



**Consolidated Annual Report to the Massachusetts
Department of Elementary and Secondary Education
School Year 2015-2016**

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INTRODUCTION TO THE SCHOOLS

Brooke Charter Schools			
Type of Charter	Brooke Roslindale: Commonwealth Brooke Mattapan: Commonwealth Brooke East Boston: Commonwealth	Location	Brooke Charter School Roslindale 190 Cummins Highway Boston, MA 02131 Brooke Charter School Mattapan 150 American Legion Highway Boston, MA 02124 Brooke Charter School East Boston 94 Horace Street Boston, MA 02128
Regional or Non-Regional?	Brooke Roslindale: Non-Regional Brooke Mattapan: Non-Regional Brooke East Boston: Regional	Districts in Region	Brooke Roslindale: N/A Brooke Mattapan: N/A Brooke East Boston: Chelsea & Boston
Year Opened	Brooke Roslindale: 2002 Brooke Mattapan: 2011 Brooke East Boston: 2012	Year(s) Renewed	Brooke Roslindale: 2007 & 2012 Brooke Mattapan: 2016 Brooke East Boston: N/A
Maximum Enrollment (2015-16)	Brooke Roslindale: 510 Brooke Mattapan: 510 Brooke East Boston: 510	Current Enrollment	Brooke Roslindale: 507 Brooke Mattapan: 485 Brooke East Boston: 499
Chartered Grade Span	Brooke Roslindale: K-8 Brooke Mattapan: K-8 Brooke East Boston: K-8	Students on Waitlist	Brooke Charter School: 2,414 <i>(Brooke Charter School consolidated 7/1/16, yielding a single waitlist)</i>
# of Instructional Days during the 2014-2015 school year	Brooke Roslindale: 184 Brooke Mattapan: 184 Brooke East Boston: 184	Current Grade Span (SY15-16)	Brooke Roslindale: K-8 Brooke Mattapan: K-8 Brooke East Boston: K-8
School Hours	Brooke Roslindale: 7:45 a.m. – 4:00 p.m. Brooke Mattapan: 7:45 a.m. – 4:30 p.m. Brooke East Boston: 7:45 a.m. – 4:30 p.m. (Except Wednesdays: 7:45 a.m. – 12:30 p.m. at all schools)		
Mission Statement: The mission of Brooke Charter Schools is 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

Mission Statement

The mission of Brooke Charter Schools is to provide an academically rigorous public education to students from the city of Boston and Chelsea that will ensure they are prepared enter into and succeed in college.

Governance Model

Under the Brooke Charter Schools' organizational structure, the Network Co-Directors are the official heads of school. The Network Co-Director for Academics is responsible for developing and evaluating the school principal. This arrangement has helped generate exceptionally strong principal leadership. Assistant principals help ensure that each principal has the time and capacity to deliver intensive feedback and support to each direct report.

The Director of Operations is responsible for all domains that fall outside of the academic program. The Director of Operations reports directly to the principal, but the Network Co-Director for Operations is responsible for training and supporting the Director of Operations.

The Brooke Board of Trustees has maintained a sharp focus on the roles of governance vs. management. The Board uses its committee structure to research and make strong decisions relative to governance (charter amendments, Co-Director reviews, new board member recruitment), fiduciary responsibility (budgets that ensure a strong financial position, strong annual audits), and development.

From 2011 to 2013, the board utilized the Race-To-The-Top evaluation procedures dictated by the Commonwealth's Race to The Top Application to evaluate the Co-Directors of the School. During the 2014-15 school year, the board returned to a review process dictated by the board, including interviews with all direct reports to both Co-Directors, thereby allowing the board to provide more targeted and constructive feedback to the Co-Directors.

The Board's Finance Committee in 2015-2016 developed and approved an annual budget that continues the trend of controlled spending and conservatively projected revenues, thereby ensuring a strong financial position for the schools.

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.

Curricular Model, Educational Program, & Whole School Design

The founding team of Brooke Charter Schools laid out a vision and a plan for ensuring that the schools can deliver great teaching to all students. That teaching is defined by four central components: (1) instilling a growth mindset in our students, (2) focusing on deep conceptual understanding, (3) providing individualized feedback to students, and (4) focusing on strong teacher leadership and strong teacher-student relationships.

Growth Mindset: The most visible element of our work to instill a growth mindset to our students is our character education curriculum. Students in grades 3-8 participate in weekly character education lessons where the focus is frequently on how and why

students can grow their intelligence and improve their ability to succeed in school. However, our success in this area is dependent on the extent to which our teachers believe in the validity and power of a growth mindset and communicate that belief throughout their regular interactions with their students and families. That's why we have teaching standards that emphasize the importance of communicating the importance of a growth mindset and that's why our student surveys that we administer each year are structured to help us understand how well our teachers are able to instill a growth mindset in their students.

Conceptual Understanding: Our rigorous teaching standards, learning standards, and interim assessments have helped us set the bar very high for student achievement. It is not enough that our students learn facts and procedures. Our interim assessments require that students read, understand, and interpret difficult texts, solve difficult applied mathematical problems, and write cogently and persuasively.

Over the last few years, our academic team has worked to spell out even more clearly what an excellent lesson looks like in math, reading, writing, and science. For each of those areas, that team has drafted a document entitled "Elements of an Effective Lesson", which we use to help articulate and describe the most important elements of a challenging lessons that requires students to think conceptually.

Individualized Feedback: At each grade level, we have put in place structures that will provide teachers with small total student loads and the capacity (as well as the expectation) to deliver individualized feedback to students.

- In grades K-2, we have limited class size to 15 and have worked with teachers to help them conference with their students in a way that is both efficient and effective.
- In grades 3 and 4, class size can go up to 20 students in a class, but students take science from a specialist teacher, splitting up classes in the process such that teachers can deliver individualized conferencing to smaller groups of students.
- For students in grades 5-8, we have typically created a semi-self-contained structure in which two teachers take responsibility for one class of students (one teaching math/science, the other teaching English/social studies). During silent reading periods and independent work periods each day, both teachers are present to work with students one-on-one or in small groups on whatever they may need help with.

Teacher Leadership and Teacher-Student Relationships: Across all grade levels, new and returning teachers engage in extensive professional development to ensure that they can be strong leaders in the classroom for their kids. Before the school-year starts, teachers lay out their vision for what their classroom should look and feel like, how things should work, and how they will communicate and develop that vision with their students. Throughout the first weeks of the school year, teachers receive extensive and frequent feedback from their principals on how well they are executing those plans. In

addition, teachers capitalize on the small total student loads to get to know students and their families and to engage their students on issues of personal and character development. Teachers who have done an exceptionally good job in this regard are frequently highlighted as models during staff professional development.

Plans for 2016-2017: During School Year 2015-2016, Brooke implemented some significant changes at the network level aimed at further improving the quality of instruction at all three Brooke schools. School Year 15-16 was the first full year in which three network staff positions functioned to further develop the quality of instruction across all three Brooke schools: an ELA coordinator, a science coordinator, and a computer science coordinator. These positions will continue in the 2016-17 school year.

In 2015, for the first time, and in response to strong survey responses for teachers, our Co-Director of Academics developed and delivered math unit plans to teacher teams across the network in grades K-5. The feedback in teacher focus groups was extremely positive, and overall results on interim tests have sharply improved.

In February 2016, Brooke was authorized to consolidate the charters for all three existing Brooke charter schools, expand to include grades 9-12, and augment enrollment to 2,221 students, 1,961 of which are for Boston residents alone. Our mission remains to prepare our students to succeed in college, and we knew we could do a better job of realizing that mission if we were able to provide a Brooke high school for our kids.

Evidence of Successful Implementation

- **Culture audits** – In 2015-16, across all 3 Brooke schools, we continued to carry out “culture audits” in which a 3rd party conducted monthly in-depth audits of the operational state of each Brooke school, according to an evaluation tool and rubric developed by Brooke operations staff.
- **Professional Development** - Across all 3 Brooke schools, principals fulfilled their commitment to ensure that teachers were observed (with a follow-up meeting) at least 20 times and video-taped in the classroom at least 10 times.
- **Year-End Teacher Surveys** – Across all 3 Brooke schools, year-end teacher surveys showed broad teacher endorsement of school culture. The responses to two key questions are shown below. The scores represent the percent of teachers who “Agree” or “Strongly Agree” with the statement.

Statement	Brooke Roslindale	Brooke Mattapan	Brooke East Boston
Teachers at my school share a common vision of what effective teaching looks like.	81%	74%	90%
I know what is expected of me in order to be successful at work.	94%	91%	89%

- **Minimizing total student load** – Across all 3 Brooke schools, the total student load carried by classroom teachers was 28 students or less. By minimizing total student load (the total number of students for whom the teacher is responsible for teaching) we are able to realize our vision by providing the conditions under which teachers can develop strong relationship with students and their families and provide targeted individualized feedback to each of their students.

Amendments to Charter

Date	Amendment Requested	Approved?
7/31/15	Charter Consolidation & Expansion Request to include Grades 9-12	Approved 2/23/16

Dissemination Efforts

As part of the school's faithfulness to charter efforts, and in alignment with the DESE Charter School Performance Criteria, Brooke Charter Schools have taken the following actions with regard to dissemination and providing innovative models for replication and best practices to other public schools in the City of Boston and beyond the district.

In 2015-2016, Brooke continued its partnerships with Boston Public Schools in order to jointly support students' positive reading habits. The School organized joint book club pairing students and adults from Brooke and the Boston district schools Eliot K-8 Innovation School and the Orchard Gardens K-8 Pilot School. Two book clubs were held reaching eight-five reader participants and twenty-four adult volunteer readers.

In addition, elements of effective writing, math instruction and supporting classroom videos were added to Brooke's Instructional Resources webpage. Instructional videos work to further illustrate Brooke's elements of effective instruction by showing teaching in action. The resource is available to the public and has reached multiple in and out-of-state schools and districts.

Further, Brooke share components of its computer science program at educator gathering hosted at MIT. Brooke presented on Brooke's K-8 computer science program at MIT's App Inventor Summit. The panel included Massachusetts educators who are using App Inventor to teach upper elementary and high school computer science (North Reading PS, North Attleboro PS, and Prospect Hill Academy CS).

In the 2015-2016 school year, Brooke Charter Schools hosted 209 visits representing 133 organizations (across all three campuses).

Organizations hosted by Brooke in 2015-2016 include the following:

Veritas Prep; BES; TFA MA; Akili Academy; KIPP NYC; Springfield Prep; UP Education; KIPP STL; Harvard Grad School of Ed; PAVE Academy; ReNEW Charter Network; Rocky Mountain Prep; Phillips Academy Charter School; Rochester Prep; KIPP Austin; HKS Students; MTR; Blackstone Valley Prep; KIPP MA; MA CAO Visit; UP Academy Holland; Bates Academy; Princeton Undergraduates; Arise Academy; Mastery Charter Network; Nashville Classic; Achievement First; Boston Prep; MA Charter Association; KIPP Columbus; KIPP Foundation; Kaufmann School; KIPP DC; Match Community Day; KIPP NJ; Boston Compact; Neighborhood House; KIPP NOLA; TFA Baltimore; Democracy Prep; Vision Prep; UP Holland; Roots Elementary; Community Charter School of Cambridge; Excel; DC Prep; DSST; KIPP PHL; Orchard Gardens; Match; KIPP Memphis; Education Pioneers; Community Day Charter School; Education First; Pioneer Charter School; Galapagos Charter School; Collegiate Academies; Charter School Growth Fund; Accelerate Institute; KIPP Miami; KIPP Houston; DESE; Nova Pioneer; Strive Prep; Ascend Schools; Salem Academy; Baton Rouge Prep; DESE ; KIPP KC; Midtown Charter School; Brooklyn Prospect Academy; Uncommon Schools; St. Augustine Prep; KIPP Harlem; and Coney Island Prep.

ACADEMIC PROGRAM SUCCESS

Student Performance: MCAS

Overall achievement of Brooke students was strong at all three Brooke schools on the 2015 PARCC assessments. Brooke was the highest performing school district in the Commonwealth of Massachusetts. A few highlights include the following:

- 85% of students at Brooke's three schools scored at the highest levels on both the PARCC Math and English Language Arts tests.
- Brooke East Boston had the highest overall growth among all Massachusetts schools in 2015.
- Brooke Mattapan's growth rate ranked it sixth among all schools in the state.

Student Performance – 2015 Report Card - Brooke Charter School Roslindale

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04280305&fycode=2015&orgtypecode=6&>

Student Performance – 2015 Report Card - Brooke Charter School Mattapan

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04430205&fycode=2015&orgtypecode=6&>

Student Performance – 2015 Report Card - Brooke Charter School East Boston

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04570205&fycode=2015&orgtypecode=6&>

Student Performance: Non-MCAS

Brooke has a network-wide interim assessment system in mathematics, reading, writing, science, and social studies. Those interim assessments are administered on a rotating basis (one in each subject area approximately every 8 weeks). Teachers are provided with network data on the day following those assessments. The interim assessments are aligned with the Massachusetts Curriculum Frameworks and the Common Core. The results are intended to be used on a formative basis throughout the year, not as a summative measure of achievement (we view MCAS and PARCC as our summative measures). In addition, please See Appendix A, the Accountability Plan Evidence 2015-2016, for measures pertaining to student performance.

Program Delivery: General Information

Curriculum

The Brooke curriculum is defined by a set of rigorous learning standards and accompanying interim assessments. Teachers have the autonomy to create or adopt their own lesson plans and curricular materials and are accountable for ensuring that

students are able to meet our learning standards. At the end of each school year, teachers provide input to the principal on how the learning standards could be revised or improved. We generally do not modify the curriculum to meet the needs of students, but rather modify the extent to which we deliver individualized support to students who most need that help and support to meet the standards.

During the 2014-15 school year, at the request of a strong majority of teachers, we piloted a project in which our Co-Director for Academics drafted mathematics unit plans for grades K-5. Teacher teams then translated those unit plans into daily lesson plans. The feedback from teachers continues to be positive in 2015-16 and student achievement has increased significantly in mathematics in those grades. Consequently, we are exploring ways to deliver similar kinds of support to teachers in other subject areas.

Instruction

Our principals serve as our instructional leaders and are responsible for coordinating and delivering organized group professional development activities as well as ensuring that teachers receive intensive and regular individualized feedback on their teaching performance. For both of those areas, our standards of excellent teaching and accompanying rubric lay out clearly what we think great teaching looks like. Principals use those standards to deliver individualized feedback to teachers (based on weekly observations) and to inform the organized weekly professional development meetings on Wednesday afternoons. Principals also meet regularly with teacher teams to review the data for interim network assessments and to make plans for continued student improvement.

Assessment and Program Evaluation

In addition to employee performance reviews, there are several measures that we use to regularly assess the effectiveness of our work and to target areas for improvement. Those include:

- Interim assessments – Results of each assessment are reviewed by principals with teacher teams in order to identify areas for continued improvement
- STEP assessments – Results are used to monitor the effectiveness of teachers in helping students in grades K-3 learn to read and to monitor the success of overall approach to teaching reading in the early elementary grades
- Building audits – Conducted each month to assess the extent to which our school buildings are clean, organized, and high-functioning environments. Our Directors of Operations use the results to target areas of improvement for building operations.
- Student surveys – Teachers use the results to improve their own practice and principals use the results to evaluate potential target areas for professional development. Student survey results are not used for formal teacher evaluation purposes.

- Staff survey results – Lengthy staff surveys are administered at mid-year in order to get feedback and identify areas of improvement for school administrators. Operations leaders also deliver shorter teacher surveys throughout the year and conduct teacher focus groups to get feedback on how to make our schools more supportive places for teachers.
- Parent survey results – Parent survey results are collected by operations leaders at the end of each school-year and are compared to historical parent survey results in order to gauge the level of current parent satisfaction with the school.

Program Delivery: Support for Diverse Learners

We meet the needs of all students through a universal design that allows us to provide differentiated instruction (an essential element of great teaching). Our school day allows our staff ample time for differentiation so that all students receive support on their own instructional level. We employ reading and writing workshop models because this conferencing format lets teachers meet with individual students and allows students to work at their own level and pace. Our math approach provides students with independent work time, during which time teachers work with individuals or groups of students to differentiate instruction. Additionally, the presence of Associate Teachers allows classroom teachers to focus on small groups of struggling students while the Associate leads the general class. Our network Director of Student Support bears responsibility for ensuring compliance with special education and ELL laws across the schools.

English language learners at Brooke receive two types of English language development support. *Direct ESL instruction* is delivered by a licensed ESL teacher and is provided both in and out of the general education classroom. The ELL Coordinator, principal and director of student support create individualized schedules for each ELL to ensure the direct ESL instruction is delivered during the most appropriate time and setting. *Sheltered Content Instruction* is provided by a general education teacher who holds a MA DESE Sheltered Content Instruction Endorsement or holds an ESL license. We strive to have all ELLs reclassified within three years at our school. We consider reclassifying ELLs when they have earned an overall composite score on ACCESS of at least a 5 with reading and writing scores at least a 4.0 and are able to demonstrate the ability to perform ordinary class work in English. We review data from STEP reading assessments, network assessments and report cards which shows mastery towards grade level standards when considering reclassifying students. Teacher input is also an important part of the reclassification process.

Brooke offers a full continuum of services to meet the needs of students on IEPs. Within our network, we currently employ speech and language pathologists, school psychologists, and occupational therapists and have contracted with physical therapist, Board Certified Behavioral Analyst and educational audiologist. While it is our hope that all students are fully included in the general education setting as quickly and

as much as possible, we realize this is not always possible or appropriate. All services are provided in the least restrictive environment (usually the classroom, but a range of options will be provided as needed).

ORGANIZATIONAL VIABILITY

ORGANIZATIONAL VIABILITY: CHARTER SCHOOL PERFORMANCE CRITERIA

Organizational Structure of the School

No changes were made to the school-based organizational structure during the 2015-2016 school year. In 2016-17, in light of Brooke's expansion to Grades 9-12, the school will be transitioning away from High School Placement Manager positions. Any further organizational structure changes resulting from the consolidation of Brooke Charter Schools under a single charter, and its expansion to Grades 9-12, may be conveyed in the 2016-2017 Annual Report.

Network Structure

In 2015-2016 Brooke added 3 network staff positions: a Director of ELA, a Science Curriculum Lead, and Computer Science Chair. There are no changes anticipated in the coming year.

Board Oversight

At open and publicized 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:

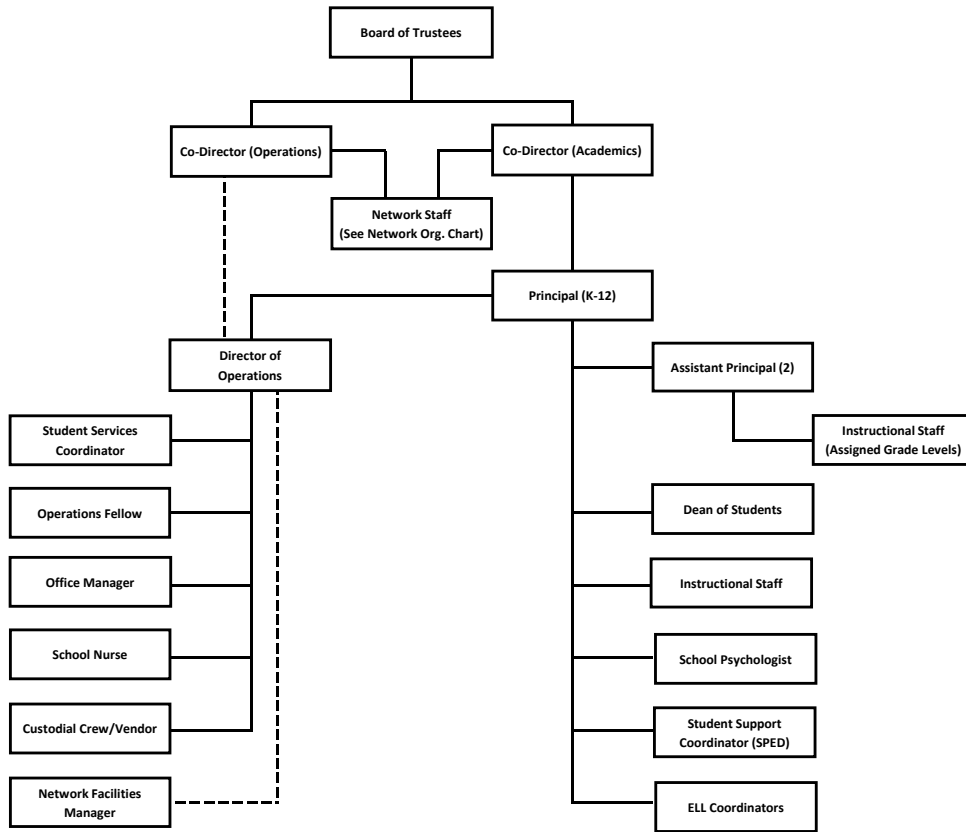
- Student performance on MCAS, network-wide interim assessments, and STEP tests in grades K-3
- Quarterly financial reports showing projected vs. actual expenditures
- Annual audits
- Recruitment and enrollment data, including the enrollment rates of targeted demographic sub-groups
- Student retention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

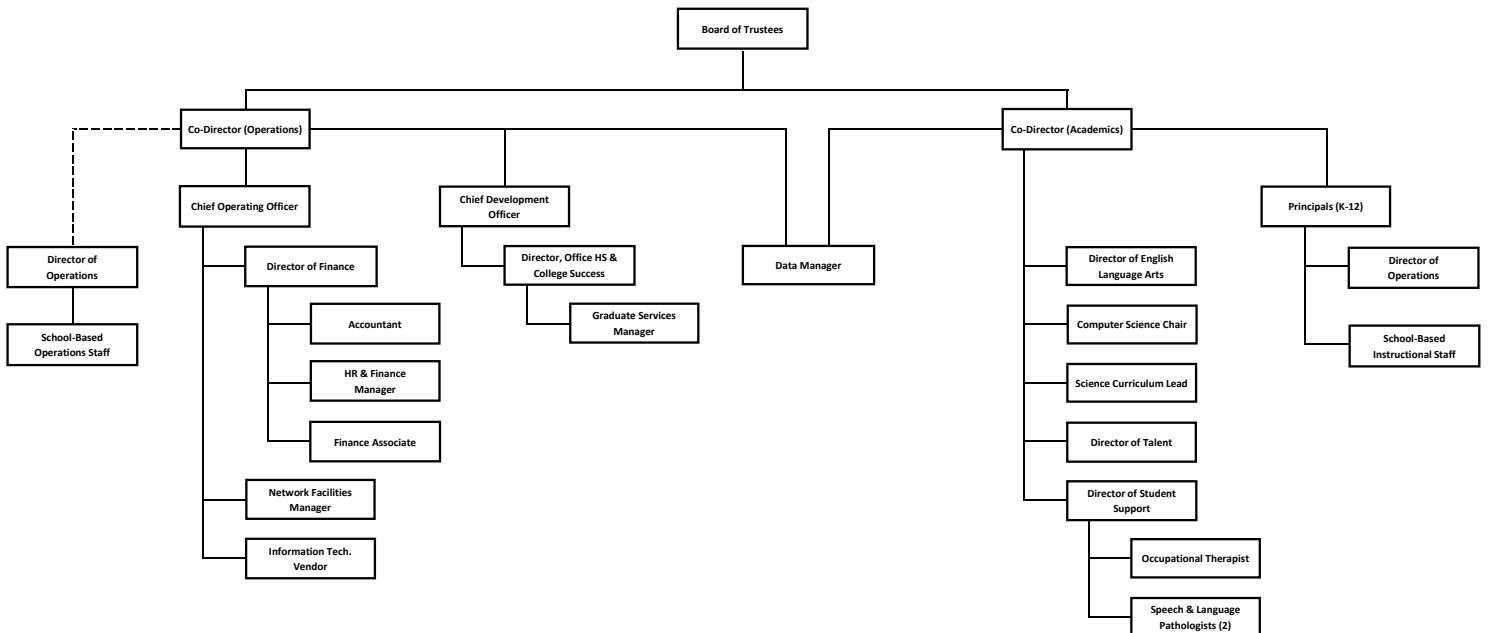
See the "Governance Model" section under Faithfulness to Charter: Mission and Key Design Elements for information regarding how the board is overseeing and ensuring the success of all network schools.

Organizational Charts

2016-2017
Brooke Charter Schools
School-Based Organizational Chart



2016-2017
Brooke Charter Schools
Network Organizational Chart



Teacher Evaluation

Teachers are evaluated by their principals according to the Brooke standards of excellent teaching and the accompanying rubric (<http://www.ebrooke.org/great-teaching/understanding-great-teaching/>). Principals observe teachers at least every other week and use their findings from those observations to inform their evaluations of their teachers. At mid-year, principals complete a teacher evaluation for each teacher and each teacher completes a self-evaluation. Principals and teachers exchange those evaluations 24 hours in advance of their mid-year meetings to discuss the evaluations.

BUDGET AND FINANCE REPORTS**Income Statement (FY 16 Unaudited)**

	Brooke Roslindale	Brooke Mattapan	Brooke East Boston	Brooke Foundation
Operating Revenue:				
Per-Pupil tuition	\$ 7,711,176.00	\$ 7,492,466.00	\$ 6,889,679.00	\$ -
In-Kind Transportation and pension	\$ 693,204.96	\$ 725,117.21	\$ 409,540.53	\$ -
Network Charges	\$ 1,824,906.78	\$ -	\$ -	\$ -
Grants-Government	\$ 1,088,241.55	\$ 411,817.00	\$ 394,070.62	\$ -
Program Fees and other income	\$ 374,711.94	\$ 351,365.20	\$ 335,015.48	\$ -
Program Restricted Grants	\$ -	\$ -	\$ 144,700.62	\$ 911,102.64
Rental Income	\$ 261,205.31	\$ -	\$ -	\$ -
Interagency Grants - Operating	\$ -	\$ 39,810.65	\$ -	\$ (911,102.64)
Total Operating Revenue	\$ 11,953,446.54	\$ 9,020,576.06	\$ 8,173,006.25	\$ -
Operating Expenses				
Personnel and related Costs:				
Salaries	\$ 6,115,287.20	\$ 3,762,731.08	\$ 3,880,807.19	\$ -
In-Kind Pension	\$ -	\$ -	\$ 26,022.24	\$ -
Payroll Taxes and employee Benefits	\$ 501,465.67	\$ 296,527.68	\$ 285,943.73	\$ -
Recruitment and Staff Development	\$ 216,143.70	\$ 25,026.22	\$ -	\$ -
Total Personnel and Related Costs	\$ 6,832,896.57	\$ 4,084,284.98	\$ 4,192,773.16	\$ -
Direct Student Costs				
in-Kind Transportation	\$ 693,204.96	\$ 725,117.21	\$ 409,540.53	\$ -
Minor Equipment	\$ 500,136.12	\$ 155,353.93	\$ 177,069.81	\$ -
Educational Program Expense	\$ 382,458.08	\$ 303,246.09	\$ 360,741.92	\$ -
Food	\$ 325,984.16	\$ 323,489.79	\$ 387,422.84	\$ -
Transportation and Travel	\$ 183,748.67	\$ 169,690.56	\$ 251,457.20	\$ -
Student Activities	\$ 47,529.05	\$ 33,189.29	\$ 30,318.13	\$ -
Special Educational Services	\$ 10,944.38	\$ 20,339.92	\$ 14,329.58	\$ -
Total Direct Student Costs	\$ 2,144,005.42	\$ 1,730,426.79	\$ 1,630,880.01	\$ -
Occupancy:				
Interest and Fees	\$ 685,307.24	\$ -	\$ -	\$ 509,689.07
Facility Maintenance	\$ 450,182.94	\$ 255,989.88	\$ 222,432.51	\$ -
Rent	\$ 284,080.73	\$ 1,576,052.01	\$ 64,244.50	\$ -
Utilities	\$ 96,488.30	\$ 101,535.75	\$ 92,667.83	\$ -
Insurance	\$ 150,256.00	\$ -	\$ -	\$ -
Total Occupancy	\$ 1,666,315.21	\$ 1,933,577.64	\$ 379,344.84	\$ 509,689.07
Other Operating Costs:				
Network Charges	\$ -	\$ 289,016.97	\$ 1,555,675.28	\$ -
Professional Fees	\$ 315,369.25	\$ 17,923.98	\$ 18,315.67	\$ 2,035.00
Miscellaneous	\$ 58,333.85	\$ (23,462.71)	\$ 29,507.82	\$ 12,391.08
Dues and Subscriptions	\$ 18,436.20	\$ 18,416.14	\$ 17,084.84	\$ -
Postage and Printing	\$ 15,072.15	\$ 5,470.86	\$ 3,398.66	\$ -
Supplies	\$ 17,987.14	\$ 731.93	\$ 31,472.36	\$ -
Bank Service Fee	\$ -	\$ -	\$ 368.51	\$ -
Scholarships	\$ -	\$ -	\$ -	\$ 41,320.00
Total Other Operating Costs	\$ 425,198.59	\$ 308,097.17	\$ 1,655,823.14	\$ 55,746.08
Depreciation	\$ 693,674.82	\$ 27,806.75	\$ 35,111.58	\$ -
Total Operating Expenses	\$ 11,762,090.61	\$ 8,084,193.33	\$ 7,893,932.73	\$ 565,435.15
Changes in Unrestricted Net Position from operations	\$ 191,355.93	\$ 936,382.73	\$ 279,073.52	\$ (565,435.15)
General Revenue (Expenses):				
Interest Income	\$ 622,910.87	\$ -	\$ 1,034.98	\$ 1,925,369.05
Tax Credit Income	\$ -	\$ -	\$ -	\$ -
Grants and Contributions - Unrestricted	\$ 1,321.25	\$ -	\$ -	\$ 2,426,307.28
Other Income	\$ 46,602.51	\$ 46,674.48	\$ 167,788.89	\$ 802.60
Intercompany Grants-Capital	\$ -	\$ -	\$ -	\$ -
Developer Fee Income	\$ -	\$ -	\$ -	\$ -
Financing Costs	\$ (35,980.37)	\$ -	\$ -	\$ 62,512.29
Total General Revenue (expense)	\$ 634,854.26	\$ 46,674.48	\$ 168,823.87	\$ 4,414,991.22
Changes in unrestricted net position	\$ 826,210.19	\$ 983,057.21	\$ 447,897.39	\$ 3,849,556.07
Restricted Net Position:				
Grants and contributions	\$ -	\$ -	\$ -	\$ 79,936.02
Capital Grants	\$ -	\$ -	\$ -	\$ -
Satisfaction of capital restrictions	\$ -	\$ -	\$ -	\$ -
Satisfaction of purpose restrictions	\$ -	\$ -	\$ -	\$ (911,102.64)
Changes in Program Restricted Net Position	\$ -	\$ -	\$ -	\$ (831,166.62)
Changes in Net Position	\$ 898,170.93	\$ 983,057.21	\$ 447,897.39	\$ 3,018,389.45
Net Position and Member's Equity (Deficit):				
Beginning of Year	\$ 11,892,972.00	\$ 3,313,096.00	\$ 1,581,491.00	\$ 11,685,467.00
End of Year	\$ 12,791,142.93	\$ 4,296,153.21	\$ 2,029,388.39	\$ 14,703,856.45

Statement of Net Assets – Balance Sheet (FY 16 Unaudited)

	Brooke Roslindale	Brooke Mattapan	Brooke East Boston	Brooke Foundation
ASSETS				
Current Assets				
Cash	\$ 6,997,713.31	\$ 4,308,562.19	\$ 2,316,009.64	\$ 993,186.78
Current portion of grants receivable	\$ 111,900.64	\$ 104,756.83	\$ 163,405.18	\$ 736,743.00
Prepaid Expenses	\$ 106,126.09	\$ 50,635.93	\$ 9,923.07	\$ -
Current Portion of notes and bonds receivable	\$ -	\$ -	\$ -	\$ -
Interagency due (to) from	\$ 583,660.12	\$ 212,915.06	\$ (415,823.10)	\$ (273,225.58)
Total Current Assets	\$ 7,799,400.16	\$ 4,676,870.01	\$ 2,073,514.79	\$ 1,456,704.20
Grants Receivable, net of current portion	\$ -	\$ -	\$ -	\$ -
Restricted Reserves	\$ 693,513.53	\$ -	\$ -	\$ -
Accrued Rental Income	\$ -	\$ -	\$ -	\$ -
Notes and Bonds Receivable, net of current portion	\$ 17,016,449.35	\$ -	\$ -	\$ 25,183,360.80
Investments in Affiliate	\$ -	\$ -	\$ -	\$ -
Capital Assets, net	\$ 25,826,288.20	\$ 72,305.99	\$ 274,180.96	\$ -
Total Assets	\$ 51,335,651.24	\$ 4,749,176.00	\$ 2,347,695.75	\$ 26,640,065.00
Liabilities, Net Position and Member's Equity				
Current Liabilities				
Current portion of notes payable	\$ -	\$ -	\$ -	\$ -
Current portion of bonds payable	\$ -	\$ -	\$ -	\$ -
current portion of investment contract payable	\$ -	\$ -	\$ -	\$ -
Accounts Payable	\$ 42,410.02	\$ 863.54	\$ 142.48	\$ 35,638.59
Accrued expenses	\$ 392,501.39	\$ 302,469.25	\$ 307,850.91	\$ -
Deferred Revenue	\$ -	\$ -	\$ 10,313.97	\$ 676,846.15
Accrued Interest	\$ 339,026.09	\$ -	\$ -	\$ -
Total Current Liabilities	\$ 773,937.50	\$ 303,332.79	\$ 318,307.36	\$ 712,484.74
Notes Payable, net of current portion	\$ 7,016,264.59	\$ -	\$ -	\$ 10,244,159.03
Deferred Tax Credit Income	\$ -	\$ -	\$ -	\$ 1,402,101.53
Deferred Tax Liability	\$ -	\$ -	\$ -	\$ -
Accrued Rent	\$ -	\$ 149,690.00	\$ -	\$ -
Investment Contract Payable, net of current portion	\$ -	\$ -	\$ -	\$ 1,239,796.49
Bonds Payable, net of discount and current portion	\$ 30,754,306.22	\$ -	\$ -	\$ -
Total Liabilities	\$ 38,544,508.31	\$ 453,022.79	\$ 318,307.36	\$ 13,598,541.79
Net position and Member's Equity (Deficit):				
Member's Equity (deficit)	\$ -	\$ -	\$ -	\$ -
Unrestricted:				
Operating	\$ -	\$ -	\$ -	\$ -
Invested in Capital, net	\$ -	\$ -	\$ -	\$ -
Total unrestricted	\$ 12,791,142.93	\$ 4,296,153.21	\$ 2,029,388.39	\$ 13,872,689.83
Restricted-expendable	\$ -	\$ -	\$ -	\$ (831,166.62)
Non-controlling interest in LLC	\$ -	\$ -	\$ -	\$ -
Total Net Position	\$ 12,791,142.93	\$ 4,296,153.21	\$ 2,029,388.39	\$ 13,041,523.21
Total Net Position and Member's Equity (Deficit)	\$ 12,791,142.93	\$ 4,296,153.21	\$ 2,029,388.39	\$ 13,041,523.21
Total Liabilities, Net Position and Member's Equity (deficit)	\$ 51,335,651.24	\$ 4,749,176.00	\$ 2,347,695.75	\$ 26,640,065.00

Approved School Budget for FY 17

Brooke Charter Schools Enterprise
FY17 Budget Details

	Roslindale	Mattapan	East Boston	High School	Network	Foundation	BCS Enterprise
	FY17 Budget	FY17 Budget	FY17 Budget	FY17 Budget	FY17 Budget	FY17 Budget	FY17 Budget
Income							
1100 Private Grants & Donations							
1100 Total Private Grants & Donations	\$ 1,250	\$ -	\$ -	\$ 1,188,319			\$ 1,189,569
1300 Federal Entitlements							
1300 Total Federal Entitlements	\$ 384,376	\$ 391,309	\$ 341,487	\$ 66,073			\$ 1,183,245
1400 Commonwealth Per Pupil Revenue							
1400 Commonwealth Per Pupil Revenue	\$ 6,946,673	\$ 6,906,364	\$ 7,013,856	\$ 967,428			\$ 21,834,322
1500 Nutrition Program							
1500 Total Nutrition Program	\$ 319,844	\$ 307,446	\$ 305,928	\$ 35,877			\$ 969,095
1900 Misc. Income							
1900 Total Miscellaneous Income	\$ 1,438,260	\$ 1,146,051	\$ 879,691	\$ 39,150			\$ 3,503,152
0000 Foundation Income							
Total Foundation Income						\$ 2,004,953	\$ 2,004,953
0000 Network Income							
Total Network Income					\$ 4,951,229		\$ 4,951,229
Total Income:	\$ 9,090,404	\$ 8,751,170	\$ 8,540,962	\$ 2,296,847	\$ 4,951,229	\$ 2,004,953	\$ 35,635,566
Expenses							
4000 Payroll & Benefit Expenses							
4000 Total Payroll & Benefit Expenses	\$ 5,479,066	\$ 4,969,895	\$ 4,689,163	\$ 1,162,962			\$ 16,301,086
5000 Instructional Expenses							
5000 Total Instructional Expenses	\$ 265,100	\$ 325,330	\$ 294,100	\$ 134,925			\$ 1,019,455
6000 Student Services							
6000 Total Student Services	\$ 1,112,949	\$ 1,103,658	\$ 1,157,567	\$ 179,928			\$ 3,554,102
7000 Facility Expenses							
7000 Total Facility Expenses	\$ 393,507	\$ 1,624,033	\$ 424,222	\$ 478,460			\$ 2,920,221
8000 Operating Expenses							
8000 Total Operating Expenses	\$ 1,166,031	\$ 471,989	\$ 407,381	\$ 257,971			\$ 2,303,372
9000 Network Expenses							
9000 Total Network Expenses	\$ 1,402,835	\$ 275,159	\$ 1,519,041	\$ 161,749			\$ 3,358,784
0000 Foundation Expenses							
Total Expense						\$ 980,558	\$ 980,558
94000 Network Payroll & Benefits							
Total 94000 Network Payroll & Benefits					\$ 2,248,438		\$ 2,248,438
95100 Instructional Supplies - Network							
95110 Instructional Supplies					\$ 2,000		\$ 2,000
Total 95100 Instructional Supplies - Network					\$ 2,000		\$ 2,000
96000 Network Student Services							
Total 96000 Network Student Services					\$ 25,000		\$ 25,000
97000 Network Facilities							
Total 97000 Network Facilities					\$ 1,592,298		\$ 1,592,298
98000 Network Operating							
Total 98000 Network Operating					\$ 496,692		\$ 496,692
99000 Operating/Capital Reserve Proj	\$ -	\$ -	\$ -	\$ -	\$ 251,350		\$ 251,350
11100 Insurance - 150 ALH Condo							
Total 11100 Insurance - 150 ALH Condo					\$ 3,200		\$ 3,200
Total Expense:	\$ 9,819,488	\$ 8,770,064	\$ 8,491,473	\$ 2,375,995	\$ 4,618,978	\$ 980,558	\$ 35,056,556
Net Income (Accrual Basis)	\$ (729,085)	\$ (18,894)	\$ 49,489	\$ (79,148)	\$ 332,252	\$ 1,024,395	\$ 579,010

FY 17 Capital Budget (DRAFT)

DESE Annual Report: Brooke Charter Schools - Draft Capital Budget (FY2016-2026)

Fiscal Year	School	Project Description	Project Current Status	Project Est. Completion Date (M-Y)	Project Est. Total Cost Across FY	Project Financing / Funding Source(s)	Project Cap. Reserve Acct. Current FY	Project Non Cap. Res. Funds Current FY
16	Roslindale	Boiler Replacement & Gas Line Installation	Construction	Oct-15	\$ 590,000.00	Capital Reserves	\$ 590,000.00	\$ -
16	Roslindale	Playground Turf Replacement & Fence Installation	Design & Bidding	Oct-15	\$ 150,000.00	Capital Reserves	\$ 150,000.00	\$ -
16	Roslindale	Elevator Installation/Modernization	Prelim. Architectural Review	Sep-16	\$ 750,000.00	Capital Reserves	\$ 350,000.00	\$ -
16	Mattapan	East Elevation Masonry Repair, Restoration, & Waterproofing	Construction	Aug-15	\$ 266,000.00	Project Funds & Grant	\$ -	\$ 266,000.00
16	East Boston	Masonry Repair, Restoration, & Waterproofing	Construction	Aug-15	\$ 120,000.00	Capital Reserves	\$ 120,000.00	\$ -
17	High School	Permanent Facility Land Acquisition	Due Diligence	Dec-16	\$ 1,419,881.69	Capital Reserves	\$ 1,419,881.69	\$ -
17	High School	Permanent Facility Land Acquisition	Preliminary Planning	Aug-18	\$ 30,000,000.00	Capital Reserves, Private Financing, Tax Credits, QZAB	\$ 3,000,000.00	\$ 27,000,000.00
18	Roslindale	Gymnasium HVAC Installation	Preliminary Planning	Aug-18	\$ 300,000.00	Capital Reserves, QZAB	\$ 150,000.00	\$ 300,000.00
18	Roslindale	Gymnasium Floor Replacement	Preliminary Planning	Aug-18	\$ 200,000.00	Capital Reserves, QZAB	\$ 150,000.00	\$ 200,000.00
19	Roslindale	Window Replacement	Preliminary Planning	Aug-19	\$ 950,000.00	Capital Reserves, QZAB	\$ 150,000.00	\$ 950,000.00
20	Roslindale	Heat Piping, Condensate, & Steam Replacement	Preliminary Planning	Aug-20	\$ 1,500,000.00	Capital Reserves, QZAB	\$ 150,000.00	\$ 1,350,000.00
20	Roslindale	ADA Accessibility Renovations	Preliminary Planning	Aug-20	\$ 500,000.00	Capital Reserves, QZAB	\$ 150,000.00	\$ 350,000.00
20	Roslindale	Masonry & Structural Repairs	Preliminary Planning	Aug-20	\$ 750,000.00	Capital Reserves, QZAB	\$ 150,000.00	\$ 600,000.00
20	Roslindale	School Building Roof Replacement	Preliminary Planning	Aug-20	\$ 225,000.00	Capital Reserves, QZAB	\$ 150,000.00	\$ 75,000.00
20	Roslindale	Floor Repair & Replacement	Preliminary Planning	Aug-20	\$ 225,000.00	Capital Reserves, QZAB	\$ 150,000.00	\$ 75,000.00
20	Roslindale	Classroom & Restroom Renovations	Preliminary Planning	Aug-20	\$ 300,000.00	Capital Reserves, QZAB	\$ 150,000.00	\$ 150,000.00
20	Roslindale	Technology	Preliminary Planning	Aug-20	\$ 100,000.00	Capital Reserves, QZAB	\$ 50,000.00	\$ 50,000.00
20	Mattapan	Classroom & Restroom Renovations	Preliminary Planning	Aug-20	\$ 750,000.00	Capital Reserves, QZAB	\$ 150,000.00	\$ 600,000.00
20	East Boston	Masonry Repair at c. 1898 Building	Preliminary Planning	Aug-20	\$ 450,000.00	Capital Reserves, QZAB	\$ 100,000.00	\$ 350,000.00
20	East Boston	Classroom & Restroom Renovations	Preliminary Planning	Aug-20	\$ 500,000.00	Capital Reserves, QZAB	\$ 150,000.00	\$ 350,000.00
21	Mattapan	Masonry Repair at c. 1911 Building	Preliminary Planning	Aug-21	\$ 510,000.00	Capital Reserves, QZAB	\$ 150,000.00	\$ 360,000.00
21	Mattapan	Roof Replacement at c. 1911 Building	Preliminary Planning	Aug-21	\$ 225,000.00	Capital Reserves, QZAB	\$ 150,000.00	\$ 75,000.00
21	East Boston	Technology	Preliminary Planning	Aug-21	\$ 100,000.00	Capital Reserves, QZAB	\$ 25,000.00	\$ 75,000.00
TOTAL YEAR 2016-2026					\$ 40,880,881.69		\$ 7,754,881.69	\$ 33,176,000.00

For each identified capital project, the capital plan should include:

1. A description of the project;
2. The current status of the project;
3. The current estimated schedule for the completion of the project;
4. The current estimated cost for the project;
5. Information on how the school plans to finance the project; and
6. Did school establish a capital project reserve account for the project? If so, balance in the account as of 6/30 of fiscal year just ended.

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2015-2016

	2015 - 2016 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). ¹	Brooke Roslindale: Met Brooke Mattapan: Partially Met Brooke East Boston: Met	Brooke Roslindale: 85% on verbal; 100% on quant.; 94% on verbal. Brooke Mattapan: 72% on verbal; 100% on quant.; 100% on reading. Brooke East Boston: 2015-16: 97% on verbal; 100% on quant.; 100% on reading.
Measure: 75% of BCS 8 th graders will gain admission to a selective-admissions high school. ²	Brooke Roslindale: Met Brooke Mattapan: Met Brooke East Boston: Met	Brooke Roslindale: 79% Brooke Mattapan: 81% Brooke East Boston: 89%
Measure: Students in K2 – 3 rd Grade will show improvement of three STEP levels within one academic year. ³	Brooke Roslindale: Met Brooke Mattapan: Met Brooke East Boston: Met	Brooke Roslindale: Out of 252 K-3 students, 166 grew 3 step levels or maxed out (66%) Brooke Mattapan: Out of 247 K-3 students, 149 grew 3 step levels or maxed out (60.3%) Brooke East Boston: Out of 258 K-3 students, 125 grew 3 step levels or maxed out (48%)

¹ This measure uses Secondary School Admission Test – Summary Score Roster & SSAT Estimated National Percentile Rankings over the 2010-2013 testing period. Note, this measure will be replaced in the revised 2016-2017 accountability plan to reflect Brooke's expansion to grades 9-12.

² "Selective Admissions" is defined here to include parochial schools, independent schools, and/or Boston exam schools, but does not include Boston charter schools or pilot schools.

³ Brooke anticipated lower STEP percentages in the 2015-16 year due to changes in how the schools administer STEP – including a reduction in the number of times STEP is administered and creation of a network-wide leadership team to norm answers for comprehension questions. With 2015-16 as a benchmark year, school leaders are making improvements in STEP under this revised framework an area of growth.

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.		
	2015 - 2016 Performance (Met/Not Met)	Evidence/Explanation
<p>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.</p>	<p>Brooke Roslindale: Met Brooke Mattapan: Met Brooke East Boston: Met</p>	<p>Results confirmed via internally-developed rubric in the audit reports for every month. (See below for annual average scores) Brooke Roslindale: 92% Brooke Mattapan: 95% Brooke East Boston: 92%</p>
<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. ⁴</p>	<p>Brooke Roslindale: Partially met Brooke Mattapan: Partially Met Brooke East Boston: Partially Met</p>	<p>Evidence provided via parent survey responses collected at each school. Brooke Roslindale: 40% response rate, 87% satisfied. Brooke Mattapan: 27% response rate, 89% satisfied Brooke East Boston: 46% response rate, 97% satisfied.</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. ⁵</p>	<p>Brooke Roslindale: N/A Brooke Mattapan: N/A Brooke East Boston: N/A</p>	<p>Brooke Roslindale: N/A Brooke Mattapan: N/A Brooke East Boston: N/A</p>

⁴ Survey question is stated as follows: How satisfied have you been with the behavioral standards and expectations at Edward W. Brooke Charter School? (Very Satisfied, Satisfied, Uncertain, Not Too Satisfied, Quite Dissatisfied, Does Not Apply)

⁵ 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.

Objective: The school establishes a professional climate resulting in a purposeful learning environment and reasonable rates of retention for school administrators, teachers and staff.

	2015 - 2016 Performance (Met/Not Met)	Evidence/Explanation
<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>Brooke Roslindale: Met Brooke Mattapan: Met Brooke East Boston: 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>Brooke Roslindale: Met Brooke Mattapan: Met Brooke East Boston: Met</p>	<p>Brooke Roslindale: 88% Brooke Mattapan: 83% Brooke East Boston: 88%</p>

APPENDIX B: CHARTER SCHOOL RECRUITMENT & RETENTION PLAN**Recruitment Plan
2016-2017**

School Name: Brooke Charter School

Date: August 1, 2016

During the 2015-2016 school year, Brooke Charter Schools utilized a third party mail house to engage in direct contact with Boston families, including through use of mailings in multiple languages. Brooke continued their efforts to communicate directly with a diverse range of communities, including through the distribution of information and visits to community centers, Head Start centers, and various community-based organizations. Spanish and Creole speaking representatives of the school also pursued opportunities to engage families in venues frequently visited by high rates of non-native English speakers, and Brooke continues to produce applications and promotional materials in multiple, prevalent languages. With regard to recruitment efforts relative to special education students, all materials explicitly stated that Brooke Charter Schools serves all students, including those with IEPs and 504s. Brooke also pursued recruitment efforts at Head Start and other programs that serve students with special needs, and for the first time collaborated with a special ed advocacy organization (Parents of Purpose) to directly promote the school to parents of students with special needs.

Because all three existing Brooke K-8 schools are now fully built out, containing student cohorts in all 9 grades, there is limited opportunity for new students to gain admission each year. The bulk of the available enrollment slots each year will continue to be in Kindergarten each year, with somewhere between a third and a half of those spots being already designated for siblings. Students who have yet to start Kindergarten have much lower incidences of identification as LEP and special education. Furthermore, we have demonstrated (see the 2015 charter application amendment for Brooke High School) that the rate of identification and persistence at Brooke for both special education and limited English proficiency is significantly lower at Brooke than in the primary sending district.

Largely for that reason, we believe that the incoming cohort of new Brooke students in 2016-17 will not meet the comparison targets for Limited-English-Proficiency and Special Education. However, we believe that the incoming cohort of students will meet targets for FLNE and for eligibility for free and reduced price lunch.

General Recruitment Activities for 2016-2017:

The goals and strategies in the following recruitment plan apply across all three Brooke Charter Schools. This section represents the goals and strategies Brooke Charter Schools will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school's sending districts. The table below also provides additional narrative on the implementation status and any proposed changes to the recruitment plan, as well as further detail relating to individual schools in the network where necessary and/or appropriate.

Recruitment Plan –Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> • 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. <p>Our current enrollment falls below the comparison index for students with disabilities (7.6%, 10%, and 6.9% at our three campuses vs the comparison index of 14.6%). For the reasons outlined above, we believe that this will also be true of the incoming cohort of new Brooke students in 2016-17. We propose to add the following recruitment strategy to our R&R plan:</p> <ul style="list-style-type: none"> • 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>Limited English-proficient students</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. <p>Our current enrollment of students who are FLNE is comparable to the comparison index (17%, 38%, and 71% at our 3 campuses vs. the comparison index of 35.6%). However, our current enrollment of students identified as LEP falls below the comparison index (12%, 3.7%, and 2.5% vs. the comparison index of 23%). For the reasons outlined above, we believe that this will also be true of the incoming cohort of new Brooke students in 2016-17. We propose to add the following recruitment strategy to our R&R plan:</p> <ul style="list-style-type: none"> • 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.
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Students eligible for free or reduced lunch ⁶	<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.
Students who are sub-proficient	We will include in our recruitment information that our school is open to all students, regardless of prior academic performance.
Students at risk of dropping out of school	We will contact BPS schools with low academic performance and request to send fliers and/or applications home with their students.
Students who have dropped out of school	We will contact local Head Start programs and request that recruitment information be distributed to all families, regardless of apparent academic performance.
African-American students	<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.

⁶ Please note: The Department has a new metric, called Economically Disadvantaged, which encapsulates “free or reduced lunch”. Please see here for information: <http://www.doe.mass.edu/infoservices/data/ed.html>

Retention Plan 2016-2017

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

During the 2015-16 school year, Brooke Charter Schools had attrition rates of 1.6%, 3.3%, and 4.7% at our three K-8 campuses, meeting our goal of a 95% or higher retention rate across all schools.

We anticipate that our consolidated attrition rate will rise in 2016-17 with the addition of Brooke High School. Of the 115 8th graders who were eligible to enroll in 9th graders in 2016-17, approximately 75 have chosen to do so. That represents an attrition rate of 30% from 8th grade to 9th grade this year, which we fully expected given that we fully invested this year in a rigorous high school placement process this year at all 3 of our campuses, not knowing whether or not there would be a Brooke High option for our families by year end. Therefore, we have adjusted our overall attrition target to 10% rather than 5%. Note that this target is still below the median for comparison schools on the CHART tool.

The goals and strategies in the following retention plan apply across all three Brooke Charter Schools. This section represents the goals and strategies Brooke Charter Schools will implement during the upcoming school year to maximize the number of students who successfully complete all school requirements and to prevent students from dropping out. The table below also provides additional narrative on the implementation status and any proposed changes to the retention plan, as well as further detail relating to individual schools in the network where necessary and/or appropriate.

Overall Student Retention Goal	
Annual goal for student retention	10%

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	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.
Limited English-proficient students	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.
Students eligible for free or reduced lunch ⁷	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”.
Students who are sub-proficient	Create a homework program for students who chronically have failing homework grades.
Students at risk of dropping out of school	Increase communication 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.
Students who have dropped out of school	Swiftly reach out to families of students who intend to drop out, including reach out by heads of school.
African-American students	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.

⁷ Please note: The Department has a new metric, called Economically Disadvantaged. Please see here for information: <http://www.doe.mass.edu/infoservices/data/ed.html>

APPENDIX C: SCHOOL & STUDENT DATA TABLES

Student Data

Student demographic information for Brooke Charter Schools can be found on the Massachusetts Department of Elementary and Secondary Education website. Below are links to each school's demographic profile, and tables depicting student demographic and subgroup information.

Student Demographic Information⁸

Brooke Charter School Roslindale (SY 15-16 Total Enrollment 510):

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

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION*		
Race/Ethnicity	# of students	% of entire student body
African-American	352	69
Asian	8	1.6
Hispanic	124	24.3
Native American	0	0.0
White	9	1.8
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	17	3.3
First Language not English	86	16.9
English Language Learner	13	2.5
Students With Disabilities	35	6.9
High Needs	232	45.5
Economically Disadvantaged	200	39.2

⁸ Note that in 2014-2015 the Department of Elementary and Secondary Education (DESE) developed a new income status metric, impacting data for the categories "economically disadvantaged" and "high needs." The following are descriptions of the two measures provided by DESE: **High Needs:** Calculated based on the number of high needs students, divided by the adjusted enrollment. A student is high needs if he or she is designated as either low income (prior to School Year 2015), economically disadvantaged (starting in School Year 2015), or ELL, or former ELL, or a student with disabilities. A former ELL student is a student not currently an ELL, but had been at some point in the two previous academic years. Source: SIMS, See [Understanding the Economically Disadvantaged Indicator](#). **Economically Disadvantaged:** based on a student's participation in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; and MassHealth (Medicaid). Source: See [Understanding the Economically Disadvantaged Indicator](#).

* # students rounded up to nearest whole number

Brooke Charter School Mattapan (SY 15-16 Total Enrollment 488):

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04430000&orgtypecode=5>
&

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION*		
Race/Ethnicity	# of students	% of entire student body
African-American	326	66.8
Asian	5	1
Hispanic	126	25.8
Native American	3	0.6
White	22	4.5
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	6	1.2
First Language not English	187	38.3
English Language Learner	18	3.7
Students With Disabilities	49	10
High Needs	310	63.5
Economically Disadvantaged	235	48.2

* # students rounded up to nearest whole number

Brooke Charter School East Boston (SY 15-16 Total Enrollment 500):

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04570000&orgtypecode=5>
&

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	126	25.2
Asian	15	3
Hispanic	279	55.8
Native American	5	1
White	64	12.8
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	11	2.2
First Language not English	353	70.6
English Language Learner	60	12
Students With Disabilities	38	7.6
High Needs	317	63.4
Economically Disadvantaged	219	43.8

* # students rounded up to nearest whole number

Administrative Roster: 2015-2016 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 2015-2016 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, Director of ELA, Network	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
Christopher Bizzacco, Chief Operating Officer, Network	Responsible for operations across the network	May 20, 2013	NA
Rachel Kohn, Director of Talent Recruitment, Network	Responsible for staff recruitment	July 7, 2014	NA
Yonah Meiselman, Data Manager, Network	Responsible for data coordination across network	September 8, 2014	July 31, 2016
Alex Koenig, Data Manager, Network	Responsible for data coordination across network	May 23, 2016	NA
Matt Cameron, Finance Director, Network	Coordinates finance across the network	December 1, 2011	July 15, 2016
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	Facilitates and reconciles purchasing and	January 16, 2015	NA

Associate	accounts management		
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

ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR (SCHOOL-BASED)

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
Katherine Brysh, Assistant Principal, Brooke Mattapan	Responsible for academics in grades K-2 and co-curricular	August 1, 2011	NA
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
Jennifer Stange, Director of Operations, Brooke East Boston	Responsible for all non-academic areas of organizational performance	August 1, 2012	May 15, 2016
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

Teachers & Staff Attrition: 2015-2016 School Year

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 2015-2016 school year	Reason(s) for Departure(s)
Teachers	Brooke Roslindale: 34 Brooke Mattapan: 28 Brooke East Boston: 33	Brooke Roslindale: 0 Brooke Mattapan: 2 Brooke East Boston: 3	Brooke Roslindale: 7 Brooke Mattapan: 12 Brooke East Boston: 7	See Below
Other Staff	Brooke Roslindale: 8 Brooke Mattapan: 8 Brooke East Boston: 8	Brooke Roslindale: 1 Brooke Mattapan: 0 Brooke East Boston: 1	Brooke Roslindale: 2 Brooke Mattapan: 1 Brooke East Boston: 0	See Below

TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR (Reasons For Departures)				
School	Teacher Departures	Reasons	Other Staff Departures	Reasons
Brooke Roslindale	7	Relocation(2); Career Change/Graduate School(3); Non-Renewal(1); Personal(1)	3	Career Change/Graduate School (1); Non-Renewal(1); Position Eliminated(1)
Brooke Mattapan	15	Relocation(6); Career Change/Graduate School(5); Another School Position(2); Position Eliminated(2)	1	Position Eliminated(1)
Brooke East Boston	10	Relocation(3); Career Change/Graduate School(5); Another School Position(1); Non-Renewal(1)	1	Career Change(1)

Narrative of Teacher Attrition Trends

Accountability Plan Measure: BCS will retain 80% of teachers from one school year to the next, excluding those who leave for purposes of geographic re-location.

2015-2016: Excluding the eleven (11) Brooke Charter School teachers who will not be returning for purposes of geographic re-location, and the two teachers not returning due to position elimination, twenty (20) lead teachers employed during the 2015-2016 school year will not be returning for the 2016-2017 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 (2015-2016)

Name	Position	Committee Affiliation(s)	Number Terms Served	Term Exp.	Tenure
Scott Oran	Chairman	Facilities, Governance	3	2016	2010
Hilary Berkman	Treasurer	Finance	8	2016	2002
Cornell LaRoy Brantley	Member	Finance	3	2017	2011
Bart Bussink	Member	Facilities	5	2016	2006
Alex Finklestein	Member	Development	2	2016	2012
Lauren Kushman	Member	Governance	3	2017	2011
Joanna Jacobson	Member	Governance	2	2017	2013
Charles Ledley	Member		2	2016	2014
Imari Paris-Jeffries	Member	Development	3	2016	2012
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

No Brooke school facilities have been relocated or newly acquired within Brooke Charter School's current municipality.

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	February 24, 2017
Lottery	March 8, 2017

Complaints

The Board of Trustees received no official complaints in 2015-16.

Conditions

There are no conditions at the present time at any of the three Brooke Charter Schools.