



**BOSTON COLLEGIATE  
CHARTER SCHOOL**

**2023-2024 ANNUAL REPORT**

July 30, 2024

**LOWER SCHOOL**

*215 Sydney Street, Dorchester, MA 02125*

**UPPER SCHOOL**

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## Introduction to the School

<b>Boston Collegiate Charter School</b>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Commonwealth	<b>Location</b> (Municipality)	Boston
<b>Regional or Non-Regional</b>	Non-Regional	<b>Districts in Region</b> (if applicable)	N/A
<b>Year Opened</b>	1998	<b>Year(s) Renewed</b> (if applicable)	2003, 2008, 2013, 2018, 2023
<b>Maximum Enrollment</b>	700	<b>Enrollment for 2023-24</b>	688
<b>Chartered Grade Span</b>	5-12	<b>Grade Span for 2023-24</b>	5-12
<b>Number of Instructional Days per School Year</b> (as stated in the charter)	180	<b>Students on Waitlist for 2023-24</b>	863
<b>Number of Instructional Days during the 2023-24 School Year</b>	180		
<b>School Hours</b>  (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.)	Grades 5-6: M: 8:00-1:10 PM T-F: 8:00-3:10 PM  Grades 7-8: M: 7:45-1:05 PM T-F: 7:45-3:05 PM  Grades 9-12: M: 7:45-1:00 PM T-F: 7:45-2:45 PM	<b>Age of School in 2023-24</b>	26 years
<b>Mission Statement:</b> The mission of Boston Collegiate Charter School is to prepare each student for college.			

## 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. In 2023-2024, we continued to prioritize relationship building and embedding restorative practices into our school community while simultaneously supporting our teaching staff to facilitate a curriculum that embodies deeper learning—an approach that emphasizes critical thinking, communication, and independence.

At the core of our work, we remained 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 2023-2024 school year, Boston Collegiate implemented each of its key design elements in the following ways:

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. 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 introduced a career speaker series to our 5th and 6th graders this year, where professionals were interviewed, and those videos were shown to and discussed with our youngest students. We brought back our career symposium and welcomed over 50 professionals to our school for our 10th grade to learn from and network with. Once again, our junior class participated in a 2-week, offsite, internship experience, allowing them to explore a profession and field of study of their choice. Students visit at least one college or university a year, beginning in the 5th grade. Our juniors and seniors visited multiple higher education campuses and a cohort of high school students engaged in our annual college road trip following the last week of school. Our annual alumni day in December 2023 provided a wonderful opportunity for over 80 alumni to connect with the current student body and to share their experiences. Once again, for the twenty first consecutive year, all of our diploma-earning Class of 2024 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 2023-2024 school year focused on our internal, strategic plan goal to “engage all students in deeper learning, enabling them to retain and transfer knowledge through analysis, synthesis, and creation.” Our instructional observers routinely gave feedback on our teachers’ efforts to facilitate curricular materials and pedagogical instructional approaches rooted in deeper learning as defined by: 1) That 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; 2) That students are working together to make meaning of what they are learning, examining information and data, drawing conclusions and presenting findings and arguments; 3) That students have the opportunity to engage in debate, dialogic discussion, presentations, and more, and they are regularly writing about their topics; and 4) That students have more choices that can ignite their interests and passions.

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. This year we introduced an Associate Teacher program, allowing for mentoring and support of three novice teachers. All three will return as full-time teachers for the 2024-2025 school year. Our Leadership Advisory Council (LAC) of teachers continued to meet monthly with our Executive Director in an effort to promote stronger staff retention, with a direct focus on time commitments and support of our newest staff members. For the second year in a row, 96% of our teaching staff agreed or strongly agreed with the statement “My school is committed to improving my instructional practice.”
  
4. **A culture that fosters a strong sense of belonging.** Boston Collegiate is a uniquely integrated school; this warrants intentional efforts around creating a school environment where every individual, regardless of identity, feels seen and appreciated. Currently, our student body is 57% students of color and 43% white. During the 2023-2024 school year, our staff identified as 50% of color and 50% white.

A new Director of Diversity, Equity and Inclusion (DEI) joined our community this past school year. In addition, we hired an additional Restorative Justice (RJ) Coordinator. Together, the Director and the two RJ Coordinators worked across all grades to support our staff, students, and families to embed RJ within our community. In addition, our team facilitated monthly cultural celebrations, such as our LatinX and Eid celebration, and supported affinity group gatherings. “The Space”, an affinity space offering mentoring and support for staff of color, met twice a month throughout the year.

Amendments to the Charter		
Date Submitted	Amendment Requested	Pending or Approved?
N/A	N/A	N/A

*Access and Equity*

[Enrollment by Race/Ethnicity \(2023-24\)](#)

<b>Student Data by Race/Ethnicity (2023-24)</b>	
<b>Race/Ethnicity</b>	<b>Percentage of Student Body</b>
African American	26.7%
Asian	3.5%
Hispanic	22.2%
Native American	0%
White	42.6%
Native Hawaiian, Pacific Islander	0%
Multi-Race, Non-Hispanic	4.9%

[Selected Populations \(2023-2024\)](#)

<b>Selected Student Populations (2023-24)</b>	
<b>Title</b>	<b>Percentage of Student Body</b>
First Language not English	7.4%
English Language Learner	6.7%
Low-income	44.5%
Students with Disabilities	16%
High Needs	57.8%

[2022-2023 Student Discipline Data Report](#)

<b>2022-23 Student Discipline</b>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
All Students	727	56	.4%	6.5%	1.9%
English Learner	39	5			
Economically Disadvantaged	343	35	.9%	9%	2.3%
Students with Disabilities	143	18	.7%	11.2%	2.8%
High Needs	450	42	.7%	8.0%	2.4%
Female	346	13	0%	3.5%	.9%

Male	379	43	.8%	9.2%	2.9%
American Indian or Alaska Native	0				
Asian	25	2			
African American/Black	212	20	.5%	8.0%	2.4%
Hispanic/Latino	146	12	0	7.5%	2.1%
Multi-race, Non-Hispanic/Latino	31	2			
Native Hawaiian or Pacific Islander	1				
White	312	19	.3%	4.8%	1.9%

The 2023-2024 school year marked our fifth year using a restorative model to address harm. All staff members, regardless of role, have been trained in the Tier 1 restorative justice model through Suffolk University’s Center for Restorative Justice. This school year we hired an additional Restorative Justice Coordinator. Now, with two RJ Coordinators on staff, one is able to focus on grades 5-8 and the other on grades 9-12. They work in tandem with each school based team to provide support and resources to respond to harm within our community as well actively promote relational practices and community building. School leaders, including Deans, RJ Coordinators, our Director of DEI and Principals, meet monthly to reflect on discipline data, consider alternative approaches to consequences, and share insights into best practices.

*Dissemination*

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b>	<b>Who at the school was involved with the dissemination efforts?</b>	<b>With whom did the school disseminate its best practices?</b>	<b>Result of dissemination</b>
Social Emotional Support & Mentoring	School partnership	Dean of Students: Bruce Baptista	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"
Curriculum and Instructional Innovation	Multiple in-person visits and zoom sessions	Chief Academic Officer: Sarah Morland	MCPSA Boston Charter CAO Community of Practice group	Boston Collegiate collaborated with a group of Boston Charter CAOs through learning walks, consultancies, and specific resource sharing related to literacy instruction, curriculum, and teacher support.
Curriculum and Instructional Innovation	Hosted Advisory Board Meeting	Executive Director: Jenna Ogundipe Chief Academic Officer: Sarah Morland Teacher: Marty Clarke	One8 Foundation	Boston Collegiate hosted the One8 Foundation board to share the work we have done with One8's support on ST Math, Project Lead the Way, OpenSciEd, and PBLWorks to help their board members better understand the work in schools. We visited classrooms, presented our work, and engaged in a Q&A.
Curriculum and Instructional Innovation	Network partnership	Chief Academic Officer: Sarah Morland; LowerSchool Principal: Courtney Smith; English, History, and Math Department Chairs: Alice Quarantello, Heather MacLeod, and Marty Clarke	PBL Works School Leader Network	Boston Collegiate collaborated with a network of schools across Massachusetts to implement high quality Project Based Learning in classrooms. This work included joint participation in workshops and a presentation of learning to other schools in the network.



Curriculum and Instructional Innovation	Site Visit	Chief Academic Officer: Sarah Morland Leaders and classroom teachers for panels and classroom observations	~80 educators from around the state participating in the One8 Foundation's Applied Learning Visit.	Boston Collegiate hosted a site visit for educators from around the state interested in Applied Learning. The visit included an overview of our work, classroom visits, and a Q&A panel for two groups over the course of a school day in February.
Curriculum and Instructional Innovation	Professional videotaping	Department chairs: Alice Quarantello, Marty Clarke, and Duna Dumel	Educators from around the state through the One8 Foundation	Boston Collegiate hosted a videography crew to film classes and testimonials by teachers and students around our applied learning work. The videos will be used by the One8 foundation to promote and demonstrate applied learning principles and practices in schools in Massachusetts.
Curriculum and Instructional Innovation	Presentation at conference	Chief Academic Officer: Sarah Morland Science Department Chair: Duna Dumel	Educators from around the state implementing or planning to implement the OpenSciEd curriculum	Boston Collegiate presented best practices for supporting teachers in implementation of the OpenSciEd curriculum.
Curriculum and Instructional Innovation	Presentation at conference	Science teacher: Emily Arlauskas	Educators from around the state using the PLTW curriculum.	Boston Collegiate presented best practices for supporting teachers in implementation of the PLTW curriculum.
Curriculum and Instructional Innovation	Presentation at Boston College's The Mathematics Education Colloquium Series	Math department chair: Marty Clarke	Math professors and local math teachers	Boston Collegiate shared our best practices regarding math instruction and building a classroom narrative through reflection.
Curriculum and Instructional Innovation	Site Visit	Math department chair: Marty Clarke	David Fifty, program director of Boston University's PROMY's Pathways	Boston Collegiate shared our structure and best practices around math club.
College and Academic Readiness	Site Visit	Executive Director: Jenna Ogundipe	Rise Prep Mayoral Academy	Boston Collegiate shared information regarding curriculum alignment, college-ready rigor, and cultural expectations and norm setting.

Curriculum and Instructional Innovation and college and academic readiness	Site Visit	Chief Academic Officer: Sarah Morland	Argosy Collegiate	Boston Collegiate shared best practices related to curriculum, instruction, and teacher support as well as student support and operations. In addition, we shared about our college and career programming.
College and Academic Readiness	Site Visit	Executive Director: Jenna Ogundipe	Academy of the Pacific Rim	Boston Collegiate shared information regarding curriculum alignment, college-ready rigor, and cultural expectations and norm setting.
College and Academic Readiness	Site Visit	Executive Director: Jenna Ogundipe	Boston Preparatory Charter Public School	Boston Collegiate shared information regarding curriculum alignment, college-ready rigor, and cultural expectations and norm setting.
Executive Director Evaluation	Presentation at conference	Executive Director: Jenna Ogundipe Governance Board Chair: Karen Walker-Beecher	Participating members of the MCPSA	Boston Collegiate shared our processes and best practices for evaluation and support of the ED by the Board.
Budget Preparation	Presentation at conference	Chief Financial Officer: Tatiana Torres	Participating members of the MCSPA	Boston Collegiate shared our approach to budget preparation and related best practices.
Board's Role in Student Success	Presentation at conference	Executive Director: Jenna Ogundipe	Participating members of the MCSPA	Boston Collegiate shared how we elicit Board support in regards to ensuring student success.
College and Career readiness	Site Visit	Executive Director: Jenna Ogundipe Director of Alumni Programming: Jon Clark	Forte Preparatory Academy	Boston Collegiate shared best practices related to college and career readiness and alumni support.
Curriculum and Instructional Innovation	Site Visit	Chief Academic Officer: Sarah Morland Executive Director: Jenna Ogundipe	WPS	Boston Collegiate shared best practices related to curriculum, instruction, and teacher support as well as student support and operations.
Special Education Practices	Site Visit	Chief Student Support Officer: Nadia Cyprien	New Heights Charter School	Boston Collegiate shared best practices related to special education.
Curriculum and Instructional Innovation	Site Visit	Chief Academic Officer: Sarah Morland	BB&N Teacher Training Institute	Boston Collegiate shared best practices related to curriculum, instruction, and teacher support as well as student support and operations.



## Academic Program Success

### Student Performance

## [2023 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 2023-2024 school year, our curricular and instructional focus was on deeper learning to continue acceleration of learning for our students. Deeper learning, as defined by our community, includes:

- 1) 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;*
- 2) Students are working together to make meaning of what they are learning, examining information and data, drawing conclusions and presenting findings and arguments;*
- 3) Students have the opportunity to engage in debate, dialogic discussion, presentations, and more, and they are regularly writing about their topics; and*
- 4) Students have more choices that can ignite their interests and passions.*

We worked across grade levels and departments to ensure that curriculum and instruction aligned to grade level standards and content, and that teachers continued to implement and expand the use of instructional practices aligned with deeper learning and culturally relevant pedagogy.

Some specific examples from the 2023-2024 school year of the curricular and instructional shifts we made toward deeper learning and acceleration included:

- A continued focus on **Project Based Learning** (PBL) across the school, including the training of 30+ additional teachers through PBLWorks, participation in the MA School Leader Network, and the implementation of projects resulting in 100% of students in grades 5-8 and 90% of High School students completing 2 or more projects. Projects spanned all academic disciplines including English, History, Math, Science, World Languages, and Music. Some members of our Math team helped support the development of additional PBL units through PBLWorks and our 5th grade Science teacher worked with the Sprocket PBL curriculum.
- In 2022-2023 we launched Explorations classes in grades 6-8 including music, writing, and additional STEM instruction. This year we expanded our Explorations classes to the 5th grade and also added a Theater Explorations class to grades 5-8.
- Continued full implementation of OpenSciEd Science curriculum in our Middle School across grades 6-8.
- Planned for the rollout of two additional High Quality Instructional Materials (HQIMs) curricula in our high school science department; PEER Physics and BSCS Biology.
- Continued use of STMath in our Lower School Mathematics classes.

- Continued our implementation of the OpenUp Math curriculum in our High School Integrated Math sequence (I, II, and III), with additional piloting of related curriculum in our 6-8 classrooms.
- Focus on “thinking classrooms” in our Math classes to support deep conceptual thinking and strong problem solving.
- The English department piloted the use of multiple HQIM units from Fishtank and Odell with further plans for rollout in 2024-2025.
- Launched new History curricula in grades 5-8 (Investigating History for grades 5-7 and the Democratic Knowledge Project for grade 8).
- A focus on making thinking visible through classroom pedagogy and protocols in instructional coaching as well as department, school level, and grade level work.
- After piloting the iReady Math assessment in the winter/spring of 2023, we fully rolled out the use of the iReady diagnostic with three assessments in Math and Reading over the course of the year. We also began using the personalized instruction and intervention materials with students, with expansion of this planned for next year.
- We expanded our use of the REWARDS structured reading intervention for students reading below grade level in grades 5-10.

Our Instructional Leadership Team, composed of our Chief Academic Officer, principals, Director of Student Support, department chairs, and instructional coaches, met monthly to normalize observational feedback and our vision for excellent instruction, including deeper learning and culturally relevant pedagogy. 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 scaffolding 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).

**Organizational Viability**

*Finance*

A. FY24 Unaudited Income Statement

FY24  
Year to Date  
April 30, 2024  
*(unaudited)*

REVENUE:

Tuition	13,536,327
Grants	1,422,432
Fundraising	2,538,743
Nutrition	123,835
Interest Income/Other/In-Kind	3,327,834
<b>Sub-total:</b>	<b>20,949,171</b>

EXPENSE:

Compensation, Taxes & Benefits	13,253,755
Program Equipment & Technology	308,494
Facility	2,725,484
Services & Contracts	389,514
Program Development & Support	1,374,108
<b>Sub-total:</b>	<b>18,051,354</b>

Total Revenue	20,949,171
Total Expense	18,051,354
<b>Surplus/(Deficit)</b>	<b>2,897,817</b>

B. FY24 Balance Sheet (unaudited)

FISCAL YEAR 2024 STATEMENT OF NET ASSETS (Unaudited)

April 30, 2024

**ASSETS:**

**Current Assets:**

Cash and Cash Equivalent	5,483,749
Accounts Receivable	227,163
Prepaid Expenses	3,496,440
Total Current Assets	<u>9,207,351</u>

**Property & Equipment, Net:**

Building & Repairs	7,403,828
Furniture & Equipment	2,580,911
Sub-total	<u>9,984,739</u>

Less: Accumulated Depreciation	<u>(2,350,739)</u>
Total Property & Equipment, Net	<u>7,634,000</u>

**Non-Current Assets:**

Capital Lease	4,776,214
Total Non-Current Assets	<u>4,776,214</u>

<b>TOTAL ASSETS:</b>	<b><u>21,617,565</u></b>
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**LIABILITIES & NET ASSETS:**

**Current Liabilities:**

Accounts Payable	430,995
Payroll Liability	1,095,765
Total Current Liabilities:	<u>1,526,760</u>

<b>Non-Current Liabilities:</b>	5,020,508
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**Net Assets:**

Investment in Capital Assets	7,634,000
Restricted Net Assets	-
Unrestricted Net Assets	4,538,481
Net Income From Operating	2,897,817
Total Net Assets	<u>15,070,297</u>

<b>TOTAL LIABILITY &amp; NET ASSETS:</b>	<b><u>21,617,565</u></b>
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C. School's Budget

i. FY25 School Budget (Approved by the Board of Trustees on April 2, 2024)

	<b>Students Enrolled</b>	<b>695</b>
	<b>Per Student Tuition</b>	<b>\$23,450</b>
<b>REVENUE:</b>		
Per Pupil Tuition Payments		\$16,297,750
Fundraising - Restricted/Unrestricted/Private Grants		1,513,250
Government Payments		1,185,660
Student Activities		17,105
Interest Income/Other		222,500
Nursery		148,039
In-Kind (Services/Transportation/MTRS)		2,555,000
<b>TOTAL REVENUE:</b>		<b>\$21,939,304</b>
<b>EXPENSES:</b>		
Compensation		\$13,669,223
Rent		1,081,351
Facility Costs		911,500
Equipment & Technology		311,500
Services & Contracts		527,413
Program Expenses		1,567,638
In-Kind (Services/Transportation/MTRS)		2,555,000
Contingency		80,000
<b>SUB-TOTAL EXPENSES</b>		<b>\$20,703,625</b>
<b>NON-CASH ITEMS:</b>		
Depreciation/Amortization Expense		774,322
Amortization of Lease Pre-Payment		(82,149)
<b>SUB-TOTAL NON-CASH ITEMS</b>		<b>692,173</b>
<b>TOTAL EXPENSES:</b>		<b>\$21,395,798</b>
<b>NET SURPLUS/(DEFICIT)</b>		<b>\$ 543,506</b>



<b>FY25 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 15, 2024 submission	700
Number of students upon which FY25 budget tuition line is based	695
Number of expected students for FY25 first day of school	700
Please explain any variances: Budget conservatively to allow for enrollment variability.	

*Capital Plan For FY25*

For FY25, the School does not have a formal capital plan established that corresponds to the Charter School End of Year Financial Report. However, Boston Collegiate’s Board of Trustees has approved a capital project to replace the windows at our Middle School building. The total project is expected to cost \$2M and be completed in the summer of 2024. The school is planning to fund the project using its cash reserves in excess of 60 days operating cash.

**APPENDICES**

**Appendix A: Accountability Plan Evidence for 2023-2024**

Faithfulness to Charter

	<b>2023-2024 Performance (Met/Not Met)</b>	<b>Evidence</b> (include detailed evidence with supporting data or examples)
<b>KDE #1: College and career programming. Boston Collegiate will provide purposeful college and career programming.</b>		
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.	<b>Met</b>	45 of 63, or 71.4%, of college going alumni of the Class of 2023 responded to the survey at the end of their freshman year.  43 of 45, or 95.5%, 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.	<b>Met</b>	65 of the 69 members of the Class of 2023, or 94%, enrolled in college within one school year of their graduation. Director of Alumni Programming maintains a detailed list.
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.	<b>Not Met</b>	52 of the 70 students who matriculated from the class of 2018 (74.2%) have a 2 or 4 yr degree.
Measure: Annually, 100% of Boston Collegiate students will have completed an on-site career experience (e.g., internship) before graduating from high school.	<b>Met</b>	100% of the Class of 2024 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.	<b>Met</b>	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.
<b>Objective 2: KDE #2: Academic Rigor. Boston Collegiate will provide a rigorous academic program, vertically aligned to college level courses.</b>		

Measure: Annually, 100% of Boston Collegiate graduates are accepted to four-year colleges.	<b>Met</b>	Director of College and Career Programming maintains a detailed list; all graduates of the Class of 2024 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.	<b>Met</b>	There was less than a 1% difference between the aggregate enrollment in Advanced Placement courses between our students of color and white students (75% of our white students enrolled in at least one AP course in comparison to 76% of our students of color).  There was a 6% difference in enrollment in Advanced Placement courses between our males and females (78% of males enrolled in at least one AP course and 72% of females).
<b>Objective 3: KDE #3: Without great teachers, nothing else matters. Boston Collegiate will develop and retain highly effective teachers.</b>		
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.	<b>Not Met</b>	90% of teaching staff indicated on the TNTP Insight survey that “my school is a good place to teach and learn”. 62 of 74 teachers (84%) 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.	<b>Not Met</b>	81% of teachers indicated on the TNTP Insight survey that “I am satisfied with the support I receive at my school for instructional planning.” 62 of 74 teachers (84%) responded to the survey.
<b>Objective 4: KDE #4: A culture that fosters a strong sense of belonging. Boston Collegiate will create a culture rooted in belonging, where all stakeholders feel seen and valued.</b>		
Measure: Annually, as demonstrated by student survey data, there will be less than a 5% difference between students of color and students	<b>Not Met</b>	69% of white students answered “agree/strongly agree,” and 66% of students of color answered “agree/strongly agree.” 71% of students responded to the survey.

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.		
Measure: Annually, there will be less than a 10% difference between retention rates of staff of color and white staff.	<b>Not Met</b>	Each year, we hire Associate Teachers to fill one-year positions as a pipeline for recruitment. Though we hope to be able to slot them into positions for the following school year, it is not always the case that an applicable role is available. Excluding those one year positions (4), our retention rates are as follows:  Staff who identify as White: 65/70; 94% retention Staff who identify as POC: 58/73; 84% retention  This year, we experienced a 10% difference between retention rates of staff of color and white staff.
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.	<b>Met</b>	We made progress in reducing the overall number of suspensions through the use of restorative practices from the 2022-2023 and the 2023-2024 school year. In the 2022-2023 school year, there were 56 suspensions (from a total of 727 students enrolled throughout the school year) in comparison to 33 suspensions (from a total number of 754 students enrolled throughout the school year), resulting in a 3% decline in suspensions.

Dissemination

	<b>2023-24 Performance (Met/Not Met)</b>	<b>Evidence</b> (include detailed evidence with supporting data or examples)
<b>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.</b>		

<p>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.</p>	<p><b>Met</b></p>	<p>We facilitated visits with: Academy of the Pacific Rim (Boston, MA), Argosy Collegiate (Fall River, MA), Boston Preparatory Charter School (Boston, MA), Forte Preparatory Academy (Queens, NY), and Rise Prep Mayoral Academy (Woonsocket, RI).</p>
<p>Measure: Boston Collegiate will be mentioned in at least one national publication annually regarding work to elevate teaching.</p>	<p><b>Met</b></p>	<p>Boston Collegiate was mentioned in the Hechinger Report and the Christian Science Monitor. <a href="#">How did students pitch themselves to colleges after last year's affirmative action ruling?</a> profiled a member of the Class of 2024 and the work he did with our college counseling team.</p>
<p>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</p>	<p><b>Met</b></p>	<p>Boston Collegiate participated in 1) The Boston Coalition for Boys Mentorship and 2) PBL Works School Leader Network.</p>

## Appendix B: Recruitment and Retention Plan 2024-2025

### 2023-24 Implementation Summary

Please list the successes and challenges of implementing the school's recruitment strategies from the 2023-24 Recruitment Plan.

Our most successful recruitment strategy for the 2023-24 was our return to a grassroots approach of spreading the word of our school by engaging directly with community members. For the past few years, student enrollment in Boston has been shrinking and, while our reputation has held up against the declines many peer charter and public schools are experiencing, we have not been immune to the realities of there being less children in the city. This year, we received 1,329 student applications for the 2024-25 school year, in comparison to 1,494 for 2023-24. As of July 30, 2024, we maintain a waitlist of 870 children for the upcoming school year. We experienced increased interest for entry in grades eight and ten. Our smallest waitlist is for grade five, which includes 52 students; our largest waitlist is for grade seven, which includes 216 students.

To raise awareness of our school to student-aged families in the city, we attended each school fair we were invited to this recruitment season, executed on a revamped version of our "Boots on the Ground" recruitment strategy that existed pre-pandemic, held more prospective family tours and information sessions than ever before (over 20), and partnered with student volunteers to share information within their communities and in their native languages.

A challenge we continue to experience is expanding our student population to include more students who are ELLs, in spite of years of trying. In spite of the city's increase in students who qualify as ELLs, the decrease in student enrollment overall has contributed to our inability to recruit and enroll higher percentages of these students.

### General Recruitment Activities for 2024-25

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

- We will participate in the annual charter school postcard, targeting Boston Public Schools fourth graders in English, Spanish, Haitian Creole, Vietnamese, Chinese, Portuguese, and Cape Verdean.
- We will send a customized postcard from Boston Collegiate to all Boston Public Schools fourth graders in English, Spanish, Haitian Creole, Vietnamese, Chinese, Portuguese, and Cape Verdean Creole.
- We will continue to work with current students and families to share information by word-of-mouth to support a diversity of applicants across race, home language, and income levels.
- We will continue to advertise in newspapers in various languages.
- We will continue to display a banner on our highly visible building facades that advertise our application deadline in multiple languages (including English, Spanish, Haitian Creole, Vietnamese, and Chinese).
- We will expand our reignition of our Boots on the Ground recruitment day, involving several staff members, students, and family members to participate in recruitment around the city.
- We will continue to provide families support in completing our electronic lottery application; we will sustain our staff multilingualism initiative to compensate staff to do this work, which was launched in 2021-2022.
- We will ensure representation of students receiving Student Support services, their families, and their staff at recruitment fairs (to the extent that these will be possible given COVID-19) and will maintain our robust Student Support webpage to ensure that prospective families with students with IEPs feel welcome in our community and informed about how we support students with specialized learning needs.
- We will continue our social media marketing efforts via Facebook and Instagram, advertising the opportunity to apply to Boston Collegiate in English, Spanish, Haitian Creole, Vietnamese, Chinese, Portuguese, and Cape Verdean Creole.
- We will continue to enable pop-up windows on our website that direct families to our lottery application, which will be available in eight languages: English, Spanish, Haitian Creole, Vietnamese, Chinese, Portuguese, and Cape Verdean Creole.
- We will again email all families on our waitlist to invite them to reapply in our next lottery.
- We will continue to hold monthly tours and information sessions at both campuses for prospective students and families, beginning in November.
- We will continue to attend school fairs at Boston Public Elementary and Middle Schools when invited.
- We will meaningfully build relationships with people who are active in communities or neighborhoods in which our community is not well represented to spread outreach further into the City of Boston.
- We will continue our new partnership with City of Boston neighborhood liaisons.

**Recruitment Plan - 2024-25 Strategies**

*List strategies for recruitment activities for each demographic group.*

Students with disabilities

**(a) CHART data**

Did not meet  
GNT/CI

-----

**School  
percentage:**  
16%

**CI percentage:**  
18.7%

-----

The school is **below**  
CI percentages

**(b) Continued 2023-24 Strategies**

- 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.
- Invite prospective families to attend our Student Support Parent Advisory Council meetings to learn more about our community via social media.
- 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.
- 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.

**(c) 2024-25 Additional Strategy(ies), if needed**

- Building a new body of work into our Office Coordinator’s position at the Upper School to be the primary administrative person for our families who receive Special Education services. This is in addition to their liaison, but serving as their scheduling point person, and also the person who welcomes them upon their arrival for meetings and reevaluations. (1 year, summer 2025)
- More boldly promoting access to information about our Special Education program when sharing information about our prospective family tours and info sessions. While we’ve long had members of



	<p>that team present to answer questions and provide context, we haven't promoted their attendance in advance. (recruitment season, February 2025)</p> <ul style="list-style-type: none"> <li>- This year was the first in three years that our % fell below the comparison index. Though we enrolled many new students who qualified for special education, our Student Support team was able to transition many of our students who had historically been on IEPs to 504s based on their successes and progression through our program. Our Response to Intervention (RTI) process allowed us to better meet the needs of our students within our district curriculum accommodation plan, requiring less evaluations and a decrease in the likelihood of over-qualifying students for unnecessary services. Given this is our first year under our updated RTI approach, we will want to do an audit this upcoming year to ensure these shifts are truly supporting our students in the manner in which they were intended. (summer 2025)</li> </ul>
English Learners	
<p><b>(a) CHART data</b></p> <p>Did not meet GNT/CI</p> <p>-----</p> <p><b>School percentage:</b> 6.7%</p> <p><b>CI percentage:</b> 17.7%</p> <p>-----</p> <p>The school is <b>below</b> CI percentages</p>	<p><b>(b) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>- In review of our newly admitted students, the discrepancy within our comparison index is much smaller than for our student body overall; this gives us confidence that our recruitment strategies are on the mark and we are eager to see how they continue to reach our city's most vulnerable populations</li> <li>- 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.</li> <li>- Send an additional school-specific postcard to all students in grades K-9 in English and with translated lines in 8 other languages.</li> <li>- Make our application available to families residing in low-income housing developments throughout the city such as Franklin Field and Old Colony.</li> <li>- Contact the Department of Transitional Assistance in Boston and provide them with the application link.</li> <li>- Provide application materials to neighborhood ABCD sites.</li> <li>- Support families over the phone to use our online application. We launched 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.</li> <li>- Advertise in newspapers in various languages (English, Spanish, Haitian Creole, Vietnamese, Chinese, Portuguese, and Cape Verdean Creole)</li> </ul>

- Advertise via Facebook ads in various languages (English, Spanish, Haitian Creole, Vietnamese and Chinese).
- Use a banner on our highly visible facades at each campus that say “Apply Now!” in multiple languages listed above.
- Ask 20 families with students who are English learners to recommend our school to 2-3 friends and check back to ensure the applications have been submitted (data to change in 2 years).
- Share virtual building tours videos to provide access to our campuses for families who cannot attend open houses in person.
- Target English-Learning communities in close proximity to 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 (El Mundo and World Journal) about our school and the application process.
- Advertise our application via yard signs located throughout the city in both English and Spanish.

**(c) 2024-25 Additional Strategies**

- Round out an existing Operations team member’s workload with Family Engagement work to spread our efforts across both campuses and providing a more robust thinktank to both recruit, onboard, and retain students (summer 2024)
- More thoughtfully hire students, staff, and family members to make in-person introductions between our Family Engagement team and other members of their communities who can bridge gaps, learn more about Boston Collegiate, and make connections that extend beyond the ones we already maintain. (4 individuals for 4 hours each; 1 year, summer 2025)
- Vietnamese: 1 year, summer 2025
  - *Prioritize recruitment of Vietnamese-speaking teachers.*
  - *Provide BCCS application materials to Vietnamese health care providers in our area.*
  - *Pay a Vietnamese parent or student for ~20 hours of recruitment time.*
- Cape Verdean Creole: 1 year, summer 2025:
  - *Prioritize recruitment of Cape Verdean Creole-speaking teachers.*
  - *Provide BCCS application materials to Cape Verdean health care providers in our area.*
  - *Pay a Cape Verdean parent or student for ~20 hours of recruitment time.*

Low Income/Economically Disadvantaged

<p><b>(a) CHART data</b></p> <p>Did not meet GNT/CI</p> <p>-----</p> <p><b>School percentage:</b> 44.5%</p> <p><b>CI percentage:</b> 64.2%</p> <p>-----</p> <p>The school is <b>below</b> CI percentages</p>	<p><b>(b) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>- Share information and postcards to Boys and Girls Clubs and YMCAs throughout the City of Boston to be available for attendees.</li> <li>- More prominently publicize our free, daily afterschool program to prospective families so that they are aware of the after-hours benefits they may not have in peer schools.</li> <li>- Connect with local CDCs such as Urban Edge and Dorchester Bay that provide affordable housing to advertise how to apply to our school.</li> <li>- Advertise our application and lottery process through Resident Services of Boston Housing Authority.</li> <li>- Distribute application information to social workers of Family Aid and Project Hope providing emergency and permanent housing support for families in Boston.</li> <li>- Continue our MBTA bus advertising campaign again</li> <li>- 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): <ul style="list-style-type: none"> <li>- Collaborate with Union Capital Boston to share information.</li> <li>- Collaborate with the Family Independence Initiative to share information.</li> <li>- Collaborate with Compass Working Capital to share information.</li> <li>- Increase staff capacity on student recruitment teams to conduct more thorough follow up with public agencies and support families enrolling in public assistance programs.</li> </ul> </li> <li>- Advertise our application and lottery process at previously untapped women’s and children’s shelters near our school (Rosie’s Place, Saint Mary’s Center for Women).</li> <li>- Advertise our application and lottery process at previously untapped community centers (Kroc Center, Bird Street Community Center, East End House).</li> <li>- Advertise our application via yard signs located throughout the city in both English and Spanish.</li> </ul>
	<p><b>(c) 2024-25 Additional Strategies</b></p> <ul style="list-style-type: none"> <li>- Promote our dedicated Family Engagement team in marketing of our prospective student tours and info sessions. This team works to connect families with resources – funded by the school or provided in our community – so they can have their needs met. This is not a new team, but we have not highlighted its existence, purpose, or benefit to prospective families as strongly as we could. (recruitment season, February 2025)</li> <li>- Work with our new Operations Manager, a previous social worker, to build a recruitment plan that is better-informed and more aligned to the needs of our larger community. (1 year, summer 2025)</li> </ul>

	<ul style="list-style-type: none"> <li>- Continue new partnership with City of Boston neighborhood liaisons to identify areas prominent with low income, school-aged children to ensure robust recruitment efforts are directed there. Our new City of Boston liaison is a former alum of the school and we are excited to levy her experience here with the access she has to the larger Dorchester community. (1 year, summer 2025)</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>- Include information about our tutoring and extra support services in our advertisements.</li> <li>- Make our application available to tutoring and academic enrichment programs such as 826 Boston and the Boston Learning Center.</li> <li>- 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.</li> <li>- Send a customized postcard from BCCS to all fourth graders in English, Spanish, Haitian Creole, and Vietnamese.</li> <li>- 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.</li> </ul> <p><b>Additional 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>- High execution of a successful program we began this year called REWARDS, which helps older non-reading students or strugglers of reading to make progress more quickly</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>- Make our application available to programs that serve at-risk youth throughout the city such as Friends of the Children.</li> <li>- 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.</li> </ul> <p><b>Additional 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>- Expansion of our new 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. We began this in the second semester of the 2023-24 school year and across the year it gained momentum.</li> </ul>

<p><u>Students who have dropped out of school</u></p> <p><i>*only schools serving students who are 16 and older</i></p>	<p><b>(f) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>
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Retention Plan 2024-2025

<p><b>List the successes and challenges of implementing strategies from the 2023-24 Retention Plan.</b></p>
<p><b>2023-24 Implementation Summary:</b></p>
<p>Evidenced by our CHART data, Boston Collegiate continues to execute on a strong, individualized, and holistic approach to education for our students, which leads to generally low attrition rates. Operating with a deep sense of our core values, which prioritize twin pillars of <i>scholarship</i> and <i>belonging</i>, 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.</p> <p>In the years since the pandemic, increased attention on student attendance and resetting high expectations has been of high priority for us. In the most recent school year, a restructuring of our intervention and options for course and credit recovery has kept students who are struggling engaged and has allowed them to stay in school throughout challenges.</p> <p>In general, attrition from Boston Collegiate is due to students transferring to exam schools or private schools, though we are seeing an increase in students moving out of town or state completely. We lose only a handful of students each year to peer or local public schools.</p>

Overall Student Retention Goal	
<p><b>Annual goal for student retention (percentage):</b></p>	<p>90% (For 2023-24, our retention was 88.9%)</p>

**Retention Plan – 2024-25 Strategies**

*List strategies for retention activities for each demographic group.*

Students with disabilities

**(a) CHART data**

**School percentage:**  
7.0%

**Third Quartile:**  
16.8%

The school’s attrition rate is below third quartile percentages.

**(b) Continued 2023-24 Strategies**

Below third quartile: no enhanced/additional strategies needed

**Will continue the strategies from the 2023-24 school year:**

- 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

**(a) CHART data**

**School percentage:**  
2.8%

**Third Quartile:**  
17.6%

The school’s attrition rate is below third quartile percentages.

**(b) Continued 2022-23 Strategies**

Below third quartile: no enhanced/additional strategies needed.

**Will continue the strategies from the 2023-24 school year:**

- Our Director of English as a Second Language and our Family Engagement Manager 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.
- Each family communication we send out includes Spanish translation.
- Our website is enabled to translate information into other languages, as needed.

Low Income/Economically Disadvantaged

<p><b><u>(a) CHART data</u></b></p> <p><b><u>School percentage:</u></b> 8.8%</p> <p><b><u>Third Quartile:</u></b> 18.3%</p> <p><u>The school's attrition rate is below third quartile percentages.</u></p>	<p><b>(b) Continued 2023-24 Strategies</b></p> <p>Below median and third quartile: no enhanced/additional strategies needed</p> <p><b>Will continue the strategies from the 2022-23 school year:</b></p> <ul style="list-style-type: none"> <li>- We set aside funds for items necessary for learning that students may be unable to afford, such as eyeglasses and school supplies.</li> <li>- We collect donations in order to provide weekend and vacation food to families who are homeless or struggling financially.</li> <li>- We aim to make dental care available twice per year for families who choose to participate.</li> <li>- 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.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>Will continue the strategies from the 2023-24 school year:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>
<p><u>Students who have dropped out of school</u></p> <p><i>*only schools serving students who are 16 and older</i></p>	<p><b>Will continue the strategies from the 2023-24 school year:</b></p> <ul style="list-style-type: none"> <li>- Accepting students into our high school is still a relatively new phenomena for our student enrollment patterns and is based on our school-wide enrollment numbers. Because of the unpredictability of mid-year departures and lengthy waitlists for our high school grades, we have not yet had the opportunity to target students who have already dropped out of another school.</li> </ul>





**Appendix C: School Data Tables**  
*Administrative Roster and Staff Attrition Data*

<b>Administrative Roster During the 2023-24 School Year</b>			
<b>Name</b>	<b>Title</b>	<b>Start date</b>	<b>End date</b>
Melissa Aybar	School Leadership Fellow	7/2022	Current
Lenny Bautista	Lower School Dean of Students	7/2017	4/2024
Rodney Coleman	Middle School Dean of Students	8/2001	Current
Nadia Cyprien	Chief Student Support Officer	7/2015	Current
Peter Ferrara	Director of Facilities	8/1999	Current
Ayanna Hudson	Director of Diversity, Equity, and Inclusion	7/2023	Current
Megan Noyes	Middle School Principal	8/2009	Current
Amanda Kay Loring	Chief Operating Officer	8/2013	Current
Nadiya Monestime	High School Principal	7/2019	Current
Sarah Morland	Chief Academic Officer	8/2003	Current

Jenna Ogundipe	Executive Director	8/2002	Current
Jan Saglio	Senior Financial Advisor	3/2014	Current
Courtney Smith	Lower School Principal	8/2008	Current
Tatiana Torres	Chief Financial Officer	9/2019	Current

<b>Teacher and Staff Attrition for the 2023-24 School Year</b>				
	<b>Number as of the last day of the 2023-2024 school year</b>	<b>Number of departures during the 2023-24 school year</b>	<b>Number of departures following the end of the 2023-24 school year through July 31st</b>	<b>Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)</b>
Teachers	83	10	17	<p>Mid Year Departure:</p> <ul style="list-style-type: none"> <li>● Mid Year Termination (4)</li> <li>● Employee chose to end employment (5)</li> <li>● Contract ended (1)</li> </ul> <p>Year End Departure:</p> <ul style="list-style-type: none"> <li>● Not renewed for the 23-24 school year (3)</li> <li>● Employee chose to end employment (14)</li> </ul>
Other Staff	56	7	5	<p>Mid Year Departure:</p> <ul style="list-style-type: none"> <li>● Mid Year Termination (2)</li> <li>● Employee chose to end employment (4)</li> <li>● Contracted ended (1)</li> </ul> <p>Year End Departure:</p> <ul style="list-style-type: none"> <li>● Not renewed for the 23-24 school year (2)</li> </ul>

				<ul style="list-style-type: none"> <li>Employee chose to end employment (2)</li> </ul>
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*Information About the Board of Trustees*

<b>Board Membership During the 2023-24 School Year</b>					
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (start and end date in MM/YY format)</b>	<b>Final year of service possible based on term limits in bylaws</b>
Jose Brandao	Vice Chair	Governance	2	11/17-6/21 7/21-6/24 7/24-6/27	2026-2027
Elizabeth Bride		Development	1	6/2022-6/2025	2030-2031
Tanya Chakmakian	Parent Trustee	Academic and Student Affairs	1	7/21-6/24 7/24-6/27	2026-2027
Nicole Chang	Chair	All	2	9/17-6/21 7/21-6/24 7/24-6/27	2026-2027
David Chapin		Development	1	10/23-6/27 7/27-6/30 7/30-6/33	2032-2033
Bruno Fagundes		Governance	1	10/23-6/27 7/27-6/30 7/30-6/33	2032-2033
Erica Hafferkamp	Teacher Trustee	Leadership Advisory	1	7/23-6/26	2031-2032
Bill Heiden		Finance	1	8/20-6/24 7/24-6/27	2029-2030
Marlone Jean Philippe	Student Trustee		1	12/23-6/24 7/24-7/25	2024-2025
Dina Model		Finance	1	7/22-6/25	2030-2031
Ali Nuger	Development Committee Co-Chair	Development	2	3/17-6/20 7/20-6/23 7/23-6/26	2025-2026
Jenna Ogundipe	Ex-Officio	Ex-Officio, All	N/A	7/2021	N/A
Maria Sena	Parent Trustee	Academic and Student Affairs	1	7/23-6/26	2031-2032
Prescott Taylor	Treasurer; Finance	Finance	2	8/17-6/20 7/20-6/23	2025-2026

	Committee Chair			7/23-6/26	
Natalie Velasquez		Governance	2	01/18-6/21 7/21-6/24 7/24-6/27	2026-2027
Karen Walker Beecher	Governance Chair	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 Required Information

### *Facilities*

<b>Location</b>	<b>Dates of Occupancy</b>
Lower School -215 Sydney Street Dorchester	2010 - Present
Upper School - 11 and 21 Mayhew Street, Dorchester	2004 - Present

### *Enrollment*

<b>Action</b>	<b>2024-2025 School Year Date(s)</b>
Student Application Deadline	February 28, 2025
Lottery	March 6, 2025 (Snow Day: March 7, 2025)

## **Appendix E: Conditions, Complaints, and Attachments**

### **A. Conditions**

Not applicable.

### **B. Complaints**

#### [Board of Trustees Contact Information](#)

There were no official complaints received by the Boston Collegiate Board of Trustees during the 2023-24 school year.