



2013-2014 Annual Report

City on a Hill Charter Public School

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Introduction to the Schools

<i>City on a Hill Charter Public School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Boston, MA
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	n/a
Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010
Maximum Enrollment	280	Current Enrollment	280
Chartered Grade Span	7-12	Current Grade Span	9-12
# of Instructional Days per school year	180	Students on Waitlist	466 <i>as of July 16</i>
School Hours	M-R: 8:00am-3:30pm* F: 8:00am-1:30pm* S: 9:00am-12:00pm *Additional mandatory academic programming for some students until 4:30pm M-R and 2:30pm on Fridays	Age of School	19 years
Mission Statement CITY ON A HILL graduates responsible, resourceful, and respectful democratic citizens prepared for college and to advance community, culture, and commerce, and to compete in the 21st century. We do so by emphasizing: academic achievement, citizenship, teacher leadership, and public accountability.			

<i>City on a Hill Charter Public School II</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Boston, MA
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	n/a
Year Opened	2013	Year(s) Renewed (if applicable)	n/a
Maximum Enrollment	280	Current Enrollment	110 (2013-2014)
Chartered Grade Span	9-12	Current Grade Span	9-12
# of Instructional Days per school year	189	Students on Waitlist	383 <i>as of July 16</i>
School Hours	M-R: 8:00am-3:30pm* F: 8:00am-1:30pm* S: 9:00am-12:00pm *Additional mandatory academic programming for some students until 4:30pm M-R and 2:30pm on Fridays	Age of School	1 year
Mission Statement CITY ON A HILL graduates responsible, resourceful, and respectful democratic citizens prepared for college and to advance community, culture, and commerce, and to compete in the 21st century. We do so by emphasizing: academic achievement, citizenship, teacher leadership, and public accountability.			

Letter from the Chair of the Board of Trustees

Dear Friends:

I am thrilled to report that City on a Hill has enjoyed yet another exciting, productive, and successful year. As always seems to be the case, the activity level at City On A Hill continues to be very high. We have continued to demonstrate exceptional academic performance, as indicated by our silver medal designation as one of America's "Best High Schools" by US News and World Report. This year, we graduated the highest number of students in our history with all of our graduates earning acceptance into a two or four year college. At the same time, we are preparing to launch a new "Common Core" curriculum and replace the MCAS tests for our students.

With a lot of hard work from our dedicated staff, we opened our second high school. We hired a strong staff to run the school and, although we resided for most of the year at a temporary facility, we are now at our permanent home at 2181 Washington Street in Dudley Square. Our thanks go out to the teachers and staff at City on a Hill II. They remained focused on the education of their students throughout this entire process. It is a tribute to their professionalism.

Of course, the new year brings new demands as we prepare for the opening of our third high school in New Bedford. City on a Hill New Bedford will open in a temporary facility at Fisher College. We hope that our permanent home in downtown New Bedford will be ready shortly after the school year begins, but are prepared for any contingencies. Our staff hiring is almost complete and we are greatly looking forward to the start of Freshman Academy in August 2014. We have received a warm welcome from the community and we are excited about the opening of our first school outside of Boston.

With two schools operating and a third soon to open, we are pleased to announce that this was our most successful fundraising year to date. It is great to know that all of you share our excitement and vision to educate as many inner-city children as we can by continuing your generous contributions. We thank all of you from the bottom of our hearts.

The City on a Hill Board of Trustees continues to monitor our academic and financial performance so that we can determine our most effective path going forward.

Thank you for your support of City On A Hill.

Regards,



Robert Mazzarella
Board Chair

Accountability Plan Objectives and Measures:

City on a Hill Charter Public School	2013 - 2014 Performance (Met/Not Met)	Evidence
Objective: The school establishes an academic program that includes the pedagogical approach, curriculum, assessment, and other unique elements defined in the charter application and any subsequent approved amendment(s).		
Measure: Each year, 100% of CoaH graduates will have passed a citizenship test that includes the INS Citizenship exam.	Met	100% of CoaH graduates passed a citizenship test that includes the INS Citizenship exam.
Measure: Each year, 100% of CoaH graduates will have demonstrated engaged citizenship through the successful completion of the senior capstone course in citizenship, including the informed identification of a problem in the city as well as its proposed solutions; internship of 100 hours toward the resolution of this identified problem; and earning 70% or above on a research paper and end-of-year presentation according to internally-developed rubrics.	Met	100% of CoaH graduates demonstrated engaged citizenship through the successful completion of the senior capstone course in citizenship, including the informed identification of a problem in the city as well as its proposed solutions; internship of 100 hours toward the resolution of this identified problem; and earning 70% or above on a research paper and end-of-year presentation according to internally-developed rubrics.
Measure: Each year, 100% of City on a Hill's graduates will be admitted to college.	Met	100% of City on a Hill's graduates were admitted to college.
Measure: Each year, 80% or more of City on a Hill's graduates will be admitted to competitive four-year colleges, as defined by US News and World Report.	Met	92% of City on a Hill's 2014 graduates were admitted to at least a selective four-year college, as defined by US News and World Report.

City on a Hill Charter Public School II	2013 - 2014 Performance (Met/Not Met)	Evidence
Objective: The school establishes an academic program that includes the pedagogical approach, curriculum, assessment, and other unique elements defined in the charter application and any subsequent approved amendment(s).		
Measure: Each year the majority of teaching faculty (>65%) will be engaged in leadership of the school through holding administrative responsibilities or participating in planning committees.	Met	69% of teaching faculty was engaged in leadership of the school through holding administrative responsibilities or participating in planning committees.
Measure: Each year, 100% of CoaH graduates will have passed a citizenship test that includes the INS Citizenship exam.	N/A	N/A
Measure: Each year, 100% of CoaH graduates will have demonstrated engaged citizenship through the successful completion of the senior capstone course in citizenship, including the informed identification of a problem in the city as well as its proposed solutions; internship of 100 hours toward the resolution of this identified problem; and earning 70% or above on a research paper and end-of-year presentation according to internally-developed rubrics.	N/A	N/A

Charter School Performance Criteria:

MISSION AND KEY DESIGN ELEMENTS

DESIGN ELEMENT 1: MISSION

City on a Hill graduates resourceful, responsible, and respectful democratic citizens prepared for college and to advance community, culture, and commerce in order to compete in the 21st century. It does so by emphasizing academic achievement, citizenship, teacher leadership, and public accountability.

Evidence of implementation:

Academic Achievement

Not only does City on a Hill seek to educate the urban youth of Massachusetts, it aims to close the achievement gap by sending its students to college. In the classroom, students are required to demonstrate hard work in classes that focus on building higher-order thinking skills and writing across the curriculum. The CoaH model provides every student three years of individualized tutorial in groups of two or three. All students in their 11th and 12th grade years attend a junior or senior seminar course designed to guide them through the college and financial aid application processes and transition to their college placement. As a result of its carefully planned and executed programs, all of City on a Hill's graduates – since the very first graduating class in 1998 – have been accepted to college.

City on a Hill Charter Public School

In 2013, City on a Hill Charter Public School earned 95% proficient or higher in ELA, 82% in math, and 73% in science, as measured on the MCAS. This year, like all years, all juniors and seniors at City on a Hill Charter Public School took the SAT (preparing *all* students for college). This year, 84% of City on a Hill Charter Public School seniors had taken an AP class while at City on a Hill.

City on a Hill Charter Public School II

Because in 2013-14 City on a Hill II was only serving 9th graders, students have not yet participated in MCAS or SAT testing or AP classes. City on a Hill II shows academic achievement by its results on the GRADE test (a standardized test measuring reading level). City on a Hill II students averaged 1.3 years of growth in one academic year at City on a Hill II.

Citizenship

All City on a Hill students were engaged in active citizenship through weekly Town Meeting debates, school-wide service days, and a civics-focused history curriculum. Seniors at City on a Hill Charter Public School completed a minimum of 100 hours of internship as part of City Project – a seminar-style course on public policy in which each student researches a problem in the community and compiles a final paper and presentation on the experience.

Teacher Leadership

As an organization is only as strong as its leaders, City on a Hill places an emphasis on teacher leadership. All City on a Hill teachers assess each other through rigorous peer evaluations, and they assess the work of each other's students, as they grade final proficiencies. Additionally, City on a Hill has a Teacher Certification Program, which prepares future teachers eager to make a difference in urban public schools in our own city as well as across the nation.

In 2013-14, two-thirds of City on a Hill Charter Public School faculty was engaged in leadership of the school through holding administrative responsibilities or participating in planning committees. City on a Hill's educational leaders are all teachers. Cristin Berry, the current principal, began her career at City on a Hill as a teaching fellow and eventually became the lead math teacher. Ms. Berry continues to teach a geometry class. DeOtis Williams, the current vice principal, began his educational career as a teacher and currently teaches City Project to City on a Hill seniors.

In 2013-2014, 69% of City on a Hill II faculty was engaged in leadership of the school through holding administrative responsibilities or participating in planning committees. City on a Hill II's educational leaders are all teachers. Both Sonya Pratt, the current principal, and Laura Tobias, the current vice principal, began their careers at City on a Hill as teaching fellows before becoming history teachers. Both Ms. Pratt and Ms. Tobias continue to teach civics classes.

Public Accountability

To hold itself accountable to the public and show taxpayers and the community results to ensure that we are delivering on our promise to educate our students, we open our doors and invite visitors to come into the school in various capacities. We host guest speakers from the community at CoaH's weekly all-school Town Meeting, and invite community members to serve as jurors for CoaH's final proficiencies – extensive written and oral year-end assessments. In 2014, 68 board members, alumni, supporters, and community partners volunteered in this capacity across the two schools. As an organization, City on a Hill holds itself publicly accountable for the work done in the classroom and the ways in which our students represent CoaH out in the community.

DESIGN ELEMENT 2: VISION

City on a Hill prepares students to exercise their rights and responsibilities as American citizens. We foster in Boston youth a curiosity for life-long learning, the habits of hard work and a commitment to public service. City on a Hill emphasizes the responsibility of educated citizens to question, to act, and to avoid complacency.

To nurture curiosity in our students, we make accessible to them the best of human thought and endeavor. We teach the traditions and important documents of our democracy and encourage students to advance and build on those traditions. We seek to ensure that our own conclusions are never our students' starting points but rather, that their skills and questions are honed so that they can go forward and imagine, ask, wonder, and contribute in ways we cannot yet know.

We strive to make our classes, our assessment strategies, and the experiences we offer students as authentic as possible--preparing them to meet the challenges and standards of the real world. To make learning authentic for our students, our school must be a learning organization with mechanisms to take and use feedback. We learn from our successes and failures. We maintain intimate learning environments with classes averaging eighteen students. The process of establishing and building City on a Hill is not a distraction from the City on a Hill education; it is integral to it.

It is the responsibility of parents/guardians, teachers, and the community to work together to nurture the potential of every student. Students are active partners in their learning and ultimately responsible for their own education. At City on a Hill, we seek to connect our teaching to students' experiences and to teach them with a faculty that is representative of their backgrounds. In order to fulfill our civics mission, we believe our faculty should reflect Boston's diversity.

Hard work is important for all members of the City on a Hill community. It means that we teach students to value effort as an essential but not sole component of excellence, and that there are standards to which we must all hold ourselves accountable. Hard work also means that students deserve the experience of accomplishing things they thought they couldn't do. And most important, it means that City on a Hill students earn their diplomas for what they know and can do, and that they are prepared to succeed in college and the workforce. For teachers, hard work means that we practice what we demand of students. Within all this hard work, we remember to be joyful.

To promote public service, we make the City of Boston an extended classroom. Its institutions, neighborhoods, and citizens are important resources accessible to students. Our students learn to value their whole city. City on a Hill graduates citizens who will vote.

As a public charter school, City on a Hill does not ignore the crisis in public education. We disseminate what we learn, and are open to observers. We seek to balance our duties to our own students with our commitment to sustained systemic change in public education.

Evidence of implementation:

“City on a Hill prepares students to exercise their rights and responsibilities as American citizens.” City Project is the culminating capstone course of the City on a Hill curriculum and a requirement for graduation. Every graduating senior, and thus every student who completes City Project, is able to answer the question: How and why must I exercise my rights and responsibilities as an American citizen? In addition to course content, students must complete an independent written and oral project demonstrating their skills in understanding a problem, examining alternative solutions, taking rational positions, and persuading. All students also complete 100 hours of a community service internship at a non-profit or government agency that offers them the opportunity to understand some aspect of their project.

“And most important, it means that City on a Hill students earn their diplomas for what they know and can do...” In order to graduate from City on a Hill, students must pass each course and each year-end proficiency with a 70% or above. There is no social promotion at City on a Hill.

“We maintain intimate learning environments with classes averaging eighteen students.” As of March 2014, City on a Hill Charter Public School’s average class size was 18.

“City on a Hill graduates citizens who will vote.” All 18-year-old students who are US citizens at City on a Hill are registered to vote.

“As a public charter school, City on a Hill does not ignore the crisis in public education.” In response to this element of its vision and the proven need for high quality high school seats, City on a Hill opened a second high school in Boston and will open a third high school in New Bedford in August 2014. The two Boston schools collaborate regularly and have shared professional development, and the future principal of City on a Hill New Bedford completed a year in training at City on a Hill in 2013-14.

“We disseminate what we learn, and are open to observers.” See page 23: Dissemination.

DESIGN ELEMENT 3: EDUCATIONAL PHILOSOPHY

Educational philosophy with evidence of implementation:

- 1) City on a Hill believes first, and most centrally, not just that all students can learn, but that all students must learn in order to address the social, economic, and political inequities of our nation.**

City on a Hill students have diverse academic and social learning needs. In order for students to reach their potential, City on a Hill has a dynamic and flexible instructional model to ensure sufficient differentiated instruction. English Language Learners (ELL) and students with diagnosed disabilities will have access to City on a Hill’s rigorous academic college prep program through our specialized inclusion model. Regardless of students’ prior educational experience, their entering skill levels, the violence of their neighborhood, or the instability of their home environments, all students enrolled at City on a Hill must reach college-preparatory academic and social standards in order to be fully empowered participants in the community, culture, and commerce of our city, state, and nation. In addition, the substantial challenge of closing the achievement gap requires more than just the paid educational professionals; it necessitates a strong home-school partnership, as we engage parents and guardians as key stakeholders. This year, 94%

of parents/guardians at City on a Hill Charter Public School and 94% of parents/guardians at City on a Hill II met in person with advisors, parents, or administrators.

- 2) City on a Hill also believes that “smart” is not an innate quality that some students have and some students lack; nor is achievement a product of luck, geography, race, or socio-economics.**

City on a Hill believes and explicitly teaches that achievement is a product of consistently applied hard work, sound study habits, and access to concrete academic and social supports. This is made evident when looking at the City on a Hill’s 2013 graduates. This graduating class was 77% low-income, 100% black or Hispanic, and twenty-three percent received special education services. These students reflect those who are traditionally underserved by public education, and in fact, only 39% of these students arrived to City on a Hill proficient in math. After four or five years at City on a Hill, each of these students had a high-standards based high school diploma and a college acceptance letter.

- 3) City on a Hill believes that the value of an education is not in seat time; students must demonstrate their earned skills and knowledge in order to advance to the next grade level or to graduate.**

Students cannot learn without attending class, but attending class does not necessarily mean they have learned. City on a Hill invites the public in to ensure that it delivers on its promise to educate its students and will ask the tax-paying citizens of Massachusetts to assess its students’ readiness for college through the final evaluation of our students’ skills and knowledge. It assesses students using a grading system that honors credit with traditional A, B, and C grades, but also honors that the achievement of proficiency may take longer than the traditional school year with a “Not Yet Proficient” designation for students who have not yet mastered the content and earned credit for their skills and knowledge. Students earning “NYP” in a course may be provided the opportunity to extend their school year into the summer months, or repeat the course; no student moves on to the next level in any course without having demonstrated the course’s requisite skills and knowledge, vertically aligned to be a foundation of learning for the next level of the course.

- 4) City on a Hill believes that a crucial element of the widely documented achievement gap is a deficit of access.**

In order to be taken seriously at decision-making tables in their futures, students must share in the common intellectual culture and know how to navigate the political labyrinths of our city and state and use that knowledge to launch their engagement at a national level. The school’s curriculum seeks to hone students’ intellectual skill using the literature that stands the test of time, the documents of the American democracy, and the inner workings of the City of Boston and the Commonwealth of Massachusetts. In City on a Hill’s mission statement, a resourceful student is one who knows and accesses the resources available to them, including museums, universities, the Boston Public Library, and the city’s leadership, and whose democratic voice has been honed at weekly Town Meetings. Sometimes, this means that the school must go above and beyond in providing the resources to do so, and the whole school community helps find additional resources to prepare students to compete. For example, City on a Hill currently partners with Peer Health Exchange to provide health education to our 9th graders, Suffolk Law School for our Constitutional Literacy course, and the Shelburne Community Center in order to provide athletic and extracurricular facilities for our students.

- 5) City on a Hill’s vision states that it “seeks to ensure that its own conclusions are never the students’ starting points.”**

Through explicit instruction and practice in higher order thinking, City on a Hill values teaching young people to become educated citizens, to question, to act, and to avoid complacency. City on a

Hill's mission invokes an ideal of high academic standards, measured with both internal and external assessments, as one of the key ways that students are prepared for college and, with a college degree in hand, will be able to compete in the 21st century. Another way that CoaH's mission expresses this dearly held value is through the students' application of their skills and knowledge to the sphere of citizenship, as City on a Hill promotes students' civic engagement and participation through weekly town meeting, annual community service, and registering to vote.

6) The achievement of City on a Hill Charter Public School's mission rests on the premise of a productive school environment.

City on a Hill teaches the behaviors of responsibility and respectfulness at every opportunity. At City on a Hill, faculty and staff are held to professional standards that demonstrate (1) that no learning can take place in a chaotic or unsafe classroom, (2) that there is no such thing as a bad child, (3) that all behavior, productive or undesirable, is learned, (4) that the adults in a school community bear the responsibility for teaching the productive behaviors that will allow students' social and academic success, and (5) that any school system focusing on teaching productive behaviors must explicitly and immediately address behaviors that preclude student success. These attitudes about student behavior translate to a school culture of respect and civility, as well as emotional and physical safety. This is observable in the respectful student interactions in and out of class and in the intellectual risk-taking by students in town meeting and in class.

DESIGN ELEMENT 5: PEDAGOGICAL APPROACH

Pedagogical approach with evidence of implementation:

1) City on a Hill teachers maintain a structured classroom culture.

Behavioral expectations are clear, consistent, and understood by students to minimize distractions to learning. Teachers implement the network-wide behavior management system and are supported by the deans in attending to behavior that disrupts learning. The Deans' Office enhances classroom culture and improves student behavior.

Learning expectations are clear, consistent, and understood by students. Teachers use network-wide, standard blackboard configuration, which includes class objectives, agenda items, and homework. Teachers use network-wide, formal beginning- and end-of-class routines that lay out and assess learning objectives for the day that are documented in centralized lesson plans, focused on during professional development, and monitored with regular administrative classroom visits that inform evaluation feedback.

2) City on a Hill teachers use a wide range of teaching methods in each course (and often, in a given day), engaging all types of learners.

Teachers work together and with their lead teacher, vice principal, and principal to design and reflect on instructional methods that are most appropriate to content and to the diverse student needs in a given class; teachers engage in professional development to grow their repertoire of diverse instructional methods. Direct instruction (including, but not limited to lecture, explicit teaching, practice and drill, demonstrations) is utilized as appropriate. Indirect instruction (including, but not limited to inquiry, induction, problem solving, guided inquiry, role play, debate, case studies) is utilized as appropriate. Interactive instruction (including, but not limited to whole class discussions, small group discussions or projects, student pairs or triads working on together on assignments) is utilized as appropriate. Small Group Instruction is utilized through daily, individualized numeracy and literacy tutorials for all students.

As of June 2014, 15 current teachers at City on a Hill Charter Public School have participated in RETELL, nine teachers have participated in QTEL, and three teachers hold ESL licenses or are in

the licensure process. At City on a Hill II, one current teacher has participated in RETELL, three teachers have participated in QTEL, and one teacher holds an ESL licenses.

City on a Hill has also revamped its co-teaching model for the 2013-14 school year in order to better serve Special Education students. This year at City on a Hill Charter Public School, 12 of the 72 classes were co-taught by two licensed teachers, and 16 additional classes had a paraprofessional supporting the inclusion model. The school currently has six licensed Special Education teachers. At City on a Hill II, 7 of the 25 classes were co-taught by two licensed teachers, and 7 additional classes had a paraprofessional supporting the inclusion model. The school currently has two licensed Special Education teachers.

Meanwhile in the network's work with Boston Compact, City on a Hill teachers are engaged in collaboration with other educators working to ensure that students with disabilities have instructional access to college prep math.

3) City on a Hill teachers develop higher-order thinking skills in every course in every grade level.

Instruction that targets growth of students' higher order thinking makes up the majority of instruction in the upper school (11th and 12th grades). Higher order thinking activities and exercises are deliberate, scaffolded when necessary, and included in all unit and lesson plans. Teachers' inclusion of Bloom's taxonomy in their planning and instruction permits lower and higher-order methods of assessment.

During the 2013-14 school year all City on a Hill faculty engaged in a professional development series focused on asking higher order questions. This ten-hour multi-session professional development was led by Research for Better Teaching and incorporated in individual teachers' goal setting and evaluation.

4) City on a Hill teachers use assessment to guide and adjust instruction.

Assessments are used to measure student learning, growth, and progress toward network-wide proficiencies and state standards. Assessment data is analyzed to improve short- and long-term instructional decisions, as well as student outcomes. Assessment data is analyzed to identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Finally, all major assessments are graded according to network-wide rubrics, and the data is the focus of teacher-student goal setting and collaboration, teacher-teacher collaboration, and teacher-principal goal setting and collaboration.

A new interim assessment system was piloted in 2012-13 and was fully developed in 2013-14 using baseline and quarterly assessments in the five core academic subjects. These assessments were used to develop the state-compliant teacher report cards that track student growth by teacher, subject, grade level, and curriculum standard. In 2013-14 teacher report cards were used in supervision meetings and for planning purposes (i.e. making curricular decisions and re-teaching plans).

DESIGN ELEMENT 6: GOVERNANCE AND LEADERSHIP STRUCTURE

Structure with evidence of implementation:

The principal of each school is the instructional leader for her school and is responsible for the general day-to-day administration of the school. A chief academic officer oversees the principals as well as curriculum development, assessment, and professional development for the network, and reports to the executive director.

The executive director remains the only position that reports directly to the Board of Trustees. It is the Board of Trustees who hires, evaluates, advises, and if necessary, dismisses the executive director of City on a Hill.

DESIGN ELEMENT 7: CURRICULUM MODEL

Curriculum model with evidence of implementation:

City on a Hill’s curriculum has been carefully structured and designed to meet the academic needs of the existing school’s incoming students and systematically revised to align with the Common Core Standards. City on a Hill’s rigorous college-prep curriculum, in addition to its unit and lesson plan template, continues to be refined as informed by educational research and experience.

City on a Hill curriculum reflects its mission. It is committed to active citizenship and public service, and will engage its students in weekly Town Meeting debates, annual mock elections, three school-wide service days per year, a civics-focused history curriculum, and a required internship for all seniors in their City Project course. It is committed to academic achievement. In the academic classroom, students are required to demonstrate sustained hard work throughout the school year by earning 70% in coursework. Classes focus on building higher-order thinking skills, requiring a level of intellectual engagement that precludes student passivity. CoaH’s focus on higher order thinking means that student passivity will be minimized and discussions, debates, and Socratic seminars are encouraged. City on a Hill’s curriculum is an example of teacher leadership. Teachers work in organized department (and sometimes cross-department) teams to review, reflect on, and refine curriculum to better meet the academic needs of students toward the achievement of proficiency on local and state assessments. Finally, City on a Hill’s curriculum is accountable to the public. The community of taxpayers is engaged in the assessment of students’ proficiency—the product that their taxes pay for—with the inclusion of a community juror on students’ end-of-year proficiencies.

DESIGN ELEMENT 8: SCHOOL SCHEDULE

All schools in the City on a Hill network have an extended school day, an extended school week, and an extended school year.

Evidence of implementation (same at both schools):

School day/week:

- Mon, Tues, Wed, Thurs: 8:00am – 3:30pm, with an additional hour of mandatory academic support for some students.
- Friday: 8:00am – 1:00pm, with an additional academic programming until 2:30pm for some students.
- Saturday: 2-3 hours, one Saturday per month (start and end times have varied throughout the term of this charter)

School year:

- 189 days
- Plus 10 days of Freshmen Academy in August (9th graders only) and 24 days of Summer School

AMENDMENTS TO THE CHARTER

Date	Amendment Requested	Approved?
04/14/2014	A change to the bylaws to allow the Board of Trustees to extend the term of any Trustee up to one year beyond the expiration of the regular three terms.	YES

ACCESS AND EQUITY: RECRUITMENT AND RETENTION PLANS

Recruitment Plans

2014 – 2015

School Name: City on a Hill Charter Public School

Date: July 2014

Please provide a brief narrative report on implementation of recruitment strategies from last year's plan.

Implementation Summary:

All student recruitment efforts were done in collaboration with City on a Hill II, resulting in 891 applicants in City on a Hill Charter Public School's March 2014 lottery. City on a Hill executed almost all of the general recruitment activities outlined in the 2013-14 Recruitment Plan, although as a small school, we have struggled to have Special Education and ELL staff at all open houses and admission sessions. We reached out to 61 middle schools, 51 housing developments, 32 local youth nonprofits, and visited 16 middle schools in total. City on a Hill has found its "Boots on the Ground" campaign to be an ineffective recruitment strategy. City on a Hill has found its strategies to recruit Special Education students, students eligible for free or reduced lunch, students who are sub-proficient, and students at risk of dropping out of school to be effective, but its strategies to target Limited English-proficient students to be insufficient.

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

General Recruitment Activities:

- Mail and email information and applications to charter, district, private, parochial schools and educational organizations across the City of Boston.
- Visit middle schools to present on City on a Hill and attend high school fairs.
- Advertise in neighborhood newspapers.
- Post lottery entry forms, as well as information about the schools and the admissions process on City on a Hill's website.
- Mail flier and application, along with general information on charter schools to all 8th graders attending Boston Public Schools.

Recruitment Plan –Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> • Publicize on all fliers and newspaper advertisements that CoaH serves students with disabilities. • Reach out to special education departments in sending district. • Make an effort to have special education staff at all open houses and admission sessions.
Limited English-proficient students	<ul style="list-style-type: none"> • Create and distribute applications in six languages: English, Spanish, Haitian Creole, Vietnamese, Portuguese and Chinese. • Advertise in neighborhood newspapers in Spanish. • Mail Spanish flier explaining City on a Hill’s program and application process to all 8th graders attending Boston Public Schools. • Mail general information on charter schools in six languages to all 8th graders attending Boston Public Schools. • Employ a Spanish-speaking admissions coordinator.
Students eligible for free or reduced lunch	<ul style="list-style-type: none"> • Mail information and applications to public housing developments in Boston. • Mail information and applications to homeless shelters in Boston. • Mail information and applications with an offer to visit to middle schools in sending district with high populations who qualify for free or reduced lunch.
Students who are sub-proficient	<ul style="list-style-type: none"> • Publicize CoaH’s remedial strategies (tutorial, academic support, summer school) on all fliers and newspaper advertisements. • Mail information and applications with an offer to visit middle schools in sending district with high populations of students who are sub-proficient.
Students at risk of dropping out of school	<ul style="list-style-type: none"> • Mail information and applications with an offer to visit to middle schools in sending district with high populations of students with low 8th grade math MCAS scores, low attendance, and high low-income and LEP populations. • Mail information and applications to non-profit organizations and alternative schools serving at-risk populations (i.e. College Bound Dorchester, Boston Middle School Academy, The Suffolk County Juvenile Resource Center).
Students who have dropped out of school	<ul style="list-style-type: none"> • Mail information and applications with an offer to visit non-profit organizations and alternative schools serving this population (i.e. College Bound Dorchester, Youth Build Boston, Bridge Over Troubled Waters).
African American/Black and Hispanic/Latino students	<ul style="list-style-type: none"> • Mail information and applications with an offer to visit middle schools in sending district with high populations of African American/Black and Hispanic/Latino students. • Mail information and applications to non-profit organizations serving this population (i.e. Citizen Schools, Tenacity, MetroLacrosse).

School Name: City on a Hill Charter Public School II

Date: July 2014

Please provide a brief narrative report on implementation of recruitment strategies from last year's plan.

Implementation Summary:

All student recruitment efforts were done in collaboration with City on a Hill Charter Public School, resulting in 908 applicants in City on a Hill II's March 2014 lottery. City on a Hill executed almost all of the general recruitment activities outlined in the 2013-14 Recruitment Plan, although as a small school, we have struggled to have Special Education and ELL staff at all open houses and admission sessions. We reached out to 61 middle schools, 51 housing developments, 32 local youth nonprofits, and visited 16 middle schools in total. City on a Hill has found its "Boots on the Ground" campaign to be an ineffective recruitment strategy. City on a Hill has found its strategies to recruit Special Education students, students eligible for free or reduced lunch, students who are sub-proficient, and students at risk of dropping out of school to be effective, but its strategies to target Limited English-proficient students to be insufficient.

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

General Recruitment Activities:

- Mail and email information and applications to charter, district, private, parochial schools and educational organizations across the City of Boston.
- Visit middle schools to present on City on a Hill and attend high school fairs.
- Advertise in neighborhood newspapers.
- Post lottery entry forms, as well as information about the schools and the admissions process on City on a Hill's website.
- Mail flier and application, along with general information on charter schools to all 8th graders attending Boston Public Schools.

Recruitment Plan –Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> • Publicize on all fliers and newspaper advertisements that CoaH serves students with disabilities. • Reach out to special education departments in sending district. • Make an effort to have special education staff at all open houses and admission sessions.
Limited English-proficient students	<ul style="list-style-type: none"> • Create and distribute applications in six languages: English, Spanish, Haitian Creole, Vietnamese, Portuguese and Chinese. • Advertise in neighborhood newspapers in Spanish. • Mail Spanish flier explaining City on a Hill’s program and application process to all 8th graders attending Boston Public Schools. • Mail general information on charter schools in six languages to all 8th graders attending Boston Public Schools. • Employ a Spanish-speaking admissions coordinator.
Students eligible for free or reduced lunch	<ul style="list-style-type: none"> • Mail information and applications to public housing developments in Boston. • Mail information and applications to homeless shelters in Boston. • Mail information and applications with an offer to visit to middle schools in sending district with high populations who qualify for free or reduced lunch.
Students who are sub-proficient	<ul style="list-style-type: none"> • Publicize CoaH’s remedial strategies (tutorial, academic support, summer school) on all fliers and newspaper advertisements. • Mail information and applications with an offer to visit middle schools in sending district with high populations of students who are sub-proficient.
Students at risk of dropping out of school	<ul style="list-style-type: none"> • Mail information and applications with an offer to visit to middle schools in sending district with high populations of students with low 8th grade math MCAS scores, low attendance, and high low-income and LEP populations. • Mail information and applications to non-profit organizations and alternative schools serving at-risk populations (i.e. College Bound Dorchester, Boston Middle School Academy, The Suffolk County Juvenile Resource Center).
Students who have dropped out of school	<ul style="list-style-type: none"> • Mail information and applications with an offer to visit non-profit organizations and alternative schools serving this population (i.e. College Bound Dorchester, Youth Build Boston, Bridge Over Troubled Waters).
African American/Black and Hispanic/Latino students	<ul style="list-style-type: none"> • Mail information and applications with an offer to visit middle schools in sending district with high populations of African American/Black and Hispanic/Latino students. • Mail information and applications to non-profit organizations serving this population (i.e. Citizen Schools, Tenacity, MetroLacrosse).

Retention Plans

2014 – 2015

School Name: City on a Hill Charter Public School

Date: July 2014

Please provide a brief narrative report on implementation of retention strategies from last year's plan.

Implementation Summary:

City on a Hill Charter Public School implemented all strategies listed on the 2013-14 retention plan, but did not meet goals for the mentorship programs. All 9th graders worked with a Freshman Academy mentor during Freshman Academy and some were assigned a student mentor as an intervention based on a newly developed attrition early warning indicator tracker. Beyond that, approximately 50% of males were paired with a male mentor.

In addition to the strategies outlined on the original retention plan, additional strategies were put in to place. An attrition early warning indicator tracker was developed and implemented throughout the year, and the school's leadership team developed individualized intervention strategies for each student who determined high risk. In an effort to engage non-English speaking families and to retain ESL students, translators in Arabic, Haitian Creole, Spanish, and Portuguese were made available at every Parent Guardian Night. Discipline reports were translated per parent request.

With significant efforts underway in this area, it is important to publicly note that City on a Hill's 2012-13 mobility rates were incorrectly calculated and recorded on the school/district profile. As confirmed by the Department, there were 23 students (or 8.2% of the student body) who had different State Assigned Student Identifier (SASID) in the October 2012 SIMS report as they did in the June 2013 SIMS report, resulting in inaccurate mobility data. Using the MADESE formula, City on a Hill has calculated the 2012-13 mobility data as follows:

- Churn/Intake Enroll – 296
- % Churn – 2.1%
- % Intake – 14.2%
- % Stability – 87.0%

Overall Student Retention Goal	
Annual goal for student retention (percentage):	92%

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<ol style="list-style-type: none"> 1. Identify students with disabilities as soon as possible by asking parents about support services in middle school during the registration process, requesting school records over the summer, and testing during Freshmen Academy in August. This is intended to minimize any gap in support services, so that students find more success and less frustration with the academic program. 2. Support academically struggling students with individualized, daily small group tutorials, summer school for those who earn between a 60-69% in coursework, and mandatory after-school academic support for those who qualify. 3. Utilize attrition early warning indicator tracker to identify and intervene with high-risk students. Because Special Education students have shown a higher attrition rate, Special Education will be added as an indicator.
Limited English-proficient students	<ol style="list-style-type: none"> 1. Identify limited English-proficient students as soon as possible by including a home language survey in the registration process, requesting school records over the summer, and testing during Freshmen Academy in August. This is intended to minimize any gap in support services, so that students find more success and less frustration with the academic program. 2. Build relationships with non-English speaking families by translating documents for this audience and connecting them with staff who speak their home language whenever possible. 3. Build relationships with non-English speaking families by having translators available at Parent/Guardian nights. 4. Require SEI endorsements or RETELL training for all teachers to ensure qualified teachers in every classroom.
Students eligible for free or reduced lunch	<ol style="list-style-type: none"> 1. Offer daily breakfast, so that school is a place where students are able to meet their basic needs. 2. Implement a student tracker system tracking indicators, in order to identify in real-time students who are high risk for leaving the school, so that a team of educators and counselors can develop individualized strategies.

<p>Students who are sub-proficient</p>	<ol style="list-style-type: none"> 1. Support academically struggling students with individualized, daily small group tutorials, summer school for those who earn between a 60-69% in coursework, and mandatory after-school academic support for those who qualify. 2. Offer a variety of non-academic courses in 9th grade, so that students will have more capacity to focus on the four core academic courses: English, math, history, and science. 3. Allocate significant resources to extra curricular activities, which will be developed over multiple years, engaging students who have struggled academically in other areas of the City on a Hill program.
<p>Students at risk of dropping out of school</p>	<ol style="list-style-type: none"> 1. Build relationships with and communicate regularly with families of students who have been identified as high-risk through the advisory system and by enrolling parents in web-based Parent Portal where they can access students' current academic and discipline information. 2. Offer a variety of courses in 9th grade, so that students have an opportunity to engage in coursework specific to their interests. 3. Allocate significant resources to extra curricular activities, which will be developed over multiple years, giving a range of outlets for students to become engaged in the City on a Hill program. 4. Implement an advisory program that includes explicit teaching of the skills of perseverance, grit, and delayed gratification.
<p>Students who have dropped out of school</p>	<ol style="list-style-type: none"> 1. Enroll students in the Freshmen Academy program that has high-quality curriculum focused on teaching effective effort, organizational and time management, and behavioral lessons.

School Name: City on a Hill Charter Public School II

Date: July 2014

Please provide a brief narrative report on implementation of retention strategies from last year’s plan.

Implementation Summary:

City on a Hill II implemented almost all strategies listed on the 2013-14 retention plan, but did not meet goals for the mentorship programs. All 9th graders worked with a Freshman Academy mentor during Freshmen Academy and all males were paired with a male mentor through the male mentorship program led by City on a Hill II’s Dean of Citizenship.

An attrition early warning indicator tracker was developed and implemented throughout the year, and the school’s leadership team developed individualized intervention strategies in concert with the student and his or her family for each student who determined high risk.

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

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<ol style="list-style-type: none"> 1. Identify students with disabilities as soon as possible by asking parents about support services in middle school during the registration process, requesting school records over the summer, and testing during Freshmen Academy in August. This is intended to minimize any gap in support services, so that students find more success and less frustration with the academic program. 2. Support academically struggling students with individualized, daily small group tutorials, summer school for those who earn between a 60-69% in coursework, and mandatory after-school academic support for those who qualify.
Limited English-proficient students	<ol style="list-style-type: none"> 1. Identify limited English-proficient students as soon as possible by including a home language survey in the registration process, requesting school records over the summer, and testing during Freshmen Academy in August. This is intended to minimize any gap in support services, so that students find more success and less frustration with the academic program. 2. Require SEI endorsements or RETELL training for all teachers to ensure qualified teachers in every classroom.

Students eligible for free or reduced lunch	<ol style="list-style-type: none"> 1. Offer daily breakfast, so that school is a place where students are able to meet their basic needs. 2. Implement a student tracker system tracking indicators, in order to identify in real-time students who are high risk for leaving the school, so that a team of educators and counselors can develop individualized strategies. 3. Build relationships with community partners who provide students and families with additional resources and supports so we can connect families in crisis to such services.
Students who are sub-proficient	<ol style="list-style-type: none"> 1. Support academically struggling students with individualized, daily small group tutorials, summer school for those who earn between a 60-69% in coursework, and mandatory after-school academic support for those who qualify. 2. Offer a variety of non-academic courses in 9th grade, so that students will have more capacity to focus on the four core academic courses: English, math, history, and science. 3. Allocate significant resources to extra curricular activities, which will be developed over multiple years, engaging students who have struggled academically in other areas of the City on a Hill program.
Students at risk of dropping out of school	<ol style="list-style-type: none"> 1. Build relationships with and communicate regularly with families of students who have been identified as high-risk through the advisory system and by enrolling parents in web-based Parent Portal where they can access students' current academic and discipline information. 2. Offer a variety of courses in 9th grade, so that students have an opportunity to engage in coursework specific to their interests. 3. Allocate significant resources to extra curricular activities, which will be developed over multiple years, giving a range of outlets for students to become engaged in the City on a Hill program. 4. Implement an advisory program that includes explicit teaching of the skills of perseverance, grit, and delayed gratification.
Students who have dropped out of school	<ol style="list-style-type: none"> 1. Enroll students in the Freshmen Academy program that has high-quality curriculum focused on teaching effective effort, organizational and time management, and behavioral lessons.

DISSEMINATION EFFORTS

Boston Compact

City on a Hill is an active participant in the Boston Compact, a collaboration of Boston's charter, district, and parochial schools. As a member of the steering committee, City on a Hill's executive director engages with charter, district, and catholic school leadership in strategic decisions about leveraging funds and coordinating city-wide efforts to improve outcomes for students with disabilities, limited English proficient students, and black and Latino boys. At the working group level, the executive director works with leaders and practitioners to shape cross-sector policies and examine data across three sectors to improve education for students with disabilities. At the triad level, City on a Hill teachers and administrators work with Cathedral High School and New Mission Pilot High School to examine the particular school practices, programs, habits, and policies that ensure access to college prep math skills to all students, including students with disabilities.

In addition, in 2013-14, City on a Hill's chief academic officer and principal-in-training participated in the Boston Compact Leadership Initiative, a year-long pilot designed to explore equity in schools and the problems of practice that can prevent educators and schools from closing achievement and opportunity gaps. Rounds were held at Pope John Paul Academy, New Mission High School, and Boston Collegiate Charter School.

Harvard Graduate School of Education

City on a Hill hosts a principal intern from the Harvard Graduate School of Education each year. The principals from participating schools form a collaborative group focused on school leadership. City on a Hill's past interns have gone on to lead other charter schools across the country.

Lynch Leadership Program

Through City on a Hill's participation in the Lynch Leadership Program (designed to establish a national model for strengthening leadership among school leaders across district, charter, and Catholic urban schools and encourage the continuous exchange of ideas and practices among fellows and alumni), City on a Hill's principal worked closely with a cohort of leaders from Boston Public Schools, the Archdiocese of Boston, and number of Boston public charter schools, particularly Community Academy of Science and Health (CASH Academy), Pope John Paul II, and Boston Conservatory Lab Charter Public School. The focus was on evaluation, class observation protocols and technology in the classroom.

Massachusetts Charter Public School Association

Multiple members of the City on a Hill community participate in the Massachusetts Charter Public School Association's communities of practice sharing best practices among executive directors, business offices, and college and career services.

NewSchools Venture Fund

City on a Hill is a part of two groups of educators hosted by NewSchools Venture Fund. City on a Hill's executive director is a member of a community of practice focused on high school planning. The group is made up of representatives from other charter schools who are opening high schools in the next few years. City on a Hill's chief academic officer is a member of a group of educators focused on increasing rigor in high school who participated in a number of cross-sector visits.

Urban Charter School MAT Program, Simmons College

City on a Hill has also partnered with Simmons College to offer the Urban Charter School MAT. This two-year program gives the opportunity for teachers in high-poverty, high-minority schools to receive their MAT at a significantly reduced rate and earn initial licensure. Most classes are conducted at City on a Hill. Teachers from Boston charter schools as well as Boston Public schools have taken advantage of this unique program.

Academic Program Success

Accountability Plan Objectives and Measures:

City on a Hill Charter Public School	2013 - 2014 Performance (Met/Not Met)	Evidence
Objective: The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant sub-groups in all subject areas tested for accountability purposes.		
Measure: Each year, the percentage of students earning proficient and advanced scores on 10 th grade MCAS scores in ELA will be at least 20% higher than the percentage of the cohort earning proficient and advanced scores on middle school MCAS scores.	Met	Of all students who took both the 8th and 10th grade MCAS, 71% of students earned proficient and advanced scores in 8th grade. In tenth grade, 95% of this same cohort earned proficient and advanced scores (24% higher).
Measure: Each year, the percentage of students earning proficient and advanced scores on 10 th grade MCAS scores in Math will be at least 20% higher than the percentage of the cohort earning proficient and advanced scores on middle school MCAS scores.	Met	Of all students who took both the 8th and 10th grade MCAS, 43% of students earned proficient and advanced scores in 8th grade. In tenth grade, 74% of this same cohort earned proficient and advanced scores (31% higher).
Measure: Each year, the percentage of students earning proficient and advanced scores on 10 th grade MCAS scores in Science will be at least 20% higher than the percentage of the cohort earning proficient and advanced scores on middle school MCAS scores.	Met	Of all students who took both the 8th and 10th grade MCAS, 18% of students earned proficient and advanced scores in 8th grade. In tenth grade, 73% of this same cohort earned proficient and advanced scores (55% higher).
Objective: The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups in English language arts and mathematics. ¹		
The school does not have a status for accountability purposes of Improvement, Corrective Action, or Restructuring.		
Measure: Each year, City on a Hill will maintain a 5-year graduation rate over 75%, keeping pace with increasing AYP requirements.	Met	TBD
Objective: Student performance is strong and demonstrates improvement on internally developed assessments of academic achievement.		
Measure: Each year, 100% of graduates will orally and in writing demonstrate acquisition of higher-order thinking skills (analysis, synthesis, evaluation) by earning 70% or higher on internally-developed writing and oral rubrics for final proficiencies.	Met	100% of 2014 graduates demonstrated acquisition of higher-order thinking skills by earning 70% or higher on internally-developed writing and oral rubrics for final proficiencies.
Objective: The classroom and school environment is orderly, supports the goal of student understanding and mastery of skills, and is consistent with the school's mission.		
Measure: Each year, Daily Attendance for the student body will average at least 95%.	Met	The daily student attendance for the 2013-14 school year was 95%.
<p>Objective: The classroom and school environment is orderly, supports the goal of student understanding and mastery of skills, and is consistent with the school's mission. Teachers are provided with feedback and guidance that leads to improved instructional practice and student achievement.</p> <p>The school implements a professional development plan that effectively addresses the needs of teachers.</p> <p>Teachers are provided with structures for collaboration.</p> <p>The school establishes a professional climate resulting in a purposeful learning environment and reasonable rates of retention for school administrators, teachers and staff.</p>		

Measure: Each year the majority of teaching faculty (>65%) will be engaged in leadership of the school through holding administrative responsibilities or participating in planning committees.	Met	67% of teaching faculty was engaged in leadership of the school through holding administrative responsibilities or participating in planning committees.
Measure: In annual survey given to all teachers, 85% or more will agree or strongly agree with the statement, "City on a Hill is a school that values teacher leadership."	Met	91% of teachers agreed or strongly agreed with the statement, "City on a Hill is a school that values teacher leadership."

City on a Hill Charter Public School II	2013 - 2014 Performance (Met/Not Met)	Evidence
Objective: The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant sub-groups in all subject areas tested for accountability purposes.		
Measure: Each year, the percentage of students earning proficient and advanced scores on 10 th grade MCAS scores in Math will be at least 20% higher than the percentage of the cohort earning proficient and advanced scores on middle school MCAS scores.	N/A	N/A
Objective: Student performance is strong and demonstrates improvement on internally developed assessments of academic achievement.		
Measure: Each year, 100% of graduates will orally and in writing demonstrate acquisition of higher-order thinking skills (analysis, synthesis, evaluation) by earning 70% or higher on internally-developed writing and oral rubrics for final proficiencies.	N/A	N/A
Objective: The school establishes an academic program that includes the pedagogical approach, curriculum, assessment, and other unique elements defined in the charter application and any subsequent approved amendment(s).		
Measure: Each year, 100% of City on a Hill's graduates will be admitted to college.	N/A	N/A

STUDENT PERFORMANCE

City on a Hill Charter Public School

City on a Hill Charter Public School's MCAS data and School Report Card can be found on the MADESE's website by using the following link:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04370505&fycode=2013&orgtypecode=6&>

As shown on this report card, City on a Hill is a Level 1 school, determined to be meeting the achievement gap narrowing goals set by the state.

City on a Hill Charter Public School II

Because City on a Hill II is in its first year and only serving the 9th grade, the school has no MCAS scores or School Report Card. The GRADE is a standardized test assessing reading level that City on a Hill II administers three times per year. Below is a summary of the school's GRADE test results showing progress over the course of the year. It is important to note that "grade level" in the fall of 2013 is 8th grade and "grade level" in the spring is 9th grade.

	Below Grade Level	At Grade Level	Above Grade Level
Fall 2013	76%	8%	16%
Spring 2014	56%	2%	34%

PROGRAM DELIVERY

City on a Hill Charter Public School

In 2013-14, City on a Hill saw its highest level of advanced students in ELA at 31% and science at 27%. The percentage of students earning proficient or above in 10th grade as compared to 8th grade (prior to attending City on a Hill) increased 25 percentage points in ELA, 31 in math, and 55 in science. City on a Hill saw a dip in its math proficiency level in 2013.

Receiving this data early in the 2013-14 school year, City on a Hill immediately identified increasing math proficiency as a priority for the current year and beyond and was able to swiftly implement changes to the math program delivery to students with disabilities rather than waiting until 2014-15. The partial sup-separate program for special education students in math classes was eliminated and students were kept in their general education classes full-time. To support these efforts, these classes were co-taught by two general education teachers or one general education teacher and one special education teacher. Additionally, a class called LN Support that provided additional small group instruction on compensatory skills from special education classes was created. Lastly, an MCAS Tracker that used indicators such as failing or NI scores in 8th grade, special education status, and low growth on Saturday mock MCAS tests was created and implemented. The leadership team was able to develop interventions and provide additional after school Academic Support and special Saturday School programming for identified students.

City on a Hill Charter Public School II

Students at City on a Hill II have shown significant growth in reading level in their first year at the school. On average, students showed 1.3 years in growth in one year.

In addition to the GRADE test, City on a Hill uses the network-wide interim assessment system to track student progress, guide educational delivery, and identify future academic priorities. Based on results to the final proficiencies, City on a Hill II has identified increasing math proficiency and improving the system for placing incoming students into appropriate math courses as key academic priorities for the 2014-15 school year.

City on a Hill Charter Public Schools (network wide changes)

At both City on a Hill schools a number of changes were implemented in 2013-14 school year. Further adjustments were made to the curriculum in order to fully align with the new Common Core standards. A new interim assessment system was piloted in 2012-13 and was fully developed in 2013-14 using baseline and quarterly assessments in the five core academic subjects. Assessments at City on a Hill tie directly to curriculum standards. These assessments were used to develop the state-compliant teacher report cards that track student growth by teacher, subject, grade level, and curriculum standard. In 2013-14 teacher report cards were used in supervision meetings and for planning purposes (*i.e.* making curricular decisions and re-teaching plans).

Organizational Viability

Accountability Plan Objectives and Measures:

City on a Hill Charter Public School	2013 - 2014 Performance (Met/Not Met)	Evidence
<p>Objective: The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.</p> <p>The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.</p> <p>The school's annual independent audit is free of material or repeated findings.</p>		
<p>Measure: The school's annual budget is sustained by its enrollment.</p>	<p>Met</p>	<p>City on a Hill's FY14 budget was sustained by its enrollment, augmented with private fundraising.</p>
<p>Measure: Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.</p>	<p>Met</p>	<p>In FY14, the school demonstrated positive net assets, adequate cash flow to sustain operations and support the academic program, and operated within budget.</p>
<p>Measure: There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.</p>	<p>Met</p>	<p>In FY13, there was an absence of material or repeated audit findings.</p>
<p>Objective: The school implements the student recruitment, retention, and enrollment process intended in the charter, in the school's recruitment and retention plans, and as defined by statute and regulations.</p>		
<p>Measure: Each year, the ratio of applicants to available seats at City on a Hill will exceed five to one.</p>	<p>Met</p>	<p>The ratio of applicants to available seats for the 2014 lottery was approximately 8:1:1</p>
<p>Objective: The board of trustees is responsible to the school community(ies) it serves.</p>		
<p>Measure: Average board meeting attendance will be at least 85% over the course of the year.</p>	<p>Not Met</p>	<p>Board meeting attendance averaged 77% over the course of the 2013-14 school year.</p>
<p>Measure: 100% of Board members will contribute financially to the school.</p>	<p>Met</p>	<p>In FY14, 100% of Board members contributed financially to the school.</p>
<p>Objective: The school involves parents/guardians as partners in the education of their children. Families and students are satisfied with the school's program.</p>		
<p>Measure: Each year, advisors, teachers, and administrators will meet in person with 90% or more of parents/guardians.</p>	<p>Met</p>	<p>Advisors, teachers, and administrators met in person with 94% of parents/guardians.</p>
<p>Measure: In an annual survey given to all parents, at least 50% will respond and 85% or more of respondents will agree or strongly agree with the statement, "City on a Hill offers a high quality educational program."</p>	<p>Met</p>	<p>51% of families responded to the survey with 100% agreeing or strongly agreeing with the statement, "City on a Hill offers a high quality educational program."</p>
<p>Objective: The school has collaborated with its sending district(s) on the sharing of innovative practices and has provided models for replication and best practices.</p>		
<p>Measure: At least 90% of teachers certified by City on a Hill's site-based licensure program will teach at least two years in an urban school.</p>	<p>Met</p>	<p>Since 2007, 96% of teachers certified by City on a Hill's site-based licensure program taught at least two years in an urban school. The 2012-13 and 2013-14 cohorts have not been in the workforce long enough to fulfill this requirement.</p>

City on a Hill Charter Public School II	2013 - 2014 Performance (Met/Not Met)	Evidence
<p>Objective: The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.</p> <p>The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.</p> <p>The school's annual independent audit is free of material or repeated findings.</p>		
<p>Measure: Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.</p>	<p>Met</p>	<p>In FY14, the school demonstrated positive net assets, adequate cash flow to sustain operations and support the academic program, and operated within budget.</p>
<p>Objective: The school implements the student recruitment, retention, and enrollment process intended in the charter, in the school's recruitment and retention plans, and as defined by statute and regulations.</p>		
<p>Measure: Each year, the ratio of applicants to available seats at City on a Hill will exceed five to one.</p>	<p>Met</p>	<p>The ratio of applicants to available seats for the 2014 lottery was approximately 8:1:1</p>
<p>Objective: The school involves parents/guardians as partners in the education of their children. Families and students are satisfied with the school's program.</p>		
<p>Measure: In an annual survey given to all parents, at least 50% will respond and 85% or more of respondents will agree or strongly agree with the statement, "City on a Hill offers a high quality educational program."</p>	<p>Met</p>	<p>51% of families responded to the survey with 94% agreeing or strongly agreeing with the statement, "City on a Hill offers a high quality educational program."</p>

COMPLAINTS

There were no official complaints received by the Board of Trustees in the 2013-2014 school year.

BUDGET AND FINANCE

BUDGET AND FINANCE REPORTS

FY14 Income Statement

For the period July 1, 2013 to June 30, 2014

	COAH I	COAH II	COAH NB
Revenue:			
State Grants & Funding	4,545,606	1,771,674	
Federal Entitlement Funding	320,428	447,237	44,899
Nutrition Reimbursements	75,125	17,969	
Private Grants & Support	80,782	245,191	334,704
Student Fees	17,894	5,509	
Other Types of Income	99,353		
Total Revenue	5,139,188	2,487,579	379,603
Expenses:			
Personnel Costs	3,333,661	1,557,103	251,672
Administrative Costs	227,784	153,647	111,717
Instructional Costs	380,323	341,496	8,025
Pupil Services	304,688	104,013	
Facilities & Operations	871,805	319,713	8,189
Total Expenses	5,118,260	2,475,972	379,603
Surplus (Deficit)	20,928	11,607	0

FY14 Balance Sheet

Fiscal Year Ending - June 30, 2014

ASSETS			
Current Assets	1,904,560	567,510	62,631
Fixed Assets	13,507		
Other Assets			
TOTAL ASSETS	1,918,067	567,510	62,631
LIABILITIES & EQUITY			
Liabilities	618,271	555,903	62,630
Equity	1,299,796	11,607	1
TOTAL LIABILITIES & EQUITY	1,918,067	567,510	62,631

BUDGET AND FINANCE REPORTS

FY 15 Approved School Budget	COAH I	COAH II
Revenue:		
State Grants & Funding	4,498,797	2,847,417
Federal Entitlement Funding	296,318	300,472
Nutrition Reimbursements	81,100	54,080
Private Grants & Support	205,000	188,500
Student Fees	1,000	800
Other Types of Income	59,080	25,840
Total Revenue	5,141,295	3,417,109
Expenses:		
Personnel Costs	3,546,150	2,257,282
Administrative Costs	176,067	128,098
Instructional Costs	247,688	216,111
Pupil Services	295,047	197,942
Facilities & Operations	875,440	616,977
Total Expenses	5,140,392	3,416,410
Surplus (Deficit)	903	699

FY15 Capital Plan

There are currently no capital plans for City on a Hill Charter Public School or City on a Hill Charter Public School II.

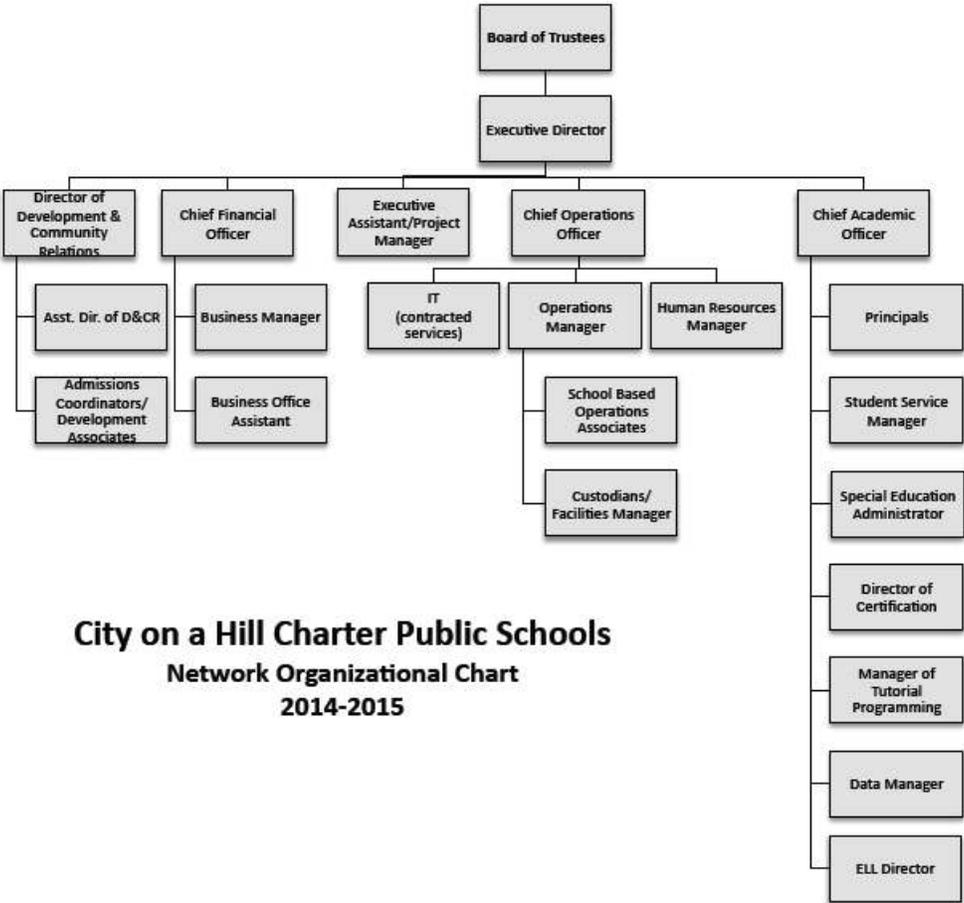
ORGANIZATIONAL STRUCTURE OF THE SCHOOLS

No changes were made to the organizational structure of either school during the 2013-2014 school year. The organization has decided to move the student enrollment function from the network to each individual school. Student recruitment will remain a function of the development and community relations department in the network with an admissions coordinator recruiting on behalf of both Boston schools. The enrollment function will be the responsibility of the office manager and does not result in a change to the organizational chart.

NETWORK STRUCTURE

Since the start of the 2013-14 school year, City on a Hill Charter Public Schools has added the following new network positions: an executive assistant/project manager, a business office assistant, and school based operations associates who reside at each school in order to support the growing organization.

The updated organizational chart representing the network’s reporting structure is as follows:



School and Student Data

City on a Hill Charter Public School

Student demographic information can be found on the MADESE website by using the following link:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04370505&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	188	65%
Asian	7	2.4%
Hispanic	79	30.4%
Native American	1	0.3%
White	5	1.4%
Native Hawaiian, Pacific Islander	1	0.3%
Multi-race, non-Hispanic	0	0.0%
Special education	65	22.4%
Limited English proficient	18	6.1%
Low income	239	81.8%

City on a Hill Charter Public School II

Student demographic information can be found on the MADESE website by using the following link:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=35040505&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	77	72.6%
Asian	1	0.9%
Hispanic	25	24.5%
Native American	0	0.0%
White	2	1.9%
Native Hawaiian, Pacific Islander	0	0.0%
Multi-race, non-Hispanic	0	0.0%
Special education	22	20.8%
Limited English proficient	5	5%
Low income	74	69%

City on a Hill Charter Public Schools Network Office

ADMINISTRATIVE ROSTER FOR THE 2013-2014 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Erica Brown, Executive Director	Oversees the entire organization	8/24/98	
Elizabeth Zappulla, Executive Assistant/Project Manager	Assists executive director and manages various projects	1/6/14	
Paul Hays, Chief Academic Officer	Oversees academic program across the network	8/18/97	
Katie Kline, Data Coordinator	Implements data coordination across the network	7/6/09	
Dan O'Connor, Director of Certification	Oversees the implementation of the certification program	8/25/08	6/30/14
Karen Richardson, ELL Director	Responsible for ensuring a compliant and high-quality network-wide ELL program across the network	7/6/10	
Wendy Ryder, Special Education Administrator	Oversees the implementation of special education and other student service programs across the network	9/20/13	
Sasha Abby Vanderzee, Tutorial Coordinator	Oversees the CoaHCORPS Tutorial Program	11/1/07	
Wanda Nascimento, CFO/COO	Oversees finance, human resources, and operations	8/15/10	
Caleb Evanter, Business Manager	Implements business office procedures across the network	1/23/12	
Lauren Hunter, Director of Human Resources	Oversees human resources	04/22/13	
Jenn Reed, Operations Coordinator	Oversees school operations across the network	8/27/12	
Kristie Loftus, Director of Development & Community Relations	Oversees admissions, community outreach, and fundraising for the network	9/15/08	
Marisa Burgess, Assistant Director of Development and Community Relations	Coordinates development efforts across the network	8/26/13	
Leigh Carey, Development Associate & Admissions Coordinator	Coordinates student admissions and implements development efforts across the network	11/25/13	
Arin Shapiro, Development Associate	Implements development efforts across the network	11/4/13	

City on a Hill Charter Public School

ADMINISTRATIVE ROSTER FOR THE 2013-2014 SCHOOL YEAR			
Chantei Alves, Office Manager	Oversees school front office	1/3/13	6/30/14
Cristin Berry, Principal	Oversees day-to-day operations of the school	9/1/06	
Hara Klein, Mental Health Counselor	Offers mental health services for students	9/1/01	6/30/14

Melanie Laputka, Dean of Citizenship	Implements student discipline procedures	8/29/11	
Matthew Lawrence, Tutorial Supervisor	Oversees day-to-day operations of the tutorial program	8/15/11	8/1/14
Diana Mastrocola, College and Career Counselor	Supports students with college and career services	8/1/13	
Katherine Pappalardo, College and Career Counselor	Supports students with college and career services	8/1/13	
Justine Restricks, Special Education Supervisor	Oversees day-to-day operations of the Special Education department	8/1/03	6/30/14
Matthew Uzenski, Dean of Citizenship	Implements student discipline procedures	8/1/08	
DeOtis Williams, Jr., Vice Principal	Supports principal in oversight of day-to-day operations of the school	7/1/13	

City on a Hill Charter Public School II

ADMINISTRATIVE ROSTER FOR THE 2013-2014 SCHOOL YEAR			
Sonya Pratt, Principal	Oversees day-to-day operations of the school	9/1/03	
Laura Tobias, Vice Principal	Supports principal in oversight of day-to-day operations of the school	8/11/08	
T.J. Baker, Dean of Citizenship	Implements student discipline procedures	7/2/13	
Sara Marx, Special Education Supervisor	Oversees day-to-day operations of the Special Education department	8/30/10	
Alex Simmons, Tutorial Supervisor	Oversees day-to-day operations of the tutorial program	7/22/13	
Ashley Sitkin, Mental Health Counselor	Offers mental health services for students	8/1/13	
Candice Thibodeaux, Office Manager	Oversees school front office	9/9/13	6/5/14

Network Staff

TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR				
	Number as of the last day of the 2013-2014 school year	Departures during the 2013-2014 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	0	0	0	n/a
Admin	14*	3	0	Another professional opportunity (2), resigned, reason unknown (1)
Other Staff	4	0	0	n/a

*Two positions (Director of Certification and ELL Director) are part-time positions combined with teaching positions at City on a Hill Charter Public School. These two positions are only included in City on a Hill Charter Public School's table, not in the network table.

City on a Hill Charter Public School

TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR				
	Number as of the last day of the 2013-2014 school year	Departures during the 2013-2014 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	24	0	8	Another professional or educational opportunity (4), moved out of state (3), unknown (1)
Admin	10	0	4	Another professional or educational opportunity (2), retired (1), left the workforce for health or family reasons (1)
Other Staff	24	3	13	Other staff refers primarily to tutors and teaching fellows, positions designed to be only one year

City on a Hill Charter Public School II

TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR				
	Number as of the last day of the 2013-2014 school year	Departures during the 2013-2014 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	8	0	2	Another professional or educational opportunity (1), resigned, reason unknown (1)
Admin	7	1	0	Another professional or educational opportunity (1)
Other Staff	7	5	5	Other staff refers to tutors, a position designed to be only one year

City on a Hill Charter Public Schools

BOARD MEMBERS FOR THE 2013-14 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Joe Cali		Member: Strategic Planning Committee	1	Returned to the Board of Trustees after a 2-year hiatus (he served as Treasurer from 2004-2008). Board member since 2011; 1st term expires December 2014

Cara Candal		Chair: School Performance Committee	2	Board member since April 2011; 2nd term expires April 2017
James R. Drabick		Chair: Trustees Committee	1	Board member since February 2013; 1st term expires February 2016
Michael Grossman	Vice Chair	Member: Executive, Finance, and Trustees Committees	3	Board member since September 2005; 3rd term expires May 2015
Jeff Jablow		Member: Strategic Planning Committee	1	Board member since 2012; 1st term expires October 2015
Jeff Jacobs		Chair: Development Committee	1	Board member since 2012; 1st term expires October 2015
Ben Lummis		Chair: Strategic Planning Committee	2	Board member since February 2011; 2nd term expires February 2017
Robert Mazzarella	Chair	Chair: Executive Committee Member: Finance Committee	3	Board member since April 2006; 3rd term expires May 2015
Adam Mikkelson		Member: Development Committee	1	Board member since 2012; 1st term expires October 2015
Ginger Parker	Secretary	Member: Executive, School Performance, and Human Resources Committees	2	Board member since 2008; 2 nd term expires October 2014
Michael Rosen		Chair: Human Resources Committee	1	Board member since May 2010; 1st term expires May 2016
Lori Stevens		Member: Trustees and Human Resources Committees	2	Board member since October 2010; 2nd term expires October 2016
Ryan Thornton	Treasurer	Chair: Finance Committee Member: Executive Committee	3	Board member since 2008; 3rd term expires May 2017
Kim Wechtenhiser		Chair: Governance Committee Member: School Performance Committee, Strategic Planning Committee	2	Board member since October 2009; 2nd term expires October 2015

Key Leadership Changes

The chart below is for City on a Hill Charter Public School and City on a Hill Charter Public School II.

Position	Name
Board of Trustees Chairperson	N/A
Charter School Leader	N/A
Assistant Charter School Leader	N/A
Special Education Director	N/A
MCAS Test Coordinator	N/A
SIMS Coordinator	N/A
English Language Learner Director	N/A

Facilities

Location	Dates of Occupancy
City on a Hill Charter Public School II, 2181 Washington Street, Roxbury MA	Moved in 05/24/2014

Enrollment

Action	Date(s)
Student Application Deadline	City on a Hill Charter Public School: Friday, 03/06/2015 City on a Hill Charter Public School II: Friday, 03/06/2015
Lottery	City on a Hill Charter Public School: Wednesday, 03/11/2015 City on a Hill Charter Public School: Wednesday, 03/11/2015