



2014-2015 Annual Report

City on a Hill Circuit Street

58 Circuit Street (617) 445-1515 (T) www.cityonahill.org
Roxbury, MA 02119 (617) 445-9153 (F) info@cityonahill.org

City on a Hill Dudley Square

2181 Washington Street (617) 516-5888 (T) www.cityonahill.org
Roxbury, MA 02119 (617) 445-9153 (F) info@cityonahill.org

City on a Hill New Bedford

384 Acushnet Avenue (508) 985-6400 (T) www.cityonahill.org
New Bedford, MA 02740 (508) 985-6422 (F) info@cityonahill.org

Submitted to the MADESE July 31, 2015

Table of Contents

| | |
|---|----|
| INTRODUCTION TO THE SCHOOLS | 3 |
| LETTER FROM THE CHAIR OF BOARD OF TRUSTEES | 6 |
| SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION | |
| FAITHFULNESS TO CHARTER | |
| MISSION AND KEY DESIGN ELEMENTS | 7 |
| AMENDMENTS TO THE CHARTER | 10 |
| DISSEMINATION EFFORTS | 12 |
| ACADEMIC PROGRAM SUCCESS | |
| STUDENT PERFORMANCE | 14 |
| PROGRAM DELIVERY | 16 |
| ORGANIZATIONAL VIABILITY | |
| ORGANIZATIONAL STRUCTURE OF THE SCHOOLS | 17 |
| NETWORK STRUCTURE | 18 |
| TEACHER EVALUATION | 19 |
| COMPLAINTS | 19 |
| BUDGET AND FINANCE | 20 |
| APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE | 22 |
| APPENDIX B: RECRUITMENT & RETENTION PLANS | 32 |
| APPENDIX C: SCHOOL & STUDENT DATA | 50 |
| APPENDIX D: ADDITIONAL REQUIRED INFORMATION | |
| KEY LEADERSHIP CHANGES | 57 |
| FACILITIES | 57 |
| ENROLLMENT | 58 |

Introduction to the Schools

| <i>City on a Hill Circuit Street</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, 2015 |
| Maximum Enrollment | 280 | Current Enrollment | 271 as of <i>July 1</i> |
| Chartered Grade Span | 7-12 | Current Grade Span | 9-12 |
| # of Instructional Days per school year | 184 (see amendments) | Students on Waitlist | 368 as of <i>July 1</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 | 20 years |
| <p>Mission Statement</p> <p>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.</p> | | | |

| <i>City on a Hill Dudley Square</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 | 175 of July 1 |
| Chartered Grade Span | 9-12 | Current Grade Span | 9-10 |
| # of Instructional Days per school year | 184 (see amendments) | Students on Waitlist | 60 as of July 1 |
| 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 | 2 years |
| <p>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.</p> | | | |

| <i>City on a Hill New Bedford</i> | | | |
|--|--|---|-----------------------|
| Type of Charter (Commonwealth or Horace Mann) | Commonwealth | Location | New Bedford, MA |
| Regional or Non- Regional? | Non-Regional | Districts in Region (if applicable) | n/a |
| Year Opened | 2014 | Year(s) Renewed (if applicable) | n/a |
| Maximum Enrollment | 280 | Current Enrollment | 74 <i>of July 1</i> |
| Chartered Grade Span | 9-12 | Current Grade Span | 9 |
| # of Instructional Days per school year | 184 (see amendments) | Students on Waitlist | 0 <i>as of July 1</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 |
| <p>Mission Statement</p> <p>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.</p> | | | |

Letter from the Chair of the Board of Trustees

Dear Friends,

The cold and snowy winter in Massachusetts did not stop City on a Hill from having a remarkably productive year. The CoaH network grew from two to three schools with the opening of City on a Hill New Bedford in the fall of 2014. The school moved to its permanent location in downtown New Bedford on May 26, 2015, following several months in a temporary space. I applaud the staff of City on a Hill New Bedford for its hard work, flexibility, and dedication during the school's first year of operation.

The 2014-2015 school year included a number of important school-based advancements. Each school saw the roll out of quarterly interim assessments in all subjects and levels, the creation of an online system for administration of baseline and quarterly assessments, an overall curriculum refinement aligned with Common Core MA Standards, the administration of the PARCC and ACT Aspire online practice assessments for 9th grade students, and the implementation of teacher report cards and impact ratings in accordance with DESE policies. The Department of Elementary and Secondary Education Charter School Office also performed site visits at each of City on a Hill's three high schools.

City on a Hill once again met its annual fundraising targets in the 2015 fiscal year. The Annual Gala, which was held in April, raised nearly \$250,000 and the Annual Appeal resulted in its highest ever overall revenue and rate of participation. Private capital raised through fundraising was primarily used to make major student-focused technology investments across all three schools, as well as to sustain CoaH's two growing schools and the network team during this period of expansion. We will continue to need private support as we begin carrying out an aggressive 5-7 year growth plan approved by the City on a Hill Board of Trustees. The final details of the plan are still being decided, but you will learn more about the exciting growth plans over the coming years.

On a personal note, June 30th marked the end of my term as the chairman of the City on a Hill Board of Trustees. I would like to thank management and the Board for their support throughout the years. I would also like to wish Jeff Jacobs, the incoming chair, much success as he prepares to implement the organization's growth plan. Jeff has been involved with City on a Hill for several years, as a member of both The City on a Hill Foundation Board and The Board of Trustees. He shares my excitement for the future of City on a Hill.

Thank you for your support and for another wonderful year for City on a Hill Charter Public Schools.

Regards,

Robert Mazzarella
Board Chair

Mission and Key Design Elements

City on a Hill Circuit Street

1. College prep rigor and programming for all students

- There is no social promotion at City on a Hill. 100% of students promoted to the next level in each subject demonstrated mastery of the school's common-core aligned college prep curriculum by earning 70% or above on written and oral proficiencies.
- 100% of June 2015 graduates were accepted to college; 90% were accepted to a selective 4-year college.
- As reported in a student survey measuring grit, 98% of students agreed that they can become smart through hard work.
- 90% of students were proficient or higher in ELA, 90% were proficient or higher in math, and 73% were proficient or higher in science according to the most recently published MCAS results.

2. The values of civic engagement

- 100% of advisory groups prepared for and conducted debate at town meeting.
- Two student-created/implemented events or policies were executed over the course of the year: 1) A student led town meeting debate resulted in changing the cell phone policy so that students can use their cell phones during breakfast and lunch. This new policy was adopted for the 2014-15 school year and will remain for 2015-16; 2) A student wrote a proposal to lead a two school student-led march to the police station, B-2, to support the #BlackLivesMatter Movement. This was successfully executed on May 21, 2015.
- 100% of graduates completed a 100-hour internship at a non-profit organization or government agency.
- 100% of graduates completed a "city project" where they identified, researched, and presented solutions to a problem in Boston. Examples included youth violence, homelessness, and obesity.
- 86% of students conducted community service at organizations such as Community Servings, Mass Audubon, and the Sojourner's House.

3. Teachers engaged in leadership

- The principal, vice principal, and deans all taught a class or lead an advisory.
- 68% of teaching faculty was engaged in leadership of the school through holding administrative responsibilities or participating in planning committees including Leadership Team, Academic Committee, Note-taking Taskforce, and Advisory Taskforce.
- In a survey given to all teachers, 97% agreed with the statement, "City on a Hill is a school that values teacher leadership."

4. Engagement of parents and community stakeholders in holding the school accountable

- Advisors, teachers, and administrators met with 91% of parents/guardians in person.

- 85% of eligible students in grades 9-11 were evaluated by a member of the public in their final oral proficiencies (students are only considered ineligible if their IEPs preclude this form of assessment).
- According to a parent survey which 50% of parents/guardians responded to, 97% agreed with the statement, “City on a Hill offers a high quality educational program.”

City on a Hill Dudley Square

1. College prep rigor and programming for all students

- There is no social promotion at City on a Hill. 100% of students promoted to the next level in each subject demonstrated mastery of the school’s common-core aligned college prep curriculum by earning 70% or above on written and oral proficiencies.
- English Language Learners increased their ACCESS scores by an average of 24% from last year and 37% from the baseline assessment; 39% of ELLs increased their access score by a full level or more.
- College visits begin early. This year sophomores visited Harvard University and Berklee College of Music.

2. The values of civic engagement

- 9th graders went on a field trip to the Kennedy Institute where they participated in governing simulations. After being assigned to political parties, they were dispatched to come up with a bill that satisfies not just their priorities, but those of their colleagues.
- 100% of advisory groups prepared for and conducted debate at town meeting.
- Four student-created/implemented events or policies were executed over the course of the year: 1) A “Great Gatsby” event, the first semi-formal dance; 2) Students participated in a two school student-led march to the police station, B-2, to support the #BlackLivesMatter Movement on May 21, 2015; 3) A student led town meeting debate resulted in changing the cell phone policy; 4) A student mentor group created and wrote a proposal to increase the number of actions that earn merits and reduce the number of actions that earn demerits in order to shift the school culture to focus on the positive. This new culture system will go in to effect in August 2015 and this group of students will train the larger student body on the new system.

3. Teachers engaged in leadership

- 75% of teaching faculty was engaged in leadership activities.
- City on a Hill’s curriculum is teacher developed. In 2014-15, English teachers reworking the English curriculum to increase the rigor and further align with Common Core Standards.
- A teacher and RTI coordinator developed and piloted a new tutorial model in an after-school program. In 2015-16 changes will be made to the school-day tutorial program to reflect these new, effective teacher-developed practices.
- The principal, vice principal, and deans all taught a class, tutored, or led an advisory.

4. Engagement of parents and community stakeholders in holding the school accountable

- 87% of eligible students in grades 9-11 were evaluated by a member of the public in their final oral proficiencies (students are only considered ineligible if their IEPs preclude this form of assessment).

City on a Hill New Bedford

1. College prep rigor and programming for all students

- There is no social promotion at City on a Hill. 100% of students promoted to the next level in each subject demonstrated mastery of the school's common-core aligned college prep curriculum by earning 70% or above on written and oral proficiencies.
- English Language Learners increased their ACCESS scores by an average of 27% from last year and 31% from the baseline assessment.

2. The values of civic engagement

- 89% of students conducted community service at various community organizations through the United Way Youth Day of Caring.
- 23% of students volunteered as City on a Hill Student Ambassadors at open house events, admission sessions, community events, middle school visits and informational sessions, and student recruitment efforts.

3. Teachers engaged in leadership

- 45% of teaching faculty engaged in leadership of the school through holding administrative responsibilities or participating in planning committees.
- In a survey given to all teachers, 81% agreed with the statement, "City on a Hill is a school that values teacher leadership."

4. Engagement of parents and community stakeholders in holding the school accountable

- 85% of eligible students were evaluated by a member of the public in their final oral proficiencies (students were only considered ineligible if their IEPs or language acquisition level preclude this form of assessment).
- Advisors, teachers, and administrators met with 100% of parents/guardians in person at least once during the school year.
- According to a parent survey which 62% of parents/guardians responded to, 89% agreed with the statement, "City on a Hill offers a high quality educational program."

AMENDMENTS TO THE CHARTER

City on a Hill Circuit Street

| Date | Amendment Requested | Approved? |
|------------|--|-----------|
| 5/26/2015 | School Year Length- temporary Change the 14-15 school year length from 189 days to 184 days | YES |
| 6/9/2015 | School Year Length Decrease the amount of required school days to 180 days per year | YES |
| 6/19/2015 | Freshman Academy Modify the scheduling of Freshman Academy from 10 days to a flexible window of time before the start of the school year. This gives administration the flexibility to make decisions on scheduling and school start date based on the needs of incoming students. | YES |
| 5/19/2015 | Tutorial Students in grades 9-11 will receive targeted support as part of their regular schedule. Students may work with their tutors/teachers on literacy skills, numeracy skills, remediation, extension and test prep including MCAS, PARCC and ACT. | YES* |
| 5/19/2015 | Graduation Requirements <ul style="list-style-type: none"> • 2 years of Foreign Language • 3 years of History inclusive of City Project | YES* |
| 10/21/2014 | School Name Revise the school's name from City on a Hill Charter Public School. The proposed name is City on a Hill Charter Public School Circuit Street. COAH has requested this change to reflect the school's permanent location on Circuit Street and differentiate it from its sister school in Dudley Square. | YES |

City on a Hill Dudley Square

| Date | Amendment Requested | Approved? |
|-----------|---|-----------|
| 5/26/2015 | School Year Length - temporary Change the 14-15 school year length from 189 days to 184 days | YES |
| 6/9/2015 | School Year Length Decrease the amount of required school days to 180 days per year | YES |
| 6/9/2015 | Freshman Academy Modify the scheduling of Freshman Academy from 10 days to a flexible window of time before the start of the school year. This gives administration the flexibility to make decisions on scheduling and school start date based on the needs of incoming students. | YES |
| 5/19/2015 | Tutorial Students in grades 9-11 will receive targeted support as part of their regular | YES* |

| | | |
|------------|--|------|
| | schedule. Students may work with their tutors/teachers on literacy skills, numeracy skills, remediation, extension and test prep including MCAS, PARCC and ACT. | |
| 5/19/2015 | Graduation Requirements <ul style="list-style-type: none"> • 2 years of Foreign Language • 3 years of History inclusive of City Project | YES* |
| 10/21/2014 | School Name Revise the school's name from City on a Hill Charter Public School II. The proposed name is City on a Hill Charter Public School Dudley Square. COAH has requested this change to reflect the school's permanent location in Dudley Square and differentiate it from its sister school on Circuit Street. | YES |

City on a Hill New Bedford

| Date | Amendment Requested | Approved? |
|------------|--|-----------|
| 5/26/2015 | School Year Length - temporary Change the 14-15 school year length from 189 days to 184 days | YES |
| 6/9/2015 | School Year Length Decrease the amount of required school days to 180 days per year | YES |
| 6/9/2015 | Freshman Academy Modify the scheduling of Freshman Academy from 10 days to a flexible window of time before the start of the school year. This gives administration the flexibility to make decisions on scheduling and school start date based on the needs of incoming students. | YES |
| 5/19/2015 | Tutorial CoaH NB students will receive targeted support. Students may work with their tutors/teachers on literacy skills, numeracy skills, remediation, extension and test prep including MCAS, PARCC and ACT. | YES* |
| 5/19/2015 | Graduation Requirements <ul style="list-style-type: none"> • 2 years of Foreign Language • 3 years of History inclusive of City Project | YES* |
| 10/21/2014 | Educational Program Temporarily (2014-2015) alter the length of its Freshman Academy. The school planned to provide a 2-week Freshman Academy program during the summer. Due to unexpected delays in attaining a renewed Certificate of Inspection for its new facility, the school could only hold a 1-week Freshman Academy in August 2014. | YES |

*Amendment request did not require a vote by the Commissioner

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 to shape cross-sector educational policies. At the working group level, the executive director is chair of the teaching and learning sub-committee focused on cross-sector collaboration to improve outcomes for students with disabilities, limited English proficient students, and black and Latino boys. At the triad level, City on a Hill Circuit Street 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.

Harvard Graduate School of Education

City on a Hill hosted two principal interns from the Harvard Graduate School of Education in 2014-15. 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), two of City on a Hill's principals worked closely with a cohort of leaders from Boston Public Schools, the Archdiocese of Boston, and number of Boston public charter schools, and public schools in the Greater Boston area. Specifically, the principal of CoaH Circuit Street worked with Gardner High School's principal to share our MCAS prep curriculum in ELA and math.

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, discipline, and college and career services.

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.

School Visits/Sharing Best Practices

In this founding school year, CoaH New Bedford hosted educators from another local charter school to observe classes and share best practices. The focus was on City on a Hill's tutorial

program as a viable system to provide students with enrichment and support tailored to their individual skill levels in literacy and numeracy.

Administrators from Ark Academies in England, Advanced Math and Science Academy Charter in Marlborough, and Compass Academy in Denver all visited City on a Hill schools in Boston in 2014-15.

Student Performance

A. City on a Hill Circuit Street

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04370000&fycode=2014&orgtypecode=12&>

[City on a Hill Dudley Square](#)
n/a

[City on a Hill New Bedford](#)
n/a

B. 2014-2015 internal assessments (in percentages)

City on a Hill Circuit Street

| Course | Average Baseline | Average Final | Growth over Baseline |
|---------------------------------------|------------------|---------------|----------------------|
| Math 1: Algebra | 26.6 | 61.9 | 35.3 |
| Math 2: Geometry | 23.5 | 78.3 | 54.8 |
| Math 3: Advanced Algebra | 19.7 | 81.7 | 62.0 |
| Math 4: Pre-Calculus | 23.6 | 76.1 | 52.6 |
| English 1* | 60.6 | 77.2 | 16.6 |
| English 2* | 65.0 | 81.8 | 16.8 |
| English 3* | 72.6 | 83.0 | 10.4 |
| English 4* | 67.5 | 73.0 | 5.5 |
| History 1: Civics | 43.0 | 72.9 | 29.9 |
| History 2: World History | 33.1 | 71.0 | 37.9 |
| History 3: US History | 43.9 | 76.2 | 32.3 |
| History 4: City Project | 54.1 | 84.4 | 30.3 |
| History 4: AP Government and Politics | 43.7 | 82.2 | 38.6 |
| History 4: Constitutional Literacy | 41.8 | 75.6 | 33.8 |
| Science 1: Unified Science | 49.8 | 72.0 | 22.2 |
| Science 2: Biology | 39.4 | 72.8 | 33.4 |
| Science 4: AP Environmental | 22.5 | 75.3 | 52.8 |
| Spanish 2 | 37.5 | 77.0 | 39.5 |
| Spanish 3 | 53.7 | 84.8 | 31.1 |

Note: Data for chemistry, physics, pre-algebra, and AP calculus is incomplete and therefore not included here.

City on a Hill Dudley Square

| Course | Average Baseline | Average Final | Growth over Baseline |
|----------------------------|------------------|---------------|----------------------|
| Math 1: Pre-Algebra | 27.3 | 69.5 | 42.2 |
| Math 1: Algebra | 28.2 | 64.8 | 36.5 |
| Math 2: Geometry | 25.4 | 67.6 | 42.2 |
| Math 3: Advanced Algebra | 14.5 | 81.5 | 67.0 |
| English 1* | 72.0 | 57.0 | -15.0 |
| English 2* | 71.6 | 72.0 | 0.0 |
| History 1: Civics | 46.2 | 76.8 | 30.7 |
| History 2: World History | 35.5 | 64.6 | 29.1 |
| Science 1: Unified Science | 43.9 | 63.4 | 19.5 |
| Science 2: Biology | 35.9 | 67.8 | 31.9 |
| Spanish 1 | 40.7 | 71.3 | 30.7 |
| Spanish 2 | 36.2 | 66.9 | 30.7 |

City on a Hill New Bedford

| Course | Average Baseline | Average Final | Growth over Baseline |
|----------------------------|------------------|---------------|----------------------|
| Math 1: Pre-Algebra | 21.9 | 59.9 | 38.0 |
| Math 1: Algebra | 25.8 | 52.7 | 27.0 |
| English 1* | 53.4 | 78.7 | 25.3 |
| History 1: Civics | 19.4 | 85.1 | 65.7 |
| Science 1: Unified Science | 25.1 | 57.6 | 32.5 |

*City on a Hill is in the process of refining the English curriculum, the assessments on the English curriculum, and the rigor of the baseline in relation to the rigor of the final assessment. Refinement is driven by Massachusetts Common Core Standards and the ACT standards as City on a Hill transitions from the SAT to the ACT. In addition to the oral proficiency and written proficiency, the English department will add a reading comprehension proficiency for all levels starting in 15-16.

Program Delivery

A number of changes to the curriculum and assessment methods were made across the City on a Hill network in 2014-15.

Curriculum:

- Two new courses were added to the 9th grade curriculum. All 9th graders now take a half-year of theater arts and a half-year of technology. This resulted in the Spanish requirement being delayed a year in the curriculum. Spanish I is now standardly a 10th grade course and Spanish II is an 11th grade course.
- A number of circulations were added to the scope and sequence of the English curriculum across all grade levels in order to increase the quantity of informational text to meet the requirements of Massachusetts Common Core Standards.

Assessment Methods:

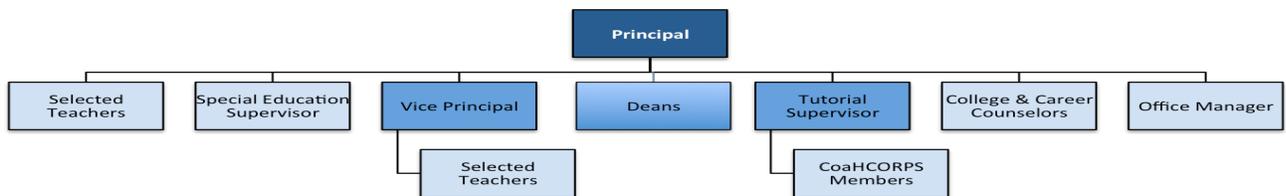
- The new quarterly assessment system for all subjects was rolled out across the network, increasing from the standardized mid-term and final assessments administered in 2013-14.
- The ACT Aspire was piloted for 9th graders, for full implementation of the ACT assessment system in 2015-16.

No overall program changes were made to the instructional model or supports for diverse learners; City on a Hill teachers continue to adopt strategies that increase the access that all students have to the curriculum.

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

City on a Hill Circuit Street

One change was made to the organizational structure of CoaH Circuit Street during the 2014-2015 school year. The Deans now report directly to the Principal rather than the Vice Principals. Below is an updated organizational chart to reflect these changes:

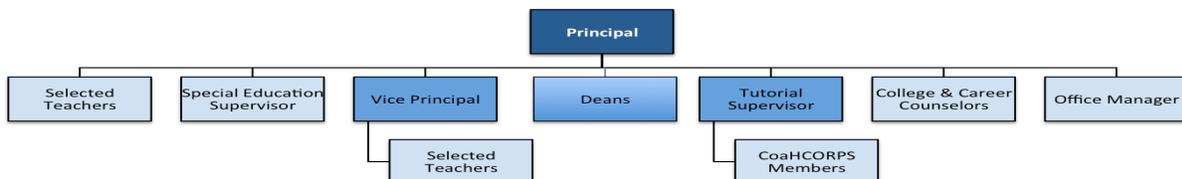


City on a Hill Dudley Square

No changes were made to the organizational structure of CoaH Dudley Square during the 2014-2015 school year.

City on a Hill New Bedford

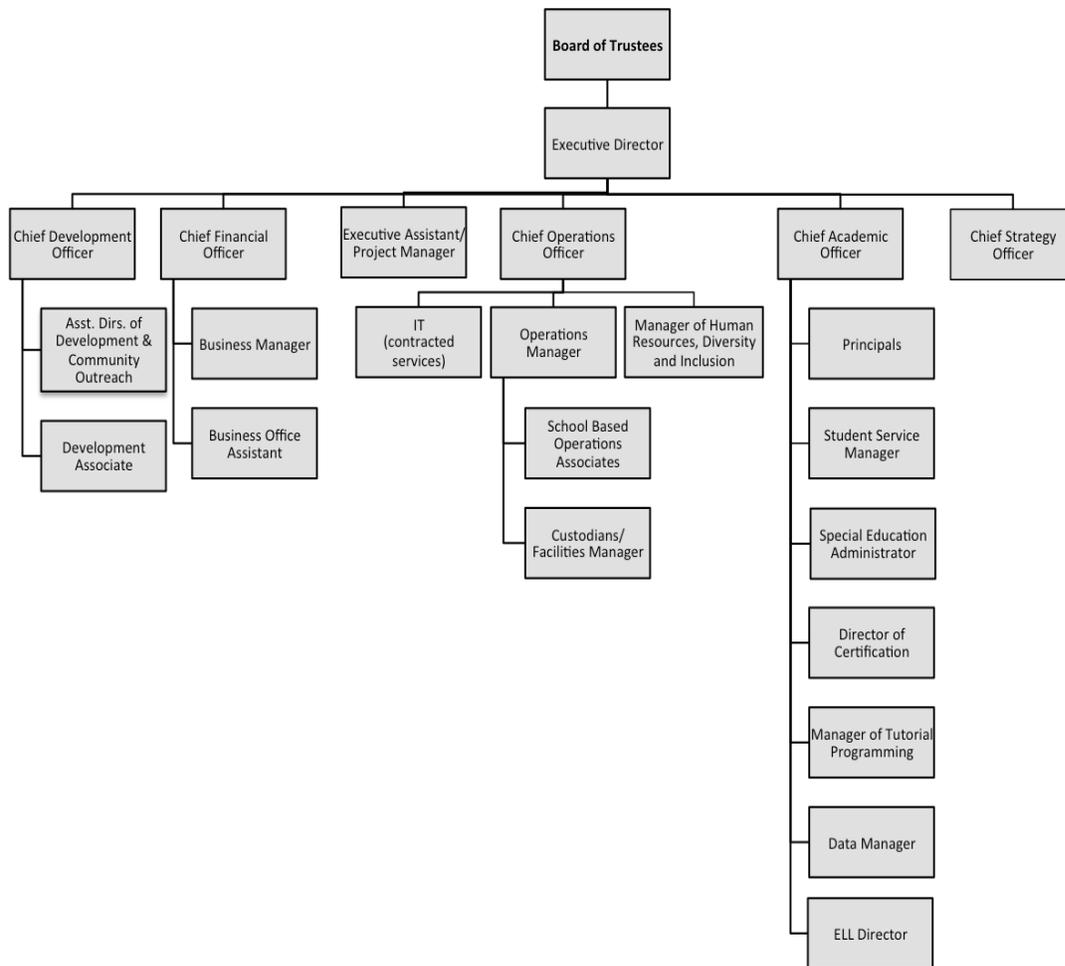
One change was made to the organizational structure of CoaH New Bedford during the 2014-2015 school year. The Deans now report directly to the Principal rather than the Vice Principals. Below is an updated organizational chart to reflect these changes:



NETWORK STRUCTURE

Since the start of the 2014-15 school year, City on a Hill Charter Public Schools has added one position to the network office to begin in August 2015, Chief Strategy Officer, as reflected in the updated organizational chart below.

All three City on a Hill schools are governed by one Board of Trustees currently consisting of 15 members. The board is able to oversee and ensure the success of all schools in the network using its robust committee structure. The six active committees include the school performance, finance, trustees, human resources, development, and strategic planning committees.



TEACHER EVALUATION

City on a Hill uses a modified version of the Massachusetts Model System of Educator Evaluations for all teacher evaluations. Evaluation and professional development of teachers at City on a Hill consists of specific, standardized, and timely feedback regarding their performance as members of the CoaH community. The process of evaluation will focus on goal setting, evaluation, support, and training. By the end of each school year, each CoaH teacher will be able to describe the extent they are a high performing member of the teaching body; each CoaH teacher will be able to describe their professional strengths and contrast them with areas in need of professional development; and each CoaH teacher will be able to summarize their overall development during the past school year.

The CoaH teacher evaluation standardizes the expectations for teachers and articulates specific elements of performance to enable teachers to achieve exemplary status. The rubric consists of two parts:

- 1) The State Approved Evaluation Guidelines. This is the MACRO comprehensive document that captures the overall standards of evaluation at City on a Hill and is used in evaluation meetings to discuss performance and help guide goal setting.
- 2) The Teacher PD Observation and Evaluation Rubric. This is the tool used by evaluators on the day- to-day level when observing classes with the intent to give specific feedback.

Each part of the two rubrics consists of four categories: Curriculum and Planning, Teaching All Students, Community and Family Engagement, and Professional Culture. All teachers have two types of evaluation status at CoaH: Directed and Self-Directed. All teachers, regardless of years of experience, begin in directed status and, after completing several evaluation cycles will advance to Self-Directed status, usually two-four years. Self-Directed status is attained when the teacher has earned distinguished in the majority of the categories of their evaluation rubric.

Each City on a Hill teacher is also tracked according to student outcomes on the teacher “Report Card”, essentially a spreadsheet tracking system for tracking student growth over baseline on quarterly interim assessments. Student growth is tracked to determine “Student Impact Rating” which is collected at the end of each school year and is submitted to the state. There are three levels of impact.

COMPLAINTS

There were no complaints made in the 2014-2015 school year.

BUDGET AND FINANCES

FY15 Income Statement

For the period July 1, 2014 to June 30, 2015

| | COAH- Circuit | COAH- Dudley | COAH- NB |
|-----------------------------|------------------|------------------|------------------|
| Revenue: | | | |
| State Grants & Funding | 4,787,684 | 3,004,785 | 1,165,289 |
| Federal Entitlement Funding | 311,232 | 351,953 | 489,330 |
| Nutrition Reimbursements | 83,653 | 37,600 | 28,439 |
| Private Grants & Support | 114,632 | 301,571 | 681,694 |
| Student Fees | 8,361 | 1,557 | |
| Other Types of Income | 46,206 | 38,586 | 8,342 |
| Total Revenue | 5,351,767 | 3,736,053 | 2,373,094 |
| Expenses: | | | |
| Personnel Costs | 3,622,649 | 2,258,326 | 1,217,501 |
| Administrative Costs | 229,449 | 154,261 | 108,632 |
| Instructional Costs | 309,370 | 442,694 | 377,363 |
| Pupil Services | 282,623 | 202,044 | 243,295 |
| Facilities & Operations | 859,783 | 678,193 | 425,456 |
| Total Expenses | 5,303,874 | 3,735,517 | 2,372,248 |
| Surplus (Deficit) | 47,893 | 536 | 847 |

FY15 Balance Sheet

Fiscal Year Ending - June 30, 2015

| | | | |
|---------------------------------------|------------------|----------------|----------------|
| ASSETS | | | |
| Current Assets | 1,949,806 | 498,131 | 306,417 |
| Fixed Assets | 6,281 | - | - |
| Other Assets | | - | - |
| TOTAL ASSETS | 1,956,087 | 498,131 | 306,417 |
| LIABILITIES & EQUITY | | | |
| Liabilities | 623,124 | 495,897 | 305,569 |
| Equity | 1,332,963 | 2,234 | 848 |
| TOTAL LIABILITIES & EQUITY | 1,956,087 | 498,131 | 306,417 |

City on a Hill Charter Public Schools

FY2016 Approved School Budgets

(voted by the Board of Trustees on 5/18/15)

| | CoaH Circuit Street | CoaH Dudley Square | CoaH New Bedford | Total |
|---|---------------------------|--------------------------|------------------------|-------------------|
| Income | | | | |
| Total 4102 · State Grants & Funding | 4,690,099 | 3,817,040 | 1,895,626 | 10,402,765 |
| Total 4103 · Federal Entitlements & Funding | 284,905 | 205,595 | 97,395 | 587,895 |
| Total 4205 · Nutrition Funding | 89,545 | 60,300 | 41,570 | 191,415 |
| Total 4309 · Student Fees | 18,572 | 9,520 | 2,800 | 30,892 |
| Total 4420 · COAH Foundation Support | 308,069 | 449,578 | 517,353 | 1,275,000 |
| Total 4500 · Other Types of Income | 42,613 | 26,000 | 21,500 | 90,113 |
| Total Income | 5,433,803 | 4,568,033 | 2,576,244 | 12,578,080 |
| Expense | | | | |
| Total 5000 · Salary Expense | 3,359,532 | 2,700,586 | 1,505,805 | 7,565,923 |
| Total 5001 · Fringe Benefits | 453,383 | 334,880 | 182,819 | 971,082 |
| Total 1 · Personnel Costs | 3,812,915 | 3,035,466 | 1,688,624 | 8,537,005 |
| Total 5100 · Administration | 192,057 | 183,000 | 119,432 | 494,489 |
| Total 5200 · Instructional Services | 230,353 | 116,985 | 105,193 | 452,531 |
| Total 5300 · Pupil Services | 303,055 | 254,171 | 350,922 | 908,148 |
| Total 5400 · Operation & Maint of Plant | 895,423 | 978,411 | 312,073 | 2,185,907 |
| Total Expense | 5,433,803 | 4,568,033 | 2,576,244 | 12,578,080 |
| Net Surplus (Deficit) | 0 | 0 | 0 | 0 |

FY16 Capital Plan

There are currently no capital plans for City on a Hill Charter Public School Circuit Street, City on a Hill Charter Public Dudley Square, or City on a Hill New Bedford.

APPENDIX A ACCOUNTABILITY PLAN EVIDENCE

City on a Hill Circuit Street Faithfulness to Charter

| | 2014-2015 Performance (Met/Partially 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 | As of July 2015 ¹ , 100% of 2015 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 | 97% of City on a Hill's June 2015 graduates were admitted to a selective four-year college, as defined by US News and World Report. |

¹ City on a Hill holds an August graduation after summer school and will report on all 2015 graduates in next year's annual report.

Academic Program Success (if applicable)

| | | |
|---|-----------------------|---|
| <p>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.</p> | | |
| <p>Measure: Each year, the percentage of students earning proficient and advanced scores on 10th 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.</p> | <p>NOT MET</p> | <p>Of all students who took both the 8th and 10th grade MCAS, 78% of students earned proficient and advanced scores in 8th grade. In tenth grade, 89% of this same cohort earned proficient and advanced scores (11.1% higher).</p> |
| <p>Measure: Each year, the percentage of students earning proficient and advanced scores on 10th 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.</p> | <p>MET</p> | <p>Of all students who took both the 8th and 10th grade MCAS, 37% of students earned proficient and advanced scores in 8th grade. In tenth grade, 94% of this same cohort earned proficient and advanced scores (56.5% higher).</p> |
| <p>Measure: Each year, the percentage of students earning proficient and advanced scores on 10th 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.</p> | <p>MET</p> | <p>Of all students who took both the 8th and 10th grade MCAS, 11% of students earned proficient and advanced scores in 8th grade. In tenth grade, 74% of this same cohort earned proficient and advanced scores (63% higher).</p> |
| <p>Objective: The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups in English language arts and mathematics. The school does not have a status for accountability purposes of Improvement, Corrective Action, or Restructuring.</p> | | |
| <p>Measure: Each year, City on a Hill will maintain a 5-year graduation rate over 75%, keeping pace with increasing AYP requirements.</p> | <p>NOT MET</p> | <p>The AYP requirement for the 2013 5-year graduation rate was 85%. City on a Hill's graduation rate was 79.3%.</p> |
| <p>Objective: Student performance is strong and demonstrates improvement on internally developed assessments of academic achievement.</p> | | |
| <p>Measure: Each year, 100% of graduates will orally</p> | <p>MET</p> | <p>100% of 2015 graduates</p> |

| | | |
|---|------------|---|
| 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. | | 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 2014-15 school year was 95%. |
| <p>Objective: 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 | 68% 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 | 97% of teachers agreed or strongly agreed with the statement, "City on a Hill is a school that values teacher leadership." |

Organizational Viability

| | | |
|---|----------------|--|
| Objective: 1. The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement. | | |
| 2. 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. | | |
| 3. The school's annual independent audit is free of material or repeated findings. | | |
| Measure: The school's annual budget is sustained by its enrollment | MET | City on a Hill Circuit Street's budget was sustained by its enrollment |
| 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. | MET | City on a Hill Circuit Street demonstrated a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget. |
| Measure: There is an absence of material or repeated audit findings in annual audits by qualified independent auditors | MET | There is an absence of material or repeated audit findings in annual audits by qualified independent auditors |
| 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. | | |
| Measure: Each year, the ratio of applicants to available seats at City on a Hill will exceed five to one. | MET | The ratio of applicants to available seats for the 2015 lottery was approximately 8:1 |
| Objective: The board of trustees is responsible to the school community(ies) it serves. | | |
| Measure: Average board meeting attendance will be at least 85% over the course of the year. | NOT MET | Board meeting attendance averaged 81.1% over the course of the 2014-15 school year. |
| Measure: 100% of Board members will contribute financially to the school. | NOT MET | In FY15, 87% of Board members contributed financially to the school. |
| Objective: The school involves parents/guardians as partners in the education of their children. | | |

| Families and students are satisfied with the school's program. | | |
|---|------------|--|
| Measure: Each year, advisors, teachers, and administrators will meet in person with 90% or more of parents/guardians. | MET | Advisors, teachers, and administrators met in person with 90.9% of parents/guardians. |
| 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." | MET | 50% of families responded to the survey with 97% agreeing or strongly agreeing with the statement, "City on a Hill offers a high quality educational program." |
| 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. | | |
| 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. | MET | Since 2007, 91% of teachers certified by City on a Hill's site-based licensure program taught at least two years in an urban school. In addition, 100% of the 2013-2014 cohort taught in an urban school this year, and 100% of the 2014-2015 cohort secured a teaching job in an urban school for next year |

City on a Hill Dudley Square

| | 2014-2015 Performance (Met/Partially Met/Not Met) | Evidence |
|---|--|---|
| Objective: City on a Hill Dudley Square prepares students to succeed in college or in the post-secondary placement that is appropriate to their documented learning needs. | | |
| Measure: Each year, 100% of students promoted to the next grade level will demonstrate mastery of the school's common-core aligned college prep curriculum by earning 70% or above on written and oral proficiencies in Spanish, English, math, science, and history courses. | MET | 100% of students promoted to the next grade demonstrated mastery of the school's common-core aligned college prep curriculum by earning 70% or above on written and oral proficiencies in Spanish, English, math, science, and history courses. |
| Measure: Each year, 100% of students will achieve and maintain a level of 70% in grit and persistence as demonstrated in an annual survey. | NOT MET | 61% of students achieved and maintained grit and persistence on the end of the year annual survey. This number is up from 52% of students |
| Measure: City on a Hill Dudley Square will build the infrastructure necessary to support college and post-secondary placement: <ul style="list-style-type: none"> • By the fall of 2015, college counseling staffing, curriculum, and resources in place to support junior level college programming for the first graduating class (and each successive class). • By the fall of 2016, college counseling staffing, curriculum, and resources in place to support senior level college application and enrollment for the first graduating class. | N/A | |
| Measure: Starting with the graduating class of 2017 (in 2017), <ul style="list-style-type: none"> • 100% of graduates earn college acceptance by graduation • 80% or more of graduates earn college acceptance to four year colleges • 100% of graduates enroll in college or their appropriate post-secondary placement by | N/A | |

| | | |
|--|----------------|---|
| January following their senior year | | |
| Objective: City on a Hill Dudley Square prepares students to exercise their rights and responsibilities as citizens in the U.S. | | |
| Measure: Each year, 100% of students participate in community service | NOT MET | 98% of students participated in community service in the 2014-2015 school year. |
| Measure: Each year, 100% of advisory groups prepare for and conduct debate at town meeting | MET | 100% of advisory group prepared for and conducted debate at town meeting. |
| Measure: Starting with the graduating class of 2017 (in 2017) <ul style="list-style-type: none"> • 100% of graduates complete their City Project course and project, earning at least a 70% on standardized rubrics • 100% of graduates complete a 100 hour internship at a non-profit or government agency • 100% of graduates identify, research, and present solutions to a problem in the city | N/A | |
| Objective: City on a Hill Dudley Square’s teachers contribute to the improvement of the school. | | |
| Measure: Each year, the majority of teaching faculty (>65%) engages in leadership activities, including holding administrative roles, participating in planning committees, engaging in dissemination activities, or participating in external education reform opportunities. | MET | For the 2014-2015 school year 75% of teaching faculty engaged in leadership activities. |
| 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 where teachers contribute to the improvement of the school." | MET | 94% agreed or strongly agreed with the statement, " <i>City on a Hill is an organization that values teacher leadership, as defined in the mission.</i> " |
| Objective: City on a Hill Dudley Square engages parents and external stakeholders to ensure that it is delivering on its promise to educate students. | | |
| Measure: Each year, advisors, teachers, and administrators meet in person with 90% or more of parents/guardians. | MET | Teachers, admin or advisors meet with 93% of parents/guardians in the 2014-2015 school year. |

| | | |
|---|----------------|--|
| Measure: In an annual survey given to all parents, at least 50% respond and 85% or more of respondents agree or strongly agree with the statement, “City on a Hill offers a high quality educational program.” | MET | 50% of parents participated in the survey, 98% of these parents agree or strongly agree with the statement, “ <i>City on a Hill offers a high quality educational program.</i> ” |
| Measure: Each year, 95% of students are evaluated by a member of the public through juries. | NOT MET | 85.3% of students were evaluated by a member of the public. |
| Objective: City on a Hill Dudley Square disseminates what it has learned, in order to contribute to the improvement of urban education. | | |
| Measure: By August 2017, City on a Hill Dudley Square will publish its study on school culture to the internet. | N/A | |

City on a Hill New Bedford (DRAFT)

Faithfulness to Charter

| | 2014-2015 Performance (Met/Partially Met/Not Met) | Evidence |
|---|---|---|
| Objective: 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. | | |
| Measure: The majority of teaching faculty (>65%) will be engaged in leadership of the school through holding administrative responsibilities or participating in planning committees. | NOT MET | 45% of teaching faculty was engaged in leadership of the school through holding administrative responsibilities or participating in planning committees. In order to meet the goal of >65% of teaching faculty meeting this parameter, we will start up our adult quality of life and academic committees in the 15-16 school year. These |

| | | |
|---|-----|--|
| | | committees provide multiple opportunities for teaching faculty to lead both school-culture development and academic program development, refinement, and assessment. |
| Objective: Each year, 100% of CoaH graduates will have passed a citizenship test that includes the INS Citizenship exam. | | |
| Measure: 100% of CoaH graduates will have passed a citizenship test that includes the INS Citizenship exam. | N/A | |
| Objective: 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. | | |
| Measure: 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 | |

*Add rows as necessary

Academic Program Success (if applicable)

| | | |
|--|-----|--|
| Objective: 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. | | |
| Measure: This objective will be assessed by network-wide, grade 12 final course proficiencies, using network-wide rubrics requiring analysis, synthesis, and evaluation level performance. CoaH NB will use the vertically aligned final course proficiencies in each grade as annual benchmarks. | N/A | |

| | | |
|---|-----|--|
| Objective: Each year, the percentage of students earning proficient and advanced scores on 10th 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. | | |
| Measure: This objective will be assessed using the 10th grade MCAS assessment. Final course proficiencies aligned to MCAS proficiency and MCAS assessment will be used as annual benchmarks. | N/A | |
| Objective: Each year, 100% of City on a Hill New Bedford's graduates will be admitted to college. | | |
| Measure: This objective will be assessed using college acceptance rates tracked by the college and career counselors. Until CoaH NB has a 12 th grade, final course proficiencies aligned with the school's college preparatory curriculum will be used as annual benchmarks. | N/A | |

Organizational Viability (if applicable)

| | | |
|---|---------|--|
| Objective: Each year, the ratio of applicants to available seats at CoaH NB will exceed five to one. | | |
| Measure: The ratio of applicants to available seats at CoaH NB will exceed five to one. | NOT MET | The ratio of applicants to available seats at CoaH NB is 1.45:1 |
| Objective: 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. | | |
| Measure: 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. | NOT MET | In 2014-15, City on a Hill New Bedford demonstrated positive net assets and adequate cash flow, but did not operate within budget. |
| Objective: 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." | | |
| Measure: At least 50% of parents 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." | MET | 62% of families responded to the survey and 89% of those families agreed with the statement "City on a Hill offers a high quality educational program for its students." |

APPENDIX B RECRUITMENT AND RETENTION PLANS

Recruitment Plan 2015-2016

School Name: *City on a Hill Charter Public School Circuit Street*

Date: July 2015

Implementation Strategy:

All student recruitment efforts for City on a Hill Circuit Street were completed in collaboration with CoaH Dudley Square and resulted in 728 applicants in the March 2015 lottery. City on a Hill successfully carried out nearly all recruitment strategies outlined in the 2014-15 Recruitment Plan. Although Special Education staff was available to speak by phone to parents at their convenience, as in previous years, CoaH continued to struggle to ensure availability of special education staff to be present at every open house. We mailed informational fliers and applications to 65 middle schools, 43 local youth nonprofits, and 60 shelters or housing developments. We either visited with or hosted students from 18 area middle schools. 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 not yet have the desired effects of equity with sending district.

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 each 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. |
| 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. • Continue to mail general information on charter schools in six languages to all 8th graders attending Boston Public Schools and include in the mailing a City on a Hill informational flier translated into Spanish (3 page mailer in total). • Employ a Spanish-speaking admissions coordinator who will attend high school fairs, present at middle schools, and will be available to translate at all open houses. She will also follow up with families who have not responded to offer letters with a phone call in Spanish when relevant. • Utilize current bilingual students and families to offer translations at all open houses, letting prospective families know in advance that this resource is available. • Add a Spanish translation to online application forms on City on a Hill website. • Research neighborhood churches and religious communities to develop a strategy focused on connecting current CoaH students/families from those communities with non-English speaking families. |
| 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. |

| | |
|--|---|
| <p>Students at risk of dropping out of school</p> | <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). |
| <p>Students who have dropped out of school</p> | <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). |
| <p>Other subgroups of students who should be targeted to eliminate the achievement gap</p> | <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 Dudley Square*

Date: July 2015

Implementation Strategy:

All student recruitment efforts for City on a Hill Dudley Square were completed in collaboration with CoaH Circuit Street and resulted in 710 applicants in the March 2015 lottery. City on a Hill successfully carried out nearly all recruitment strategies outlined in the 2014-15 Recruitment Plan. Although Special Education staff was available to speak by phone to parents at their convenience, as in previous years, CoaH continued to struggle to ensure availability of special education staff to be present at every open house. We mailed informational fliers and applications to 65 middle schools, 43 local youth nonprofits, and 60 shelters or housing developments. We either visited with or hosted students from 18 area middle schools. 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 not yet have the desired effects of equity with sending district.

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. |

| | |
|---|--|
| 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. • Publicize on all fliers and advertisements that CoaH serves ESL/LEP students. • Advertise in neighborhood newspapers in Spanish. • Continue to mail general information on charter schools in six languages to all 8th graders attending Boston Public Schools, and add an additional page to the mailing which includes a City on a Hill informational flier translated into Spanish (3 page mailer in total). • Employ a Spanish-speaking admissions coordinator who will attend high school fairs, present at middle schools, and will be available to translate at all open houses. She will also follow up with families who have not responded to offer letters with a phone call in Spanish when relevant. • Utilize current bilingual students and families to offer translations at all open houses, letting prospective families know in advance that this resource is available. • Add a Spanish translation to online application forms on City on a Hill website • Research neighborhood churches and religious communities to develop a strategy focused on connecting current CoaH students/families from those communities with non-English speaking families |
| 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). |
| Other subgroups of students who should be targeted to eliminate the achievement gap | <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 New Bedford*

Date: July 2015

Implementation Strategy:

City on a Hill New Bedford carried out all strategies outlined in the 2014-15 Recruitment Plan, resulting in 159 applicants as of July 2015. On October 1, 2014, CoaH New Bedford had enrolled 80% of its target 9th grade class, requiring broadened strategies in the 2014-15 recruitment period. We sent information and lottery entry forms to all 8th grade families in the New Bedford Public School system, as well as to seven parochial, three public, and two independent schools in the area. We also mailed information and applications to five youth education nonprofits and three housing developments. A CoaH New Bedford representative visited and spoke directly with students at two local middle schools. CoaH New Bedford carried out two “Boots on the Ground” campaigns, during one of which students and faculty left translated fliers in predominantly Spanish-speaking neighborhoods. In the second campaign, CoaH staff canvassed four New Bedford housing developments to distribute information and applications and to speak directly with families. We advertised on social media, such as on The New Bedford Guide’s Facebook page, in local newspapers, and on radio stations, including the local Portuguese station, WJFD. CoaH New Bedford has successfully recruited a very diverse student body; 12.5% of students speak a first language that is not English, 34% have disabilities and 63.6% are economically disadvantaged. October 2015 data will indicate whether 2014-15 recruitment strategies have resulted in populations of student subgroups comparable with the sending district.

General Recruitment Activities:

- Advertise in neighborhood newspapers and local radio.
- Post information about school and application process on City on a Hill’s website, along with applications in three languages.
- Mail flier and application to all 8th graders attending New Bedford Public Schools.
- Participate in “Boots on the Ground” Campaign, having City on a Hill New Bedford representatives on foot distributing applications and fliers across the city.
- Hold information sessions for 8th graders and families throughout the city of New Bedford.
- Mail and email information and applications to all middle schools and various educational organizations across the City of New Bedford.
- Visit middle schools to present on City on a Hill New Bedford and attend high school fairs.

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

| Demographic Group | Strategies |
|---|--|
| Special education students | <p>GOAL: To recruit a population equal to or exceeding New Bedford High’s 2013 population of 18.9%</p> <p>STRATEGIES:</p> <ul style="list-style-type: none"> • Publicize on all fliers that CoaH New Bedford serves students with disabilities. • Reach out directly to special education departments at middle schools in sending district. |
| Limited English-proficient students | <p>GOAL: To recruit a population equal to or exceeding New Bedford High’s 2013 population of 8.7%</p> <p>STRATEGIES:</p> <ul style="list-style-type: none"> • Create and distribute applications in three languages: English, Spanish, and Portuguese. • Publicize on all fliers that CoaH New Bedford serves ESL/LEP students. • Send 3rd party mailing to all 8th graders in New Bedford Public Schools with information in above three languages. • Advertise on local Portuguese radio station (WJFD). • Mail information and applications with an offer to visit to middle school programs in sending district with high limited English-proficient populations. • Participate in “Boots on the Ground” Campaign, distributing applications and fliers in multiple languages to individuals, businesses, and organizations in traditionally non-English speaking neighborhoods. |
| Students eligible for free or reduced lunch | <p>GOAL: To recruit a population equal to or exceeding New Bedford High’s 2013 population of 65.1%</p> <p>STRATEGIES:</p> <ul style="list-style-type: none"> • Visit, as well as mail information and applications to public housing developments in New Bedford. • Visit, as well as mail information and applications to homeless shelters in New Bedford. • Visit, as well as mail information and applications with an offer to visit to middle schools in sending district with high populations who qualify for free lunch. |

| | |
|---|--|
| <p>Students who are sub-proficient</p> | <p>GOAL: To recruit a population equal to New Bedford Public Schools' 8th grade 2013 population of 48% sub-proficient in ELA, 73% sub-proficient in math and 87% sub-proficient in science</p> <p>STRATEGIES:</p> <ul style="list-style-type: none"> • Publicize CoaH New Bedford's remedial strategies (tutorial, academic support, summer school) on all fliers • Mail information and applications with an offer to visit to middle schools in sending district with high populations of students who are sub-proficient. |
| <p>Students at risk of dropping out of school</p> | <p>GOAL: To present City on a Hill New Bedford as an alternative for students who are at risk of dropping out of school</p> <p>STRATEGIES:</p> <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>i.e.</i> Parenting Teen Program, YouthBuild New Bedford, Dennison Memorial Center, YWCA, Northstar Learning Center, New Bedford Community Connections, Immigrants Assistance Center, and Southcoast Healthcare's RAPP Program - Responsible Attitudes toward Pregnancy, Parenting & Prevention). • Mail information and applications with an offer to visit area non-district high schools serving this population (<i>i.e.</i> parochial schools, regional vocational technical schools, charter schools). |
| <p>Students who have dropped out of school</p> | <p>GOAL: To present City on a Hill New Bedford as an alternative students who have dropped out of school but meet CoaH New Bedford enrollment criteria as outlined in the enrollment plan</p> <p>STRATEGIES:</p> <ul style="list-style-type: none"> • Mail information and applications with an offer to visit to non-profit organizations and alternative schools serving this population (<i>i.e.</i> Parenting Teen Program, YouthBuild New Bedford, YWCA, Dennison Memorial Center, Northstar Learning Center, New Bedford Community Connections, Immigrants Assistance Center, and Southcoast Healthcare's RAPP Program). |

| | |
|--|--|
| <p>Other subgroups of students who should be targeted to eliminate the achievement gap</p> | <p>GOAL: To recruit an African American population equal or exceeding New Bedford High's 2013 population of 14.8% and a Hispanic population equal or exceeding New Bedford High's 2013 population of 31.8%</p> <p>STRATEGIES:</p> <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 African American/Black and Hispanic/Latino students. • Mail information and applications to non-profit organizations serving this population (<i>i.e.</i> YWCA, Dennison Memorial Center, Northstar Learning Center, New Bedford Community Connections, Immigrants Assistance Center, and Southcoast Healthcare's RAPPP Program). |
|--|--|

Retention Plan

2015-2016

City on a Hill Circuit Street

Implementation Summary:

City on a Hill Charter Public School Circuit Street implemented all strategies outlined in the 2014-15 recruitment plan with success and fell just short of its goal to retain 92% of its students over the summer 2014, retaining 91.6% of students. This is an improvement from 89.4% over the summer of 2013 and 89.6% over the summer of 2012.

New strategies for the 2014-15 school year included two new class offerings for 9th grade students: theater arts and technology, three new sports teams in an effort to engage students who are struggling academically in multiple ways, and significantly increased translation services for non-English speaking families. We saw the impact of these strategies over the course of the 2014-15 school year and the summer of 2015.

These new strategies for 2014-15 were part of a three-year effort to reduce its attrition by 50%. It is important to note that City on a Hill has been looking at attrition in the context of the entire school year and the summer opposed to the DESE definition of attrition, which refers only to students who leave during the summer. These significant anti-attrition efforts have proven effective over time. In September 2012, 76% of students who were enrolled at any point in the prior year were still attending CoaH (excluding graduates). In September 2013, it was 77%. In September 2014, that number jumped to 83%, and it continued to increase with 85% of the prior year students still enrolled in September 2015.

When reviewing retention data in CHART which measures student departures over the summer of 2014, the subgroup with the lowest retention was students with disabilities, and CoaH Circuit Street's leadership has identified an additional strategy to continue to support this subgroup's retention at City on a Hill for the 2015-16 school year. More importantly though, City on a Hill has found that the strategies for 2014-15 as listed in last year's annual report to be effective. While there is a delay in the DESE data, internal calculations have yielded outcomes for this subgroup similar to that of the greater population. Between September 2014 and August 2015, 22% of the students who left City on a Hill were students with disabilities. This subgroup made up 21% of the City on a Hill population in 2014-15. City on a Hill plans to continue with the work that has proven effective with this population in 2015-16.

| 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 small group instruction provided by a tutor or a licensed teacher, 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. 4. Create specific expectations and accountability for Special Education case managers to ensure regular meetings with their caseload to ensure progress towards IEP goals, academic progress, and any other additional support needed by a specific student. |
| 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 small group instruction provided by a tutor or a licensed teacher, 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. |

Retention Plan

2015-2016

City on a Hill Dudley Square

Implementation Summary:

City on a Hill Charter Public School Dudley Square implemented all strategies outlined in the 2014-15 recruitment plan, but fell short of its goal to retain 90% of its students over the summer 2015 (the very first year of the school), retaining only 85.7%. It is clear that there are some growing pains associated with opening a new school, and CoaH Dudley Square administration has decided that while 90% retention is still the goal for a fully enrolled school, the interim goal for 2015-16 will be 88%, making progress toward reaching 90% by 2017-18.

New strategies for the 2014-15 school year included Spanish translators at parent/guardian night and significant expansion of the sports program including the addition of girls' and boys' basketball, cheerleading, track and field, and an athletic director position. City on a Hill Dudley Square added a grief group referred to as "Halo" for students who experienced loss and a mentor group where students discuss school policies and propose school-wide change.

When looking at attrition data in CHART, which measure student departures over the summer of 2014, City on a Hill Dudley Square's efforts to retain high needs and low-income students have resulted in a retention rate for those subgroups comparable to the greater population. The subgroup with the lowest retention was students with disabilities, and CoaH Dudley Square's leadership has identified an additional strategy to support this subgroup's retention at City on a Hill as outlined in the 2015-16 retention plan.

More importantly though, City on a Hill has found that the strategies for 2014-15 as listed in last year's annual report to be effective. While there is a delay in the DESE data, internal calculations have yielded outcomes for this subgroup similar to that of the greater population. Between September 2014 and August 2015, only 18% of the students who left City on a Hill were students with disabilities. This subgroup made up 22% of the City on a Hill population in 2014-15. Not only that, but suspension rates for special education students have also decreased, which is an intended indicator for attrition. City on a Hill plans to continue with the work that has proven effective with this population in 2015-16.

| Overall Student Retention Goal | |
|---|-----|
| Annual goal for student retention (percentage): | 88% |

Retention Plan –Strategies

List strategies for retention activities for each demographic group.

| Demographic Group | Strategies |
|---|---|
| Special education students | <ol style="list-style-type: none"> 1. Identify students with disabilities as early 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 small group instruction provided by a tutor or a licensed teacher, 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. 4. Create specific expectations and accountability for Special Education case managers to ensure regular meetings with their caseload to ensure progress towards IEP goals, academic progress, and any other additional support needed by a specific student. |
| 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. 3. Provide translators at back-to-school night and parent/guardian nights and increase translation services for documents sent home in an effort to further develop the school and family partnership. |
| 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. |

| | |
|---|--|
| <p>Students who are sub-proficient</p> | <ol style="list-style-type: none"> 1. Support academically struggling students small group instruction provided by a tutor or a licensed teacher, 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. |

Retention Plan

2015-2016

City on a Hill New Bedford

Implementation Summary:

While City on a Hill New Bedford does not yet have any attrition data in its first year, the school saw more students leave over the course of the school year than we are satisfied with. A variety of factors impacted this. One key factor we have resolved is our physical location. We spent 90% of our school year in temporary space, which presented the founding team with additional challenges. The space was constraining, physically, and prevented us from offering any extra-curricular options due to time restraints: we were unable to use the building after 4:30pm. For the coming school year, we will be rolling out our first round of after school activities, clubs, and sports, which will be prioritized based on student interest and access to community resources.

In the coming school year, we will be implementing a more clearly defined protocol for students who accumulate unexcused absences. The front office manager, in concert with the student's advisor, will facilitate this communication and action plan. We will continue use our early warning indicator system to track at-risk students. Our EWI system captures students with excessive absences, students not passing English and/or Math, as well as students with repeat behavioral challenges. Building strong relationships with the student, the family and the school will continue to be an important component of this plan.

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

Retention Plan –Strategies

List strategies for retention activities for each 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 small group instruction provided by a tutor or licensed teacher, summer school for those who earn between a 60-69% in coursework, and mandatory after-school academic support for those who qualify. 3. Provide professional development for all staff focused on effective differentiation strategies to ensure all students can access classroom information. |
| 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 in to Spanish and Portuguese and connecting them with staff who speak their home language whenever possible. 3. 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 (such as Child and Family Services, Gifts to Give, Immigrant Assistance, etc.) so we can connect families to such services. |
| Students who are sub-proficient | <ol style="list-style-type: none"> 1. Support academically struggling students with small group instruction provided by a tutor or licensed teacher, 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. 4. Utilize the Early Warning Indicator system to capture students who are not passing English and/or Math and develop individualized strategies to retain these students identified as at-risk. |

| | |
|---|--|
| <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. 5. Utilize the Early Warning Indicator system to capture students with excessive absences and repeat behavioral challenges and develop individualized strategies to retain these students identified as at-risk. |
| <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. |

**APPENDIX C
SCHOOL AND STUDENT DATA TABLES**

City on a Hill Circuit Street

| STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION | | |
|---|---------------|--------------------------|
| Race/Ethnicity | # of students | % of entire student body |
| African-American | 180 | 62.7 |
| Asian | 4 | 1.4 |
| Hispanic | 94 | 32.8 |
| Native American | 1 | 0.3 |
| White | 5 | 1.7 |
| Native Hawaiian, Pacific Islander | 1 | 0.3 |
| Multi-race, non-Hispanic | 1 | 0.3 |
| Special education | 61 | 21.3 |
| Limited English proficient | 20 | 7.0 |
| Economically Disadvantaged | 142 | 49.5 |

City on a Hill Dudley Square

| STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION | | |
|---|---------------|--------------------------|
| Race/Ethnicity | # of students | % of entire student body |
| African-American | 135 | 70.3 |
| Asian | 3 | 1.6 |
| Hispanic | 47 | 24.2 |
| Native American | 0 | 0 |
| White | 4 | 2.1 |
| Native Hawaiian, Pacific Islander | 0 | 0 |
| Multi-race, non-Hispanic | 3 | 1.6 |

| | | |
|----------------------------|----|------|
| Special education | 43 | 22.4 |
| Limited English proficient | 19 | 9.9 |
| Economically Disadvantaged | 89 | 46.4 |

City on a Hill New Bedford

| STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION | | |
|---|---------------|--------------------------|
| Race/Ethnicity | # of students | % of entire student body |
| African-American | 15 | 17 |
| Asian | 1 | 1.1 |
| Hispanic | 33 | 37.5 |
| Native American | 4 | 4.5 |
| White | 27 | 30.7 |
| Native Hawaiian, Pacific Islander | 0 | 0 |
| Multi-race, non-Hispanic | 3 | 3.4 |
| Special education | 30 | 34.1 |
| Limited English proficient | 8 | 9.1 |
| Economically Disadvantaged | 56 | 63.6 |

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 | 8/18/95 | |
| Katie Kline, Data Coordinator | Implements data coordination across the network | 7/6/09 | |
| Christine Gentry, Director of Certification | Oversees the implementation of the certification program | 7/1/14 | |
| 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 | 7/31/15 |
| 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, Manager of Human Resources | Oversees human resources | 04/22/13 | 12/05/14 |
| Taylor Riley, Manager of Human Resources | Oversees human resources | 11/17/14 | |
| Jenn Reed, Operations Coordinator | Oversees school operations across the network | 8/27/12 | 8/29/14 |
| Natalie Bys, Operations Manager | Oversees school operations across the network | 9/22/14 | |
| 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 | 10/1/14 |
| Joshua Kearns, Development Associate | Implements development efforts across the network | 10/6/14 | |

City on a Hill Circuit Street

| ADMINISTRATIVE ROSTER FOR THE 2013-2014 SCHOOL YEAR | | | |
|---|--|---------|---------|
| Shekeirra Perryman, Office Manager | Oversees school front office | 6/11/14 | 3/6/15 |
| Jessica Nix, Office Manager | Oversees school front office | 6/4/15 | |
| Cristin Berry Pizzimenti, Principal | Oversees day-to-day operations of the school | 9/1/06 | |
| Susan Montgomery, Mental Health Counselor | Offers mental health services for students | 8/25/14 | |
| Melanie Roche-Laputka, Dean of Citizenship | Implements student discipline procedures | 8/29/11 | |
| Elizabeth Fryman, Tutorial Supervisor | Oversees day-to-day operations of the tutorial program | 8/12/13 | |
| Diana Mastrocola, College and Career Counselor | Supports students with college and career services | 8/1/13 | |
| Katherine (Pappalardo) Sollazzo, College and Career Counselor | Supports students with college and career services | 8/1/13 | 6/30/15 |
| Lauren Chrystal, Special Education Supervisor | Oversees day-to-day operations of the Special Education department | 8/29/11 | |
| 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 Dudley Square

| 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 | 6/30/15 |
| Myrna Velez, Dean of Citizenship | Implements student discipline procedures | 4/1/15 | |
| Sara Marx, Special Education Supervisor | Oversees day-to-day operations of the Special Education department | 8/30/10 | 10/15/14 |
| Alex Simmons, Tutorial Supervisor & Dean of Citizenship | Oversees day-to-day operations of the tutorial program & Implements student discipline procedures | 7/22/13 | |
| Ashley Sitkin, Mental Health Counselor | Offers mental health services for students | 8/1/13 | |
| Shannette Washington, Operations Associate | Oversees school based operations | 8/11/14 | 12/18/14 |
| Nadege Manigat, Operations Associate | Oversees school based operations | 3/2/15 | |
| Dana Feit, Office Manager | Oversees school front office | 8/12/13 | 11/26/14 |
| Stella Virchick, Office Manager | Oversees school front office | 11/24/14 | |

City on a Hill New Bedford

| ADMINISTRATIVE ROSTER FOR THE 2014-2015 SCHOOL YEAR | | | |
|---|--|---------|---------|
| Kim Wall, Principal | Oversees day-to-day operations of the school | 9/9/13 | |
| Michael Lansing, Vice Principal & Dean of Citizenship | Supports principal in oversight of day-to-day operations of the school Implements student discipline procedures | 7/1/14 | 6/30/15 |
| Scheba Basile, Special Education Supervisor | Oversees day-to-day operations of the Special Education department | 8/18/14 | |
| Travis Andrade, Dean of Citizenship | Implements student discipline procedures | 7/1/14 | |
| Samantha Johnson, Tutorial Supervisor & Dean of Citizenship | Oversees day-to-day operations of the tutorial program Implements student discipline procedures | 7/7/14 | |
| Melissa Nascimento, Mental Health Counselor | Offers mental health services for students | 8/4/14 | 2/6/15 |
| Caitlin Vallee, Mental Health Counselor | Offers mental health services for students | 4/15/15 | |
| Charlotte Saul*, Operations Associate | Oversees school based operations | 4/29/14 | |
| Leanne Neves, Office Manager | Oversees school front office | 3/2/15 | |

Network Staff

| TEACHERS AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR | | | | |
|---|---|--|---|---|
| | Number as of the last day of the 2014-2015 school year | Departures during the 2014-2015 school year | Departures at the end of the school year | Reason(s) for Departure |
| Teachers | 0 | 0 | 0 | n/a |
| Admin | 14* | 3 | 1 | Another professional opportunity (3), relocated (1) |
| Other Staff | 0 | 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 Circuit Street

| TEACHERS AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR | | | | |
|---|---|--|---|---|
| | Number as of the last day of the 2014-2015 school year | Departures during the 2014-2015 school year | Departures at the end of the school year | Reason(s) for Departure |
| Teachers | 27 | 1 | 4 | Another professional opportunity (2), job performance (1), attendance (1), relocation (1) |
| Admin | 10 | 1 | 1 | Another professional or educational opportunity (2) |
| Other Staff | 22 | 2 | 15 | Other staff refers primarily to tutors and teaching fellows, positions designed to be only one year |

City on a Hill Dudley Square

| TEACHERS AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR | | | | |
|---|---|--|---|--|
| | Number as of the last day of the 2014-2015 school year | Departures during the 2014-2015 school year | Departures at the end of the school year | Reason(s) for Departure |
| Teachers | 17 | 0 | 4 | Another professional opportunity (2); relocating (1); job performance (1) |
| Admin | 9 | 3 | 1 | Another professional or educational opportunity (2); Relocating (1); job performance (1) |
| Other Staff | 14 | 1 | 11 | Other staff refers to tutors, a positions designed to be only one year |

City on a Hill New Bedford

| TEACHERS AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR | | | | |
|---|---|--|---|---|
| | Number as of the last day of the 2014-2015 school year | Departures during the 2014-2015 school year | Departures at the end of the school year | Reason(s) for Departure |
| Teachers | 13 | 2 | 3 | Another professional opportunity (2); job performance (3) |
| Admin | 7 | 1 | 1 | Another professional or educational opportunity (1), relocating (1) |
| Other Staff | 5 | 1 | 4 | Other staff refers to tutors, a position designed to be only one year |

BOARD MEMBERS FOR THE 2014-15 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 | 2 | Returned to the Board of Trustees after a 2-year hiatus (he served as Treasurer from 2004-2008). Board member since 2011; 2 nd term expires December 2017 |
| 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 expired May 2015 |
| Jeff Jablow | | Member: Strategic Planning Committee | 1 | Board member since 2012; 1st term expires October 2015 |
| Jeff Jacobs | Chair (As of July 1, 2015) | Chair: Development Committee | 1 | Board member since 2012; 1st term expires October 2015 |
| Deidre Lopes | | Member: Finance Committee | 1 | Board member since 2014; 1st term expires May 2017 |
| Ben Lummis | | Chair: Strategic Planning Committee | 2 | Board member since February 2011; 2nd term expires February 2017 |
| Robert Mazarella | Chair | Chair: Executive Committee Member: Finance Committee | 3 | Board member since April 2006; 3rd term expired 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; 3 rd term expires October 2017 |
| Michael Rosen | | Chair: Human Resources Committee | 1 | Board member since May 2010; 1st term expires May 2016 |
| Lori Stevens | Vice Chair (as of July 1, 2015) | 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 | | Member: School Performance Committee, Strategic Planning | 2 | Board member since October 2009; 2nd term expires October 2015 |

APPENDIX D

ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes

| Position | Name |
|-----------------------------------|--------------------------------------|
| Board of Trustees Chairperson | N/A (Jeff Jacobs as of July 1, 2015) |
| 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 New Bedford: 384 Acushnet Ave. New Bedford, MA 02740 | May 26, 2015 - present |

Enrollment

City on a Hill Circuit Street

| Action | Date(s) |
|------------------------------|---------------|
| Student Application Deadline | March 4, 2016 |
| Lottery | March 9, 2016 |

City on a Hill Dudley Square

| Action | Date(s) |
|------------------------------|---------------|
| Student Application Deadline | March 4, 2016 |
| Lottery | March 9, 2016 |

City on a Hill New Bedford

| Action | Date(s) |
|------------------------------|----------------|
| Student Application Deadline | March 4, 2016 |
| Lottery | March 10, 2016 |