

## Annual Report 2019-2020

### Contact Information:

Sharon Liszanckie  
Executive Director  
[sliszanckie@bostonprep.org](mailto:sliszanckie@bostonprep.org)

(617) 333-6688  
(617) 333-6689 fax  
[www.bostonprep.org](http://www.bostonprep.org)

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## Introductory Description of the School

<b><i>Boston Prep Charter Public School</i></b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Hyde Park, MA
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	1
Year Opened	2004	Year(s) in which the Charter was Renewed (if applicable)	2009, 2014, 2019
Maximum Enrollment	700	Current Enrollment	574 (as of June, 1 2020)
Chartered Grade Span	6-12	Current Grade Span	6-12
# of Instructional Days per school year	185 (2019-2020: School closed on March 13 <sup>th</sup> due to COVID. We had 123 days of in-person school this year, and 47 days of remote learning)	Students on Waitlist	919 (as of July 14, 2020)
School Hours	7:45 a.m.-3:35 p.m.	Age of School	16 years
Mission Statement Boston Prep prepares students to succeed in four-year colleges and embody, in thought and action, lifelong ethical growth.			

## Letter from the Chair of the Board of Trustees

Dear Friends,

This past year marked Boston Prep's sixteenth year of operation, providing excellent education to the youth of Boston. Starting in 2004 as a school of 100 sixth-grade students and 12 faculty members, Boston Prep now has 377 alumni, 574 students, and 103 faculty members. We have grown in size, grades served, personnel, and programs offered. However, one element has remained constant – our relentless dedication to our mission: to prepare all students to succeed in college and to engage in lifelong ethical growth.

This past year was a difficult one for schools around the country. While navigating a healthcare pandemic and a national reckoning with entrenched structural racism, Boston Prep's community achieved several significant milestones in the past year:

- **Portrait of a Graduate:** We engaged stakeholders throughout the Boston Prep community, including teachers, students, families, alumni, Trustees, and community and business leaders, to finalize our "Portrait of a Graduate." The Portrait defines the skills, competencies, and habits of mind that we believe will enable our graduates to succeed in college and to live lives of choice. This process involved interviews, focus groups, and input conversations with our stakeholders to build consensus around the Portrait. This work was supported through a generous grant from the Barr Foundation, which supported our school's participation in a professional learning community with leaders throughout New England and allowed us to partner with national educational partner, [Transcend](#). This work has positioned us to continue with design work in the year ahead, a design that puts anti-racism at the core of our work.
- **COVID-19 Response:** Our school year was disrupted by the COVID-19 pandemic in March. One week after closing our physical school, we were able to re-launch our educational program in a remote setting that included 1:1 Chromebooks, synchronous instruction from teaching faculty, and an array of supports for students, families, and alumni. We also launched a Phoenix Family Fund to support the needs of our families through this crisis, we provided counseling and financial support to our alumni as they transitioned to remote learning in college, and we deployed our operations team as a family engagement team. Throughout remote learning this past spring, 91% of our students attended at least 1 remote class per day, and most of our students (2/3) attended at least 70% of their classes.
- **Diversity, Equity, Inclusion, and Anti-racism:** Boston Prep deepened its work on diversity, equity, and inclusion (DEI) over the course of the 2019-20 school year. Faculty members participated in ongoing professional development sessions and team discussions about DEI at Boston Prep. In May, after George Floyd was murdered by police in Minneapolis sparking nationwide protests, the Boston Prep community convened for a Town Hall that included students, faculty members, parents, and family members to discuss what we can do to promote racial justice within our community. We established an Anti-racism Committee of our Board and we are committed to not only conversation, but taking collective action in the years ahead.

Along the way, we have maintained strong outcomes and strong oversight. For the fourth consecutive year, we had a clean audit. For the ninth consecutive year, 100% of our graduates are accepted to four-year colleges. Our alumni are succeeding in college, with 76% on track to graduate within six years. Our MCAS results consistently show Boston Prep to be among the highest-performing schools in Boston. These numbers that we share are important and powerful. They show that Boston Prep students are excelling at the highest level and that our students' effort is indeed determining success.

We are excited for Boston Prep's future. We are expanding our team, enrolling more students, and diversifying and expanding our course and career offerings. We are focused on retaining our greatest asset—our teachers—to ensure not only our continued success, but our continued improvement.

Sincerely,



Tamara Olsen, Board Chair

# School Performance and Program Implementation

## FAITHFULNESS TO CHARTER

### Mission and Key Design Elements

Boston Prep has defined four key design elements that drive our successful approach:

- 1. Utilization of high expectations, rigorous, standards-aligned curriculum, a data-driven instructional model, an extended day and school year, and a range of supports for students to prepare 6-12th grade students to succeed in college**

In order to achieve the above results, Boston Prep offers students and families an integrated set of services and supports across middle school, high school, and college. Academically, Boston Prep is characterized by rigorous, standards aligned curriculum delivered through high expectations and engaging instruction designed to help students develop the skills, habits, and knowledge necessary to succeed in college. Boston Prep ensures students extended time for learning through an extended school day and an extended school year. Core academic offerings include reading, writing, math, science, and social studies in our middle school. In the high school, foreign language (Spanish and Latin) is added to the curriculum, and students have the opportunity to pursue a variety of Advanced Placement courses and college-style seminars. In all classrooms, we strive to provide engaging instruction that demonstrates a spirit of urgency, enables students to master rigorous academic material, and fosters an ethical climate consistent with our mission objectives.

Robust support services are available for students who are struggling, including pull-out and push-in services provided by special educators, English language learner teachers, a speech-language pathologist, and an occupational therapist and physical therapist. Daily tutoring and office hours are offered in both the middle and high school, and targeted intervention is provided for students who need additional support. In addition, for students facing emotional struggles, both individual and group counseling and skill development sessions are offered along with extensive support for families.

As a data-driven organization, we are committed to constant reflection and refinement of our programming in response to data. Alumni data collection has already yielded many important findings, such as the fact that while alumni feel academically prepared for college, they lack time management and study skills. Furthermore, alumni who live on campus are more likely to persist in college than those who commute. As a learning organization, we have made a number of changes to our program in response to data and will continue to do so to ensure we are offering a program that truly leads to college success for all.

- 2. Establishment of a student culture structured around scholarship and personal growth that cultivates students' virtues of courage, compassion, integrity, perseverance, and respect**

To help encourage lifelong ethical growth, Boston Prep provides a safe, nurturing environment where students are known, recognized, and supported by multiple adults through the use of common practices grounded in the language of our virtues. This foundation is supplemented by weekly ethics classes, diversity workshops, required summer enrichment programming, and group travel to Rome, Italy. A weekly community meeting brings the school together in mutual celebration of success and provides the opportunity for one student each week to be recognized with the W.E.B. DuBois Award for epitomizing our virtues.

Extracurricular opportunities that encourage leadership and teamwork are ample and varied. Each student participates in an enrichment class three days per week. In middle school, this includes visual arts, health and wellness, and computer literacy. In high school, this includes both health and wellness and college-style seminars. Sports are offered outside of school hours year-round, and clubs are numerous and varied.

- 3. Our Persistence Project (i.e., integrated college counseling and graduate support services) provides differentiated support through grades 6-16 to drive persistence in four-year colleges**

As a school whose mission is focused on college success, an ethos of college preparation permeates our school culture. In the middle school, students' homerooms are named for the college of a homeroom teacher and students' anticipated year of college graduation. College banners adorn the walls of the school, and college prep classes begin in sixth grade to help develop college vocabulary and an understanding of the importance of college degree attainment. For the tenth year in a row, 100% of graduating seniors have been accepted to a 4-year college. All of these seniors plan to matriculate to college in the fall.

Our support for students does not end when they leave our building. Instead, we continue to support our alumni throughout college to help ensure their persistence and ability to overcome any challenges that may arise. We have designed an innovative and unique alumni support program, which includes individualized support and strategic coaching for students through regular phone calls and campus visits, a fund that provides book stipends for all and emergency financial support to those in need, and the collection and analysis of alumni data to help refine and improve both our alumni support program and our middle and high school programming. We use this data to understand what factors are driving our alumni's persistence in college, and then double down and deepen investments in these items (e.g., on-campus placement, strong 10<sup>th</sup> ELA performance).

**4. Robust series of differentiated supports to recruit, develop, and retain all teachers through strong collaboration with academic leadership team members**

In order to drive excellence in teaching, professional development is a key focus at Boston Prep. We employ an intensive teacher coaching model, in which teachers are observed at least once per week by coaches, receive written feedback immediately, and meet with coaches weekly to debrief observations, analyze academic and behavioral performance data, and create goals and action plans. This individualized coaching is partnered with staff-wide professional development, beginning in the summer with a week-long intensive session and continuing throughout the year with weekly 2-hour workshops.

Recognizing the challenges of being a first-year teacher at an urban charter school, we invest particularly in our first-year teachers. These teachers participate in an additional eight days of intensive summer training. They are also supported by a part-time Director of New Staff Support, who is charged with creating a cohort feel for new staff, and developing a scope & sequence for their meetings that help new staff adapt to the expectations, systems, and procedures of Boston Prep. This role is purposefully non-evaluative, which creates a safe space for questions, problem-solving, and learning among peers.

Finally, our Professional Development spans many types; we meet as a full team, as Middle School and High School teams, in Departments, and in grade-level teams to advance the work. For a third consecutive year, we met in Professional Learning Communities (PLCs). PLCs were designed to enable teachers of similar skill and effectiveness to push each other's practice through the lens of investigating student work.

**Amendments to the Charter**

The following amendments to the charter were made in 2019-20:

Date	Amendment Requested	Pending or Approved?
3/23/20	Minor amendment to update Boston Prep's Accountability Plan	Approved

**Access and Equity**

Boston Prep's student discipline data is available here:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04160000&orgtypecode=5&=04160000&>

Boston Prep's suspensions have improved in recent years, but we recognize that student behavior and culture remains a top development opportunity. We maintain continued commitment to fostering a school culture aligned to our mission objectives while holding a high bar of standards to create a safe environment for all community members.

The tables below show the suspension rates at Boston Prep. The rate of out-of-school suspension steadily decreased from 35.1% in 2011-12 to 6.6% in 2017-18. After a brief uptick in 2018-19, we were able to reduce these rates again in 2019-20.

*Suspension rates at Boston Prep, SY2012 to SY2020*

	2012	2013	2014	2015	2016	2017	2018	2019	2020
Out of School Suspension	35.1	20.8	10.8	17.1	14.6	6.9	6.6	10.7	6.7
In School Suspension	6.4	3.2	5.4	6.2	13.4	10.7	8.3	12.0	8.8

*Source: DESE, CHART, and Boston Prep SDR submission*

Boston Prep is also working on decreasing the rates of suspensions for student sub-groups. Although the suspension rates of all student sub-groups have dropped along with the overall suspension rate, some sub-groups still have higher suspension rates than those of the overall student population. Reducing suspension rates among all student groups remains a top priority for us.

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	541	100	12.0	10.7	0.0
English Learner	120	23	14.2	10.0	0.0
Economically disadvantaged	279	54	12.5	10.4	0.0
Students w/disabilities	115	27	14.8	17.4	0.0
High needs	397	76	12.1	11.3	0.0
Female	272	35	8.8	7.0	0.0
Male	269	65	15.2	14.5	0.0
Amer. Ind. or Alaska Nat.	1				
Asian	9	0			
Afr. Amer./Black	350	71	14.3	11.4	0.0
Hispanic/Latino	158	25	8.2	9.5	0.0
Multi-race, Non-Hisp./Lat.	16	2			
Nat. Haw. or Pacif. Isl.	1				
White	6	2			

It is an important goal for Boston Prep to reduce suspension rates. In an effort to achieve this goal, we have instituted changes in practice and policies. These include:

1. **Increased number of Deans to Students:** Starting from SY2017, we increased the number of Deans of Students from one to two, one each in the Middle School and the High School, so that each Dean can focus their attention on a smaller group of students.
2. **Improved Implementation of Data System:** Starting in SY2017, the school set a goal to keep the total percentage of students receiving in-school and out-of-school suspensions below 8% and 5% respectively. In 2015-2016, we began using DeansList as a data tool to track student behavior and communication. We believe that the proactive usage of data and communication can be a powerful tool in preventing and reducing suspensions.
3. **Clear articulation of a tiered policy:** We evaluate our behavioral consequence policy regularly to re-calibrate the behaviors that would result in suspensions. For example, in SY2016 we identified

skipping detention as being an issue (accounting for 14% of suspensions), and modified the school policy to a tiered detention model to increase transparency and provide more opportunities for student reflection.

4. **Focusing on the top 10%:** In SY2018 and SY2019, we added an Assistant Principal position in the Middle School and the High School respectively, with a focus to clearly address the small number of students that have high behavior needs – the top 10%. The Principals and Assistant Principals work with students and families to develop individualized interventions for the small sample of students with frequent classroom behavior issues to drive targeted support.
5. **Rethinking student support:** In SY2018, SY2019, and SY2020, Boston Prep partnered with Think:Kids to rethink strategies to support students who struggle with behavioral issues, and prevent situations that may otherwise escalate into suspension incidents. We are working, through our partnership with Think:Kids, to fully implement the mindset that “Kids do well if they can.” As such, we are focusing on implementing collaborative problem solving with students vs. relying on extrinsic consequence systems. This multi-year effort will continue in SY21.

### Dissemination Efforts

Boston Prep takes seriously its responsibility to be an innovative leader in education reform. Boston Prep is proud to play a lead role in dissemination practices. This year, Boston Prep again welcomed scores of visitors from a variety of settings into the school to observe curriculum, instruction, culture, ethics, and teacher development practices. In addition, our staff shared our curricula, across several departments, with several schools that requested copies. We have also been active in sharing our data regarding college persistence with others in Boston as we seek to continuously improve our placement and support of our graduates.



<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>With whom</b> did the school disseminate its best practices? (Partners and Locations)	<b>Result of dissemination</b> (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Behavior Management	Think:Kids weekly training sessions	<ul style="list-style-type: none"> <li>• Sharon Liszanckie (Executive Director)</li> <li>• Cristina Lopez (MS Principal)</li> <li>• Eileen Callahan (CAO)</li> <li>• Graham VanderZanden (Director of Strategic Projects)</li> </ul>	Eliot Elementary School, Manning Elementary School, Think:Kids	We began implementing Think:Kids at Boston Prep’s Middle School in 2018-19 and continued through the 2019-20 school year. The results of this implementation will be published by Think:Kids in their efforts to spread a collaborative problem solving approach to behavioral intervention.
Young Man with a Plan	Hayden Coalition convenings	<ul style="list-style-type: none"> <li>• Sharon Liszanckie (Executive Director)</li> </ul>	Representatives from Hayden Coalition members (Boston Collegiate, Neighborhood House Charter School, New Mission HS, BCLA, Boston Green Academy, Charlestown HS, Brighton HS, Tech Boston, Codman Academy, Cristo Rey Boston)	The key program, Young Man with a Plan, employs the Brotherhood Sister Sol holistic mentoring model to help Black and Latino boys achieve post-secondary success. Additionally, it helps connect under-served male and female students to summer and academic year enrichment and job opportunities. As a Coalition it also meets to share best practices and learning.
Recruiting and Retaining a Diverse Team	Presentation at DESE Dissemination Fair	<ul style="list-style-type: none"> <li>• Sharon Liszanckie (Executive Director)</li> <li>• Marilyn Onwunaka (Middle School Science Teacher)</li> </ul>	Dissemination Fair attendees	Presentation slides detailing Boston Prep’s goals, strategies, and results related to recruiting and retaining a diverse team.
COVID-19 Response and Remote Learning	Boston Charter Alliance	<ul style="list-style-type: none"> <li>• Sharon Liszanckie (Executive Director)</li> </ul>	Representatives from the Boston Charter Alliance (Academy of the Pacific Rim, Boston Collegiate, Bridge Boston, Brooke Charter Schools, City on a Hill, Conservatory Lab, Excel Academy, KIPP Massachusetts, Match,	We collaborated with peer charter schools in Boston to figure out how best to respond to the COVID-19 pandemic, how best to conduct remote learning, and how best to prepare for the upcoming (2020-21) school year.

			Neighborhood House, Roxbury Prep)	
Portrait of a Graduate	Barr Foundation Portrait of a Graduate Learning Community	<ul style="list-style-type: none"> <li>• Sharon Liszanckie (Executive Director)</li> <li>• Graham VanderZanden (Director of Strategic Projects)</li> </ul>	Berkshires Collaboration, Boston HERC and Margarita Muñiz Academy, Danbury Public Schools (CT), Franklin Public Schools (NH), Lawrence Public Schools, Lowell Public Schools, Meriden Public Schools (CT), Mount Wachusett Community College Collaboration, New Britain Public Schools (CT), Rural Aspirations Project (ME), Springfield Public Schools, Stratford Public Schools (CT), Western Maine Education Collaborative	Boston Prep received a grant from the Barr Foundation to develop its Portrait of a Graduate, and to participate in a learning community with peer schools from across New England who are also developing their Portraits. Along the way, we presented on our planning process and our uses of data.
Classroom materials and instructional strategies; models for coaching and use of live feedback for instructional leaders; school visits of instructional leaders to observe classroom and coaching meetings	Instructional leaders from Boston Prep visited three Democracy Prep campuses in October. In December, leaders from Democracy Prep visited Boston Prep. In addition, leaders from both Democracy Prep and Boston Prep conducted joint observations of Brooke Charter Schools in order to observe classrooms and live coaching of instructional leaders.	<ul style="list-style-type: none"> <li>• Eileen Callahan (CAO)</li> <li>• Julie Duran (High School Principal)</li> <li>• Cristina Lopez (Middle School Principal)</li> <li>• Eric Tabb (High School Assistant Principal)</li> </ul>	Democracy Prep, Brooke Charter Schools	School visits and observations informed specific takeaways both related to instruction, i.e. observing ratio of student discourse in peer schools, level of rigor and discourse in math classes, how to incorporate essential questions and phenomenon standards in HS Science, how to develop senior seminars in HSS. Takeaways also informed changes and revisions for community culture, ie. posting expectations to joy, posting of growth-related data. 1:1 Coaching meetings with DCs and principals identified takeaways. Feb. 13th C&I agenda dedicated to sharing tangible takeaways from school visits.

Leadership strategies and models for responding to school closure and launching remote learning	Weekly one hour meetings with 4 current and former CAO of stand-alone Boston charters	<ul style="list-style-type: none"> <li>Eileen Callahan (CAO)</li> </ul>	Teach For America	Sharing of best practices, resources, strategies, drafts and iterations ranging from managing team to remote learning expectations, schedules, policies, framing and messaging, stakeholder survey and related results, etc.
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## ACADEMIC PROGRAM SUCCESS

### Student Performance

Here is a link to the school's report card:

<http://reportcards.doc.mass.edu/2019/04160305>

Overall Classification	Accountability Percentile	Cumulative Progress Toward Improvement Targets
2019	2019	2019
<b>Not requiring assistance or intervention</b> Reason for classification: Substantial progress toward targets	<b>Found here:</b> <a href="http://reportcards.doc.mass.edu/2019/04160305">http://reportcards.doc.mass.edu/2019/04160305</a> <b>58 Percentile</b>	<b>Meeting 52 percent of Improvement targets</b>

### Program Delivery

#### Curriculum

Boston Prep built an invested structure to support our curricular and instructional rigor. In SY2016, Boston Prep established the position of Chief Academic Officer to provide leadership on the school's curricular and instructional design. The Chief Academic Officer manages principals and department chairs, and ensures that the school is delivering an academic program that provides improved academic outcomes and educational success for all students.

All Boston Prep curricula are carefully standards-aligned and teachers think critically about ways to ensure student achievement while maintaining rigorous academic expectations in classrooms. Content is driven by student's intellectual curiosity about rigorous, standard-aligned activities; teachers facilitate student exploration and instill a sense of urgency. Our program is developed with the understanding that every minute is valued and purposeful; students and teachers model intellectual curiosity through use of academic language and willingness to wrestle with new ideas. 100% of students are engaging in appropriately-leveled challenging work, aligned with content standards.

Curriculum development is an important part of what every teacher does. In order to build and sustain a culture of achievement at Boston Prep, we spend significant time and energy planning and documenting this work in a consistent and useful format. Boston Prep teachers develop curriculum aligned with the Massachusetts Curriculum, Common Core, Next Generation Science and College Board Standards. While standards, objectives, and skills are not all-encompassing, they are our starting point. Documenting our curriculum ensures long-term planning and is highly effective in keeping classes on pace, reaching long-term goals, and delivering content that is relevant to students and engages them in learning.

In addition, because of our extended learning time we are also able to provide a robust set of academic and behavioral supports for Boston Prep students. These supports allow us to create an inclusive learning environment where all students find success.

#### Instruction

Boston Prep's instructional practices are clearly documented in our Instructional Playbook, a document that is frequently referenced in teacher training and coaching. As a Common Core-aligned, college preparatory school, Boston Prep classrooms are backwards-planned from the independent, inquiry, discussion and text-

based classrooms students experience in college. As such, the instructional activities and timing of direct instruction, guided practice, and independent practice vary from day to day with timing and sequencing intentionally planned to best engage students in the struggle of learning.

At Boston Prep, we espouse the idea that principles drive results. Because many of our students require an average of more than a year's worth of growth within a school year, curriculum and instruction and classroom culture are required to make necessary academic gains. By shifting the cognitive load to students and helping to encourage and engage students in the process of learning, teachers are consistently measuring and assessing their students' progress toward mastery of daily objectives and curricular standards. Through the consistent application of best practices and Boston Prep principles of instruction, students build the requisite skills and content knowledge over the course of their educational career at the school, leading to success at a 4-year college and embodiment and pursuit of life-long ethical growth. Visitors to Boston Prep will observe student-centered instruction, where students use academic language while working collaboratively to synthesize and evaluate each other's ideas, create responses to high-level questions or practice independently guided by targeted feedback.

Boston Prep teachers strive to achieve instruction that successfully prepares all students for success in four-year colleges. The following list of shared practices serves as an overview of characteristics that define Boston Prep classrooms: Create a positive and respectful learning environment; proactively build positive relationships with students; use the board to push engagement and understanding; move around the room; share enthusiasm; and foster professionalism in students.

### **Assessment and Program Evaluation**

As a learning organization, Boston Prep uses a clear set of data inquiry practices to evaluate student outcomes and the effectiveness of our program. Data informs curricular and instructional changes needed to drive student achievement. Both formal and informal assessment results are examined to identify the causes of both strengths and shortcomings, allowing for effective instruction on what students most need to learn. Feedback is provided to students in a timely manner allowing them to learn from their mistakes.

Though grades and gradebooks support data related to GPA and promotion, at Boston Prep we believe data from student work should be collected and examined on a consistent basis in order to ensure student learning and opportunities for practice and re-teaching of content and skills. Weekly grading deadlines are in place for all teachers to ensure updated and accurate grade reports to families and students. Data tables and dashboards are shared with Principals, Department Chairs and teachers, and are used to inform discussions and coaching in weekly Grade Level Meetings, Department meetings and teacher coaching sessions.

While quizzes, tests, papers, and essays offer tangible evidence of progress and student achievement, it is just as important to constantly monitor student understanding, checking informally for understanding throughout lessons. Teachers are encouraged through coaching to use a variety of informal methods to check for understanding, including questioning, active feedback, stop and jot, slates, technology such as clickers, thumbs up/thumbs down and signal cards.

### **Support for Diverse Learners**

#### *Student with disabilities:*

Boston Prep's Support Services Department embraces the philosophy of inclusion and strives to include every child in the general education program to the maximum extent possible. We believe in preparing all students for college and the world that awaits them after high school.

Students are referred for special education in one of two ways:

1. Parent/guardian requests testing – if a parent/guardian requests testing, the school must assess the student in the areas of concern that are brought up.

2. School requests testing – after a student goes through our Instruction Support Team (IST) process and he/she is given interventions and those interventions are tracked over time, the grade level team will determine whether they would like the student to be tested. At this point, an evaluation can only happen if the parent/guardian consent in writing to the evaluation.

Boston Prep consistently works to find the least restrictive environment (LRE) to determine a student's programming. Most students are in a full inclusion program, however a subset of our population have a partial inclusion program that includes being in a substantially separate class for some subjects and integrated into the general education class for other subjects.

Special education teachers provide students with disabilities individual support towards their IEP goals. They also serve as liaisons between families, the student, and the general education teachers. Special education teachers are a resource for general education teachers on individual students, disabilities, and what accommodations/modifications can meet individual student's needs. General education teachers and special education teachers work together to make sure appropriate accommodations and modifications are made. Ultimately, it is the general education teacher's responsibility to ensure all accommodations and modifications are made to their content area assignments.

Some students at Boston Prep also receive the following services, typically in school outside of the classroom: speech language pathology, occupational therapy, physical therapy, applied behavior analysis therapy (ABA therapy), and counseling.

### *English Language Learners*

The mission of the ESL program at Boston Prep is to help students who speak or are exposed to another language at home to be able to use English to excel in academic, professional, and personal settings.

All incoming new students at Boston Prep fill out a Home Language Survey. A screening test is administered to students whose home language is a language other than English to determine language proficiency, using either their most recent ACCESS score, or the WIDA Screener.

Boston Prep's program follows the SEI model, with two components:

- Direct ESL instruction, in a separate pull-out class and, for some students, via additional push-in during ELA, Math, or Science, the ESL teacher helps students to develop social and academic language skills that may be used across all content areas.
- Sheltered Content Immersion. In the general education class, content teachers use approaches, strategies, and methodology to make the content of lessons more comprehensible and to promote the development of academic language needed to master content standards.

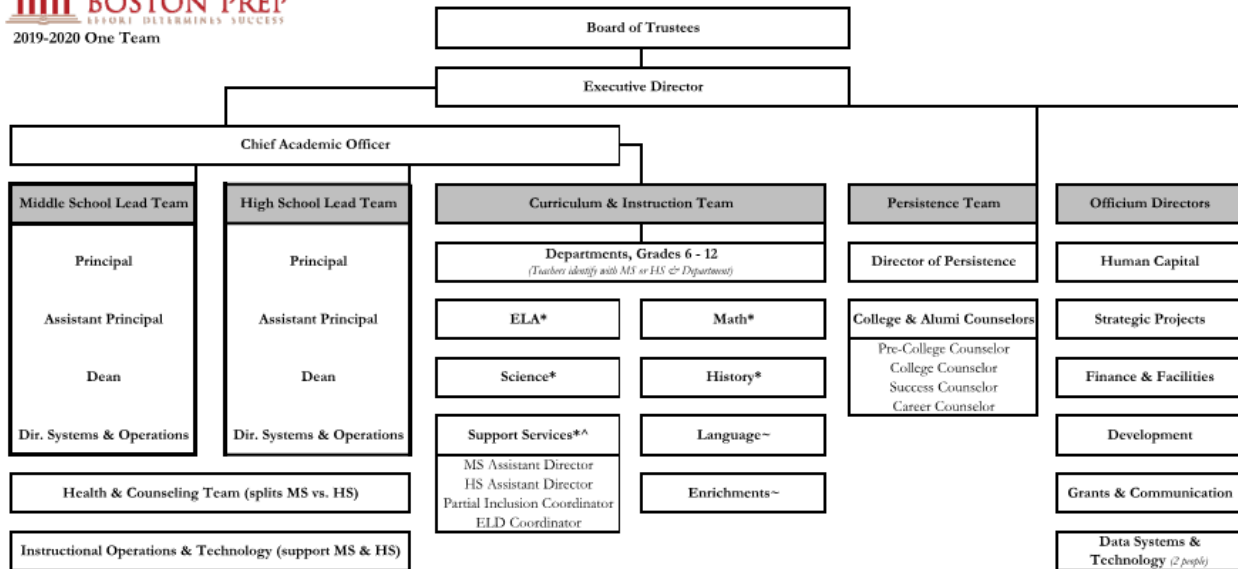
Boston Prep's ESL curricular plan for grades 6, 7, 8 and for high school is anchored by the Department of Elementary and Secondary Education Model Curriculum Units for ESL and other content classes (adapted to be aligned to WIDA standards as well as content standards) and Paideia Socratic Seminar lesson plans. For Level 2, Boston Prep uses a modified curriculum that draws from the students' corresponding ELA class at Boston Prep. The curriculum for all grades and levels incorporates teacher-developed materials and lessons, in addition to those included in the DESE and Paideia units. Teachers develop the curriculum based on students' levels, interests, and academic and personal goals. The curriculum is designed to develop literacy skills, and addresses the development of all domains – speaking, listening, reading, and writing. It is aligned to Common Core State Standards.

# ORGANIZATIONAL VIABILITY

## Organizational Structure of the School

### School Leadership

The organizational structure of Boston Prep during the 2019-20 school year is outlined below.



\*These 5 Departments have Department Chairs/Directors  
 ^We also have service providers (employees and contracted) (e.g., PT, OT, ABA)  
 ~Coached by either APs or teachers that also coach  
 Grade Level Leads (7th, 8th; additional grades added beyond SY20)  
 Also have a Director of New Team Support (75% teacher, 25% leadership)

### Network Structure

Boston Prep is not part of a network of schools.

### Teacher Evaluation

For the second year, Boston Prep continued to utilize the Effective Teaching Rubric (ETR). To develop the ETR, our academic leadership team reviewed instructional rubrics from high-performing peers including Achievement First, Brooke Charter Schools, KIPP, Leadership Public Schools, Mastery Charter Schools, Uncommon Schools, TNTP, and the Danielson Rubric. The ETR has five sections and 28 standards, and guides all instructional PD at Boston Prep. Teachers are observed a minimum of 10 times per semester by their Department Chair or another school leader. Each week teachers have a 1 hour 1:1 meeting with their Department Chair to review the observation, discuss their progress against their individualized instruction and culture goals, and review planning and professional goals. Each teacher then receives a midyear and end of year evaluation based on the ETR. The evaluations comment on the work completed over the semester and set goals for the following semester.

Boston Prep uses the TNTP survey to evaluate the quality of teacher evaluation and feedback. Below are several teacher evaluation related metrics in the TNTP survey with Boston Prep and peer charter school scores:

Category	Boston Prep Score Fall 2018	Boston Prep Score Spring 2019	Boston Prep Score Fall 2019	Boston Charter Schools Site Average
Observation & Feedback	4.1	4.3	5.1	4.8
Professional Development	3.6	2.9	3.5	4.4
Evaluation	4.1	3.6	4.0	4.7

The Executive Director and Chief Academic Officer review this TNTP survey data annually. It informs planning for professional development for the upcoming year. Based on the most recent round of data, Boston Prep is focused on identifying areas of challenge, and making improvements to professional development and teacher evaluation systems that respond to the data.

Due to COVID 19, there was no Spring 2020 survey.

### Budget and Finance

Unaudited FY20 statement of revenues, expenses, and changes in net assets (income statement)

See Appendix E. Financial Reports

Statement of net assets for FY20 (balance sheet)

See Appendix E. Financial Reports

Approved School Budget for FY21

See Appendix E. Financial Reports

Capital Plan for FY21

#### Capital Project 1: Technology Upgrade

- *Description:* To accommodate staff, students and the school's move to remote online learning/hybrid COVID learning model. We are updating staff and teacher laptops, expanding/updating our 1 to 1 Chromebook model, the firewall, and server work.
- *Status:* Active
- *Estimated schedule:* This work is scheduled to be completed by Fall of 2020.
- *Estimated cost:* \$210,000

#### Capital Project 2: Furniture and Equipment

- *Description:* Replacing broken equipment and furniture, and adding additional furniture for increased student count.
- *Status:* Active
- *Estimated schedule:* This work is scheduled to be completed by Fall of 2020.
- *Estimated cost:* \$20,000

#### Capital Project 3: Leasehold Improvements

- *Description:* Updating kitchen equipment and layout to run an on site kitchen, removal of walls to create larger classrooms for COVID-19 guidelines, and repairs to the building.
- *Status:* Active
- *Estimated schedule:* This work is scheduled to be completed by Fall of 2020.

*Estimated cost:* \$220,000



## **Additional Information**

### **Accountability Plan performance for 2019-20**

This is included in Appendix A.

### **Recruitment and Retention Plan**

This is included in Appendix B.

### **School and Student Data**

This is included in Appendix C.

### **Additional Required Information**

This is included in Appendix D.

### **Conditions**

There are no conditions placed on Boston Prep.

### **Complaints**

Boston Prep received no complaints in 2019-20.

### **Attachments**

There are no attachments in addition to those noted in the previous sections.

## Appendix A. Accountability Plan Evidence 2019-20

### Objectives and Measures related to Mission and Key Design Elements

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective (for KDE 1): Boston Prep students will be prepared to succeed in four-year colleges</b>		
<b>Measure:</b> Each year, 70% of Boston Prep students will achieve the GPA and cumulative SAT requirements of the University of Massachusetts Sliding Scale for Freshman Applicants by the beginning of their 12th-grade year	Not Met	54% of the High School Graduating Class of 2020 met the requirements.
<b>Measure:</b> Each year, 100% of Boston Prep graduates will have engaged in at least one school activity, and 75% will have engaged in two or more school activities (clubs, sports, leadership) during their time at Boston Prep	NA (no data)	Due to COVID-19, Boston Prep was not able to conduct end-of-year alumni surveys.
<b>Objective (for KDE 2): Students will demonstrate ethical and personal growth according to the virtues of courage, compassion, integrity, perseverance, and respect during their time at Boston Prep</b>		
<b>Measure:</b> Each year, 100% of students will pass the code of ethics roundtables (fail, pass, pass w honor) at the end of the 8th grade	Met	100% of 8 <sup>th</sup> grade students passed their code of ethics roundtables
<b>Measure:</b> Each year, 100% of students will pass the code of ethics roundtables (fail, pass, pass w honor) at the end of the 12th grade	Met	100% of 12 <sup>th</sup> grade students passed their code of ethics roundtables
<b>Objective (for KDE 3): Boston Prep will support students to persist and succeed in four-year colleges</b>		
<b>Measure:</b> Each year, 100% of Boston Prep graduates will matriculate to a college the Fall after graduation	Met	100% of the HS Class of 2019 matriculated to a 2-year or a 4-year college in fall 2019.
<b>Measure:</b> Each year, by the end of their first year of college, 90% of Boston Prep graduates will accumulate 20% of the credits required to graduate from college	Not Met	56% of the HS Class of 2019 accumulated 20% of the credits required to graduate from college.
<b>Measure:</b> Each year, by the end of their first year in college, 80% of Boston Prep graduates will have engaged in at least one on-campus club, sport, or leadership activity, according to their responses to our annual alumni survey. Survey participation should exceed 40%.	NA (no data)	Due to COVID-19, Boston Prep was not able to conduct end-of-year alumni surveys.
<b>Measure:</b> According to DESE-collected college persistence data <sup>1</sup> , each year, 90% of Boston Prep graduates will be attending college or university 16 months after high school graduation	Not Met	85% of the HS Class of 2018 were attending college 16 months after high school graduation
<b>Objective (for KDE 4): Boston Prep's academic leadership team will recruit, develop, and retain exceptional teachers.</b>		

<sup>1</sup> See: <http://profiles.doc.mass.edu/statereport/gradsattendingcollege.aspx>

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Measure:</b> Each year, 80% of teachers will demonstrate annual growth, as indicated by increasing average scores across all standards from the mid-year to the end-of-year review, on Boston Prep’s Effective Teaching Rubric (ETR)	NA (no data)	Due to COVID-19, Boston Prep was not able to conduct end-of-year reviews using the ETR.
<b>Measure:</b> Each year, based on annual TNTP survey responses, Boston Prep teachers will report that the expectations for effective teaching are clearly defined at Boston Prep at a rate that exceeds the average for other charter school operators in Boston, or meets/exceeds the top quartile of surveyed schools nationally. Survey participation should exceed 60%.	Not Met	<ul style="list-style-type: none"> <li>• Boston Prep rates – 55%</li> <li>• Rates among other charter school operators in Boston – 70%</li> <li>• Rates for top quartile schools nationally – 92%</li> </ul>
<b>Measure:</b> Each year, based on annual TNTP survey responses, Boston Prep teachers will report, that they feel that teachers at Boston Prep share a common vision of what effective teaching looks like at a rate that exceeds the average for other charter school operators in Boston, or meets/exceeds the top quartile of surveyed schools nationally. Survey participation should exceed 60%.	Not Met	<ul style="list-style-type: none"> <li>• Boston Prep rates – 41%</li> <li>• Rates among other charter school operators in Boston – 57%</li> <li>• Rates for top quartile schools nationally – 88%</li> </ul>
<b>Measure:</b> Each year, based on annual TNTP survey responses, Boston Prep teachers will report that Boston Prep is committed to improving their instructional practice at a rate that exceeds the average for other charter school operators in Boston, or meets/exceeds the top quartile of surveyed schools nationally. Survey participation should exceed 60%.	Not Met	<ul style="list-style-type: none"> <li>• Boston Prep rates – 61%</li> <li>• Rates among other charter school operators in Boston – 68%</li> <li>• Rates for top quartile schools nationally – 93%</li> </ul>
<b>Measure:</b> Each year, Boston Prep will retain 80% or more of its teachers who were offered a contract to return the subsequent school year.	Met	Of the teachers who were offered a contract to return for the 2019-20 school year, 80% were retained.
<b>Objective: Boston Prep will share its practices related to college persistence supports, and/or its practices of collaboration between staff and school leadership with other schools in Boston, other Massachusetts public schools, and schools across the nation.</b>		
<b>Measure:</b> Boston Prep will share its practices by hosting at least 10 organizations per year, presenting at events at least 2 times per year, and sharing documents and materials on an ongoing basis.	Met	<p>Boston Prep hosted at least 10 unique organizations.</p> <p>Boston Prep presented at events at least 2 times.</p> <p>Please see “Dissemination Efforts” for details.</p>
<b>Measure:</b> Boston Prep will engage in at least 2 practice-sharing exchanges with schools in the Boston Public Schools over the course of its 5-year charter term.	Met	In SY20, Boston Prep engaged in 2 practice-sharing exchanges with schools in the Boston Public Schools. Please see “Dissemination Efforts” for details.

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: All Boston Prep students will succeed in four-year colleges</b>		
<p><b>Measure:</b> Six years after graduating from Boston Prep, out of each cohort of high school graduates, 80% of Boston Prep alumni will have graduated from a 4-year college, according to Boston Prep’s internal Salesforce records.</p>	<p>Not Met</p>	<p>At the close of SY20, Boston Prep’s graduation rate from a 4-year college within 6 years is 55%. This is more than twice the national average for African-American students (21%) and Latino students (16%), but currently falls short of our 80% goal.</p>

## Appendix B: Charter School Recruitment and Retention Plan

### Recruitment Plan 2020-2021

School Name: Boston Prep Charter Public School

#### 2019-2020 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2018-2019 Recruitment Plan?
2. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?
3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2019 SIMS report) will meet the comparison index or the school's gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1st SIMS demographic information.

In the 2019-2020 school year, Boston Prep received 1,346 total applications, less than last year but still indicates demand. These application rates have been similar since the launch of the Boston Charter School Application. We simultaneously increased our social network advertising, and awareness of Boston Prep's high school has also been increasing, so these factors likely also contribute to the high number of applications. There is still high demand for 9<sup>th</sup> and 10<sup>th</sup> grade seats, similar to years past.

Boston Prep remains committed in its practice to recruiting a diverse student body, in particular serving well the demographic subgroups listed below. To date, we have found success with community partners, recruitment with families, using the charter school fair, and involving our ELL teachers, student ambassadors, and special educators in the recruitment process. We are ever-mindful of the need to improve our practice. This year, we added a Family and Enrichment Coordinator to the enrollment team who assisted with Spanish translation, at recruitment events and family outreach.

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

##### General Recruitment Activities for 2020-2021:

In 2019-20, Boston Prep used the following strategies to recruit new students: house mailing; newspaper advertising; school tours; student ambassadors; alumni interaction with community members; school website; information sessions at school with translators present; joint charter school showcase; partnerships with community organizations; and "spread the word" recruitment. We intend to use a similar set of general recruitment activities for 2020-21.

**Recruitment Plan –Strategies**  
**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 21.3%</p> <p><b>GNT percentage:</b> 16.6%</p> <p><b>CI percentage:</b> 17%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p style="text-align: center;"><b>(b) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>☒ Met GNT/CI: no enhanced/additional strategies needed</li> <li>• We are proud to have attracted a student population that mirrors that of our sending district. According to data provided by the state, 21.3% of Boston Prep students have disabilities. This figure is above the CHART Comparison Index and the state average (18.4%). We believe that efficacy in recruiting these students includes actively publicizing our school's robust service provision for students with disabilities in information sessions, listing information about robust services on our website, and ensuring that our community is aware of the services that we offer. We will continue to promote our robust services for students.</li> </ul>
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**Limited English-proficient students/English learners**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 18.6%</p> <p><b>GNT percentage:</b> 13.5%</p> <p><b>CI percentage:</b> 17%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p style="text-align: center;"><b>(b) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>☒ Met GNT/CI: no enhanced/additional strategies needed</li> <li>• Boston Prep's English Language Learner (ELL) number was above the GNT percentage and above the CI percentage. Boston Prep makes great efforts to recruit ELL students, bring them to proficiency and transition them out of the ELL status. In 2019-20, the school advertised its recruitment materials in multiple languages – including English, Spanish, Vietnamese, and Haitian Creole. We also made announcements at weekly school wide meetings and translated the Boston Prep newsletter to attract relatives and neighbors of Boston Prep students. We expanded our community organization partner list, focusing in particular on organizations that serve non-English speaking populations, such as the Haitian Multi-Service Center and the Tet Festival Boston (Vietnamese). We translated our application and enrollment materials into more languages, for the first time incorporating Cape Verdean Creole, Portuguese, Vietnamese, Simplified Chinese, and Traditional Chinese. We advertised in multiple languages and utilized newspapers of different languages (El Planeta and Haitian Reporter are examples). We requested assistance from families of Boston Prep students who are non-native English speakers to help recruit new students, particularly from our Haitian, Dominican, and Nigerian communities. In addition to these strategies, Boston Prep left translated copies of our flyers and applications at adult ESL programs in the community. Finally, bilingual or multilingual school representatives were available during each open house and information session. These strategies helped us increase the percentage of ELL students in our population, from 10.1% in 2016-17 to 18.6% in 2019-20.</li> </ul>
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**Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 50.8%</p> <p><b>GNT percentage:</b> 41.1%</p> <p><b>CI percentage:</b> 49.7%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p><b>(b) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>☒ Met GNT/CI: no enhanced/additional strategies needed</li> <li>• According to CHART data for 2019, 50.8% of Boston Prep students are Economically Disadvantaged, above the GNT of 41.1%. Our experience has shown that the most successful strategies for recruiting these students involve outreach through community based organizations and face-to-face meetings, including Open Houses and tours. Boston Prep recruits students with a network of community based organizations. We built connections with public assistance offices and community organizations that provide support. We have established a partnership with Project BREAD. The school will continue to develop these community-based partnerships. In our advertising, we highlighted before- and after-school services, as well as the proximity of other community-based organizations to our school, including the Hyde Park branch of the Boston Public Library, the YMCA, and the Muni.</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2019-2020 Strategies</b></p> <p>Boston Prep serves a higher percentage of African American and Latino students than Boston Public Schools (93% in comparison to 72%). These two groups have historically been sub-proficient on MCAS. At Boston Prep, these groups typically meet proficiency standards by the 8<sup>th</sup> grade. In our recruitment efforts, we will continue to express that Boston Prep is for students of all abilities and backgrounds, and that we offer extra supports to help students reach high levels of achievement. We will share data about Boston Prep student achievement at Boston Prep information sessions and recruitment opportunities.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) Continued 2019-2020 Strategies</b></p> <p>In future recruiting efforts, we will continue to highlight that 100% of Boston Prep graduating seniors were accepted to college. We will again draw attention in our materials and presentations that Boston Prep aims to serve all students, and that there are robust academic and school culture supports in place for students and their families. We have found the Junior Class trip to Rome to serve as an especially effective tool to retain students in school, although we will be tweaking our future offerings given COVID-19.</p>
<p><u>Students who have dropped out of school</u></p>	<p><b>(f) Continued 2019-2020 Strategies</b></p> <p>In future recruiting efforts, we will continue to highlight that 100% of Boston Prep graduating seniors were accepted to college. We will again draw attention in our materials and presentations that Boston Prep aims to serve all students, and that there are robust academic and school culture supports in place for students and their families. We have found the Junior Class trip to Rome to serve as an especially effective tool to retain students in school, although we will be tweaking our future offerings given COVID-19.</p>
<p><b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>We are proud to serve a population of non-white students which is significantly higher than that of our sending district. 93% of Boston Prep students are African-American or Latinx. A wealth of research indicates that these students traditionally underperform their peers. These students are specifically recruited using partner organizations that cater to African-American and Latinx communities within Boston, including churches, community health centers and various nonprofits. We will continue to attend sessions at community-based organizations and churches.</p>

# Retention Plan

## 2020-2021

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2018-2019 Retention Plan.

### 2019-2020 Implementation Summary:

In 2019-20, Boston Prep employed several strategies and structures to ensure students' success both here at Boston Prep and when they enroll in college. The school values adults forming strong relationships with students; the advisory structure is the primary way these relationships grow. The school uses strong staff supports like a robust special education department and structures like advisory, academic support, targeted intervention, alumni support, enrichment and athletics, and a robust trips program to keep students engaged in their learning. In 2020-21, Boston Prep will continue to expand its academic and enrichment offerings for students. It is noted that each of these Retention Plan goals was designed for all students.

Overall Student Retention Goal	
<b>Annual goal for student retention (percentage):</b>	Boston Prep's goal is 92%. (Boston Prep's retention rate for all students in 2019 was 90.3%).

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
<b>Special education students/students with disabilities</b>	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p><b>School percentage:</b> 11.3% <b>Third Quartile:</b> 15.1%</p> <p>The school is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</li> <li>• Boston Prep invests significantly in supports for all students who are at-risk, including students with special education status. We are especially proud that students with disabilities at Boston Prep outperform their peers statewide on the MCAS exam.</li> </ul>
<b>Limited English-proficient students/English learners</b>	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p><b>School percentage:</b> 11.8% <b>Third Quartile:</b> 17.5%</p> <p>The school is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</li> <li>• Boston Prep invests robustly in supports for at-risk students, including a large support services department, comprehensive tutoring, and daily Academic Support. We believe that student and parent perceptions of success remain one of the greatest drivers of student achievement.</li> </ul>
<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	



<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 8.8% <b>Third Quartile:</b> 17.9%</p> <p>The school is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2019-2020 Strategies</b></p> <p>☒ Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• The school offers various enrichment activities, from sports and arts programs in the middle school, to off-site classes and cultural trips in the high school, as a means of offering high-quality programs for students. The school offered substantial enrichment and athletic programming for students in 2019-20. Next year, we will expand these offerings with additional electives, including more AP courses, and a growing range of course selections for high school students. We realize that we may have to tweak how to offer these offerings given COVID-19.</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) Continued 2019-2020 Strategies</b></p> <p>Professional development at Boston Prep strives to build teachers' skills at engaging our most challenged students in rigorous material. Student engagement promotes success, which ultimately drives our student retention rates. Boston Prep faculty participated in 10 hours of professional development during August orientation and weekly sessions of faculty meetings during the school year regarding strategies for effectively engaging students in mastering rigorous material.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) Continued 2019-2020 Strategies</b></p> <p>For the ninth year in a row, 100% of graduating seniors at Boston Prep were accepted into four year colleges. Boston Prep continues to invest in substantial supports for graduates, including a full-time Director of the Persistence Project and hardship grants for our alumni, ensuring that our alumni persist in college, as they did in high school.</p>
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p style="text-align: center;"><b>(f) Continued 2019-2020 Strategies</b></p> <p>We believe that strong school-family partnerships help drive retention. Every child at Boston Prep is paired with an advisor. Advisors and advisees meet weekly to monitor students' academic and personal progress. Advisors contact students' parents weekly to provide updates on this progress.</p>
<p><b>OPTIONAL</b></p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	

## Appendix C. School and Student Data Tables

Here is a link to the school's demographic information:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04160000&orgtypecode=5&>

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	382	67%
Asian	3	0.5%
Hispanic	156	27.2%
Native American	-	0.0%
White	12	2.1%
Native Hawaiian, Pacific Islander	1	0.2%
Multi-race, non-Hispanic	20	3.5%
Special education	158	28%
Limited English proficient	106	18%
Economically Disadvantaged	295	51%

<b>ADMINISTRATIVE ROSTER FOR THE 2019-20 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)
Sharon Lisanckie, Executive Director	Responsible for administration of educational program and operations of school	7/2012	
Eileen Callahan, Chief Academic Officer	Provides organization-wide instructional leadership	7/2015	
Cristina Lopez, Middle School Principal	Leads grades 6 through 8	7/2017	
Julie Duran, High School Principal	Leads grades 9 through 12	7/2019	
Michael Lester, Middle School Assistant Principal	Manages interactions with family and school culture	9/2006	12/2019
Margaret Gregory, Middle School Assistant Principal	Manages interactions with family and school culture	12/2019	
Eric Tabb, High School Assistant Principal	Manages interactions with family and school culture	7/2019	
Aaron Canto, Director of the Persistence Project	Manages college counseling office and interactions with alumni	7/2019	
Michaela Crowley, Director of Human Capital	Supervises hiring of staff	9/2006	

Tyler Martin, Director of Facilities and Finance	Coordinates school's facilities and finances	8/2012	
Anders Peterson, Director of Development	Oversees school's development program	7/2007	
Graham VanderZanden, Director of Strategic Projects	Manages strategic planning, data & evaluation, and board relations	9/2015	
Ryan Vermette, Math Department Chair	Chairs department	7/2019	
Kate Murray, Science Department Chair	Chairs department	7/2018	
Laurie Bacon, ELA and Classics Department Chair	Chairs department	8/2008	
Brandon Springer, History Department Chair	Chairs department	8/2016	
Monique DeBarros, Director of Support Services	Supervises support services and ESL team	8/2016	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2019-20 SCHOOL YEAR</b>				
	Number as of the last day of the 2019-20 school year	Departures during the 2019-20 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	61	4	16	Change of career (5), other education (2), personal reasons (10), poor fit (1), layoff (1), reason unknown (1)
Other Staff	47	1	6	Other education (1), change of career (1), district discharge (1), layoff (2), personal reasons (2)

<b>BOARD MEMBER INFORMATION</b>	
Number of commissioner approved board members as of <b>August 1, 2020</b>	13
Minimum number of board members in approved by-laws	9
Maximum number of board members in approved by-laws	17

**BOARD MEMBERS FOR THE 2019-20 SCHOOL YEAR**

<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served (completed)</b>	<b>Length of each term (including date of election and expiration)</b>
Natalie Branch Lewis	Trustee	Finance	0	Dec 2019-June 2022
Amelia Cheers	Trustee	Development, Advocacy & Communications	1	July 2016-June 2019. July 2019-June 2022
Priscilla Guerrero	Trustee	Development, Outcomes	1	December 2017-June 2020. July 2020-June 2023
Sarah James	Trustee	Outcomes, Strategic Projects	1	July 2017-June 2020. July 2020-June 2023
Josh Johnson	Treasurer	Strategic Projects, Finance	3	December 2010-June 2014. July 2014-June 2017. July 2017-June 2020.
Andrew Kaplan	Vice Chair	Strategic Projects, Development, Advocacy & Communications	1	June 2015-June 2018. July 2018-June 2021
Clarie Newton	Trustee	Development, Advocacy & Communications	1	July 2017-June 2020. July 2020-June 2023
Tamara Olsen	Chair	Development, Finance, Governance	2	November 2013-June 2017. July 2017-June 2020. July 2020-June 2023
Marilyn Onwunaka	Faculty Trustee	Advocacy & Communications, Outcomes	1	July 2019-June 2020.
Cynthia Paris	Trustee	Governance	1	January 2015-June 2018. July 2018-June 2021
Blake Poole	Trustee	Finance, Advocacy & Communications	0	July 2019-June 2022
Arivee Vargas	Secretary	Strategic Projects, Governance	1	January 2015-June 2018. July 2018-June 2021
Ryan Vermette	Faculty Trustee	Strategic Projects	0	July 2019-June 2021

<b>BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR</b>	
<b>Date/Time</b>	<b>Location</b>
Thursday, 9/3/20, 9-11am	Likely remote (TBD)
Friday, 10/16/20, 7-9am	Likely remote (TBD)
Friday, 12/4/2-, 7-9am	Likely remote (TBD)
Friday, 1/29/21, 7am-noon (retreat)	Likely remote (TBD)
Thursday, 4/1/21, 5:30-7:30pm	Likely remote (TBD)
Friday, 5/28/21, 7-9am	Likely remote (TBD)
Friday, 6/25/21, 7-9am	Likely remote (TBD)

\* Add additional rows as needed

<b>COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR</b>		
<b>Name of Committee</b>	<b>Date/Time</b>	<b>Location</b>
Governance Committee	8/21, 8am 10/2, 8am 11/20, 8am 1/15, 8am 3/19, 8am 5/14, 8am	Likely remote (TBD)
Finance Committee	8/26, 8am 10/15, 8am 1/20, 8am 5/11, 8am 6/15, 8am	Likely remote (TBD)
Development Committee	9/16, 8am 11/18, 8am 1/13, 8am 3/10, 8am 5/12, 8am 6/16, 8am	Likely remote (TBD)
Outcomes Committee	8/27, 7:30am 11/13, 7am 1/8, 7am 2/26, 7am 5/7, 7am	Likely remote (TBD)
Strategic Projects Committee	8/26, 4pm 10/7, 4pm 11/18, 4pm 1/20, 4pm 3/24, 4pm 5/19, 4pm	Likely remote (TBD)
Advocacy & Communications Committee	8/19, 8am 10/14, 8am 12/16, 8am 2/10, 8am 3/31, 8am	Likely remote (TBD)

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
	6/9, 8am	
Anti-racism Committee	TBD	Likely remote (TBD)

\* Add additional rows for additional committee schedules

## Appendix D. Additional Required Information

### Key Leadership Changes

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Tamara Olsen, Board Chair	No Change
Charter School Leader	Sharon Liszanckie, Executive Director	No Change
Assistant Charter School Leader	Eileen Callahan, Chief Academic Officer	No Change
Special Education Director	Monique DeBarros, Director of Support Services	No Change
MCAS Test Coordinator	Lucie Torrey, Director of Systems & Operations	No Change
SIMS Coordinator	Katherine Bernier, Data Analyst	No Change
English Language Learner Director	Mary Boehmer, ESL Coordinator and Teacher	No Change
School Business Official	Tyler Martin, Director of Finance & Facilities	No Change
SIMS Contact	Katherine Bernier, Data Analyst	No Change

### Facilities

Boston Prep is located at 885 River Street in Hyde Park.

### Enrollment

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2021-22 school year?

Action	Date(s)
Student Application Deadline	February 28 <sup>th</sup> , 2021
Lottery	March 8 <sup>th</sup> , 2021

## Appendix E. Financial Reports

### Unaudited FY20 Income Statement

#### Boston Preparatory Charter Public School

#### Profit and Loss

July 2019 - June 2020

		Total
<b>Income</b>		
Total 4000 DOE Tuition	\$	11,029,771.00
Total 4030 Contributions-Individuals	\$	1,692,931.00
Total 4100 Nutrition Funding	\$	128,028.43
Total 5000 Grants Revenue	\$	543,720.00
Total 5400 Student Services	\$	64,523.77
<b>Total Income</b>	<b>\$</b>	<b>13,458,974.20</b>
<b>Expenses</b>		
Total 6000 Salaries and Related	\$	7,380,917.05
Total 6001 Payroll Taxes	\$	226,503.98
Total 6002 Benefits	\$	869,871.79
Total 6080 Utilities	\$	187,349.74
Total 6081 Rent	\$	1,467,915.12
Total 6200 Professional Fees	\$	403,876.87
Total 6279 Recruitment	\$	87,269.40
Total 6300 School/Student Expenses	\$	837,474.27
Total 6400 Gen & Administration	\$	549,417.60
Total 6500 Plant Maintenance	\$	358,174.65
Total Depreciation		319,333.00
<b>Total Expenses</b>	<b>\$</b>	<b>12,688,103.47</b>
<b>Net Operating Income</b>	<b>\$</b>	<b>770,870.73</b>
<b>Total Other Expenses</b>	<b>-\$</b>	<b>263,731.26</b>
<b>Net Income</b>	<b>\$</b>	<b>507,139.47</b>



Unaudited FY20 Balance Sheet

**Boston Preparatory Charter Public School**  
**Balance Sheet**  
As of June 30, 2020

	<u>Total</u>
<b>ASSETS</b>	
<b>Current Assets</b>	
Total 1000 Cash	\$ 2,290,904.81
Total Accounts Receivable	\$ 1,703,017.37
Total Other Current Assets	-\$ 93,099.57
<b>Total Current Assets</b>	<b>\$ 3,900,822.61</b>
<b>Fixed Assets</b>	
Total Fixed Assets	\$ 763,823.13
Total Other Assets	\$ 838,139.74
<b>TOTAL ASSETS</b>	<b>\$ 5,502,785.48</b>
<b>LIABILITIES AND EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
Total Accounts Payable	\$ 1,469,661.65
Total Credit Cards	\$ 66,840.73
Total Other Current Liabilities	\$ 469,443.68
<b>Total Current Liabilities</b>	<b>\$ 2,005,946.06</b>
<b>Total Liabilities</b>	<b>\$ 2,005,946.06</b>
<b>Equity</b>	
3910 Net Assets	2,561,780.95
Temp Restricted	427,919.00
Net Income	507,139.47
<b>Total Equity</b>	<b>\$ 3,496,839.42</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$ 5,502,785.48</b>

## Approved FY21 Budget

Budget approved by the Boston Prep Board of Trustees on June 26, 2020.

<b>FY21 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 16, 2020 submission	643
Number of students upon which FY21 budget tuition line is based	643
Number of expected students for FY21 first day of school	643
Please explain any variances:	

<b>Students</b>		<b>2021</b>
Total Students		643
<b>Revenue</b>		<b>2021</b>
Tuition	\$	11,272,285
Other Revenue	\$	15,100
Government	\$	1,477,172
Private Sources	\$	400,000
<b>Revenue Total</b>	<b>\$</b>	<b>13,164,557</b>
Per Student	\$	20,474
<b>Costs</b>		<b>2021</b>
Salaries	\$	7,382,496
Benefits	\$	824,949
Other Personnel Expense	\$	501,899
Operating Expense	\$	759,945
Instructional Expense	\$	465,000
Student Services Expense	\$	488,549
Facility and Operations Exper	\$	1,213,202
Rent	\$	1,765,919
Depreciation and Amortizatio	\$	410,900
<b>Cost Total</b>	<b>\$</b>	<b>13,812,859</b>
Per Student	\$	21,481.90
<b>Cash Flow Reconciliation</b>		<b>2021</b>
Net Income	\$	(648,302)