



BOSTON COLLEGIATE
CHARTER SCHOOL

2025-2026 ANNUAL REPORT

July 24, 2026

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Introduction to the School

Boston Collegiate Charter School

Mission Statement: to prepare each student for college

School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	Boston
Regional or Non-Regional	Non-regional
Districts in Region	1
Year Opened	1998
Year(s) Renewed	2003, 2008, 2013, 2018, 2023
Maximum Enrollment	700
Chartered Grade Span	Grades 5-12

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. Throughout the 2025-2026 school year we continued to prioritize relationship building, supported our teaching staff with their facilitation of curriculum that embodies deeper learning (an approach that emphasizes critical thinking, communication and independence) and added a dedicated, school-wide study of Cultures of Thinking.

At the core of our work, we remain rooted in the key design elements of the school. The key design elements refined in our 2023-2028 Accountability Plan are: 1) College and career programming; 2) Academic rigor; 3) “Without great teachers, nothing else matters,” and 4) A culture that fosters a strong sense of belonging. During the 2025-2026 school year, Boston Collegiate implemented each of its key design elements in the following ways:

1. **College and career programming.** Because our mission is to get every student ready for college, we deliberately focused on building purposeful college and career programming. We strategically expose students to a wide variety of careers and provide college-programming to allow students to internalize the connection between career and college. We continued yearly events such as our 10th Grade Career Symposium, a targeted career panel for our seniors, our yearly college visits for all grades, monthly opt-in career exposure field trips for our high school, a summer college road trip, and our 11th grade 2-week offsite internship experience. Once again, for the twenty third consecutive year, all our diploma-earning Class of 2026 students earned an acceptance to a four-year college, with over 90% anticipating to matriculate.
2. **Academic rigor.** Our curricular and instructional focus during the 2025-2026 school year continued to build on our commitment to deeper learning, ensuring every student is prepared for

the rigor of college-level work. We grounded this work in Ron Ritchhart's Cultures of Thinking framework, training our full instructional leadership and teaching team to make thinking visible and to normalize dispositions like curiosity and metacognition in every classroom. To keep rigor high and measurable, our instructional coaches and department chairs used real-time data from our iReady diagnostics, Project Based Learning units, and high-quality curricula in ELA, math, science, and history to ensure that in every classroom students are engaging with challenging, real-world questions, examining evidence to draw and defend conclusions, and writing and presenting their thinking regularly. We further raised the bar for our oldest students by expanding our dual enrollment partnership with Syracuse University, allowing them to earn genuine college credit and experience the expectations of college coursework before they graduate.

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. Our Leadership Advisory Council (LAC) of teachers continued to meet monthly with our Executive Director to promote stronger staff retention and this year advocated for additional recognition for staff that have been with the community for 10+ years. In a testament to our community’s focus on supporting great teachers, 98% of our teaching staff agreed or strongly agreed with the statement “My school is committed to improving my instructional practice.” and 95% of our teaching staff agreed or strongly agreed with the statement “My school is a good place to teach and learn.”
4. **A culture that fosters a strong sense of belonging.** As a uniquely integrated school, Boston Collegiate is intentional about cultivating an environment where every individual feels seen, valued, and appreciated, regardless of identity. This year, our student body was 57% students of color and 43% white, while our staff identified as 50% of color and 50% white. Belonging and restorative practices remain at the heart of our school community. This work comes to life through cultural celebrations, dedicated DEI and Restorative Justice support, and the growth of student leadership through programs like our Black Student Union. We also worked intentionally to foster a sense of belonging among our families, inviting them into the planning and development of our 2026-2029 strategic plan so their voices help shape the next chapter of our school.

Access and Equity

[Enrollment by Race/Ethnicity \(2025-2026\)](#)

[Selected Populations \(2025-2026\)](#)

[2024-2025 Student Discipline Data Report](#)

Dissemination

Dissemination Activities to Public Schools (that are not charter schools) in the District Where the School Is Located 2025-26

School Year Dissemination Occurred	Best Practice Shared	Vehicle for Dissemination (Identify the format; e.g., presentation, roundtable, and, if applicable, name and location of the event where best practice was shared.)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Identify the title of the individual(s) and name of the school(s) within the district.)	Result of Dissemination (List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other public schools in the district as a result of this dissemination activity.)
2026-2027	Curriculum and Instructional Innovation	Presentation, Sharing for Success Dissemination Fair (DESE)	Sarah Morland, CAO	Members of Boston Public Schools were in attendance	Attendees were provided the structure and approach to instructional rounds to support instructional coaches and their work with teachers.
2026-2027	Curriculum and Instructional Innovation	1:1 mentorship	Marty Clarke, School Leadership Fellow	Lead AP Pre-Calculus Teacher, O'Bryant School	Instructional improvements lead directly to improved AP pre-calculus scores
2026-2027	Curriculum and Instructional Innovation	1:1 mentorship	Sarah Morland, CAO	Literacy Instructional Coach, Boston Public Schools	Overview of instructional rounds to support instructional coaches and their work with teachers.

Dissemination Activities *Beyond* the District Where the School Is Located 2025-26

School Year Dissemination Occurred	Best Practice Shared	Vehicle for Dissemination (Identify the format; e.g., presentation, roundtable, and, if applicable, name and location of the event where best practice was shared.)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Identify the title of the individual(s) and name of the school(s) within the district.)	Result of Dissemination (List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other public schools in the district as a result of this dissemination activity.)
2026-2027	Curriculum and Instructional Innovation	Site Visit	Melissa Aybar, High School Principal	Applied Learning Leadership Institute	Overview of our work, best practices related to deeper learning (applied learning), classroom visits, and a Q&A panel featuring students and staff.
2026-2027	Curriculum and Instructional Innovation	Site Visit	Sarah Morland, CAO	Springpoint	Overview of our work, best practices related to deeper learning (applied learning), classroom visits, and a Q&A panel featuring students and staff.
2026-2027	Curriculum and Instructional Innovation	Site Visit	Sarah Morland, CAO	Barr Foundation	Overview of our work, best practices related to deeper learning (applied learning), classroom visits, and a Q&A panel featuring students and staff.
2026-2027	Curriculum and Instructional Innovation	Site Visit	Sarah Morland, CAO	Hollyhock Foundation	Best practices related to adolescent literacy.

2026-2027	Curriculum and Instructional Innovation	Site Visit	Sarah Morland, CAO	Building Excellent Schools	Best practices related to program design, culture, and instruction.
2026-2027	School Design	Residency	Jenna Ogundipe, ED	City River High School, Ohio	Best practices related to program design, culture, and instruction.
2026-2027	Curriculum and Instructional Innovation	Site Visit	Sarah Morland, CAO	Epiphany School	Best practices related to deeper learning (applied learning).
2026-2027	School Design	Site Visit	Melissa Aybar, High School Principal	Connecticut School Fellowship	Best practices related to program design, culture, and instruction.
2026-2027	Curriculum and Instructional Innovation	Site Visit	Brendan Shea, Science Department Chair	PlayLab	Best practices regarding AI in the classroom and curriculum.
2026-2027	Curriculum and Instructional Innovation	Presentation, National Science Teachers Association	Jed Grayboy, Science Teacher	Science teachers nationwide	Best practices regarding OpenSci Ed curriculum
2026-2027	College and Career Programing	Site Visit (zoom)	Max George, Director of College and Career Programming	Messina College (Boston, MA)	Best practices related to college and career programming were shared
2026-2027	College and Career Programing	Site Visit (zoom)	Jon Clark, Director of Alumni Programming	Bunker Hill Community College (Boston, MA),	Best practices related to college and career programming were shared
2026-2027	College and Career Programing	Site Visit (zoom)	Max George, Director of College and Career Programming	The Mind Trust (Indianapolis, Indiana).	Best practices related to college and career programming were shared

Academic Program Success

Student Performance

2025 School Report Card

Program Delivery

Academic growth, as indicated on internal assessments, college placements, and feedback collected from anonymous student and alumni surveys, reaffirms that Boston Collegiate is providing high-quality college preparation to all our students.

For the 2025-2026 school year, our curricular and instructional focus built on the prior year's work in deeper learning and literacy by adding a dedicated, school-wide study of Cultures of Thinking. Using Ron Ritchhart's *Cultures of Thinking in Action* as our shared text, our entire leadership and teaching team engaged in learning and reflection related to mindsets from the book. These included: "Schools Must Be Cultures of Thinking for Teachers," "We Can't Directly Teach Dispositions; We Must Enculturate Them," "Learning Occurs at the Point of Challenge," and "Questions Drive Thinking and Learning," among others. This work was carried into our 1-to-1 coaching sessions, Peer Coaching Communities (PCCs), department meetings, school-level sessions, and New Staff Orientation.

Deeper learning, as defined by our community, continues to include:

- *In each classroom, students are engaged in answering important and interesting questions that address real world issues and concerns in a rigorous way using critical thinking skills;*
- *Students are working together to make meaning of what they are learning, examining information and data, drawing conclusions and presenting findings and arguments;*
- *Students have the opportunity to engage in debate, dialogic discussion, presentations, and more, and they are regularly writing about their topics; and*
- *Students have more choices that can ignite their interests and passions.*

Some specific examples from the 2025-2026 school year of the curricular and instructional programs, as well as the shifts we continued to make toward deeper learning and cultures of thinking, included:

- Best Practice Showcases in December and March built explicitly around Cultures of Thinking mindsets, including December sessions highlighting classroom practices that cultivate metacognition and curiosity and March sample lessons to demonstrate and promote reflection on "Thinking Moves" from Ritchhart's Understanding Map.
- Four members of our Instructional Leadership Team attended Harvard's Project Zero Classroom in June of 2026, a weeklong learning experience based in Cultures of Thinking and deeper learning practices (six other members of our team attended in June 2025).
- Continued use of the iReady diagnostic with three assessments in Math and Reading over the course of the year. This included use of personalized instruction and intervention materials with students in grades 5-8 as well as 9th and 10th graders not yet meeting expectations at a high school level.
- Continued Project Based Learning (PBL) across multiple grade levels and subjects.
- Continued full implementation of the OpenSciEd Science curriculum in our Middle School across grades 6-8, alongside adoption of the 5-8 materials. We also continued and expanded the use of PEER Physics and BSCS Biology in our High School science department.
- Continued use of STMath in our Lower School Mathematics classes and OpenUp Math in our High School Integrated Math sequence (I, II, and III). We piloted the Amplify Desmos curriculum with our 7th grade Math team. The department continued to focus on "thinking classrooms" in our Math classes to support deep conceptual thinking and strong problem solving.
- Full adoption of the Novel Education Partners ELA Curriculum in grades 7-11 in English, following the prior year's pilot of three different HQIM resources.
- Continued use of HQIM History curricula in grades 5-8 (Investigating History and the Democratic Knowledge Project), supported by continued grant funding. All high school history classes included the teaching of at least one case study through Harvard Business School's Case Method Institute.

- Expanded partnership with Syracuse University Project Advance. In 2024-2025 we offered our first dual enrollment class through Syracuse University, a Psychology course. In 2025-2026 we added two more courses, a Literature course and an Earth Science course. In all cases our teachers attended workshops through Syracuse University to serve as adjunct professors for the courses.

This year also involved a significant expansion of our work with Generative AI, including an all-staff introductory workshop in August, completion of the DESE AI Literacy for Educators module by all staff, and a January PD day offering staff-selected workshops (differentiating AI support for English Learners and students with disabilities, promoting academic integrity, integrating AI while maintaining student thinking, and using AI to support planning and efficiency). We had multiple teachers pilot tools and units, including the use of PlayLab to support Claim-Evidence-Reasoning writing aligned to OpenSciEd, an 8th grade English unit on AI and its implications for the Humanities, and units related to AI in both the Science and Math departments. An AI Working Group, led by our teacher AI Lead, met regularly throughout the year to guide policy, staff PD, and student AI literacy.

Our Literacy approach for the 2025-2026 school year continued to be grounded in research around literacy and tailored toward adolescent literacy development. The Reading Rope (Scarborough, 2021), articulates the highly complex and interwoven components of skilled reading with the two main categories being word recognition and language comprehension. All-staff professional development was used to continue to build on a strong shared foundation of adolescent literacy development and then provide teachers with additional strategies and tools for use in the classroom. The workshops included strategies and practices for vocabulary instruction, morphology, building background knowledge, and teaching metacognitive strategies. These practices were evident on a daily basis for students in the classroom.

We worked to sustain our intensive literacy work across the curriculum from the 2024-2025 school year through both revisiting knowledge and content as a whole staff and including the related professional learning as part of our new teacher induction program. In addition to ensuring the implementation of literacy strategies in every classroom, we also recognized that some of our students still needed support with the word recognition half of the reading rope. In order to address their needs, we continued and expanded use of targeted interventions. Wilson Reading was used with our students who have the most intensive decoding needs, with careful attention to student placement and instructional fit. The REWARDS program, which emphasizes multisyllabic word reading, vocabulary development, and comprehension strategies for adolescent readers, served over 150 students across grades 5-10 who were below grade level.

The 2025-2026 school year included continued individualized support for teachers including instructional coaching, Peer Coaching Communities, and weekly New Teacher Support sessions. Our Instructional Leadership Team, composed of our Chief Academic Officer, principals, Chief Student Support Officer, department chairs, and instructional coaches, met monthly, including two half day retreats, to normalize observational feedback and our vision for excellent instruction, including cultures of thinking mindsets and practices. Instructional coaches and department chairs worked directly with teachers to ensure that grade-level standards and content were being addressed across the school, instructional materials were scaffolded to support our learners, and lessons and units were designed to engage students in their own learning, both in terms of engaging content and requiring students to do the thinking. All leaders who serve as instructional coaches engaged in four full days of Instructional Coaching Rounds, co-observing classrooms and coaching meetings to strengthen and calibrate our practices.

Organizational Viability*Finance*

A. FY26 Unaudited Income Statement

FISCAL YEAR 2026 STATEMENT OF REVENUE, EXPENSES, AND CHANGE NET ASSETS

FY26
Year to Date
May 31, 2026
(unaudited)

REVENUE:

Tuition	15,572,728
Grants	748,740
Fundraising	1,673,264
Nutrition	220,348
Interest Income/Other/In-Kind	2,654,500
Sub-total:	20,869,580

EXPENSE:

Compensation, Taxes & Benefits	14,609,530
Program Equipment & Technology	381,833
Facility	3,206,886
Services & Contracts	562,386
Program Development & Support	1,973,375
Sub-total:	20,734,011

Total Revenue 20,869,580

Total Expense 20,734,011

Surplus/(Deficit) 135,569

B. FY26 Balance Sheet (unaudited)

FISCAL YEAR 2026 STATEMENT OF NET ASSETS (Unaudited)

May 31, 2026

ASSETS:

Current Assets:

Cash and Cash Equivalent	5,105,596
Accounts Receivable	180,321
Prepaid Expenses	3,824,281
Total Current Assets	9,110,197

Property & Equipment, Net:

Building & Repairs	9,935,269
Vehicles	128,176
Furniture & Equipment	2,410,779
Sub-total	12,474,224

Less: Accumulated Depreciation	(3,454,238)
Total Property & Equipment, Net	9,019,986

Non-Current Assets:

Capital Lease	2,062,464
Total Non-Current Assets	2,062,464

TOTAL ASSETS: 20,192,647

LIABILITIES & NET ASSETS:

Current Liabilities:

Accounts Payable	279,606
Restricted Grants	
Payroll Liability	935,914
Total Current Liabilities:	1,215,520

Non-Current Liabilities: 2,346,096

Net Assets:

Investment in Capital Assets	9,019,986
Restricted Net Assets	350
Unrestricted Net Assets	7,475,127
Net Income From Operating	135,569
Total Net Assets	16,631,032

TOTAL LIABILITY & NET ASSETS: 20,192,647

- C. School's Budget
 i. FY27 School Budget (*Approved by the Board of Trustees on March 31, 2026*)

	Students Enrolled	693
	Per Student Tuition	\$25,971
REVENUE:		
Per Pupil Tuition Payments		\$17,997,903
Fundraising - Restricted/Unrestricted/Private Grants		1,505,960
Government Payments		996,240
Student Activities		34,000
Interest Income/Other		200,000
In-Kind (Services/Transportation/MTRS)		2,555,000
TOTAL REVENUE:		\$23,289,103
EXPENSES:		
Compensation		\$14,750,000
Rent		1,435,262
Facility Costs		935,400
Equipment & Technology		403,500
Services & Contracts		599,500
Program Expenses		1,921,992
In-Kind (Services/Transportation/MTRS)		2,555,000
SUB-TOTAL EXPENSES		\$22,600,654
NON-CASH ITEMS:		
Depreciation/Amortization Expense		730,000
Amortization of Lease Pre-Payment		(86,997)
SUB-TOTAL NON-CASH ITEMS		643,003
TOTAL EXPENSES:		\$23,243,657
NET SURPLUS/(DEFICIT)		\$ 45,446

FY27 Enrollment

Question	School Response
What is the number of students pre-enrolled via March 13, 2026, submission?	700 Students
What is the number of students upon which FY27 budget tuition line is based?	693 Students
What is the number of expected students for FY27 first day of school?	700 Students
What is the explanation for any variances?	Historically, 5-10 students withdraw in the month of September. We have budgeted for 693 because of this.

Current or Future Capital Plans

Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
Boston Collegiate does not have any planned capital projects for FY26.				

APPENDICES

Appendix A: Accountability Plan Evidence for 2025-2026

Faithfulness to Charter

Objective

- Boston Collegiate will provide purposeful college and career programming.

Measure

- Annually, over 90% of Boston Collegiate graduates will agree at the end of their freshman year that they felt sufficiently prepared for college based on alumni survey data. 70% of alumni will complete the survey.

Evidence Summary

2025-26: Met

46 of 65, or 70.7%, of college going alumni of the Class of 2025 responded to the survey at the end of their freshman year.

42 of 46, or 91.3%, responded that they were sufficiently or over prepared for college.

Measure

- Annually, over 90% of Boston Collegiate graduates will matriculate to college within one school year of Boston Collegiate graduation based on alumni communication.

Evidence Summary

2025-26: Not Met

67 of 76, members of the class of 2025, or 88%, enrolled in college within one school year of their graduation.

Our Director of Alumni programming is committed to working with alumni to ensure their persistence and matriculation. While the current matriculation is strong, targeted work with individuals will increase success.

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.

Evidence Summary

2025-26: Not Met

38 of the 51 students (74.5%) who matriculated from the class of 2020 have a 2 or 4 yr degree.

Our Director of Alumni programming is committed to working with alumni to ensure their persistence and matriculation. While the current matriculation is strong, targeted work with individuals will increase success.

Measure

- Annually, 100% of Boston Collegiate students will have completed an on-site career experience (e.g., internship) before graduating from high school.

Evidence Summary

2025-26: Met

100% of the Class of 2026 completed an on-site internship. The Director of College and Career Programming maintains a detailed list.

Measure

- Annually, 100% of Boston Collegiate students will interact purposefully with professionals, at least twice a year, within various careers through experiences within the curriculum, such as panels and presentations.

Evidence Summary

2025-26: Met

Each grade, across grades 5-12, offered at least two opportunities for students to interact purposefully with professionals as an embedded part of the curriculum and programming. The Chief Academic Officer maintains a detailed list.

Objective

- Boston Collegiate will provide a rigorous academic program, vertically aligned to college level courses.

Measure

- Annually, 100% of Boston Collegiate graduates are accepted to four-year colleges.

Evidence Summary

2025-26: Met

The Director of College and Career Programming maintains a detailed list; all graduates of the Class of 2026 were accepted.

Measure

- Annually, aggregate enrollment in Advanced Placement courses will not vary more than 10% between students of color and white students and between males and females, ensuring equitable access to rigorous courses.

Evidence Summary

2025-26: Not Met

The variance between the aggregate enrollment in Advanced Placement courses between our students of color and white students was less than 10%. 74% of our white students and 70% of our students of color enrolled in at least one AP course.

There was a 22% difference in enrollment in Advanced Placement courses between our male students and female students. 60% of males enrolled in at least one AP course compared to 82% of females.

As students engage in course selection for the future, counselors will be mindful of encouraging male students to opt for advanced coursework. In addition, our CAO will continue to work with our Department Chairs to ensure that advanced coursework offers appeal to all students.

Objective

- Boston Collegiate will develop and retain highly effective teachers.

Measure

- Annually, 80% or more of Boston Collegiate teachers agree on the TNTP Insight survey that “My school is a good place to teach and learn.” 85% of teachers will respond to the survey.

Evidence Summary

2025-26: Met

95% of teaching staff indicated on the TNTP Insight survey that “my school is a good place to teach and learn”.

75 of 78 teachers (96%) responded to the survey.

Measure

- Annually, 75% or more of Boston Collegiate teachers agree on the annual teacher survey that “I am satisfied with the support I receive at my school for instructional planning.” 85% of teachers will respond to the survey.

Evidence Summary

2025-26: Met

91% of teachers indicated on the TNTP Insight survey that “I am satisfied with the support I receive at my school for instructional planning.”

75 of 78 teachers (96%) responded to the survey.

Objective

- Boston Collegiate will create a culture rooted in belonging, where all stakeholders feel seen and valued.

Measure

- Annually, as demonstrated by student survey data, there will be less than a 5% difference between students of color and students who are white who believe that there is an adult at Boston Collegiate that the student could talk to if the student had a problem. 85% of students will respond to the survey.

Evidence Summary

2025-26: Not Met

There was a 0% discrepancy between students of color and students who are white who believe that there is an adult at school that they could talk to if they had a problem.

71% of students of color answered “agree/strongly agree”.

71% of white students answered “agree/strongly agree”.

Regrettably, 59% of students responded to the survey, which is less than our goal for participation. Despite our efforts to carve out dedicated time within advisory to ensure that all students had time to access the survey, end of year nuances and activities thwarted well laid plans. We have adjusted our timeline to early May next year to ensure higher participation.

Measure

- Annually, there will be less than a 10% difference between retention rates of staff of color and white staff.

Evidence Summary

2025-26: Met

Staff who identify as White: 70/75 ; 93% retention

Staff who identify as POC: 53/61; 87% retention

This year, we experienced a 5% difference between retention rates of staff of color and white staff. We continue to engage in exit interviews with all departing staff to gather insight into reasons for departure.

Measure

- By the end of the charter term, Boston Collegiate will have made meaningful progress in reducing the overall number of suspensions (including both OSS and ISS) each year through the use of restorative practices.

Evidence Summary

2025-26: Not Met

We did see a decline in suspensions over the past year, but did not reduce our percentage below that of our baseline year, 2023-2024.

In 2023-2024 30 individuals, or 4.1%, received a disciplinary consequence (out of a total of 736 students).

In 2024-2025 47 individuals, or 6.6%, received a suspension (out of 716 students).

In 2025-2026, 41 individuals, or 5.7%, received a suspension (out of 715 students).

We remain committed to reducing our overall number of suspensions using restorative practices.

Dissemination

Objective

- Boston Collegiate will share its college and career programming (KDE 1) and best instructional practices with other schools in Boston, other Massachusetts public schools, and schools across the nation.

Measure

- At least 5 schools from across Massachusetts, including schools within Boston, and the rest of the nation visit Boston Collegiate annually to learn about college and career programming.

Evidence Summary

2025-26: Met

We facilitated visits with: Brooke Charter School (Boston MA), Excel Charter School (Boston, MA), Libertas Academy (Springfield, MA), Messina College (Boston, MA), Bunker Hill Community College (Boston, MA), and The Mind Trust (Indianapolis, Indiana).

Measure

- Boston Collegiate will be mentioned in at least one national publication annually regarding work to elevate teaching.

Evidence Summary

2025-26: Met

Boston Collegiate was profiled in three national publications this year: ["These Teachers Have Their Students Read Multiple Novels a Year. How They Do It,"](#) by Sarah Schwartz, EducationWeek, October 21, 2025, ["Why Native American Curriculum Should be Taught Throughout K-12 Education,"](#) by Meaghan Townsend, The 74, January 20, 2026 and ["Why I Use a Business School Model to Teach History,"](#) by Maureen O'Hern, EducationWeek, June 18, 2026.

Measure

- Boston Collegiate will participate in 2-4 projects annually, for example:
 - * CSO Dissemination Grant Project
 - ** Boston Coalition for Boys Mentorship Program
 - ** Collaborating with other middle/high schools on humanities curriculum on inequality
 - ** Establishing a cohort of like-minded schools educating diverse groups of students

Evidence Summary

2025-26:Met

Boston Collegiate participated in 1) The Boston Coalition for Boys Mentorship, 2) Boston CAO Working Group 3) Applied Learning Leadership Institute

Appendix B: Recruitment and Retention Plan 2026-2027

Recruitment Plan 2026-2027

2025-26 Implementation Summary

Enrollment pressure across Boston has not let up this year, and our recruitment work reflects that reality. This year we received 1,032 applications in comparison to 1,169 for the prior year (another 12% decline in back to back years). As of July 23, 2026, we maintain a waitlist of 622 children for the upcoming school year. Expecting the student-aged population in Boston to continue declining, we paid special attention not just to the number of applications we received but to the acceptance yield from our lottery, which did increase.

Much of what moved the needle this year built on strategies that have proven themselves over time, executed with more reach and more people involved than before. Our "Boots on the Ground" recruitment effort grew significantly: operational staff dedicated part of a professional development morning to canvassing local neighborhoods with recruitment flyers, while students — several of them from our Vietnamese and Chinese communities — joined us as translators to canvas low-income neighborhoods where those communities are underrepresented at our school. We showed up at every school fair we were invited to, including at Boston Public Elementary and Middle Schools, and held monthly tours and information sessions at both campuses starting in November, continuing a run of offering more sessions than in any prior year.

Word-of-mouth remains one of our most effective tools, and this year we leaned further into it: current students and families shared information about our school within their own communities and in their native languages, which helped support a more diverse applicant pool across race, home language, and income level. We paired that grassroots effort with a broader print and digital footprint — participating in the citywide charter school postcard campaign, mailing our own customized postcard to every Boston Public Schools fourth grader, advertising in newspapers, and hanging building-facade banners with our application deadline, all in multiple languages including Spanish, Haitian Creole, Vietnamese, Chinese, and, for several materials, Portuguese and Cape Verdean Creole as well.

On the digital side, we kept our Facebook and Instagram marketing running in all eight languages and continued directing families to our lottery application through pop-up prompts on our website, which is itself available in eight languages. We also reached back out to every family on our waitlist to invite them to reapply for the coming lottery cycle. Behind the scenes, our staff multilingualism initiative — now in its fifth year — continued to fund staff time to help families navigate the electronic lottery application, and we made a point of ensuring Student Support families and staff were visibly represented at recruitment fairs, backed by a Student Support webpage designed to help prospective families of students with IEPs feel informed and welcome from the start. We also began building new relationships in parts of the city where our community has historically had less presence, a push supported by a new partnership with the City of Boston's neighborhood liaisons.

Retention and long-term community-building also took a more intentional turn this fall, when we launched our strategic planning process for FY26–FY29 as our current plan nears its expiration. For the first time, families themselves helped shape that process: our Executive Director convened a strategic plan committee that met monthly with a group of families representing the full range of income levels in our school community. Those conversations surfaced one of the plan's three directional priorities — alignment, unity, and retention, with particular focus on the years when students transition in or out of our school — and grew directly out of discussion about widening our recruitment and marketing approach and being more transparent and communicative with the families already here.

One challenge has proven more persistent: growing our ELL population. Despite years of new approaches, CHART data shows ELL enrollment leveling off both within our comparison index and citywide. There's a modest bright spot, though — we're seeing slow but renewed traction with students whose first language isn't English.

General Recruitment Strategies for 2026-27

Active Strategies

- Contracting with a professional marketing and design studio to better promote our school.
- Boots on the Ground recruitment day: expand this reignited effort, involving staff, students, and families in recruitment activity around the city
- Word-of-mouth outreach: continue working with current students and families to share information within their own communities and languages, supporting a diverse applicant pool across race, home language, and income level
- Electronic lottery application support: continue helping families complete the application, sustained by the staff multilingualism initiative (launched 2021–2022) that compensates staff for this work
- Student Support representation at recruitment fairs: ensure students receiving Student Support services, their families, and staff are represented at fairs
- Monthly tours and information sessions: continue at both campuses for prospective students and families, beginning in November
- School fair attendance: continue attending fairs at Boston Public Elementary and Middle Schools when invited
- Relationship-building in underrepresented communities: meaningfully build relationships with people active in communities/neighborhoods where our school is not well represented
- City of Boston neighborhood liaisons: continue the new partnership to extend outreach further into the city
- Student and family ambassador program: recruit and train a small cohort of students/families as ambassadors for peer-to-peer outreach at community events, churches, or cultural celebrations (e.g., the VietAID Lunar New Year event)
- Financial aid info sessions: host short in-person or virtual sessions at community partner sites (ABCD, Haitian Multi-Service Center, etc.) explaining tuition-free status and financial support

- MBTA-adjacent outreach: table or flyer at T stops/bus stops
- Multilingual translator canvassing: expand the student-translator canvassing model to include Haitian Creole and Spanish
- Warm hand-off referral system: ask nonprofit partners (Project Hope, FamilyAid Boston, etc.) to identify specific families who may benefit and offer a direct point of contact (e.g., Leslie Valentin) for application support

Passive Strategies

- Annual charter school postcard: participate in the citywide postcard targeting Boston Public Schools fourth graders in English, Spanish, Haitian Creole, Vietnamese, Chinese, Portuguese, and Cape Verdean
- Customized Boston Collegiate postcard: send to all Boston Public Schools fourth graders in the same eight languages
- Newspaper advertising: continue advertising in various languages
- Building facade banners: continue displaying application deadline banners in multiple languages (English, Spanish, Haitian Creole, Vietnamese, Chinese)
- Student Support webpage: maintain a robust webpage so prospective families of students with IEPs feel welcome and informed
- Social media marketing: continue Facebook and Instagram advertising in all eight languages
- Website pop-up windows: continue directing families to the lottery application, available in eight languages
- Waitlist email outreach: continue emailing all waitlisted families to invite them to reapply
- QR-code flyers/posters: introduce QR codes to better track where families are learning about us, moving beyond the current blanket approach

Recruitment Strategies for 2026-27 for Specific Student Groups

Students with Disabilities

School Percentage: 23%

Comparison Index Percentage: 19.7%

The percentage of **students with disabilities** enrolled at the school is **above** the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- Ensure that parents with students on IEPs and students on IEPs come to recruitment fairs and maintain our robust “Student Support” webpage to ensure that prospective families with students with IEPs feel welcome and included and have access to information about family groups for families with students with specialized learning needs.
- 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.
- 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.
- Feature current students and their caretakers who feel comfortable sharing that they have an IEP in videos we promote to advertise the school via our website and social media pages.
- Share how we are flexing to meet the needs of our students on IEPs with prospective families.
- More boldly promoting access to information about our Special Education program when sharing information about our prospective family tours and info sessions.
- Continuous auditing of our updated RTI approach to track if shifts are truly supporting our students in the way they were intended, as these shifts have helped transition many of our students who had historically been on IEPs to 504s based on their successes and progression through our program.

English Learners

School Percentage: 6.4%

Comparison Index Percentage: 17.8%

The percentage of **English Learners** enrolled at the school is **below** the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- Reinvigoration of our Boots on the Ground effort, which included multiple afternoons of our recruitment team and a PD day of Operations staff members (12+) to flyer and market throughout the city, particularly in neighborhoods that speak their native languages.
- Send a common postcard through the Boston Charter Alliance to all students in grades K-9 in English and with translated lines in 8 other languages.
- Send an additional school-specific postcard to all students in grades K-9 in English and with translated lines in 8 other languages.
- Contact the Department of Transitional Assistance in Boston and provide them with the application link.
- Provide application materials to neighborhood ABCD sites.
- Support families over the phone to use our online application through our staff multilingualism initiative.
- Advertise in newspapers in various languages (English, Spanish, Haitian Creole, Vietnamese, Chinese, Portuguese, and Cape Verdean Creole).
- Use a banner on our highly visible facades at each campus that say, "Apply Now!" in multiple languages listed above.
- Target English-Learning communities near our school, specifically the Vietnamese and Cape Verdean communities.
- Email waitlist families, withdrawn families, previously rescinded families to encourage them to re-apply for the upcoming school year, with Spanish translation included.

- Advertise in digital ads about our school and the application process in multiple languages.
- Attend local community events such as Lunar Year, Chinese New Year and Haitian Unity Day to share recruitment material in the native language. Set up tables at festivals, fairs, church events, and community centers where ELL families gather.
- Partner with the local immigration center to table and post flyers.
- Use Multilingual Family Ambassadors to help with recruitment and local events.
- Use Facebook Recruitment to create multilingual posts or short videos from trusted staff/families and share in those spaces.
- Promote strong ELL programs, bilingual staff, and family support services (interpreters, ESL instruction, parent workshops, etc.).
- Work with Mayor's Office for Immigrant Advancement (MOIA) to help spread the word locally
- Reach out to local Immigration centers such as: Centro Presente, Sociedad Latina, Boston Chinatown Neighborhood Center, Black Refugee & Immigrant Community Coalition (BRICC)

Enhanced/additional strategies to be used in 2026-27

- Invite ESL/ELL teachers and bilingual staff to help lead or co-lead info sessions for prospective families, so families hear directly from the people who provide language support.
- Ask current ELL families if they're willing to share a short testimonial, quote, or video in their own language about their experience at our school.
- Reach out directly to families of current ELL students and alumni who have younger children not yet enrolled, through personal calls or notes home.
- Explore partnering with pediatric and health clinics that serve immigrant communities to place flyers or brief information in waiting rooms.
- Connect with adult ESOL programs (through community centers, libraries, and the Boston Public Library's ESOL offerings) to reach parents of school-age children.
- Ask faith-based leaders in target communities to mention our school or share flyers with their congregations.

Low Income

School Percentage: 40.4%

Comparison Index Percentage: 62.2%

The percentage of **Low Income** students enrolled at the school is **below** the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

Active Strategies

- Word-of-mouth outreach: continue working with current students and families to share information within their own communities and languages, supporting a diverse applicant pool across race, home language, and income level
- Boots on the Ground recruitment day: expand this reignited effort, involving staff, students, and families in recruitment activity around the city
- Electronic lottery application support: continue helping families complete the application, sustained by the staff multilingualism initiative (launched 2021–2022) that compensates staff for this work
- Student Support representation at recruitment fairs: ensure students receiving Student Support services, their families, and staff are represented at fairs
- Monthly tours and information sessions: continue at both campuses for prospective students and families, beginning in November
- School fair attendance: continue attending fairs at Boston Public Elementary and Middle Schools when invited
- Relationship-building in underrepresented communities: meaningfully build relationships with people active in communities/neighborhoods where our school is not well represented
- City of Boston neighborhood liaisons: continue the new partnership to extend outreach further into the city

Passive Strategies

- Annual charter school postcard: participate in the citywide postcard targeting Boston Public Schools fourth graders in English, Spanish, Haitian Creole, Vietnamese, Chinese, Portuguese, and Cape Verdean
- Customized Boston Collegiate postcard: send to all Boston Public Schools fourth graders in the same eight languages
- Newspaper advertising: continue advertising in various languages
- Building facade banners: continue displaying application deadline banners in multiple languages (English, Spanish, Haitian Creole, Vietnamese, Chinese)
- Student Support webpage: maintain a robust webpage so prospective families of students with IEPs feel welcome and informed
- Social media marketing: continue Facebook and Instagram advertising in all eight languages
- Website pop-up windows: continue directing families to the lottery application, available in eight languages
- Waitlist email outreach: continue emailing all waitlisted families to invite them to reapply

Enhanced/additional strategies to be used in 2026-27

Active Strategies

- Student and family ambassador program: recruit and train a small cohort of current low-income students/families as ambassadors for peer-to-peer outreach at community events, churches, or cultural celebrations (e.g., the VietAID Lunar New Year event)

- Financial aid info sessions: host short in-person or virtual sessions at community partner sites (ABCD, Haitian Multi-Service Center, etc.) explaining tuition-free status and financial support
- MBTA-adjacent outreach: table or flyer at T stops/bus stops nearest low-income housing developments
- Multilingual translator canvassing: expand the student-translator canvassing model to include Haitian Creole and Spanish
- Warm hand-off referral system: ask nonprofit partners (Project Hope, FamilyAid Boston, etc.) to identify specific families who may benefit and offer a direct point of contact (e.g., Leslie Valentin) for application support

Passive Strategies

- QR-code flyers/posters: introduce QR codes to better track where families are learning about us, moving beyond the current blanket approach
- Geo-targeted digital/social ads: target by zip code to low-income neighborhoods, rather than the current general-radius approach

Students Who Are Sub-Proficient

Strategies used in 2025-26 that will be continued in 2026-27

- 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.
- Promote the success of our REWARDS program, which helps older non-reading students or strugglers of reading to make progress more quickly.
- More acutely promote the math and reading growth of our students in marketing materials.

Students Who Are At Risk of Dropping out of School

Strategies used in 2025-26 that will be continued in 2026-27

- 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.
- Continuation of our High School Saturday School for students who are absent too frequently within a quarter, who miss a specific number of days per course, or who are failing. Though this program began in the 2023-2024 school

year, it gained a lot of momentum in the 2025-2026 school year and resulted in many students who were otherwise failing or considered chronically absent to remediate and reclaim their summers without having to participate in Summer Academy or be retained, which often leads to students transferring to a school with lower expectations.

- In the 2024-2025 school year we implemented the BRYT program to help students who struggle with attendance or mental health to transition back to school in a customized fashion, with the goal of getting them back into their mainstream classes on a timeline that works for them. Though the structure of this program has changed a bit, and though we continued to have to outpace students with severe mental health challenges, it was a successful program to reengage students who had been outplaced or who were struggling to attend school due to mental health concerns.

Students Who Have Dropped out of School

Strategies used in 2025-26 that will be continued in 2026-27

- N/A: We are not able to recruit students in this age group. The oldest group of students we enroll are those in 9th grade entering 10th grade.

Retention Plan 2026-27

2025-26 Implementation Summary

Evidenced by our dashboard data, Boston Collegiate continues to execute a strong, individualized, and holistic approach to education for our students, which leads to low attrition rates. We outperformed the city in every student group type within the Retention Data tab. Notably, our attrition rates have held steady or continued to decrease even as the accepted standard deviation for comparable schools continues to rise, underscoring the consistency of our retention outcomes relative to the broader field.

Operating with a deep sense of our core values, which prioritize twin pillars of scholarship and belonging, our daily focus is to ensure students feel respected, known, and invested in our program so that scholarship is more easily obtained and sought after.

Almost exclusively, summer attrition from Boston Collegiate is due to students transferring to exam schools or private schools. We lose only a handful of students each year to peer or local public schools – of the 38 reporting intention to depart this summer, only 2 out of 38 are transitioning to a peer or local public school.

General Retention Activities for 2026-27

- Purposeful culture rooted in belonging; all students part of an advisory with consistent teacher-parent contact;
- Active communication with families via phone, email, text, and in-person;

- Multitude of opportunities for families and staff to engage including but not limited to open houses, parent-teacher conferences, cultural events, and family socials;
- Full-time Director of Family Engagement to supplement the support and outreach from the staff to families;
- Active programming for students and families in grades 5 and 6 to learn about our middle school and programming for students and families in grades 7 and 8 to learn about our high school; and
- Panels offered by our Director of College and Career Programming and Director of Alumni Programming focused on the intense support offered in high school and beyond.

Overall Student Retention Goal

Annual goal for student retention: 90%

Retention Strategies for 2026-27 for Specific Student Groups

Students with Disabilities

School percentage: 8%

1 Standard Deviation percentage: 27.46%

The rate of attrition for **students with disabilities** is below 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

- 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. This is one of our largest teams schoolwide.
- Student Support staff also meet regularly with general education teachers to monitor and accommodate students on IEPs.

English Learners

School percentage: 4.4%

1 Standard Deviation percentage: 32.43%

The rate of attrition for **English Learners** is below 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

- Our ESL Coordinator and Chief Student Support Officer work 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 Boston Collegiate.
- Our Director of DEI (2025-2026)/Director of Equity and Student Engagement (2026-2027) has an expanded role that now tracks student activities and engagement across subgroups, including English Learners.

- Each family communication we send out includes Spanish translation.
- Staff are fully onboarded to Dean's List as a communication tool for families, which translates all texts/emails into their home language.
- Our website is enabled to translate information into other languages, as needed.

Low Income

School percentage: 8.6%

1 Standard Deviation percentage: 27.65%

The rate of attrition for **Low Income** students below 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

- We set aside funds for items necessary for learning that students may be unable to afford, such as eyeglasses and school supplies.
- We provide weekend and vacation food to families who are homeless or struggling financially within the allotted amount as suggested by the state.
- 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.

Students Who Are Sub-Proficient

Strategies used in 2025-26 that will be continued in 2026-27

- Aside from general academic support for students who are struggling to master grade-level content, teachers are required to offer office hours for students to have the opportunity of individual or small group relearning after school.
- Saturday School is offered in our High School for students who are failing, who have been absent too often, or who need a quiet place to study or complete missing assignments.
- Each Monday, our Lower, Middle, and High School teaching teams hold a standing RTI meeting to identify any students who are struggling to master grade-level content and assess whether the gaps in their mastery are due to learning challenges, behavior challenges, or mental health challenges.

Students Who Are At Risk of Dropping out of School

Strategies used in 2025-26 that will be continued in 2026-27

- 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.
- Our administrative team meets weekly to track attendance patterns and make plans to address truancy. When necessary, principals/deans and our Director of Family and Community Engagement make house calls to support

- families who are struggling with attendance/work completion/mastery.
- 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.

Students Who Have Dropped out of School

Strategies used in 2025-26 that will be continued in 2026-27

- Our student enrollment policy only allows us to accept students through grade 10. Because the ages of students in grade 10 typically fall around age 15, we have not yet had the opportunity to target students who have already dropped out of another school.

Appendix C: Information About the School Administration, Staff, and Board of Trustees
Administrative Roster and Staff Attrition Data

Administrative Roster During the 2025-26 School Year

Name	Title	Start Date in Current Role	End date
Melissa Aybar	High School Principal	7/2022	Current
Bruce Baptista	Lower School Dean of Students	7/2017	Current
Marty Clarke	School Leadership Fellow	8/2015	Current
Rodney Coleman	Middle School Dean of Students	8/2001	Current
Nadia Cyprien	Chief Student Support Officer	7/2015	Current
Euridio Evora	High School Assistant Principal	8/2025	Current
Peter Ferrara	Director of Facilities	8/1999	Current
Ayanna Hudson	Director of Diversity, Equity, and Inclusion	7/2023	Current
Amanda Kay Loring	Chief Operating Officer	8/2013	Current
Sarah Morland	Chief Academic Officer	8/2003	Current
Megan Noyes	Middle School Principal	8/2009	Current
Jenna Ogundipe	Executive Director	8/2002	Current
Jan Saglio	Senior Financial Advisor	3/2014	4/15/2026
Courtney Smith	Lower School Principal	8/2008	Current
Tatiana Torres	Chief Financial Officer	9/2019	Current
Sarah Winn	High School Assistant Principals	8/2026	Current

Teacher Attrition for the 2025-26 School Year

Number employed as of the last day of the 2025-26 school year	Number of departures during the 2025-26 school year	Number of departures following the end of the 2025-26 school year through July 31st	Reason(s) for Departure (e.g.: resigned, terminated, retired, contract not renewed, etc.)
78	5	9	Mid Year Departure:

			- Employee Chose to end employment (5) Year End Departure: - Employee chose to end employment (8) - Not renewed for the 26-27 school year (1)
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Other Staff Attrition for the 2025-26 School Year

Number employed as of the last day of the 2025-26 school year	Number of departures during the 2025-26 school year	Number of departures following the end of the 2025-26 school year through July 31st	Reason(s) for Departure (e.g.: resigned, terminated, retired, contract not renewed, etc.)
59	4	3	Mid year departures: - Employee chose to end employment (3) - Mid year termination (1) Year End Departures: - Not renewed for the 26-27 school year (2) - Employee chose to end employment (1)

Information About the Board of Trustees

Board Membership During the 2025-26 School Year

Name	Position on the Board	Committee Affiliation(s)	Number of Terms Served on the Board	Length of Each Term (start and end date in MM/YY format)	Final Year of Service Possible Based on Term Limits in Bylaws
Jacob Bombard		Governance	1	3/26-6/29	2034-2035
Jose Brandao	Chair	All	3	11/17-6/21 7/21-6/24 7/24-6/27	2026-2027
Elizabeth Bride	Development Committee Co-Chair	Development	2	6/22-6/25 7/25-6/28	2030-2031
Nicole Chang	Clerk, Governance Chair	Governance	3	9/17-6/21 7/21-6/24 7/24-6/27	2026-2027
David Chapin	Development Committee Co-Chair	Development	1	10/23-6/27	2032-2033

Erin Cickacz	Parent Trustee	Governance	1	7/25-6/28	2033-2034
Erica Hafferkamp	Teacher Trustee	Leadership Advisory	2	7/23-6/26 7/26-6/30	2031-2032
Bill Heiden	Vice Chair	Finance	2	8/20-6/24 7/24-6/27	2029-2030
Sanniyah Hollins	Student Trustee	n/a	1	7/25-6/26	2026-2027
Dina Model		Finance	2	7/22-6/25 7/25-6/28	2030-2031
Ali Nuger	Development Committee Co-Chair	Development	3	3/17-6/20 7/20-6/23 7/23-6/26	2025-2026
Jenna Ogundipe	Ex-Officio	Ex-Officio, All	N/A	7/21	N/A
Maria Sena	Parent Trustee	Academic and Student Affairs	2	7/23-6/26 7/26-6/29	2031-2032
Rod Skinner		Governance	1	7/25-6/28	2033-2034
Prescott Taylor	Treasurer; Finance Committee Chair	Finance	3	8/17-6/20 7/20-6/23 7/23-6/26	2025-2026
Natalie Velasquez		Governance	2	01/18-6/21 7/21-6/24 7/24-6/27	2026-2027
Karen Walker Beecher		Governance	2	9/17-6/21 7/21-6/24 7/24-6/27	2026-2027

Board of Trustee and Committee Meeting Notices

Appendix D: Additional Information[Board of Trustees Contact Information](#)**Summary of Complaints**

Date	Summary Complaint	Summary of Complaint Resolution
N/A	N/A	N/A