



BOSTON PREP

885 RIVER STREET HYDE PARK, MA 02136 | (617) 333-6688 | WWW.BOSTONPREP.ORG

Annual Report 2021-2022

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Contact Information:

Meckerley Sanon
Sharon Liszaniek
Executive Director
msanon@bostonprep.org

(617) 333-6688
(617) 333-6689 fax
www.bostonprep.org

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Introductory Description of the School

<i>Boston Prep Charter Public School</i>			
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	666 (as of June, 23 2022)
Chartered Grade Span	6-12	Current Grade Span	6-12
# of Instructional Days per school year	185	Students on Waitlist	757 (as of June 23, 2022)
School Hours	8:30am-3:00pm	Age of School	18 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 eighteenth year of operation, providing excellent education to students in Boston. Starting in 2004 as a school of 100 sixth-grade students and 12 faculty members, Boston Prep now has over 500 alumni, 700 students, and 130 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.

The 2021-22 school year marked our return to fully in-person school. In this year of transition, we focused on two things:

- **Academic acceleration.** In alignment with our mission to prepare all students to succeed in college, we asked our students to engage in rigorous learning. Boston Prep teachers develop curriculum aligned with the Massachusetts Curriculum, Common Core, Next Generation Science and College Board Standards. Content is driven by students' intellectual curiosity about rigorous, standard-aligned activities; teachers facilitate student learning by crafting lessons that are both relevant and affirming of students' identities.
- **Social-emotional learning.** In alignment with our mission to prepare all students to engage in lifelong ethical growth, we launched a new social-emotional learning program called Compass Circles. These Circles help build relationships and community among students and faculty members by asking all community members to engage in developing their whole selves. Participants engage in ongoing self-reflection about their identities and values, while simultaneously learning about the identities and values of those around them.

Like many other schools, our year was disrupted by ongoing, COVID-related absences for both students and faculty members. We have consistently sought to innovate to address the external challenges presented by the pandemic by implementing best-in-class health and safety systems, ensuring our students' ability to access learning even if they have to quarantine, and proactively developing back-up plans for faculty member absences.

Along the way, we have maintained strong outcomes and strong oversight. Boston Prep graduates are succeeding in college. To date, 54% of Boston Prep graduates have completed a 4-year college degree within 6 years. Our most recent High School Class of 2022 was among our largest yet, with 60 graduates, 97% of whom are headed to college in the fall. For the sixth consecutive year, we had a clean audit. These numbers that we share are important and powerful. They show that Boston Prep students are excelling at the highest level.

We are committed to accelerating academic and social emotional learning in the year ahead as we support our community in its ongoing recovery from the pandemic.

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.

As our whole community returned to in-person learning this school year, we paid particular attention to efforts to accelerate learning and provide supports, through small group intervention, that supported the whole class instruction. Building off our prior models of targeted intervention, we increased structured learning time in small groups, added book groups to our Middle School, and expanded our use of interim assessments to drive our supports to learners in Grades 6 – 10. Throughout, we also continued our work as a community to ensure culture and identity is reflected in our learning materials. Over the past year, we have done an audit of all of our books in ELA and History classrooms, making changes to the materials in the canon. This audit was done using an antiracist audit review tool and in partnership with our school design work with Transcend. Additionally, we have worked, and continue to work to have students' identities show up around us. In addition to celebrating student work and success, this year our Art program has taken over the walls. We have an LGBTQIA+ mural created and installed by students, graduating HS students painting blocks in our stairwells (over time every block will be full), and Middle School students painting murals in every nook and cranny of the hallway. This allows their voice and artistic expression to be what one sees and feels in our space.

- 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.

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.

As our whole community returned to in-person learning this school year, we paid particular attention to student culture and student social-emotional learning and health. While this year's programming has been iterative by need, it has always been designed with a climate of feeling safe, productive, and known at its core. Our program this year included elements designed to foster a safe and supportive environment and help students develop social and emotional skills. Some evidence of this is the following:

- *Ensuring mental health support:* For several years we have had a social worker, psychologist, and psychologist intern on the team supporting students. Last year we added a second social worker. This school year we added two more social workers and we have hired a Social Work Coordinator for next school year.
- *Implementing trauma-informed SEL practices in classroom instruction:* In 2020 we officially adopted and have been working to implement the MESH SEL framework (Mindsets, Essential Skills and Habits). We have conducted several team professional development sessions on this approach, and we are integrating implementation of the trauma-informed practices (the 4 domains (i.e., growth mindset, self-management, self-efficacy, and social awareness) and the 5 trauma-informed associated practices (create predictable routines; build strong & supportive relationships; empower students' agency; support the development of self-regulation skills; and provide opportunities to explore individual and community identities)) into our teacher accountability framework. Additionally, on our school "intranet" we have a site dedicated to the SEL framework and it highlights strategies teachers can use in all domains and practices. Further, this aligns to our design principle of affirming the whole child.
- *Replacing our Ethics curriculum with an SEL curriculum and Circle model that focuses on human development and belonging:* Over two years, a faculty Working Group assessed our foundational Ethics program and its ability to support character growth and development. The group assessed several ways to approach our mission which states: "we prepare students to...and embody, in thought and action, lifelong ethical growth." This led us to Valor Collegiate Charter School in Nashville, Tennessee and to their Compass Model and Circle implementation. The Valor Theory of Change is that schools are responsible for developing whole children. "The primary driver for the development of whole children is the development of whole adults. The development of whole adults and children is dependent on the creation of safe, productive, and affirming communities. *People can only grow so much individually. True growth happens in community. But, communities need to be safe, productive and affirming before people will show the vulnerability required to truly grow.*" In SY21 we adopted the model first for our faculty so that we could learn and we could participate weekly in the same ritual and model students would. In SY22, we added to our faculty model and implemented the model in grades 6 - 12. At the root is Valor's [Powered by Compass](#) model. The Compass Model asks us not only to invest in individual development, but also in the collective development of a safe, productive, and affirming community. In other words, we must remember that we are (individually) whole, complex, multi-storied persons. AND, we are part of a collective, complex community. The growth and development of one promotes growth and development in the other. Weekly circles are the physical enactment of a relationship-based culture. Taken together, this shift is aligned to our antiracist efforts as a school.

We are constantly working to ensure our school environment is inclusive and reflective of the community and students' cultures and identities, and we are continually seeking to improve in this area. We believe that relationships are at the center of all we do, and we are guided by a shared set of Community Commitments that we co-wrote as a school community and adopted this school year. At the core of our model is a set of relational commitments. These commitments are between students, between faculty, and between students and faculty. They are how we show up with one another, how we engage with one another, how we are in relation with each other. These relational commitments emphasize how we are with each other as people. We went through a several month process to author these commitments, including opportunities for

folks to edit and evolve. These commitments are central to the model we have adopted and our constant efforts to ensure physical, emotional and mental safety of all. Below are the Boston Prep Commitments.

<p><i>I commit to keeping myself and others safe.</i> This commitment means that at Boston Prep it is important to keep each other and one's self safe through words and actions.</p>
<p><i>I commit to seeking to understand diverse perspectives.</i> This commitment means that at Boston Prep it is important to keep an open mind and be willing to listen to and learn from the ideas and opinions of others. It means that we will work to lead with curiosity and ask questions when we have a difference of opinion. This commitment also means that we will work to better understand community member's histories, stories, and what drives them to better support them and their growth.</p>
<p><i>I commit to seeing the good in myself and others.</i> This commitment means that at Boston Prep it is important to look for the strengths in ourselves and others and know that we are not defined or limited by our flaws. We will work to acknowledge the greatness in each of us, name these qualities, appreciate them and celebrate them.</p>
<p><i>I commit to speaking with, not about, the person.</i> This commitment means that at Boston Prep we commit not to gossip, but instead to speak to the person we need to communicate with. This means that we don't talk behind peoples' backs.</p>
<p><i>I commit to following through.</i> This commitment means that at Boston Prep it is important to make good on our promises and endeavors to the best of our abilities because trust is very important. It means that when we say we will do something, we do it.</p>
<p><i>I commit to helping my community members.</i> This commitment means that at Boston Prep it is important to support each other and look out for each other, no matter our differences. This commitment also expresses that we believe each person's well being and success is connected to the overall well-being of the community.</p>
<p><i>I commit to rising like a Phoenix.</i> This commitment means that at Boston Prep we are all learning, growing, and seeking to become the best version of ourselves possible, no matter what our starting points might be. We commit to learning from our mistakes and seeing failure and setbacks not as an ending, but a moment of learning and rebirth. This commitment also means that we work as a community to lift up those that need assistance in order to rise again after failure.</p>

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.

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 10th ELA performance).

Since the start of the pandemic, we have focused deeply on alumni. We supported their immediate transitions home in March 2020, enabled their access to learning through technology and supports in the aftermath, and opened an Alumni Learning Center all of SY21 so that alumni had a quiet space to learn, access to additional materials and Alumni Counselors, as well as mental health supports and food.

With the return of in-person schooling for alumni as well, our Alumni Counselor resumed on campus visits and support for alumni all over the country, our older alumni continued to engage with our Career Counselor, and we held multiple vaccination clinics on campus to ensure that graduating seniors and alumni had access to all resources, vaccines included, to ensure college matriculation and persistence.

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 3-hour workshops.

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

There were no amendments to the charter made in SY22.

Access and Equity

Boston Prep's student discipline data is available here: **(Corrected)**
<https://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. In 2020-2021, there were no in school or out of school suspensions due to the COVID-19 pandemic. There has been an uptick in the 2021-22 school year due to a number of factors, including but not limited to, in-person learning resuming during the COVID-19 pandemic.

Suspension rates at Boston Prep, SY2012 to SY2022

Boston Prep: Updated 2022 to match what DESE has below. **(Corrected)**

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Out of School Suspension	35.1	20.8	10.8	17.1	14.6	6.9	6.6	10.7	6.3	0.0	18.2
In School Suspension	6.4	3.2	5.4	6.2	13.4	10.7	8.3	12.0	8.3	0.0	0.9

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.

Corrected

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal	% Students with a School-Based Arrest	% Students with a Non-Arrest Law Enforcement Referral
All Students	702	130	0.9	18.2	0.0	0.0	0.0	0.0	0.0
English Learner	134	35	1.5	25.4	0.0	0.0	0.0	0.0	0.0
Low income	518	105	0.8	20.1	0.0	0.0	0.0	0.0	0.0
Students w/disabilities	152	34	2.0	21.7	0.0	0.0	0.0	0.0	0.0
High needs	601	118	1.0	19.3	0.0	0.0	0.0	0.0	0.0
Female	350	43	0.3	12.3	0.0	0.0	0.0	0.0	0.0
Male	352	87	1.4	24.1	0.0	0.0	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	0								
Asian	3								
Afr. Amer./Black	465	87	0.9	18.3	0.0	0.0	0.0	0.0	0.0
Hispanic/Latino	203	38	1.0	18.7	0.0	0.0	0.0	0.0	0.0
Multi-race, Non-Hisp./Lat.	22	4							
Nat. Haw. or Pacif. Isl.	1								
White	8	1							

As we returned to in-person schooling for all, we continued work to decrease our reliance on suspensions and punitive discipline. In an effort to achieve this goal, we have instituted changes in practice and policies. These include:

- *Making recent changes to behavior management system to reduce rates of discipline:* Ten years ago nearly 1 in 2 students at Boston Prep experienced an out of school suspension. Prior to closure that number was under 5% and during closure we had no suspensions at all. As a school we have nearly eliminated the use of in school suspensions, and we use out of school suspension for Chapter 37H $\frac{3}{4}$ (i.e., illegal substances, weapons, assault on faculty), Chapter 37H $\frac{1}{2}$ (alleged felony), and Chapter 37H for handbook violation (the only handbook violation receiving suspensions are physical and sexual assault between students). We are only using suspension for serious matters. That said, we, like other schools, have seen an uptick in these behaviors this year. We anticipate our suspension numbers will be higher than pre-closure. We are working to partner with students and families to help ensure supports and safety plans are in place, and we have made learning accessible this year to students during out of school suspension (leveraging technology we had in place for those going through COVID quarantines). We will continue to work to reduce these numbers, increase proactive programming, and monitor for any discrepancies in sub-groups.
- *Working to shift our approach to behavior management & consistency across spaces; using data to inform decision making:* We recognized, via review of our data, that we were relying too heavily on our Dean's Office and our send-out culture. Too often the same students were being sent out of classes, by the same teachers, and missing valuable instructional time. Seeing this problem, and recognizing that the Dean's Office was not having the desired effect, we eliminated the send out and we eliminated the Dean's Office. This year we have established Reflection Rooms and hired Culture Coordinators that work with students to help them discuss, learn, and process in meaningful ways. We have also changed our detention systems to align to core behaviors (e.g., arriving to class on time, using respectful language, respecting personal boundaries, etc.) and we are seeing smaller numbers of students in detention each day. However, we are still seeing some repeat students, and this has led us to keep investing in Collaborative Problem Solving (see below) because we know extrinsic systems

like detention do not change behavior because it does not address the lagging skill. Thus, our systems need to be multi-layered.

- *Learning together to implement Collaborative Problem Solving:* We also recognized that we needed support to help shift our mindset and interventions re: challenging behaviors. Over the past three years we have been partnering with Think:Kids to bring collaborative problem solving to Boston Prep. We started this work and affirmed our belief that behind every challenging behavior is a problem to be solved and skill(s) to be developed. As such, we model for students regulation and advocacy in everyday interactions by practicing and embodying: the mindset of “kids do well if they can” in practice and all interactions with students and that teachers learn from students.

For most challenging behavior, there is a lagging skill that needs to be developed. Think:Kids has named five types of lagging skills; challenging behavior happens when someone has lagging skills in one or more of the five areas. The five areas are (1) language and communication skills, (2) attention and working memory skills, (3) emotion & self-regulation skills, (4) social thinking skills and (5) cognitive flexibility skills. The first step to support students is identifying the challenging behavior and the lagging skills that are driving it.

We have been working with our team to understand that lagging skills are results of chronic, overwhelming stress, adversity or trauma impact on the brain and are expressed through challenging behaviors. Triggers and unmet expectations are predictable. As such, we will model for students regulation and advocacy in day to day interactions by practicing and embodying the mindset of “kids do well if they can,” that teachers learn from students too, and the use of language that elevates students, like commitment, opportunity, skill-building; eliminating words like violation, offender, contract.

We have invested heavily in PD around this approach, and there is more to do. Some faculty know the model well and use it, and others that are still struggling to use it effectively and some to use at all. In the year ahead we will be working to update our accountability system, better integrate PD, and track effectiveness. The CPS model aligns directly with the trauma-informed SEL practices and SEL framework we have chosen.

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 did not host outside organizations in SY22 due to our COVID-19 “no visitor” policy. However, we continued sharing our materials, ideas, and practices. Our faculty 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.

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Portrait of a Graduate	Barr Foundation Portrait of a Graduate Learning Community	<ul style="list-style-type: none"> Sharon Liszanckie (Executive Director) Graham VanderZanden (Director of Strategic Projects) 	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	For the third consecutive year, Boston Prep received a grant from the Barr Foundation to continue doing design work based on 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 on our uses of data.
COVID-19 Response and School Reopening	Boston Charter Alliance	<ul style="list-style-type: none"> Sharon Liszanckie (Executive Director and Co-Chair of the Boston Charter Alliance) 	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, Neighborhood House, Roxbury Prep)	We collaborated with peer charter schools in Boston to figure out how best to adapt to evolving student learning needs in the aftermath of remote school and as the COVID-19 pandemic continues to evolve.
Young Man with a Plan	Hayden Coalition convenings	<ul style="list-style-type: none"> Sharon Liszanckie (Executive Director) 	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.
Charter school governance	Board meeting observations and debrief	<ul style="list-style-type: none"> Sharon Liszanckie (Executive Director) Graham VanderZanden (Director of Strategic Projects) 	Advanced Math & Science Academy Charter School, River Valley Charter School, Conservatory Lab Charter School, Prospect Hill Academy Charter School	We shared best-practices related to our Board of Trustees' consent agenda format, our incorporation of faculty/student/parent Trustees, and our approach to remote meetings

ACADEMIC PROGRAM SUCCESS

Student Performance

Corrected

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

<https://reportcards.doe.mass.edu/2021/04160305>

Removed table

Program Delivery

Curriculum

At Boston Prep, curriculum planning and development is an important part of what every teacher does. 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. Content is driven by students' intellectual curiosity about rigorous, standard-aligned activities; teachers facilitate student learning by crafting lessons that are both relevant and affirming of students' identities.

As we returned to fully in person learning this year, the focus for curriculum and instruction across grades and content areas was to ensure that we build positive, affirming relationships with students as people and as learners, and that learning was accelerated, not remediated. Department teams and co-planners collaborated to identify scaffolds for student learning to ensure that students continued to engage and practice with grade level, high quality learning tasks, despite academic skills and habits that had been stalled or not yet developed during school closure and remote learning. Investments made in high quality instructional materials such as the Desmos and Illustrative Math curriculum were made intentionally to support this planning work.

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. This year, teachers planned for small group instruction, either two or three times per week for 90 minutes total of targeted instruction, anchored in data cycles and student work to target barriers and provide additional support, practice and access to grade level tasks and understanding, planned in collaboration with grade level and department teams. We leveraged this space in the middle school to facilitate small book groups where students started the day reading aloud a book of choice with their peers, and implemented across grades 6-12 advisory circles twice weekly, through a partnership with Valor schools. Small groups of students paired with faculty members facilitated the curriculum to ensure all students felt safe and known in our school and classrooms as we transitioned back to an in-person learning community. These supports allow us to create an inclusive learning environment where all students find success.

Instruction

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. This did not change during the pandemic and during this year of return to in-person learning; we remained committed to relevant, engaging learning tasks and grade level work to accelerate student learning. As such, the instructional activities and timing of whole group instruction, guided, group or independent practice vary from day to day with timing and sequencing intentionally planned to best engage students in the learning and practice of skills.

At Boston Prep, we believe that all students can achieve at high levels. 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.

Chronic student and staff absences were a persistent challenge throughout the school year. To navigate this challenge, we hired and trained building substitutes, ready to be able to step into teaching positions, either long-term or short-term, with the support of an individualized coaching program. Students were also able to continue to access their learning and academic program with our one-to-one Chromebook model which ensured students could access assignments via online platforms such as Edulastic and Google Classroom.

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, address misconceptions and provide additional practice opportunities. Over the last two years, we have made intentional shifts toward standards-aligned rubrics to provide more targeted, individualized and frequent feedback to students.

In order to illuminate skills in need of additional instruction, either as a whole class re-teach or more targeted during small group instruction, and as a strategy and intervention to continue to accelerate learning this school year, we initiated monthly, standards-aligned math interim assessments in grades 6-10, and quarterly ELA writing assessments, with time provided at grade level, department, and coaching meetings to analyze the data and plan a response. Two of the ELA prompts tied directly to our SEL goals of knowing and affirming students as people and learners, essential to building a learning community where students feel safe and known.

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 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 Response to Intervention (RtI) process and 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 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), reading intervention, and counseling. During the pandemic teachers continued to partner and we continued to deliver all services to students. We continued partnering with families as well. In addition, we completed our Tiered Focused Monitoring this school year and we did not have any areas requiring intervention or progress reports.

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 new incoming students to Boston Prep fill out a Home Language Survey. A screening test is administered to students whose survey indicates a language other than English spoken at home in order 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 core content classes, an 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.

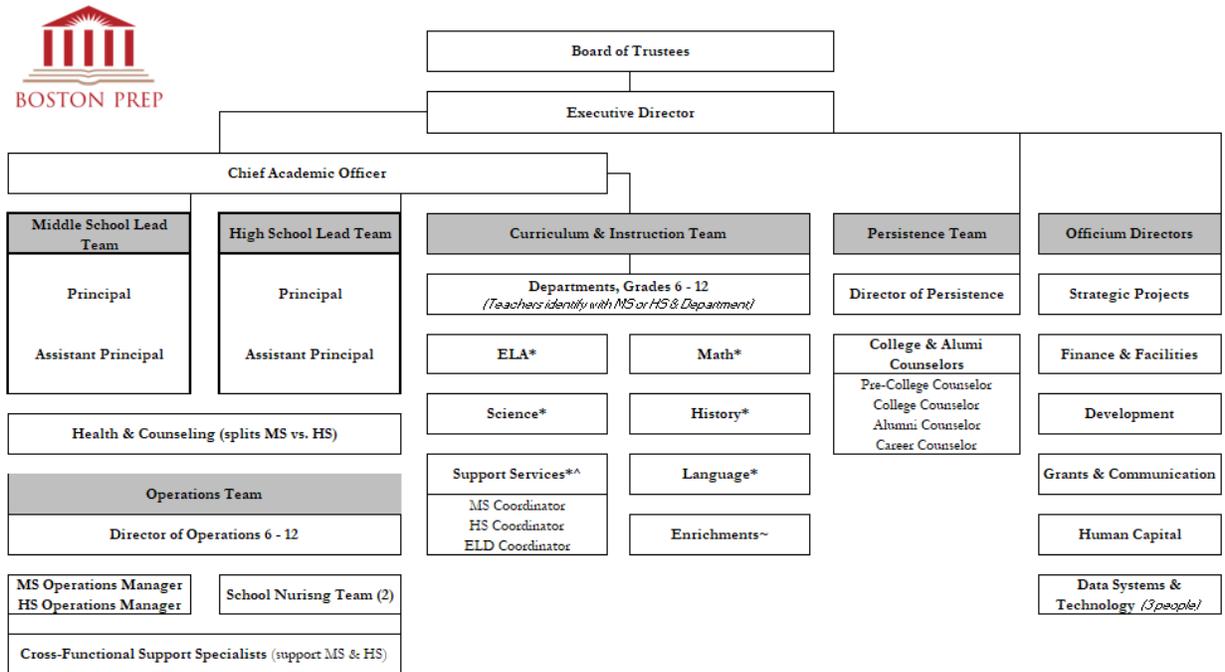
Boston Prep's ESL curricular plan for grades 6, 7, 8 and for high school is anchored by the Department of Elementary and Secondary Education Model Curriculum Units for ESL and other content classes (adapted to be aligned to WIDA standards as well as content standards) and Paideia Socratic Seminar lesson 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, and, in the middle school, history and ESL teachers collaborate together to link units of content. 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 2021-22 school year is outlined below.



*These 6 Departments have Department Chairs/Directors

^We also have service providers (employees and contracted) (e.g., SLPs, PT, OT, ABA, Reading Specialist, Vision Specialists, etc.)

~Coached by either APs or teachers that also coach

Grade Level Leads (6th, 7th & 8th; additional grades added beyond SY21)

Network Structure

Boston Prep is not part of a network of schools.

Teacher Evaluation

At Boston Prep, teacher evaluation and professional growth is anchored in the Effective Teaching Rubric (ETR), designed to articulate a common set of practices required for effective teaching and learning, a framework to measure progress toward benchmarks, indicating a level of skill and independence within standards, and a means for consistent feedback in order to evaluate growth.

This school year's academic goals centered on accelerating student learning of grade level standards via nine prioritized standards, selected from each of the five sections of the Effective Teaching Rubric (ETR), identical to SY21. Opportunities to reflect, connect daily practice to the skills and benchmarks within standards, and discuss professional growth, development and contributions as a One Team colleague are provided throughout the year via coaching meetings, observations, collaboration with grade level, and department peers, and principals. Feedback is regularly linked to ETR prioritized standards to ensure transparency of expectations, proactive and positive communication regarding learning, performance and growth. Mid- and end-of-year meetings with teacher, coach (if applicable), and principal, provide formal

opportunities to discuss performance, reflect on the school year to date, pose questions, and set or revisit professional goals. Evidence connected to select ETR standards anchor the discussion, an opportunity for teachers, coaches and principals to acknowledge growth and lessons learned, and to ensure continued, proactive and positive communication.

Given the unique context of SY22, we offered two opportunities for upward feedback, as well as a bi-weekly survey from teachers on their feelings of safe, productive and known in order to measure SEL goals. We intend to revisit our use of TNTP Insight survey in SY23.

Budget and Finance

Unaudited FY22 statement of revenues, expenses, and changes in net assets (income statement)

See Appendix E.

Statement of net assets for FY22 (balance sheet)

See Appendix E.

Approved School Budget for FY23

See Appendix E.

Capital Plan for FY22

Capital Project 1: Technology Upgrade

- *Description:* To accommodate additional staff, students and the school's one to one Chromebook model. We are updating staff and teacher laptops, expanding/updating our 1 to 1 Chromebook model, doing server and hardware updates.
- *Status:* Active
- *Estimated schedule:* This work is scheduled to be completed by Fall of 2022.
- *Estimated cost:* \$238,900

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 2022.
- *Estimated cost:* \$25,000

Capital Project 3: Leasehold Improvements

- *Description:* Replacement of final two taken down 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 2022.

Estimated cost: \$75,000

Additional Information

Accountability Plan performance for 2020-21

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, Complaints, & Attachments

There are no conditions or complaints. Additional attachments (financial reports, as noted in previous sections) are included in Appendix E.

Appendix A. Accountability Plan Evidence 2021-22

Objectives and Measures related to Mission and Key Design Elements

Accountability Plan Evidence 2021-2022 - Revised		
	2021-2022 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective (for KDE 1): Boston Prep students will be prepared to succeed in four-year colleges		
Measure: 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	Update: 43% of the High School Graduating Class of 2022 who took the SAT met the requirements at the beginning of their 12th-grade year.
Measure: 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	Not Met	Last year, 54% of all Boston Prep students participated in a sport. We are still building out our data systems to ensure that we know not only which students participated in sports, but also in clubs and leadership.
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		
Measure: 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	In SY20, in lieu of the ethics class, we piloted the Compass Model in partnership with Valor Collegiate. As an alternative, student are empowered to define their virtues and values for themselves. 8th grade students participate in weekly Circles and complete badge work that provides them with the opportunity for individual identity exploration. Students will complete roundtables in the spring aligned to the Compass model and the badge work that they complete.
Measure: 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	In SY20, in lieu of the ethics class, we piloted the Compass Model in partnership with Valor Collegiate. As an alternative, students are empowered to define their virtues and values for themselves. 12th grade students participate in weekly Circles and complete badge work that provides them with the opportunity for individual identity exploration. Students will complete roundtables in the spring aligned to the Compass model and the badge work that they complete.

Objective (for KDE 3): Boston Prep will support students to persist and succeed in four-year colleges		
Measure: Each year, 100% of Boston Prep graduates will matriculate to a college the Fall after graduation	Not Met	88% of the HS Class of 2021 matriculated to a 2-year or a 4-year college in fall 2021.
Measure: 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	After their first year of college, 34% of Boston Prep graduates had accumulated 20% of the credits required to graduate from college (62% had accumulated 10% of the credits required)
Measure: 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%.	Not Met	Boston Prep has not surveyed alumni since the start of the COVID-19 pandemic.
Measure: According to DESE-collected college persistence data[2], each year, 90% of Boston Prep graduates will be attending college or university 16 months after high school graduation	Not Met	As of 7/25/22, 77% of Boston Prep graduates are attending college or university 16 months after high school graduation (this represents the HS Class of 2019).
Objective (for KDE 4): Boston Prep’s academic leadership team will recruit, develop, and retain exceptional teachers.		
Measure: 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)	Not Met	Boston Prep’s approach to using the ETR was modified in SY22, and did not include this growth metric.
Measure: 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	Boston Prep did not conduct the TNTP Insight survey in SY22.
Measure: 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	Boston Prep did not conduct the TNTP Insight survey in SY22.

<p>Measure: 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%.</p>	<p>Not Met</p>	<p>Boston Prep did not conduct the TNTP Insight survey in SY22.</p>
<p>Measure: Each year, Boston Prep will retain 80% or more of its teachers who were offered a contract to return the subsequent school year.</p>	<p>Not Met</p>	<p>Of the teachers who were offered a contract to return for the 2022-23 school year, 75% were retained.</p>
<p>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.</p>		
<p>Measure: 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.</p>	<p>Met</p>	<p>Boston Prep did not host outside organizations in SY22 due to our COVID-19 “no visitor” policy. Boston Prep presented at events at least 2 times. Please see “Dissemination Efforts” for details.</p>
<p>Measure: 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.</p>	<p>Met</p>	<p>In SY21, Boston Prep engaged in 2 practice-sharing exchanges with schools in the Boston Public Schools. Please see “Dissemination Efforts” for details.</p>
<p>Objective: All Boston Prep students will succeed in four-year colleges</p>		
<p>Measure: 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 SY22, 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 2021-2022

School Name: Boston Prep Charter Public School

2021-2022 Implementation Summary:

In the 2021-2022 school year, Boston Prep received 1091 total applications, which is more than last year. We increased our social network advertising, and awareness of Boston Prep's high school has also been increasing. There is still high demand for 9th and 10th grade seats, similar to years past. While we increased the number of applications this year, it is worth noting enrollment in the city of Boston has also been decreasing.

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, 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, our Family Operations Manager assisted with Spanish translation, at recruitment events and family outreach. We hosted events in multiple languages. In addition, we collaborated with other Boston charter public schools for our 2nd joint media campaign. This year was a challenge, given the continuation of the pandemic.

There is a high number of siblings enrolled in our entry class.

We think our incoming class of students will meet the comparison index.

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

General Recruitment Activities for 2021-2022:

In 2021-2022, Boston Prep used the following strategies to recruit new students: house mailing; newspaper advertising; virtual open houses and information sessions with translation; student ambassadors; alumni interaction with community members; school website; partnerships with community organizations; and "spread the word" recruitment, including canvassing in Hyde Park. We intend to use a similar set of general recruitment activities for 2022-23 and believe it will be more robust for next school year because of lessened COVID restrictions.

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

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 20.5%</p> <p>GNT percentage: 18.6%</p> <p>CI percentage: 18.9%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p align="center">(b) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> ☒ Met GNT/CI: no enhanced/additional strategies needed • We are proud to have attracted a student population that mirrors that of our sending district. According to data provided by the state, 20.5% of Boston Prep students have disabilities. This figure is above the CHART Comparison Index and the state average (18.6%). 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.
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Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 19.0%</p> <p>GNT percentage: 14.1%</p> <p>CI percentage: 15.1%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p align="center">(b) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> ☒ Met GNT/CI: no enhanced/additional strategies needed • 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 21-22, the school advertised its recruitment materials in multiple languages – including English, Spanish, Vietnamese, and Haitian Creole. We also made announcements 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). The Boston Charter Alliance translated our application and enrollment materials into more languages, including 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 sent translated copies of our flyers and applications to adult ESL programs in the community. Finally, bilingual or multilingual school representatives were available during each open house and information session.
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 71.0%</p> <p>GNT percentage: 52.9%</p> <p>CI percentage: 65.7%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p>(b) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> ☒ Met GNT/CI: no enhanced/additional strategies needed • 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.
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2021-2022 Strategies</p> <p>Boston Prep serves a higher percentage of African American and Hispanic students than Statewide (95% in comparison to 32%). These two groups have historically been sub-proficient on MCAS. At Boston Prep, these groups typically meet proficiency standards by the 8th 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>(e) Continued 2021-2022 Strategies</p> <p>In future recruiting efforts, we will continue to highlight our very strong percentage 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 are exploring additional field trip options for students (in years past, our juniors have traveled to Rome, but we are tweaking, considering COVID constraints.)</p>
<p><u>Students who have dropped out of school</u></p>	<p>(f) Continued 2021-2022 Strategies</p> <p>In future recruiting efforts, we will continue to highlight our very strong percentage 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 are exploring additional field trip options for students (in years past, our juniors have traveled to Rome, but we are tweaking, considering COVID constraints.)</p>
<p>OPTIONAL <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. 95% of Boston Prep students are African-American or Hispanic. 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, COVID permitting.</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 2019-2020 Retention Plan.

2021-2022 Implementation Summary:

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. This was our first year for students using Valor Circles, an SEL program. The school uses strong staff supports like a robust special education department and structures like advisory, office hours, alumni support, enrichment and athletics, and a robust trips program to keep students engaged in their learning. In 2022-23, Boston Prep will continue to expand its academic and enrichment offerings for students. One challenge was of course the COVID-19 pandemic. Being remote and hybrid made it challenging for Boston Prep. We will continue to enhance our SEL offerings to best serve all students. It is noted that each of these Retention Plan goals was designed for all students.

Our retention rate for 21-22 was 94.4% for all students.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	Boston Prep's goal is 92%. (Boston Prep's retention rate for all students in 2021-2022 was 94.4%).

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 3.4 % Third Quartile: 15.1%</p> <p>The school is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed • 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.
Limited English-proficient students/English learners	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 1.6% Third Quartile: 16.5 %</p> <p>The school is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed • Boston Prep invests robustly in supports for at-risk students, including a large support services department, office hours and tutoring. We believe that student and parent perceptions of success remain one of the greatest drivers of student achievement.

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 5.7%</p> <p>Third Quartile: 16.4%</p> <p>The school is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) 2021-2022 Strategies</p> <p>☒ Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> The school offers various enrichment activities, from sports and arts programs, to off-site classes and cultural trips in the high school, as a means of offering high-quality programs for students. The school will offer substantial enrichment and athletic programming for students. 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.
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2021-2022 Strategies</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. In addition, this year, the faculty piloted a SEL Program called Valor Circles and we will fully roll that out next year. We also have continued to implement Think:Kids at Boston Prep.</p>
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2021-2022 Strategies</p> <p>A very high percentage of our seniors are accepted into four-year colleges. Boston Prep continues to invest in substantial supports for graduates, including a full-time Director of the Persistence Project, two alumni counselors and hardship grants for our alumni, ensuring that our alumni persist in college, as they did in high school. This year, we offered an on-site college counseling site for our alumni who were undergraduates in college. This allowed these undergrads who were remote learning a quiet space to take their online classes.</p>
<p style="text-align: center;"><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p>	<p style="text-align: center;">(f) Continued 2021-2022 Strategies</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. Next year, we will roll out to all students our new SEL program.</p>
<p style="text-align: center;">OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	

Appendix C. School and Student Data Tables Corrected

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

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

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African American	462	66.4%
Latino or Hispanic	196	28.7%
Other	26	3.2%
White	8	1.1%
Asian	3	0.4%
Native Hawaiian or Other Pacific Islander	1	0.1%
Special education	178	20.5%
Limited English proficient	132	19%
Low Income	494	71%

ADMINISTRATIVE ROSTER FOR THE 2021-22 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Sharon Lisanckie, Executive Director	Responsible for administration of educational program and operations of school	7/2012	6/2022
Meekerley Sanon, Executive Director	Responsible for administration of educational program and operations of school	6/2022	
Eileen Callahan, Chief Academic Officer	Provides organization-wide instructional leadership	7/2015	6/2022
Margaret Gregory, Middle School Principal	Leads grades 6 through 8	7/2020	
Julie Duran, High School Principal	Leads grades 9 through 12	7/2019	6/2022
VaLonda Harris, Director of Culture and Equity	Manages interactions with family and school culture	9/2020	
Eric Tabb, High School 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	7/2014	7/2022
Tyler Martin, Chief Financial Officer	Coordinates school's facilities and finances	8/2012	

Anders Peterson, Sr 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	6/2022
Ryan Vermette, Math Department Chair	Chairs department	7/2019	6/2022
Kate Murray, Science Department Chair	Chairs department	7/2018	7/2022
Annemarie Grimaldi, ELA Department Chair	Chairs department	7/2020	
Brandon Springer, History Department Chair	Chairs department	8/2016	
Monique DeBarros, Director of Support Services	Supervises support services and ESL team	8/2016	
Jacqueline Stephenson, Language Department Chair	Chairs department	7/2020	

TEACHERS AND STAFF ATTRITION FOR THE 2021-22 SCHOOL YEAR

	Number as of the last day of the 2021-22 school year*	Departures during the 2021-22 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	67	9	26	Contract not continued or renewed (3), District Discharge (2), Other Employment in Pre K-12 public education (3), Other Employment outside education (3), Other Employment in Education (2), Personal (13)
Other Staff	64	1	14	Contract not continued or renewed (7), Other Employment in Pre K-12 public education (1), Personal (6)

*The number of teachers and staff is counting those that are leaving after the school year ends, but not those that left mid-year.

BOARD MEMBER INFORMATION

Number of commissioner approved board members as of August 1, 2022	15
Minimum number of board members in approved by-laws	9
Maximum number of board members in approved by-laws	17

BOARD MEMBERS FOR THE 2021-22 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served (completed)	Length of each term (including date of election and expiration)
Natalie Branch Lewis	Trustee	Strategic Projects, Anti-racism	1	Dec 2019-June 2022 July 2022-June 2025
Amelia Cheers	Trustee	Development, Advocacy & Communications	2	July 2016-June 2019. July 2019-June 2022 July 2022-June 2025
Priscilla Guerrero	Trustee	Anti-racism	1	December 2017-June 2020. July 2020-June 2023
Sarah James	Trustee	Outcomes, Anti-racism	1	July 2017-June 2020. July 2020-June 2023
Josh Johnson	Trustee	Governance	0	April 2022-July 2025
Andrew Kaplan	Vice Chair	Strategic Projects, Development, Advocacy & Communications	2	June 2015-June 2018. July 2018-June 2021 July 2022-June 2025
Vanessa Lipschitz	Trustee	Strategic Projects	0	December 2020-June 2023
Bobby Looney	Faculty Trustee	Finance, Outcomes	1	July 2020-June 2022
Claire 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
Blake Poole	Treasurer	Finance, Advocacy & Communications	1	July 2019-June 2022
Jovinson Ripert	Trustee	Finance, Strategic Projects	0	July 2020-June 2023
Arivee Vargas	Clerk	Strategic Projects, Governance	2	January 2015-June 2018. July 2018-June 2021 July 2021-June 2024
Ryan Vermette	Faculty Trustee	Strategic Projects	1	July 2019-June 2022

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR	
Date/Time	Location
Friday, 10/14/22, 7-9am	Hybrid (Zoom, and Boston Prep, 885 River Street)
Friday, 12/9/22, 7-9am	Hybrid (Zoom, and Boston Prep, 885 River Street)
Friday, 1/27/23, 7am-noon (retreat)	Hybrid (Zoom, and Boston Prep, 885 River Street)
Thursday, 3/16/23, 5:30-7:30pm	Hybrid (Zoom, and Boston Prep, 885 River Street)
Friday, 5/19/23, 7-9am	Hybrid (Zoom, and Boston Prep, 885 River Street)
Friday, 6/23/23, 7-9am	Hybrid (Zoom, and Boston Prep, 885 River Street)

COMMITTEE MEETING SCHEDULES FOR THE 2022-2023 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Governance Committee	8/3, 8am 9/30, 8am 11/18, 8am 1/13, 8am 3/3, 8am 5/5, 8am	Likely remote (TBD)
Finance Committee	10/12, 8am 1/18, 8am 5/3, 8am 6/14, 8am	Likely remote (TBD)
Development Committee	9/14, 8am 11/9, 8am 1/11, 8am 3/8, 8am 5/10, 8am 6/7, 8am	Likely remote (TBD)
Outcomes Committee	10/28, 7am 1/6, 7am 3/31, 7am 6/9, 7am	Likely remote (TBD)

* Add additional rows for additional committee schedules

Appendix D. Additional Required Information

Key Leadership Changes

There was a change to leadership during SY 2021-2022. Sharon Liszanckie, Executive Director took a medical leave of absence on 11/29/21. During her leave both Eileen Callahan, Chief Academic Officer and Graham VanderZanden, Chief of Staff stepped in together and split the acting role of the Executive Director.

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Tamara Olsen, Board Chair	No Change
Charter School Leader	Sharon Liszanckie, Executive Director	Open Position
Acting co-Charter School leader, effective 11/29/21	Eileen Callahan, Chief Academic Officer	New
Acting co-Charter School leader, effective 11/29/21	Graham VanderZanden, Chief of Staff	New
Special Education Director	Monique DeBarros, Director of Support Services	No Change
MCAS Test Coordinator	Tania Nora, Operations Manager	New
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 2022-23 school year?

Action	Date(s)
Student Application Deadline	February 28, 2023
Lottery	March 8, 2023 Snow day: March 9, 2023

Appendix E. Conditions, Complaints, & Attachments

Conditions

There are no conditions placed on Boston Prep.

Complaints

Boston Prep received no complaints in 2021-22.

Attachments: Financial Reports

Unaudited FY22 Income Statement

Boston Preparatory Charter Public School
Profit and Loss
July 2021 - June 2022

	Total
Income	
Total 4000 DOE Tuition	\$ 15,262,248.21
Total 4030 Contributions-Individuals	-\$ 5,102.00
Total 4100 Nutrition Funding	\$ 244,784.04
Total 5000 Grants Revenue	\$ 3,393,811.52
Total 5300 Private Revenue	\$ 1,000,000.00
Total 5400 Student Services	\$ 420.00
Total 5500 Uniform Sales	-\$ 12,156.70
Total Income	\$ 19,884,005.07
Expenses	
Total 6000 Salaries and Related	\$ 9,634,067.48
Total 6001 Payroll Taxes	\$ 296,271.20
Total 6002 Benefits	\$ 1,393,929.25
Total 6080 Utilities	\$ 314,333.61
Total 6081 Rent	\$ 2,030,791.48
Total 6200 Professional Fees	\$ 831,795.54
Total 6279 Recruitment	\$ 112,966.72
Total 6300 School/Student Expenses	\$ 1,672,805.46
Total 6400 Gen & Administration	\$ 1,127,658.52
Total 6500 Plant Maintenance	\$ 1,105,613.49
Total Expenses	\$ 18,520,232.75
Net Operating Income	\$ 1,363,772.32
Total Other Income	\$ 1,124.27
Total Other Expenses	\$ 578,736.00
Net Income	\$ 786,160.59

Boston Preparatory Charter Public School
Balance Sheet
As of June 30, 2022

	<u>Total</u>
ASSETS	
Current Assets	
Total Bank Accounts	\$ 4,163,974.21
Total Accounts Receivable	\$ 1,395,286.49
Total Other Current Assets	\$ 334,445.44
Total Current Assets	\$ 5,893,706.14
Fixed Assets	
Total Fixed Assets	\$ 916,690.60
Total Other Assets	\$ 838,139.74
TOTAL ASSETS	\$ 7,648,536.48
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Total Accounts Payable	\$ 2,001,509.12
Total Credit Cards	-\$ 80,613.34
Total Other Current Liabilities	\$ 568,552.66
Total Current Liabilities	\$ 2,489,448.44
Total Liabilities	\$ 2,489,448.44
Equity	
3910 Net Assets	4,372,508.45
Temp Restricted	419.00
Net Income	786,160.59
Total Equity	\$ 5,159,088.04
TOTAL LIABILITIES AND EQUITY	\$ 7,648,536.48

Approved FY23 Budget

Budget approved by the Boston Prep Board of Trustees on June 24, 2022.

FY23 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2021 submission	700
Number of students upon which FY22 budget tuition line is based	700
Number of expected students for FY22 first day of school	700
Please explain any variances: <i>n/a</i>	

Students	2023
Total Students	700
Revenue	2023
Tuition	\$ 16,034,900
Other Revenue	\$ 25,100
Government	\$ 4,096,531
Private Sources	\$ 400,000
Revenue Total	\$ 20,556,531
Per Student	\$ 29,366
Costs	2023
Salaries	\$ 11,668,990
Benefits	\$ 1,608,234
Other Personnel Expense	\$ 608,810
Operating Expense	\$ 1,544,987
Instructional Expense	\$ 545,000
Student Services Expense	\$ 879,199
Facility and Operations Expense	\$ 2,177,274
Rent	\$ 1,765,919
Depreciation and Amortization	\$ 334,145
Cost Total	\$ 21,132,558
Per Student	\$ 30,189.37
Cash Flow Reconciliation	2023
Net Income	\$ (576,027)