



2018-2019 ANNUAL REPORT

August 1, 2019

Boston Collegiate Charter School

LOWER SCHOOL: 215 Sydney Street, Dorchester, MA 02125

MIDDLE AND HIGH SCHOOL: 11 Mayhew Street, Dorchester, MA 02125

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Introduction to the School

<i>Boston Collegiate Charter School</i>			
Type of Charter	<i>Commonwealth</i>	Location of School	<i>Boston</i>
Regional or Non-Regional	<i>Non-Regional</i>	Chartered Districts in Region (if applicable)	<i>N/A</i>
Year Opened	<i>1998</i>	Year(s) the Charter was Renewed (if applicable)	<i>2003, 2008, 2013, 2018</i>
Maximum Enrollment	<i>700</i>	Enrollment as of (06/01/2019)	<i>695</i>
Chartered Grade Span	<i>5-12</i>	Current Grade Span	<i>5-12</i>
Number of Instructional Days per School Year	<i>185 in 2018-2019; 180 in 2019-2020</i>	Students on Waitlist as of (07/09/2019)	<i>1870</i>
School Hours	<i>M: 8:00-2:00pm T-F: 8:00-3:00pm</i>	Age of School as of 2018-2019 School Year	<i>21 years</i>
<p>Mission Statement: <i>To prepare each student for college.</i></p>			

School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

The mission of Boston Collegiate Charter School is ambitious yet simple: to prepare each student for college. What follows in this Annual Report is an articulation of all the work we do in service of this mission. The Key Design Elements refined in our 2018-2023 Accountability Plan are: 1) College and Career Programming; 2) Academic Rigor; 3) A commitment to the notion that “without great teachers, nothing else matters,” and 4) making the most of our unique diversity. All of these design elements have been alive and well in the 2018-2019 school year in ways articulated below.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
March 2, 2019	We requested approval to reduce our school year from 185 school days to 180.	Approved

Access and Equity: Discipline Data

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	715	45	1.1	5.6	0.1
EL	27	6	0	22.2	0
Economically Disadvantaged	245	21	1.6	7.8	0
Students with Disabilities	129	14	3.1	9.3	0
High Needs	344	30	2.3	7.6	0
Female	368	15	1.1	3.5	0
Male	347	30	1.2	7.8	0.3
American Indian or Alaska Native	4	-	-	-	-
Asian	14	0	-	-	-
African American/Black	214	17	1.9	6.5	0.5
Hispanic/Latino	130	12	2.3	7.7	0
Multi-race, Non-Hispanic/Latino	17	1	-	-	-
Native Hawaiian or Pacific Islander	0	-	-	-	-
White	336	15	0.3	4.5	0

Boston Collegiate Charter School’s student discipline data link would be as follows:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04490000&orgtypecode=5&=04490000&>

As a diverse school, BCCS is very focused on addressing inequities in student discipline. We have been striving to be thoughtful about all of our work in this realm. In this past school year, this has included work such as:

- Including an accountability measure around discipline inequity in our state approved Accountability Plan to set a North Star for ourselves
- Tracking merits and demerits in LiveSchool and reporting on these regularly with Deans
- Implementing a robust Social and Emotional Learning program in partnership with PEAR, including meetings with an outside counselor about particular students of concern
- Conducting several retreats around Diversity, Equity, and Inclusion with a focus on discipline, with an eye towards launching a school improvement committee to oversee a behavior model transition
- Researching Restorative Justice and planning a thoughtful multi-year transition toward this end, beginning with a two-day Professional Development planned for August 2019
- Addressing “root cause” issues that have resulted in behavior issues, including social media, by bringing in a program called Media Girls to work with our girls who are struggling
- Rethinking our Dean Team, including recruiting and hiring back a beloved educator to serve as our high school dean who started in July 2019

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Blended learning in math best practices	School partnership	CAO: Jenna Ogrundipe Teachers: Erin Kimball, Charlotte Metzoff, Melissa Frascella, Arianna Moliere	Frederick Pilot (Boston, MA) Boston Green (Boston MA) New Mission (Boston, MA) Mildred Ave (Boston, MA) Codman Academy (Boston, MA)	A generation of best practices in blended math learning. A showcase was held on May 21, 2019 highlighting the practices. A final grant report was written and ESE, who funded the grant, is doing an independent evaluation.
Social Emotional Support & Mentoring	School partnership	ED: Shannah Varon Teacher: Ezra Nelson	Boston Coalition for Boys (Cross-sector of Boston high schools)	Funded by the Hayden Foundation, the coalition facilitated a mentoring program for young men of color called “A Young Man with a Plan”

Math curriculum	Sharing math innovations in cross-sector discussions	DOI of STEAM: Ryan Holmes Teacher: Erin Kimball	Cross-sector of Boston schools	Funded by EdVestors, a BCCS teacher used a specific math online platform (Reflex) to increase math fluency and shared results with the EdVestors community. A mid year and end of year report was written.
Math curriculum	Sharing math innovations in cross-discussions	DOI of STEAM: Ryan Holmes Teacher: Erin Kimball	Cross-sector of Massachusetts Schools	Funded by One8, opportunity afforded by ST Math, BCCS 5th and 6th grade teachers used a specific online program (ST Math) to increase math fluency and shared results with participating schools in Massachusetts. ST Math generated reports of student performance.
Humanities curriculum	School partnership; sharing student work in a cross-sector forum	DOI of Humanities: Michelle Morrissey Teachers: Garrett Schwab and Shea Martin	Cross sector of Boston schools	This unfunded initiative resulted in participating schools showcasing student work related to income inequality in Boston at the JFK Library; student work samples remain.
College programming	Visit	ED: Shannah Varon Director of College programming: Max George	Hershey School (PA)	Visit for the Hershey school to learn about college access and persistence work.
College & career programming	Visit, Phone calls	College Counselor: Sarah Miller	Neighborhood House	NHCS is better equipped to launch college programming in their high school.
US Education	Visit	CAO: Jenna Ogundipe	School leaders from the Netherlands	Learned about the US education system.
Teacher voice and retention strategies	Boston Charter Alliance meetings	ED: Shannah Varon	Boston Charter Alliance Schools	100% of BCA members agreed with this statement: <i>I have implemented an innovation in employee engagement or refined my existing work in elevating</i>

				<i>teacher voice based on my collaboration with my BCA colleagues. Support provided by the Wellington Catalyst grant and the Walton Foundation.</i>
Teacher voice and retention strategies (specifically, curriculum planning grant for teachers)	Convening	CAO: Jenna Ogundipe Teacher Leader: Maureen O’Hern	Other Boston-area charter schools	Convening hosted by SGP
Teacher voice and retention strategies	Conference Panel	ED: Shannah Varon	all attendees of the panel at the New Schools Summit in Oakland	Participation underwritten by New Schools Venture Fund.
Teacher voice and retention strategies	MCPSA Delegate Assembly	ED: Shannah Varon	Other MCPSA delegates	Presented a one-pager. Teacher work by BCCS funded by Wellington Catalyst and Walton Foundation.
College preparatory grade configuration	Visit	CAO: Jenna Ogundipe	Blackstone Valley Prep	BVP is better prepared to reorganize their grade/feeder pattern.
School Diversity	HGSE Class Presentation	ED: Shannah Varon Two parent volunteers	HGSE Integrated Schools Fellows	Fellows are better equipped to lead organizations with an eye towards school integration.
Facilities renovation	Building Excellent Schools Tour with Bob Baldwin	Director of Ops: Amanda Kay Loring	BES principals	Schools will be better equipped to manage a large scale facilities renovation in an occupied building.

Academic Program Success

Student Performance

A. Report Card:

Boston Collegiate Charter School's report card data link would be as follows:

<http://reportcards.doe.mass.edu/2018/04490305>

B. BCCS' Accountability Report Information

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Not requiring assistance or intervention Reason for classification: Partially Meeting Targets	76 Percentile	Meeting 60 percent of Improvement targets

Program Delivery

The test scores, college placements, and feedback collected from anonymous student and alumni surveys reaffirm that BCCS is providing high-quality college preparation to all our students. The trend in our student achievement has been of strong MCAS scores, particularly on capstone MCAS (9th grade physics, 10th grade ELA and Math), high percentages earning qualifying scores on AP exams, and competitive college admissions and attendance.

Curricular work in the 2018-2019 school year continued to center on the development of rigorous tasks and on the concept of academic ownership.

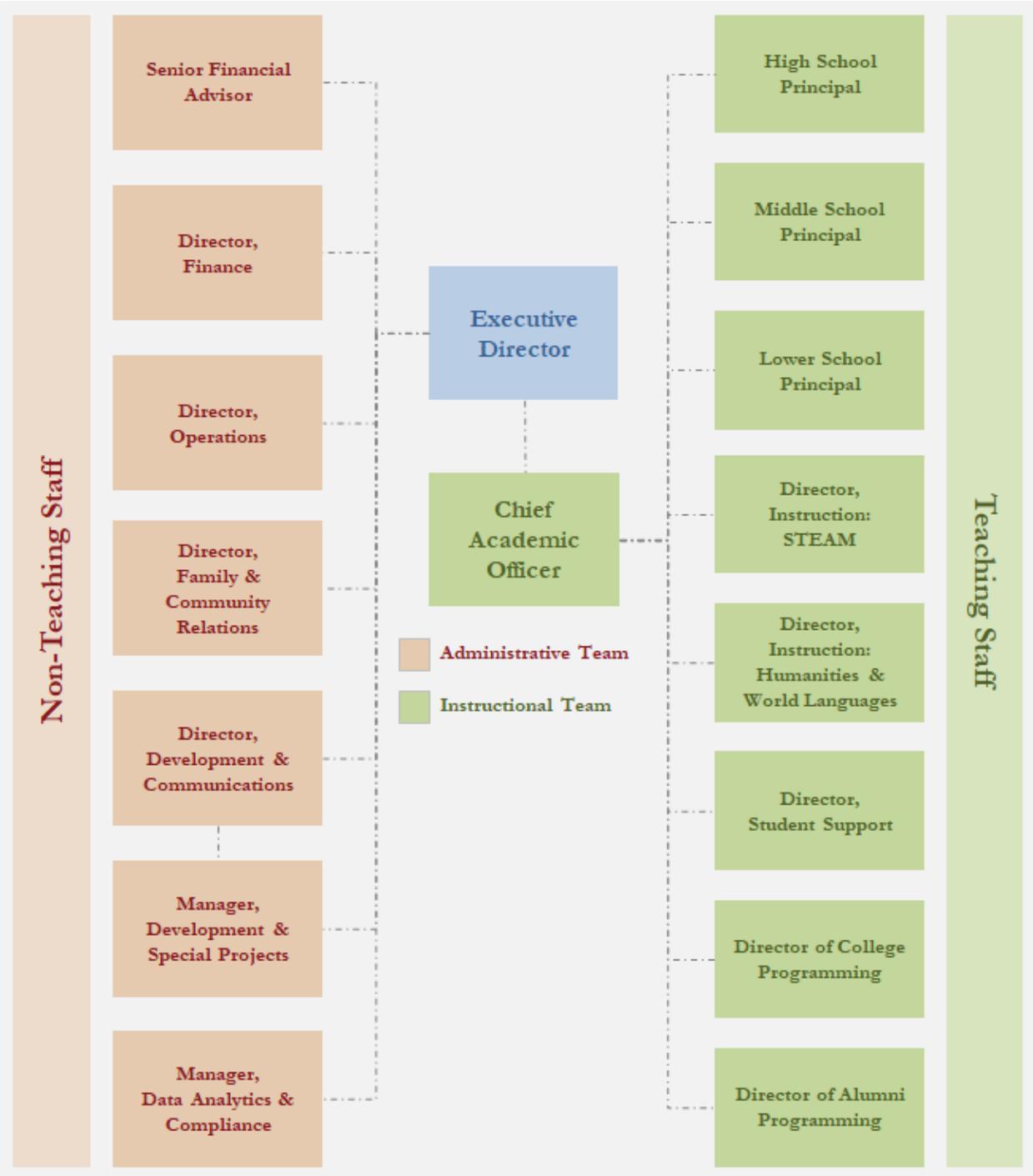
Our Instructional Team, comprised of our CAO, Principals, Directors of Instruction, and Director of Student Support, met monthly with our instructionally focused teacher leaders/coaches in order to better support learning outcomes. The team regularly viewed classroom footage and normed observational feedback on aspects of instruction that were newly incorporated into our teacher evaluation rubric.

Lastly, our Instructional Team spent the 2018-2019 school year developing and more robust assessment strategy. The team continued the use of the STAR ELA assessment across grades 5-10 to track individual reading growth. The team also constructed our own ELA and math interim assessments for grades 5-10 and science interim assessments for grades 5-8. The internal creation of the assessments, led by our experienced Directors of Instruction, allowed the school to more accurately assess the standards reflected in our scope and sequence and further allowed for spiraling of curriculum. Teachers had real time data on what students were mastering, what necessitated re-teaching and what demanded specific interventions.

Organizational Viability

Organizational Structure of the School

BCCS enjoys consistent and stable leadership. The 2018-2019 school year held only changes in our administrative organizational structure. The school transitioned the Director of Strategic Projects roles and responsibilities into two administrative roles, the Director of Operations and a newly created role, Manager of Data Analytics & Compliance. Regarding the latter, the Manager of Data Analytics & Compliance will oversee data management, data analytics, and state compliance.



Teacher Evaluation

The 2018-2019 school year marked a departure from the longstanding teacher evaluation rubric, based largely on the standards of the state rubric. In 2018-2019 BCCS launched a newly designed rubric based on five standards: Instruction and Execution, Essential Content, Reflective Practice, Deeply Knowing Students, and Professional Culture.

This revised approach was designed by a teacher working group and was designed specifically to include aspects of teaching that are critical to our school community.

We continued with the five-step process that prioritizes student achievement goals. Each teacher had an achievement goal for their students. Then, working in conjunction with their coach, each teacher set an instructional goal for how they planned to achieve the achievement goal (steps 1 and 2). Together, teachers and evaluators implemented the plan (step 3), gathering data on teaching practice relative to the five Standards of Practice in the rubric as well as relative to the goals set. At a mid-point in the year, teachers and evaluators came together for a formative assessment/evaluation (step 4), which was an opportunity to take stock of teacher progress relative to the goals set and the five Standards of Practice. The year ended with a summative assessment, in which a rating is noted on the five Standards of Practice. Those ratings, together with an analysis of progress on goals of professional practice and student achievement, lead to a summative rating for the year.

Rolling out a new rubric comes with growing pains, and in this case, teachers were at times concerned about receiving lower ratings against a more rigorous rubric than they had before. While this gave BCCS a strong snapshot of instructional quality-- perhaps our best ever-- it also impacted morale. Based on teacher feedback, we will work to make the process more collaborative for the 19-20 school year. More specifically, we will turn the formative review step into a relational conversation where the teacher and the principal reflect on the rubric together rather than a transactional conversation where the principal presents a typed review to the teacher and then follows that presentation with a conversation.

Budget and Finance

Unaudited FY19 statement of revenues, expenses, and changes in net assets (income statement)

	FY19 Year to Date April 30, 2019 <i>(unaudited)</i>	FY19 Budget 700 Students
REVENUE:		
Tuition	9,379,877	11,116,266
Grants	491,745	448,998
Fundraising	355,645	764,700
Nutrition	72,864	122,026
Interest Income/Other/In-Kind	594,453	866,647
Sub-total:	10,894,584	13,318,637
EXPENSE:		
Compensation, Taxes & Benefits	7,547,342	9,030,000
Program Equipment & Technology	162,868	200,000
Facility	1,511,323	1,256,282
Services & Contracts	323,513	342,250
Program Development & Support	984,500	1,148,335
In-Kind/Other	448,107	952,692
Sub-total:	10,977,653	12,929,559
Total Revenue	10,894,584	13,318,637
Total Expense	10,977,653	12,929,559
Surplus/(Deficit)	(83,069)	389,078
Adjustments to Cash:		
Depreciation	193,143	601,562
Capital Lease	140,363	(304,446)
Capital Expenditures	(604,585)	(600,000)
Modified Cash Basis Income/Loss	(354,148)	86,194

Statement of net assets for FY19 (balance sheet)

ASSETS:	
<i>Current Assets:</i>	
Cash and Cash Equivalent	2,650,812
Accounts Receivable	197,766
Prepaid Expenses	3,032,994
Total Current Assets	<u>5,881,572</u>
<i>Property & Equipment, Net:</i>	
Building & Repairs	781,898
Furniture & Equipment	1,753,013
Sub-total	<u>2,534,911</u>
Less: Accumulated Depreciation	<u>(1,132,769)</u>
Total Property & Equipment, Net	<u>1,402,142</u>
<i>Non-Current Assets:</i>	
Capital Lease	4,089,605
Total Non-Current Assets	<u>4,089,605</u>
TOTAL ASSETS:	<u>11,373,319</u>
LIABILITIES & NET ASSETS:	
<i>Current Liabilities:</i>	
Accounts Payable	72,827
Restricted Grants	29,615
Payroll Liability	817,516
Total Current Liabilities:	<u>919,957</u>
<i>Non-Current Liabilities:</i>	4,256,890
<i>Net Assets:</i>	
Investment in Capital Assets	4,267,851
Restricted Net Assets	29,615
Unrestricted Net Assets	1,982,075
Net Income From Operating	(83,069)
Total Net Assets	<u>6,196,471</u>
TOTAL LIABILITY & NET ASSETS:	<u>11,373,319</u>

Approved School Budget for FY20

Number of Students	700
Per Student Tuition budget	17,000
REVENUE:	
Per Pupil Tuition Payments	\$ 11,900,000
Governments Payments	590,200
Nutrition Payments	8,500
Fundraising	12,000
Collaboration Grants	-
Capital Campaign	-
Student Activities	130,550
Nursery School	58,700
Interest Income/Other	117,000
Interest Income Restricted	-
Intercompany Donation	
Pass Thru Grants	1,028,000
Rental Income	
Rent Rebate	
In Kind Transportation/Other	300,000
TOTAL REVENUE:	<u>\$ 14,144,950</u>
EXPENSES:	
Compensation	\$ 9,722,000
Rent	1,379,170
Rent - Rebate	(386,656)
Facility Operating Costs	597,000
Real Estate and Financing Expenses	
Equipment & Technology	205,250
Services & Contracts	375,610
Program Expenses	1,208,630
Interest Expense	
Pass Thru Grants to School	
Teaching Excellence Fund Expenditures	
Intercompany Donation	
In Kind Transportation/Other	300,000
Contingency	45,000
SUB-TOTAL EXPENSES:	<u>\$ 13,446,004</u>
NON-CASH ITEMS:	
Depreciation/Amortization Expense	330,000
Amort of Lease Pre-Payment & of Bond Discount	<u>(71,179)</u>
Sub-Total Non-Cash	258,821
TOTAL EXPENSES:	<u>\$ 13,704,824.59</u>
NET SURPLUS/(DEFICIT)	<u>\$ 440,125</u>

Capital Plan for FY20

During FY 2019, BCCS, working with its mission-affiliated non-profit, the BCCS Foundation, completed its major facilities expansion project to our upper school campus, serving grades 7-12. We added an assembly/cafeteria space and 13 new classrooms and small group spaces to accommodate our middle and high school students, to meet the need for more small SPED rooms, to add indoor exercise and strength-training spaces and to provide more appropriate STEM and Art classrooms. In addition, we upgraded a number of systems at our Mayhew Street campus, including adding air conditioning on the high school side of the building. The project was concluded on time and on budget and opened in January 2019.

During 2019, we also did initial planning for adding air conditioning on the middle school side of the Mayhew campus and for replacing the remaining windows on the high school side of the campus. \$700,000 has been budgeted for major projects in 2020, with BCCS paying for the air conditioning (\$300,000) and the BCCS Foundation paying for the window replacements (\$400,000). These projects are in their early stages and, as a result, the budgets are based on rough estimates of cost. This project is likely to take place starting in June of 2020 and run through the summer months. The projects will both be financed using cash in hand. No capital reserve account has been established.

The BCCS budget for on-going technology updates, repair and replacement activities and minor capital improvements is \$318,000 for 2020. This amount includes funds for creating a maker space, adapting existing spaces to be used to teach life-skills (through the inclusion of a laundry facility, for example) and adding a vaping detection system.

Additional Information

Accountability Plan Performance for 2018-2019

For more information on Accountability Plan Performance for 2018/2019, please see Appendix A.

Recruitment and Retention Plan

For more information on the Recruitment and Retention Plan for 2018/2019, please see Appendix B.

School and Student Data

For more information on School and Student Data and on Teacher and Staff Attrition for 2018/2019, please see Appendix C.

Additional Required Information

For more information on Key Leadership Changes, Facilities and Enrollment, please see Appendix D.

Anticipated Board Meeting Schedule for 2019-2020

Monday, September 23, 2019, 8:00-10:00 am, 215 Sydney Street, Dorchester, MA 02125

Monday, October 28, 2019, 8:00-10:00 am, 215 Sydney Street, Dorchester, MA 02125

Saturday, December 14, 2019, 8:30 am - 12:30 pm, Location TBD

Monday, February 10, 2020, 8:00-10:00 am, 215 Sydney Street, Dorchester, MA 02125

Monday, March 30, 2020, 8:00-10:00 am, 215 Sydney Street, Dorchester, MA 02125

Monday, May 11, 2020, 8:00-10:30 am, 11 Mayhew Street, Dorchester, MA 02125

Monday, June 15, 2020, 8:00-10:00 am, 215 Sydney Street, Dorchester, MA 02125

Complaints

On June 14, 2019, a complaint was filed with DESE by a BCCS parent. On June 24th, a request for Local Report was sent to BCCS by Rhonda Mojkowski, PRS Specialist. BCCS filed the local report with the Problem Resolution System Office on July 5, 2019. As of the submission of this report, BCCS has not received a response from PRS. The item number is PRS 2752.

Appendix A. Accountability Plan Evidence

Faithfulness to Charter Chart

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective 1: KDE #1: College and career programming. Given our mission to prepare each student for college, we are laser-focused on intentional programming for college and career.		
Measure: Annually, over 90% of BCCS graduates will agree at the end of their freshman year that they felt sufficiently prepared for college based on alumni survey data.	Met	Based on the alumni survey of freshmen, 100% of BCCS graduates agree at the end of their freshman year that they felt sufficiently prepared for college.
Measure: Annually, 100% of BCCS graduates are accepted to four-year colleges.	Met	Director of College Programming maintains a detailed list; all graduates were accepted.
Measure: Annually, over 90% of BCCS graduates will matriculate to college within one year of BCCS graduation based on alumni communication.	Not Met	85% of the Class of 2018 is enrolled in a 2-or 4-year college. 3% is in the military and 13% is unenrolled.
Measure: Annually, Over 80% of graduates who matriculate to college will complete a 2 or 4-year college program within 6 years of graduation as shown in National Clearinghouse database and alumni communication.	Partially Met	63% of the Class of 2013 has completed a 2 or 4-year college. 85% of the Class of 2014 has completed a 2 or 4-year college.
Measure: Annually, 100% of BCCS students will have completed an on-site career experience (e.g., internship) before graduating from high school.	Met	Every member of the junior class completed an internship and all graduating seniors had completed the internship their junior year.
Objective 2: KDE #2: Academic Rigor. We set a high bar for academic achievement in grades 5-12 to ensure that we are truly preparing students for the academic demands of college.		
Measure: Annually, the average of BCCS students' scores on each Advanced Placement exam will exceed the Massachusetts average for that exam.	Partially Met	Data pertains to un-embargoed 2018 data. Of the 8 AP Exams offered in 2018, BCCS outperformed the MA average in 3 of them: AP Language (3.4 vs. 3.2), AP Literature (3.1 vs. 2.9), and AP US History (3.4 vs. 3.2).
Objective 3: KDE #3: Without great teachers, nothing else matters. It is one of our founding beliefs that the teacher is the most critical lever in a student's academic experience.		
Measure: Annually, 75% or more of BCCS teachers agree on the TNTP Insight survey that "My school is a good place to teach and learn."	Met	76% of teaching staff indicated on the TNTP Insight Survey that "my school is a good place to teach and learn".
Measure: Annually, BCCS will retain over 85% of its teaching force year-to-year.	Not Met	BCCS will retain 80% of the teaching force from the 2018-2019 to 2019-2020 school year.
Objective 4: KDE #4: BCCS makes the most of its unique diversity. BCCS is a uniquely integrated school; this warrants intentional culture efforts around diversity.		
Measure: Annually, as demonstrated by student survey data, there will be less than a 10%	Met	Based on the 2019 Boston Collegiate Student Survey, there

difference between students of color and students who are white who believe that there is an adult at BCCS that the student could talk to if the student had a problem.		is a 6% difference (less than 10%) between Students of Color and White Students.
Measure: Annually, on the Boston Charter Alliance Family Survey, the overall average across all BCCS families will be a minimum of 85% in the “Diversity, Equity, Inclusion” composite section, with no significant deviations by racial and ethnic backgrounds.	Met	Based on the 2019 Boston Charter Alliance Family Survey, the overall average across all BCCS families is 86% in the “Diversity, Equity, Inclusion” composite section, with no significant deviations by racial and ethnic backgrounds.
Measure: By the end of the charter term, BCCS will have increased its proportion of staff of color to better match the demographics of the student body.	Partially Met	Given transitions and new hires, BCCS is projected to go from 34% staff of color in 2018-2019 to 40% staff of color in 2019-2020. 55% of our student body is comprised of students of color.
Measure: By the end of the charter term, BCCS will have made meaningful progress on closing the gap in student suspensions, both in-school and out-of-school, by race.	Not Met	Of the 70 students suspended this year, 50 were students of color, or 71%. Last year it was 65% students of color.

Dissemination Chart

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BCCS will share its college and career programming (KDE 1) with other schools in Boston, other Massachusetts public schools, and schools across the nation.		
Measure: At least 5 schools from across Massachusetts and the rest of the nation visit BCCS annually to learn about college and career programming.	Partially Met	Visits with a focus on college and career programming occurred from: the Hershey School (PA), Neighborhood House Charter School (MA), and the Dearborn (MA). In addition, best-practice sharing about college and career programming occurred with Boston Green (MA), New Mission (MA), Boston Prep (MA), Tech Boston (MA), Boston Community Leadership Academy (MA), and the Jeremiah Burke (MA).
Objective: BCCS will share its work to elevate teaching (KDE 3) with other schools in Boston, other Massachusetts public schools, and schools across the nation.		
Measure: BCCS will be mentioned in at least one national publication annually regarding work to elevate teaching.	Met	BCCS was featured on NPR, WGBH, and highlighted in the Boston Globe for work around elevating teaching and the Fund for Teaching Excellence.
Objective: BCCS will participate in teacher-to-teacher collaboration projects to share instructional best practices with other schools in Boston, other Massachusetts public schools, and schools across the nations		
Measure: BCCS will participate in 2-4 projects	Met	BCCS participated in: 1) the

<p>annually, for example:</p> <ul style="list-style-type: none"> <i>** CSO Dissemination Grant Project</i> <i>** Boston Coalition for Boys Mentorship Program</i> <i>** Collaborating with other middle/high schools on humanities curriculum on inequality</i> <i>** Establishing a cohort of like-minded schools educating diverse groups of students</i> 		<p>Blended Learning Project as part of federal national dissemination grant, 2) the Boston Coalition for Boys Mentorship Program, and 3) a collaboration with Boston Latin School and Milton Academy on an inequality project in the humanities. BCCS has been accepted to join the Eskolta Network in Boston in the 2019-2020 school year focusing on at-risk youth.</p>
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Appendix B. BCCS Recruitment and Retention Plan

Recruitment Plan 2019-2020

School Name: Boston Collegiate Charter School

2018-2019 Implementation Summary

There was a strong interest among families for BCCS in the 2018-2019 school year, with 2,000 students applying and more than 100 students in each grade on a waitlist. This is an indicator that the information was broadly shared. In addition, we did targeted outreach for rising 5th grade, which yielded application numbers similar to last year. We used current students and families to share information through word of mouth and networking to support a diversity of applicants across race, home language, and income levels. We continue to advertise in language newspapers. We added a banner on our very visible roof that faces I-93 that said "Apply Now!" in Spanish, English, and Vietnamese. We also assisted 100 families to use our online application in English and Spanish to overcome technology barriers. We intentionally ensured that parents with students on IEPs and students on IEPs came to recruitment fairs. We also made our website more robust with a "Student Support" page to ensure that prospective families with students with IEPs felt welcome and included and had access to information about family groups for families with students with specialized learning needs. In addition we purchased Facebook ads advertising the opportunity to apply to BCCS in English, Spanish, Haitian Creole and Vietnamese. We had a banner/pop-up on our website directing families to the application available in eight languages. We held monthly tours and information sessions at both campuses for interested families starting in October for our Lower School and January for our Upper School; in the 2017-2018 school year we had done fewer and focused on our Lower School. We also attended high school fairs for BPS and other charter schools when invited, such as for the Edwards, KIPP, UP, and the Ohrenberger.

With the persistent popularity of BCCS among Boston's white, English-dominant neighborhoods (South Boston, Dorchester, West Roxbury), BCCS struggles to increase the percentage of ELL students and low-income enrolling. We have gone to adult ESL classes to share application information, given out information at local community centers and Boys and Girls Clubs, etc. We have particularly taken an interest in the Vietnamese community which has such close proximity to our school and yet which is underrepresented at BCCS. We have had brainstorming sessions with Vietnamese students and families and had students represent us at the Tet Festival with a BCCS recruitment table.

With regard to the October 1, 2019 enrollment figures, we do not have clear figures and the information to-date is anecdotal. We know that there will be a large number of students on IEPs and a few more Vietnamese students. We are unsure about data pertaining to economically disadvantaged students and will not know until our lunch forms are returned.

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

General Recruitment Activities for 2019-2020:

- We will send a customized postcard from BCCS to all fourth graders in English, Spanish, Haitian Creole, and Vietnamese.
- We will send a common postcard through the Boston Charter Alliance to all fourth graders in English and Spanish.
- We will continue to use current students and families to share information through word of mouth and networking to support a diversity of applicants across race, home language, and income levels.
- We will continue to advertise in language newspapers.
- We will continue to use a banner on our very visible roof that faces I-93 that said "Apply Now!" in Spanish, English, and Vietnamese.
- We will continue to support families over the phone to use our online application. We are launching a staff multilingualism initiative to pay staff who are multilingual a stipend and ask that they support family phone calls; we anticipate that this will help with online application support.
- We will again ensure that parents with students on IEPs and students on IEPs come to recruitment fairs and we will maintain our robust with a "Student Support" webpage to ensure that prospective families with students with IEPs felt welcome and included and had access to information about family groups for families with students with specialized learning needs.
- We will continue our social media effort through additional Facebook ads advertising the opportunity to apply to BCCS in English, Spanish, Haitian Creole and Vietnamese.
- We will continue to have a banner/pop-up on our website directing families to the application available in eight languages.
- We will again email all families on our waitlist to invite them to reapply.
- We will continue to hold monthly tours and information sessions at both campuses for interested families starting in October for our Lower School and January for our Upper School.
- We will continue to attend high school fairs for BPS high schools when invited.

Recruitment Plan – 2019-2020 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage:
18.2%

GNT percentage:
16.6%

CI percentage:
16.9%

The school is **above** GNT percentages and **above** CI percentages

X Met GNT/CI: no enhanced/additional strategies needed

Will continue the strategies from the 2018-2019 school year:

- Send our information to every Boston Public School fourth grade student, thereby ensuring that every fourth grade student in BPS with disabilities receives our application.
- Ensure our Student Support staff is welcoming and available to speak with families.
- We will continue to advertise the work with students of all learning profiles at general recruitment sessions.
- Upgrade our Student Support page on our school website to more clearly advertise our student support systems. We will also include testimonials and data so prospective families feel especially welcome to apply.
- Invite prospective families to attend our Student Support Parent Advisory Council meetings to learn more about our community via social

	<p>media.</p> <ul style="list-style-type: none"> ● Include specific information on student support services in all in person admission tours. ● Share our explicit desire to support students with disabilities at our Student Support Parent Advisory Council meetings and ask for advice on how to better recruit students with disabilities. ● Bring staff members who specifically work with students with disabilities to student recruitment fairs.
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Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 4.0%</p> <p>GNT percentage: 12.2%</p> <p>CI percentage: 18.2%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p>X Did not meet GNT/CI</p> <p>Will continue the strategies from the 2018-2019 school year:</p> <ul style="list-style-type: none"> ● Continue to advertise the application available online in the eight languages most prevalent in the Boston area (Cape Verdean Creole, Chinese, English, Haitian Creole, Portuguese, Somali, Spanish, and Vietnamese) ● Place our application at the appropriate Family Welcome Center of the Boston Public Schools in all languages listed above ● Distribute our application in neighborhoods such as Mattapan and Fields Corner that are densely populated by families that speak languages other than English ● Send a postcard to every Boston Public School fourth grade family sharing information about the online application. Families will receive the postcard in English as well as Spanish if that is their native language ● Ensure bilingual staff and/or family members are present at information sessions and recruitment events to assist with translation and communication ● Place ads in the following world language newspapers: <i>World Journal</i> (Chinese), <i>Haitian Reporter</i> (Haitian Creole), <i>Sampan</i> (Chinese), and <i>Thang Long</i> (Vietnamese) ● Reach out to the following community organizations that serve non-English speaking populations: Viet-AID, the Haitian Multi-Service Center, the Massachusetts Alliance of Portuguese Speakers, and the Boston Chinatown Neighborhood Center ● Bring staff, students, and families who speak a language other than English with us to recruitment events in order to garner trust and provide in-depth answers to questions in several languages ● Contract with local radio stations that broadcast in other languages for advertisements/commercials in Spanish LaMega (890 AM) and WJDA (1300 AM) and in Cape Verdean Creole Radio Nha Terra (107.1 FM) ● Share information about our school with adult ESL program. List provided by English for New Bostonians
	<p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>X Did not meet GNT/CI</p> <ul style="list-style-type: none"> ● Ask 20 families with students who are English learners to recommend BCCS to 2-3 friends and check back to ensure the applications have been submitted.

	<p>(data to change in 2 years).</p> <ul style="list-style-type: none"> ● Include short video testimonials to our website from families in the main languages we are trying to recruit: Spanish, Hatian-Creole, Vietnamese, and Cape Verdean Creole. ● We will double-down on English Learning communities in close proximity to our school, specifically the Vietnamese and Cape Verdean communities. ● Vietnamese (data to change in 2 years): <ul style="list-style-type: none"> ○ <i>Attempt to collaborate with the principals at 2 local elementary schools that have large Vietnamese populations to advertise BCCS enrollment and</i> ○ <i>Host tours in Vietnamese led by Vietnamese families.</i> ○ <i>Prioritize recruitment of Vietnamese-speaking teachers.</i> ○ <i>Provide BCCS application materials to Vietnamese health care providers in our area.</i> ○ <i>Pay a Vietnamese parent or student for ~20 hours of recruitment time.</i> ● Cape Verdean Creole (data to change in 2 years): <ul style="list-style-type: none"> ○ <i>Attempt to collaborate with the principals at 2 local elementary and middle schools that have large Cape Verdean populations to advertise BCCS enrollment.</i> ○ <i>Host tours in Cape Verdean Creole led by Cape Verdean families.</i> ○ <i>Prioritize recruitment of Cape Verdean Creole-speaking teachers.</i> ○ <i>Provide BCCS application materials to Cape Verdean health care providers in our area.</i> ○ <i>Pay a Cape Verdean parent or student for ~20 hours of recruitment time.</i>
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 28.4% (ecodis)</p> <p>GNT percentage: 39.6%</p> <p>CI percentage: 47.9%</p> <p>The school is below GNT and CI percentages</p>	<p>X Did not meet CI</p> <p>Will continue the strategies from the 2018-2019 school year:</p> <ul style="list-style-type: none"> ● Make our application available to families residing in low-income housing developments throughout the city such as Franklin Field and Old Colony ● Contact the Department of Transitional Assistance in Boston and provide them with the application link ● Provide application materials to neighborhood ABCD sites ● Supply our information and postcards to Boys and Girls Clubs and YMCAs throughout the City of Boston to be available for attendees ● Connect with local CDCs such as Urban Edge and Dorchester Bay that provide affordable housing to advertise how to apply to our school ● Advertise our application and lottery process through Resident Services of Boston Housing Authority ● Distribute application information to social workers of Family Aid and Project Hope providing emergency and permanent housing support for families in Boston
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	<p style="text-align: center;">2019-2020 Additional Strategies</p> <p>X Did not meet CI</p> <p>We will work intentionally with organizations seeking to help families build wealth and we will conduct more thorough follow up with public assistance programs (2 years):</p> <ul style="list-style-type: none"> ● Collaborate with Union Capital Boston to share information. ● Collaborate with the Family Independence Initiative to share information. ● Collaborate with Compass Working Capital to share information. ● Increase staff capacity on student recruitment team to conduct more thorough follow up with public agencies and support families enrolling in public assistance programs ● Decline recruitment invitations from communities that demonstrate a lower ecodis population than BCCS ● Investigate feasibility of an MBTA bus advertising campaign
<u>Students who are sub-proficient</u>	<p>Will continue the strategies from the 2018-2019 school year:</p> <ul style="list-style-type: none"> ● Include information about our tutoring and extra support services in our advertisements. ● Make our application available to tutoring and academic enrichment programs such as 826 Boston and the Boston Learning Center. ● Provide ample time at information sessions to families with questions about how we provide remediation and extra support to students who have struggled at their current school.
<u>Students at risk of dropping out of school</u>	<p>Will continue the strategies from the 2018-2019 school year:</p> <ul style="list-style-type: none"> ● Make our application available to programs that serve at-risk youth throughout the city such as Friends of the Children. ● Continue to lead by example by providing homeless and struggling families with assistance for food, housewares, transportation, school supplies, uniforms, and anything else they may need, and highlight this work at information sessions. <p style="text-align: center;">2019-2020 Additional Strategy</p> <ul style="list-style-type: none"> ● Explore the possibility of putting BCCS application materials at BPS Reengagement Centers.
<u>Students who have dropped out of school</u>	<p>Will continue the strategies from the 2018-2019 school year:</p> <ul style="list-style-type: none"> ● We now accept students in grades nine and ten. Our 9th grade waitlist was the longest we had. More families applied for 9th grade rather than any other grade for our school. <p style="text-align: center;">2019-2020 Additional Strategy</p> <ul style="list-style-type: none"> ● Explore the possibility of putting BCCS application materials at BPS Reengagement Centers.

Retention Plan 2019-2020

<p>Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2018-2019 Retention Plan.</p>
<p>2018-2019 Implementation Summary:</p> <p>BCCS continues to maintain a strong, individualized focus on students which leads to generally low attrition rates. The new lens of “chronic absenteeism” provided a helpful tool for us to zero in on at-risk students, and we</p>

added close monitoring of our chronically absent students to our ongoing conversations about students. In partnership with PEAR, our Social-Emotional support partner organization, we did “deep dives” on individual students of concern, looking at academic, attendance, and social and emotional data. We have a full-time mental health counselor for each part of the school who works in lockstep with the principal and the dean on students of concern. We also added a new position of Assistant to the Dean in the high school to help with intervention. In general, attrition from BCCS tends to be because students move or wish to attend exam schools or private schools.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan –2019-2020 Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 10.3%</p> <p>Third Quartile 16.3%</p> <p>The school’s attrition rate is below third quartile percentages.</p>	<p>Below third quartile: no enhanced/additional strategies needed.</p> <p>Will continue the strategies from the 2018-2019 school year:</p> <ul style="list-style-type: none"> • Students with disabilities receive several extra supports to facilitate their academic success. • We maintain a robust Student Support team which places co-teachers in core subject classes and works individually and in groups with students outside of class. • Student Support staff also meet regularly with general education teachers to monitor and accommodate students on IEPs.
Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: 8.0%</p> <p>Third Quartile: 18.2%</p> <p>The school’s attrition rate is below third quartile percentages.</p>	<p>Below third quartile: no enhanced/additional strategies needed.</p> <p>Will continue the strategies from the 2018-2019 school year:</p> <ul style="list-style-type: none"> • Our English Language Learner Program Coordinator works closely with students who need extra assistance with English language skills to ensure that they receive the support they need through tutoring, co-teaching, homework support, or other activities after school to participate fully in the academic and social experience of BCCS.
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	

<p><u>(a) CHART data</u></p> <p>School percentage: 8.1%</p> <p>Third Quartile: 19.3%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>Below third quartile: no enhanced/additional strategies needed.</p> <p>Will continue the strategies from the 2018-2019 school year:</p> <ul style="list-style-type: none"> ● We set aside funds for items necessary for learning that students may be unable to afford, such as eyeglasses and school supplies. ● We collect donations in order to provide weekend and vacation food to families who are homeless or struggling financially. ● We aim to make dental care available twice per year for families who choose to participate. ● In addition, we work to match students with safe, engaging summer camp opportunities, regardless of financial need and provide financial support for registration and enrollment fees when needed.
<p><u>Students who are sub-proficient</u></p>	<p>Will continue the strategies from the 2018-2019 school year:</p> <ul style="list-style-type: none"> ● Students who are sub-proficient receive intensive academic supports including tutoring, small group classes, co-teaching, computer-based interventions, differentiated texts, scaffolded assignments, or other appropriate interventions, along with summer remediation if warranted.
<p><u>Students at risk of dropping out of school</u></p>	<p>Will continue the strategies from the 2018-2019 school year:</p> <ul style="list-style-type: none"> ● Teachers identify students at risk of dropping out and track them on the Retention Watch List, which prompts teachers to check-in with those students and their families more often. High Risk students are also recommended for extracurricular programs and encouraged to participate in sports or clubs to help engage them with the school community.
<p><u>Students who have dropped out of school</u></p>	<p>Will continue the strategies from the 2018-2019 school year:</p> <ul style="list-style-type: none"> ● Because BCCS only recently accepts new students into our high school, we have not yet had the opportunity to target students who have already dropped out of another school. ● All students who have left BCCS have enrolled in another school.
<p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>Will continue the strategies from the 2018-2019 school year:</p> <ul style="list-style-type: none"> ● Because of our diversity, BCCS closely monitors data to look for trends in race, gender, and socio-economic status. Our goal is for all students to make significant academic gains all year long using the above strategies and a persistent focus on the overall rigor of our program.

Appendix C. School and Student Data Tables

Student Demographic and Subgroup Information

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	220	31.7
Asian	16	2.3
Hispanic	127	18.3
Native American	1	0.1
White	313	45.3
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	16	2.2
Special education	127	18.2
Limited English proficient	28	4.0
Economically Disadvantaged	197	28.4

Boston Collegiate Charter School's student demographic enrollment data link would be as follows:
<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04490305&orgtypecode=6&leftNavId=300&>

Teachers and Staff Attrition for the 2018-2019 School Year

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	79	2	13	MID-YEAR 1: Never returned from maternity leave 1: Was terminated END-OF-YEAR 1: Graduate school 3: Transitioned to non-teaching position 2: Transitioned to another school/district 1: Moved into a coaching/curriculum role 1: Moved to an Assistant Professorship 3: Moved to be near family 2: Unsure 1: Not renewed for the 2019-2020 year
Other Staff	38	1	4	MID-YEAR 1: Left unexpectedly for personal reasons END-OF-YEAR 1: PhD program

				1: Position was non-renewed 1: Temporary role from the start 1: Moved to another non-profit organization
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Administrative Roster for the 2018-2019 School Year

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Yousef Khalifa Aleghfeli, Data Analytics & Compliance Manager	Oversees data management, data analytics, and state compliance	10/2018	Current
Lenny Bautista, Lower School Dean of Students	Oversees culture and discipline for Lower School	7/2017	Current
Rodney Coleman, Middle School Dean of Students	Oversees culture and discipline for Middle School	8/2001	Current
Nadia Cyprien, Director of Student Support	Oversees special education services, ELL services, counseling services, and other related services	7/2015	Current
Peter Ferrara, High School Dean of Students & Director of Facilities	Oversees culture and discipline for High School; oversees Facilities for both campuses	8/1999	Current
Bethany Guen, Director of Development & Communications	Responsible for fundraising and marketing activities and strategies	4/2014	Current
Ryan Holmes, Director of Instruction, STEAM	Oversees quality of instruction, curriculum, and professional development	7/2017	Current
Megan Noyes, Middle School Principal	Oversees Middle School instruction and achievement, including teachers	8/2009	Current
Melissa Kelley, Director of Finance	Responsible for budget, finances, and human resources	6/2016	Current
Amanda Kay Loring, Director of Operations	Oversees operations team, planning and logistics	8/2013	Current

Sarah Morland, High School Principal	Oversees High School instruction and achievement, including teachers	8/2003	Current
Michelle Morrissey, Director of Instruction, Humanities & World Languages	Oversees quality of instruction, curriculum, and professional development	7/2016	Current
Jenna Ogundipe, Chief Academic Officer	Oversees curricular and instructional matters including external collaboration; manages the instructional team	8/2002	Current
Steve Pizzimenti, Director of Strategic Projects	Oversees strategic projects, especially in finance and operations	7/2015	11/2018
Teresa Rodriguez, Director of Family and Community Relations	Oversees communication with families and other aspects of community engagement	8/2016	Current
Jan Saglio, Senior Financial Advisor	Oversees strategic financial projects, considering long-term health of BCCS	3/2014	Current
Courtney Smith, Lower School Principal	Oversees Lower School instruction and achievement; including teachers	8/2008	Current
Shannah Varón, Executive Director	Oversees school operations and results, sets school vision, manages leadership team and external relations	7/2011	Current

Board and Committee Information

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2019	16
Minimum number of board members in approved by-laws	8
Maximum number of board members in approved by-laws	18
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	3

Members of the Board of Trustees for the 2018-2019 School Year

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR
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Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term
Bridget Adam		Development	1	9/2018-6/2022
Jose Brandao		Finance	1	11/2017-6/2021
Sandra Brown		Governance	1	3/2017-6/2020
Phil Carver		Development	1	11/2017-6/2021
Nicole Chang	Vice Chair	Development	1	9/2017-6/2021
Robert Harris	Clerk	Governance	2	8/2014-6/2020
Haven Ladd	Treasurer	Finance	3	6/2012-6/2021
Nickie Norris		Development	3	3/2011-6/2020
Ali Nuger		Development	1	3/2017-6/2020
Caroline Page		Finance	2	8/2014-6/2020
Rod Skinner		Governance, Academic and Student Affairs	3	12/2011-6/2021
Stephanie Stamatou	Chair	Ex-Officio, All	1	3/2017-6/2020
Prescott Taylor		Finance	1	8/2017-6/2020
Scott Utzinger		Governance	2	1/2014-6/2020
Natalie Velasquez		Academic and Student Affairs	1	01/2018-6/2021
Karen Walker Beecher		Governance	1	9/2017-6/2021

Appendix D. Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Stephanie Stamatou	n/a	New in Role
Charter School Leader	Shannah Varon	svaron@bostoncollegiate.org	No Change
Assistant Charter School Leader	Jenna Ogundipe	jogundipe@bostoncollegiate.org	No Change
School Business Official	Melissa Kelley	mkelley@bostoncollegiate.org	No Change
Special Education Director	Nadia Cyprien	ncyprien@bostoncollegiate.org	No Change
English Language Learner Director	Caitlin McHugh	cmchugh@bostoncollegiate.org	No Change
MCAS Test Coordinator	Amanda Kay Loring	aloring@bosotncollegiate.org	New in Role
District Data Coordinator	Yousef Aleghfeli	yaleghfeli@bostoncollegiate.org	New in Role
SIMS Coordinator / SIMS Contact	Yousef Aleghfeli	yaleghfeli@bostoncollegiate.org	New in Role

Facilities

In 2019, BCCS completed the expansion of the Mayhew Campus. See Capital plan section of this report for details.

Location	Dates of Occupancy
Lower School -215 Sydney Street Dorchester	2010 - Present
Upper School - 11 Mayhew Street, Dorchester	2004 - Present

Enrollment

Action	2019-2020 School Year Date(s)
Student Application Deadline	02/29/2020
Lottery	03/10/2020 (Tentative)