



## **2015-2016 Annual Report**

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*Submitted to the MADESE August 1, 2016*

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## INTRODUCTION TO THE SCHOOLS

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<b>City on a Hill Charter Public School Circuit Street</b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Boston
Regional or Non-Regional?	Non-Regional	Chartered Districts in Region (if applicable)	n/a
Year Opened	1995	Year(s) in which the Charter was Renewed (if applicable)	2000, 2005, 2010, 2015
Maximum Enrollment	280	Current Enrollment	284 (as of 10/1/15)
Chartered Grade Span	9-12	Current Grade Span	9-12
# of Instructional Days per school year	180	Students on Waitlist	239 (as of 7/1/16)
School Hours	M,T,W 8am – 3:35pm R 8am – 3:30pm F 8am – 1:15pm	Age of School	21
<p><b>Mission Statement</b></p> <p>City on a Hill graduates, resourceful, responsible, and respectful democratic citizens prepared for college and to advance community, culture, and commerce, in order to compete in the 21<sup>st</sup> century.</p> <p>We do so by emphasizing:</p> <p><b>Academic Achievement:</b> We maintain high academic standards and ensure results. We acknowledge our students’ competition and seek to find additional resources to prepare our students to compete.</p> <p><b>Citizenship:</b> We maintain standards of civility, promote our students’ civic engagement and participation, and link our school to the best of Boston.</p> <p><b>Teacher Leadership:</b> Teachers take responsibility for the performance of students and of our school. Teachers drive decision-making in doing, building, and growing City on a Hill. Teachers are reflective practitioners and managers. Teachers contribute to urban public school reform in our city, state, and nation.</p> <p><b>Public Accountability:</b> City on a Hill shows the tax-payer results, invites the public in to ensure that we are delivering on our promise to educate our students, and engages parents and guardians as key school stakeholders.</p>			

<b>City on a Hill Charter Public School Dudley Square</b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Boston
Regional or Non-Regional?	Non-Regional	Chartered Districts in Region (if applicable)	n/a
Year Opened	2013	Year(s) in which the Charter was Renewed (if applicable)	n/a
Maximum Enrollment	280	Current Enrollment	243 (as of 10/1/15)
Chartered Grade Span	9-12	Current Grade Span	9-11
# of Instructional Days per school year	180	Students on Waitlist	29 as of 7/1/16
School Hours	M-R 8am – 3:25pm F 8am – 1:10pm	Age of School	3
<b>Mission Statement</b>			
City on a Hill Dudley Square 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.			

<b>City on a Hill Charter Public School New Bedford</b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	New Bedford
Regional or Non-Regional?	Regional	Chartered Districts in Region (if applicable)	n/a
Year Opened	2014	Year(s) in which the Charter was Renewed (if applicable)	n/a
Maximum Enrollment	280	Current Enrollment	140 (as of 10/1/15)
Chartered Grade Span	9-12	Current Grade Span	9-10
# of Instructional Days per school year	180 minimum, 181 in 2015-16	Students on Waitlist	0 as of 7/1/16
School Hours	M-R 8am – 3:30pm F 9am – 1pm	Age of School	2
<b>Mission Statement</b>			
City on a Hill New Bedford graduates responsible, resourceful, and respectful democratic citizens prepared for college and to advance community, culture, and commerce, and to compete in the 21st century. We do so by emphasizing academic achievement, citizenship, teacher leadership, and public accountability.			

## LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

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Dear Friends,

While a year of transition, 2015-16 marked another remarkably productive year for City on a Hill. We welcomed our new Executive Director, Kennedy Hilario, who hit the ground running and has worked relentlessly this year on supporting and improving all of our schools. We said good luck but not good-bye to our long time Executive Director, Erica Brown, as she transitioned to the next phase of her career in education. My predecessor, Bob Mazarella, also ended his term. I want to thank him and Erica for their support and many years of dedication to CoaH.

The 2015-16 school year included a number of incredible school based achievements. For the first time in CoaH's history, 100% of students earned proficient or advanced scores on the ELA MCAS. This includes all students at City on a Hill Dudley Square, where as a new school, they took the MCAS for the first time proving that we can replicate our model successfully! In 2016, 94% of graduates earned acceptance to a four-year college. We did all this while serving 20% more students than last year. For these reasons and more, City on a Hill was ranked by the Massachusetts Department of Elementary & Secondary Education the only level 1 high school in Boston where you don't have to take an entrance exam to earn admission.

City on a Hill once again reached its annual fundraising targets for the fiscal year. The Annual Gala and the Annual Appeal both had record results for both revenue and participation. Private capital raised through fundraising was primarily used 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 grow to provide a high quality college preparatory education to as many students as possible.

As my first year as Board Chair closes I would like to thank management, our faculty, and the Board for their support. Together, we have been able to help educate a great number of students who continue to be well prepared for college. My excitement for the future growth of City on Hill has never been greater, and I look forward to the upcoming year.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Jacobs", with a stylized flourish at the end.

Jeff Jacobs  
Board Chair

# SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

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## Faithfulness to Charter

### MISSION AND KEY DESIGN ELEMENTS

#### **College prep rigor 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. All students take college prep coursework and are held to the same high standards.

#### *City on a Hill Charter Public School Circuit Street*

Evidence of City on a Hill Circuit Street's current success in providing college prep rigor for all students can be found in looking at its 2015 MCAS proficiency rates (100% in ELA, 96% in math, and 85% in ELA), growth scores (68.0 SGP in ELA and 85.0 SGP in math) which City on a Hill ranked at the top of the state in math, and college acceptance and enrollment rates as outlined in the accountability plan.

#### *City on a Hill Charter Public School Dudley Square*

At City on a Hill Dudley Square, college visits begin early. This year, the freshman class visited UMass Boston and Stonehill College, the sophomore class visited Framingham State and Fitchburg College, and the juniors visited a number of schools in the DC area on their class trip.

In 2015-16, City on a Hill Dudley Square was in its third year and served grades 9-11, but the growing school has been working to build college counseling staffing, curriculum, and resources to support college programming for the first graduating class (and each successive class) since it opened. In 2015-16, there was one full-time College Counselor responsible for creating and implementing the curriculum for Junior Seminar, providing individual college counseling, and connecting students with enrichment opportunities. All juniors took Junior Seminar, a college preparatory class where they learn about the benefits of attending college, the types of higher education institutions, and the courses and majors they may want to consider as undergraduates. Additionally, students understand the way college admissions counselors evaluate applications and learn about connecting with college representatives through campus visits and interviews. Beginning in 2016-17, there will be two full-time College Counselors responsible for creating and implementing the curricula for Junior and Senior Seminar, providing individual, personalized college counseling, connecting students with enrichment opportunities, and supporting students' transition to college. All seniors will take a Senior Seminar course where they will receive group and individual counseling throughout the entire college application process and will receive individual financial aid counseling from uAspire to ensure that they complete the FAFSA. In 2016-17, an alumni support program will be created with the goal that all CoaH alumni graduate college in four years.

### *City on a Hill Charter Public School New Bedford*

In 2015-16, City on a Hill New Bedford was in its second year and served grades 9-10, but the growing school has been working to build college counseling staffing, curriculum, and resources to support college programming for the first graduating class (and each successive class) since it opened. City on a Hill New Bedford hired its first college counselor who will start on August 1, 2016 and will implement the City on a Hill Junior Seminar curriculum focused on benefits of attending college, the types of higher education institutions, and the courses and majors they may want to consider as undergraduates. In 2015-16, City on a Hill New Bedford also designed the first CoaH 'Junior Academy' for its first 11<sup>th</sup> grade class in 2016-17 which will include weekly ACT tutoring and leadership development opportunities to further prepare our upperclassmen for success in college.

### **The values of civic engagement.**

#### *City on a Hill Charter Public School Circuit Street*

In 2015-16 City on a Hill Circuit Street revamped its opportunities for students to participate in community service. Ninth graders continued to participate in a 'service day' where all students went to various locations in the community participating in group service projects. Each 10<sup>th</sup> grade advisory developed and implemented their own service project aimed to improve City on a Hill including the development of a new life skills course, a school carbon footprint plan, and a plan to increase teacher diversity. These were brought to a vote in Town Meeting, and the school adopted the student developed plan to increase teacher diversity. Eleventh grade advisories participated in group service projects in the community, and then each student returned to the site for additional independent service. Through City Project, 12<sup>th</sup> grade students conducted an unpaid, 100-hour internship at a non-profit organization or public office that aligned with their individual projects.

City on a Hill Circuit Street exceeded its accountability plan goal to implement at least one student-created/implemented event or policy each year, and implemented two in 2015-16. The first was one where in Town Meeting, the student body voted in favor of gender-neutral bathrooms, and as a result, the school leadership will be creating a gender-neutral bathroom at Circuit Street for the upcoming school year. The second started with three seniors who were part of a Racial Reconciliation Project at South Jamaica Plain Community Health Center. They worked with a City on a Hill staff member to create a Racial Equality Committee with the following objectives:

- To establish clear definitions of race, ethnicity, racism, oppression, and privilege for use by the CoaH school community in order to implement anti-racist policies and teaching practices.
- To examine current policies, practices, and cultural norms that dictate interactions between students, staff, and community members and determine in what ways these are influenced or caused by racial attitudes and beliefs.
- To increase the implementation of strong teacher practices that are proven both effectively pedagogically and do not reinforce oppressive structures.
- To enable white teachers to examine the impact of their cultural attitudes on their students of color through effective professional development.
- To support the creation of a staff culture where colleagues are comfortable "calling one another in".

- To revise or recreate school policies to educate students of color without reproducing oppressive structures.

*City on a Hill Charter Public School Dudley Square*

City on a Hill Dudley Square teaches students the values of civic engagement. All 9<sup>th</sup> graders take Civics and 11<sup>th</sup> graders have the opportunity to take a Constitutional Law course in partnership with Suffolk School. 100% of advisory groups prepared for and conducted debate at town meeting, including one that resulted in changing the school schedule. This year, 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 also those of their colleagues. Eleventh graders took part in a weeklong trip to Washington D.C where they explored the nation’s Capital, visit out of state-colleges, and took part in a weeklong civic-based curriculum taught by City on Hill teachers.

*City on a Hill Charter Public School New Bedford*

City on a Hill New Bedford teaches students the values of civic engagement. In 2015-16, all 9<sup>th</sup> graders took a Civics course and the school held a number of school-wide debates using Robert’s Rules of Order on topics such as animals living in captivity, the use of technology in the classroom, and increased police intervention to reduce gun violence. City on a Hill New Bedford prioritizes community service, holding a school-wide service day and having an extracurricular service club as an option for students.

**Teachers engaged in leadership.**

City on a Hill’s curriculum is teacher developed. In 2015-16, Spanish teachers reworked the Spanish curriculum to increase the rigor and further align with Common Core Standards.

*City on a Hill Charter Public School Circuit Street*

This year, 67% of City on a Hill Circuit Street teachers were engaged in some sort of leadership activity including Academic Committee, Leadership Team, leading grade level teams, running Student Support Team, holding a director-level position across the network, starting the Generation Citizen program, and formalizing the school’s transition planning.

*City on a Hill Charter Public School Dudley Square*

This year at City on a Hill Dudley Square, the principal, vice principal, and deans all taught a class, tutored, or led an advisory while 71% of teaching faculty engaged in leadership activities in concert with the idea that our leaders are teachers and our teachers are leaders. More than half of the teaching staff (67%) agreed with the statement “City on a Hill as an organization values teacher leadership”. This year, City on a Hill Dudley Square implemented recommendations from teachers on how to integrate independent work time into the school day.

*City on a Hill Charter Public School New Bedford*

This year, 76% of City on a Hill teaching faculty engaged in leadership activities. Teachers held combined teacher/administrator roles, participated in community outreach and student recruitment efforts, led academic departments, facilitated RTI (response to intervention) support, and launched the beginning the school’s athletics program, which included building relationships

with community organizations to support these efforts. One department was without a supervisor for four months, and a number of teachers took additional leadership responsibilities in the interim.

City on a Hill New Bedford fell just shy of its goal of 85% of teachers agreeing that the school is a place where teachers contribute to the improvement of the school with 83% agreeing, so CoaH New Bedford has developed a number of additional ways for teachers to contribute. Based on feedback from staff, leadership is more regularly reaching out to staff to get their input on decisions via surveys, in-person group meetings with the principal, and weekly feedback and planning meetings. In the coming school year, CoaH New Bedford will be getting its academic committee up and running. This group will be mostly composed of teachers and will address the most pressing academic issues.

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

City on a Hill has a number of avenues for parents and community members to become engaged in the school. Aside from advisor, teacher, and administrator meetings with families focused on their individual students (as measured in each school’s accountability plan) parents are engaged in parent council, and the school site council is made up of parents, community members, staff members, and students. Both groups serve as advisors to the principals. City on a Hill schools also conduct an annual parent survey to solicit feedback from families.

All City on a Hill schools participated in ‘Juries’ where community members, teachers, and students serve on a jury that evaluates students in the oral component of their final exams. Students in grades 9-11 participate in juries each year, and 95 community members participated across all three City on a Hill schools ensuring that City on a Hill students are able to have articulated what they have learned before moving on to the next level of study.

**AMENDMENTS TO THE CHARTERS**

<b>Date</b>	<b>Amendment Requested</b>	<b>Approved?</b>
8/1/15	Maximum enrollment (CoaH Circuit Street)	No
8/1/15	Maximum enrollment (CoaH Dudley Square)	No
5/25/16	Enrollment Policy and Application (CoaH Circuit Street)	Yes - 6/27/16
5/25/16	Enrollment Policy and Application (CoaH Dudley Square)	Yes - 6/27/16
5/25/16	Enrollment Policy and Application (CoaH New Bedford)	Yes - 6/27/16

**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 special advisor to the executive director engaged with charter, district, and catholic school leadership to shape cross-sector educational policies, including a multi-year policy exploration of a unified

enrollment system for all charter and district schools in Boston. 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. A City on a Hill teacher presented the findings of this triad at a well-attended session at the National Charter School Conference in June.

### ***Harvard Graduate School of Education***

City on a Hill hosted two principal interns from the Harvard Graduate School of Education in 2015-16. 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), the principal of City on a Hill New Bedford worked closely with a cohort of leaders from the Archdiocese of Boston and number of public charter and district schools in the Greater Boston area.

### ***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***

The Kauffman Foundation sent two groups of public school teachers and administrators from St. Louis, MO and Kansas City, MO to City on a Hill Circuit Street to observe best practices.

City on a Hill Dudley Square hosted teacher residents from the Boston Teacher's Residency.

City on a Hill New Bedford teachers and administrators attended and participated in TEDxNew Bedford events, discussions and salon gatherings with other area educators.

City on a Hill New Bedford teachers and administrators collaborated with local educators from Global Learning Charter Public School, Alma Del Mar Charter Public School, Nativity Preparatory School, Our Sisters' School, and Friends Academy through a series of community building events and professional development sessions focused on STEM education and relationship building among fellow New Bedford educators.

City on a Hill New Bedford's principal collaborated with the principal of Nativity Preparatory School on developing Nativity Prep's 2016-17 professional development for teachers.

Many City on a Hill teachers and administrators shared curriculum and best practices through graduate school coursework and SEI endorsement class discussions and presentations, both of which include teachers from charter and district schools.

Extensive sharing of best practices co-planning amongst City on a Hill schools occurs throughout the school year amongst all departments. This year, there was a strong focus on disciplinary practices and specifically alternatives to out-of-school suspension.

# Academic Program Success

## STUDENT PERFORMANCE

### City on a Hill Charter Public School Circuit Street

#### A. School Report Card:

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=04370505&fycode=2015&orgtypecode=6&>

#### B. 2015-16 Internal Assessments (in percentages):

<b>CIRCUIT STREET</b>	<b>Average Baseline</b>	<b>Average Final</b>	<b>Growth over Baseline</b>
History 1 (Civics)	31.6	66.5	34.4
History 2 (World History)	40.7	68.9	28.1
History 3 (US History)	37.3	75.4	37.2
City Project	0.0	77.8	77.8
AP Government	39.5	83.0	42.5
Constitutional Law	34.1	77.1	43.9
Unified Science	48.9	66.6	16.6
Biology	37.3	75.5	38.0
Chemistry	28.0	55.4	27.2
Physics	35.3	67.9	32.3
Contemporary Science Apps	44.7	78.3	32.8
AP Environmental	26.4	83.1	56.8
Spanish 1	35.0	74.5	39.6
Spanish 3	39.1	76.4	37.3
PreAlgebra	13.9	65.8	51.9
Algebra	18.6	62.1	43.4
Geometry	26.6	74.8	48.3
Advanced Algebra	26.0	70.3	47.5
PreCalculus	22.9	65.1	43.6
AP Calculus	0.0	76.3	76.3
AP Statistics	0.0	77.1	77.1
English 1	35.3	79.6	54.9
English 2	45.6	79.7	33.4
English 3	57.2	74.9	38.3
English 4	60.5	73.1	23.7

**City on a Hill Charter Public School Dudley Square**

A. School Report Card:

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=35040505&fycode=2015&orgtypecode=6&>

B. 2015-16 Internal Assessments (in percentages):

<b>DUDLEY SQUARE</b>	<b>Average Baseline</b>	<b>Average Final</b>	<b>Growth over baseline</b>
<b>History 1 (Civics)</b>	32.7	70.6	37.2
<b>History 2 (World History)</b>	28.8	68.9	40.5
<b>History 3 (US History)</b>	36.4	75.9	38.2
<b>Constitutional Law</b>	27.5	84.7	57.2
<b>Unified Science</b>	45.9	63.8	21.6
<b>Biology</b>	40.2	72.2	32.9
<b>Chemistry</b>	30.9	70.5	38.9
<b>Spanish 1</b>	36.5	69.7	32.7
<b>Spanish 2</b>	43.6	73.3	27.2
<b>Spanish 3</b>	39.7	72.9	36.3
<b>PreAlgebra</b>	32.6	73.9	43.2
<b>Algebra</b>	26.7	67.2	41.8
<b>Geometry</b>	27.3	78.5	51.9
<b>Advanced Algebra</b>	25.0	80.8	55.6
<b>PreCalculus</b>	26.4	75.9	50.9
<b>English 1</b>	50.0	77.3	30.2
<b>English 2</b>	52.4	80.4	30.7
<b>English 3</b>	55.5	73.2	18.4

## City on a Hill Charter Public School New Bedford

### A. School Report Card:

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=35070505&fycode=2015&orgtypecode=6&>

### B. 2015-16 Internal Assessments (in percentages):

<b>NEW BEDFORD</b>	<b>Average Baseline</b>	<b>Average Final</b>	<b>Growth over baseline</b>
<b>History 1 (Civics)</b>	13.8	79.3	69.5
<b>History 2 (World History)</b>	38.1	73.3	35.5
<b>Unified Science</b>	42.2	64.2	29.6
<b>Biology</b>	40.8	69.4	28.6
<b>Algebra</b>	14.3	55.0	39.9
<b>Geometry</b>	28.5	62.2	37.1
<b>English 1</b>	50.5	81.1	38.6
<b>English 2</b>	25.6	83.0	48.8

## **PROGRAM DELIVERY**

There were no changes made to the curriculum, instructional model, assessment methods, and/or supports for diverse learners in 2015-16.

## **SOCIAL, EMOTIONAL, AND HEALTH NEEDS**

All three City on a Hill schools are focused on reducing out of school suspension rates so that *all* students are in school each day, engaged in our rigorous college preparatory academic program. The schools have developed and implemented preventative strategies at various levels. All schools are closely monitoring data using an early warning indicator system, implementing positive behavioral supports and interventions, involving families earlier and more often in teaching desirable behavior and positive systems, and providing staff with professional development to support these efforts. When preventative techniques are unsuccessful, schools have added in school suspension as an alternative to out of school suspension, and City on a Hill Circuit Street and City on a Hill New Bedford are utilizing a discipline flow chart (see appendix A) to help ensure that OSS is only used in the most extreme situations.

Efforts at City on a Hill Circuit Street have shown the greatest impact, reducing out of school suspension rate by 50% in two years. We are currently working to implement the successful practices learned at City on a Hill Circuit Street at City on a Hill Dudley Square and City on a

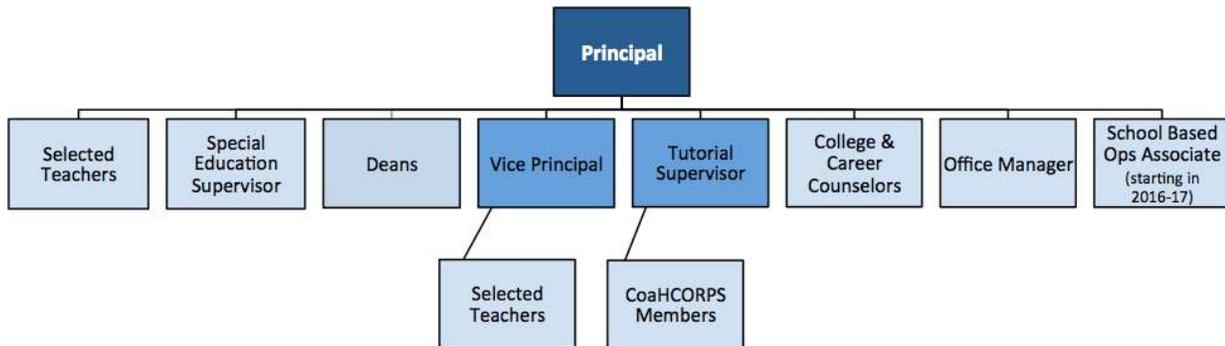
Hill New Bedford. With City on a Hill Dudley Square now in its third year and City on a Hill New Bedford in its second, we are already seeing some progress in reducing suspension rates and we expect this trend to continue as we further develop and implement positive behavior intervention and restorative justice practices in 2016-17. Moving forward, each school has set aggressive target for continuing to lower OSS based off rates at demographically comparable high schools in Boston and New Bedford.

# Organizational Viability

## ORGANIZATIONAL STRUCTURE OF THE SCHOOLS

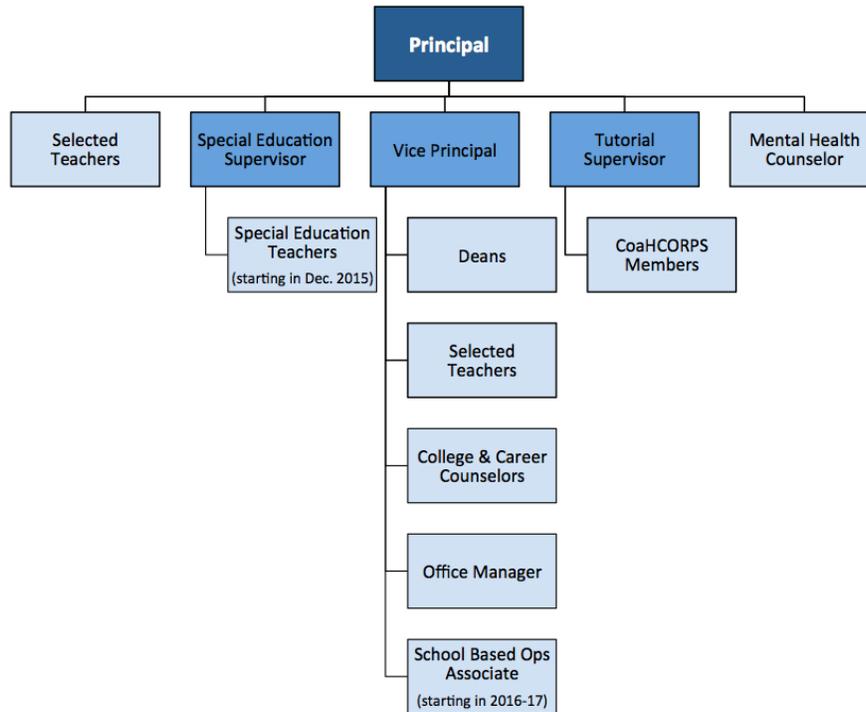
### **City on a Hill Charter Public School Circuit Street**

There were no changes to the organizational chart during the 2015-16 school year. Beginning in the 2016-17 school year, the school-based operations associate will move from being supervised by the manager of operations (a network office position) to the vice principal (a school-based position).



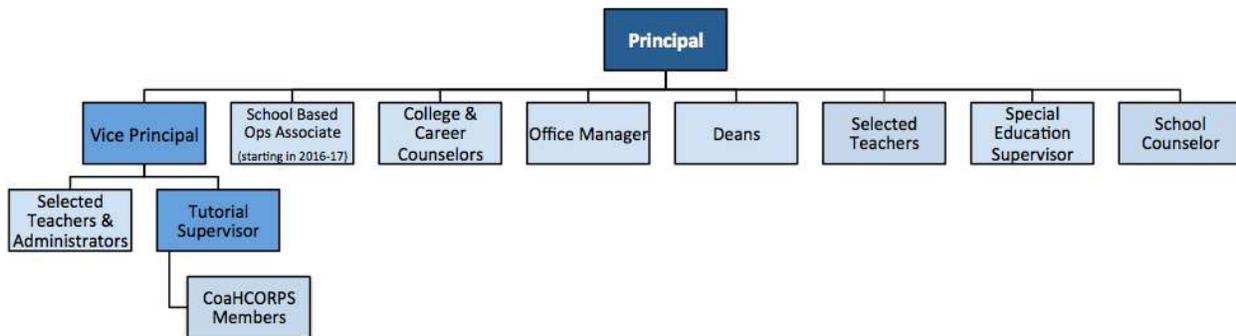
### **City on a Hill Charter Public School Dudley Square**

In December 2015, the Special Education teachers moved from being supervised by either the principal or vice principal to being supervised by the Special Education supervisor. Beginning in the 2016-17 school year, the school-based operations associate will move from being supervised by the manager of operations (a network office position) to the principal (a school-based position).



**City on a Hill Charter Public School New Bedford**

There were no changes to the organizational chart during the 2015-16 school year. Beginning in the 2016-17 school year, the school-based operations associate will move from being supervised by the manager of operations (a network office position) to the principal (a school-based position). Below is the organizational chart for the 2016-17 school year pending some potential changes around supervision of a few admin by the principal or vice principal.



**ORGANIZATIONAL STRUCTURE OF THE NETWORK**

Over the course of the 2015-16 school year, the Chief Financial and Operations Officer position split to become two positions, the Chief Financial Officer and the Chief of Strategy & Operations, and the Human Resources Manager began reporting directly to the Executive

Director. Beginning in the 2016-17 school year, the school-based operations associate will move from being supervised by the manager of operations (a network office position) to the vice principal (a school-based position), and the community and family engagement coordinator will begin reporting to the manager of enrollment and community outreach. See the full network office organizational chart in Appendix B.

The principals of each City on a Hill School continue to report to the Chief Academic Officer, which is the only reporting line between the network office and the schools.

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

## **TEACHER EVALUATION**

There have been no changes to City on a Hill’s systems for teacher evaluation.

## **BUDGET AND FINANCE**

### **Unaudited FY16 statement of revenues, expenses and changes in net assets (income statement)**

*For the period July 1, 2015 through June 30, 2016*

	<b>Circuit Street</b>	<b>Dudley Square</b>	<b>New Bedford</b>
<b>Revenue:</b>			
State Grants & Funding	4,855,913	4,059,351	1,835,260
Federal Entitlement Funding	274,741	226,969	212,816
Nutrition Reimbursements	107,538	67,562	43,671
Private Grants & Support	54,452	203,626	370,000
Student Fees	10,869	5,056	-
Other Types of Income	486,558	61,538	28,923
<b>Total Revenue</b>	<b>5,790,071</b>	<b>4,624,102</b>	<b>2,490,670</b>
<b>Expenses:</b>			
Personnel Costs	3,494,806	2,410,609	1,299,309
Administrative Costs	791,288	664,780	338,385
Instructional Costs	326,367	346,695	193,629
Pupil Services	429,846	259,991	252,871
Facilities & Operations	746,228	941,798	405,816
<b>Total Expenses</b>	<b>5,788,535</b>	<b>4,623,874</b>	<b>2,490,011</b>
<b>Surplus (Deficit)</b>	<b>1,536</b>	<b>228</b>	<b>660</b>

## Statement of net assets for FY16 (balance sheet)

Fiscal year ending June 30, 2016

	Circuit Street	Dudley Square	New Bedford
<b>ASSETS</b>			
Current Assets	1,904,902	685,918	237,762
Fixed Assets	-	9,536	9,657
Other Assets		-	
<b>TOTAL ASSETS</b>	<b>1,904,902</b>	<b>695,454</b>	<b>247,418</b>
<b>LIABILITIES &amp; EQUITY</b>			
Liabilities	601,262	694,181	246,154
Equity	1,303,640	1,273	1,264
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>1,904,902</b>	<b>695,454</b>	<b>247,418</b>

## Approved School Budget for FY17

For the period July 1, 2016 through June 30, 2017

	Circuit Street	Dudley Square	New Bedford	Total
<b>Income</b>				
State Grants & Funding	4,842,641	4,662,697	2,667,988	12,173,326
Federal Entitlements & Funding	274,340	257,925	260,534	792,798
Nutrition Funding	120,652	108,271	93,675	322,598
Student Fees	4,577	2,100	2,000	8,677
COAH Foundation Support	0	100,000	649,402	795,402
Other Types of Income	41,202	29,500	37,925	1,902,103
<b>Total Income</b>	<b>5,283,412</b>	<b>5,160,493</b>	<b>3,711,524</b>	<b>15,994,905</b>
<b>Expense</b>				
Personnel Costs	3,193,751	2,812,163	2,135,653	9,757,554
Administration	814,076	799,868	472,205	2,225,564
Instructional Services	165,727	161,013	233,050	559,790
Pupil Services	379,706	330,349	426,347	1,136,402
Operation & Maintenance of Plant	730,151	1,057,100	444,269	2,315,594
<b>Total Expense</b>	<b>5,283,411</b>	<b>5,160,493</b>	<b>3,711,524</b>	<b>15,994,904</b>
<b>Net Surplus (Deficit)</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

## Capital Plan for FY17

There are no capital projects planned for FY2017.

# ACCOUNTABILITY PLAN PERFORMANCE FOR 2015-16

## City on a Hill Charter Public School Circuit Street

	2015-2016 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective:</b> City on a Hill will prepare students to succeed in college or in the appropriate post-secondary placement that is appropriate to their documented learning needs.		
<b>Measure:</b> Each year, 100% of students promoted to the next level in each subject will demonstrate mastery of the school's common-core aligned college prep curriculum by earning 70% or above on written and oral proficiencies.	<b>Met</b>	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.
<b>Measure:</b> Each year, 80% of students will demonstrate proficiency in grit and perseverance by the end of the school year as measured by an annual grit survey.	<b>Not Met</b>	58% of students self-reported at 'gritty' or 'extremely gritty' on survey. Academic Committee is working to create common language and assessments for grit to use in all academic classes in addition to advisory.
<b>Measure:</b> Each year, 100% of graduates earn college acceptance by graduation.	<b>Met</b>	Class of 2015 – 100% (45 of 45) earned acceptance by graduation (includes August 2015 graduation)  Class of 2016 – 94% (32 of 34) of June graduates earned acceptance by graduation. Will report on entire class, including August 2016 graduates, in 2017.
<b>Measure:</b> Each year, 80% or more of graduates earn college acceptance to four-year colleges.	<b>Met</b>	Class of 2015 – 98% (44 of 45) earned acceptance by graduation (includes August 2015 graduation)  Class of 2016 – 94% (32 of 34) of June graduates earned acceptance by graduation. Will report on entire class, including August 2016 graduates, in 2017.
<b>Measure:</b> Each year, 100% of graduates enroll in college or their appropriate post-secondary placement by January following their senior year.	<b>Not Met</b>	93% (42 of 45) enrolled in college. One joined City Year and two did not enroll in college for financial reasons.
<b>Objective:</b> City on a Hill will prepare students to exercise their rights and responsibilities as American citizens.		
<b>Measure:</b> Each year, 100% of students participate in at least one half day of community service	<b>Met</b>	100% of students participated in community service.
<b>Measure:</b> By the end of each year, 100% of advisory groups have prepared for and conducted a debate at town meeting.	<b>Met</b>	All advisory groups completed a town meeting debate.

<b>Measure:</b> Each school year, City on a Hill Circuit Street will execute at least one student-created/implemented event or policy.	<b>Met</b>	Students started two initiatives: a racial equity committee and gender-neutral bathrooms.
<b>Measure:</b> In City Project, each year, 100% of graduates complete a 100-hour internship at a non-profit or government agency.	<b>Met</b>	All graduates have completed their 100 hours of community service.
<b>Objective:</b> City on a Hill’s teachers will contribute to the improvement of the school.		
<b>Measure:</b> Each year, the majority of teaching faculty (>65%) engage in leadership activities, including holding administrative roles, participating in planning committees or taskforces, engaging in dissemination activities, or participating in external education reform opportunities.	<b>Met</b>	67% (22 of 33) teachers were engaged in some sort of leadership activity.
<b>Measure:</b> In annual survey given to all teachers, 85% or more will agree or strongly agree with the statement, "City on a Hill CS is a school that values teacher leadership."	<b>Met</b>	On a staff survey given four times during the year, an average of 90% of teachers agree or strongly agree with this statement.
<b>Objective:</b> City on a Hill engages parents and external stakeholders to ensure that it is delivering on its promise to educate students.		
<b>Measure:</b> Each year, advisors, teachers, or administrators meet in person with 90% or more of parents/guardians.	<b>Not Met</b>	CoaH staff met with 87.2% of families. Leadership has identified two reasons for not meeting this goal: 1) There was a change in the tracking method that was more challenging for staff; 2) Leadership required that advisors increase phone outreach to families this year which may have decreased family’s need to meet in person with staff.
<b>Measure:</b> 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 CS offers a high quality educational program.”	<b>Met</b>	50% of parents responded to the survey with 98% agreeing that Dudley Square offers a high quality educational program.
<b>Measure:</b> Each year, 95% of eligible students in grades 9-11 have their skill and knowledge evaluated by a member of the public through juries.	<b>Not Met</b>	85% of eligible students were evaluated by a community member. 93% of the students who were assessed in June were evaluated by a community member (the remainder will sit for a jury in summer school). We will implement network building strategies in 2016-17 in an effort to recruit enough volunteers to cover all sessions.
<b>Objective:</b> City on a Hill CS disseminates what it has learned.		
<b>Measure:</b> City on a Hill teachers and administrators will participate in at least one event each year of the charter term where City on a Hill best practices are shared with other charter schools and district schools.	<b>Met</b>	City on a Hill Circuit Street continues their work with the Boston Compact that partners with Cathedral and New Mission to share best practices. Additionally, SchoolWorks planned two trips where teachers from Kansas City visited City on a Hill Circuit Street.

## City on a Hill Charter Public School Dudley Square

	2015-2016 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective:</b> City on a Hill Dudley Square prepares students to succeed in college or in the appropriate post-secondary placement that is appropriate to their documented learning needs.		
<b>Measure:</b> Each year, 100% of students promoted to the next level in each subject 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.	<b>Met</b>	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.
<b>Measure:</b> Each year, 80% of students will demonstrate proficiency in grit and perseverance by the end of the school year as measured by an annual grit survey.	<b>Not Met</b>	48% of 9 <sup>th</sup> graders showed grit; 64% of 10 <sup>th</sup> graders showed grit; and 67% of 11 <sup>th</sup> graders showed grit. The school will be adding more targeting grit work to advisory and 9 <sup>th</sup> grade academy in 2016-17.
<b>Measure:</b> 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).	<b>Met</b>	There is currently one full-time College Counselor who is responsible for creating and implementing the curriculum for Junior Seminar, providing individual college counseling, and connecting students with enrichment opportunities.
<b>Measure:</b> 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.	<b>Met</b>	A second college counselor has been hired for 2016-17, the senior seminar curriculum has been created, and a partnership has been developed with uAspire to provide financial aid counseling.
<b>Measure:</b> Starting with the graduating class of 2017, each year, 100% of graduates earn college acceptance by graduation.	<b>n/a</b>	
<b>Measure:</b> Starting with the graduating class of 2017, each year, 80% or more of graduates earn college acceptance to four-year colleges.	<b>n/a</b>	
<b>Measure:</b> Starting with the graduating class of 2017, each year, 100% of graduates enroll in college or their appropriate post-secondary placement by January following their senior year.	<b>n/a</b>	
<b>Objective:</b> City on a Hill Dudley Square prepares students to exercise their rights and responsibilities as American citizens.		
<b>Measure:</b> Each year, 100% of students participate in at least one half day of community service	<b>Not Met</b>	99.1% of students participated in at least one half day of community service. Two students refused to participate.
<b>Measure:</b> By the end of each year, 100% of	<b>Met</b>	100% of advisory groups prepared

advisory groups have prepared for and conducted a debate at town meeting.		for and conducted a debate at town meeting.
<b>Measure:</b> Starting with the graduating class of 2017, each year, 100% of graduates complete their City Project course and project, earning at least a 70% on standardized rubrics.	<b>n/a</b>	
<b>Measure:</b> Starting with the graduating class of 2017, each year, 100% of graduates complete a 100-hour internship at a non-profit or government agency.	<b>n/a</b>	
<b>Measure:</b> Starting with the graduating class of 2017, each year, 100% of graduates identify, research, and present solutions to a problem in the city.	<b>n/a</b>	
<b>Objective:</b> City on a Hill Dudley Square's teachers contribute to the improvement of the school.		
<b>Measure:</b> 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.	<b>Met</b>	71% of teaching faculty engaged in leadership activities.
<b>Measure:</b> In annual survey given to all teachers, 85% or more will agree or strongly agree with the statement, "City on a Hill DS is a school where teachers contribute to the improvement of the school."	<b>Not Met</b>	67% of teachers agreed. In 2016-17, there will be committee of teachers that will create a teacher bonus structure, teachers will be involved in any potential changes to the instructional model and disciplinary systems, and the network and school leaders will be developing processes that lead to more effective communication.
<b>Objective:</b> City on a Hill Dudley Square engages parents and external stakeholders to ensure that it is delivering on its promise to educate students.		
<b>Measure:</b> Each year, advisors, teachers, or administrators meet in person with 90% or more of parents/guardians.	<b>Met</b>	Advisors, teachers, or administrators met in person with 90% of parents/guardians.
<b>Measure:</b> 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 DS offers a high quality educational program."	<b>Met</b>	50% of parents responded to the survey with 92% agreeing that Dudley Square offers a high quality educational program.
<b>Measure:</b> Each year, 95% of eligible students in grades 9-11 have their skill and knowledge evaluated by a member of the public through juries.	<b>Partially Met</b>	88% of eligible students were evaluated by a community member. 95% of the students who were assessed in June were evaluated by a community member (the remainder will sit for a jury in summer school).
<b>Objective:</b> City on a Hill Dudley Square disseminates what it has learned, in order to contribute to the improvement of urban education.		
<b>Measure:</b> By August 2017, City on a Hill Dudley Square will publish its study on school culture to the internet.	<b>n/a</b>	

## City on a Hill Charter Public School New Bedford

	2015-2016 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective:</b> City on a Hill New Bedford prepares students to succeed in college or in the appropriate post-secondary placement that is appropriate to their documented learning needs.		
<b>Measure:</b> Each year, 100% of students promoted to the next level in each subject will demonstrate mastery of the school's common-core aligned college prep curriculum by earning 70% or above on written and oral proficiencies.	<b>Met</b>	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.
<b>Measure:</b> Each year, 80% of students will demonstrate proficiency in grit and perseverance by the end of the school year as measured by an annual grit survey.	<b>Not Met</b>	55% of students demonstrated grit and perseverance. In 2016-17, we will be revamping the advisory curriculum, incorporating more explicit teaching and practice of grit-related skills and mindsets.
<b>Measure:</b> By the fall of 2016, college counseling staffing, curriculum, and resources in place to support junior level college programming for the first graduating class (and each successive class).	<b>Met</b>	A college counselor has been hired to start 8/1/16 and will implement the City on a Hill junior seminar curriculum.
<b>Measure:</b> By the fall of 2017, college counseling staffing, curriculum, and resources in place to support senior level college application and enrollment for the first graduating class.	<b>n/a</b>	
<b>Measure:</b> Starting with the graduating class of 2018, each year, 100% of graduates earn college acceptance by graduation.	<b>n/a</b>	
<b>Measure:</b> Starting with the graduating class of 2018, each year, 80% or more of graduates earn college acceptance to four-year colleges.	<b>n/a</b>	
<b>Measure:</b> Starting with the graduating class of 2018, each year, 100% of graduates enroll in college or their appropriate post-secondary placement by January following their senior year.	<b>n/a</b>	
<b>Objective:</b> City on a Hill New Bedford prepares students to exercise their rights and responsibilities as American citizens.		
<b>Measure:</b> Each year, 100% of students participate in at least one half day of community service	<b>Not Met</b>	88% of students participated in community service due to a transportation issue. In 2016-17, the school will develop a back up plan for students who miss service day for any reason.
<b>Measure:</b> By the end of each year, 100% of advisory groups have prepared for and conducted a debate at town meeting.	<b>Met</b>	All advisory groups completed a town meeting debate.
<b>Measure:</b> Starting with the graduating class of 2018, each year, 100% of graduates complete their City Project course and project, earning at least a 70% on standardized rubrics.	<b>n/a</b>	

<b>Measure:</b> Starting with the graduating class of 2018, each year, 100% of graduates complete a 100-hour internship at a non-profit or government agency.	<b>n/a</b>	
<b>Measure:</b> Starting with the graduating class of 2018, each year, 100% of graduates identify, research, and present solutions to a problem in the city.	<b>n/a</b>	
<b>Objective:</b> City on a Hill New Bedford's teachers contribute to the improvement of the school.		
<b>Measure:</b> 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.	<b>Met</b>	76% of teaching faculty engaged in leadership activities.
<b>Measure:</b> In annual survey given to all teachers, 85% or more will agree or strongly agree with the statement, "City on a Hill NB is a school where teachers contribute to the improvement of the school."	<b>Not Met</b>	83% agreed. In 2016-17, the school will be creating additional ways for teachers to give input as described in the key design elements section.
<b>Objective:</b> City on a Hill New Bedford engages parents and external stakeholders to ensure that it is delivering on its promise to educate students.		
<b>Measure:</b> Each year, advisors, teachers, or administrators meet in person with 90% or more of parents/guardians.	<b>Met</b>	Advisors, teachers, or administrators met with 100% of parents/guardians.
<b>Measure:</b> 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 NB offers a high quality educational program."	<b>Met</b>	At least 50% responded with 95% agreeing that City on a Hill New Bedford offers a high quality educational program.
<b>Measure:</b> Each year, 95% of eligible students in grades 9-11 have their skill and knowledge evaluated by a member of the public through juries.	<b>Partially Met</b>	88% of eligible students were evaluated by a community member. 97% of the students who were assessed in June were evaluated by a community member (the remainder will sit for a jury in summer school).
<b>Objective:</b> City on a Hill New Bedford disseminates what it has learned, in order to contribute to the improvement of urban education.		
<b>Measure:</b> By August 2018, City on a Hill New Bedford will public its study on school culture to the internet.	<b>n/a</b>	

## RECRUITMENT PLANS

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

Date: **July 2016**

### **2015-2016 Recruitment Plan Implementation Summary:**

All student recruitment efforts for City on a Hill Circuit Street were completed in collaboration with CoaH Dudley Square and resulted in 723 applicants in the March 2016 lottery. City on a Hill successfully carried out nearly all recruitment strategies outlined in the 2015-16 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 at every open house. We had special education representatives at one of our three open houses. We nevertheless have been successful in recruiting special education students as the percentage of students receiving services at CoaH exceeds the percentage in the sending district.

One additional strategy that we struggled to implement this year was to research neighborhood churches and religious communities to develop a strategy focused on connecting current CoaH students and families from those communities with non-English speaking families. We had limited capacity to implement this project as an intern assigned to it left the organization earlier than anticipated. We have done ample research on religious communities and intend to follow through on developing and carrying out the strategy in the coming admissions cycle.

Placing advertisements in Spanish in neighborhood newspapers is a strategy we have implemented but found to be ineffective in recruiting Limited English-proficient students. We believe the strategy is ineffective in part because few families see or carefully read the newspaper advertisements. Families must also take an additional step upon seeing the advertisement to either go to the City on a Hill website or call a phone number to apply, which creates an extra barrier. Furthermore, our online application asks how families heard about City on a Hill and in over 300 applications there have been no mentions of newspaper advertisements. We are removing this as a recruitment strategy in 2016-17, and replacing it with what we hope to be more effective strategies in recruiting Limited English-proficient students.

In 2015-2016 City on a Hill mailed informational fliers and applications to 65 middle schools, 43 local youth nonprofits, and 61 shelters or housing developments. We either visited with or hosted students from 20 area middle schools and had representatives at the Boston Charter Showcase. City on a Hill has found our 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 the strategies to target Limited English-proficient students to not yet have the desired effects of equity with sending district.

During the 2015-16 school year City on a Hill Circuit Street enrolled a significantly lower percentage of English Language Learners than the Boston District, which enrolled 30.3%. However, City on a Hill Circuit Street's ELL enrollment rate was comparable to the state's 9.0% enrollment rate. That said, for the past three years, CoaH Circuit Street has been making progress in this area. The percentage of enrolled English Language Learners was 5.6% in SY 2013-14, and increased to 7.0% in SY 2014-15 and 9.9% this past school year.

**General Recruitment Activities for 2016-2017:**

- Reach out to charter, district, private, parochial schools and educational organizations across the City of Boston with materials and an offer to visit.
- Visit middle schools to present on City on a Hill and attend high school fairs.
- Host Open Houses.
- 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.

<b>Recruitment Plan –Strategies</b>	
<b>List strategies for recruitment activities for each demographic group.</b>	
<b>Demographic Group</b>	<b>Strategies</b>
<b>Special education students</b>	<ul style="list-style-type: none"> <li>• Publicize on all fliers and newspaper advertisements that CoaH serves students with disabilities.</li> <li>• Reach out to special education departments in sending district.</li> <li>• Make an effort to have special education staff at all open houses.</li> </ul>
<b>Limited English-proficient students</b>	<ul style="list-style-type: none"> <li>• Create and distribute applications in six languages: English, Spanish, Haitian Creole, Vietnamese, Portuguese and Chinese.</li> <li>• 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).</li> <li>• Have bilingual admissions representatives attend high school fairs, visit middle schools, and be available to translate at all open houses. Admission reps will also follow-up with families who have not responded to offer letters with a phone call in either Haitian-Creole or Spanish, when relevant.</li> <li>• Utilize current bilingual students and families to offer translations at all open houses, letting prospective families know in advance that this resource is available.</li> <li>• Include a Haitian-Creole and Spanish translation to online application forms on City on a Hill website.</li> <li>• Research and build relationships with local churches, religious &amp; community organizations, and multi-cultural centers.</li> <li>• Reach out and attempt to build relationships with neighborhood liaisons from the Mayor's Office of Neighborhood Services.</li> <li>• Create social media posts/ posts on Facebook in different languages with direct links to multi-lingual applications.</li> </ul>
<b>Students eligible for free or reduced lunch</b>	<ul style="list-style-type: none"> <li>• Reach out to public housing developments in Boston.</li> <li>• Reach out to homeless shelters in Boston.</li> <li>• Contact middle schools in sending districts with high populations who qualify for free or reduced lunch with an offer to visit.</li> </ul>
<b>Students who are sub-proficient</b>	<ul style="list-style-type: none"> <li>• Publicize CoaH's remedial strategies (tutorial, academic support, summer school) on all fliers and promotional materials.</li> <li>• Contact middle schools in sending districts with high populations of students who are sub-proficient with an offer to visit.</li> </ul>

<p><b>Students at risk of dropping out of school</b></p>	<ul style="list-style-type: none"> <li>• Reach out 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.</li> <li>• Reach out 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).</li> </ul>
<p><b>Students who have dropped out of school</b></p>	<ul style="list-style-type: none"> <li>• Reach out 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).</li> </ul>
<p><b>OPTIONAL</b> <b>Other subgroups of students who should be targeted to eliminate the achievement gap</b></p>	<ul style="list-style-type: none"> <li>• Reach out with an offer to visit middle schools in sending district with high populations of African American/Black and Hispanic/Latino students.</li> <li>• Reach out to non-profit organizations serving this population (i.e. Citizen Schools, Tenacity, MetroLacrosse).</li> </ul>

<p>School Name: <b>City on a Hill Charter Public School Dudley Square</b></p>
<p>Date: <b>July 2016</b></p>

**2015-2016 Recruitment Plan Implementation Summary:**

All student recruitment efforts for City on a Hill Dudley Square were completed in collaboration with CoaH Circuit Street and resulted in 697 applicants in the March 2016 lottery. City on a Hill successfully carried out nearly all recruitment strategies outlined in the 2015-16 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 at every open house. We had special education representatives at one of our three open houses. We nevertheless have been successful in recruiting special education students as the percentage of students receiving services at CoaH exceeds the percentage in the sending district.

One additional strategy that we struggled to implement this year was to research neighborhood churches and religious communities to develop a strategy focused on connecting current CoaH students and families from those communities with non-English speaking families. We had limited capacity to implement this project as an intern assigned to it left the organization earlier than anticipated. We have done ample research on religious communities and intend to follow through on developing and carrying out the strategy in the coming admissions cycle.

Placing advertisements in Spanish in neighborhood newspapers is a strategy we have implemented but found to be ineffective in recruiting Limited English-proficient students. We believe the strategy is ineffective in part because few families see or carefully read the newspaper advertisements. Families must also take an additional step upon seeing the advertisement to either go to the City on a Hill website or call a phone number to apply, which creates an extra barrier. Furthermore, our online application asks how families heard about City on a Hill and in over 300 applications there have been no mentions of newspaper advertisements. We are removing this as a recruitment strategy in 2016-17, and replacing it with what we hope to be more effective strategies in recruiting Limited English-proficient students.

In 2015-2016 City on a Hill mailed informational fliers and applications to 65 middle schools, 43 local youth nonprofits, and 61 shelters or housing developments. We either visited with or hosted students from 20 area middle schools and had representatives at the Boston Charter Showcase. City on a Hill has found our 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 the strategies to target Limited English-proficient students to not yet have the desired effects of equity with sending district.

During the 2015-16 school year City on a Hill Dudley enrolled a significantly lower percentage of English Language Learners than the Boston District, which enrolled 30.3%. However, City on a Hill Dudley Square's ELL enrollment rate exceeded the state's 9.0% enrollment rate. That said, for the past three years, CoaH Dudley Square has been making progress in this area. The percentage of enrolled English Language Learners was 4.7% in SY 2013-14, and increased to 9.9% in SY 2014-15 and 10.3% this past school year.

**General Recruitment Activities for 2016-2017:**

- Reach out to charter, district, private, parochial schools and educational organizations across the City of Boston with materials and an offer to visit.
- Visit middle schools to present on City on a Hill and attend high school fairs.
- Host Open Houses.
- 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.

<b>Recruitment Plan –Strategies</b>	
<b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
<b>Demographic Group</b>	<b>Strategies</b>
<b>Special education students</b>	<ul style="list-style-type: none"> <li>• Publicize on all fliers and newspaper advertisements that CoaH serves students with disabilities.</li> <li>• Reach out to special education departments in sending district.</li> <li>• Make an effort to have special education staff at all open houses.</li> </ul>
<b>Limited English-proficient students</b>	<ul style="list-style-type: none"> <li>• Create and distribute applications in six languages: English, Spanish, Haitian Creole, Vietnamese, Portuguese and Chinese.</li> <li>• 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).</li> <li>• Have bilingual admissions representatives attend high school fairs, visit middle schools, and be available to translate at all open houses. Admission reps will also follow-up with families who have not responded to offer letters with a phone call in either Haitian-Creole or Spanish, when relevant.</li> <li>• Utilize current bilingual students and families to offer translations at all open houses, letting prospective families know in advance that this resource is available.</li> <li>• Include a Haitian-Creole and Spanish translation to online application forms on City on a Hill website.</li> <li>• Research and build relationships with local churches, religious &amp; community organizations, and multi-cultural centers.</li> <li>• Reach out and attempt to build relationships with neighborhood liaisons from the Mayor's Office of Neighborhood Services.</li> <li>• Create social media posts/ posts on Facebook in different languages with direct links to multi-lingual applications.</li> </ul>

<b>Students eligible for free or reduced lunch</b>	<ul style="list-style-type: none"> <li>• Reach out to public housing developments in Boston.</li> <li>• Reach out to homeless shelters in Boston.</li> <li>• Contact middle schools in sending districts with high populations who qualify for free or reduced lunch with an offer to visit.</li> </ul>
<b>Students who are sub-proficient</b>	<ul style="list-style-type: none"> <li>• Publicize CoaH’s remedial strategies (tutorial, academic support, summer school) on all fliers and promotional materials.</li> <li>• Contact middle schools in sending districts with high populations of students who are sub-proficient with an offer to visit.</li> </ul>
<b>Students at risk of dropping out of school</b>	<ul style="list-style-type: none"> <li>• Reach out 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.</li> <li>• Reach out 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).</li> </ul>
<b>Students who have dropped out of school</b>	<ul style="list-style-type: none"> <li>• Reach out 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).</li> </ul>
<b>OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap</b>	<ul style="list-style-type: none"> <li>• Reach out with an offer to visit middle schools in sending district with high populations of African American/Black and Hispanic/Latino students.</li> <li>• Reach out to non-profit organizations serving this population (i.e. Citizen Schools, Tenacity, MetroLacrosse).</li> </ul>

<b>School Name: City on a Hill Charter Public School New Bedford</b>
<b>Date: July 2016</b>

**2015-2016 Recruitment Plan Implementation Summary:**

City on a Hill New Bedford carried out all strategies outlined in the 2015-16 Recruitment Plan, resulting in 206 applicants as of July 2016. We sent information and lottery entry forms to all 8<sup>th</sup> 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 recently hired a Family and Community Outreach Coordinator who is bilingual and is a local community leader in an effort to better engage potential as well as current families. This individual selected and trained a team of student ambassadors and together they conducted extensive on-foot outreach attending local events, canvassing eight New Bedford housing developments as well as other heavily populated neighborhoods, and repeatedly speaking with residents and leaving translated fliers in businesses in predominantly Spanish speaking neighborhoods. 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.

Overall City on a Hill has been successful in recruiting a diverse student body representative of the community we serve. At 56.4% economically disadvantaged and 32.9% students with disabilities, both of these subgroups are higher than the sending district. We look to recruit additional LEP students and have continued to develop additional strategies to target this subgroup as described in the recruitment plan below.

**General Recruitment Activities for 2016-2017:**

- Advertise on social media and other media outlets.
- 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 8<sup>th</sup> 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 8<sup>th</sup> 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.

<b>Recruitment Plan –Strategies</b>	
<b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
<b>Demographic Group</b>	<b>Strategies</b>
<b>Special education students</b>	<ul style="list-style-type: none"> <li>• Publicize on all fliers that CoaH New Bedford serves students with disabilities.</li> <li>• Reach out directly to special education departments at middle schools in sending district.</li> </ul>
<b>Limited English-proficient students</b>	<ul style="list-style-type: none"> <li>• Create and distribute applications in three languages: English, Spanish, and Portuguese.</li> <li>• Publicize on all fliers that CoaH New Bedford serves ESL/LEP students.</li> <li>• Send 3<sup>rd</sup> party mailing to all 8<sup>th</sup> graders in New Bedford Public Schools with information in above three languages.</li> <li>• Mail information and applications with an offer to visit to middle school programs in sending district with high limited English-proficient populations.</li> <li>• Partner with local businesses serving or employing high numbers of speakers of languages other than English to inform patrons or employees about CoaH New Bedford.</li> <li>• Have Spanish-speaking staff present at all open houses and information sessions.</li> <li>• Attend events sponsored by local organizations primarily serving Spanish, Portuguese, and Cape Verdean Creole speaking residents with staff or student representatives who speak the language. (i.e. Puerto Rican and Latin American Cultural Council, VENC Cultural Soul Academy, Day of Portugal)</li> <li>• Develop relationship with the Immigration Assessment Center in order to access the recent immigrant population.</li> </ul>
<b>Students eligible for free or reduced lunch</b>	<ul style="list-style-type: none"> <li>• Visit, as well as mail information and applications to public housing developments in New Bedford.</li> <li>• Visit, as well as mail information and applications to homeless shelters in New Bedford.</li> <li>• 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.</li> </ul>

<p><b>Students who are sub-proficient</b></p>	<ul style="list-style-type: none"> <li>• Publicize CoaH New Bedford’s remedial strategies (tutorial, academic support, summer school) on fliers.</li> <li>• Mail information and applications with an offer to visit to middle schools in sending district with high populations of students who are sub-proficient.</li> </ul>
<p><b>Students at risk of dropping out of school</b></p>	<ul style="list-style-type: none"> <li>• Mail information and applications with an offer to visit to middle schools in sending district with high populations of students with low 8<sup>th</sup> grade math MCAS scores, low attendance, and high low-income and LEP populations.</li> <li>• 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 RAPPP Program - Responsible Attitudes toward Pregnancy, Parenting &amp; Prevention).</li> <li>• 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).</li> </ul>
<p><b>Students who have dropped out of school</b></p>	<ul style="list-style-type: none"> <li>• 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 RAPPP Program).</li> </ul>

## RETENTION PLANS

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

Date: **July 2016**

### **2015-2016 Retention Plan Implementation Summary:**

City on a Hill Circuit Street has shown significant improvement in holding on to its students in the last few years. The attrition rate was at a high of 15.9% in 2009-10 to a low of 8.4% in 2014-15 and maintained at 8.6% in 2015-16. While attrition rates only measure students who leave during the summer, City on a Hill has been internally tracking the 're-enrollment rate', which measures what percentage of students enrolled at any point in a school year (less graduates) who re-enroll the following fall, capturing students that leave during the school year and over the summer. More telling than the decreased attrition rates over time, City on a Hill Circuit Street has shown significant improvement here as well, reducing the percent that leave by 38% in just three years, with 76% re-enrolling in the fall of 2012 and 85% re-enrolling in the fall of 2015. City on a Hill Circuit Street has set an ambitious goal to continue this trend with 88% re-enrolling in 2016. In 2014-15, City on a Hill saw a spike in attrition (summer only) for students with disabilities, and with the strategies outlined in the 2014-15 and 2015-16 retention plans saw a reduction from an anomaly of 17% in 2014-15 to 12% in 2015-16. In an effort to continue to decrease the number of students with disabilities who leave City on a Hill, we've continued to build out our retention strategies targeting this subgroup for 2016-17.

City on a Hill Circuit Street implemented all strategies outlined in the 2015-16 retention plan and found the Early Warning Indicator (EWI) tracker used in grade level team meetings and at Leadership Team/Student Services Team meetings to be the most effective across subgroups. Once identified, the team created individualized implementation plans for over 50 students during the school year. Another effective strategy was the creation of a group of senior males who had repeated the 11<sup>th</sup> grade that would meet with current 11<sup>th</sup> grade males to support them in maintaining eligibility for summer school and keep them on grade level. A final example of an implementation plan that proved to be effective was to have teachers and advisors call home more frequently with concerns and improvements based on data from the EWI tracker.

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage):</b>	<b>92%</b>

<b>Retention Plan –Strategies</b>	
<b>List strategies for retention activities for each demographic group.</b>	
<b>Demographic Group</b>	<b>Strategies</b>
<b>Special education students</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Increase RTI (response to intervention) practices and accountability for teachers to ensure that all students, specifically students with disabilities, are being supported and appropriately referred to the Special Education Department.</li> <li>• Leadership team will work with every teacher individually on differentiation in instruction with the goal of ensuring all teachers are differentiating appropriately in classes in order to meet the diverse needs of their students.</li> </ul>
<b>Limited English-proficient students</b>	<ul style="list-style-type: none"> <li>• Identify limited English-proficient students as soon as possible by including a home language survey in welcome meetings and over the phone, 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.</li> <li>• 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.</li> <li>• Build relationships with non-English speaking families by having translators available at Parent/Guardian nights.</li> <li>• Support teachers in earning SEI endorsements or RETELL to ensure qualified teachers in every classroom.</li> </ul>
<b>Students eligible for free or reduced lunch</b>	<ul style="list-style-type: none"> <li>• Offer daily breakfast, so that school is a place where students are able to meet their basic needs.</li> <li>• 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.</li> </ul>

<p><b>Students who are sub-proficient</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Students at risk of dropping out of school</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Offer a variety of courses in 9th grade, so that students have an opportunity to engage in coursework specific to their interests.</li> <li>• 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.</li> <li>• Implement an advisory program that includes explicit teaching of the skills of perseverance, grit, and delayed gratification using a common language and an assessment that students and teachers use in all classes.</li> </ul>
<p><b>Students who have dropped out of school</b></p>	<ul style="list-style-type: none"> <li>• Enroll students in the Freshmen Academy program that has high-quality curriculum focused on teaching effective effort, organizational and time management, and behavioral lessons.</li> </ul>

<p>School Name: <b>City on a Hill Charter Public School Dudley Square</b></p>
<p>Date: <b>July 2016</b></p>

<p><b>Please provide a brief narrative report on implementation of retention strategies from last year's plan.</b></p>
<p style="text-align: center;"><b>2015-2016 Retention Plan Implementation Summary:</b></p> <p>City on a Hill Dudley Square implemented almost all strategies outlined in the 2015-16 retention plan and showed significant gains in this area as a result. City on a Hill Dudley Square reduced its overall attrition from 14.3% to 12.6% in its first two years and aims to continue that trend reducing to below 10% in year three. City on a Hill Dudley Square has also reduced its attrition for students with disabilities from 25% in year one to 10.8% in year two, which is in fact lower than the rate across the school, in part as a result of the intensive case management. The school has not been able to consistently provide translators at parent/guardian nights for our non-English speaking families. There is also still room for improvement when it comes to translating documents that are sent home. Nevertheless, City on a Hill Dudley Square's attrition rate for English Language Learners in 2015 was below the school-wide rate and below the median according to CHART.</p> <p>While attrition rates only measure students who leave during the summer, City on a Hill has been internally tracking the 're-enrollment rate', which measures what percentage of students enrolled at any point in a school year (less graduates) who re-enroll the following fall, capturing students that leave during the school year and over the summer. More telling than the decreased attrition rates over time, City on a Hill Dudley Square has shown</p>

significant improvement here as well, with 74% re-enrolling in the fall of 2014 and 78% re-enrolling in the fall of 2015. City on a Hill Dudley Square has set an ambitious goal to continue this trend with 83% re-enrolling in 2016.

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage):</b>	<b>90%</b>

<b>Retention Plan –Strategies</b>	
<b>List strategies for retention activities for <u>each</u> demographic group.</b>	
<b>Demographic Group</b>	<b>Strategies</b>
<b>Special education students</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Included students with disabilities as a factor in the early warning indicator tracker in order to more quickly intervene with high-risk students.</li> <li>• 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.</li> </ul>
<b>Limited English-proficient students</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Require SEI endorsements or RETELL training for all teachers to ensure qualified teachers in every classroom.</li> <li>• 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.</li> <li>• Increase the FTEs of teaching staff for LEP students.</li> <li>• Provide individualized case management for LEP students.</li> </ul>
<b>Students eligible for free or reduced lunch</b>	<ul style="list-style-type: none"> <li>• Offer daily breakfast, so that school is a place where students are able to meet their basic needs.</li> <li>• 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.</li> <li>• 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.</li> </ul>

<p><b>Students who are sub-proficient</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Offer a variety of non-academic courses in 9<sup>th</sup> grade, so that students will have more capacity to focus on the four core academic courses: English, math, history, and science.</li> <li>• 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.</li> </ul>
<p><b>Students at risk of dropping out of school</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Offer a variety of courses in 9<sup>th</sup> grade, so that students have an opportunity to engage in coursework specific to their interests.</li> <li>• 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.</li> <li>• Implement an advisory program that includes explicit teaching of the skills of perseverance, grit, and delayed gratification.</li> <li>• Increase staffing in the dean's office and implement positive behavior intervention and restorative justice practices as alternatives to suspension.</li> </ul>
<p><b>Students who have dropped out of school</b></p>	<ul style="list-style-type: none"> <li>• Enroll students in the Freshmen Academy program that has high-quality curriculum focused on teaching effective effort, organizational and time management, and behavioral lessons.</li> </ul>

<p>School Name: <b>City on a Hill Charter Public School New Bedford</b></p>
<p>Date: <b>July 2016</b></p>

<p><b>Please provide a brief narrative report on implementation of retention strategies from last year's plan.</b></p>
<p style="text-align: center;"><b>2015-2016 Retention Plan Implementation Summary:</b></p> <p>City on a Hill New Bedford wrapped up the second school year with both 9<sup>th</sup> and 10<sup>th</sup> grade students. With our first round of attrition data available, we retained 87.8% of students, 2.2 points below our goal of 90%. Disaggregating subgroup data, slightly fewer high needs (87.0%) and low-income (85.7%) students were retained as compared to overall student retention. Throughout this school year, we refined our partnerships with the families and outside service providers to form wrap-around service plans and supports for our students who struggle the most, specifically high needs and low-income students, many of whom have trauma history.</p> <p>In an effort to reduce student attrition, City on a Hill New Bedford effectively implemented all strategies outlined in the 2015-16 retention plan. City on a Hill saw high engagement with parents in the use of the parent portal which empowered parents to play a proactive role in their students academics and behavior. City on a Hill continues to refine its use of the Early Warning Indicator system to more effectively identify and prevent students who are at-risk of dropping out of school based on excessive absences.</p> <p>Looking forward to the 2016-17 school year, in addition to the below mentioned strategies targeting specific</p>

subgroups, City on a Hill New Bedford will continue to develop and refine retention strategies impacting all students. Through our response to intervention/student support team meetings, staff will align, refine, and individualize academic as well as social/emotional supports for students who do not experience success based on tier 1 supports provided to all students. Additionally, City on a Hill New Bedford students have identified that sports, teamwork, and regular extra-curricular activities help anchor students in their academics and their school community. Coming into our third year as a school, we will be offering formalized opportunities for athletic competition through the Massachusetts Charter School Athletics Organization, competing against other charter schools throughout the Commonwealth of Massachusetts. School staff will continue to partner with families by regular communication, celebrating successes and partnering to problem-solve any challenges or barriers that arise. Additionally, the school’s leadership team will continue to use the EWI (early warning indicator) system to drive early intervention for students with excessive absences, low academic pass rate, as well as repeat behavior challenges.

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage):</b>	<b>90%</b>

<b>Retention Plan – Strategies</b>	
<b>List strategies for retention activities for each demographic group.</b>	
<b>Demographic Group</b>	<b>Strategies</b>
<b>Special education students</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Provide professional development for all staff focused on effective differentiation strategies to ensure all students can access classroom information.</li> <li>• Pair each special education student with a case manager, who monitors the student’s supports and facilitates the development of self-advocacy skills.</li> </ul>
<b>Limited English-Proficient students</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Require SEI endorsements or RETELL training for all teachers to ensure qualified teachers in every classroom.</li> </ul>
<b>Students eligible for free or reduced lunch</b>	<ul style="list-style-type: none"> <li>• Offer daily breakfast, so that school is a place where students are able to meet their basic needs.</li> <li>• Provide all students in the school free lunch all school year by receiving community eligible for the nutrition program to further meet basic needs.</li> <li>• Implement a student tracker system tracking indicators, in order to identify in</li> </ul>

	<p>real-time students who are high risk for leaving the school, so that a team of educators and counselors can develop individualized strategies.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Partner intentionally with advisors, families, case managers, and out-of-school service providers to streamline and align supports for students.</li> </ul>
<b>Students who are sub-proficient</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Offer a variety of non-academic courses in 9<sup>th</sup> grade, so that students will have more capacity to focus on the four core academic courses: English, math, history, and science.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Students at risk of dropping out</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Offer a variety of courses in 9<sup>th</sup> grade, so that students have an opportunity to engage in coursework specific to their interests.</li> <li>• 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.</li> <li>• Implement an advisory program that includes explicit teaching of the skills of perseverance, grit, and delayed gratification.</li> <li>• 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.</li> </ul>
<b>Students who have dropped out of school</b>	<ul style="list-style-type: none"> <li>• Enroll students in the Freshmen Academy program that has high-quality curriculum focused on teaching effective effort, organizational and time management, and behavioral lessons.</li> </ul>

## SCHOOL AND STUDENT DATA

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### STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION

#### City on a Hill Charter Public School Circuit Street

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

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	193	68.0%
Asian	0	0.0%
Hispanic	79	27.8%
Native American	1	0.4%
White	6	2.1%
Native Hawaiian, Pacific Islander	1	0.4%
Multi-race, non-Hispanic	4	1.4%
Special education	67	23.6%
Limited English proficient	28	9.9%
Economically Disadvantaged	139	48.9%

#### City on a Hill Charter Public School Dudley Square

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

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	181	74.5%
Asian	5	2.1%
Hispanic	52	21.4%
Native American	0	0.0%
White	3	1.2%
Native Hawaiian, Pacific Islander	0	0.0%
Multi-race, non-Hispanic	2	0.8%
Special education	44	18.1%
Limited English proficient	25	10.3%
Economically Disadvantaged	124	51.0%

#### City on a Hill Charter Public School New Bedford

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=35070505&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	22	15.7%
Asian	2	1.4%
Hispanic	57	40.7%

Native American	0	0.0%
White	51	36.4%
Native Hawaiian, Pacific Islander	0	0.0%
Multi-race, non-Hispanic	8	5.7%
Special education	46	32.9%
Limited English proficient	15	10.7%
Economically Disadvantaged	79	56.4%

## **ADMINISTRATIVE ROSTER FOR THE 2015-16 SCHOOL YEAR**

### **City on a Hill Charter Public Schools Network Office**

<b>ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)
Kennedy Hilario, Executive Director	Leads the network	9/23/15	
Erica Brown, Special Advisor to Executive Director	Advises the Executive Director	8/24/98	6/30/2016
Elizabeth Zappulla, Executive Assistant/Project Manager	Assists executive director and manages various projects	1/6/14	3/16/2016
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	2/5/2016
Julia Latino, ELL Director	Responsible for ensuring a compliant and high-quality network-wide ELL program across the network	8/1/13 (CoaH) 2/4/16 (ELL Director)	
Deborah Farenga, Special Education Administrator and Student Services Coordinator	Oversees the implementation of special education and other student service programs across the network	8/20/15	
Sasha Abby Vanderzee, Tutorial Coordinator	Oversees the CoaHCORPS Tutorial Program	11/1/07	6/30/2016
Wanda Nascimento, CFO/COO*	Oversees finance, human resources, and operations	8/15/10	
Nadine Abraham, Chief Strategy Officer/COO*	Oversees strategy and expansion plans operations	8/3/15	
Mark Largess, Controller	Oversees financial systems and controls	1/1/16	
Caleb Evanter, Business Manager	Implements business office procedures across the network	1/23/12	
Nicholas Lee, Accounts Payable Clerk/Network Office Assistant	Assists Business office with accounts payable and Network office support	6/1/16	

Taylor Riley, Manager of Human Resources	Oversees human resources	11/17/14	
Gabriela Ramos, Business and Human Resources Assistant	Assists with human resources and account payable functions	9/9/15	
Natalie Bys, Operations Manager	Oversees school operations across the network	9/22/14	
Kristie Loftus, Chief Development Officer	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	
Joanne Magloire, Manager of Enrollment and Community Outreach	Coordinates student admissions and implements development efforts across the network	6/27/16	
Edwin Cartagena, Community and Family Engagement Coordinator	Coordinates student and family efforts within the community	11/17/15	
Leigh Carey, Assistant Director, Development & Community Outreach	Coordinates student admissions and implements development efforts across the network	11/25/13	6/30/16
Joshua Kearns, Development Associate	Implements development efforts across the network	10/6/14	7/22/16

*\*on 5/1/16 Nadine Abraham became COO and Wanda Nascimento became CFO.*

### City on a Hill Charter Public School Circuit Street

<b>ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)
Cristin Berry Pizzimenti, Principal	Oversees day-to-day operations and academics of the school	9/1/06	
DeOtis Williams, Jr., Vice Principal	Supports principal in oversight of day-to-day operations of the school	7/1/13	
Melanie Roche-Laputka, Dean of Citizenship	Implements student discipline procedures	8/29/11	
Matthew Uzenski, Dean of Citizenship	Implements student discipline procedures	8/1/08	6/30/16
Lauren Chrystal, Special Education Supervisor	Oversees day-to-day operations of the Special Education department	8/29/11	
Elizabeth Fryman, Tutorial Supervisor	Oversees day-to-day operations of the tutorial program	8/12/13	
Susan Montgomery, Mental Health Counselor	Offers mental health services for students	8/25/14	
Diana Mastrocola, College and Career Counselor	Supports students with college and career services	8/1/13	
Michael Mansfield, College and Career Counselor	Supports students with college and career services	8/3/15	
Nathan Walsh, Operations Associate	Oversees school operations	7/28/14	
Jessica Nix, Front Office Manager	Oversees school front office	6/4/15	

### City on a Hill Charter Public School Dudley Square

<b>ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)
Sonya Pratt, Principal	Oversees day-to-day operations and academics of the school	9/1/03	
Laura Edouard, Vice Principal	Supports principal in oversight of day-to-day operations of the school	8/11/08	
Alex Simmons, Dean of Citizenship	Implements student discipline procedures	7/22/13	
Myrna Velez, Dean of Citizenship	Implements student discipline procedures	4/1/15	
Allison King, Special Education Supervisor	Oversees day-to-day operations of the Special Education department	8/16/10	
Samuel Hughes, Tutorial Supervisor	Oversees day-to-day operations of the tutorial program	7/22/13	
Ashley Sitkin, Mental Health Counselor	Offers mental health services for students	8/1/13	
Natasha de Sherbinin, College & Career Counselor	Supports students with college and career services	8/24/15	
Nadege Manigat, Operations Associate	Oversees school based operations	3/2/15	
Stella Virchick, Office Manager	Oversees school front office	11/24/14	(Transitioned to a teaching fellow for 2016-17)
Aymara Pimentel, Office Manager	Oversees school front office	5/9/16	

### City on a Hill Charter Public School New Bedford

<b>ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)
Kim Wall, Principal	Oversees day-to-day operations and academics of the school	9/9/13	
Samantha Johnson, Vice Principal & Tutorial Supervisor	Supports principal in oversight of day-to-day operations of the school. Oversees day-to-day operations of the tutorial program	7/7/14	
Travis Andrade, Dean of Citizenship	Implements student discipline procedures	7/1/14	
Katherine Cusick, Dean of Citizenship	Implements student discipline procedures	8/4/14	
Scheba Basile, Special Education Supervisor	Oversees day-to-day operations of the Special Education department	8/18/14	8/19/15
Amy Cravenho, Special Education Supervisor	Oversees day-to-day operations of the Special Education department	12/14/15	
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	4/29/16
Clarisse Mendes, Office Manager	Oversees school front office	6/13/16	

## **TEACHER AND STAFF ATTRITION FOR THE 2015-16 SCHOOL YEAR**

### **City on a Hill Charter Public Schools Network Office**

<b>TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2015-2016 school year</b>	<b>Departures during the 2015-2016 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	0	0	0	n/a
Admin	21*	2	4	Another professional opportunity (4), graduate school (1), position eliminated (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 office table.*

### **City on a Hill Charter Public School Circuit Street**

<b>TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2015-2016 school year</b>	<b>Departures during the 2015-2016 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	27	3	3	Another professional opportunity (3), job performance (1), personal (1), position eliminated (1)
Admin	11	0	1	Another professional opportunity (1)
Other Staff	15	3	7	Other staff refers primarily to tutors and teaching fellows, positions designed to be only one year (7), relocated (1), another professional opportunity (1), personal (1)

### City on a Hill Charter Public School Dudley Square

TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR				
	Number as of the last day of the 2015-2016 school year	Departures during the 2015-2016 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	22	2	7	Another professional opportunity (5); relocating (2); job performance (1); position eliminated (1)
Admin	11	0	0	n/a
Other Staff	10	1	6	Other staff refers to tutors, a position designed to be only one year (5), personal (1)

### City on a Hill Charter Public School New Bedford

TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR				
	Number as of the last day of the 2015-2016 school year	Departures during the 2015-2016 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	13	3	1	Another professional opportunity (2); job performance (2)
Admin	8	2	0	Another professional opportunity (1); personal (1)
Other Staff	6	4	0	Personal (2), another professional opportunity (1), attendance (1)

### BOARD OF TRUSTEES

BOARD MEMBERS FOR THE 2015-16 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	Board member from 2011 through May 2016.
James R. Drabick		Chair: Trustees Committee	1	Board member from February 2013 through February 2016.
Jeff Jablow		Chair: Development/Trustees Committee Member: Strategic Planning Committee	2	Board member since 2012, 2 <sup>nd</sup> term expires October 2018.
Jeff Jacobs	Chair	Chair: Executive Committee	2	Board member since 2012, 2 <sup>nd</sup> term expires October 2018.

Deirdre Lopes		Member: Human Resources Committee, School Performance Committee	1	Board member since May 2014; 1 <sup>st</sup> term expires May 2017.
Ben Lummis		Chair: Strategic Planning Committee Member: Human Resources Committee	2	Board member since February 2011; 2 <sup>nd</sup> term expires February 2017.
Robert Mazarella		Chair: Executive Committee Member: Finance Committee	4	Board member from April 2006 through February 2016.
Ginger Parker	Secretary	Member: Executive, Human Resources, and School Performance Committees	3	Board member since 2008, 3 <sup>rd</sup> term expires October 2017.
Michael Rosen		Chair: Human Resources Committee Member: Finance Committee	3	Board member since May 2010, 3 <sup>rd</sup> term expires June 2019.
Lori Stevens	Vice Chair	Member: Executive, Development/Trustees and Strategic Planning Committees	2	Board member since October 2010; 2nd term expires October 2016.
Cara Stillings Candal		Chair: School Performance Committee Member: Finance Committee	2	Board member since April 2011; 2nd term expires April 2017.
Ryan Thornton	Treasurer	Chair: Finance Committee Member: Executive Committee	3	Board member from 2008 through May 2016.
Gregory Vasey		Member: Finance and Strategic Planning Committee	1	Board member since February 2016, 1 <sup>st</sup> term expires February 2019.
Karin Wall		Member: Human Resources and School Performance Committees	1	Board member since February 2016, 1 <sup>st</sup> term expires February 2019.
Johanna Ward		Member: Development/Trustees and Finance Committees	1	Board member since December 2015, 1 <sup>st</sup> term expires December 2018.
Kim Wechtenhiser		Member: Development/Trustees, School Performance Committee, Strategic Planning	3	Board member since October 2009, 3 <sup>rd</sup> term expires October 2018.

## **ADDITIONAL REQUIRED INFORMATION**

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### **KEY LEADERSHIP CHANGES**

<b>Position</b>	<b>Name</b>
Board of Trustees Chairperson	Jeff Jacobs
Charter School Leader	Kennedy Hilario
Assistant Charter School Leader	n/a
Special Education Director	Deborah Farenga
MCAS Test Coordinator	n/a
SIMS Coordinator	n/a
English Language Learner Director	Julia Latino

### **ENROLLMENT**

<b>Action</b>	<b>Date(s)</b>
Student Application Deadline	Friday, March 10, 2017
Lottery	Wednesday, March 15, 2017

### **CONDITIONS (IF APPLICABLE)**

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None of the City on a Hill schools have been placed on conditions by the Commissioner or the Board of Elementary and Secondary Education.

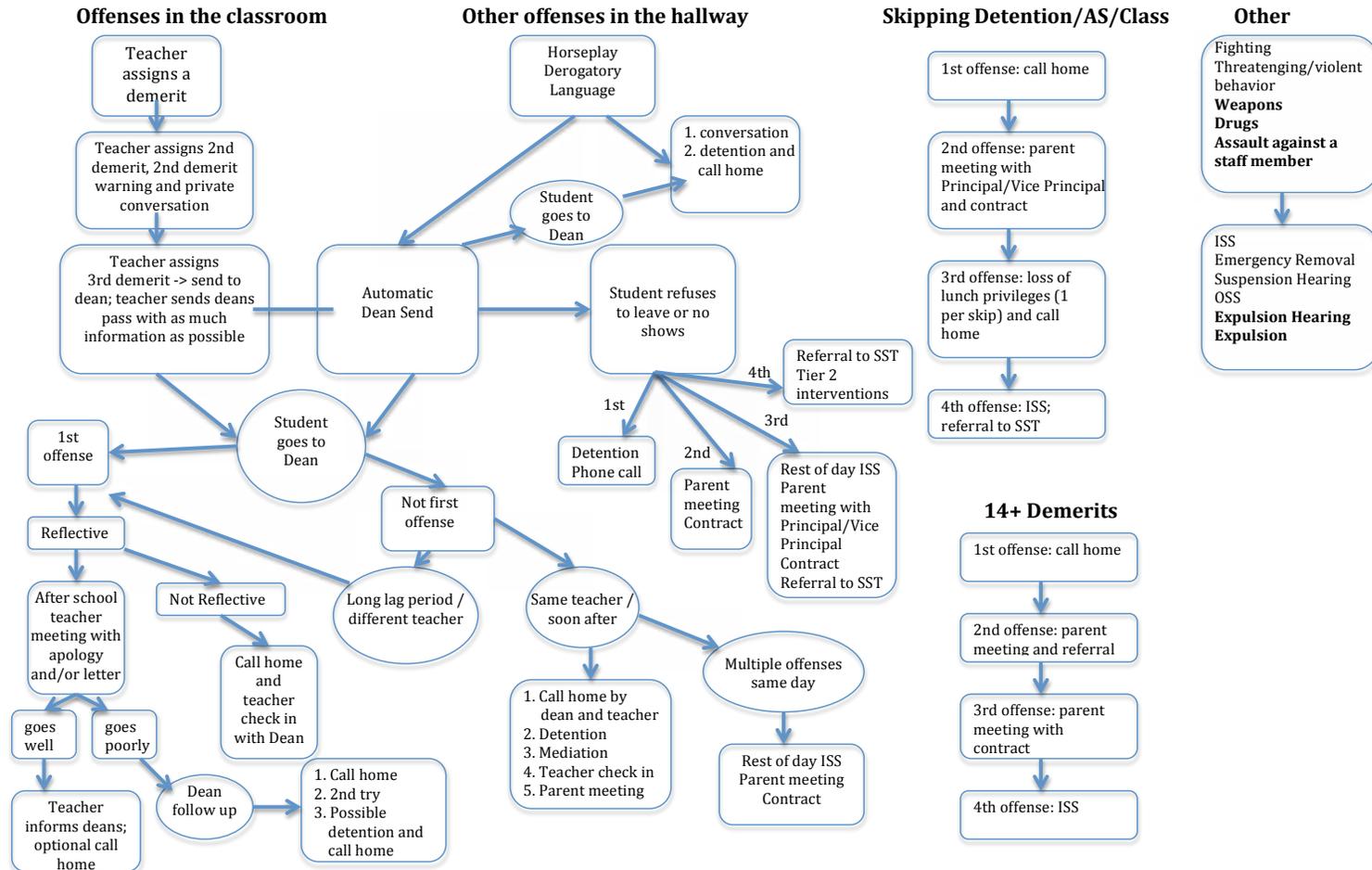
### **COMPLAINTS (IF APPLICABLE)**

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No official complaints were received by the board of trustees during FY16.

# APPENDIX A: DISCIPLINE FLOW CHART

## Discipline Flow Chart



## APPENDIX B: NETWORK OFFICE ORGANIZATIONAL CHART

