

Brooke
CHARTER SCHOOLS

Annual Report 2016-2017

Brooke Roslindale Campus

190 Cummins Highway, Boston, MA 02131

P: 617-325-7977

F: 617-325-2260

Brooke Mattapan Campus

150 American Legion Highway, Boston, MA 02124

P: 617-268-1006

F: 617-474-4612

Brooke East Boston Campus

94 Horace Street, Boston, MA 02128

P: 617-409-5150

F: 617-567-5295

Brooke High School

195 Centre St., Boston, MA 02124

P: 617-874-5515

F: 857-401-3010

Contact:

Jon Clark, Co-Director for Operations

P: 617-325-7797

F: 617-325-2260

Email: jclark@ebrooke.org.

Web Address: www.ebrooke.org

July 31, 2017

TABLE OF CONTENTS

INTRODUCTION TO THE SCHOOL	3
SCHOOL PERFORMANCE & PROGRAM IMPLEMENTATION	4
Faithfulness to Charter	4
Mission and Key Design Elements	4
Dissemination Efforts.....	5
Academic Program Success	6
Student Performance	6
Program Delivery	6
Social, Emotional, and Health Needs.....	6
ORGANIZATIONAL VIABILITY	8
Organizational Structure	8
Network Structure.....	8
Teacher Evaluation	8
Organizational Charts.....	9
Budget and Finance Reports.....	10
Appendix A: Accountability Plan Evidence 2016-2017	14
Appendix B: Charter School Recruitment & Retention Plan.....	16
Appendix C: School & Student Data Tables.....	23
School and Student Data	23
Administrative Roster: 2016-2017 School Year.....	23
Teacher & Staff Attrition: 2016-2017 School Year.....	25
Brooke Charter School Board of Trustees (2016-2017)	25
Appendix D: Additional Required Information	26
Key Leadership Changes	26
Facilities.....	26
Enrollment.....	26
Complaints.....	27
Conditions	27

INTRODUCTION TO THE SCHOOL

<i>Name of School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Boston
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	Boston, Chelsea
Year Opened	2002	Year(s) the Charter was Renewed (if applicable)	2017
Maximum Enrollment	2,221 (max 1,960 in Boston)	Enrollment as of 7.22.2017	1,755
Chartered Grade Span	K-12	Current Grade Span	K-10
Number of Instructional Days per School Year	186 (K-8) 183 (HS)	Students on Waitlist as of 7.22.2017	4,308
School Hours	<u>K-8</u> , W: 7:45 – 12:30 M,T,Th,F: 7:45 – 4:00 <u>HS</u> , M: 8:00 – 2:00 T,W,Th,F: 8:00 – 3:45	Age of School as of 2016-2017 School Year	15 years
Mission Statement: To provide an academically rigorous public education to students from the cities of Boston and Chelsea that will ensure that they are prepared to enter into and succeed in college.			

SCHOOL PERFORMANCE & PROGRAM IMPLEMENTATION

FAITHFULNESS TO CHARTER

Mission and Key Design Elements

Vision, Beliefs, and Values

We believe that the achievement gap is the shame of our nation – and that great teaching can close it. Our vision is shaped not only by what we believe, but also by what research has proven. Research tells us that the number one predictor of student achievement isn't race. It isn't socio-economic status. It's teacher quality. In other words, the best lever that we have to help low-income and minority students succeed in college is the same one that is most effective in helping all students achieve, regardless of their backgrounds: quality teaching in bigger doses. Therefore, our approach is guided by the following questions:

- a. What does research tell us about what quality teaching looks like?
- b. How can we best develop our teachers to ensure that they can deliver this quality teaching to our students?
- c. How can we create the conditions across the school community that support quality teaching?

We believe that it is at the school level where the most necessary and powerful contributions to this effort must be made. It is only at the school level that we can fundamentally transform the daily experience of what it means to teach, by:

- Building orderly and highly functional learning and working environments where teachers work tremendously hard but are simultaneously supported by strong school-wide operations and systems.
- Creating a robust culture of professional development, based on clear standards of excellent teaching, providing teachers with frequent and multiple opportunities to receive feedback on their practice and structured opportunities to reflect upon and develop their practice.
- Building team-based instructional cultures, where teacher teams co-plan units and lessons, analyze data from regular interim assessments, and identify/research/tackle instructional challenges.
- Developing structures that allow teachers to develop strong relationships with students and their families and allow teachers to provide students with immediate targeted feedback.

We believe that by investing in these practices and conditions at the school level, we give ourselves the best opportunity to truly transform the teaching profession and, in so doing, close the achievement gap.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
4.14.2017	To align arrival and dismissal times across K-8 campuses and to delineate separate arrival, dismissal, and school year length for the HS.	Approved

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices?	Result of dissemination
Capturing what instructional excellence in the classroom looks like for professional development	Instructional Video Project	Co-Director, K-8 Principals, Teachers	Instruction	General Public	Over 100 videos posted to website
Math instructional content development	Professional Development Hosting	Co-Director, K-8 Principals	Instruction	Unlocking Potential, KIPP Foundation, KIPP MA, Washington DC Public Schools, Mastery Charter Schools, Uplift Education, Vista College Prep Charter School, Blackstone Valley Prep Charter School, Denver School of Science and Technology, The Academy Charter School	Participating organizations develop their own action plans for professional development. Grant funding received from Louis Calder Foundation, Gates Foundation, Charter School Growth Fund. Grant period still open, no report written as of now.
Computer Science Approach and Curriculum	Website Dissemination	Computer Science Department Chair	Curriculum	General Public	All materials posted to website
Approach to developing culture of love of reading and close reading	Book Club Project	Co-Director, Chief Development Officer, Director of External Relations, Teachers	Instruction	Eliot School, Orchard Gardens, KIPP Boston	Project organizational materials and text related materials

ACADEMIC PROGRAM SUCCESS

Student Performance

For the last three years all Brooke campuses have been in the top ten highest performing K-8 schools on standardized tests in Math and ELA combined. These results represent the extraordinary hard work of our scholars and their teachers, and we could not be more proud of both.

An analysis of Brooke students' 2016 PARCC performance reveals that:

- Brooke East Boston was the **highest performing district in Math** in the Commonwealth of Massachusetts.
- **For a second year in a row more African-American Students at Brooke scored at the highest level of the math PARCC than their counterparts in the entire Boston Public School system.** 108 African-American students at Brooke's three schools scored a 5 on the math PARCC test, compared to just 94 in the entire Boston Public School system.
- **For a second year in a row students with special needs at Brooke out-performed the Boston Public Schools average for all students** in both Math and English Language Arts.

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04280305&fycode=2016&orgtypecode=6&>

Program Delivery

In January of 2016, the Board of Elementary and Secondary Education (Board) voted to adopt the 2016 Science and Technology/Engineering Standards, and directed the Commissioner to incorporate the standards into the 2016 Massachusetts Science and Technology/Engineering Curriculum Framework. Brooke's network science coordinator participated on the state committee making the recommended changes and has incorporated those changes into Brooke's standards and network curriculum.

In March of 2017, the Board voted to adopt revised learning standards for mathematics and English language arts and literacy. Our current math and ELA standards and interim assessments reflect the changes in the new standards.

Social, Emotional, and Health Needs

We believe that the best way to address the social and emotional needs of our students is through strong classroom leadership via a capable teacher who has the capacity and know-how to support the growth of his/her students socially and emotionally. We do that by ensuring that we minimize total student loads for classroom teachers (ranging from 15 to no more than 28 students) and providing professional development designed to help teachers meet the social and emotional needs of students.

Brooke has a character-education program with clearly articulated standards at each grade level. At the end of the 2016-17 school year, a working group of teachers and administrators from across Brooke campuses began to plan and pilot a new approach to character education and social emotional learning

based on the Circle and Compass model created at Valor Collegiate Charter School in Nashville. Brooke will pilot that program at the high school and in selected K-8 classrooms in 2017-18.

We meet the physical health needs of our students by implementing our network-wide Wellness policy at each of our campuses.

ORGANIZATIONAL VIABILITY

Organizational Structure

No changes were made to the school-based organizational structures during the 2016-2017 school year.

Network Structure

In 2016-2017 Brooke added the network staff position of Director of External Relations and eliminated the position of Network Director of ELA. In the coming year, Brooke will add the role of Chief People Officer at the network level.

At board meetings, the network Co-Directors present on the academic success and organizational viability of each school in the network and of the network as a whole. The Co-Directors present performance data encompassing the same performance metrics at each school, including:

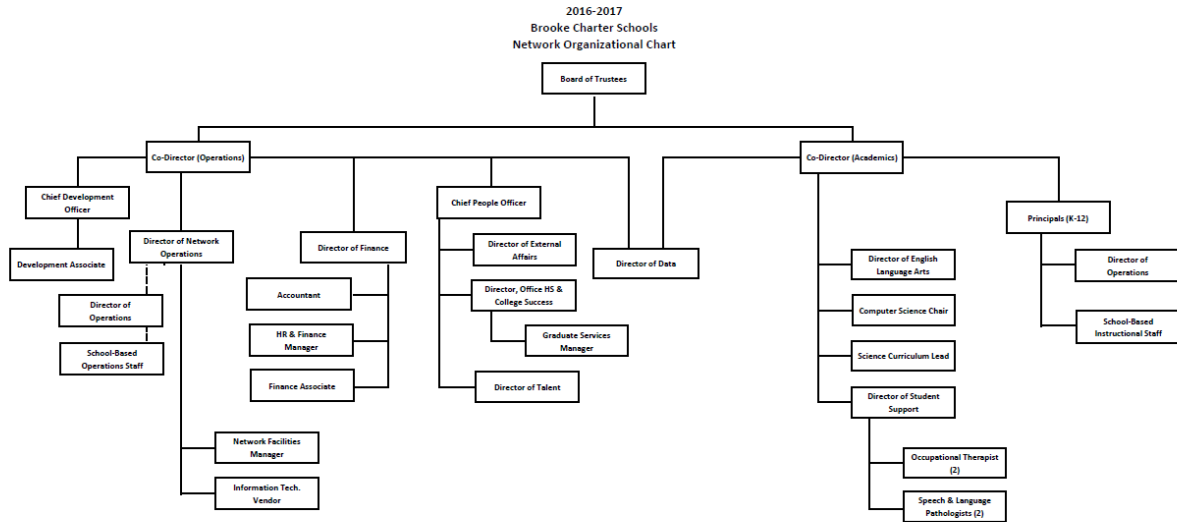
- Student performance on MCAS/PARCC, network-wide interim assessments, and STEP tests in grades K-3
- Quarterly financial reports showing projected vs. actual expenditures
- Annual audits
- Recruitment and enrollment data, including the enrollment rates of targeted demographic sub-groups
- Student retention and attrition data.

Discussion and analysis of this data is accompanied by a narrative performance update at each school, presented by the network Co-Directors or the principal(s). The board evaluates the extent to which each school as an individual entity has met performance targets to ensure that all schools consistently deliver the same high-quality educational service to students and their families.

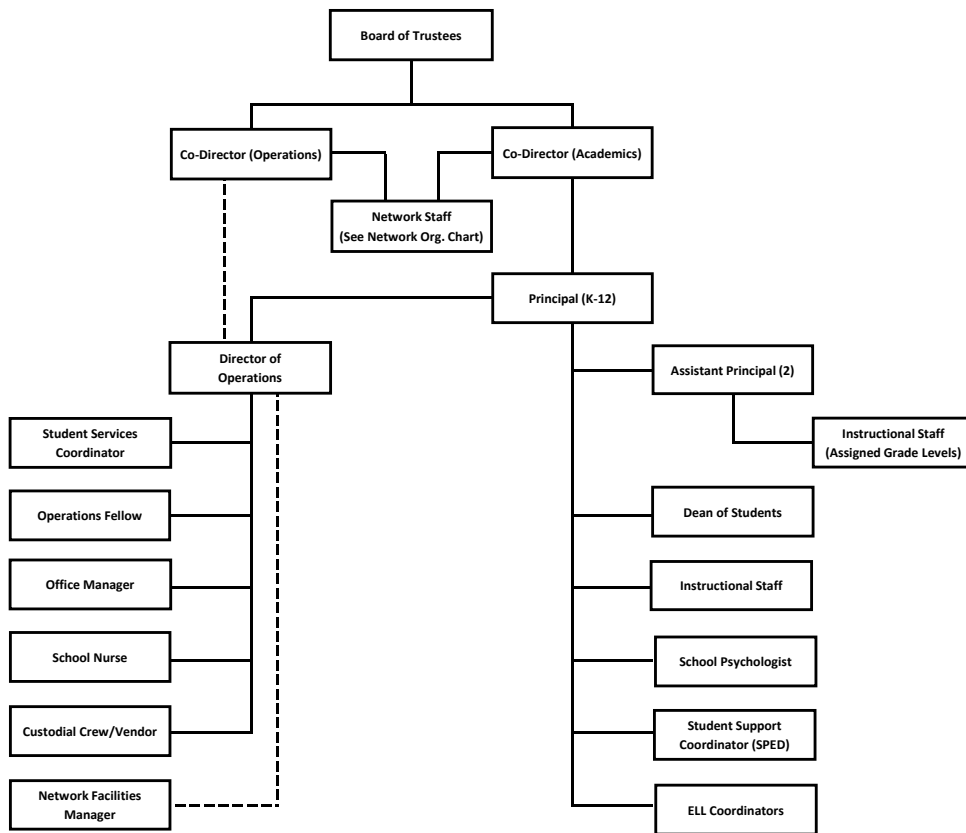
Teacher Evaluation

No changes were made in 2016-17 to our systems for teacher evaluation.

Organizational Charts



**2016-2017
Brooke Charter Schools
School-Based Organizational Chart**



BUDGET AND FINANCE REPORTS

Budget and Finance

A. Unaudited FY17 statement of revenues, expenses, and changes in net assets (income statement)

	Brooke Roslindale	Brooke Foundation
Operating Revenue:		
Per-Pupil tuition	\$ 24,197,094.00	\$ -
In-Kind Transportation and pension	\$ 5,832,647.27	\$ -
Network Charges	\$ 5,952,462.00	\$ -
Grants-Government	\$ 3,584,446.82	\$ 214,621.45
Program Fees and other income	\$ 1,041,745.76	\$ -
Program Restricted Grants	\$ -	\$ 2,293,065.24
Rental Income	\$ -	\$ -
Interagency Grants - Operating	\$ -	\$ (2,293,065.24)
Total Operating Revenue	\$ 40,608,395.85	\$ 214,621.45
Operating Expenses		
Personnel and related Costs:		
Salaries	\$ 15,439,218.54	\$ -
In-Kind Pension	\$ 3,979,357.00	\$ -
Payroll Taxes and employee Benefits	\$ 1,402,428.27	\$ -
Recruitment and Staff Development	\$ 679,930.25	\$ -
Total Personnel and Related Costs	\$ 21,500,934.06	\$ -
Direct Student Costs		
in-Kind Transportation	\$ 1,853,290.27	\$ -
Minor Equipment	\$ 1,153,137.96	\$ -
Educational Program Expense	\$ 1,000,505.12	\$ -
Food	\$ 1,126,221.77	\$ -
Transportation and Travel	\$ 702,246.14	\$ -
Student Activities	\$ 213,456.28	\$ -
Special Educational Services	\$ 80,012.20	\$ -
Total Direct Student Costs	\$ 6,128,869.74	\$ -
Occupancy:		
Interest and Fees	\$ 1,983,846.07	\$ 363,068.36
Facility Maintenance	\$ 1,249,877.51	\$ -
Rent	\$ 1,617,957.90	\$ -
Utilities	\$ 337,851.06	\$ -
Insurance	\$ 141,368.39	\$ -
Total Occupancy	\$ 5,330,900.93	\$ 363,068.36
Other Operating Costs:		
Network Charges	\$ 5,952,462.00	\$ -
Professional Fees	\$ 315,670.38	\$ 324.00
Miscellaneous	\$ 148,830.75	\$ 370.01
Dues and Subscriptions	\$ 26,391.60	\$ -
Postage and Printing	\$ 33,201.10	\$ -
Supplies	\$ 54,586.32	\$ -
Bank Service Fee	\$ -	\$ 55.00
Scholarships	\$ -	\$ 28,765.96
Total Other Operating Costs	\$ 6,531,142.15	\$ 29,514.97
Depreciation	\$ 795,276.83	\$ -
Total Operating Expenses	\$ 40,287,123.71	\$ 392,583.33
Changes in Unrestricted Net Position from operations	\$ 321,272.14	\$ (177,961.88)
General Revenue (Expenses):		
Interest Income	\$ 1,673,468.79	\$ 1,799,356.42
Tax Credit Income	\$ -	\$ -
Grants and Contributions - Unrestricted	\$ 2,368.64	\$ -
Other Income	\$ 148,223.41	\$ -
Intercompany Grants-Capital	\$ -	\$ -
Developer Fee Income	\$ -	\$ -
Financing Costs	\$ -	\$ (64,475.89)
Total General Revenue (expense)	\$ 1,824,060.84	\$ 1,734,880.53
Changes in unrestricted net position	\$ 2,145,332.98	\$ 1,556,918.65
Restricted Net Position:		
Grants and contributions	\$ -	\$ 2,293,065.24
Capital Grants	\$ -	\$ -
Satisfaction of capital restrictions	\$ -	\$ -
Satisfaction of purpose restrictions	\$ -	\$ (2,293,065.24)
Changes in Program Restricted Net Position	\$ 2,145,332.98	\$ 1,556,918.65
Changes in Net Position	\$ 2,145,332.98	\$ 1,556,918.65
Net Position and Member's Equity (Deficit):		
Beginning of Year	\$ 20,253,621.83	\$ 11,490,831.92
End of Year	\$ 22,398,954.81	\$ 13,047,750.57

B. Statement of net assets for FY17(balance sheet)

	Brooke Roslindale	Brooke Foundation
Operating Revenue:		
Per-Pupil tuition	\$ 24,197,094.00	\$ -
In-Kind Transportation and pension	\$ 5,832,647.27	\$ -
Network Charges	\$ 5,952,462.00	\$ -
Grants-Government	\$ 3,584,446.82	\$ 214,621.45
Program Fees and other income	\$ 1,041,745.76	\$ -
Program Restricted Grants	\$ -	\$ 2,293,065.24
Rental Income	\$ -	\$ -
Interagency Grants - Operating	\$ -	\$ (2,293,065.24)
Total Operating Revenue	\$ 40,608,395.85	\$ 214,621.45
Operating Expenses		
Personnel and related Costs:		
Salaries	\$ 15,439,218.54	\$ -
In-Kind Pension	\$ 3,979,357.00	\$ -
Payroll Taxes and employee Benefits	\$ 1,402,428.27	\$ -
Recruitment and Staff Development	\$ 679,930.25	\$ -
Total Personnel and Related Costs	\$ 21,500,934.06	\$ -
Direct Student Costs		
in-Kind Transportation	\$ 1,853,290.27	\$ -
Minor Equipment	\$ 1,153,137.96	\$ -
Educational Program Expense	\$ 1,000,505.12	\$ -
Food	\$ 1,126,221.77	\$ -
Transportation and Travel	\$ 702,246.14	\$ -
Student Activities	\$ 213,456.28	\$ -
Special Educational Services	\$ 80,012.20	\$ -
Total Direct Student Costs	\$ 6,128,869.74	\$ -
Occupancy:		
Interest and Fees	\$ 1,983,846.07	\$ 363,068.36
Facility Maintenance	\$ 1,249,877.51	\$ -
Rent	\$ 1,617,957.90	\$ -
Utilities	\$ 337,851.06	\$ -
Insurance	\$ 141,368.39	\$ -
Total Occupancy	\$ 5,330,900.93	\$ 363,068.36
Other Operating Costs:		
Network Charges	\$ 5,952,462.00	\$ -
Professional Fees	\$ 315,670.38	\$ 324.00
Miscellaneous	\$ 148,830.75	\$ 370.01
Dues and Subscriptions	\$ 26,391.60	\$ -
Postage and Printing	\$ 33,201.10	\$ -
Supplies	\$ 54,586.32	\$ -
Bank Service Fee	\$ -	\$ 55.00
Scholarships	\$ -	\$ 28,765.96
Total Other Operating Costs	\$ 6,531,142.15	\$ 29,514.97
Depreciation	\$ 795,276.83	\$ -
Total Operating Expenses	\$ 40,287,123.71	\$ 392,583.33
Changes in Unrestricted Net Position from operations	\$ 321,272.14	\$ (177,961.88)
General Revenue (Expenses):		
Interest Income	\$ 1,673,468.79	\$ 1,799,356.42
Tax Credit Income	\$ -	\$ -
Grants and Contributions - Unrestricted	\$ 2,368.64	\$ -
Other Income	\$ 148,223.41	\$ -
Intercompany Grants-Capital	\$ -	\$ -
Developer Fee Income	\$ -	\$ -
Financing Costs	\$ -	\$ (64,475.89)
Total General Revenue (expense)	\$ 1,824,060.84	\$ 1,734,880.53
Changes in unrestricted net position	\$ 2,145,332.98	\$ 1,556,918.65
Restricted Net Position:		
Grants and contributions	\$ -	\$ 2,293,065.24
Capital Grants	\$ -	\$ -
Satisfaction of capital restrictions	\$ -	\$ -
Satisfaction of purpose restrictions	\$ -	\$ (2,293,065.24)
Changes in Program Restricted Net Position	\$ 2,145,332.98	\$ 1,556,918.65
Changes in Net Position	\$ 2,145,332.98	\$ 1,556,918.65
Net Position and Member's Equity (Deficit):		
Beginning of Year	\$ 20,253,621.83	\$ 11,490,831.92
End of Year	\$ 22,398,954.81	\$ 13,047,750.57

C. Approved School Budget for FY18

Provide a detailed copy of the school's budget for FY18 including similar detail that is included in the school's audited financial statements. Provide the date the board of trustees approved the budget.

Brooke Charter School								2:50 AM
Profit & Loss Budget Overview								07/31/2017
July 2017 through June 2018								Accrual Basis
	B1 - Brooke Roslindale (Brooke Charter School)	B2 - Brooke Mattapan (Brooke Charter School)	B3 - Brooke East Boston (Brooke Charter School)	BHS - Brooke High (Brooke Charter School)	Network (Brooke Charter School)	Brooke Charter School - Other (Brooke Charter School)		TOTAL
	Jul '17 - Jun 18	Jul '17 - Jun 18	Jul '17 - Jun 18	Jul '17 - Jun 18	Jul '17 - Jun 18	Jul '17 - Jun 18	Jul '17 - Jun 18	Jul '17 - Jun 18
Ordinary Income/Expense								
Income								
1100 - Private Grants & Donations	88,801.90	81,903.99	91,905.00	613,028.95	0.00		875,639.84	875,639.84
1300 - Federal Entitlements	378,061.00	342,237.70	334,771.20	254,493.80	0.00	0.00	1,309,563.70	1,309,563.70
1400 - Per Pupil Tuition	7,760,373.60	7,832,095.92	7,645,617.48	1,979,540.76	0.00		25,217,627.76	25,217,627.76
1500 - Nutrition Program	203,494.50	246,040.74	243,162.92	35,340.80	0.00		728,038.96	728,038.96
1800 - Miscellaneous income	114,366.10	121,844.86	127,320.57	43,733.34	0.00		407,264.87	407,264.87
1900 - In-Kind Revenue	1,792,025.90	1,014,579.87	824,335.78		0.00		3,630,941.55	3,630,941.55
Total Income	10,337,123.00	9,638,703.08	9,267,112.95	2,926,137.65	0.00	0.00	32,169,076.68	32,169,076.68
Gross Profit	10,337,123.00	9,638,703.08	9,267,112.95	2,926,137.65	0.00	0.00	32,169,076.68	32,169,076.68
Expense								
4000 - Payroll & Benefits Expenses	5,462,308.00	4,880,126.98	4,691,793.48	1,697,305.10	0.00		16,731,533.56	16,731,533.56
5000 - Instructional Expenses	306,221.40	331,094.50	292,779.91	163,793.89	0.00		1,093,889.70	1,093,889.70
6000 - Student Services	576,515.30	609,666.12	710,131.52	262,866.19	0.00		2,159,179.13	2,159,179.13
7000 - Facility Expenses	445,821.00	1,748,971.55	465,035.95	489,068.28	0.00		3,148,896.78	3,148,896.78
8000 - Operating Expenses	1,114,401.00	448,040.85	457,996.69	206,995.55	0.00		2,227,434.09	2,227,434.09
8900 - Discretionary Funds	27,050.40	27,300.00	26,649.96	6,900.00	0.00		87,900.96	87,900.96
9000 - Network Charges	1,687,509.60	346,515.48	1,612,735.92	212,951.52	0.00		3,859,712.52	3,859,712.52
9100 - In-Kind Expenses	1,792,025.90	1,014,579.87	824,335.78		0.00		3,630,941.55	3,630,941.55
Total Expense	11,411,852.60	9,406,295.35	9,081,459.21	3,039,880.53	0.00		32,939,487.69	32,939,487.69
Net Ordinary Income	-1,074,729.60	232,407.73	185,653.74	-113,742.88	0.00	0.00	-770,411.01	-770,411.01
Other Income/Expense								
Other Income								
90000 - Network Income	0.00	0.00	0.00	0.00	5,455,751.33		5,455,751.33	5,455,751.33
Total Other Income	0.00	0.00	0.00	0.00	5,455,751.33		5,455,751.33	5,455,751.33
Other Expense								
94000 - Network Payroll & Benefits	0.00	0.00	0.00	0.00	2,412,966.81		2,412,966.81	2,412,966.81
95000 - Network Instructional Expenses	0.00	0.00	0.00	0.00	4,931.04		4,931.04	4,931.04
96000 - Network Student Services	0.00	0.00	0.00	0.00	101,073.96		101,073.96	101,073.96
97000 - Network Facilities	0.00	0.00	0.00	0.00	1,615,471.71		1,615,471.71	1,615,471.71
98000 - Network Operating	0.00	0.00	0.00	0.00	758,233.74		758,233.74	758,233.74
99000 - Operating/Capital Reserve Proj	0.00	0.00	0.00	0.00			0.00	0.00
Total Other Expense	0.00	0.00	0.00	0.00	4,892,677.26		4,892,677.26	4,892,677.26
Net Other Income	0.00	0.00	0.00	0.00	563,074.07		563,074.07	563,074.07
Net Income	-1,074,729.60	232,407.73	185,653.74	-113,742.88	563,074.07	0.00	-207,336.94	-207,336.94

D. Capital Plan for FY18

The capital plan should identify all planned capital projects in progress or expected to be initiated within the next ten years. Examples of capital projects include:

Project	Status	Estimated Completion Date	Estimated Cost	Financing
High School Permanent Facility Project: New construction of 92,000 square foot permanent facility at 200 American Legion HWY, 02124.	In Progress	August, 2017	\$44 million	\$47 million Total <ul style="list-style-type: none"> • Senior Lender: Boston Private Bank, \$26 million • Subordinate Lender: Boston Community Capital, \$11 million • Direct equity contribution, \$10 million (No separate capital reserve account)
Roslindale Campus Renovation Project: <ul style="list-style-type: none"> • Elevator Renovation • Masonry Repair • Window Replacement • Gym Floor Replacement 	In Progress	August, 2019	\$43 million	

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2016-2017

	2016 - 2017 Performance (Met/Not Met)	Evidence/Explanation
Objective: The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).		
Measure: 75% of BCS 8 th graders will score at the 50 th percentile nationally or higher on all 3 sections of the SSAT (verbal, quantitative, and reading).	N/A	When Brooke consolidated under one charter and added a high school program, we eliminated our high school application support program, including eliminating the administration of the SSAT. This measure has been eliminated from our proposed Accountability Plan for 2017-18.
Measure: 75% of BCS 8th graders will gain admission to a selective-admissions high school.	N/A	See above.
Measure: Students in K2 – 3rd Grade will show improvement of three STEP levels within one academic year.	Met	Brooke Roslindale: Out of 247 K-3 students, 168 grew 3 step levels or maxed out (68%) Brooke Mattapan: Out of 246 K-3 students, 100 grew 3 step levels or maxed out (40.6%) Brooke East Boston: Out of 244 K-3 students, 155 grew 3 step levels or maxed out (63.5%)

Objective: The classroom and school environment is orderly, supports the goal of student understanding and mastery of skills, and is consistent with the school’s mission.		
	2016 - 2017 Performance (Met/Not Met)	Evidence/Explanation
Measure: Each month, a formal School Audit will be administered at each BCS facility by a network employee using an internally-developed rubric. Audit scores should be above 80% at every facility.	N/A	When Brooke consolidated, we eliminated the campus based culture audit. This measure has been eliminated from our proposed Accountability Plan for 2017-18.

<p>Measure: 50% of families will respond to the annual year-end parent survey, and 90% or more of all families will indicate that they are satisfied with the school's behavior standards and expectations for students.</p>	<p>Met</p>	<p>Evidence provided via parent survey responses collected across campuses. 91% favorable. Response rate over 50%.</p>
<p>Measure: 50% of families will respond to the annual year-end parent survey, and 80% or more of all families will indicate that the school's behavior standards and expectations for students are better than at their child's previous school.</p>	<p>N/A</p>	<p>Given the limited sample size of parents whose children attended a "previous school" the series of questions regarding students' previous school was eliminated in the 2015-2016 survey and a new measure will be added to the revised accountability plan in 2016-2017.</p>

<p>Objective: The school establishes a professional climate resulting in a purposeful learning environment and reasonable rates of retention for school administrators, teachers and staff.</p>		
	<p>2016 - 2017 Performance (Met/Not Met)</p>	<p>Evidence/Explanation</p>
<p>Measure: All BCS teachers will be observed at a minimum of 20 times each school year. Observations will be completed by the principal, assistant principal, and/or by peer teachers, and will include feedback and follow-up discussion.</p>	<p>Met</p>	<p>Evidence provided via observation logs for each school.</p>
<p>Measure: BCS will retain 80% of teachers from one school year to the next, excluding those who leave for purposes of geographic re-location.</p>	<p>Met</p>	<p>85% (115 or 136 teachers returning, excluding 16 who left due to relocation, excluded from both nominator and denominator)</p>

APPENDIX B: CHARTER SCHOOL RECRUITMENT & RETENTION PLAN**Recruitment Plan, 2017-2018**

School Name: Brooke Charter School

2016-2017 Implementation Summary:

Brooke had a very successful recruiting season in 2016-17. Our total number of application received in 2017 (4,507) was up considerably over 2016 (2,595), although very much in line with 2015. We believe our targeted supplemental mailing to Kinder families in Boston and Chelsea in Spanish and Haitian Creole paid dividends and will further increase our First Language Not English numbers within this year's cohort of new students.

Our biggest challenge has been trying to assign students to campuses that make sense for families based on where they live, particularly given that our East Boston campus is so physically distant from our Roslindale and Mattapan campuses. This is a particular problem for our East Boston campus in that the ratio of applicants for whom the East Boston campus is the most logical choice is lower than the ratio of spots that are available at that campus. For 2017-18, we will target increasing the number of applicants from East Boston and Chelsea at all grade levels. In the long run, we would welcome the opportunity to discuss with the Department ways in which we could modify our enrollment policy to help make the campus assignment process more predictable and rational for families.

We are certain that despite the strong recruiting season, we will not meet the gap narrowing targets for special education students and English language learners set by the department for all of the following reasons:

- Our low identification rates of students as ELL (approximately 20% of FLNE's)
- Our low identification rates of special ed students (less than 5% of incoming Kindergarten students)
- High rates of designation-removal at Brooke for students previously identified as ELL
- High rates of designation-removal at Brooke for students previously identified as special education students
- The low # of vacancies each year proportional to overall enrollment, and the high concentration of those vacancies in Kindergarten (where rates of ELL and Special Ed tend to be much lower than for students in older grades, who matriculate to Brooke having already been identified as special ed and ELL in much higher numbers).

For all of these reasons, we believe it is in fact mathematically impossible for Brooke to meet the gap-narrowing targets set out for special education and English language learners. We would welcome the opportunity to revisit this issue with the Department after our October 1st SIMS submission, or at any time.

Describe the school's general recruitment activities, i.e. those intended to reach all students.**General Recruitment Activities for 2017-2018:**

In 2017-18, Brooke intends to participate in the common application process initiated by the Boston Charter Alliance in 2016-17. Independent of that process, Brooke intends to conduct a broad set of recruitment outreach activities, similar to that conducted previous years, with a heavy emphasis on direct mailings to eligible families.

Recruitment Plan –Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 8.9%</p> <p>GNT percentage: 11.6%</p> <p>CI percentage: 15.8%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p>(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • We will explicitly state in our recruitment materials that we serve all students, including students on IEPs and 504s. • We will recruit at Head Start programs that serve students with special needs. We will discuss our program with Head Start staff and ensure that they are aware of our capacity to serve special education students. • We will send our Director of Special Education to student recruitment events to speak directly to families of students with disabilities, and send mailings with application materials to Early Interventions Centers across the city. • Distribute application and recruitment materials to advocacy organizations including MSPCC (Mass Society for Prevention of Cruelty to Children), DCF (Department of Children and Families), and Boston SpedPac. • We will send a direct mailing to all eligible Boston families that clearly states that we invite families of special needs students to apply.
	<p>(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • We will send a direct mailing to ALL families in the 02128 zip-code through the USPS that specifies that we invite all families of special needs students to apply. This strategy does not require collaboration with a local community organization.
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage:</p>	<p>(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>

<p>6.7%</p> <p>GNT percentage: 12.8%</p> <p>CI percentage: 25.3%</p> <p>The school is below GNT percentages and below CI percentages</p>	<ul style="list-style-type: none"> • We will produce applications and promotional materials in Spanish, Creole, Cape Verdean, Vietnamese, and other prevalent languages. • We will place advertisements in languages other than English in local newspapers (such as El Planeta and the East Boston Times) or in community newsletters. • We will send representatives from the school who speak Spanish and Creole to community organizations and to well-travelled areas within communities with high rates of non-native English speakers to distribute materials in multiple languages. We will also canvass neighborhoods in East Boston and Mattapan, and participate in the Charter School Fair. • We will send Spanish-speaking recruiters door-to-door to housing developments in East Boston and Chelsea to recruit new families. • We will post advertisements in public transit facilities and vehicles in targeted neighborhoods in Boston and Chelsea. • We will coordinate with community based organizations, including the Mayor’s Office for New Bostonians and Adult ESL programs, to deliver recruitment materials and applications to their clientele. • We will distribute mailings to community organizations that serve families who may be FLNE, including Hyde Square Task Force, Haitian Multi-Service Center, and Dudley Square Neighborhood Initiative. • We will send a second direct mailing (using the mailing lists provided by BPS and CPS to a 3rd party mailhouse) targeted specifically at Kindergarten families who identify Spanish and Haitian Creole as their first language.
	<p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • We will send a direct mailing to ALL families in the 02128 zip-code through the USPS in both English and Spanish that advertises the opportunity to apply to and enroll at Brooke. This strategy does not require collaboration with a local community organization.
<p>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p>	

<p>(a) CHART data</p> <p>School percentage: 45.4% GNT percentage: N/A CI percentage: 51.9%</p> <p>GNT percentages are not available. The school is below CI percentages</p>	<p>(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • We will disseminate application materials to local Head Start facilities, YMCAs, and Boys & Girls Clubs. • We will visit Head Start programs and leave applications at those centers. • We will visit WIC centers and leave applications at those centers. <p>(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) 2016-2017 Strategies</p> <p>We will include in our recruitment information that our school is open to all students, regardless of prior academic performance.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2016-2017 Strategies</p> <p>We will contact BPS schools with low academic performance and request to send fliers and/or applications home with their students.</p>
<p><u>Students who have dropped out of school</u></p>	<p>(f) 2016-2017 Strategies</p> <p>We will contact local Head Start programs and request that recruitment information be distributed to all families, regardless of apparent academic performance.</p>
<p>OPTIONAL <u>African-American Students</u></p>	<p>(g) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • We will work to recruit African-American students because that subgroup must be targeted to close the achievement gap. • We will advertise in the Bay State Banner, the leading newspaper for the Boston African-American community. • We will contact personnel at predominantly African-American churches and community centers to develop relationships that will enable us to distribute applications there.

Retention Plan 2017-2018

Please provide a brief narrative report on the successes and challenges of implementing last year’s retention strategies from the 2016-2017 Retention Plan.

2016-2017 Implementation Summary:

During the 2016-17 school year, Brooke Charter Schools had an attrition rates of 12.4%. This was a much higher rate than in previous years, as we predicted. The increase in the attrition rate was entirely attributable to attrition from 8th grade to 9th grade in our founding high school year, a year in which we aggressively worked to place students in high schools other than Brooke, not knowing whether or not we would have a Brooke High for students to matriculate to.

We project that attrition from 8th to 9th grade will be lower this year than in the previous year, but still much higher than attrition has historically been in any other grade families, due to the fact that many families have continued to seek out non-Brooke high school options for their kids.

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

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 7.9%</p> <p>Third Quartile: 18.2%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Ensure that special education students are achieving at a level that is significantly higher than special education students across the state. Ensure that in addition to IEP specifications, special education students are receiving adequate academic support from classroom teachers such that they can succeed in the classroom.</p> <hr/> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 0%</p> <p>Third Quartile: 19%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Ensure that students are learning English fast enough to move out of LEP designation within 2-3 years and are subsequently able to succeed academically. Ensure that in addition to LEP requirements, students are receiving adequate academic support from classroom teachers such that they can succeed in the classroom.</p> <hr/> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2016-2017 school year. No retention strategies needed.</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies</p>

<p>School percentage: 6.7% Third Quartile: 19.6%</p> <p>The school is below third quartile percentages.</p>	<p>needed</p> <p>We will ensure that we minimize required parent fees (i.e. field trip fees and activity fees) and/or make fees “pay as you can”.</p> <p>(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) 2016-2017 Strategies</p> <p>Maintain a homework program for students who chronically have failing homework grades.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2016-2017 Strategies</p> <p>Communicate with parents of struggling students so they are receiving at least monthly progress updates for the second two trimesters in person or on the phone. Some of the students who leave our program are students who have been retained in a grade level, and we believe we could get more parental support for keeping the student at Brooke if we increased the frequency of oral communication with the parent.</p>
<p><u>Students who have dropped out of school</u></p>	<p>(f) 2016-2017 Strategies</p> <p>Swiftly reach out to families of students who intend to drop out, including reach out by heads of school.</p>
<p>OPTIONAL <u>African-American Students</u></p>	<p>(g) 2016-2017 Strategies</p> <p>We will monitor achievement rates of African-American students and ensure that they are at least commensurate with achievement rates of other demographic groups in all three Brooke schools.</p>

APPENDIX C: SCHOOL & STUDENT DATA TABLES**School and Student Data**

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04280000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African American	876	54.5
Asian	31	1.9
Hispanic	576	35.8
Native American	6	0.4
White	87	5.4
Native Hawaiian, Pacific Islander	0	0.0
Multi-Race, Non-Hispanic	32	2.0
Special education	143	8.9
Limited English proficient	108	6.7
Economically Disadvantaged	730	45.4

Administrative Roster: 2016-2017 School Year

For a more complete listing of network and school-based personnel, please visit <http://www.ebrooke.org/about-us/our-team/>.

ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR (NETWORK)			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Kimberly Steadman, Co-Director	Responsible for academic program across all Brooke Schools	August 1, 2006	NA
Jon Clark, Co-Director	Responsible for all non-academic areas across all Brooke Schools	August 1, 2002	NA
Scott Knox, Chief Development Officer, Network	Responsible for fundraising, board development, and external relations	August 1, 2010	NA
Kathryn Megrian, High School Principal	Support Principals and Teachers across the network in improving the quality of academic performance in reading, writing, and social studies	August 1, 2006	NA
Allison Friedmann, Science Department Chair, Network	Support Principals and Teachers across the network in improving the quality of academic performance in science	August 1, 2012	NA
Ivan Rudnicki, Computer Science Dept. Chair, Network	Support Principals and Teachers across the network in improving the quality of academic performance in computer science	August 1, 2014	NA

Katie Luscomb, Director of Network Operations, Network	Responsible for operations across the network	August 20, 2016	July 31, 2017
Rachel Kohn, Director of Talent Recruitment, Network	Responsible for staff recruitment	July 7, 2014	July 10, 2017
Alex Koenig, Data Manager, Network	Responsible for data coordination across network	May 23, 2016	NA
Yvette Philip, Finance Director, Network (Formerly Business Manager, Network)	Coordinates finance across the Network	June 9, 2014	NA
Elaine Morgan, HR & Finance Manager, Network	Responsible for HR facilitation, payroll, and purchasing	August 1, 2006	NA
Trelani Law, Finance Associate	Facilitates and reconciles purchasing and accounts management	January 16, 2015	NA
Cristie McGrath, Director of Student Support	Direct supervisor of related service providers for special student populations	August 29, 2005	NA
Sarah Holden, Director, Office of High School & College Success	Oversee the implementation of a student and family high school placement program and advising to ensure matriculation to college preparatory high schools and college	August 3, 2011	NA
Michelle Lynch, Alumni Support Director	Oversee support of high school alumni	September 1, 2014	July 31, 2017
Angela Callado Kiley	Director of External Relations	August 1, 2016	NA

ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR (SCHOOL-BASED)

Katie Megrian, Principal, Brooke High	Responsible for all organizational performance with focus on academics	February 1, 2017	NA
Corey Yarbrough, Director of Operations, Brooke High	Responsible for all non-academic areas of organizational performance	May 1, 2016	NA
Alex Forrest, Dean of Students	Responsible for student culture and behavior	August 1, 2016	NA
Meghan Parquette, Principal, Brooke Roslindale	Responsible for all organizational performance with focus on academics	August 1, 2011	NA
Elena Thurman, Director of Operations, Brooke Roslindale	Responsible for all non-academic areas of organizational performance	July 1, 2015	NA
Sarah Hammond, Assistant Principal, Brooke Roslindale	Responsible for academics in grades K-3	August 1, 2012	NA
Lindsey Hugo, Assistant Principal, Brooke Roslindale	Responsible for academics in grades 4-5 and 6-8 ELA	August 1, 2012	NA
Jorge Martinez, Dean of Students, Brooke Roslindale	Responsible for student culture and behavior	August 1, 2005	NA
Abby Waldman, Principal, Brooke Mattapan	Responsible for all organizational performance with focus on academics	August 1, 2012	NA
Danielle Blair, Assistant Principal, Brooke Mattapan	Responsible for academics in grades 6-8	August 1, 2011	NA
Elza Mathieu, Assistant Principal,	Responsible for academics in grades K-2 and co-	August 1, 2016	NA

Brooke Mattapan	curricular		
Jessica Vasquez, Director of Operations, Brooke Mattapan	Responsible for all non-academic areas of organizational performance	August 1, 2013	NA
Alex Forrest, Dean of Students, Brooke Mattapan	Responsible for student culture and behavior	August 1, 2011	NA
Molly Cole, Principal, Brooke East Boston	Responsible for all organizational performance with focus on academics	August 1, 2012	NA
Katherine Kirby, Assistant Principal, Brooke East Boston	Responsible for academics in grades 6-8	August 1, 2009	NA
Lyle Love, Assistant Principal, Brooke East Boston	Responsible for academics in grades K-2	August 1, 2011	NA
Emily Burnor, Director of Operations, Brooke East Boston	Responsible for all non-academic areas of organizational performance	August 1, 2012	NA
Yasenia Dudley, Dean of Students, Brooke East Boston	Responsible for student culture and behavior	April 17, 2015	NA

Teacher & Staff Attrition: 2016-2017 School Year

TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR				
	Number as of the last day of 2016-2017	Departures during 2016-2017	Departures at year end	Reason(s) for Departure
Teachers	148	4	33	Relocation (16) Another local school (8) Grad School /Career Change (6) Non-renewal (5) Personal Reasons (2)
Other Staff	55	0	8	Relocation (5) Sought other local positions (2) Non-renewal (1)

Excluding the sixteen (16) Brooke Charter School teachers who will not be returning for purposes of geographic re-location, twenty (21) lead teachers employed during the 2016-2017 school year will not be returning for the 2017-2018 school year. Therefore, Brooke retained 85% of teachers from one school year to the next. This is in line with historical Brooke trends.

Brooke Charter School Board of Trustees (2016-2017)

Name	Position	Committee Affiliation(s)	Number Terms Served	Term Exp.	Tenure
Scott Oran	Chairman	Facilities, Governance	3	2016	2010

Thomas O'Rourke	Treasurer	Finance	8	2018	2016
Cornell LaRoy Brantley	Treasurer	Finance	3	2017	2011
Trevor Rozier-Byrd	Member	Development	5	2018	2016
Alex Finklestein	Member	Development	2	2016	2012
Lauren Kushman	Member	Governance	3	2017	2011
Joanna Jacobson	Member	Governance	2	2017	2013
Charles Ledley	Member	Development	2	2016	2014
Devita McConnell	Member	Governance	1	2018	2016
Jon Clark	Ex-Officio	Development, Facilities, Finance, Governance (non-vote)	N/A	N/A	2002
Kimberly Steadman	Ex-Officio	Governance (non-vote)	N/A	N/A	2009

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes

N/A below indicates there is no change in the name of the individual holding the listed position.

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

Facilities

Brooke High School is moving its temporary location for the 2017-18 school year.

Location	Dates of Occupancy
195 Centre St., Dorchester, MA 02124	August 1, 2017 – July 31, 2018

Enrollment

Below is the estimated student application deadline and lottery date for students who are interested in enrolling for the 2016-2017 school year.

Action	Date(s)
Student Application Deadline	2.28.2018
Lottery	3.7.2018

Complaints

The Board of Trustees received no official complaints in 2016-17.

Conditions

There are currently no conditions.