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INTRODUCTION

The mission of Boston Collegiate Charter School:

TO PREPARE EACH STUDENT FOR COLLEGE

Boston Collegiate Charter School (BCCS) opened in 1998 to 120 students in grades 5, 6, and 7, and has grown to an enrollment of over 550 students in grades 5 through 12 as a full middle and high school. BCCS offers an academically rigorous college preparatory curriculum to ensure that students are prepared for and succeed in college. Beyond the academic program, BCCS has developed a school culture and program to address the needs of its first-generation, college-bound students beyond the classroom.

While Dorchester is the number one feeder neighborhood for the school, students come from neighborhoods across Boston. The 2010-11 academic year marked the school's first year operating in its two permanent campuses. Grades 7 through 12 remained at 11 Mayhew Street in Dorchester. The Lower School, serving grades 5 and 6, moved into its newly-renovated permanent campus at 215 Sydney Street in Dorchester at the start of the school year.

Due to the growing waiting list of over 2,000 students and the strong demand for an outstanding college preparatory education from Boston families, BCCS is continuing to increase its enrollment. Five years ago, BCCS applied for and received permission from the Massachusetts Department of Elementary and Secondary Education to expand its enrollment by 240 students from 425, the maximum enrollment allowed by the original charter, to 665 students in grades 5 through 12. BCCS expects to reach full capacity in 2015. Highlights of Boston Collegiate's thirteenth year include:

College Acceptances

- 100% of the class of 2011 was accepted to college. Each senior received an average of four acceptances, and the class as a whole earned over \$1.5 million in merit scholarships. Students will attend colleges such as the College of the Holy Cross and United States Military Academy (West Point), among many others.
- For eight consecutive years, BCCS graduates have posted 100% college acceptance results.

Academic Achievement

- For the third consecutive year, 100% of our 10th grade students scored Advanced or Proficient on the Math MCAS, ranking BCCS as the number one district in the state.
- 100% of our 10th grade students have passed the Math MCAS exam for the past eight consecutive years. BCCS is the only public, non-exam school in Massachusetts to achieve this track record of success.
- Over 99% of Boston Collegiate's students have passed the 10th grade English MCAS over the past nine consecutive years.

Hundreds of Applications and Lengthy Waiting List

- The school accepts students by random public lottery and has received an increasing number of applications each year. This year, the school received 708 applications for 65 available seats, of which 42 were already filled by siblings.
- We currently have a waiting list of over 2,000 students. Our students come from all over Boston, with the majority residing in Dorchester, South Boston, and Mattapan.

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

Dear Friends of Boston Collegiate Charter School,

I am pleased to present our 2010-11 Annual Report highlighting our thirteenth year, which has been distinguished by ongoing academic success, new and continued initiatives, and a focus on our ever-important mission.

The start of the year was marked by the opening of our second permanent campus, located at 215 Sydney Street in Dorchester. The new facility, which serves students in grades five and six, opened after many months of renovations that were necessary in order to turn the former piano and organ factory into a beautiful new school building. Boston Collegiate purchased and renovated the facility to respond to the needs of the school as it grows.

We are delighted that, for the eighth consecutive year, 100% of our seniors were accepted into college. Together, they earned over \$1.5 million in merit scholarship, and almost two-thirds are recipients of the John and Abigail Adams Scholarship, which provides a full scholarship to any Massachusetts state college or university for Advanced and Proficient scores on both the English and Mathematics MCAS exams in the tenth grade.

Furthermore, we have maintained top MCAS scores. Our tenth grade students ranked first in the state on the Mathematics MCAS exam for the third consecutive year with 100% scoring Advanced or Proficient. We remain the only public, non-exam school in Massachusetts whose tenth grade students have all passed the Mathematics MCAS exam for eight consecutive years. Meanwhile, over 99% of our students have passed the English MCAS over the past nine years.

Inside the school, our school leaders implemented new initiatives to make the school a better place to learn and to teach. We continued to expand our rigorous, college-preparatory curriculum by offering four new Advanced Placement classes and have plans to continue to add AP courses each year. In the younger grades, we have enhanced our already robust literacy programming by adopting targeted reading groups both during and after school. For the first time, we employed a full-time Director of Alumni Programming to continue to support the success of our alumni during their college years.

We continue to seek to share our vital lessons learned with our peers, both locally and nationally. We host many schools from around the country and throughout the world each year. We have also continued our participation with the New Leaders for New Schools Effective Practice Incentive Community (EPIC), and we are new members of Schools That Can, a national network of high-performing schools serving low-income communities. We have begun to seek out more formal partnerships with neighboring district, charter, and parochial schools to increase our impact and continue to learn from those around us.

We are facing two leadership transitions heading into next year: Kathleen Sullivan, Executive Director from 2005 until 2011, has been succeeded by Shannah Varón. Beth Friedman, Lower School Principal from 2008 to 2011, has been succeeded by Courtney Smith. I would like to thank them both for their exceptional service to the school; they will be dearly missed. We wish them well, though, as they join their families in new cities and continue to work to increase educational opportunities for deserving students.

I would also like to thank our staff, our students and families, my fellow Trustees, and the many volunteers and donors who support the school in so many ways. We are grateful for your time, energy, and commitment to supporting this important work. We look forward to the school's continued growth and success in preparing our students for college, in sharing our work with others, and in meeting the increasing demand for high-quality public school options.

Warm regards,



Chris Churchill
Chair, Board of Trustees

FAITHFULNESS TO CHARTER

ACCOUNTABILITY PLAN: GOAL and RESULT

- 100% of Boston Collegiate 12th graders will be accepted into at least one four-year college.
Every member of the senior class earned an acceptance to at least one four-year college. Each senior received an average of four acceptances, and the class together earned over \$1.5 million in merit scholarships.
- At least 90% of BCCS graduating seniors will matriculate to college.
83% of the graduating seniors will matriculate to college for the 2011-12 school year. Four graduating seniors have chosen to join the armed forces. All four were accepted to four-year colleges and plan to matriculate at the completion of their service commitments.
- At least 90% of college-enrolled BCCS alumni, after at least one semester of college, will agree that BCCS's academic curriculum prepared them for college-level work.
100% of college-enrolled BCCS alumni agreed that BCCS's academic curriculum prepared them for college-level work.

BCCS BRINGS ITS MISSION AND VISION TO LIFE

The school's educational program is based upon Three Pillars:

1. We believe that creativity flourishes within a structured academic environment.
Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.
2. We have high academic and behavioral expectations.
High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.
3. We know that without great teachers, nothing else matters.
Teachers must have the time and professional tools and resources to do their jobs effectively.

At Boston Collegiate Charter School, we do not believe that there is a panacea that makes a school work, nor do we pretend that what we do is "rocket science" or necessarily innovative. We work hard and use common sense because elevating student achievement and transforming lives requires constant attention to hundreds of different elements – not one, magical 100% solution but rather one hundred, individual 1% solutions.

Daily life at Boston Collegiate is infused with our mission to prepare each student for college. We begin educating middle school students about the importance and advantage of a college education in the fifth grade and then continue our college readiness activities through the middle and high school years.

- Our advisories are named for the alma maters of the advisors. Teachers talk about their college experiences and decorate classrooms and hallways with banners, mottos, and other materials from their alma maters.
- Our unique "Bridges to Success" program pairs every grade in the school with a local college or university; students visit the local institutions twice per year and have unique experiences that introduce them to a range of colleges and to campus life.
- During high school, students can elect to spend a week each summer on the College Road Trip, which takes them further afield to see at least eight schools at once.
- All students participate in the Collegiate Skills curriculum, which explicitly teaches the softer college readiness skills, such as public speaking, interviewing, researching, debating, financial planning, and more.
- Twice each year, ninth and tenth grade students take practice PSAT exams and eleventh grade students take practice SAT exams, the results from which are analyzed rigorously to inform college readiness instruction moving forward.
- A "College Kick-Off" is held for 11th grade students and their families to introduce them to the college application process.

- All juniors complete a two-week long internship at a local business and attend a Career Symposium each fall, at which up to 50 different professions are typically represented.
- Our Director of College Programming collaborates with other Boston charter schools to organize and host a college fair for our high school students.
- We host a “Senior Parents Transition to College Night” to introduce parents to the common social and emotional challenges that often arise during the first year of college. Parents learn how they can support their children, especially from afar, by making them aware of common behaviors and warnings signs as well as informing them about the support systems and services colleges often provide.
- We collaborate with the Charter School Counselor Consortium to create “College Send Off Day” for graduates from Boston area charter schools. The event is held at a local college and includes programming and presentations from alumni and college personnel on the transition into college.

It is symbolic that, when asked at school assemblies where they are going when they leave BCCS, students respond, “TO COLLEGE!” For students who attend Boston Collegiate, the question, “Should (or can) I go to college?” quickly becomes, “Where will I go to college?” At Boston Collegiate, every staff member integrates the goal of going to college into his or her expectations for *every* student.

ACADEMIC PROGRAM SUCCESS

ACCOUNTABILITY PLAN: GOAL and RESULT

- Boston Collegiate students will post higher passing rates on all scored MCAS exams than those students in the same grades in Boston and Massachusetts.

BCCS students had a higher passing percentage on all exams in all tested grades in comparison to Boston and Massachusetts. Furthermore, BCCS achieved higher SGP in the aggregate and for all subgroups and all tests in comparison to Boston except 7th Grade Math (Low-Income Subgroup: BCCS 50.5% vs. BPS 56.0%), 10th Grade English (White Subgroup: BCCS 25.0% vs. BPS 41.5%; Female Subgroup: BCCS 29.0% vs. BPS 45.0%; Title I Subgroup: BCCS 29.0% vs. BPS 43.0%; Non-Low Income Subgroup: BCCS 25.0% vs. BPS 43.0%; All Students: BCCS 29.0% vs. BPS 44.0%), and 10th Grade Math (White Subgroup: BCCS 55.0% vs. BPS 59.5%; Female Subgroup: BCCS 51.0% vs. BPS 55.0%; All Students: BCCS 55.0% vs. BPS 55.0%). BCCS achieved higher SGP in the aggregate and for all subgroups and all tests in comparison to Massachusetts except 10th Grade English (White Subgroup: BCCS 25.0% vs. MA 50.0%; Female Subgroup: BCCS 29.0% vs. MA 51.0%; Title I Subgroup: BCCS 29.0% vs. MA 43.0%; Non-Low Income Subgroup: BCCS 25.0% vs. MA 52.0%; All Students: BCCS 29.0% vs. MA 50.0%).

- Boston Collegiate students will post higher rates of scoring Advanced and Proficient on all scored MCAS exams than those students in the same grades in Boston and Massachusetts.

BCCS students achieved higher rates of Advanced and Proficient performance on all exams in comparison to Boston and on all exams in comparison to Massachusetts except 5th Grade Science (BCCS 49% vs. MA 53%) and 8th Grade English (BCCS 78% vs. MA 78%).

- The mean SAT scores of Boston Collegiate's 12th grade student cohort will be higher than comparable student cohort scores for Boston Public Schools and Massachusetts.

BCCS's seniors have outscored their peers in BPS and Massachusetts on the SAT [BCCS 1517 (2010-11) vs. BPS 1327 (2008-09*) and MA 1509 (2009-10*)].

* 2010-11 scores for BPS and MA were not available at time of publication.

- Boston Collegiate will make Adequate Yearly Progress every year according to *No Child Left Behind* guidelines, including within every measurable subgroup.

Under *No Child Left Behind*, BCCS made Adequate Yearly Progress (AYP) in English in the aggregate and for all subgroups, and for Math in the aggregate and for all subgroups except for the Hispanic subgroup. Despite not making AYP for one subgroup in math, Boston Collegiate is on target and demonstrating progress toward achieving 100% student proficiency in English and Math by 2013-14.

CURRICULUM

Our curriculum is drawn directly from the Massachusetts Curriculum Frameworks and reflects our belief that students must master a core set of basic, academic skills before they can move on to master higher-level, abstract material. It also incorporates additional standards we feel are necessary to ensure that all of our students are ready for success in college.

Given the Massachusetts Curriculum Assessment System (MCAS) exams, and given that we are a public school, we pay particularly close attention to the topics, sequence, and examples covered in the Massachusetts Curriculum Frameworks. This ensures that Boston Collegiate students are held to the same learning standards and curriculum guidelines as other students in the Commonwealth. At the same time, we trust teachers to adapt the subject topics and performance standards in the state's framework according to their own professional expertise. With this as the basis, students in grades 5 and above study:

- 7-10 hours per week of English
- 5-7 hours per week of Math
- 5 hours per week of Science
- 5 hours per week of History
- 5 hours per week of French or Spanish (grades 9-12)

- 1-2 hours per week of Health and Physical Education
- 1-5 hours per week of Art or Music
- 1-2 hours per week of Collegiate Skills and College Counseling (LS and HS)

English Curriculum Overview

Many students who enter BCCS lack the basic skills needed to become better readers and writers. In **grades 5 and 6**, students hone their reading comprehension, analytical skills, and understanding of literary devices such as simile, alliteration, theme, literary allusion, and metaphor. Students work to achieve mastery of the basic skills necessary to write complete, grammatically correct sentences and begin to experiment with various forms of writing. Students master the eight parts of speech as they write sentences, paragraphs, short stories, essays, letters, and poetry.

In **grades 7 and 8**, students focus on reading and writing through literature in five fundamental curricular genres: novels, short stories, poems, mythology, and drama. Students experiment with genres studied, read and reflect as writers do, write creatively, and begin work on the formal essay skills that they will need to succeed on standardized tests and in college.

Students take honors or college prep English courses through high school. Honors courses move at a faster pace, covering each topic in greater depth. In **grade 9**, student writing focuses on creating a thesis and supporting it with appropriate evidence. Students expand their ability to read for meaning while incorporating the acquisition of higher-level vocabulary and honing their understanding of setting, main idea, theme, character development, and the proper use of grammar. In **grade 10**, students continue to hone their analytical skills, using the multi-paragraph essay as their starting point. With constant work on integrating evidence and improving the clarity of their writing, students are well-prepared for the MCAS exam in the spring.

Finally, in **grade 11**, students study American Literature, and in **grade 12**, students study World Literature. Courses focused on critical thinking, critical theory, and reading and writing by continuing to explore four fundamental literary genres: novels, short stories, poetry, and drama. We also offer **A.P. Language and Composition** in grade 11 and **A.P. Literature and Composition** in grade 12 to students who have completed honors coursework or who advocate to enroll.

Math Curriculum Overview

In **grade 5**, students focus on a fundamental mastery of the nature of whole and positive rational numbers, the place value system, proportions, and basic numerical operations with positive rational numbers. In **grade 6**, students continue to strengthen number sense through inclusion of negative rational numbers but are also exposed to the basics of writing, interpreting, and using expressions and equations. Students also explore and reason about common geometric shapes as well as analyze perimeter, area, surface area, and volume.

In **grades 7 and 8**, a stronger emphasis is placed on the fundamental tenets of ratios, proportions, expressions, geometry, statistics, and probability. Students formalize and investigate the writing, solving, and graphing of linear equations as well as unify their understanding of the number system. 8th grade students may be eligible to take a full year of Algebra I, enabling them to begin high school mathematics in Algebra II.

In **grades 5 through 8**, all students have two additional periods of math per week with the dual purpose of strengthening basic skills based on assessment data as well as providing a venue for application of concepts in real-world settings.

In **grade 9**, college preparatory students study Algebra I, an intense study of solving and graphing linear functions and systems as well as an introduction to quadratic functions. Honors students take Algebra II Honors, which covers a deeper exploration of quadratic functions, higher order polynomial functions, rational functions, radical functions, conic sections, and permutations and combinations.

In **grade 10**, all students take a Geometry course devoted primarily to Euclidean geometry studied both synthetically (without coordinates) and analytically (with coordinates). The curriculum explores relationships between shapes, lines and angles and develops formal logic and reasoning skills. Students engage the topics of congruence, similarity, symmetry, and transformations and are introduced to right triangle trigonometry. The Honors Geometry course moves at a faster pace, covering each topic in greater depth, and introduces sequences and series.

In **grade 11**, college preparatory students study Algebra II. Students study quadratic functions, polynomial functions, rational functions, radical equations, conic sections, statistics, and probability. Honors students enroll in Pre-Calculus, where they continue to examine function families, including trigonometric, logarithmic, and exponential functions in order to prepare themselves for AP Calculus.

In **grade 12**, college preparatory students study Pre-Calculus. Students explore relations, functions, trigonometry, trigonometric identities, exponential and logarithmic functions, and the nature of graphs throughout the year. **A.P. Calculus AB** is offered to students who have completed Pre-Calculus or who advocate to enroll in the course. This course examines the two main concepts of calculus, differentiation and integration.

Science Curriculum Overview

The curriculum for **grade 5** focuses on skills of inquiry, building the 5th grade curriculum around a series of “Big Ideas” and “Essential Questions” which spiral through the rest of our lab-based courses. Students are able to recognize patterns and connections in the natural world, measure and estimate dimensions, and design and conduct experiments, collecting and organizing the data and drawing conclusions.

In **grade 6**, the curriculum implements the same “Big Ideas” and skills of inquiry, building off of the 5th grade course. Units of study include cells, organisms, matter, weather, and the solar system. After each of these units students learn about types of energy through engineering design projects. Students also design and complete a major science project for a science fair.

In **grade 7**, students study earth and physical science, building off the basics they have mastered in the 5th and 6th grades. The essential ideas that are consistent themes through the year are scientific inquiry, parts and interactions of systems on the earth, classification, how energy is transferred on our earth, and the idea that our earth, and everything on it, is consistently changing throughout time.

In **grade 8**, the curriculum covers fundamental concepts in the life sciences. Students learn cell science, heredity, and basic human anatomy. The course also relates evolution to genetics.

In **grade 9**, students study introductory physics. Curricular areas include probability and statistics, force and motion, waves, circuits, and electromagnetism. This course also addresses issues of logical reasoning, fallacies, and scientific debate. 9th grade students also take the Physics MCAS exam at the end of the year.

In **grade 10**, students study chemistry. Students learn atomic structure, chemical bonding, solution chemistry, stoichiometry, acids and bases, and behavior of gases.

In **grade 11**, students study biology. Students learn cell biology, genetics, human systems, evolution, and ecology. In this course, there is a focus on applying biological concepts in the context of current events.

In **grade 12**, college preparatory students study environmental science. The course takes the form of an introductory college course with lecture-style classes combined with small group discussion sections. After a brief review of earth science topics, students look at ecological concepts. With this foundation, students look at current environmental issues and events, performing analyses, writing position papers, and developing long-term projects. We also offer **A.P. Environmental Science**, which includes extensive laboratory and field work.

History Curriculum Overview

In **grade 5**, the curriculum focuses on early American History, beginning with an introduction of Early American Cultures through the formation and expansion of the United States and the U.S. Constitution.

In **grade 6**, students study Modern America and related world geography, beginning with slavery, the Abolition Movement, and the Civil War and concluding with the post World War II issues of the Civil Rights Movement and the U.S. Constitution.

In **grade 7**, students explore the origins of humans in the ancient and classical civilizations that flourished in the Mediterranean and nearby areas. Students explore the geography, religions, governments, trade, philosophies, and art of these civilizations.

In **grade 8**, students study Global Studies A. The curriculum explores the continents of Africa, Asia, and Latin America, following the progression from early civilizations, through colonization, up to the struggle for independence and current issues and events.

In **grade 9**, students study Global Studies B. Students explore the Middle East, Eastern Europe and the former Soviet Union, and Western Europe, again following the progression of early civilizations, through colonization, up to the struggle for independence and current issues and events.

In **grade 10**, the curriculum focuses on U.S. History Part 1 and the political and social history from the settling of the English colonies in North America through westward expansion and the rise of industry.

In **grade 11**, the curriculum focuses on U.S. History Part 2 and the political and social history from the Civil War and Reconstruction to the present day, with primary focus on the late 19th century through the social and cultural changes of the 1990s.

In **grade 12**, students study U.S. Government and Economics. Students explore political and economic theories and practices needed to make sense of current national and international issues and events.

World Language Curriculum Overview

Students begin their study of a world language in **grade 9** by choosing to enroll in either **Spanish I** or **French I**. In these introductory courses, students are exposed to a variety of vocabulary-based cultural units focused on speaking skills while developing their reading, writing, and listening comprehension.

In **French II** and **Spanish II**, language structures are presented more formally, though they remain contextualized within the framework of each unit. Students begin to build more complex sentences using both regular and irregular verbs along with idiomatic expressions and thematic vocabulary.

In **French III**, the curriculum continues to be contextualized in the framework of specific units, as students learn to communicate in various situations. The course requires that students use the French that they have learned in previous years to access various literature and media sources. The major grammatical focus is on verb tenses.

In **French IV**, students study the major historical, cultural, and linguistic contributions of the Francophone community through thematic units and investigate the impacts of these contributions today. There is also a strong emphasis on the development of grammar and language skills. Various media, such as French films, novels, historical readings, literary excerpts, and internet sources, are integrated into the coursework.

In the final year of study, **Advanced French**, students read texts such as Voltaire's *Candide*. Students also prepare for national proficiency exams such as the French AP Exam and the SAT II in French; however, students are not required to take either exam. Students also participate in numerous activities that encourage them to explore and appreciate cultural differences and language intricacies found in the Francophone world. This course rigorously

prepares students for post-secondary study of the language with assignments modeled after traditional college-level language courses.

Collegiate Skills Curriculum Overview

In **grade 5**, students learn specific skills essential to the success of all BCCS students. Specifically, students take part in an anti-bullying curriculum, an introduction to computer skills, and several projects designed to work on teamwork both in and out of the classroom.

In **grade 6**, students become experts in BCCS skills taught during the 5th grade year, with particular attention paid to organization, study skills, and public speaking. In addition, students learn how to give a declamation. The year culminates in each student's portfolio entry due at the close of the 6th grade year to demonstrate readiness for middle school.

Collegiate Skills 9: Academic Boot Camp assists students in the transition from middle school to high school and prepares them for the academic rigor they will encounter as high school students. Students practice such skills as time management, study skills, delivering an effective presentation, conducting research, avoiding unintentional plagiarism, reading critically, writing a major research paper, and engaging in public speaking and debate.

In **Collegiate Skills 10: My Paths**, students learn to self reflect on their interests and strengths, research potential careers and colleges, and begin to design a future that is right for them. The curriculum culminates in a final presentation of three possible paths including potential internship sites and college placement.

Collegiate Skills 11: Junior Seminar has three components: SAT preparation via weekly classes, internship preparation for the two week-internship including resume-writing and interview practice, and college research sessions that help students create lists of colleges that fit their individual needs. This approach allows families to spend part of the summer vacation visiting colleges.

Collegiate Skills 12: Senior Seminar is a guided tour through the college application process. Seniors learn how to apply to college and for financial aid. After the application process, they learn to focus on successfully transitioning from high school to college. Students prepare for financial self-advocacy through our partnership with Mt. Washington Bank and our ACCESS Financial Aid Advisor.

Art Curriculum Overview

In **grades 5 and 6**, students study choral music and visual art. Students learn various warm-up techniques, rhythm patterns, and basic music theory and study music from around the world. Students also work on drawing, building, and painting projects relating to the theme of the world music studied or to their academic curriculum.

In **grades 7 and 8**, students study 2D and 3D visual arts, including drawing, painting, sculpture, graphic design, and crafts, as well as an introduction to Art History. The drawing unit builds skills through still life, figure, and perspective studies. 3D work includes clay building, wood and cardboard structures, and mixed media. Students also study design and color theory concepts through graphic design and painting. Cross-curricular units include projects studying Greek, Phoenician, Chinese, geometry, poetry and fiction works.

In **grade 9**, students expand drawing techniques using various media, with focus on contour, gestures, shading, perspective, and composition. Students work with positive and negative space using printmaking. The painting unit expands to include water color, tempera, and acrylic paints, expanding color theory and Art History awareness. Writing, reading, and talking about art is introduced. 3D work continues with rhythm, space, and scale observed.

In **grade 10**, students further use writing and discussions to deepen their conceptual base. Drawing is essential to all projects with emphasis on its use as a tool for exploration. Skills and ideas are emphasized with drawing, painting, relief, craft, public art, and sculpture. Students work with a larger scope of media such as metal, paper, plaster, and

mold cast. Students also create papier mache and book art crafts and public art installations using wood, found objects, and rope. Additionally, the sculpture unit includes clay, wire slab construction, and surface decoration.

In **grade 11**, students build on drawing and design skills and focus on color theory, composition, collage, light, scale, and value. A personal and critical voice is developed through writing, reading, and discussing art and researching art history. The painting unit focuses on finishes, multi-medias, portraits, and geometrics. Students create multi-media abstract sculptures, both on small and large scale. Students also weave and learn more sophisticated printmaking and bookmaking techniques. Portfolio-ready work is emphasized.

In the final year of study, students in **grade 12** elect to study drawing, 3D media, graphic design, and photography, and they present a portfolio and art history research projects. Students learn to generate images, take self-portraits, and use digital cameras as a medium for mixed media.

INSTRUCTION

Common Black Board Configuration

The Black Board Configuration (BBC), a useful tool for shaping and guiding in-class time, is used in every grade and in every classroom at Boston Collegiate. The BBC consists of a Do Now, Aim/Objective, Agenda, and Homework assignment. Because the BBC is written clearly on the board before class and in the same place every day to ensure consistency, students know exactly what is expected of them from the first moment they enter class. The BBC is then used as a road map throughout the rest of class to indicate where the class is going and where it has been. At its core, the BBC helps answer the question, “What should students know and be able to do by the end of class?”

Curriculum Binders

To maintain close collaboration among classes, teachers keep comprehensive electronic curriculum binders and enter daily and unit lesson plans from each of their classes into the school’s internal computer network. By the end of the year, the school not only has a record of what happened in each class, but teachers have a convenient and effective resource around which to plan future classes. Teachers can simply search on the staff shared drive for a list of topics covered in each class, an agenda of class activities, and particular assessments of student learning. For the future of the school and future teachers who join our school, this serves as an excellent foundation for the development of the school’s curriculum.

Targeted Tutoring

The afterschool tutoring program has been reorganized to be entirely data-driven, using data from our interim assessments in math and reading to drive the selection and grouping of students based on common skill gaps. Tutoring sessions run for four to six weeks, and students are reassessed at the end of the session to determine their level of progress. Reading teachers use various specialized resources to create skill-based lessons for tutoring time, and math teachers work to create additional practice for each tutoring session based on the needs reflected in the assessment data.

Focus on Literacy

An unfortunately high number of fifth grade students enter BCCS reading below grade level. Teachers of all subject areas are literacy teachers at BCCS. Every teacher is equipped with specific classroom strategies to make our students better readers and writers. BCCS also provides explicit instruction in literacy skills and inculcates the habit of reading through:

- 15 minutes of daily Drop Everything And Read time in the lower school, which includes one-on-one conferencing with students to discuss the text and gauge comprehension;
- 15 minutes of Silent Sustained Reading in the middle and high schools to start each school day;
- afterschool tutoring in the lower and middle schools based on student performance on the English interim assessments;
- two hours of daily reading and writing instruction in grades 5 through 8;
- requiring students to carry a silent reading book at all times to read during down-time and transitions;

- requiring students to read between two and four books during the summer to be followed by fall comprehension assessments; and
- requiring graded, written work in every class, including math and science.

PROGRAM EVALUATION

Assess Early and Often to Drive the Instructional Program

The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to mandated state MCAS exams and the assessment and accountability provisions of *No Child Left Behind*, BCCS consistently implements multiple school-wide assessments to determine students' progress towards each performance standard. Assessments include:

- 1½ hours of nightly homework for middle school students and 2 hours of nightly homework for high school students;
- bi-weekly grade reports, eight progress reports, and eight report cards for all students assessing student performance in class;
- internally- and externally-developed interim assessments aligned with the Massachusetts Curriculum Frameworks, administered every 6 to 8 weeks in Reading, Writing, and Math for students in grades 5 through 10;
- final exams given in all grades to demonstrate comprehensive mastery of learning objectives for the year;
- final exams to determine student mastery following the successful completion of any necessary summer remediation program or tutoring;
- administration twice each year of practice PSAT and SAT exams for students in grades 9 through 11;
- AP, PSAT, SAT, and other standardized exams administered to high school students; and
- the Stanford-10, a norm-referenced assessment, to test students' year-over-year progress in Reading, Language, and Math.

Devising assessment tools that match the clarity of standardized exams is always a difficult process. Nevertheless, we see as part of our mission as a Massachusetts charter school to find new and substantive ways to measure the progress of our school.

For the sixth year, working with the Achievement Network (A-Net), we and 31 other participating charter and district schools implemented a series of externally created but completely aligned interim assessments for ELA and Math in grades 5 through 8. The data from these assessments provide teachers with immediate feedback on students' understanding of learning standards. Teachers, with the support of school leadership, utilize the data to identify mastered standards and standards in need of re-teaching. They also utilize the information to target content- and skills-driven tutoring to students in class and after school.

Further, through A-Net, we are able to compare data across schools and share best practices at sessions – both for teachers and school leaders – throughout the year. We have been thrilled with the outcomes of this initiative and how it enhances our ability to identify where our students are struggling, how we can best target academic support, and how we can take active steps to close achievement gaps.

Appendix A shows BCCS's average percent correct on the five ELA interim assessments and the five Math interim assessments taken during the 2010-11 school year. The table also provides network averages for each assessment and BCCS's network ranking on every assessment. BCCS outscored the network average on 97% of the assessments given.

The instructional leadership team also conducts annual internal school inspections. During these inspections, the instructional leadership team visits all parts of the school and gathers general information about the cultural, instructional, and professional state of the school. Each inspection team includes at least one external school leader to offer additional perspective and insight.

SCHOOL CULTURE

Balancing Strict Structures with Positive Reinforcement

Students need a safe and orderly environment to learn. BCCS creates a calm, composed, and disciplined environment to maximize the amount of time on-task and learning. Strategies include:

- a strictly enforced school dress code;
- a Merit System that defines clear expectations for and immediate responses to positive behavior;
- a Demerit System that defines clear expectations for and immediate responses to negative behavior; and
- a Rubric System that provides immediate feedback to classes at the end of each class each day.

To the best of our abilities, we try to ensure that not a single incident passes without consequence, fulfilling our school's motto that for every action, there is a consequence, positive or negative. Our Student Code of Conduct clearly outlines a firm and consistent discipline policy, in which students are not allowed to disrupt the education of others and in which each infraction has a consequence. Our school-wide system of enforcing negative consequences with students who do not meet behavioral expectations and rewarding those who behave with positive consequences supports a safe, orderly, and respectful learning environment, which permits us to focus on what is most important – the instruction and academic achievement of our students.

Our code of conduct outlines strict policies for such issues as attendance, lateness, the dress code, and procedures for detention, in-school and out-of-school suspensions, and expulsions, while emphasizing distraction-free classroom learning time. It is reviewed in detail with all students and families at the start of every school year, beginning in the fifth grade, at mandatory family orientation sessions held in August for each grade level.

Just as there are specific negative behaviors for which students receive consequences, there are also specific positive behaviors that can earn students rewards. Students in grades 5 through 8 accumulate merits for demonstrating commendable qualities such as thoughtfulness, improvement, and generosity. In grades 8 through 12, teachers award MAPP “miles” to students, which, depending on the number of miles gained, can earn them recognition at assemblies, gift certificates to local stores, or special items, such as a graphing calculator.

Core Values: MAPP

BCCS's four core values describe what we expect, not only from our students but from the entire school community; throughout the halls and in all classes; everyone is expected to be Mindful, Achieving, Professional, and Prepared, or, as we say, “on the MAPP.”

MINDFUL: Aware of environment and community, respectful, composed, attentive, honest and truthful, positive, in adherence to code of conduct

ACHIEVING: Attains through effort, takes initiative, works hard, demonstrates leadership, perseveres, strives for mastery

PROFESSIONAL: Takes personal responsibility, is polite and courteous, is dressed for success, uses proper language, demonstrates excellent attendance, arrives on time and begins work/takes care of business immediately, uses eye contact and speaks clearly, is a team player

PREPARED: Ready for the next task, willing to accept challenges, organized, well planned, enthusiastic, has the appropriate materials for the next task, getting ready for college

The point of all these structures and systems is that they allow for a safe environment where students and teachers can focus on learning. Members of the staff depend upon each other to enforce all aspects of the code of conduct consistently. It is this consistent application of the code of conduct that aids in nurturing the communal and familial feel of the school, the sense that we are all in it together, working toward the same goal of academic achievement that will prepare each student for college.

DIVERSE LEARNERS

Student Support

BCCS is committed to providing comprehensive and high quality services for students with disabilities and meets all requirements of state and federal legislation. To this end we have instituted a co-director and grade level liaison model.

The Co-Directors of Student Support are responsible for overseeing the services for all students on IEPs and 504 Plans. They work closely with principals and liaisons to ensure that all students with disabilities are receiving appropriate instructional services, as well as modifications and accommodations within the general education classroom. Co-directors also ensure that BCCS is in compliance with state and federal legislation in regard to students with disabilities.

BCCS's Student Support program utilizes grade-level "liaisons" who carry a caseload of students. Liaisons meet regularly with all regular education teachers to review curriculum materials, support teachers in modifying their content and making accommodations to its delivery, review the progress of students on IEPs, and maintain communication with parents or guardians.

Limited English Proficiency

BCCS provides services for students with Limited English Proficiency in accordance with Massachusetts state law M.G.L. c.71A and the regulations associated with this law. The BCCS English Learner Education Administrator is responsible for overseeing students with limited English proficiency and supporting teachers in both instruction and curriculum.

Special Education

BCCS provides special education services for students in accordance with state and federal special education laws, M.G.L. c.71B, the Individuals with Disabilities Education Act (IDEA), and the regulations associated with those laws. The BCCS Co-Directors of Student Support and Student Support staff members are responsible for maintaining Individualized Education Plans (IEPs) in accordance with state and federal law and work with teachers to make appropriate curriculum and instruction modifications.

SUPERVISION AND EVALUATION OF TEACHERS

Regardless of years of teaching experience, teachers new to BCCS receive curricular and cultural support by attending a three-week orientation before students arrive, accessing existing curriculum and electronic binders, and meeting with an assigned point person at least once per week to share lesson plans and receive planning support and feedback. New teachers also participate in the New Teacher Collaborative to share challenges and best practices through the use of classroom video, guest speakers, and discussion.

All BCCS teachers receive feedback and support through classroom observations. All teachers receive frequent (at least once every two weeks) short observations (5 to 10 minutes), followed by written feedback by the Dean of Curriculum and principals. The Executive Director, department chairs and grade level leaders also observe as needed. Each teacher receives one full class observation per year conducted and written by the Dean of Curriculum. Data from these frequent observations inform topics for professional development workshops as well as additional supports that may be needed for any teacher struggling with instruction or discipline. Appendix B shows the BCCS-created short observation form used by instructional school leaders. This teacher observation form has been widely shared and replicated across charter and district schools.

At the mid-year point, teachers complete a self evaluation. The frequent observations, self evaluation, and full class observation all contribute to an annual review written by principals and presented in March or April. The annual review includes commendations, recommendations, and a discussion about the following year's contract.

PROFESSIONAL DEVELOPMENT

Without great teachers, nothing else matters

Boston Collegiate fervently believes that exceptional teachers are central to our students' success. The whole school instructional focus for 2010-11 focused on how teachers plan their lessons with differentiated instruction, incorporating multiple access points and using data from formative assessments in particular. Throughout the year, professional development time was devoted to sharing strategies and showcasing best practices that could be replicated in other content areas. Teachers have practiced different instructional techniques designed to increase student engagement and push students to do the heavy lifting, including increased use of technology, group projects and presentations, seminars, and close reading of texts.

In department meetings throughout the 2010-11 school year, teachers shared upcoming assessments and assignments with their colleagues. Using a common protocol for reviewing a major test or quiz or classwork assignment, teachers gave feedback to each other in advance of administering the work and noted the levels of Bloom's Taxonomy evident in the assessment or assignment and what improvements could be made to either raise the rigor of the work to be done by students or provide different means for students to access the curriculum and demonstrate mastery. Teachers incorporated the feedback from these meetings, making edits and tweaks to their assessments and to their instruction.

Throughout each year, all teachers participate in personal and whole school professional growth. Early student dismissal at 2:00pm on Mondays provides a weekly opportunity for teachers and leaders to gather in lower, middle or high school meetings, grade level team meetings, or department meetings. At each of the four professional development days, all staff members attend a workshop run by leaders and/or teachers that addresses the year's instructional theme and may incorporate issues that have emerged from the short, frequent classroom observation forms. An example workshop might involve sharing strategies to differentiate instruction in order to plan lessons that incorporate visuals and graphic organizers, students working collaboratively in groups, and students engaging with technology.

All teachers complete three anonymous online surveys in the beginning, middle, and end of each year to provide direct feedback to the leadership team and to evaluate the professional development program. In addition, teachers provide written feedback after each professional development day to further hone the professional development program at BCCS. The most recent anonymous teacher results demonstrate that the professional development program and instructional leadership team are true assets to the school community.

- 98% strongly or somewhat agree that BCCS offers a supportive work environment for its teachers;
- 98% strongly or somewhat agree that BCCS offers an environment in which it is inspiring and motivating to teach; and
- 96% strongly or somewhat agree that they are growing as a teacher at BCCS.

A standing teacher retention committee meets each year to discuss ways in which we can better support our teachers' personal and professional growth and continue to improve our staff culture.

ORGANIZATION VIABILITY

ACCOUNTABILITY PLAN: GOAL and RESULT

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| <ul style="list-style-type: none">• Student attendance rate for the year will be 95% or higher. In 2010-11 the school's student attendance rate was 96%. |
| <ul style="list-style-type: none">• Teacher attendance rate for the year will be 98% or higher. In 2010-11, the teacher attendance rate was 97%. |
| <ul style="list-style-type: none">• Boston Collegiate will retain 95% of non-graduating students each year, excluding students who leave for Boston's exam schools. This year, the school retained 92% of non-graduating students, excluding those who left to attend Boston exam schools. BCCS continues to develop and strengthen programs designed to retain as many of our students as possible. |
| <ul style="list-style-type: none">• From year to year, Boston Collegiate will retain at least 85% of teachers it will ask to return. Seven teachers out of 51 will not be returning for the new school year. Of the seven, one is moving out of state, one contract is not being renewed, two are going to graduate school, two are transitioning into different professions, and one was hired at another school to fill a leadership role unavailable at BCCS. Therefore, of the 50 teachers we asked to return, 44 are returning for an 88% retention rate. |
| <ul style="list-style-type: none">• Boston Collegiate will receive at least twice as many applications as spaces available for each incoming 5th grade class. This year we received nearly 11 times the number of 5th grade applications than seats available, or 703 5th grade applications for 65 open seats (of which 42 had been reserved for siblings). |
| <ul style="list-style-type: none">• At least 95% of families responding when asked will report that they agree that BCCS teachers are effective and set high academic standards and expectations for students. 99% of responding families reported that they agree that BCCS teachers are effective and set high academic standards and expectations for students. |
| <ul style="list-style-type: none">• 100% of members of the Board of Trustees will complete an annual Board self-evaluation and an individual Trustee performance evaluation. The Board will develop an annual action plan to address areas for enhancement identified in the Board evaluation. 100% of members of the Board of Trustees completed an annual Board self-evaluation and an individual Trustee performance evaluation. Committees are developing action plans to address areas for enhancement identified in the Board evaluation. |
| <ul style="list-style-type: none">• Boston Collegiate will meet its annual operating budget. Boston Collegiate met its annual operating budget. |
| <ul style="list-style-type: none">• The school will meet its budgeted fundraising goal. In 2010-11, the school and its associated foundation together raised \$415,000 in private funds towards operating costs with the budgeted goal of \$300,000. |
| <ul style="list-style-type: none">• Boston Collegiate will not exceed annual per pupil expenditures (per pupil funding plus public entitlement grants) by more than \$500 per student. Boston Collegiate did not exceed annual per pupil expenditures (per pupil funding plus public entitlement grants) by more than \$500 per student. |
| <ul style="list-style-type: none">• Boston Collegiate will complete an annual audit and will receive an unqualified opinion from the auditor. Boston Collegiate completed an annual audit, reviewed and approved by the Board at its October 2010 meeting, and received an unqualified opinion from the auditor. |

MAKING BOARD POLICY DECISIONS

The BCCS Board of Trustees meetings provide any or all members with the opportunity to present issues for consideration, including new or amended policies. Once the issue is raised, the membership may opt to refer the concept to the appropriate committee for further review. The school now has four standing committees: the Development Committee, the Finance Committee, the Governance Committee, and the HR and Compensation

Committee. In the event that the proposed issue cannot be referred to any of the standing committees, a special commission of between two and four Board members is created to study the particular issue. For example, this year our Strategic Planning Task Team worked with school leaders to compose and create the various components of the school's new strategic plan.

After reviewing the merits of the proposed policy or finishing work on a proposed document, the committee makes a presentation and/or recommendation to the full Board for their consideration. The new or amended policy is then approved, rejected, or tabled for further consideration and review.

The Board has requested an amendment to the charter that would allow for a slight increase in the number of Trustees allowed on the Board, given our growth as a school community. At the time of submission of this report, the amendment request has not yet been approved or denied by the Commissioner of Elementary and Secondary Education. The Board of Trustees received no formal complaints during the 2010-11 school year.

The Board made a number of major policy decisions during our thirteenth year:

- Approved audited financial statements for fiscal year 2009-10;
- Approved 2011-12 operating budget;
- Approved new strategic plan;
- Established new standing committee focused on HR and compensation;
- Re-elected as voting Trustees for three-year terms expiring in June 2014: Anthony DeProspero and Sarah Kulka;
- Elected as Officers for 2011-12: Charles Cassidy, Chair; Nina Ross, Vice Chair; Carroll Perry, Treasurer; and Tyrone Porter, Clerk.

OVERSIGHT

The Board of Trustees assesses the Executive Director's performance each year with respect to the objectives outlined in the school's charter application, the school's accountability plan, and the Executive Director's contract with the Board. The Board, led by the Governance Committee and Board Chair, completes an annual evaluation to assess the Executive Director's performance and to provide timely and constructive feedback for the Executive Director.

In addition to regular school updates at each Board of Trustees meeting, the school leadership team provides the Board with a performance dashboard once a month that reports on the school's finances, academic performance, student attendance and demographic information, and teacher and staffing updates.

BOARD PLANNING

Board policy focuses on long-term planning and strategy that guides the school toward reaching the objectives outlined in the charter. Such planning considers factors such as budget and other financial projections, projected facility needs, projected fundraising needs, potential community relationships, future programs and services, projected personnel and student body growth in the school, and planned growth of or changes to the structure of the Board of Trustees.

This year, the Board of Trustees and school leadership team articulated major school goals as part of a strategic planning process. These goals and the accompanying strategic plan narrative, matrix, and dashboard were approved by the Board of Trustees, and progress towards these goals will be reported on by school leaders to the Board of Trustees twice each year. The five goals shaping BCCS's new strategic plan:

1. To build a competitive high school;
2. To more closely reflect the diversity of Boston's public schools while maintaining a small, inclusive community;
3. To operate our core program on a level playing field with districts;
4. To disseminate and replicate our best practices; and

5. To recruit, hire, develop, and retain the best teachers and leaders.

FAMILY ENGAGEMENT

At BCCS, families play an integral role in planning school activities and events and supporting the work done in the classroom and afterschool. The Collegiate Connectors, led by families, is a group that meets once a month to provide an avenue for families to regularly connect to the school beyond academics. This group sponsors fundraisers, leads volunteer efforts at school-wide events, organizes workshops for families, and more. The Collegiate Connectors group maintains a database of family email addresses in order to keep families informed of school-wide events, important deadlines, and other BCCS information. In addition, BCCS hosts several whole-school events throughout the year to bring families together, to foster a sense of community, and to celebrate student achievements. Examples of such events include the Fall Open House, the Winter Holiday Celebration, the New Family Welcome Dinner, and more. Every other week, the school sends home a family newsletter that details upcoming events, addresses whole-school issues, celebrates accomplishments, and more. Finally, each teacher and administrator has a phone line, voicemail box, and email account so that he or she can be readily accessible to families and can communicate regularly regarding students' progress and well-being.

Families complete an annual questionnaire to help school leaders measure family satisfaction with the school's program. Results from the 2010-11 school year include:

- 100% of responding families are very satisfied or satisfied with Boston Collegiate's educational program.
- 99% of responding families are very satisfied or satisfied with Boston Collegiate's academic standards and expectations.
- When asked to select the top three reasons why they chose Boston Collegiate for their children, responding families noted: 1) high academic standards at Boston Collegiate, 2) the school's college preparatory mission, and 3) the quality of Boston Collegiate teachers.

SAFETY

BCCS works in several ways to maintain a physically safe environment that is free of harassment and discrimination for everyone. BCCS employs two counselors, three deans of students, and one nurse (we are currently hiring for a second nurse, too). All students take a health class each year that focuses, depending on the grade level, on such topics as sexual health, decision-making, pregnancy prevention, gender identity, sexual orientation, and stress management. Alcohol and drug prevention education is provided each year through a partnership with Freedom from Chemical Dependency. The topic of bullying is addressed separately and directly through discussion groups, bullying workshops for families, bullying workshops for students led by the Boston Police Department, individual work with students, and conflict resolution and mediation when specific issues arise. Students are developed as leaders through such programs as Leaders in Training, Student Ambassadors, and the National Student Leadership Conference. All faculty members are trained each year on child development and meeting the needs of all students.

FINANCIAL OVERSIGHT

The Board is responsible for approving and monitoring the annual budget developed by school staff. As the budget document shapes school policy, programs, and priorities, the full Board approves the budget. To assist the Board in monitoring the budget throughout the year, the School's Director of Finance provides monthly financial statements to the Finance Committee and quarterly financial statements to the full Board.

EMPLOYEE QUALIFICATIONS

All of our teachers in 2010-11 were Highly Qualified Teachers according to NCLB, and all teachers are either certified to teach in Massachusetts or take and pass the MTEL within the first year of their employment at BCCS.

RECRUITMENT, ENROLLMENT, AND RETENTION STRATEGIES

Student recruitment began this year with the creation of a new application made available in seven languages that was distributed on our website and through mailings to our mailing list, BPS fourth grade students, local community organizations and schools, and more. We also distributed and posted fliers and applications throughout the city in locations such as grocery stores, community centers, and laundromats. We held multiple information sessions in various locations and placed advertisements in local newspapers and websites. We planned and participated in the Annual City-wide Charter School Showcase of Schools, and we participated in the MCPSA's ELL Recruitment Day, as well as two of our own such recruitment events. Our goal was to receive at least 500 fifth grade applications, and we far exceeded our goal. Once we enroll students, we support them in various ways to ensure that they are all successful at our school. For instance, targeted tutoring groups meet after school three days a week to better support struggling students, and Saturday School meets weekly for students who are in danger of failing one or more subjects. All students are part of an advisory and have an advisor who knows them and their families well, both academically and beyond. Homework support rooms are set up each day after school for students who want or need a quiet place to do their work with the assistance of a teacher, and there are summer tutoring options for students who need remediation in order to pass into the next grade. Students are supported and engaged outside of the classroom through such programs as Boys' Club and Leaders in Training, and through our growing athletics and enrichment programs. Because we provide a tremendous amount of support to all of our students to ensure that each one can be successful at our school, there are many other programs already in place to retain our students, and we continue to expand upon our retention strategies each year.

RECRUITMENT AND RETENTION PLAN

General Recruitment Activities

At BCCS, we begin our recruitment activities in November each year. Our recruitment efforts consist of:

1. Posting our one-page application on our website;
2. Mailing our application out to families on our mailing list;
3. Mailing application information to local community organizations, libraries, and schools;
4. Participating in the Annual City-wide Charter School Showcase of Schools;
5. Distributing and posting flyers and applications throughout the city of Boston;
6. Holding information sessions at our school and throughout the city of Boston;
7. Placing advertisements in local newspapers;
8. Posting application information on various blogs; and
9. Mailing our application to all Boston Public School 4th graders via our mail-house.

Recruitment Plan – Goals and Strategies

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| Demographic Group: | |
| A. Special Education Students | <ol style="list-style-type: none"> 1. We will utilize the DESE Charter School Office’s demographic data from cohort schools in the sending district(s) to add to our recruitment strategy to help identify potential areas for outreach to special education students. We will place flyers in areas surrounding two comparable schools with a percentage of special education students of at least 15%. 2. We will contact the Federation for Children with Special Needs and inquire about possible recruitment strategies. 3. We will ensure that members of our special education teaching staff will be available to speak with families at information sessions held at our school. |
| Demographic Group: | |
| B. Limited English-Proficient Students | <ol style="list-style-type: none"> 1. We will utilize the DESE Charter School Office’s demographic data from cohort schools in the sending district(s) to add to our recruitment strategy to help identify potential areas for outreach. We will place flyers in areas surrounding two comparable schools with an LEP percentage of at least 50%. 2. We will continue to use our one-page application. 3. We will translate our application into Spanish, Haitian Creole, Cape Verdean Creole, Somali, Chinese, and Vietnamese. 4. We will offer translation services to families throughout the recruitment process. 5. We will continue to participate in the Massachusetts Charter Public School Association’s ELL Recruitment Day. 6. We will continue to utilize Boston Public School’s 4th grade mailing list via our mail house. 7. We will solicit recruitment assistance from our non-English speaking families. 8. We will place ads in newspapers that serve non-English speaking populations [The World Journal (Chinese), The Haitian Reporter (Haitian Creole), Sampan (Chinese), Thang Long (Vietnamese)]. 9. We will run newspaper ads in multiple languages. 10. We will reach out to community organizations that serve non-English speaking populations (Au Lac Vietnamese Language Center, Villa Victoria Center for the Arts, Haitian Multi-Service Center, Mass Alliance of Portuguese Speakers, Somali Development Center Inc.). |

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| <p>Demographic Group:</p> <p>C. Students Eligible for Free Lunch</p> | <ol style="list-style-type: none"> 1. We will coordinate our annual on-the-ground recruitment day, during which BCCS staff members will visit Upham’s Corner, Fields Corner, Codman Square, Four Corners, and Franklin Field to talk to residents and distribute and post flyers. 2. We will make our applications available to the facilities that service homeless families (The Sojourner House, The Pine Street Inn, Families In Transition, Metropolitan Boston Housing Partnership, Boston Housing Authority). 3. We will contact the Department of Transitional Assistance in Boston and provide them with application information. |
| <p>Demographic Group:</p> <p>D. Students Eligible for Reduced Price Lunch</p> | <ol style="list-style-type: none"> 1. We will coordinate our annual on-the-ground recruitment day, during which BCCS staff members will visit Upham’s Corner, Fields Corner, Codman Square, Four Corners, and Franklin Field to talk to residents and distribute and post flyers. 2. We will make our application available to the facilities that service low-income families (Metropolitan Boston Housing Partnership, Boston Housing Authority). 3. We will contact the Department of Transitional Assistance in Boston and provide them with application information. |
| <p>Demographic Group:</p> <p>E. Students Who Are Sub-Proficient</p> | <ol style="list-style-type: none"> 1. We will include information about our tutoring and extra support services in our advertisements. 2. We will advertise the increase in MCAS performance of our students between grade 5 (our entering year) and grade 6. 3. We will provide applications to Earthen Vessels, a tutoring program servicing at-risk youth in the community. |
| <p>Demographic Group:</p> <p>F. Students At Risk of Dropping Out of School</p> | <ol style="list-style-type: none"> 1. We will include our college acceptance rate in our advertisements. 2. We will make our applications available to the facilities that service homeless families (The Sojourner House, The Pine Street Inn, Families In Transition, Metropolitan Boston Housing Partnership, Boston Housing Authority). 3. We will include information about tutoring and our other extra support services in our advertisements. 4. We will advertise the increase in MCAS performance of our students between grade 5 (our entering year) and grade 6. 5. We will provide applications to Earthen Vessels, a tutoring program servicing at-risk youth in the community. |
| <p>Demographic Group:</p> <p>G. Students Who Have Dropped Out of School</p> | <p>BCCS accepts students entering grades 5 through 8 only. We do not accept students into our high school; therefore, we are unable to recruit students entering grades 9 through 12.</p> |
| <p>Demographic Group(s):</p> <p>H. Other Subgroups of Students Who Should Be Targeted to Eliminate the Achievement Gap</p> | <p>In addition to the recruitment strategies listed above, we will reach out to aboutblackboston.com to inquire about including our school’s information on their website, and we will attempt to recruit young men of color by making our applications available to The Paul Robeson Institute for Positive Self-Development, an organization that is dedicated to supporting young black males in our community.</p> |

| Overall Student Retention Goal | |
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| Annual Goal for Student Retention (Percentage): | BCCS will maintain an annual stability rate of 90% or higher. |

| Retention Plan Goals and Strategies | |
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| Individualized Learning | Teachers identify struggling students using Interim Assessment data from the Achievement Network. Assessments are given about every six weeks in math and English classes. Results are used to invite students in need of remediation and support for specific skills to a five week program of weekly after school tutoring. Students are then evaluated and either continue in the program or are excused from tutoring due to noted progress. Teachers identify students that are in danger of failing one or more subjects and invite these students to Saturday School. Homework support rooms are set up each day after school for students who want or need a quiet place to do their work with the assistance of a teacher, and there are summer tutoring options for students who need remediation in order to pass into the next grade. Fifth grade students who are identified early as needing an extra year before moving on to sixth grade based on their third quarter report card are enrolled in a special program designed to address their skill gaps and prepare them to be successful in repeating fifth grade the following year. |
| Individualized Support Outside the Classroom | All students are part of an advisory and have an advisor who knows them and their families well, both academically and beyond. Students are supported and engaged outside of the classroom through such programs as Boys' Club and Leaders in Training, and through our growing athletics and enrichment programs. |
| Family Involvement | At BCCS, families play an integral role in planning school activities and events and supporting the work done in the classroom and afterschool. The Collegiate Connectors, led by families, is a group that meets once a month to provide an avenue for families to regularly connect to the school beyond academics. This group sponsors fundraisers, leads volunteer efforts at school-wide events, organizes workshops for families, and more. The Collegiate Connectors group maintains a database of family email addresses in order to keep families informed of school-wide events, important deadlines, and other BCCS information. In addition, BCCS hosts several whole-school events throughout the year to bring families together, to foster a sense of community, and to celebrate student achievements. Examples of such events include the Fall Open House, the Winter Holiday Celebration, the New Family Welcome Dinner, and more. Every other week, the school sends home a family newsletter that details upcoming events, addresses whole-school issues, celebrates accomplishments, and more. Finally, each teacher and administrator has a phone line, voicemail box, and email account so that he or she can be readily accessible to families and can communicate regularly regarding students' progress and well-being. |

DISSEMINATION

Boston Collegiate Charter School has become a leader and source of support to other schools in the state, throughout the region, across the nation, and even around the world. One of the key objectives highlighted in our 2007 and 2011 strategic plans is the goal of sharing our work with others. To start, in November of 2005, the Department of Elementary and Secondary Education approved our request to expand our enrollment by 240 students. We will continue to grow until we are serving over 600 students to help to meet the high level of demand from Boston families for high-quality college preparatory programs. In addition, we are focused as a school on collaboration with others. Charter schools were originally created to serve as labs of innovation, developing best practices and then sharing them widely to improve the work of all schools. Focusing on collaboration allows us to fulfill our charge as a charter school, and it feels to us like the right thing to do and the approach that is most consistent with who we are as a school. It also feels like the way we can have the most significant impact, allowing our influence to extend far beyond the walls of our school.

Collaboration and Partnerships Task Team

BCCS's Collaboration and Partnerships Task Team is made up of school leaders, teachers, and board members who coordinate school-wide dissemination efforts. For the past several years the team has focused its work on sharing our work through partnerships, school visits, presentations, and more. Members of the team have presented in the past year at graduate schools of education, Schools That Can conferences, Achievement Network meetings, and the National Charter Schools Conference.

Partnerships

We typically partner with other schools to share our work around the following topics:

- College Readiness Programming
- Teacher Development
- Leadership Development
- College-Preparatory Curriculum

Partnerships typically include the sharing of materials, visits to BCCS from the partner school and visits to the partner school from BCCS, and ongoing coaching and support from BCCS teachers and leaders. We have now established formal partnerships with schools in Boston and beyond and look forward to partnering with more and more schools.

Mentoring and School Visits

At BCCS, we mentor and support other school leaders from both new and established schools on an ongoing basis. Further, we frequently host other schools and school leaders for visits to our campus. We have welcomed many visitors during the 2010-11 school year, including Academy of the Pacific Rim (Boston, MA), Achievement First (New Haven, CT and New York, NY), Achievement Prep (Washington, DC), Beauchamp College (East Midlands, England), Berkshire Arts and Technology Charter Public Schools (Adams, MA), Building Excellent Schools (Boston, MA), Cambridge Rindge and Latin (Cambridge, MA), Chavez Schools (Washington, DC), City on a Hill Charter Public High School (Boston, MA), Cristo Rey High School (Boston, MA), Epiphany School (Boston, MA), Explore Charter School (New York, NY), Harvard Graduate School of Education (Cambridge, MA), KIPP Atlanta Collegiate (Atlanta, GA), KIPP Gaston College Preparatory (Gaston, NC), I Can Schools (Cleveland, OH), MATCH Charter Public School (Boston, MA), Mother Caroline Academy (Boston, MA), North Star Academy (Newark, NJ), Pioneer Charter School of Science (Everett, MA), Prospect Hill Academy (Somerville, MA), Shohoku College (Kanagawa, Japan), Suffolk University (Boston, MA), The Breakthrough Collaborative (San Francisco, CA), UMASS Amherst (Amherst, MA), UP Academy Charter School of Boston (Boston, MA), Vanderbilt University (Nashville, TN), and West Denver Prep (Denver, CO).

In February of 2011, for the tenth year in a row, BCCS spearheaded the Annual Boston Charter School Showcase of Schools, held at Boston University. Boston-area charter schools bring staff, teacher, and student representatives.

The Showcase provided over 550 families a single forum to learn about charter public schools in Boston, Cambridge, and Somerville, as well as charter schools in general. This year, with special emphasis on the recruitment of English Language Learner families into school lotteries, there were translation services available for families in 6 languages.

Effective Practice Incentive Community

In 2011, BCCS received the EPIC Silver-Gain Award for the third time in four years for our high gains in student achievement in 2010. BCCS was one of only 18 charter schools from around the country selected as an award-winning school in the New Leaders for New Schools Effective Practice Incentive Community (EPIC). This honor allows us to identify best practices contributing to our high student achievement gains and to document those practices on the EPIC Knowledge System, a powerful web-based professional development resource documenting the real-life practices of urban schools driving significant achievement gains.

Schools That Can

In 2011, Boston Collegiate was named a member of Schools That Can, a national non-profit network of high-performing schools working in low-income communities. Through participation in the Schools That Can network, we have the opportunity to collaborate with district, private, and charter schools throughout Boston and around the country.

Achievement Network

In 2005, Boston Collegiate joined the Achievement Network as a founding member to support our goals of enhancing our use of data to drive instruction and sharing best practices with other public schools. The Achievement Network administers six interim assessments annually to students in grades five through eight and facilitates content-specific school leadership sessions over the course of the year.

Massachusetts Charter Public School Association

In the fall of 2006, BCCS was selected as one of five schools in Massachusetts to participate in a three-year, federally funded grant overseen by the Massachusetts Charter Public School Association. "Keeping the Promise: The Massachusetts Charter School Dissemination and Replication Project" involved BCCS in a large and far-reaching dissemination project, including:

- A published book, *Inside Urban Charter Schools: Promising Practices and Strategies in High-Performing Schools*, by Harvard professor Katherine Merseth. This book describes key components of our program. [Click here for more information](#);
- A documentary film, "Beating the Odds: Inside Five Urban Charter Schools." This film brings to life the key practices of our school.
- Study tours, institutes, and conferences around the country. With a focus on teacher development, we engaged current and future school leaders on topics of classroom observations and school-based teacher professional development.

As articulated in our charter and in our strategic plan, BCCS is committed to growth and improvement through meaningful exchanges with other educators. We plan to continue our work with the Boston Public Schools, the Achievement Network, New Leaders for New Schools, Building Excellent Schools, the Boston Alliance, the Massachusetts Charter Public School Association, and more. In addition, we will support the on-going work of our school-based Collaboration and Partnerships team. Finally, we will continue to welcome visitors and to seek opportunities to visit and partner with other schools as an opportunity both to learn and to share.

FINANCIAL REPORTS

FISCAL YEAR 2011 STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET ASSETS

| | |
|--------------------|----------|
| FY 11 | FY 12 |
| Year to Date | Budget |
| May 31, 2011 | |
| <i>(unaudited)</i> | 580 |
| | Students |

REVENUES

| | | |
|-------------------------------|------------------|------------------|
| Tuition | 6,187,735 | 6,926,985 |
| Grants | 628,020 | 428,383 |
| Fundraising | 112,703 | 236,428 |
| Nutrition | 82,039 | 153,076 |
| Donations | | 335,000 |
| Interest Income/Other.In-Kind | 146,826 | 197,400 |
| Sub-total: | 7,157,323 | 8,277,272 |

EXPENSES

| | | |
|--------------------------------|------------------|------------------|
| Compensation, Taxes & Benefits | 4,385,893 | 5,551,338 |
| Program Equip. & Technology | 81,919 | 86,443 |
| Facility | 1,992,271 | 2,069,907 |
| Services & Contracts | 300,771 | 386,183 |
| Program Development & Support | 477,557 | 583,635 |
| In Kind & Other | 136,741 | 151,400 |
| Sub-total: | 7,375,152 | 8,828,906 |

| | | |
|--|---------------------|---------------------|
| Total Revenues | \$ 7,157,323 | \$ 8,277,272 |
| Total Expenses | \$ 7,375,152 | \$ 8,828,906 |
| Surplus/(Deficits) | \$ (217,829) | \$ (551,634) |
| Adjustments for Cash : | | |
| Depreciation | 449,212 | 510,750 |
| Debt Service | (250,000) | |
| Modified Cash Basis Income/Loss | (18,617) | (40,884) |

**FISCAL YEAR 2011
STATEMENT OF NET ASSETS
May 31, 2011
(Unaudited)**

| | |
|---|----------------------|
| <i>Current Assets:</i> | |
| Cash and cash equivalent | \$ 2,297,313 |
| Accounts receivable | 1,097,212 |
| Prepaid expenses | 71,685 |
| Total Current Assets | 3,466,210 |
| | |
| <i>Property & Equipment, Net</i> | |
| Building and repairs | 233,812 |
| Furniture and equipment | 505,275 |
| Textbooks/Instruction/Library | 70,406 |
| Sub-total | 809,493 |
| Less accumulated depreciation | (489,305) |
| Property & Equipment, Net | 320,188 |
| | |
| <i>Non-Current Assets:</i> | |
| Capital Lease | 11,851,558 |
| Amortized Fees | 215,202 |
| QALICB Investment | 1,171,982 |
| Total Non-Current Assets | 13,238,742 |
| | |
| Total Assets | \$ 17,025,140 |

Liabilities and Net Assets

| | |
|---|----------------------|
| <i>Current Liabilities:</i> | |
| Accounts Payable | \$ 74,534 |
| Restricted Grants | 50,719 |
| Payroll Liability | 414,320 |
| Total Current Liabilities | 539,573 |
| | |
| <i>Non-Current Liabilities</i> | 13,278,192 |
| | |
| <i>Net Assets:</i> | |
| Investment in Capital Assets | 280,738 |
| Restricted net assets | 50,719 |
| Board Designated Reserve for Capital Improvements | 200,000 |
| Unrestricted net assets | 2,893,747 |
| Net Income from Operations | (217,829) |
| Total Net Assets | 3,207,375 |
| | |
| Total Liabilities and Net Assets | \$ 17,025,140 |

CAPITAL PLAN

The BCCS Board of Trustees voted to set aside \$200,000 for capital improvements. This reserve has been set aside in anticipation of emergency/unplanned capital needs for buildings both of which were built in the early 1900s.

DATA SECTION

| INSTRUCTIONAL TIME | |
|--|--|
| Total number of instructional days for the 2010-11 school year: | 185 days |
| First and last day of the 2010-11 school year: | First day: August 24, 2010 Last day: June 24, 2011 |
| Length of school day (please note if schedule varies throughout the week or the year): | BCCS's regular school day begins at 8:00am and ends at 3:00pm. However, for many students the day extends to 4:00pm or 5:00pm for homework help and tutoring. For some of our students, there is also school from 9:00am to 1:00pm on Saturday. |

| STUDENT ENROLLMENT INFORMATION | |
|--|--------------|
| Number of students who completed the 2009-10 school year but did not reenroll for the 2010-11 school year (excluding graduates): | 41 |
| Total number of students enrolled as of October 1, 2010: | 554 |
| Total number of students who enrolled during the 2010-11 school year after October 1, 2010: | 5 |
| Total number of students who left during the 2010-11 school year after October 1, 2010: | 11 |
| Total number of students enrolled as of the June 30, 2011 SIMS submission: | 548 |
| Number of students who graduated at the end of the 2010-11 school year: | 24 |
| Number of students on the waitlist as of June 30, 2011: | 2,152 |

For the past nine years, BCCS has retained 90-94% of non-graduating students each year, excluding students who leave for Boston's exam schools. Non-exam school attrition is trending downwards, and we credit the trend to the overall growth of the academic program and the 100% college acceptance rate. In addition, we are pleased that more and more students accepted to exam schools are choosing to stay at BCCS.

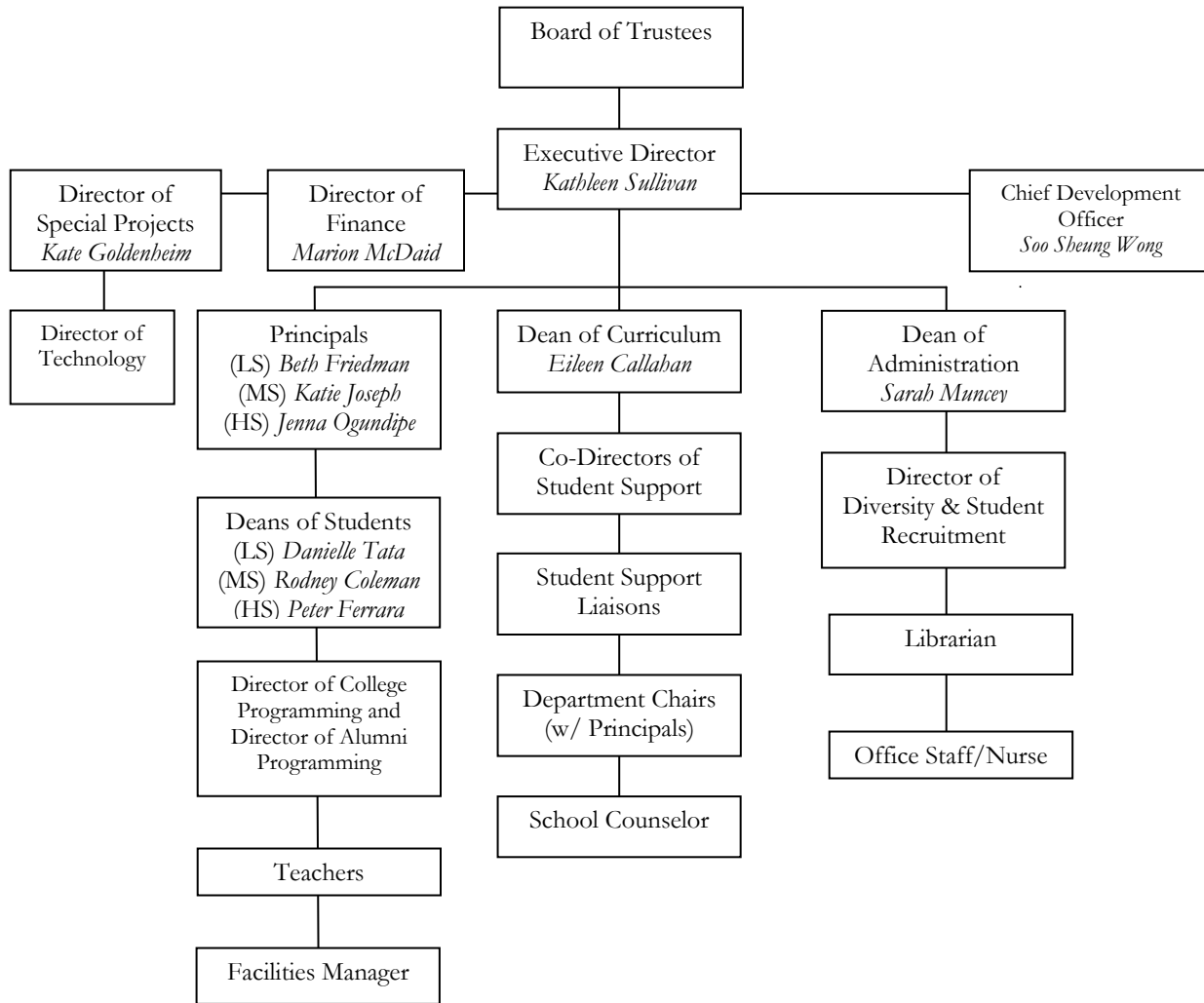
The following chart summarizes the reasons for student attrition in 2010-11. A primary cause for attrition is those who depart for independent, parochial, and district schools, primarily just before or during high school. Reasons cited for students departing for independent, parochial, and district schools include more competitive athletic programs, less structure, lower minimum passing rates (69% or below is failing at BCCS), and larger schools. We regret losing any students, and we have targeted our efforts at keeping more of our students through enhancing our academic programs and support, continuously communicating the mission of the school, and planning for an increase in the size of our high school in the future.

| Reason for Departure | Number of Students |
|------------------------------|--------------------|
| BPS | 9 |
| Exam School | 4 |
| Independent/Parochial School | 9 |
| Alternative School | 6 |
| Home School | 1 |
| Moved | 2 |

| STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2011 SIMS submission) | | |
|--|---------------|--------------------------|
| Race/Ethnicity | # of students | % of entire student body |
| African-American | 147 | 27% |
| Asian | 9 | 2% |
| Hispanic | 71 | 13% |
| Native American | 2 | 0% |
| White | 308 | 56% |
| Native Hawaiian, Pacific Islander | 0 | 0% |
| Multi-Race, Non-Hispanic | 11 | 2% |
| Special Education | 95 | 17% |
| Limited English Proficient | 1 | 0% |
| Low Income | 234 | 43% |

| ADMINISTRATIVE ROSTER FOR THE 2010-11 SCHOOL YEAR | | | |
|--|---|------------|--|
| Title | Brief Job Description | Start date | End date (if no longer employed at the school) |
| Dean of Administration | Oversees administrative components of school including scheduling and testing; manages administrative staff | 8/2005 | |
| Dean of Curriculum | Oversees curriculum, quality of instruction, professional development | 7/1998 | |
| Lower School Dean of Students | Oversees incentive and consequence systems for LS | 8/2004 | |
| Middle School Dean of Students | Oversees incentive and consequence systems for MS | 8/2001 | |
| High School Dean of Students | Oversees incentive and consequence systems for HS | 8/1999 | |
| Director of Special Projects | Oversees various strategic special projects | 7/2010 | |
| Lower School Principal | Oversees LS instruction and achievement; manages LS teachers | 8/2004 | 7/2011 |
| Middle School Principal | Oversees MS instruction and achievement; manages MS teachers | 8/2006 | |
| High School Principal | Oversees HS instruction and achievement; manages HS teachers | 8/2002 | |
| Chief Development Officer | Oversees fundraising and marketing for school | 8/2005 | |
| Director of Finance | Oversees budget and finances | 6/2006 | |
| Executive Director | Oversees school operation and results, manages leadership team | 8/2000 | 6/2011 |

Organizational Flowchart 2010-11



| TEACHERS AND STAFF ATTRITION FOR THE 2010-11 SCHOOL YEAR | | | |
|---|--|---|--|
| | Number as of the last day of the 2010-11 school year | Departures during the 2009-10 school year | Departures at the end of the school year |
| Teachers | 51 | 1 | 6 |
| Other Staff | 26 | 0 | 2 |

| | Subject | Reason | Years at BCCS |
|-------------|------------------------|--|----------------------|
| Teacher PPP | Student Support | Transitioning to a leadership role at a different school unavailable at BCCS | 3 years |
| Teacher QQQ | Student Support | Moving out of state | 1 year |
| Teacher RRR | Math | Contract not renewed | 1 year |
| Teacher SSS | World Languages | Transitioning to a different profession | 2 years |
| Teacher TTT | Math | Graduate school | 4 years |
| Teacher UUU | World Languages | Graduate school | 3 years |
| Teacher VVV | Student Support | Transitioning to a different profession | 1 year |
| Staff B | Executive Director | Moving out of state | 11 years |
| Staff C | Lower School Principal | Moving out of state | 7 years |

| BOARD MEMBERS FOR THE 2010-11 SCHOOL YEAR | | | | |
|--|------------------------------|---------------------------------|--|---|
| Name | Position on the Board | Committee affiliation(s) | Area of expertise, and/or additional role at school (parent, staff member etc.) | Number of terms served; Length of each term, including date of election and expiration |
| Mia Cameron | | Governance | Real Estate; BCCS Parent | 1 term served Elected 9/2010 Term expired 6/2011 |
| Charles Cassidy | Vice Chair | Finance | Marketing | 2 terms served Elected 8/2004 Reelected 6/2006 Reelected 6/2009 Term expires 6/2012 |
| Chris Churchill | Chair | | Finance | 2 terms served Elected 1/2003 Reelected 6/2005 Reelected 6/2008 Term expired 6/2011 |
| Anthony DeProspo, Jr. | | Development | Law | 1 term served Elected 9/2010 Reelected 6/2011 Term expires 6/2014 |
| Craig Hillier | | Finance | Finance | Serving 1 st term Elected 9/2010 Term expires 6/2012 |
| Sarah Kulka | Committee Chair | Development | Marketing and Communications | 2 terms served Elected 5/2006 Reelected 6/2008 Reelected 6/2011 Term expires 6/2014 |
| Darius McCroey | | Development | Marketing | Elected 9/2010 |
| Tracey Merrill | | Governance | Development | 2 terms served Elected 1/2004 Reelected 6/2006 Reelected 6/2009 Term expires 6/2012 |
| Nickie Norris | | Finance | Finance | Elected 3/2011 |
| Carroll Perry | Treasurer | Finance and Governance | Economics | 2 terms served Elected 3/2004 Reelected 6/2006 Reelected 6/2009 Term expires 6/2012 |
| Tyrone Porter | Clerk; Committee Chair | Governance Committee | Bioengineering | 1 term served Elected 3/2008 Reelected 6/2010 Term expires 6/2013 |
| Nina Ross | Committee Chair | Finance Committee | Finance | 1 term served Elected 11/2007 Reelected 6/2010 Term expires 6/2013 |

**APPENDIX A:
2010-11 Average Percent Correct on Achievement Network Interim Assessments**

| Grade | Assessment | Avg % Correct | +/- Network Avg. | Network Rank |
|-----------------|-------------------|----------------------|-------------------------|---------------------|
| 5th ELA | ELA A1 | 69 | +9% | 3 rd |
| | ELA A2 | 72 | +7% | 3 rd |
| | ELA A3 | 68 | +1% | 9 th |
| | ELA A4 | 79 | +10% | 3 rd |
| 5th Math | Math A1 | 76 | +4% | 3 rd |
| | Math A2 | 74 | +3% | 3 rd |
| | Math A3 | 63 | -4% | 6 th |
| | Math A4 | 67 | +4% | 3 rd |
| | Math A5 | 72 | +4% | 3 rd |
| 6th ELA | ELA A1 | 77 | +18% | 3 rd |
| | ELA A2 | 79 | +15% | 2 nd |
| | ELA A3 | 77 | +13% | 2 nd |
| | ELA A4 | 79 | +17% | 2 nd |
| 6th Math | Math A1 | 86 | +12% | 2 nd |
| | Math A2 | 87 | +16% | 1 st |
| | Math A3 | 77 | +17% | 1 st |
| | Math A4 | 73 | +10% | 4 th |
| | Math A5 | 79 | +13% | 1 st |
| 7th ELA | ELA A1 | 80 | +18% | 2 nd |
| | ELA A2 | 76 | +17% | 2 nd |
| | ELA A3 | 73 | +14% | 4 th |
| | ELA A4 | 76 | +17% | 2 nd |
| 7th Math | Math A1 | 75 | +12% | 3 rd |
| | Math A2 | 77 | +17% | 1 st |
| | Math A3 | 74 | +14% | 4 th |
| | Math A4 | 69 | +10% | 3 rd |
| | Math A5 | 68 | +7% | 4 th |
| 8th ELA | ELA A1 | 76 | +14% | 4 th |
| | ELA A2 | 74 | +12% | 4 th |
| | ELA A3 | 74 | +15% | 3 rd |
| | ELA A4 | 76 | +13% | 3 rd |
| 8th Math | Math A1 | 76 | +13% | 3 rd |
| | Math A2 | 71 | +11% | 2 nd |
| | Math A3 | 80 | +14% | 2 nd |
| | Math A4 | 73 | +13% | 2 nd |
| | Math A5 | 70 | +12% | 4 th |

**APPENDIX B:
5-10 Minute Short Observation Feedback Form**

BOSTON COLLEGIATE CHARTER SCHOOL 5 – 10 Minute Observation Form

Teacher: _____ Date: _____
 Observer: _____ Class: _____

| | | | |
|---|----|---|---|
| Yes | No | | Was the observed portion of class rigorous? |
| | | | <input type="checkbox"/> Students do the heavy lifting <input type="checkbox"/> Questions travel Bloom's and target synthesis <input type="checkbox"/> Students provide evidence <input type="checkbox"/> Students interact with text in meaningful ways |
| <i>Students are expected to:</i> Write Read Copy Listen Speak Solve Other: | | | |
| Know and Comprehend <i>(identify, state, find, locate, sequence, describe, explain, compare / contrast, discuss)</i> | | Apply and Analyze <i>(solve, calculate, complete, examine, infer, analyze, distinguish, categorize)</i> | |
| | | Synthesize and Evaluate <i>(compose, choose, predict, argue, formulate, construct, design, determine, justify)</i> | |
| Yes | No | N/A | Lesson is tight, moving at a challenging pace, with neither time nor space for students to be off-task. |

Notes:

| | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|-----------------------|---------------|------------------------|--------------|--|----------------------------------|---|-------------------------------------|---|--|---|---|--------------------------------------|----------------------------------|--|--------------------------------|
| Yes | No | N/A | Students are thoughtfully engaged in academics for every minute of observation. | | | | | | | | | | | | | | | | |
| Yes | No | N/A | BBC is clearly posted and aim of class / learning objective is clear, measurable and achievable. | | | | | | | | | | | | | | | | |
| Yes | No | N/A | Teacher's resources and materials are organized and prepared. | | | | | | | | | | | | | | | | |
| Yes | No | N/A | Teacher formally and / or informally checks for student understanding. (Q&A? Quiz? Exit ticket?) | | | | | | | | | | | | | | | | |
| Yes | No | N/A | Teacher uses technology or board to effectively support and clarify instruction. | | | | | | | | | | | | | | | | |
| Yes | No | N/A | Students are working with clear directions and expectations. Classroom procedures are in place. | | | | | | | | | | | | | | | | |
| Yes | No | N/A | Teacher conducts smooth transitions between activities or parts of lesson. | | | | | | | | | | | | | | | | |
| Yes | No | N/A | Teacher recognizes positive student contributions to class and provides clear, meaningful feedback to encourage continued work. | | | | | | | | | | | | | | | | |
| Yes | No | N/A | Disruptions to learning are not permitted. If a student is disrupting, he/she receives a consequence. | | | | | | | | | | | | | | | | |
| Yes | No | N/A | Teacher expects students to model MAPP by following speaker with eyes and attention, sitting with professional posture, speaking and acting respectfully to teacher and peers. | | | | | | | | | | | | | | | | |
| Yes | No | N/A | Classroom is neat and walls reflect current curricular topics and outstanding student work. | | | | | | | | | | | | | | | | |
| Yes | No | N/A | Teacher varies lesson format and method of instruction; knowledge of various learning styles is evident. | | | | | | | | | | | | | | | | |
| | | | <table border="0"> <tr> <td><i>Learning Style</i></td> <td><i>Design</i></td> <td><i>Differentiation</i></td> <td><i>Misc.</i></td> </tr> <tr> <td><input type="checkbox"/> Multi-Sensory Materials</td> <td><input type="checkbox"/> Jigsaws</td> <td><input type="checkbox"/> Tiered Lessons / Assignments</td> <td><input type="checkbox"/> Technology</td> </tr> <tr> <td><input type="checkbox"/> Kinesthetic Activity</td> <td><input type="checkbox"/> Center Stations</td> <td><input type="checkbox"/> Scaffolded Questions</td> <td><input type="checkbox"/> Seating / Grouping</td> </tr> <tr> <td><input type="checkbox"/> Visual Aids</td> <td><input type="checkbox"/> Seminar</td> <td><input type="checkbox"/> Supplemental Activities</td> <td><input type="checkbox"/> Other</td> </tr> </table> | <i>Learning Style</i> | <i>Design</i> | <i>Differentiation</i> | <i>Misc.</i> | <input type="checkbox"/> Multi-Sensory Materials | <input type="checkbox"/> Jigsaws | <input type="checkbox"/> Tiered Lessons / Assignments | <input type="checkbox"/> Technology | <input type="checkbox"/> Kinesthetic Activity | <input type="checkbox"/> Center Stations | <input type="checkbox"/> Scaffolded Questions | <input type="checkbox"/> Seating / Grouping | <input type="checkbox"/> Visual Aids | <input type="checkbox"/> Seminar | <input type="checkbox"/> Supplemental Activities | <input type="checkbox"/> Other |
| <i>Learning Style</i> | <i>Design</i> | <i>Differentiation</i> | <i>Misc.</i> | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Multi-Sensory Materials | <input type="checkbox"/> Jigsaws | <input type="checkbox"/> Tiered Lessons / Assignments | <input type="checkbox"/> Technology | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Kinesthetic Activity | <input type="checkbox"/> Center Stations | <input type="checkbox"/> Scaffolded Questions | <input type="checkbox"/> Seating / Grouping | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Visual Aids | <input type="checkbox"/> Seminar | <input type="checkbox"/> Supplemental Activities | <input type="checkbox"/> Other | | | | | | | | | | | | | | | | |
| <i>Personal Professional Goals to note during observation:</i> | | | | | | | | | | | | | | | | | | | |