiate and maintain collaborative relationships with community based agencies and other stakeholders who work with students and families seeking an alternative high school option. Community based organizations and providers frequently recommend students and families reach out to Map Academy as a potential option. We are committed to connecting with these students and families.

Local District Collaborations: Continue to establish and maintain collaborative relationships with schools across our catchment area in an effort to ensure the region's off-track students know that they have an option when they are contemplating leaving school or when high school isn't working for them. Field questions and consult with local school administrators and counselors who reach out on behalf of students to inquire about Map Academy.

Mailings: At least once in advance of the primary application deadline, we will send out a targeted mailing via third party mail house to eligible students in our catchment area.

Email Updates: Bi-monthly we will send email updates to anyone enrolled in our update system via our website, themapacademy.org

Community Collaborative Efforts: The Co-Directors and/or other Map Academy staff will continue to present the school model and be available to answer questions at least 8 times per year at community stakeholder meetings or events in Plymouth, Wareham and Carver as well as other surrounding towns as appropriate.

Partner/Agency Outreach Efforts: Continue to initiate and maintain collaborative relationships with a wide range of service providers and agencies that work with students and families, including area mental and behavioral health providers, DCF, Probation, DYS, and others to ensure that service providers are aware of the opportunity Map Academy provides.

Publicity: Continue to utilize the Map Academy website and social media presence, along with any other available media outlets, to promote awareness of Map Academy. We will also continue to produce and publicize the Education Disruption podcast, which shares stories from Map Academy's journey to do high school differently and features student and staff voices.

Website: Add to the new, more robust Explore Map section to the Map Academy website to provide interactive content which more thoroughly explains and showcases Map Academy's model to prospective students and families.

Recruitment Plan – 2021-2022 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities.

Chart Data

School percentage: 47.6%
 GNT percentage: N/A
 CI percentage: 14.7%

GNT % N/A. The school is **above** the CI percentage.

1. Collaborate with sending district Special Education Directors to identify any students who may benefit from our unique school model.
2. Mail informational brochures to all district Special Education departments in the region to explain our unique school model along with a personal letter explaining our purpose, mission, and application process.
3. Attend Special Education related community meetings/events to communicate our school model and mission and explain how Map Academy could give students a fresh experience.
4. Maintain working relationships with local counselors, psychologists, and other mental health agencies and inform them on how to support families in the application process.

Limited English-proficient students/English learners.

Chart Data

School percentage: 0.0%
 GNT percentage: 0.0%
 CI percentage: 0.3%

GNT % is 0.0%. However, the school is **below** the CI percentage.

1. Translate all recruitment documents into languages that are reflected in our catchment area.
2. Establish relationships with local agencies that work primarily with limited English speaking families.
3. Ensure translators are available upon request to answer any questions prospective students and families may have.
4. Work with enrolled students and alumni to cultivate word of mouth and identify potential prospective students/families who might benefit from individual, personalized outreach from Map Academy staff.

2021-2022 Additional Strategies

1. Continue to have an option for the online student application to be instantly translated to Spanish or Portuguese.
2. Search for and attempt to hire more bi-lingual staff.
3. Mail informational brochures to all district ELL departments in the region to explain our unique school model along with a personal letter explaining our purpose, mission, and application process.
 - a. Translate these materials into Spanish and Portuguese prior to sending.
4. Work to identify and establish relationships with agencies and providers who work with limited English-proficient students/English learners.

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>Chart Data</p> <p>School percentage: 56.8%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 19.9%</p> <p>GNT % N/A. The school is above the CI percentage.</p>	<ol style="list-style-type: none"> 1. Distribute informational brochures and conduct outreach in collaboration with local agencies that work with students and families who are economically disadvantaged ie. Plymouth Housing Authority, Algonquin Heights Association, Plymouth Career Center, Department of Transitional Assistance, WIC, Plymouth Recovery Center, and other agencies. 2. Provide students with: <ol style="list-style-type: none"> a. Transportation to and from school b. Free breakfast, lunch and snacks c. Laundry and shower facilities d. School supplies as needed e. No-cost school issued laptops and replacements as needed f. Wraparound social work support
Students who are sub-proficient	<ol style="list-style-type: none"> 1. Provide a student centered approach which eliminates the negative connotation associated with "sub-proficient." Continue to meet students where they are and help them find their way. 2. Work with local district staff upon request to identify and recruit students who have not found success on MCAS and attempt to offer them a fresh experience. 3. Continue to be the only diploma program in the area that serves students up to age 24. Continue to actively recruit older students who have not completed high school.
Students at risk of dropping out school/Students who have dropped out of school	<ol style="list-style-type: none"> 1. Continually work to re-engage students who have decided to withdraw from Map Academy in an attempt to re-engage our own hardest to reach student population. 2. Make all efforts to identify, connect with and serve students who have dropped out of school or are at risk of doing so. 3. Provide enrollment windows throughout the school year and backfill vacancies in order to provide opportunities to as many students as possible. 4. Provide district guidance departments with Map Academy informational brochures. We will ask that any student who signs papers to drop out be given a copy of this brochure. 5. Maintain active relationships with Plymouth DCF, DYS, Probation, Police and other agencies. 6. Utilize social media advertising to expand our reach to youth who may not be connected to any other agencies mentioned above. 7. Do whatever it takes to get disconnected youth re-engaged in their education and help them find their way. Map Academy will continue to provide a high quality option specifically designed to put disconnected youth back on the path to

	success.
Other subgroups of students who should be targeted to eliminate the achievement gap	<ol style="list-style-type: none"> 1. Pregnant/Parenting youth: Work with local organizations such as Plymouth Family Network, Plymouth WIC, and Healthy Families to ensure that pregnant/parenting teens know about Map Academy. 2. Students who need to work to financially support themselves and/or their families: Work to engage working students who are disengaged from or have left high school early through all of the above mentioned general recruitment strategies, especially flexible scheduling to balance the competing demands of work and school. 3. Referrals from current students and families: Often students who didn't find success in school have family and friends in the same situation. Our students, alumni and families are ambassadors for Map Academy. 4. Students dealing with substance abuse issues: Work to engage students who are off-track due to issues relating to substance abuse, either their own or that of a family member. Our partnerships with local agencies enable us to both proactively and reactively support these students as they balance school and treatment/recovery.

Retention Plan
2021-2022

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2020-2021 Retention Plan.

2020-2021 Implementation Summary:

Successes:

In our first three years of operation, we have worked hard to establish a school community and culture that meets students where they are and supports them to achieve their goals. The 94.2% retention rate significantly exceeds our goal of 80% and reflects a high rate of positive engagement from students and families. Map Academy was founded to provide a much needed alternative in the Greater Plymouth region and we have worked hard to recruit and retain students who have not found success in other settings.

Challenges:

Transportation: There is a significant opportunity divide in the Greater Plymouth region in terms of access to reliable transportation. Public transportation is severely limited and the reality is that without a car, or the resources to access one, mobility is limited. Many Map Academy students balance the demands of work, family, academics, and mental health support. Sufficient mobility between these priorities is central to their ability to navigate this complex balance. Reliable access to transportation to and from school remains a top barrier to student success and retention at Map Academy. We are committed to continuing to work to find fiscally sustainable, flexible and creative ways to improve transportation options for Map Academy students.

Housing: Like transportation, there is also a significant lack of affordable housing in the Greater Plymouth region and also severely limited options for homeless youth. Due to the non-traditional high school age range of students we serve at Map Academy, many students over age 18 are living independently and are in need of housing assistance. Students who are facing housing insecurity can quickly end up homeless, forcing them to focus their attention back onto basic needs in order to survive, rather than regularly attending school or mental health services. In addition, younger students are also often negatively impacted by their guardians' financial and housing insecurities, leading to school truancy or lack of regular attendance and engagement with mental health services. The stigma associated with being homeless causes intense shame, and students and families will often choose to suffer alone rather than ask for help. Lack of access to stable housing is a top barrier to student success and retention at Map Academy. We are committed to continuing to work toward establishing a residential option for Map Academy's homeless/housing insecure students.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	80% - Stated in Charter 94.2% - 2020-2021

Retention Plan Strategies

Retention Plan – 2021-2022 Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 4.2% Third Quartile: 13.9%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p><u>(b) Continued 2020-2021 Strategies</u></p> <ol style="list-style-type: none"> 1. Instructional Leadership Team: The instructional leadership team will meet bi-weekly to analyze data, refine curriculum based upon student performance, and plan professional development accordingly which is instrumental to ensure that the needs of all students are met. 2. Instructional Model: Map Academy utilizes a competency-based instructional model and students will have carefully crafted Success Plans. Thus the instruction students receive will be student-centered and tailored to their individual needs. This approach will help to create and sustain a culture of achievement for every student, including those with disabilities, and help ensure students remain engaged and make academic progress.
Limited English-proficient students/English learners Limited English-proficient students	
<p><u>(a) CHART data</u></p> <p>School percentage: 0% Third Quartile: 8.8%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p><u>(b) Continued 2020-2021 Strategies</u></p> <ol style="list-style-type: none"> 1. We are planning to expand our contract with our experienced EL consultant to continue to provide individualized support to our EL students. 2. We have hired an additional teacher who is certified in EL instruction and are hiring another one who is starting in August 2021.

Students eligible for free or reduced lunch (low income/economically disadvantaged)

<u>(a) CHART data</u>	(b) Continued 2020-2021 Strategies
<p>School percentage: 4.3% Third Quartile: 13.0%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<ol style="list-style-type: none"> Responsive Student Supports: Map Academy believes that learning begins once mutual respect is established between staff and students. We are committed to the philosophy that building new habits takes time and requires varying levels of support. For some students establishing trust takes time, and our Student Support staff, led by the co-leads of student support, will work to ensure that students receive the support they need to succeed. Weekly Student Rundown: This weekly protocol led by the Co-Directors and/or Co-leads of Student Support is specifically designed to ensure that no student falls off staff radar, and includes review of engagement, academic progress and student wellbeing concerns. Relationship Building: Our goal is to create a culture in which teachers are creative and thoughtful, comfortable taking risks, and adept at building relationships with students and colleagues. This relationship building will lead to students feeling more connected to the education they want and know they need. Behavior and Discipline Plans: Rather than rely on traditional student behavior and discipline policies which often drive already vulnerable students further away, Map Academy will continue to utilize Trauma Sensitive Practices and a Restorative Justice Model to develop community and manage behavior by repairing harm and restoring relationships. Evening, Vacation and Summer options: Many Map Academy students, particularly those with financial stress in their lives, need to work long hours to support themselves and/or contribute to their families. We provide extended evening, vacation and summer hours to help increase access and provide additional flexibility to students juggling other responsibilities.
	<ol style="list-style-type: none"> Employment Support: Map Academy's Pathways Coordinator works with students to obtain and maintain employment. This is particularly crucial for our economically disadvantaged students. Having to work and struggling to juggle work and school is one of the primary reasons why low income students leave Map Academy before graduating. Expanded Evening, Vacation and Summer options: In order to provide ongoing flexibility to all of our students, and particularly our economically disadvantaged

	students, most of whom need to work in addition to coming to school, we plan to continue these options.
<u>Students who are sub-proficient</u>	<p>(d) Continued 2020-2021 Strategies</p> <ol style="list-style-type: none"> 1. Creation of an innovative data dashboard and student success planning system - Created a data dashboard to track student engagement and progress, as well as to track interventions and services in order to assess and problem solve to ensure ongoing focus on student behavioral and mental health needs and facilitate data-driven decision making. 2. Cultivate Success - We are committed to cultivating success in students who have been failed by traditional systems. For many students, the typical support mainstream schools can provide is simply not enough. For these students, a proactive, individualized plan with multiple points for assessment of academic, emotional, and social growth is a necessity. At Map Academy, our philosophy is to be patient with students who are not quite ready and those who have too much going on in their lives to make school their first priority. Instead of driving them away, we provide them with more support to keep them emotionally safe and engaged with school personnel. Eventually, as they receive support, mature, and develop resilience, students move forward on the curve and their progress accelerates.
<u>Students at risk of dropping out of school</u>	<p>(e) Continued 2020-2021 Strategies</p> <ol style="list-style-type: none"> 3. Improve transportation options and availability - Add additional GATRA route(s) to daily transportation options; use on demand ride sharing services to increase student access to appointments; explore feasibility of centralized van pickup locations and also midday transportation options. 4. Expand Outreach & Partnerships - Increase staff and/or stipend staff members for additional dedicated time, tasks related to developing community relationships and problem solving with families to increase attendance through transportation or referrals to mental health resources. We hired a 3rd full time social worker for the 2020-2021 school year to build our capacity to address this need.

<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p align="center">(f) Continued 2020-2021 Strategies</p> <ol style="list-style-type: none"> 1. As a school specifically designed from the ground up to meet the needs of high risk youth, trauma informed practices are an essential component of Map Academy's web of support, since the majority of our students have histories of trauma related incidents or mental health symptoms. Early data collected so far indicates that Map Academy students have an average ACES score of over 5 adverse childhood events. Social workers are on the front line of addressing the challenge of providing support to students impacted by trauma, by not only connecting with community agencies that offer therapeutic services such as individual therapy, substance abuse treatment, crisis intervention, therapeutic mentoring, and intensive care coordinating, but also by providing students with opportunities to access these services in the school setting. In addition, helping teachers and other staff better understand the wide range of ways that trauma and other mental health symptoms impact students is a key priority. We hired a 3rd full time social worker for the 2020-2021 school year to build our capacity to address this need. 2. Due to the non-traditional high school age range of students we serve at Map Academy, many students over age 18 are living independently and are in need of housing assistance. Students who are facing housing insecurity can quickly end up homeless, forcing them to focus their attention back onto basic needs in order to survive, rather than regularly attending school or mental health services. In addition, younger students are also often negatively impacted by their guardians' financial and housing insecurities, leading to school truancy or lack of regular attendance and engagement with mental health services. The stigma associated with being homeless causes intense shame, and students and families will often choose to suffer alone rather than ask for help. At Map Academy, we recognize that it is crucial that students' basic needs are met, but the severe shortage of affordable housing in the greater Plymouth region makes finding housing extremely challenging, particularly with the aforementioned lack of public transportation. It is a priority to have enough student support staff to facilitate the exhausting process of helping students navigate housing issues. This is particularly vital for our young adult students who have
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	<p>aged out of many services provided to minors and their families. Our goal is to eventually be able to offer an optional residential option for our homeless/housing insecure students through our component unit 501c3, Map Education, Inc. We have begun the exploratory phase of this project and are continuing to research best practices and visit innovative programs/schools that are tackling the youth housing crisis.</p> <p>3. We will maintain communication with students who have withdrawn from Map Academy and will work to re engage them in their education by encouraging them to reapply. Each summer in particular, social workers and outreach staff will reach out to former students to attempt to re engage them for the upcoming school year.</p>
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APPENDIX C
School and Student Data Tables
Link to data:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=35170505&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	14	6.8%
Asian	1	0.5%
Hispanic	33	16%
Native American	2	1.0%
White	142	68.9%
Native Hawaiian, Pacific Islander	2	1.0%
Multi-race, non-Hispanic	12	5.8%
First Language not English	0	0%
English Language Learners	0	0%
Students With Disabilities	98	47.6%
High Needs	150	73.3%
Economically Disadvantaged	117	56.8%

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Rachel Babcock, Co-director	Oversee all aspects of operations and instruction	02/27/2017	
Joshua Charpentier, Co-director	Oversee all aspects of operations and instruction	02/27/2017	

TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	14	1	1	One termination or non renewal of employment contract; and one employee chose to end employment.
Other Staff	10	1	0	Termination or non renewal of employment contract.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2021	6
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	15
Number of board committee members who are neither trustees nor school employees during 2020-2021 school year (If not applicable, enter NA.)	NA

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Mary Burke	Interim Chair	NA	In 1st	02/27/17-06/30/23
Paul Kitchen	Treasurer	NA	In 1st	02/27/17-06/30/23
Edward Jacoubs	Member	NA	In 1st	02/27/17-06/30/23
Liza Veto	Member	NA	In 1st	08/10/20-06/30/23
Rachel Babcock	Member	NA	In 1st	02/27/17-06/30/23
Josh Charpentier	Member	NA	In 1st	02/27/17-06/30/23

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR	
Date/Time	Location
Monday, August 16, 2021, 4:00 pm	Virtual on Zoom
Monday, October 18, 2021, 4:00 pm	Virtual on Zoom
Monday, December 13, 2021, 4:00 pm	Virtual on Zoom
Monday, February 14, 2022, 4:00 pm	Virtual on Zoom
Monday, April 11, 2022, 4:00 pm	Virtual on Zoom
Monday, June 13, 2022, 4:00 pm	11 Resnik Rd. Plymouth, MA

APPENDIX D

Additional Required Information

Key Leadership Positions

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Mary Burke	mburke@themapacademy.org	New (interim)
Charter School Leader	Rachel Babcock	rbabcock@themapacademy.org	No change
Charter School Leader	Josh Charpentier	jcharpentier@themapacademy.org	No change
Special Education Director	Ryan McLaughlin with consulting services & supervision by Patricia Cosgrove (Seven Dimensions Consulting)	rmclaughlin@themapacademy.org patricia_cosgrove@comcast.net	No change
MCAS Test Coordinator	Rachel Babcock	rbabcock@themapacademy.org	No change
SIMS Coordinator	Josh Charpentier	jcharpentier@themapacademy.org	No change
English Language Learner Director	Ryan McLaughlin with consulting services & supervision by Patricia Cosgrove (Seven Dimensions Consulting) and Contracted EL services provided by Maria DaSilva	rmclaughlin@themapacademy.org patricia_cosgrove@comcast.net dasilvamg@gmail.com	No change
School Business Official	Josh Charpentier	jcharpentier@themapacademy.org	No change
SIMS Contact	Josh Charpentier	jcharpentier@themapacademy.org	No change

Facilities

Location	Dates of Occupancy
11 Resnik Road Plymouth MA 02360	5 Year Lease beginning August 28, 2018

Enrollment

Action	2021-2022 School Year Date(s)
Student Application Deadline	February 15, 2022
Lottery	February 22, 2022

Profit and Loss

July 2020 - June 2021

	Total
INCOME	
4000 Tuition	3,590,563.00
4100 Grants - State	342,463.79
4150 Grants - Federal	186,595.41
4180 Grants - Private	85,464.99
4200 Nutrition Funding - Federal & State	12,929.44
4430 Contributions - In Kind Other	9,675.00
4900 Other Income	2,000.00
8400 Temp Restricted Released to Ops	148,443.33
Total Income	4,378,134.96
GROSS PROFIT	4,378,134.96
EXPENSES	
5000 Personnel Costs	
5010 Salaries	
5011 Salaries - Administrative (Professional)	291,146.74
5032 Salaries - Teachers	682,053.36
5033 Salaries - SPED Instructional	328,472.31
5042 Salaries - Other (Professional)	73,500.02
5043 Salaries - SPED Admin	61,846.10
5062 Salaries - Support/Clerical	35,646.41
5073 Salaries - Other Student Services	362,235.59
Total 5010 Salaries	1,834,900.53
5206 Taxes	50,810.44
5207 Paid Family and Medical Leave (PFML) Tax	3,626.00
5225 Fringe Benefits	89,596.20
5226 Fringe Benefits - Staff Tuition Reimbursement	1,978.00
5240 Staff Stipends in addition to base salary	105,861.76
Total 5000 Personnel Costs	2,086,772.93
5100 Recruitment & Staff Development	
5302 Curriculum Development	9,750.00
5401 Professional Development, Administration	3,285.27
5402 Professional Development, Instructional	15,382.62
5403 Professional Development - Student Support	2,259.93
5411 Staff/ Student Recruitment	24,817.08
5841 Advertising	979.70
Total 5100 Recruitment & Staff Development	56,474.60
5200 Direct Student Costs	
5210 Dual Enrollment Costs	3,374.50
5312 Contracted Services, Instructional	
5322 General Education	9,705.00
5332 Special Education	81,105.34
Total 5312 Contracted Services, Instructional	90,810.34

	Total
5333 Student Support	6,564.99
5413 Health Services	5,226.71
5432 Instructional Supplies & Materials	29,174.80
5433 Other Student Services Community and Culture	38,885.56
5433-1 Aramark Vended Services	7,117.36
5433-2 Student Incentives and Rewards	3,490.00
5433-3 Contracted Services, Student Support	11,135.00
Total 5433 Other Student Services Community and Culture	60,627.92
5452 Instructional Technology in Classrooms	2,822.17
5505 Non-Employee Taxes	780.87
5614 Rental/Lease of Equipment	8,101.22
5773 Student Transportation (to and from school)	57,730.84
5773-1 Tolls & Fuel - Student Vans	346.61
Total 5773 Student Transportation (to and from school)	58,077.45
5774 Vehicle Insurance	2,710.08
5791 Travel Expenses for Staff/Board	4,943.59
5816 Civic Activities	278.00
5823 Food Services	43,122.01
5952 Testing & Assessment	5,907.60
Total 5200 Direct Student Costs	322,522.25
5300 Occupancy Expenses	
5444 Building Misc. Supplies	18,788.32
5444-1 Trash Bag Purchases	563.58
Total 5444 Building Misc. Supplies	19,351.90
5514 Maintenance of Buildings & Grounds	29,435.85
5524 Telecom and Internet	13,781.14
5554 Utilities	27,543.88
5604 Rental/Lease of Buildings & Grounds	512,566.60
5885 Insurance (non-employee)	32,561.95
Total 5300 Occupancy Expenses	635,241.32
5400 Other Operating Costs	
5301 Professional Fees	
5311 Communications	125,000.00
5320 Outsourced Accounting	57,601.14
5321 Audit Fees	22,100.00
5331 Facility Professional Services	825.00
5341 Human Resources	25,210.27
5351 Legal Fees	5,555.00
Total 5301 Professional Fees	236,291.41
5421 Dues, Licenses, Fees, and Subscriptions	9,754.81
5421-B Office Services	712.23
Total 5421 Dues, Licenses, Fees, and Subscriptions	10,467.04
5431 Office Supplies and Materials	7,924.95
5451 Other Information Management & Technology	31,173.98

	Total
5461 Data Management/Website Support	1,050.00
5471 Postage	1,846.91
5515 Custodial Services Facility	43,534.83
5991 Other Misc. Costs	8,187.28
5993 Teacher Appreciation	300.00
Total 5400 Other Operating Costs	340,776.40
5504 Maintenance of Equipment	451.29
5897 Fundraising Non-Operating	311.25
5919 COVID-19 Related Expenses	53,574.21
5919-1 COVID Related Building Supplies	1,938.60
5919-2 Remote Learning Tools	1,868.75
Total 5919 COVID-19 Related Expenses	57,381.56
Total Expenses	3,499,931.60
NET OPERATING INCOME	878,203.36
OTHER EXPENSES	
5701 Depreciation Expense	151,105.51
Total Other Expenses	151,105.51
NET OTHER INCOME	-151,105.51
NET INCOME	\$727,097.85

Balance Sheet

As of June 30, 2021

	Total
ASSETS	
Current Assets	
Bank Accounts	
1000 Operating (9461)	1,797,159.18
1010 Payroll (9453)	134,316.85
Total Bank Accounts	1,931,476.03
Accounts Receivable	
1101 Accounts Receivable (A/R)	17,946.16
Total Accounts Receivable	17,946.16
Other Current Assets	
1110 Grants Receivable - State	120,531.54
1120 Grants Receivable - Federal	25,749.87
1130 Grants Receivable - Private	44,867.02
1160 Prepaid Expense	36,223.96
Total Other Current Assets	227,372.39
Total Current Assets	2,176,794.58
Fixed Assets	
1530 Leasehold Improvements	71,066.00
1540 Furniture	464,030.64
1550 Equipment	121,291.55
1560 Computers	236,516.34
1570 Vehicles	120,144.75
1580 Website Development	26,700.00
1590 IT Systems	25,000.00
1600 Accumulated Depreciation	-277,331.54
Total Fixed Assets	787,417.74
TOTAL ASSETS	\$2,964,212.32
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable (A/P)	115,853.03
Total Accounts Payable	115,853.03
Credit Cards	
2010 Citizens Credit Card	9,843.46
Total Credit Cards	9,843.46
Other Current Liabilities	
2110 Accrued Payroll	380,250.84
2115 MTRS Retirement Payable	14,087.14
Total Other Current Liabilities	394,337.98
Total Current Liabilities	520,034.47

	Total
Total Liabilities	520,034.47
Equity	
3000 Retained Earnings	1,717,080.00
Net Income	727,097.85
Total Equity	2,444,177.85
TOTAL LIABILITIES AND EQUITY	\$2,964,212.32

Line Number	Ending Line Number			
		Year		PROPOSED 2022
		Enrollment		220
REVENUES				
4000	4000	Tuition Including Facilities		4,234,417
4190	4190	Nutrition Funding - State & Federal		60,000
4195	4195	FC309 Title IV		10,000
		Title IIA FC140		9,929
		SPED 240 Grant		91,009
4150	4150	Title I Funding		60,005
		ESSER II		200,058
		ESSER III*		440,127
		Other revenue sources from FY21 not allocated in FY22		
		Total Revenue		5,105,545
EXPENSES				
5000	5240	PERSONNEL COSTS		
5011	5073	Salaries		2,553,981
5206	5225	Benefits and Payroll Taxes		338,342
		Total Wages, Benefits and Payroll Taxes		2,892,323
5100	5100	RECRUITMENT & STAFF DEVELOPMENT		
5302	5302	Curriculum Development		15,000
5401	5401	Professional Development, Administration		6,000
5402	5402	Professional Development, Instructional		11,000
5411	5411	Staff and Student Recruitment		40,000
5841	5841	Advertising		
5962	5962	Staff Stipends In Addition to Base Salary		70,000
5312	5312	CONTRACTED SERVICES		
5322	5322	Contracted Services, General Education		50,000
5332	5332	Contracted Services, Special Education		91,009
5200	5200	DIRECT STUDENT COST		
5333	5333	Contracted Services, Student Support		15,000
5210	5210	Dual Enrollment Courses		10,000
5413	5413	Health Services		6,000
5432	5432	Instructional Supplies and Materials		30,000
5433	5433	Other Student Services/Community and Culture		30,000
5452	5452	Instructional Technology		70,000
5605	5605	Rental/Lease of Gymnasium		12,000
5614	5614	Rental/Lease of Equipment		8,500
5773	5773	Student Transportation (to and from school)		50,000
5791	5791	Travel Expenses Board/Admin		20,000
5806	5806	Dissemination and Fundraising		5,000
5816	5816	Civic Activities		2,500
5823	5823	Food Services		107,000
5952	5952	Testing and Assessment		10,000
5300	5300	OCCUPANCY EXPENSES		
5434	5434	Minor Furniture and Fixtures		10,000
5444	5444	Building Misc. Supplies		20,000
5514	5514	Maintenance of Building and Grounds		25,000
5524	5524	Utilities - Telecom and Internet		17,000
5554	5554	Utilities - Electric and Gas		29,000
	5555	Disposal of Equipment		
5604	5604	Rental/Lease of Building and Grounds w NNN		563,962
5885	5885	Insurance (non employee)		40,000
5301	5301	PROFESSIONAL FEES		
5301	5311	Outsourced Communications		120,000
	5320	Outsourced Accounting		90,000
5301	5321	Audit Fees		25,000
5301	5331	Facility Services		10,000
5301	5341	Outsourced Human Resources		30,000
5301	5351	Legal Services		10,000
5400	5400	OTHER OPERATING COSTS		
5421	5421	Dues, Licenses, and Subscriptions		15,000
5431	5431	Office Supplies and Materials		15,000
5451	5451	Other Information Management & Technology		26,000
5461	5461	Data Management/Website Support		20,000
5471	5471	Postage		3,500
5515	5515	Custodial Services Facility		45,000
5991	5991	Other Misc. Costs		
5991	5991	School Vehicle Purchases		
5774	5774	School Vehicle Insurance		15,000
5774-1	5774-1	School Vehicle Fuel		5,000
5919	5919	COVID Related Expenses		
5991	5991	CONTINGENCY FUNDS		
5991	5991	Contingency Fund / Covid Related Expenses		125,000
TOTALS				
		Total Non-Personnel Expenses		1,918,471
		Total Expenses		4,810,794
5701	5701	DEPRECIATION EXPENSES		
5701	5701	Depreciation Expense		80,524
		TOTAL SURPLUS/(Deficit)		214,227

* Final allocation TBD number determined using the 2.2 ESSER II multiplier estimate from DESE.