



MAP ACADEMY

2024-2025 Annual Report

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Introduction to the School

<i>Map Academy Charter School</i>			
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, Bourne, Marshfield, Middleboro, Pembroke, and Silver Lake.
Year Opened	2018	Year(s) the Charter was Renewed (if applicable)	2023
Maximum Enrollment	300	Chartered Grade Span	Completed 8th grade through age 24
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.			

Faithfulness to Charter

Mission and Key Design Elements

As a mission-driven school, Map Academy has created a unique and multi-faceted approach to facilitating academic and personal success in disconnected youth and young adults which is grounded in three key design elements:

A student-centered educational model that meets off-track students' academic, social-emotional, and life needs. Blended asynchronous learning is the instructional foundation of Map Academy's personalized approach to high school. At Map Academy, students work in interdisciplinary learning studios with teachers providing instruction, but students move through the core academic curriculum at their own pace in competency-based courses. This means progress at Map Academy is measured by how many competencies or abilities students have demonstrated rather than by typical tests or grades. In this model, students in the same studio engage with the material in different ways and at different paces, with teachers acting as active facilitators, coaches, and advisors, designing strategies and interventions suited to each student's individual needs. At Map Academy, each studio consists of 60-150 students and a team of staff members including at least one certified Math, ELA, History, Science, and Special

Education teacher. Each studio also has significant, intentionally designed, flexible space in a specific area of the building.

Currently, Map Academy has three interdisciplinary learning studios:

- North Studio - primarily serves students who are over 18 or nearing graduation, with an average age of 19.5 years. Approximately 55% of the student population. North Studio occupies approximately 9,000 square feet of space on the upper level of the building.
- East Studio and West Studios - primarily consisting of more traditionally high school aged students with an average age of 16.5 making up approximately 45% of the student population. East and West Studios each have approximately 5,500 square feet of space on the lower level of the building.

Map Academy leverages technology as the foundation of this blended, asynchronous, competency-based and student-centered academic model. A digital learning platform called the Tracker is central to the success of our blended instruction; it organizes information about students, their performance on coursework, and their overall progress toward graduation.

Staff work with students to craft and regularly update success plans which track all aspects of each student's roadmap toward graduation and postsecondary plans. Each student's success plan reflects specific academic, personal/social, and workplace readiness goals. Success plans are living Google documents updated regularly, capturing work completion, assessment data, student self-assessment, and staff input. Consistent with the student-centered nature of Map Academy's program, each success plan addresses academic and social needs, and short- and long-term goals. To improve and streamline this process, Map Academy is actively developing its own custom Learning Management System (LMS) called GradPath. GradPath is intended to replace both the current Tracker and the use of Google Sheets for success plan documentation. Expected to be completed within the next two years, GradPath will serve as a purpose-built model tailored to meet the unique needs of our student population. We also anticipate that GradPath will be sharable and adaptable for use by other schools serving similar student populations.

This student-centered academic model allows students to make progress at their own pace, and extended evening and summer hours maximize the opportunities for all students to meet their goals.

A highly supportive culture built on collaboration and respect. Map Academy is founded on an unwavering belief that every student has unique strengths and the ability to succeed. For some, life challenges have gotten in the way. Map students are survivors. They are resilient and strong. The students and families we serve did not want to give up on high school, and they don't have to. Here, they get the critical support they need to overcome barriers and re-engage with their education and a plan for their future. Map Academy is the alternative they need to write the next chapter of their story – one that is not defined by challenges, but instead by what it took to succeed in spite of them.

Positive Youth Development is the cornerstone of this high support culture and is the foundation of Map Academy's overall design. We provide students with caring, trusting and supportive relationships, set high expectations, and allow opportunities for students to contribute in engaging and relevant work. This includes relentless social-emotional support to enable students to meet the high academic expectations necessary for post-secondary success. We place a priority on sustaining a culture in which every adult's primary responsibility is to support student success, leading to mutual respect. Map Academy embeds wraparound services and leverages partnerships with community-based organizations. Because many Map Academy students arrive at our door with a history of trauma, our practice is to be sensitive to this reality, creating a culture and physical space where every student can thrive.

We ensure that each student at Map Academy is well known by at least one adult within the school, their anchor adult. Anchor develops a key adult relationship, supporting students socially, emotionally, and academically. The Anchor structure allows for relationship building, academic progress monitoring, and character building. Anchor provides each student a one to one relationship with an adult adviser, as well as a consistent and ongoing small scale peer community. Anchors monitor and support student progress, and act as each student's primary contact point while at school. Anchor is a space and an opportunity for students to build relationships with peers, collaborate, and feel a sense of belonging with staff and students. With the support of their Anchor, students set daily goals, reflect on their progress and review/update their student success plan as needed.

At Map Academy, students and staff are on a first name basis, creating an equal playing field instead of the hierarchical Mr./Mrs./Ms. traditionally utilized in school settings. Students' past school experiences have often fractured their trust in the educational system. Therefore, Map Academy prioritizes relationship building even if that means putting academics aside until trust is built.

For most Map students, the typical supports mainstream schools can provide are simply not enough. Thus, in addition to this robust culture of support, Map Academy collaborates with an ever-expanding web of community partners to connect students with an array of wraparound resources and opportunities.

Opportunities to (re)engage and prepare off-track youth for college and career. From intake meetings to graduation and beyond, Map Academy remains intentionally and strategically focused on helping students to set and reach goals which will lead to meaningful post-secondary options. Map Academy employs three full time Wayfinding Specialists who support students in exploring, creating and implementing meaningful and actionable post-secondary plans. Map Academy provides career development education and post secondary planning by these future-oriented skills into each student's success plan and graduation requirements. Students explore career and postsecondary options to increase their motivation and prepare them to make informed decisions about their futures. Map Academy students receive practical career development education and opportunities within the community, tailored to their areas of interest, which have recently included healthcare, manufacturing, engineering & technology, social assistance, and construction trades. 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 monitored and tracked weekly by instructional staff, student support staff, and school leadership during a weekly potential graduate rundown meeting. The purpose of this meeting is to ensure that each potential graduate's status is reviewed and that they remain on pace with not only their academic graduation requirements, but also their plans for whatever comes next in their journey after high school. Map Academy Wayfinding Specialists have developed relationships with a range of post secondary institutions/programs to streamline the admission and financial aid processes for students. They ensure that all graduating students receive the customized support they need as they oversee student post secondary planning and external career development partners, develop and oversee dual enrollment opportunities, actively and continuously expand the school's network of community based partners, and plan activities and events such as college visits, career fairs, job shadowing and guest speakers.

During the 2024-2025 school year, Map Academy concluded year three of a five year strategic scope of work to offer more robust and focused workforce readiness and career development pathways. Map Academy has contracted with Specialized Career Guidance to help facilitate and build out career development infrastructure and also hired a full time Post Secondary Pathways Specialist. Specialized Career Guidance takes a holistic approach to creating systems that bridge the gulf between leading industries seeking to hire motivated talent and the abundance of capable young people seeking

pathways to successful careers. Map Academy recognized that the previous model of matching individual students with a post-secondary employment placement was not efficient or scalable. Working with SCG, Map Academy has designed and begun to implement a multi-pronged workforce development approach that includes career exploration programming, building relationships with technical certification partners and developing strong employer partnerships invested in a long-term collaboration with Map Academy.

The goal for this long term work is to create career pathways for Map Academy students which are rooted in MassHire and the South Shore Workforce Investment Board's identified regional priority industries and occupations, thus connecting graduating students to careers with sustainable wages, benefits and opportunities for additional training or tuition reimbursement. Map Academy's plan is to establish eight career pathways aligned to these regional priorities: Healthcare & Social Assistance; Manufacturing, Technology & Engineering; Business, Finance & Communication; Information & Technology; Construction; Hospitality & Food Services; Educational Services; and Arts & Audio-Visual Technology. As of the conclusion of the 2024–2025 school year, Map Academy holds Innovation Career Pathways designations from DESE in four sectors: Manufacturing, Technology & Engineering; Healthcare and Social Assistance; Business, Finance & Communication; and Information & Technology. The first two designations were awarded in March 2023 and launched in Fall 2024. The additional designations were received during the 2023–2024 school year and commenced during the 2024–2025 school year. Additionally, Map Academy introduced YouthWorks programming in Fall 2023, incorporating Signal Success to support students in career exploration. During its second year (24-25 school year), 57 students completed Map Academy's YouthWorks program and increase of 22 students from the first year. YouthWorks provides a foundation for all of Map Academy's Career Pathways, enhancing students' workplace readiness skills while providing paid opportunities through YouthWorks grant funding.

Access and Equity

[Enrollment by Race/Ethnicity \(2024-25\)](#)
[Selected Populations \(2024-25\)](#)
[2023-24 Student Discipline Data Report](#)

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? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Innovative Model/Accountability metrics	Conference Panel	Leadership	National Conference	Leadership presented on panel organized by National Charter School Association at the

				National Charter School Conference
Innovative Model	MA DESE Alternative Accountability Team	Leadership	Variety of Massachusetts alternative charter schools	Continuously working as part of a small team of alternative charter leaders to provide feedback on updated accountability measures.
Wraparound Support	CoC Youth Committee	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.
Accountability Metrics	Phoenix Charter Academy and Map Academy	Leadership	District Collaboration	Collaborated with district leadership to discuss best practices with the new MA DESE accountability framework for Alternative Charter Schools and data collection systems development and utilization.
Innovative Model	Education Disruption Knowledge Center	Leadership, support staff, and students	Open source	This online knowledge center collects and archives information, student and staff stories, podcasts, and other artifacts to be disseminated from Map Academy's experiences to date.
Career Pathways	Map Academy Career Pathways Advisory Board	Leadership & support staff	Variety of local industry and higher education partners	Ongoing meetings with representatives of Map Academy's Innovation Career Pathways partners to gather input to inform ongoing work focused on connecting Map Academy graduates to viable career pathways.
Operational Support	Lowell Middlesex Academy Charter School	Leadership	MA alternative charter school leader	Map Academy leadership supported LMACS leadership in operational changes they are currently undertaking.
Innovative Model	The Learning Accelerator	Leadership	Variety of innovative schools nationwide	Map Academy is featured in The Learning Accelerator's Blog as part of its Future of Learning series: The Future of

				<i>Learning is Student-Centered</i> by invitation of The Learning Accelerator
Innovative Model	Education Disruption Knowledge Center	Leadership, support staff, and students	Open source	Launch of newly reimagined Education Disruption website. Will roll out new “Issues” roughly every six months focusing on one of Map’s Key Design Elements. The first issue focuses on Culture and includes podcast episodes, videos and articles. The content features a range of staff and student voices.
Higher Education	Bridgewater State University	Leadership and Support Staff	Leadership of BSU and Map	BSU and Map Academy have agreed to an MOU for Map students to take college courses at BSU. This paves the way for classes to be offered onsite at Map taught by our own teachers in the future. Map STEM teachers have also been collaborating with BSU to offer a range of STEM experiences, both on campus at BSU and onsite at Map.
Innovative Model	The Learning Accelerator	Leadership	Variety of innovative schools nationwide	The Learning Accelerator featured Map Academy Co-director in a guest blog post titled Reimagining High School: Map Academy’s Student-Centered Hybrid Model
Leadership/Operations	MA DESE	Leadership	District/School	The Co-directors were invited to serve as reviewers for the Massachusetts Department of Elementary and Secondary Education (MA DESE) Charter Expansion process. In this role, they evaluated amendments submitted by

				Massachusetts charter schools seeking to increase their seat capacity.
Innovative Model	MA DESE Quarterly Charter Meeting	Leadership	Variety of other MA charter school leaders	Leadership attended DESE Charter Leaders' Convening on October 25th and at DESE's request, facilitated a table conversation regarding Map's best practices pertaining to teacher recruitment and retention.
Innovative Model/Accountability metrics	Conference Presentation	Leadership	National Conference	Leadership presented on the innovative accountability metrics and data collection efforts being utilized at Map Academy at the National RAPSA Forum .
Innovative Model	Hosted Site Visit	Leadership, Support Staff, Teachers, and Students.	Variety of MA school groups	Map Academy hosted an onsite visit from a cohort of educators from around the Commonwealth via a cohort being led by The Teacher Collaborative . The group visited Map Academy as part of their focus on developing high quality alternative high school options in their local contexts. Map Academy leadership, students and staff spoke to the group about our mission-driven model.
Asynchronous Learning	Bronx Arena High School	Leadership	District/School	Collaborated to align our efforts to create an LMS that meets our schools' unique needs while ensuring we can extract the necessary data to support student success. By working together, we aim to build a more effective and adaptable LMS that strengthens our shared commitment to reimagining high school education.

Innovative Model/Accountability Metrics	Hosted Site Visit: Lowell Middlesex Academy	Leadership and Support Staff	District Collaboration	The visit provided an opportunity for Lowell Middlesex to explore our innovative approaches to re-engagement, flexible pathways, and comprehensive support systems that help students succeed.
Career Pathways	Hosted Site Visit: Boston Day and Evening and Map Academy	Leadership	District Collaboration	The visit provided an opportunity for BDEA to explore our approach to Innovation Career Pathways and how we integrate real-world, career-connected learning into our student-centered model.
Innovative Model	Canopy Project	Leadership and Support Staff	Open Source	Map Academy was nominated for inclusion in the Canopy Project , a national database of innovative schools curated by CRPE and Transcend. Additionally, co-director was interviewed for an accompanying research report focused on alternative school accountability.
Career Pathways	Hosted Site Visit: Commonwealth Corporation and MassHire South Shore & Featured in Blog Post	Leadership, Support Staff, Teachers, and Students	Commonwealth Corporation and MassHire South Shore	Hosted on-site observation of the YouthWorks program. The visit also included collaborative discussions focused on expanding access to meaningful, work-based learning opportunities for Map students. As a result of this visit, Map Academy's YouthWorks program was featured by Commonwealth Corporation in a recent blog post.
Innovative Model/Accountability Metrics	MA DESE	Leadership	Variety of MA school groups	Map Academy leadership has been actively collaborating with the Massachusetts Department of

				Elementary and Secondary Education (DESE) as part of a statewide effort to develop the <i>Guiding Principles for Alternative Education</i> .
Wraparound Support	Boston College School of Education	Leadership, student support, community partners	Open source	Leadership met with a researcher from the Boston College School of Education to discuss Map's comprehensive approach to supporting students experiencing housing insecurity and homelessness.
Innovative Model/Wraparound Support	Maya Angelou Schools DC	Leadership	National Collaboration	Leadership visited the Maya Angelou School in Washington, D.C. to meet with members of their executive team to share learnings of Map's model and their innovative residential programming.
Accountability Metrics	University of New Orleans Educational Leadership Doctoral Program	Leadership	National Collaboration	Collaborated on study focusing on conceptualizing the various work done in alternative schools across the country. Dissertation to be titled titled <i>Recentering the A(s)t(e)risked: School Leadership and Unsettling (Alternative) Accountability* for Alternative High Schools</i> .
Data systems	Kingsman Academy, DC	Leadership	District/National Collaboration	Collaborated with leadership regarding Map Academy's competency based academic model and data systems.
Innovative Model	The Past Foundation, Learning UnBoxed	Leadership	Open Source	Map Academy Assistant Director was featured in a podcast episode, Student-Centered High School Transformation discussing Map's innovative practices.
Innovative Model	Middleboro Public Schools	Leadership	District Collaboration	Met with district leaders from Middleboro public

				schools to discuss a variety of Map Academy’s innovative systems, particularly pertaining to competency-based education.
Innovative Model	Hosted Site Visit: Dennis-Yarmouth Public Schools	Leadership, Teachers, Students	District Collaboration	Hosted a visit from Alternative HS program leader and program students to share a variety of Map Academy’s innovative practices.

Academic Program Success

[2024 School Report Card](#)

Student Performance

Map Academy’s 2024 state assessment and accountability results present a layered and instructive picture—one that reflects both meaningful academic progress and the persistent challenges inherent in serving students who have been disconnected from traditional education. When viewed in context, the data underscores the strength of Map’s flexible, student-centered model and affirms the school’s commitment to using both traditional and nontraditional metrics to assess student success.

In 2024, Map Academy made substantial strides in accountability. After earning just 18% of possible points in 2023, the school’s possible points jumped to 75% in 2024—demonstrating a notable increase in effectiveness across multiple indicators. The most significant gains were seen in the academic achievement categories, where the school earned full points in both English Language Arts and Mathematics. This marks a dramatic improvement from the prior year, in which no points were awarded in either area.

These increases align with the school’s ongoing efforts to refine and adapt instruction based on real-time data. A core feature of Map Academy’s model is the flexibility it gives teachers and school leaders to adjust programming to meet students’ evolving needs. That flexibility is driven by the consistent and intentional use of both qualitative and quantitative data. In addition to state testing, Map administers the NWEA MAP assessments in reading and math at multiple points during the year. These growth-focused assessments allow teachers to monitor academic trends over time and tailor instruction accordingly. At the same time, they provide school leaders with insight into the overall effectiveness of curriculum and programming.

The MCAS achievement data from Spring 2024 highlights both progress and continued challenges. In Grade 10 English Language Arts, 34% of students met or exceeded expectations, compared to 57% statewide. In Math, 29% of students met or exceeded expectations, compared to 48% across the state. In Science, the percentage was 17% compared to 49% statewide. While these rates remain below state averages, they reflect growth among students who often re-enter Map far below grade level due to gaps in prior educational experience. The ability to earn full points for ELA and Math achievement, despite low absolute proficiency rates, suggests that students are making meaningful academic gains. Additional signs of progress are evident in other indicators. Map earned full points for Advanced Coursework Completion in both 2023 and 2024, reflecting a continued emphasis on expanding access to

rigorous, postsecondary-aligned opportunities. The school also improved in its Extended Engagement Rate, earning 2 of 4 points in 2024, up from NA the prior year—an important measure for a school that offers flexible, extended timelines for graduation. There was also improvement in Chronic Absenteeism, with 2 out of 4 points earned in 2024 after scoring zero in 2023.

Still, areas of challenge remain. The school did not earn points for its four-year cohort graduation rate or annual dropout rate in 2024, both of which are particularly difficult measures for a school serving students who are off-track or have experienced long periods out of school. Map's accountability classification—"Requiring assistance or intervention"—is largely driven by these traditional measures, as well as lower-than-required participation rates in MCAS testing among several subgroups, including students with disabilities, low-income students, and high needs students.

Yet for Map Academy, traditional metrics alone are not sufficient to understand student progress. As a small, alternative charter school intentionally designed to support a complex student population, Map recognizes that traditional outcome measures will never tell the full story. Many students enroll after having already dropped out of another school. Some are parenting. Others are navigating trauma, housing instability, or inconsistent access to basic resources. These realities deeply impact attendance, persistence, and test participation—and they must be accounted for when evaluating success. To provide a more complete picture, Map has developed and routinely tracks a wide range of "uncommon" measures of student progress. These include metrics such as task completion, credit accumulation, number of days between task submissions, average daily productivity, re-engagement attempts, student touchpoints with staff, and participation in outside provider services. These indicators—often tracked via Map's custom Filemaker dashboard—allow staff to monitor trends in real time, disaggregate by subgroup, and respond to both academic and social-emotional needs. Teachers and administrators also log observational data, capturing qualitative insights about students' strengths, struggles, and growth.

Further, the school uses the Massachusetts Department of Elementary and Secondary Education's Accountability Guidelines for Alternative Charter Schools, particularly the emphasis on life experience metrics, to assess social-emotional wellbeing and the external factors influencing student outcomes. This holistic, student-centered approach allows for individualized planning and support—one that values both academic achievement and the personal progress required for long-term success.

Taken together, the 2024 data affirms that Map Academy is on a positive trajectory. Academic performance is improving. More students are engaging in rigorous coursework. Systems for using data to drive instruction and support are becoming increasingly refined. At the same time, the school remains grounded in the understanding that progress for its students cannot be fully captured by traditional metrics alone. By centering flexibility, personalization, and comprehensive and responsive data use, Map Academy continues to build a model that not only serves its unique student population—but also holds promise for redefining how success can be measured in schools like ours.

Please see Appendix A: Accountability Plan Evidence 2023-24 for trends related to NWEA Math and Reading.

Program Delivery

Map Academy's academic program is rooted in a blended, asynchronous, and competency-based model designed to meet the needs of all learners. At its core is a commitment to student-centered learning, strong instructional relationships, and real-time flexibility informed by data. Instruction is tailored to individual progress, allowing students to move through the curriculum at their own pace while receiving targeted support from educators who act as facilitators and coaches rather than traditional teachers.

Students spend the majority of their academic day in Learning Studios, where interdisciplinary teams of teachers deliver instruction through a range of facilitation modes. These include one-to-one conferencing, small group mini-lessons or discussions, large group instruction, and independent work time. Teachers regularly adjust instruction using real-time data, including formative assessments, task completion rates, course progress metrics, and standardized assessment results from tools like NWEA MAP and MCAS. Personalized academic planning is further supported by close observation and feedback rooted in qualitative insight, much of which is captured and monitored using our FileMaker data dashboard.

Curriculum is grounded in clearly defined competencies and aligned to state standards, ensuring rigor and relevance across all subject areas. Student work is assessed using detailed, competency-based rubrics. These rubrics enable staff to provide specific, timely, and actionable feedback. Students revise their work based on that feedback before advancing, reinforcing a mastery-based approach to learning and promoting intrinsic motivation and a growth mindset. This culture of revision helps ensure that academic expectations remain high while allowing space for individualized support.

In addition to asynchronous, personalized instruction in studios, students participate in project-based learning through quarterly seminars held during Flex blocks. Flex block topics are driven by student interest and built around essential questions and authentic deliverables. Teachers use backward design and a structured planning template to ensure that Flex block instruction remains rigorous and aligned with both academic and social-emotional learning goals. The project-based format also promotes collaboration, creativity, and critical thinking.

Each studio includes flexible instructional spaces that allow for varied learning environments. These include rooms with comfortable seating, standing desks, and common work areas, giving students voice and choice in how and where they learn. This physical flexibility mirrors the instructional flexibility that defines Map's academic program and supports students in developing independence and self-efficacy.

Ongoing professional development is a cornerstone of our academic model. Teachers engage in continuous learning throughout the year, including whole-staff summer readings that align with our mission and inform instructional practice. In recent years, staff have studied texts such as *What Happened to You?* by Bruce Perry and Oprah Winfrey, *Change-able* by J. Stuart Ablon, *The Innovator's Solution* by Clayton Christensen and Michael Raynor, and *Think Again* by Adam Grant. These shared learning experiences foster common language, reflection on practice, and innovative thinking that translate directly into improved outcomes for students.

Map Academy also offers a range of enrichment and elective courses including wellness, visual arts, and experiential learning. Many of these are taught by contracted professionals, allowing students access to opportunities that extend beyond the traditional academic experience—an especially impactful feature in a small school environment.

As part of our ongoing innovation efforts, Map Academy is currently building a custom learning management system (LMS), Gradpath, to further support personalized, competency-based, asynchronous learning. Gradpath will replace the current Tracker system and consolidate various academic and planning tools into a single student-centered platform. Anticipated to be completed within two years, Gradpath will also be designed for potential replication at similar schools serving high-need student populations.

Together, these instructional strategies, curricular components, assessment practices, and student supports make up a comprehensive academic program that is deeply aligned with Map Academy's mission to reengage off-track youth and prepare them for postsecondary success.

Organizational Viability: Finance

A. Unaudited FY25 statement of revenues, expenses, and changes in net assets (income statement)

See Attachment A

B. Statement of net assets for FY25 (balance sheet)

See Attachment A

C. Approved School Budget for FY26

The Map Academy Board of Trustees voted to approve the FY26 budget on March 24, 2025.

See Attachment B

FY26 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 14, 2025 submission	300
Number of students upon which FY26 budget tuition line is based	300
Number of expected students for FY26 first day of school	300

D. Capital Plan for FY26

Current or Future Capital Plans				
Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
Expansion and acquisition of current school building, including major acquisition of furnishings, fixtures, and equipment (FFE) to support long-term growth.	Early-stage planning; goal is to purchase our current facility and plan for long-term space and furnishing needs.	5-10 years	\$10-12 Million	Anticipated financing through tax-exempt bonding via MassDevelopment and bank financing.

APPENDIX A

Accountability Plan Evidence 2024-2025

Faithfulness to Charter

	2024-2025 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective (for KDE 1): Map Academy will develop a truly student-centered educational model, meeting all students where they are academically, socially, and motivationally.		
Measure 1a: Each year, at least 80 percent of students will meet or exceed their course completion goal, based on their October 1 (or upon enrollment, if enrolling after Oct 1) assigned engagement phase.	Not met	76.4% of students met their course completion goal commensurate with expectations based on their assigned Engagement Phase.
Measure 1b: Each year, at least 80 percent of students will meet or exceed their student engagement goal, based on their October 1 assigned engagement phase (or upon enrollment, if enrolling after Oct 1).	Met	83% of students met their engagement goal commensurate with expectations based on their assigned Engagement Phase.
Objective (for KDE 2): Map Academy will create a school climate and culture that fosters support and respect for and between all individuals – students, staff, and families.		
Measure 2A: Each year, Map Academy's aggregated end of year responses to the Panorama Teacher-Student Relationships Scale and the Panorama Sense of Belonging Scale will both be ranked in the 90th percentile, or higher, when compared to the results from other high-poverty high schools in the Panorama database. At least 60 percent of currently enrolled students will participate in the survey.	Met	Aggregated survey results indicate that Map Academy is in the 99th percentile for both the Panorama Teacher-Student Relationships Scale and the Panorama Sense of Belonging Scale when compared to the results from other high-poverty high schools in the Panorama database. Response rate: 62.5%
Measure 2b: 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 90th percentile, or higher, when compared to the results from other high-poverty high schools in the Panorama database.	Met	Aggregated survey results indicate that Map Academy is in the 99th percentile on the Panorama Teacher and Staff Survey of School Climate and in the 95th percentile on Staff-Leader Relationships survey when compared to the results from

At least 90 percent of full-year staff will participate in the surveys.		other high-poverty high schools in the Panorama database. Response rate: 100%
Measure 2c: Each year, Map Academy's aggregated end of year responses to the Panorama Family Survey will be ranked in the 90th percentile, or higher, when compared to the results from other high-poverty high schools in the Panorama database. At least 50% percent of families will participate in the survey.	Met	Aggregated survey results indicate that Map Academy is in the 99th percentile on the Panorama Family survey when compared to the results from other high-poverty high schools in the Panorama database. Response rate: 63%
Measure 2d: Each year, Map Academy's aggregated end of year responses to the Panorama Professional Learning-Staff Scale will be ranked in the 90th percentile, or higher, when compared to the results from other high-poverty high schools in the Panorama database. At least 90 percent of full-year staff will participate in the surveys.	Met	Aggregated survey results indicate that Map Academy is in the 99th percentile on the Panorama Teacher and Staff Survey of Professional Learning-Staff scale survey when compared to the results from other high-poverty high schools in the Panorama database. Response rate: 100%
Objective (for KDE 3): Map Academy will (re)engage off-track youth – providing them with the skills and experience needed for post-secondary success.		
Measure 3a: Each year, at least 90% of connected and partially connected students who are enrolled for at least 70% of the school year (126 days of membership) will complete at least one Career Development Opportunity each year.	Met	91% of connected and partially connected students who were enrolled for at least 70% of the school year (126 days of membership) completed at least one Career Development Opportunity.
Measure 3b: At least 70 percent of students who participate in an Innovation Career Pathway and/or Youthworks program will successfully complete at least one dual enrollment academic or technical course, a supervised work based learning experience or a semester-long YouthWorks course.	Met	93% of students who participated in an Innovation Career Pathway and/or Youthworks program successfully completed at least one dual enrollment academic or technical course, a supervised work based learning experience or a semester-long YouthWorks course.
Measure 3c: Each year, at least 90 percent of graduates will be enrolled in a 2-or 4-year college, technical school, or certification program, enlisted in a branch	Met	93% of graduates enrolled in a 2-or 4-year college, technical school, or certification program, enlisted in a

of the military, or employed within 6 months of graduation.		branch of the military, or were employed within 6 months of graduation.
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Dissemination

	2024-2025 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective 4: Over the course of its charter term, Map Academy will share best practices for effectively (re)engaging off-track youth.		
Measure 4a: Each year, Map Academy will participate in and/or host 5 Massachusetts 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 dissemination efforts.
Measure 4b: Each year, Map Academy will expand dissemination efforts to a national level by presenting at least one national conference and/or virtual webinars/meetings on topics related to its mission of providing intentionally designed options for youth who have not been successful in other settings.	Met	Map Academy presented at the RAPSA Forum. The RAPSA Forum (Reaching At-Promise Students Association) is a national conference focused on addressing the needs of at-promise students through innovative educational practices.

Objectives and Measures for Alternative Charter Schools Related to Academic Performance

	2024-2025 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective 5: Map Academy's students will achieve student performance goals set for each individual, based on their unique needs.		
Measure 5a: Each year, at least 80% of students who complete at least one core academic course and who also have at least two Reading NWEA MAP assessment results (fall to winter, winter to spring, or fall to spring*) will either score on grade level, show GLE growth, or meet their target Lexile Score, based on their connection level (outlined below). Targets per Connection Level: <u>Connected students (C)</u> will either score at grade level (as measured by GLE), OR	Met	83.9% of students who completed at least one core academic course and also had at least two Reading NWEA MAP assessment results (fall to winter, winter to spring, or fall to spring*) either scored on grade level, showed GLE growth, or met their target Lexile Score, based on their connection level (outlined under measure 5a). # Connected: 30

improve at least 1 GLE, OR achieve a Lexile Score of 1210 <u>Partially connected students (PC)</u> will either score at grade level (as measured by GLE), OR improve at least 0.5 GLE, OR achieve a Lexile Score of 1050 <u>Minimally connected students</u> are not included in either the numerator or the denominator *If a student has all three assessments, then fall to spring assessment data will be used.		# Partially Connected: 63
Measure 5b: Each year, at least 80% of students who complete at least one mathematics course and who also have at least two NWEA MAP math assessment results (fall to winter, winter to spring, or fall to spring*) will either score on grade level (as measured by grade level equivalent, GLE) or show GLE growth, based on their connection level (outlined below). Targets per Connection Level: <u>Connected students (C)</u> will either score at grade level (as measured by GLE), OR improve at least 1 GLE <u>Partially connected students (PC)</u> will either score at grade level (as measured by GLE), OR improve at least 0.5 GLE <u>Minimally connected students</u> are not included in either the numerator or the denominator *If a student has all three assessments, then fall to spring assessment data will be used.	Not Met	66.3% of students who completed at least one mathematics course and who also had at least two NWEA MAP math assessment results (fall to winter, winter to spring, or fall to spring*) either scored on grade level (as measured by grade level equivalent, GLE) or showed GLE growth, based on their connection level (outlined under Measure 5b). While we did not meet our targeted goal for the 2024–2025 school year, we experienced a 66% increase in the number of eligible test takers compared to the previous year. Although not the goal we aimed for, this significant growth in participation reflects meaningful progress in student engagement, math course completion and assessment implementation, which we view as a success. # Connected: 23 # Partially Connected: 57
Measure 5c: Each year, at least 80 percent of students who are identified as potential graduates on October 1 will graduate with a high school diploma by June 30.	Met	82% of students identified as potential graduates on October 1 graduated with a high school diploma by June 30.
Measure 5d: 75 percent of Map Academy graduates who attended Map Academy for at least 2 years will demonstrate postsecondary readiness in one or more ways by the time they graduate.	Met	89% percent of Map Academy graduates who attended Map Academy for at least 2 years demonstrated postsecondary readiness in one or more ways by the time they graduate.

APPENDIX B

Recruitment Plan 2025-2026

Map Academy Charter School

2024-2025 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2024-2025 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 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: Similar to last year, we did not send mailings to prospective students in our catchment area through a third-party mail house. We have found these mailings to be ineffective because the sending districts do not include previous high school dropouts in their data collection. This omission leaves out the students who could most benefit from our support while recruiting students who may not need the services we offer. We may resume these mailings for the 2026 primary lottery. In the meantime, we continue to send updates via email and newsletters throughout the year.

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 including but not limited to High Point

Treatment Center, 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, 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, Point Source Youth, WIC, School on Wheels, South Shore Continuum of Care, Shagly, Plymouth Pride, GLSEN, School House Connection, Health Imperatives: Safe Dates Outreach and Training, Plymouth County Outreach, PCO Hope, Plymouth Coalition for the Homeless, Stop & Shop Community Food Pantry, Lady Locker, and Child & Family Services Crisis Intervention Team.

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.

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

General Recruitment Activities for 2025-2026:

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.

Email/Website Newsletter Updates: Bi-monthly we will send email and/or update the news section of the Map Academy website and send email newsletters.

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 community stakeholder meetings or events in Bourne, Carver, Halifax, Kingston, Marshfield, Middleboro, Pembroke, Plymouth, Plympton, and Wareham 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: Continue adding to the new, more robust Explore Map section as well as a new Current Students section of the website to provide interactive content (easily translatable into Spanish and Portuguese) which more thoroughly explains and showcases Map Academy's model to prospective

students and families and also provides easy access to the most relevant information for students and families once they enroll.

Recruitment Plan – 2025-2026 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities.	
Chart Data School percentage: 53.5% CI percentage: 14.5% 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: 1.0% CI percentage: 1.0% The school is at 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.
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
Chart Data School percentage: 63.5% CI percentage: 22.2% The school is above the CI percentage.	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 Family Resource Center, Department of Transitional Assistance, WIC, Plymouth Recovery Center, and other agencies. 2. Provide students with: a. Transportation options 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	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	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	1. Pregnant/Parenting youth: Work with local organizations such as Plymouth Family Resource Center, 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.
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Retention Plan 2025-2026

List the successes and challenges of implementing strategies from the 2023-24 Retention Plan
2024-2025 Implementation Summary: Successes: 1. Establishing a Supportive Community and Culture: a. In its first seven years, Map Academy Charter School has successfully created a school environment that meets students where they are, supporting them in achieving their goals. b. The school's efforts have fostered a community that prioritizes student needs and engagement. 2. High Retention Rate:** a. The school has achieved a 91.7% retention rate, significantly exceeding the stated goal of 80%. b. This high retention rate reflects the positive engagement and satisfaction of students and their families with the school's approach and support systems. 3. Meeting Regional Needs: a. Map Academy was founded to address the need for an alternative educational option in the Greater Plymouth region. b. The school has successfully recruited and retained students who have not found success in traditional educational settings, offering them a tailored and supportive learning environment. Challenges: 1. Transportation: a. The Greater Plymouth region has limited public transportation options, creating a significant barrier for students who lack reliable access to a car. b. Many students juggle work, family, academics, and mental health support, and the lack of reliable transportation hampers their ability to balance these responsibilities. c. Map Academy is committed to finding sustainable and flexible solutions to improve transportation options. Starting in the 2023-2024 school year, the school provided centralized bus transportation to all ten towns in the expanded catchment area. However, school bus transportation remains an antiquated form of transportation and we remain committed to finding better options. 2. Housing:

a. There is a significant shortage of affordable housing in the region, with very few options available for homeless youth. b. Many Map Academy students are over 18 and living independently, often needing housing assistance. Housing insecurity can lead to homelessness, diverting students' focus from education to basic survival needs. c. Younger students are also affected by their guardians'/adult supporters' financial and housing insecurities, resulting in truancy and irregular attendance. d. The stigma of homelessness and housing insecurity causes many to suffer in silence rather than seek help. e. Map Academy is committed to establishing a residential option to support homeless and housing-insecure students, aiming to provide stability and improve their educational outcomes.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	80% - Stated in Charter 91.7% - 2024-2025

Retention Plan Strategies

Retention Plan – 2024-2025 Strategies List strategies for retention activities for <u>each</u> demographic group.	
Students with disabilities	
(a) Charter School Dashboard data School percentage: 4.7% 1 Standard Deviation: 13.78% The school's attrition is below 1 standard deviation.	(b) Continued 2024-2025 Strategies Student Rundown: This weekly protocol is specifically designed to ensure that no student falls off staff radar, and includes review of engagement, academic progress and student wellbeing concerns. Instructional Model: Map Academy utilizes a competency-based instructional model and students have carefully crafted Success Plans. Thus the instruction students receive is student-centered and tailored to their individual needs. This approach helps to create and sustain a culture of achievement for every student, including those with disabilities, and helps ensure students remain engaged and make academic progress.
English Learners	

(a) Charter School Dashboard data	(b) Continued 2024-2025 Strategies
School percentage: NA% 1 Standard Deviation: 20.61%	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 significantly expanded our number of Spanish speaking staff members (now 4 full time). *Chart data for this category is below the n size to be calculated.

Low Income	
(a) Charter School Dashboard data	(b) Continued 2024-2025 Strategies
School percentage: 8.3% 1 Standard Deviation: 20.03% The school's attrition is below 1 standard deviation.	1. 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 works to ensure that students receive the support they need to succeed. 2. Weekly Student Rundown: This weekly protocol is specifically designed to ensure that no student falls off staff radar, and includes review of engagement, academic progress and student wellbeing concerns. 3. 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 supports students feeling more connected to the education they want and know they need. 4. 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, Collaborative Problem Solving and Restorative Practices to develop community and manage behavior by repairing harm and restoring relationships.

	5. Evening 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 and summer hours to help increase access and provide additional flexibility to students juggling other responsibilities. 6. Employment Support: Map Academy's Wayfinding Specialists work 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. 7. Expanded Evening 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>	(d) Continued 2024-2025 Strategies 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>	(e) Continued 2024-2025 Strategies 3. Improve transportation options and availability - Add additional centralized school bus transportation 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.
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	(f) Continued 2024-2024 Strategies 1. As a school specifically designed from the ground up to meet the needs of high risk youth, healing centered 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. Map Academy students have an average ACES score of over 4 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. 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 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. 3. We maintain communication with students who have withdrawn from Map Academy and work to re engage them in their education by encouraging them to reapply. Each summer in particular, social workers and outreach staff reach out to former students to attempt to re engage them for the upcoming school year.
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APPENDIX C - SCHOOL DATA TABLES

ADMINISTRATIVE ROSTER FOR THE 2024-2025 SCHOOL YEAR			
Name	Title	Start date	End date (if no longer employed at the school)
Rachel Babcock	Co-founder & Co-director	02/27/2017	
Joshua Charpentier	Co-founder & Co-director	02/27/2017	

TEACHERS AND STAFF ATTRITION FOR THE 2023-2024 SCHOOL YEAR				
	Number employed as of the last day of the 2024-25 school year	Number of departures during the 2024-25 school year	Number of departures following the end of the 2024-25 school year through July 31 st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	18	2	2	During Year: terminated End of Year: contract not renewed
Other Staff	16	0	0	NA

BOARD MEMBERS FOR THE 2024-2025 SCHOOL YEAR					
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)	Final year of service possible based on term limits in bylaws
Liza Veto	Chair & Clerk	NA	In 2nd	11/20-06/23 07/23-06/28	2035
Rachel Babcock	Member	Finance	In 2nd	02/17-06/23 07/23-06/28	ex officio
Josh Charpentier	Member	Finance	In 2nd	02/17-06/23 07/23-06/28	ex officio
Derek Paiva	Treasurer	Finance	In 2nd	10/21-06/23 07/23-06/28	2036
Anré Dowell	Member	NA	In 1st	04/22-04/27	2037
Kerin McGue	Member	NA	In 1st	05/23-06/28	2038
Adam Earle	Member	Finance	In 1st	08/23-06/28	2038
Mindy Savage	Member	NA	In 1st	11/23-06/28	2038

[Board of Trustee and Committee Meeting Notices](#)

APPENDIX D- CONDITIONS, COMPLAINTS, AND ATTACHMENTS

Conditions (if applicable)

Map Academy Charter School has no conditions.

Complaints (if applicable)

[Board of Trustees Contact Information](#)

Date	Summary of Complaint	Summary of Complaint Resolution
NA	The Map Academy Charter School Board of Trustees did not receive any complaints during the 2024-2025 school year.	NA

Facilities

Location	Dates of Occupancy
11 Resnik Road Plymouth MA 02360	The 5 year lease began on August 28, 2018 and auto extended another five years after the 2023 charter renewal.

Enrollment

Action	2025-2026 School Year Date(s)
Student Application Deadline	February 17, 2026
Lottery	February 24, 2026

Attachment A - Unaudited Financial Reports

Map Academy Charter School

Preliminary Profit and Loss

July 2024 - June 2025

	Total
INCOME	
4000 Tuition	7,123,166.00
4100 Grants - State	450,402.00
4150 Grants - Federal	273,872.00
4180 Grants - Private	101,761.78
4200 Nutrition Funding - Federal & State	77,852.69
4900 Other Income	114,789.51
Total Income	8,141,843.98
GROSS PROFIT	
EXPENSES	
5000 Personnel Costs	
5010 Salaries	
5009 Student YouthWorks Pay	50,808.75
5011 Salaries - Administrative (Professional)	431,471.80
5032 Salaries - Teachers	1,314,361.80
5033 Salaries - SPED Instructional	720,594.22
5042 Salaries - Other (Professional)	80,600.91
5062 Salaries - Support/Clerical	65,751.94
5073 Salaries - Other Student Services	780,559.78
5090 Bonuses	47,600.00
Total 5010 Salaries	3,491,749.20
5206 Taxes	100,146.00
5225 Benefits	419,182.50
5230 Fringe Benefits - Education Reimbursement	390.00
Total 5000 Personnel Costs	4,011,467.70
5100 Recruitment & Staff Development	
5240 Staff Stipends in addition to base salary	6,960.60
5302 Curriculum Development	16,603.98
5401 Professional Development, Administration	26,585.20
5402 Professional Development, Staff	79,461.81
5403 Professional Development, Board/Governance	2,890.47
5411 Staff and Student Recruitment and Retention	7,187.20
Total 5100 Recruitment & Staff Development	139,689.26
5150 Contracted Services, Instructional	134.20
5215 Career Development Pathways	90,000.00
5322 General Education	85,798.06
5323 FileMaker Development	50,000.00
5332 Special Education	54,844.09

These financial statements have not been subjected to an audit or review or compilation engagement, and no assurance is provided on them. Substantially all required disclosures and the Statement of Cash Flows are omitted.

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	Total
5332-1 Special Ed - Admin	17,000.00
5333 Contracted Services, Student Support	15,550.00
Total 5150 Contracted Services, Instructional	313,326.35
5200 Direct Student Costs	
5210 Dual Enrollment Courses	7,107.63
5324 Part Time Flex Block Contractors	103,058.50
5412 LMS Development/Implementation	20,000.00
5413 Health Services	22,063.99
5432 Instructional Supplies & Materials	64,973.07
5433 Community and Culture, Student Incentives & Necessities	44,287.30
5434 Community and Culture, Graduations & Events	56,642.90
5435 Community and Culture, Staff	34,556.18
5452 Instructional Technology	68,322.21
5605 Rental of Additional Space, Storage, and Parking	31,153.64
5614 Rental/Lease of Equipment	12,574.91
5773 Student Transportation	67,187.10
5775 Reimbursable Student Transportation	358,240.00
5776 Foster Care Reimbursable Transportation	4,950.00
5777 Reimbursable Transportation-Special Education	40,480.00
5791 Staff Travel Expenses	41,503.40
5806 Dissemination and Fundraising	3,999.43
5816 Civic Activities	3,328.00
5823 Food Services	200,948.45
5952 Testing & Assessment	8,682.65
Total 5200 Direct Student Costs	1,194,059.36
5300 Occupancy Expenses	
5334 Minor Furniture & Fixtures	3,628.08
5444 Building Misc. Supplies	24,364.15
5514 Maintenance of Buildings & Grounds	79,064.42
5515 Custodial Services Facility	50,157.59
5524 Utilities - Telecom and Internet	21,477.79
5554 Utilities - Electric and Gas	44,417.01
5885 Insurance (non-employee)	44,539.92
Total 5300 Occupancy Expenses	267,648.96
5301 Professional Fees	
5311 Outsourced Communications	110,503.65
5320 Outsourced Accounting	70,217.14
5321 Audit Fees	22,000.00
5331 Facility Professional Services	27,454.22
5341 Outsourced Human Resources	43,696.46
5351 Legal Services	60,619.58

These financial statements have not been subjected to an audit or review or compilation engagement, and no assurance is provided on them. Substantially all required disclosures and the Statement of Cash Flows are omitted.

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	Total
Total 5301 Professional Fees	334,491.05
5400 Other Operating Costs	
5421 Dues, Licenses, Fees, and Subscriptions	25,270.32
5422 MA Charter Association Membership	20,550.90
5431 Office Supplies and Materials	30,501.68
5451 Other Information Management & Technology	45,582.14
5461 Data Management/Website Support	21,520.96
5471 Postage	356.69
5774 Additional Vehicle Expenses	15,012.65
Total 5400 Other Operating Costs	158,795.34
5991 Contingency/Misc. Expenses	-5.03
Total Expenses	6,419,472.99
NET OPERATING INCOME	1,722,370.99
OTHER EXPENSES	
5600 Lease	
5604 Rental/Lease of Buildings & Grounds w NNN	71,599.92
5606 Interest Expense	70,326.24
5702 Amortization Expense	432,846.12
Total 5600 Lease	574,772.28
5701 Depreciation Expense	245,330.97
Total Other Expenses	820,103.25
NET OTHER INCOME	-820,103.25
NET INCOME	\$902,267.74

These financial statements have not been subjected to an audit or review or compilation engagement, and no assurance is provided on them. Substantially all required disclosures and the Statement of Cash Flows are omitted.

Preliminary Balance Sheet

As of June 30, 2025

	Total
ASSETS	
Current Assets	
Bank Accounts	
1030 BayCoast Bank - Operating (2386)	1,007,567.63
1040 BayCoast Bank - Payroll (2394)	219,030.58
1050 BayCoast Bank - Money Market (2378)	2,616,277.88
1055 BayCoast Certificate of Deposit (6138)	413,638.89
Total Bank Accounts	4,256,514.98
Accounts Receivable	
1101 Accounts Receivable (A/R)	67,757.14
Total Accounts Receivable	67,757.14
Other Current Assets	
1110 Grants Receivable - State	167,385.08
1130 Grants Receivable - Private	29,084.49
1160 Prepaid Expense	82,304.16
Total Other Current Assets	278,773.73
Total Current Assets	4,603,045.85
Fixed Assets	
1520 Learning Management System	270,000.00
1530 Leasehold Improvements	199,911.56
1540 Furniture	494,663.69
1550 Equipment	177,758.53
1560 Computers	427,271.84
1570 Vehicles	120,144.75
1580 Website Development	14,500.00
1590 IT Systems	82,500.00
1600 Accumulated Depreciation	-1,120,751.61
Total Fixed Assets	665,998.76
Other Assets	
1700 Right to Use Asset	1,298,538.52
Total Other Assets	1,298,538.52
TOTAL ASSETS	\$6,567,583.13

LIABILITIES AND EQUITY

Liabilities

Current Liabilities

Accounts Payable

2000 Accounts Payable (A/P)	78,288.47
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These financial statements have not been subjected to an audit or review or compilation engagement, and no assurance is provided on them. Substantially all required disclosures and the Statement of Cash Flows are omitted.

4/10

	Total
Total Accounts Payable	78,288.47
Credit Cards	
2010 Citizens Credit Card	36,857.14
Total Credit Cards	36,857.14
Other Current Liabilities	
2100 Accrued Expenses	299,480.49
2110 Accrued Payroll	95,673.44
2115 MTRS Retirement Payable	22,573.03
2120 403B Retirement Payable	2,578.60
Total Other Current Liabilities	420,305.56
Total Current Liabilities	535,451.17
Long-Term Liabilities	
2200 Lease Liability	1,409,949.59
Total Long-Term Liabilities	1,409,949.59
Total Liabilities	1,945,400.76
Equity	
3000 Retained Earnings	3,719,914.63
Net Income	902,267.74
Total Equity	4,622,182.37
TOTAL LIABILITIES AND EQUITY	\$6,567,583.13

These financial statements have not been subjected to an audit or review or compilation engagement, and no assurance is provided on them. Substantially all required disclosures and the Statement of Cash Flows are omitted.

Attachment B - Board Approved FY26 Budget

Line Number	Ending Line Number	Year	Proposed FY26 Budget
		Enrollment	
REVENUES			
4000	4000	Tuition Including Facilities	7,043,870
4100	4100	State Grants	
		Fund Code: 419 Innovations Pathways Implementation 1	50,000
		Fund Code: 419 Innovations Pathways Implementation 2	
		Fund Code: 436 Innovation Pathways Planning 2	
		YouthWorks Funding	137,377
		FY 25 Projected Grants Unknown FC's (FY26 FC311)	100,000
		Total State Grants	287,377
4150	4150	Federal Grants	
		Fund Code: 309 Title IV	10,000
		Fund Code 140: Title IIA	11,200
		Fund Code 240: IDEA	205,110
		Fund Code 274 IDEA SPED	10,000
		Fund Code 305: Title I	85,545
		Fund Code 310: McKinney Vento	15,000
		FY 25 Projected Grants Unknown FC's	
		Total Federal Grants	336,855
4190	4190	Nutrition Funding - State & Federal	100,000
		Total Nutrition Funding	100,000
4900	4900	Other Income	341,109
4902	4902	Transportation Reimbursement	302,712
		Total Revenue	8,411,923
EXPENSES			
5000	5240	PERSONNEL COSTS	
5011	5073	Salaries	3,907,198
5206	5225	Benefits and Payroll Taxes	600,000
		Total Wages, Benefits and Payroll Taxes	4,507,198
5100	5100	RECRUITMENT & STAFF DEVELOPMENT	
5240	5240	Staff Stipends In Addition to Base Salary	15,000
5302	5302	Curriculum Development	30,000
5401	5401	Professional Development, Administration	25,000
5403	5403	Professional Development, Board/Governance	15,000
5402	5402	Professional Development, Staff	70,000
5411	5411	Staff and Student Recruitment and Retention	25,000
5150	5150	CONTRACTED SERVICES	
5215	5215	Career Development Pathways	60,000
5322	5322	Contracted Services, General Education	90,000
5324	5324	Part Time Flex Block Teachers	80,000
5323	5323	FileMaker Development	50,000
5332	5332	Contracted Services, Special Education	93,336
5333	5333	Contracted Services, Student Support	80,000
5324	5324	LMS Development/Implementation	480,000
5200	5200	DIRECT STUDENT COST	
5210	5210	Dual Enrollment Courses	15,000
5413	5413	Health Services	25,000

5432	5432	Instructional Supplies and Materials	60,000
5433	5433	Community and Culture, Student Incentives & Necessities	50,000
5434	5434	Community and Culture, Graduations & Events	40,000
5435	5435	Community and Culture, Staff	40,000
5452	5452	Instructional Technology	70,000
5605	5605	Rental of Additional Space, Storage, and Parking	30,000
5614	5614	Rental/Lease of Equipment	15,000
5773	5773	Student Transportation - Non Reimbursable	75,000
5775	5775	Reimbursable Student Transportation	330,970
5776	5776	Foster Care & Special Ed Transportation	40,000
5791	5791	Staff Travel Expenses	50,000
5806	5806	Dissemination and Fundraising	10,000
5816	5816	Civic Activities	2,500
5823	5823	Food Services	160,000
5952	5952	Testing and Assessment	15,000
5300	5300	OCCUPANCY EXPENSES	
5434	5434	Minor Furniture and Fixtures	30,000
5444	5444	Building Misc. Supplies	35,000
5514	5514	Maintenance of Building and Grounds	60,000
5515	5515	Custodial Services Facility	50,000
5524	5524	Utilities - Telecom and Internet	25,000
5554	5554	Utilities - Electric and Gas	40,000
5885	5885	Insurance (non employee)	50,000
5301	5301	PROFESSIONAL FEES	
5301	5311	Outsourced Communications	120,000
5320	5320	Outsourced Accounting	90,000
5301	5321	Audit Fees	22,000
5301	5301	Facility Professional Services	30,000
5301	5341	Outsourced Human Resources	40,000
5301	5351	Legal Services	25,000
5400	5400	OTHER OPERATING COSTS	
5421	5421	Dues, Licenses, and Subscriptions	25,000
5422	5422	MA Charter Association Membership	21,132
5431	5431	Office Supplies and Materials	30,000
5451	5451	Other Information Management & Technology	40,000
5461	5461	Data Management/Website Support	10,000
5471	5471	Postage	1,500
5774	5774	Additional Vehicle Expenses	20,000
5991	5991	CONTINGENCY FUNDS	
5991	5991	Contingency/Misc. Expenses	125,000
		TOTALS	
		Total Non-Personnel Expenses	3,031,438
		Total Expenses	7,538,636
		Other Expenses	
5600	5600	Lease	
5604	5604	Rental/Lease of Building and Grounds w NNN	71,600
5606	5606	Interest Expense	88,343
5702	5702	Amortization Expense	432,846
5701	5701	Depreciation Expense	150,000
		Total Other Expenses	742,789
		TOTAL SURPLUS/(Deficit)	130,498