



ANNUAL REPORT
2021-2022 SCHOOL YEAR

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COLLEGE. CAREER. LIFE.

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Introductory Description of Argosy Collegiate Charter School (ACCS)

Argosy Collegiate is an inclusive, grades six through twelve public charter school that puts Fall River scholars on a trajectory for preparedness and success for college, career, and life.

In the 2021-2022 school year, we celebrated the graduation of our second senior class and earned the Early College Designation from the state of Massachusetts, further expanding our commitment to support Fall River scholars with tuition-free college credits for 100% of our scholars, expanded post-secondary educational opportunities, and career planning. In the 2021-2022 school year, we also celebrated the purchase of our high school campus, solidifying our strong financial standing in the community, and signifying the confidence that local financial institutions have in the school.

<u>Argosy Collegiate Charter School</u>			
<u>Type of Charter</u> (Commonwealth or Horace Mann)	Commonwealth	<u>Location of School</u> (Municipality)	Fall River, MA
<u>Regional or Non-Regional</u>	Non-Regional	<u>Chartered Districts in Region</u> (if applicable)	N/A
<u>Year Opened</u>	2014	<u>Year(s) the Charter was Renewed</u>	2019
<u>Maximum Enrollment</u>	644	<u>Enrollment as of June 30, 2022</u>	516
<u>Chartered Grade Span</u>	6-12	<u>Current Grade Span</u>	6-12
<u>Number of Instructional Days per School Year (as stated in the charter)</u>	185	<u>Students on Waitlist as of July 2022</u>	134
<u>School Hours</u>	7:40am – 3:30pm (MS) 7:20am – 2:50pm (HS)	<u>Age of School as of 2021-2022 School Year</u>	Year 8 (SY21/22)
<u>Mission Statement</u>			
The mission of Argosy Collegiate Charter School is to provide all scholars in grades 6 through 12 with a seamless middle to high school education that educates them for a rigorous and relevant four-year college degree and ensures they are able to compete in a 21st century global economy, Argosy Collegiate Charter School prepares Fall River's diverse community of learners with the academic foundation and character values necessary to be successful in college, career, and life.			

Faithfulness to the Charter

Mission and Key Design Elements

Family Survey Results

- A family survey was administered at the end of the 2021/2022 school year to poll our families' overall satisfaction with Argosy Collegiate Charter School. Results of the survey are as follows:
 - 95% of families agree that they and their scholar(s) were prepared for the transition to Argosy Collegiate when first enrolled.
 - 89% of families agree that the academics at Argosy Collegiate are helping to prepare their scholar(s) for success in college, career and life.
 - 87% of families agree that the school culture is helping to prepare their scholar(s) for success in college, career, and life.
 - 89% of families agree that the communications they receive from teachers and staff are helpful.
 - 76% of middle school families anticipate that they will send their child(ren) to attend Argosy Collegiate High School
 - 89% of families are aware of the Early College program available to scholars at the high school.

Highly Effective Core Instruction, plus Differentiated Supports

- Argosy Collegiate remained faithful to the Key Design Elements outlined in the school charter to the greatest degree possible given the continuing impacts of the COVID-19 pandemic. Argosy Collegiate continued to provide:
 - Middle School: Additional instructional time through support blocks and tutoring
 - High School: additional instructional time through academic support blocks, clinics and tutoring
 - As a result of pandemic-related constraints, the Literacy Clinic component of our differentiated supports was limited to a push-in model rather than a separate class period.

Professional Development Focused on Data-Driven Instruction

- Teachers received professional development in a variety of contexts during the 2021-2022 school year including:
 - guidance and support in developing and implementing interventions for scholars not making expected academic progress (Response to Intervention)
 - content-specific meetings to review student data and/or artifacts, and to plan responsive instructional strategies and best practices during bi-weekly curriculum meetings co-facilitated by the Director of Academic Achievement, Instructional Coach, and the Assistant Director of English language.
 - strengthening systems and routines;
 - video-aided coaching;
 - observation and feedback and co-planning cycles;

- and sessions concerning issues within diversity, equity and inclusion.

Positive and Productive School Culture Framed by the DREAM Values

- Argosy Collegiate’s community culture is framed by our DREAM Values (Determination, Respect, Excellence, Altruism, and Maturity) which represent the characteristics traits that would support our scholars in success in college, career, and life. The DREAM values inform our instructional language, and how we help scholars make positive and productive choices. With these shared Values across the district, our middle school scholars can seamlessly transition to high school with reduced risk of dropping out and realize college-bound goals with the skills and knowledge to meet with success.
- Examples of how we develop school culture framed by our DREAM Values: includes:
 - School assemblies and celebrations that recognize scholars’ achievements and growth in demonstrating the DREAM Values that we hold critical to academic success.
 - At the high school level, scholars enact the DREAM Values through community volunteering. Scholars have a goal of volunteering 15 hours per year to a variety of community organizations as part of graduation requirements.
 - Another example is our advisory model in which advisors meet weekly with scholars to set, review, and track progress toward goals in academics, attendance, and behavior.
 - Further, our daily *Breakfast Café Positivity* slides during middle school morning homeroom provides a warm and supportive start to the day for all scholars. The slides include a greeting, a motivational quote related to the monthly theme (self-respect, perseverance, altruism, kindness, determination, etc.), and morning announcements. Breakfast Café Positivity also includes collegiate information (quick facts about college/university type, enrollment, average GPA and SAT scores, average tuition and grant/scholarship award, acceptance rate, location, most popular academic programs, etc.), and Health and Wellness Corner (reminders about healthy habits).

Prepare All Scholars for Success in College, Career, and Life

- **Class of 2022: We celebrated the graduation of the 63 members of the Class of 2022.**
 - 86% of the class of 2022 are continuing their education in either a two or four year degree program
 - 11% are planning to join work training programs or workforce
 - 3% are matriculating to serve in the armed forces.
- **Financial Literacy:** We promise our scholars a rich experience in which to develop financial literacy skills.
 - Our middle school program includes a weekly Collegiate Skills class which includes a Financial Literacy component for all scholars in grades six through eight and includes activities in consumer math, principles of entrepreneurship, understanding American currency, managing a personal budget, and personal

- finance.
 - Our high school program, as part of our partnership with Bristol Community College, eligible scholars can take college level, dual enrollment courses to satisfy the Financial Literacy objectives in the school’s charter. We also integrate EverFi, a high-quality online curriculum that leads to a Financial Literacy Certificate of Completion.
- **Collegiate Skills Program:** Our seven-year program supports our scholars’ transition from middle to high school, and prepares them academically and socially for successful college and professional careers.
 - The program includes a four-year advisory relationship component in addition to coursework to build skills and tools for high school graduation and college success. Additionally, our partnership with Bristol Community College provides all eligible scholars with a minimum of three college courses including two courses in foreign language and an art course, to satisfy the MASS Core graduation requirements as well as earning tuition-free college credits. This experience builds college perseverance long before scholars become a matriculating college student.

Amendments to the Charter

During the 2021/2022 school year, the school requested two amendments to the charter.

Date Submitted	Amendment Requested	Pending or Approved?
3/24/2022	Length of 2021/2022 School Year (from 185 to 180 school days)	Approved
3/24/2022	Permanent Change Request to Length of School Day and Length of School Year (from 185 to 180 school days and a 7 hour scholar school day)	Approved

Access and Equity

<u>2020-2021 Student Discipline</u> Link to DESE Discipline Data					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	579	23	3.1	1.4	0.0
English Learner	121	9	5.0	3.3	0.0
Economically Disadvantaged	409	21	4.2	1.7	0.0
Students with Disabilities	143	13	7.7	2.1	0.0

High Needs	476	22	3.6	1.7	0.0
Female	263	9	2.7	1.5	0.0
Male	316	14	3.5	1.3	0.0
American Indian or Alaska Native	3	-	-	-	-
Asian	13	0	-	-	-
African American/Black	79	7	6.3	2.5	0.0
Hispanic/Latino	147	8	4.8	1.4	0.0
Multi-race, Non-Hispanic/Latino	32	0	-	-	-
Native Hawaiian or Pacific Islander	0	-	-	-	-
White	305	8	2.0	1.3	0.0

The most recent data from the 2020/2021 school year indicates a significant decrease in disciplinary removals across all scholar subgroups. This data should also be interpreted with caution, as the 2020/2021 school year included a variety of learning models, including in-person, hybrid, and remote options for scholars due to the COVID19 pandemic. The school has made a sustained, sincere effort of utilizing meaningful, restorative practices when addressing disciplinary offenses.

Access and Equity: Argosy Collegiate is working diligently to reduce the use of in- and out-of-school suspensions rates and address disparities of rates among subgroups. Below is outlined recent additional staff and programming changes in approach to student discipline.

- Increased focus on restorative practices:** In the 2021/2022 school year, ACCS continued to reflect on discipline practices with a lens of increased opportunities for restorative practices. This effort continues into the 2022/2023 school year, in which we will implement a scholar/peer panel to involve our upperclassmen as mentors for younger scholars. Maximizing scholar voice and increasing preventative measures through the use of Scholar and Family Round Table discussions, grade level assemblies, and the presentation of clear expectations through orientation meetings are all measures in process.
- Early College Designation:** The school earned Early College Designation status in the 2021/2022 school year. In conjunction with the goals set forth in the Student Opportunity Act, ACCS prioritizes the participation of historically underrepresented student groups in Early College programming, including students with disabilities, English learners, and high needs students. Looking ahead to the 2022/2023 school year, ACCS will be adding an additional Early College Liaison, whose targeted focus is supporting scholars in these high needs groups in their Early College classes.

- **Diversity and Equity Initiative (DEI):** Staff Development Program with resources for staff development and scholar facing resources.
 - Topics and Resources - DEI resources include articles, videos, and links for both staff development as well to familiarize staff with resources that are age appropriate for young people to further their scope of understanding on these topics.
 - The district provided all Staff access to Diversity Talks, a youth-facilitated series of workshops and keynote speakers to explore issues of diversity, access, and equity as it relates to the educational setting.

- **Advisors:** Scholars at both the middle school and high school levels are assigned an advisor. Advisors meet with scholars weekly to set goals, review grades, and monitor work completion.

Dissemination Efforts

Argosy Collegiate believes in the community of best practice. The very foundation of the Building Excellent Schools Fellowship, which provided the Founder and Executive Director with a full year of access to excellent schools and exceptional school leadership from across the state and country, established the benefits of dissemination and the spirit of the charter school movement within our leadership team and Board of Trustees. As we grow our program, we will continue to open our doors to all interested visitors to share what we practice every day. We are committed to both sharing and receiving best practices throughout the Fall River community and beyond.

2021/22 Dissemination Efforts and Plans

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
Sharing best practices for differentiating professional development for a diverse staff	Article	Principal, Director of Academic Achievement, Instructional Coach	Sharing how to plan a differentiated professional development, focused on SEI instructional strategies, for staff of varied experience levels and expertise areas	An article was submitted to, <i>MATSOL Currents</i> , a publication intended for educators of speakers of other languages in Massachusetts	Pending publication approval
Supporting scholars' investigation of complex issues with an activism	Activism Fair hosted at Argosy Collegiate Middle School	Instructional Coach, Director of Academic Achievement	Sharing a means of showcasing and disseminating scholars' work,	Invitees include: school community including families and staff, all Fall	Attendees gained insights via first hand participation as to how scholars utilized the ACCS

lens - and dissemination of Civics projects			providing context for speaking and listening skills, and promoting community participation in the school	River Public Middle School Principals and Civics teachers, neighboring public school attendees, DESE representatives, local district police department, local government representatives, mayor's office	Civics Project as an opportunity to use literacy as a tool for change. Further, invited attendees were able to see how the power of an authentic reason for reading, writing and speaking increases scholar motivation and engagement.
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Academic Program Success

Student Performance

2021 Accountability Report [Link to 2021 Report Card Table 3.0](#)

<p><u>Assessments-</u> The following assessments are used as indicators of Argosy Collegiate’s academic program in the 2021-2022 school year.</p>
<ul style="list-style-type: none"> ● MCAS Spring 2022: Following DESE guidelines, Argosy Collegiate administered the Spring 2022 MCAS assessments. The results of these assessments are not yet publicly available for reporting. ● Internal Interim Testing: Argosy Collegiate uses NWEA Measures of Academic Progress (MAP) to gain high-quality, nationally normed, and actionable data on scholars’ academic achievement, growth and areas of strength, and academic needs in relation to the Massachusetts Curriculum Frameworks and MCAS. MAP continues to inform curriculum refinement, targeted instruction, and progress-monitoring for overall achievement across grades and content areas. Argosy administers MAP in the fall, winter, and spring as a progress-monitoring tool and evaluation of scholar achievement and growth in reading, mathematics, and science.
<p>NWEA MAP Achievement and Growth Data: (see Appendix E: Tables 1-5 and 6-14): The achievement tables show scholars’ achievement categories for the spring 2022 MAP administration in relation to scholars' projected proficiency level for the same year MCAS assessment. NWEA MAP provides this projection data for reading and mathematics in grades 6 through 8 as part of their report library. In grade and content areas in which MAP does not provide MCAS projection data, scholars’ achievement percentiles were converted to projected MCAS achievement levels using the following conversions developed using MAP proficiency benchmarks.</p> <ul style="list-style-type: none"> ● MAP scores below the 40th percentile were converted to the MCAS projected score category of <i>Not Yet Meeting</i> ● MAP scores between 41st - 60th percentile were converted to the MCAS projected score category of <i>Partially Meeting</i>

- MAP scores above the 61st percentiles were converted to the MCAS projected score in the *Meeting/Exceeding* category.

Reflecting on MAP data for the 2021-2022 school year provides a number of key areas for growth and areas for increased focus on accelerated learning. As we start this analysis, we contextualize our data within the national post-pandemic academic setting. To that end, we cite the recent findings of NWEA's research brief on the impact of the pandemic on learning, [*Student achievement in 2021-22: Cause for hope and continued urgency*](#). Some important takeaways provided by NWEA MAP in an email to all partners include:

- “Despite initial signs of rebounding, student achievement is still lower than where we’d expect it to be if the pandemic did not happen. Furthermore, if improvements continue at the rate we saw this year, the timeline for a full recovery is years away and will likely extend past the availability of federal recovery funds.”
- “Achievement was lower for all student groups in spring 2022 (compared to pre-pandemic levels), with historically marginalized students and students in high-poverty schools remaining disproportionately impacted.”

This study resonated with Argosy Collegiate as our scholars experienced similar learning interruptions and resulting learning gaps. This information is valuable as we prepare and plan for the work ahead to bring scholars up to and exceed expectations.

As the national research indicates, vulnerable scholar populations have been most impacted due to the pandemic, and we share that concern. According to our Spring 2022 MAP data, our special populations, English Learners (EL) and Special Education (SE) scholars are striving toward achievement goals, leading the charge in growth across disciplines. For example, using the school conditional growth index and percentile rankings - a comparison measure against national norms of demographically similar schools (see Appendix E, Table 14):

- Argosy’s SE scholars in 8th grade demonstrated strong reading growth,
- Significant growth was observed by SE scholars in reading (6th-11th grade), math (6th and 8th grade), science (7th, 8th, and 10th grade).
- Significant growth was observed by EL scholars in math (7th) and science (7th, 9th, and 10th grade).

Additional Observations from the Spring 2022 MAP:

- Grades 9 and 10 met or exceeded their growth goals set for reading. Grade 11 nearly met their growth goal, 0.4 below their projected goal.
- Increasing rate of progress: While 6-8th grades did not meet their year long reading growth goals, 6th and 7th grades demonstrated an increased rate of growth from the winter to spring test period in reading over the fall to winter test periods, suggesting improvements in learning rates over the school year.
- Similarly, grades 7 and 8 increased their growth rates in mathematics from the Winter to Spring test periods over the fall to winter test period. Further, grade 8 scholars collectively exceeded the yearly growth goals set for mathematics.
- Grades 7, 8, and 10 scholars collectively met or exceeded their growth goals set for science.
- Data trends suggest that across the contents, scholars’ growth and achievement increase as they continue through the Argosy program.

While our MAP data provides one actionable measure of scholars' academic standing, we also look to another important and relevant measure of college and career readiness and success, the early college credits earned by high school scholars in college level courses. Even in the midst of a national academic emergency, our high school scholars earned a combined 673 college credits during the 2021/2022 school year. Also noteworthy, 33% of the Class of 2022 were classified as full time students at Bristol Community College, our partner in Early College programming.

We draw connections between these results to the concerted effort to (a) support scholars' social and emotional well-being as they returned to fully in-person instruction following the closure of schools; (b) support provided teaching in identifying and acting on the academic gaps developed during the interrupted learning time, and (c) to support SE and EL scholars as we acknowledge their unique learning needs and the impacts of the pandemic on their learning.

Argosy Collegiate acknowledges the critical need to accelerate learning and address learning gaps while also attending to the social-emotional needs of scholars who have endured the challenges of the pandemic. To do so, we are focused on providing varied opportunities for additional instructional time, making curricular adjustments, and enhancing our Multi-Tiered Systems of Support - Response to Intervention.

During the 2021-2022 school year, Argosy Collegiate worked innovatively and with dedication to ensure scholars had supports to effectively access the curricula and make academic progress even as the effects of the pandemic continued to be evident. The following is a description of these key access and equity supports provided during the 2021-2022 school year

Academic Program

1. Argosy Collegiate Charter School's Academic Program during the 2021-2022 school year included both curriculum, instruction, assessments, and supports for all learners that were similar to prior years, and, in many ways, different from what the school typically provided scholars.

Same as prior years	Adjustments for 2021-2022 School Year
<ul style="list-style-type: none"> ● The Massachusetts Curriculum Frameworks are used as a basis of district curriculum planning and review ● The learning standards provide the framework to develop aligned assessment tasks and rubrics. ● We engage in on-going curriculum development, procurement, and evaluation to ensure curricula are evidence-based and culturally relevant. ● The MS schedule includes Support Blocks for each grade level in ELA and mathematics. This block is focused on targeted instruction and specialized programming (special education 	<ul style="list-style-type: none"> ● Prioritized paper-based work instead of computer based to address misconceptions and give feedback in real-time ● Focused on project-based assessments versus more traditional, on-demand assessments, to allow scholars to demonstrate their understanding of standards through performance based tasks as they transitioned back to in-person instruction

<p>pull-out support, English language support). Multiple data sources - including MAP scores, class exit tickets, and classwork - are used to inform scholar groupings and target standards.</p> <ul style="list-style-type: none"> ● Data Dashboard: Continued use of a district-level data dashboard that provides an comprehensive overview of academic data at quarterly points, disaggregated for multiple subpopulations, informs the action planning of the administration and the Academic Achievement Sub Committee of the Board of Trustees. ● Bi-Weekly Academic Data Pull: Administrators and teachers receive a weekly grade data snapshot to inform outreach to families, determine areas for classroom support, and to monitor scholar progress. ● LiveSchool: Deans utilize behavioral/school culture data to determine trends, identify areas of school culture growth opportunity, celebrate successes, and monitor individual scholar needs. ● Weekly Dean/Principal cross-district meetings are held to review data, identify areas of growth, and develop aligned action plans. ● Bi-Weekly Curriculum Meetings: These serve as continuous touch points for content teams with the guidance of the Academic Achievement Department. The agenda focuses on curriculum plans and implementation strategies. 	<ul style="list-style-type: none"> ● Prioritized standards that addressed reading comprehension across contents in response to impacts on reading proficiency evidenced on NWEA MAP and classroom artifacts ● Utilized DESE Standards Navigator in order to identify mathematics concepts and skills scholars need to access current grade-level standards ● Increased focus in writing across content areas in response to a reduction in writing during remote and hybrid instruction <ul style="list-style-type: none"> ○ Implemented a Formative Writing Assessment (FWA) administered at the beginning, middle, and end of year that utilized released MCAS Constructed responses ○ The English department analyzed these responses to strategize instructional next steps for scholars. ● Increased social-emotional supports for scholars across the district <ul style="list-style-type: none"> ○ Implemented Second Step, a social-emotional curriculum at the middle school campus for the second half of the 2021-2022 SY to support scholars' emotional needs in order to ensure their readiness for academic content ○ Increased the number of School Adjustment Counselors (SACs) and crisis counselors. The MS and HS each have three full time SACs to support scholars' social-emotional needs at a ratio lower than national norms. The SACs work directly with scholars, provide support to teachers, and facilitate peer mediation. ○ Two of the six SACs also focus on support of scholars in crisis. ○ Student Support Meetings are held weekly, facilitated by the Assistant Directors of Student
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	Services with the School Adjustment Counselors, Assistant Principal and Deans.
<p align="center">2. All scholars were able to access the academic program during the 2021-22 school year, despite student/ staff absences due to the COVID-19 pandemic.</p>	
<p align="center">Same as Prior Years</p>	<p align="center">Adjustments for 2021-22 School Year</p>
<ul style="list-style-type: none"> ● Continued to implement the MTSS/Response to Intervention program to identify scholars not making academic progress toward grade level standards. An RTI Committee, composed of administrators, teachers, and specialists was formed to lead monthly meetings with grade-level groups of teachers and student service providers to set goals and develop interventions, and track progress. Teachers were provided support in implementing these strategies during grade level team meetings, and professional development. ● Implemented Support Block periods for all scholars to provide targeted instruction with general education teachers, reading interventionist, English language teachers, and special educators (as applicable) (MS only). ● Individual Competency Plans for Success (ICPS) During the Covid-19 impacted 2020-21 school year, Argosy Collegiate developed Individual Competency Plans for Success as a means of recording our scholars' experiences, attendance, challenges, supports, and outcomes. We continue to use the ICPS as a tool to record scholar participation and progress in programs such as our Summer Program and RTI. 	<ul style="list-style-type: none"> ● To support increases in teacher absences, Argosy staff and administration worked together to provide classroom coverage and ensure the continuation of instruction. ● Leveraged Edgenuity, an online repository of certified-teacher instructional courses for those that are not able to access a teacher for a given time or require re-teaching to obtain credit for a course ● Provided access to a five-day Extended School Year Program to scholars who needed additional time and instruction to successfully complete a course <ul style="list-style-type: none"> ○ Eligibility was determined by course grades and classroom artifacts. ○ This also supported scholars with extended absences in gaining proficiency in target standards. ● Google Classroom: We leveraged Google Classroom during the 2020-21 SY due to COVID to ensure access to curriculum and instruction. We continued to provide access to all content through this platform when scholars were absent for extended periods of time during the 2021-22 school year. <ul style="list-style-type: none"> ○ We have always had a 1:1 chromebook ratio, but we utilized this in a different way for the 2021-22 SY. Instead of having class sets of chromebooks, scholars were assigned one so it could be taken home and leveraged outside of school to support

	<p>access to content. Hot spots were provided to those without internet access.</p> <ul style="list-style-type: none"> • For extended scholar absences, teachers identified those assignments most pertinent to forwarding content knowledge acquisition (quality vs. quantity). • We shifted select seventh and eighth grade ELA curriculum units of study to provide mini-units that targeted standards at a brisker pace (e.g., nonfiction and argumentation reading and writing) over longer novel-based units of study. This shift also reduced the impacts of scholar/teacher absences by providing multiple “start points” on readings and learning activities. • Saturday Academy: Teachers supported small groups of scholars for additional instruction on core concepts in reading, mathematics, and/or science. • Reading Interventionist: A reading interventionist was added to the middle school staff for the purpose of working in the 6th grade ELA classes and providing reading intervention. The Reading Interventionist support taught small groups reading below MAP benchmarks during support blocks (twice per week).
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3. Below is a summary of the school’s efforts to accelerate student learning during the 2021-22 school year.

During the remote and hybrid learning periods necessitated by the health concerns of the COVID-19 pandemic, Argosy Collegiate leveraged digital and virtual tools and platforms to deliver curriculum, instructional, and social support. While teachers and scholars worked diligently to ensure learning continued, benchmark assessment results (e.g., NWEA MAP, MCAS) helped us understand where significant academic gaps developed so action plans could be developed on how to close these gaps.

- Increased focus on writing: Data from formative and summative assessments showed a need for more explicit writing instruction across the district. Teachers supported scholars in using the writing process to support evidence-based responses to text, and provide feedback based on the constructed response rubric.
- Use of the Standards Navigator: We leveraged this tool to determine skills and standards preceding the current year’s standards in order to scaffold learning of grade level standards. By understanding what standards came before the target standard, teachers had the information to provide scholars in-the-moment support and scaffolds to access the grade level standards.
- We leveraged middle school Math Support Blocks (intervention time) to focus on mastery of

standards that were identified as areas of need for cohorts (as determined by NWEA MAP).

- The district shifted toward paper-based assignments with the aim of increasing in-the-moment feedback and support from teachers.
- Expanded access to student support teachers across the curriculum supported some of our populations most significantly impacted by the pandemic.
 - Ex. prior years, EL with STEM/ Science team vs. 2021-22 SY distributed across all 4 core content areas
- In grade 8 mathematics, our Instructional Coach began delivering services quarter two for scholars with math goals due to the school's inability to hire a qualified math special educator for the grade level. This support, in partnership with the GE math teacher, led to scholars in grade 8 mathematics exceeding the state's growth goal.
- Math Clinic and High School Math Interventionist: The Math Interventionist continued to facilitate a Math Clinic which serves scholars identified as needing more instruction in Algebra I or Geometry. The Math Interventionist also worked in the core mathematics classrooms to support accelerated learning by providing scaffolds as needed to access grade level standards.
- The middle school added a reading specialist to support accelerated learning through intensive tutoring and intervention in a small group.
- The Director of Academic Achievement, in partnership with the Instructional Coach, led direct Special Education professional development 1 hour per week at middle school campus to maximize student learning time with the implementation of stations and other research-based best practices for closing the achievement gap.

Professional Development, Induction, Collaboration, and Support for educators

Summer Institute

- Summer Institute is an annual professional development week to prepare teachers, new and returning, for the upcoming school year. See Professional Development calendar for list of sessions.
- Argosy Collegiate re-evaluates the Summer Institute each year to ensure it is efficient, effective, and comprehensive enough for a strong launch to the school year.

Professional Development Sessions and Workshops

- Teachers were provided weekly professional development time for the purpose of increasing their instruction repertoire to best meet the academic, social, and cultural needs of our scholars, with a special attention to our district's sub-populations including scholars with disabilities and English Language Learners and use of the co-teaching model.
 - Content specific PD sessions supported teachers in identifying standards and delivering instruction designed to scaffold and accelerate scholar learning in response to the interrupted instruction during the pandemic impacted school year.
 - Argosy Collegiate continually evaluates the professional development offerings to promote professional growth and efficacy of its faculty.
- Professional development sessions aimed at developing teachers' understanding of issues of diversity, equity, and inclusion, and to support their implementation of strategies that enhance inclusivity.
- Teachers are provided SE-specific workshops that provide information on disabilities, and what scholars may demonstrate and need in the classroom as a result of their disability. Workshops also include time and support in identifying specific instructional strategies and accommodations/modifications that may be appropriate in a given content area or topic.
- Weekly professional development for special education teachers to develop impactful instructional routines and strategies, and to effectively collect progress-monitoring data in ELA and mathematics.

Future Planning:

- 2021-2022: In response to the need to increase support of scholars with disabilities, the Director of Academic Achievement and the Instructional Coach meet weekly with the middle school special education teachers to provide targeted professional development on instruction and formative assessment.
- 2022-2023 school year, we plan to shift the after school PD calendar to Fridays to allow for increased opportunity for leadership to facilitate PD.
- We plan to continue to explore a variety of modes for PD delivery such as video, modules, book study, and/or action research to best support teacher agency and efficacy development.

Team Meetings & Curriculum Development Meetings

- Bi-weekly team meetings are facilitated by grade level team leaders to review systems and routines, scholar interventions and progress, and share communication with administration, school adjustment counselors, and RTI Committee members.
- Bi-weekly team leader meetings are facilitated by the Assistant Principals to review systems and routines, and to proactively plan ways to improve teaching and learning.
- Bi-weekly meetings are co-facilitated by the Director of Academic Achievement, Instructional Coach, Assistant Director of English language learners.
- Curriculum meetings are attended by content specific groups of teachers. The routined agenda includes reviews of gradebooks, sharing of instructional strategies including those supportive of English language learners, support using tools such as MCAS digital library, Standards Navigator to meet academic learning gaps, and co-viewing of teachers' self-recorded instructional videos for the purpose of sharing best-practices and providing feedback.

Future Planning

- 2021-2022: Our objective this school year was to further routinize Curriculum meetings. The addition of the Assistant EL Director and the Instructional Coach has increased the time on differentiation, supported implementation of best practices, and enhanced pacing on scope and sequence. While staff coverage issues did impact the meeting schedule, we were able to continue with scheduled agendas. In the school year 2022-2023, we plan to build on this model, adding more Looking at Scholar Work protocols, and increased use of the teachers' self-record/co-viewed instructional video model.
- 2022-2023: ACCS intends to continue DEI work as it relates to the implementation of curriculum, culturally responsive instruction, and how it informs the reflection of teachers on their instruction, and educator evaluation.

Instructional Coaching

- Teachers are provided instructional support and opportunities for professional growth through coaching cycles with the Instructional Coach.
- The Instructional Coach uses a range of coaching models including observation, modeling, co-teaching, co-planning, and instructional video-co-viewing.

Future Planning:

- 2022-2023: We plan to continue to support the Instructional Coach model in the coming school year, expanding the opportunities for video-analysis and scholar-work oriented coaching.

Induction for New Staff

- Argosy provides a school-based mentor program for teachers beginning their first year at Argosy Collegiate.

Supervision and Evaluation

- Argosy Collegiate follows DESE's Educator Evaluation system.
- Argosy Collegiate provides an "Argosy Collegiate Classroom Characteristics" Checklist for teacher reference, self-evaluation, and observation.

Future Planning:

- 2021-2022: The Argosy Collegiate Classroom Characteristics Checklist, developed in the 2021-2022 school year, will continue to be used to provide a reference to Argosy faculty, new and veteran, as to what makes an Argosy Collegiate Classroom, such as collegiate-oriented feedback, DREAM values, differentiation, and engagement and participation. The 2022-2023 school year provides opportunity for feedback and revision.

Program Delivery

- **Early College Designation:** Based on the early success of Argosy’s Dual Enrollment program supported by our Bristol Community College partners, Argosy Collegiate was awarded the Early College Designation from DESE in March of 2022. Our Early College Designation is a unique, *wall to wall* college credit earning initiative for 100% of our scholars, tying back to our mission and vision for our scholars such that all scholars no matter their learning challenges or previous successes, can access and successfully complete college level coursework within our structured and individualized academic program.

As one of only 50 Early College high schools in Massachusetts, Argosy Collegiate’s Early College designation grants us:

- additional recognition for our innovative and successful college preparatory program,
- additional revenue to cover the cost of college course tuition, fees, supplies/materials, and books,
- funding to provide transportation to our scholars to ensure full access and equity for Bristol Community College coursework on their campus,
- further opportunity to develop a robust and diverse academic program, and
- helps to improve matriculation between 8th and 9th grades.

It is important to point out that we are not creating a vocational program but rather developing college/career pathways tied to scholars’ interests and goals. As part of the Early College application, Argosy developed college and career pathways for scholars. Within these pathways or concentrations, college-credit bearing or Argosy Collegiate college-prep courses are taken to explore or to build experience within a field of interest, and to explore career pathways. Each pathway is further broken down into specific interests. The courses and interests identified below represent course options in addition to the MA high school graduation requirements.

- **The Elective Pathways are currently develop to include:**
 - **(1) STEM** (Aviation, Engineering & Manufacturing, Animal Science, and Forensics),
 - **(2) Health Sciences** (Nursing, Occupational Therapy, Biology),
 - **(3) Business and Consumer Services** (Marketing, Culinary & Hospitality, and Finance),
 - **(4) Law Enforcement & Protective Services** (Criminal Justice, Fire & Emergency Services, and Law),
 - **(5) Information Technology** (Computer Science, Web & Software Development, Cyber Security, Game Design),

- **(6) Arts & Communication** (Theatre & Production, Journalism, Digital Media & Graphic Design, and Animation), and
- **(7) Education & Human Services** (Elementary Education, Secondary Education, Social Work & Youth Development, and Counseling).

Family and Community Communication and Resources

Family Engagement Coordinator/Communication

- Family engagement is a full staff effort and is specifically fostered through the leadership of our Family Engagement Coordinator.
- Implementation of a monthly Argosy Collegiate newsletter to provide multilingual communication of opportunities for tutoring, information sessions, and celebrations.
- Family Information Sessions are held on critical topics such as health, safety, school calendars, college-readiness events, and celebrations. Recordings are sent to all families, with translated slide decks.

Future Planning:

- In 2021-2022 Argosy Collegiate hired a full time Family Engagement Coordinator to promote meaningful and impactful engagement of our scholars' families, with the aim of partnership. In the upcoming school year, ACCS plans to expand the opportunities for family and community engagement as is possible given the reduced COVID-19 health restrictions.

Parent Teacher Conferences

- Families are invited to participate in academic conferences at the close of each quarter at the middle school, and at the mid-term and end of term points of each semester.
 - In response to the health and safety precautions required by COVID-19, Argosy Collegiate institutes virtual conferences. These have been well received by teachers and families alike. Secure video conferencing tools, scanned documents, combined with a mailing of hardcopies post conference allowed families to engage with the school.

Argosy Collegiate English Language Parent Advisory Council (ELPAC)

- Parents/Guardians of English Learners and former English Learners at Argosy Collegiate Charter School are invited to join ELPAC to discuss topics that are important to English Learners in our school.

Future Planning

- 2022-2023: During the 2021-2022 school year, the ELPAC council launched and established by-laws, however, participation was low. In the coming school year, Argosy Collegiate seeks to increase family engagement in this council through outreach and recruitment.

Argosy Collegiate Special Education Parent Advisory Council (SEPAC)

- The Special Education Parent Advisory Council (SEPAC) is a parent-lead committee that works to provide support, training, and information to families of students with disabilities. The SEPAC also meets with members of the district's Special Education department to have questions answered and collaborate to ensure the success of our students with disabilities.

Future Planning

- 2022-2023: Argosy Collegiate seeks to increase family engagement in this council through outreach and recruitment.

MassHire Work Study Program

- Through our College and Career Readiness Department, we have partnered with MassHire to support our senior scholars to earn credit for early career and work experiences.

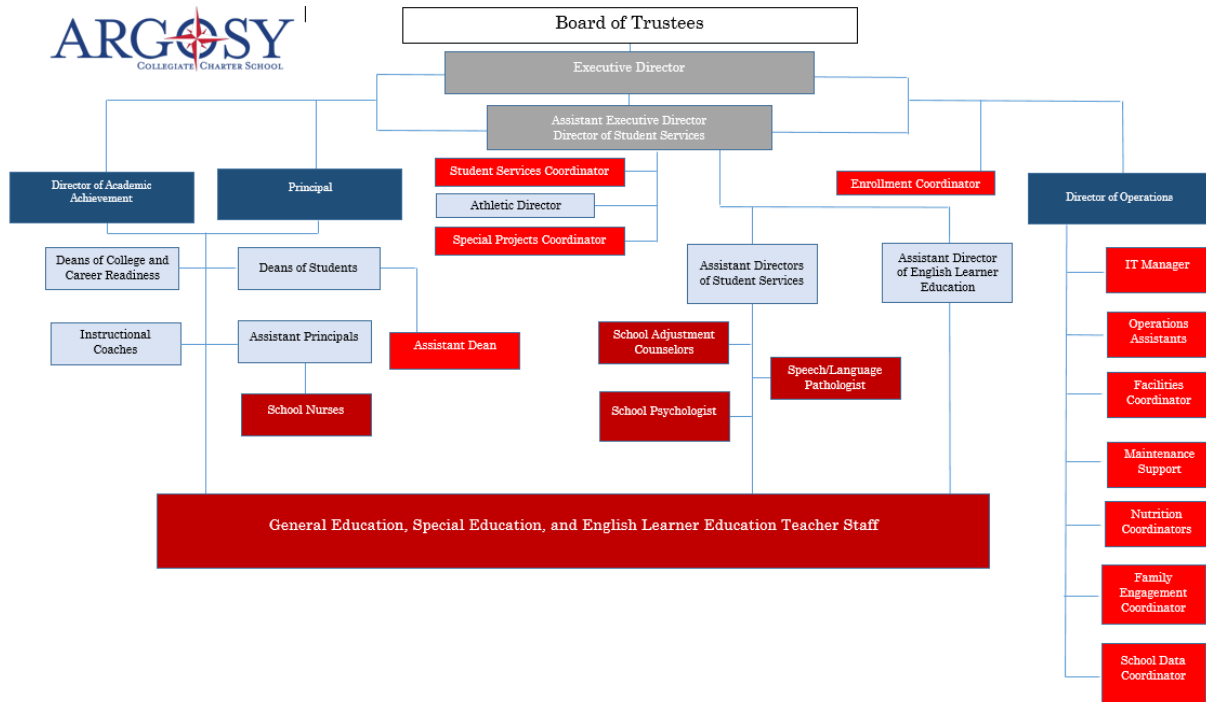
Organizational Viability

Organizational Structure of the School

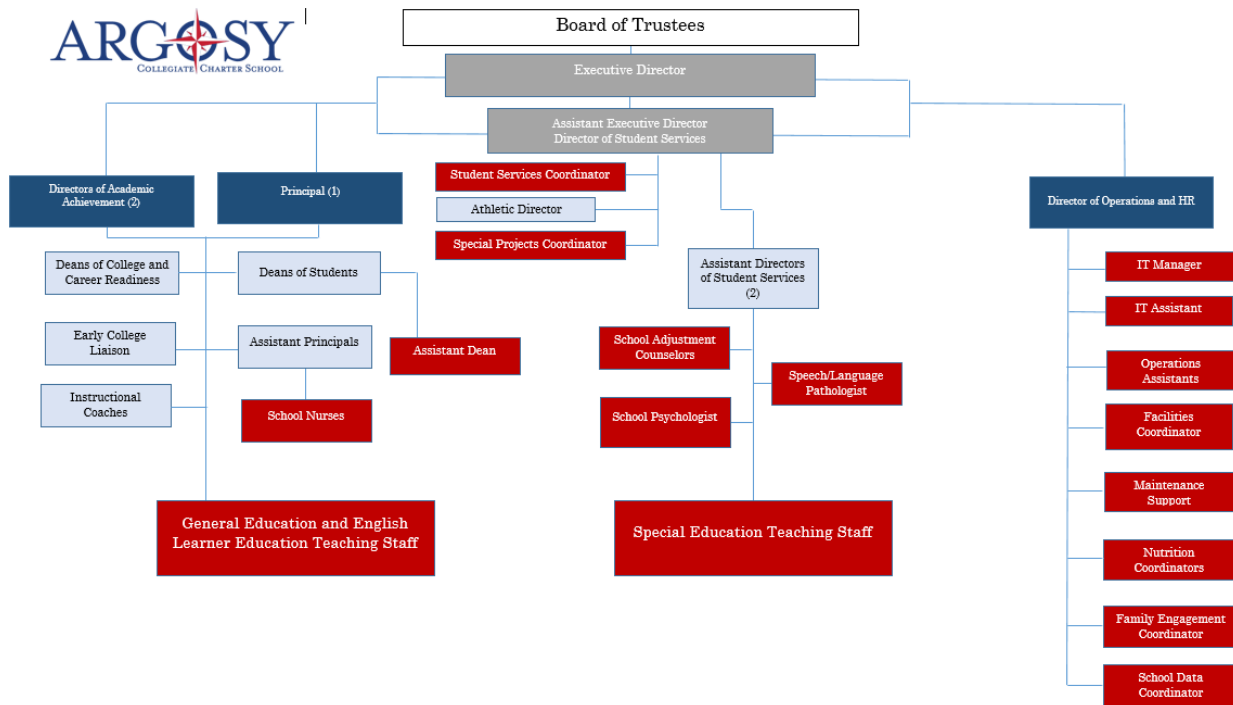
As Argosy Collegiate completed its 7 year growth plan with the capstone event of graduation of the Inaugural Scholars in June of 2021, important leadership changes were critical to support the organization's success. Specifically, the team's focus on realigning roles and responsibilities to target academic achievement was addressed.

- Using a focus on academic achievement in addition to data including the results of a Staff and Scholar Survey for Success, a MTSS Staff Survey, Staff Listening and Focus sessions, the following leadership and support positions were created for the 2021/22 school year:
 - Middle and High School Assistant Principal (2)
 - Director of Academic Achievement (change in title, role and responsibility of Director of Curriculum Instruction)
 - Assistant Directors of Student Services (2)
 - Assistant Director of EL Student Support (1)
 - Assistant Dean (2)
 - Director of Operations (1)
 - Family Engagement Coordinator (1)
 - Deans of College and Career Readiness (2)
 - Early College Liaison (1)
 - Youth Community and Achievement Facilitator (1)
- In the 2022/2023 school year, Argosy Collegiate intends to increase the supports for teachers with content specific expertise. The Directors of Academic Achievement (2) will have a content specific focus in either Humanities (supporting ELA and History departments) or STEM (supporting math and science).
- Argosy Collegiate will continue to grow the Early College Program, including hiring an additional Early College Liaison, to focus on supporting high needs scholars in Early College coursework, ensuring the success at the same rates compared to general education scholars.

Argosy Collegiate Organizational Chart (FY22)



Argosy Collegiate Organizational Chart (FY23)



Budget and Finance

Approved FY23 Budget (Voted by ACCS BOT on June 29, 2022)

Argosy Collegiate Charter School FY23 Budget			
	FY23 Budget		
Per Pupil Tuition	17,423	5268 · Instructional Software	160,000
Enrollment	563	Total 5200 · Instructional Services	940,000
Revenues		5300 · Other Student Services	
4001 · Tuition	9,809,149	5320 · Health Services	20,000
4100 · Government Grants & Funding (includes e-re	690,000	5325 · PP&E	
Covid Federal Grants	950,149	5350 · Food Services	275,000
4200 · Nutrition Funding	225,000	5360 · Athletic Services	94,500
4400 · Private Support Funding	100,000	5370 · Other Student Activities	125,000
4500 · Student Programs & Misc Fees	10,000	Covid Expenses Student/Health Services	
4716 · Misc Income		Total 5300 · Other Student Services	514,500
4716 · Interest / Investment Income		5400 · Facility & Other Fixed Costs	
Total Revenues	11,784,298	5420 · Utilities	190,000
Expenses		5430 · Maint of Buildings & Grounds	355,000
5000 · Personnel Costs		5450 · Networking & Communications	150,000
5000 · Personnel Salaries	6,828,075	5730 Contracted Facility Services	15,000
5520f · Fringe Benefits	450,000	5740 · Rental/Lease of Building & Grounds HS	648,000
5520w · Workers Comp	40,000	5740 · Rental/Lease of Building & Grounds MS	300,000
5520m · MTRS Expense	5,000	5530 · Insurance (non-employee)	59,850
5520t · Payroll Taxes	300,000	5560 · Short-Term Interest	15,369
Total 5000 · Personnel Costs	7,623,075	5750 · Depreciation Expense/Amort of Prepaym	125,000
5100 · Administrative Costs		Total 5400 · Facility & Other Fixed Costs	1,858,219
5132 · Contr Serv - Business & Finance	115,000	FFE	
5142 · Contr Serv - Human Resources	72,000	9999 · Contingency	347,503
5152 · Contr Serv - Legal	42,000	Total Expenses	11,784,298
5162 · Contr Serv - IT	10,000		
5163 · Supplies & Materials - IT	2,000	Change in Net Position	-
5172 · Contr Serv - Development & Fund	60,000		
5173 · Fundraising	15,000		
5182 · Staff Recruitment & Advertising	55,000		
5182s · Student Recruitment & Advertising	55,000		
5183 · Travel, Dues & ED Discretionary Fund	55,000		
5184 · Supplies & Materials - Admin	20,000		
Total 5100 · Administrative Costs	501,000		
5200 · Instructional Services			
5234a · Contr Serv - Other Teaching (TFA)	105,000		
5234b · Contr Serv - BCC	50,000		
5234s · Contr Serv - SPED	150,000		
5242 · Contr Serv - Prof Development	85,000		
5263 · Instructional Equipment	100,000		
5264 · General Supplies -Instructional	140,000		
5266 · Classroom Instructional Technology	150,000		

Statement of Net Positions
End of FY22

Statement of Revenues and Expenses
End of FY22

Argosy Collegiate Charter School Statement of Net Position as of 06/30/2022 UNAUDITED	<i>Argosy Collegiate Charter School</i>
Assets	
Current Assets	
Cash	\$ 1,755,245
Class and student funds held	8,116
Grants and pledge receivable	385,204
Due From related parties	53,142
Prepaid expenses	60,901
Total current assets	<u>2,262,608</u>
Noncurrent Assets	
Prepayment/Advance receipt of Rent	687,273
Due (to)/from related party	
Capital assets, net	455,856
Total noncurrent assets	<u>1,143,129</u>
Total assets	<u>\$ 3,405,737</u>
Liabilities and Net Position	
Current Liabilities	
Accounts Payable	\$ 59,624
Accrued expenses	507,901
Due to Related Parties	-
Note payable - current	-
Deferred Revenue	190,029
Class and student funds held	8,116
Total current liabilities	<u>765,669</u>
Noncurrent Liabilities	
Note payable	330,086
Total noncurrent liabilities	<u>330,086</u>
Total liabilities	<u>1,095,755</u>
Net Position	
Net investment in capital assets	-
Temporarily restricted	
Unrestricted	2,309,982
Total net position	<u>2,309,982</u>
Total liabilities and net position	<u>\$ 3,405,737</u>

Argosy Collegiate Charter School Statement of Profit and Loss as of June 30, 2022, UNAUDITED	<i>Argosy Collegiate Charter School</i>
Operating revenues	
Tuition	8,290,182
Federal grants	1,817,915
Food service revenue	155,461
Program fees	10,696
Total operating revenues	<u>10,274,254</u>
Operating expenses	
Salaries	6,172,106
Payroll taxes	211,668
Fringe benefits	378,457
Rent	411,119
Related party rent expense/(income)	703,200
Workers compensation	28,749
Utilities	299,726
Contracted services	379,868
Insurance	53,057
Instructional supplies and materials	150,325
Student activities	184,160
Supplies and materials	19,330
Food service program	146,832
Repairs and maintenance	354,691
Travel & Other	56,576
Advertising and marketing	98,415
Equipment	99,703
Information technology	324,430
Facilities	14,288
Depreciation	99,277
Interest	18,002
Financing Fees	-
Miscellaneous	220,646
Total operating expenses	<u>10,424,622</u>
Operating (loss)/revenue	<u>(150,368)</u>
Nonoperating revenues/(expenses):	
Private contributions -Unrestricted	
Private contributions - Restricted	
Contributions to the School (from Foundation)	163,142
Event Income	
Event Expense	
Interest income	1,044
Financing fees	-
Total nonoperating revenue	<u>164,186</u>
Change in net position	13,818

Table 5.0

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2022 submission	600
Number of students upon which FY23 budget tuition line is based	563
Number of students expected for FY23 first day of school	578
<p>Please explain any variances: <i>We are continuing to feel the impacts of COVID-19 on enrollment. The Board budgeted conservatively for FY23 as our student population in FY22 fluctuated more than we anticipated and we know there are unknown variables associated with student enrollment each year. We have engaged in a number of new marketing efforts and communication initiatives with new and returning families over the past year and we feel confident that FY23 enrollment will be higher than our budgeted enrollment number. We are continuing to enroll students over the summer, particularly in 9th</i></p>	

grade as we lose a percentage of students to Diman each year. FY23 enrollment will vary, but will likely fall between our budgeted enrollment number and our pre-submission number.

Capital Planning

The school does not currently have a capital plan, but has begun planning facilities projects. The school has completed a Phase 1 study to determine the feasibility of various capital improvements projects. This study will evolve into a capital plan in the coming year. Some capital plans in consideration include:

- Renovation of interior spaces at our MS campus.
- Replacing and resurfacing of the parking lot at our MS campus.

Funding for these projects will be explored by school administration in partnership with the Board of Trustees.

Appendix A – Accountability Plan Evidence

Faithfulness to Charter

<p>Objective: Argosy Collegiate Charter School will provide all scholars with highly effective core instruction with expanded learning times.</p>		
	<p>2021/2022 Performance (Met/Not Met)</p>	<p>Evidence</p>
<p>Measure: Scholars have a longer day (1,175 hours with an additional 30 instructional minutes at the middle school) and (1214 hours at the high school). This equates to 224.6 additional hours, or 28 additional days total, of expanded learning time. Also, scholars have five additional days (185 total) added to their school year to prepare for their future. As such, it is vitally important that attendance is closely monitored and tracked. Argosy Collegiate Charter School scholars will achieve an overall attendance rate of 95% annually, allowing scholars to take advantage of extended learning time built into Argosy’s schedule.</p>	<p>Met</p>	<p>School Information System Data Attendance Tracking. Overall attendance for SY 2021-2022: 95%</p>
<p>Measure: By the end of each school year, all scholars at each grade level (6-8) will meet or exceed their projected growth goal for ELA and Mathematics, as set and measured by the NWEA MAP assessment.</p>	<p>Not Met</p>	<p>SY: 2021-2022 - Percent of MS scholars who met or exceeded their growth goals set for Fall 2021 to Spring 2022 (See Appendix E: Table 15)</p> <p>Math</p> <ul style="list-style-type: none"> - Grade 6: 11% - Grade 7: 12.5% - Grade 8: 21.5% <p>ELA</p> <ul style="list-style-type: none"> - Grade 6: 21% - Grade 7: 26% - Grade 8: 27.7%
<p>Measure: ACCS high school scholars who have not yet met academic proficiency benchmarks are enrolled in mathematics and literacy clinics, providing 150 minutes of expanded learning time in mathematics and ELA for scholars at the greatest academic need, as measured by previous year’s MAP data. By the end of each school year, all high school scholars enrolled in mathematics and literacy clinics will meet or exceed their projected growth goal, as set and measured by the NWEA MAP assessment.</p>	<p>Not Met</p>	<p>Due to the continuing effects of the COVID19 Pandemic, school schedules and staff availability were altered during the 2021/2022 school year. The Mathematics Clinic was held to the greatest extent possible, but with an adjusted schedule and staff reassignments, literacy clinics were suspended.</p> <p>Data: Mathematics Clinic:</p>

		80% of scholars met or exceeded their growth goal.
Objective: Argosy Collegiate Charter School will commit to building a culture of data-driven instruction, evidenced by the amount of time spent during professional development.		
	2021/2022 Performance (Met/Not Met)	Evidence
Each year, at least 50% of the school's scheduled professional development will focus on data-driven instruction, totaling 30 hours.	Met	2022: Professional Development Agenda and Calendar. 71% of the school's scheduled professional development time was devoted to data driven instruction (87 hours of 121 total professional development hours).
Each year, 90% of teachers will score proficient or higher in Standards I and II (Curriculum, Planning and Assessment and Teaching All Students) of the Massachusetts Educator Evaluation Rubric, the primary tool used to structure teachers' annual performance evaluations.	Not Met	Summative teacher evaluations indicate the following: 2022: 43/44 - 97.72% of teachers earned in the proficient or higher category for Standard I of the Massachusetts Teacher Evaluation rubric. This indicates an increase in this rating from last year. 2022: 35/44 - 79.54% of teachers earned in the proficient or higher category in Standard II of the Massachusetts Teacher Evaluation rubric.
Objective: Argosy Collegiate Charter School's scholars and staff will work collaboratively to co-implement the DREAM values to foster a productive and positive school culture.		
	2021/2022 Performance (Met/Not Met)	Evidence
Through training and professional development, each year, 90% of teachers at Argosy Collegiate Charter School will demonstrate proficiency in implementing well-structured units and lessons with an understanding of child and adolescent development, as measured by Standard II.B.1 in the Massachusetts Educator Evaluation Rubric.	Not Met	(2022: 34/44) Summative teacher evaluations indicate that 77.27% of teachers rate in the proficient or higher category for Standard II.B.1 of the Massachusetts Teacher Evaluation rubric.
Each year, 80% of scholars at ACCS high school will meet the criteria to participate in Collegiate Day. To earn Collegiate Day, scholars must earn	Met	LiveSchool Conduct Reports Weekly Collegiate Reports.

100 Collegiate points weekly based on attendance, behavior, and academics. These areas will be monitored on weekly Collegiate Reports which are powerful indicators of a scholar's probability of graduating from high school and possessing the character skills for success in college.		89.1% of ACCS HS scholars met criteria to participate in Collegiate Day.
Each year, 80% of scholars at ACCS middle school will meet the criteria to participate in Collegiate Day. To earn Collegiate Day, scholars must earn 100 Collegiate points weekly based on attendance, behavior, and academics. These areas will be monitored on weekly Collegiate Reports which are powerful indicators of a scholar's probability of graduating from high school and possessing the character skills necessary for success in college.	Met	LiveSchool Conduct Reports Weekly Collegiate Reports. 89.6% of the ACCS middle school scholars met criteria to participate in Collegiate Day.
Objective: Argosy Collegiate Charter School's scholars will demonstrate readiness for college, career and life.		
	2021/2022 Performance (Met/Not Met)	Evidence
Beginning in SY21 (the year of our first graduating class), 80% of the graduating class will have earned at least 9 tuition-free college credits.	Not Met	Class of 2022: 46% earned 9 or more credits

Dissemination

Objective: Argosy Collegiate Charter School will share innovative program models of best practice with other public schools and partners.		
	2021/2022 Performance (Met/Not Met)	Evidence
By the end of year 2 of the current charter term, Argosy Collegiate will post on its website a handbook to outline the dual enrollment program, including participation criteria of students, student supports, best practice scheduling, and collaboration with Bristol Community College.	Not Met	SY 2021-2022 Activism Fair: Argosy Collegiate hosted a middle school Activism Fair to showcase scholars' Civics projects and the literacy work scholars were completing in the Support Blocks. Families, teachers and administration from local schools, community agencies, Civics project leads at DESE, and local

<p>By the end of year 3 of the current charter term, Argosy Collegiate will develop a relationship with local districts/schools.</p> <p>By the end of the charter term, Argosy Collegiate Charter School will host local districts on-site to share innovative programming aimed at early college/dual enrollment for high school scholars.</p>		<p>government officials were invited to join us. We were honored to have many family members, representatives from local schools and Mayor Cogan join us for the Fair.</p>
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Appendix B - Recruitment & Retention Plan

<p>School Name: Argosy Collegiate Charter School</p>
<p>July 31, 2022</p>

**Recruitment Plan
2022-2023**

<p>School Name: Argosy Collegiate Charter School</p>
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2021-22 Implementation Summary:

Argosy Collegiate continues to experience great success in recruiting and enrolling scholars with similar demographics and subpopulations compared to the Fall River Public Schools. Argosy Collegiate exceeds the sending district in both the ELL and students with disabilities subgroups and when compared to our neighboring Fall River charter school, our special education population is more than double theirs. This data tells us that the school's messaging about the success of Argosy Collegiate's program and marketing strategies are reaching ELL students and students with disabilities. Our future goals include ensuring that 100% of our scholars can equitably access our Early College program with success.

Since opening our high school, we have experienced negative impacts on our matriculation from 8th to 9th grade within our program, losing 20-35% of our highest academic performers each year to Diman Regional Technical Vocational High School. Through their selective enrollment practices, almost all of those accepted to Diman are general education students, creating a significant equity issue for students with disabilities. As a small school, the impact of this practice is statistically significant. From a recruitment perspective, we will continue to strategize methods for increasing the 8th to 9th matriculation as it does also impact enrollment goals for 10th, 11th and 12th grades. We are not yet at full enrollment of 644, but hope to reach this goal once our current 9th grade cohort rises to 12th grade.

At this time, since our targets exceed the district, we do not require a discussion related to student enrollment.

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

General Recruitment Activities for 2022-2023:

- We will continue to partner with Lincoln Baretta, a marketing firm dedicated to supporting charter schools with enrollment marketing and strategies to meet enrollment goals and to build waitlists. This is a year-round enrollment strategy which began in June 2022. Every month, our digital advertising will be distributed in Spanish and Portuguese, alternating each month.
- We will participate in multiple media campaigns including on air, one hour feature programming on local WSAR radio called The Education Spotlight and The Rhode Show - WPRI 12.
- We will meet with our colleagues across the charter school landscape to share ideas for improving outreach during these challenging times.
- We will continue to participate in social media training to improve our social media profiles and to increase visits to our website, which provides information in English, Spanish, and Portuguese.
- We will work with our district elementary and middle schools to share programmatic and enrollment information with Fall River students directly.
- Branded lawn and fence signs will be printed, distributed, and installed across the city to capitalize on any foot or vehicle traffic throughout the city, prioritizing neighborhoods that include low-income housing.
- We continue to provide programmatic information in Spanish and Portuguese to the public whether in person, by telephone, or via our printed messaging.
- We will continue to hire Portuguese and Spanish speaking office personnel so that families and interested parties are able to get the information they need in their native languages. Our scholar enrollment staff will ensure that all scholar applicants receive a phone call in their native language to review enrollment application, lottery details, programmatic details and to answer questions.
- We will continue to distribute enrollment brochures to children and families engaged in programming at the Fall River YMCA, the Boys and Girls Club and CD Recreational.
- We will engage in a “boots on the ground” campaign at the Fall River Children’s Parade to distribute small marketing pieces to families with young children who are viewing the parade.
- We will produce a television commercial to be aired during holiday and children/family programming on cable and network stations.
- We will advertise on billboards specifically in the south end of the city where poverty and other relevant data points are most significant.

Recruitment Plan –Strategies

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 25.8%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 16.4%</p> <p>The school is above CI percentages</p>	<p>(b) Continued 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>
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Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 20.1%</p> <p>GNT percentage: 10.7%</p>	<p>(b) Continued 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>
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<p>CI percentage: 10.7%</p> <p>The school is above CI and GNT percentages.</p>	
<p>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p>	
<p>(a) CHART data</p> <p>School percentage: 79.0%</p> <p>GNT percentage: 56.3%</p> <p>CI percentage: 70.1%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • Outreach includes information on student support resources and services • Recruitment events include extensive information on the wide range of tailored and targeted supports for students at ACCS
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <p>Outreach to this population included information on resources for students and families that support keeping students in school, including the student adjustment counselor, relationships with community and state organizations, etc.</p>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <p>ACCS's enrollment policy was updated to allow enrollment applications to scholars in grades 10-12 in the 20/21 school year. Outreach to this population included information on resources for students and families that support keeping students in school, as well as opportunities for continuing education programs in the Greater Fall River area. Yearly notices are sent to scholars to re-engage them in education opportunities.</p>

Retention Plan
2021-2022

<p>Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2021-2022 Retention Plan.</p>
<p style="text-align: center;">2021-2022 Implementation Summary:</p> <p>Historically, we know that many middle to high charter schools across the state see increased attrition between 8th and 9th grade as scholars seek other high school options. This has also been the case for Argosy Collegiate since we opened our high school. We have targeted our efforts to continue to expand our high school program and to build awareness of the high school program to our middle school scholars and families, as well as outside of our Argosy Collegiate community. While we are certainly excited to welcome new</p>

scholars into our high school from the district or other middle schools, we are invested in matriculating as many of Argosy Collegiate’s middle school scholars as possible to our high school so that we can build on the success of our middle school program. Regarding retention, this is our biggest challenge and opportunity.

Argosy Collegiate is engaged in growing our early college program, expanding our athletics and enrichment program, and implementing more robust social emotional support for scholars. The Fall River Public School Department completed a \$263,000,000 new high school construction project in the summer of 2021, which we anticipate will have an impact on our high school enrollment in addition to Diman Regional Vocational Technical High School still using selective admissions practices.

One of the challenges we experienced in the 2021-2022 school year was that families were slower to respond to ‘intent to return’ surveys compared to previous years. Many seemed uncertain or unwilling to respond. In conversation with other charter school leaders, this was not an unusual circumstance. We scheduled individual virtual meetings with all 8th grade scholars and families to discuss their interests and how Argosy Collegiate’s growing high school program could meet those needs. That work continues as we are scheduling open houses and in-person tours, to focus on engaging the community and young people who may look to their own futures in education and question their ability to be successful given the challenges over the past two years. We have expanded our social/emotional supports, enrichment and after school programming, and provided tremendous support to struggling learners.

With our Early College designation in March of 2022, we are thrilled to be able to further our mission and vision of providing college preparation programming for 100% of our scholars in our unique “wall to wall” Early College access. Argosy Collegiate’s second high school graduating cohort earned 825 college credits, received 103 college acceptances, and was awarded \$770,000 in scholarships. Furthermore, our 2022 Valedictorian will be attending Harvard College in the fall of 2022 with a full scholarship. We had much success in 2021-22 as evidenced by the successful outcomes of our 2022 graduates, and will continue to incorporate those successes to the Fall River community to truly demonstrate that all scholars can be successful in our wall to wall Early College program.

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

Retention Plan –Strategies	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 12.9%</p> <p>Third Quartile: 16.7%</p> <p>The school is below third quartile percentages.</p>	<p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Continued commitment of employing six school adjustment counselors to work with scholars with high social/emotional needs. School data suggests additional SEL support is required at high school level. Staffing has shifted to allow three school adjustment counselors at middle school, and three adjustment counselors at high school levels beginning in 2021/2022 school year. This model will continue for the 2022/2023 school year.
Limited English-proficient students/English learners	

Limited English-proficient students	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 12.6%</p> <p>Third Quartile: 14.6%</p> <p>The school is below third quartile percentages.</p>	<p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • In 2021/2022, the school continued to employ several staff members who speak Spanish and Portuguese to support translation and interpretation services. • The school has increased resources available to support building connections in the community with programs and organizations that serve the EL population. These connections are important for the school as it continues to support this population. • In 2021/2022, the school continued to grow its EL program. The school has allocated resources to allow for a part-time EL program coordinator, with experience of EL curriculum and EL instruction in urban settings, to provide greater feedback to all teachers regarding the incorporation of SEI strategies and language development strategies in all lessons. • The school has also shifted its EL program to allow for one EL teacher per grade level. This model allows EL staff to work closely with grade level teachers to better support language development
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 12.8%</p> <p>Third Quartile: 12.9%</p> <p>The school is below third quartile percentages.</p>	<p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • In the 2021/2022 school year, providing all necessary school materials (Chromebook, uniforms, school supplies) to families in need. • Argosy Collegiate serves free meals to all scholars by participating in the Community Eligibility Provisions through the National School Lunch Program. • Open House opportunities specific for incoming 9th grade families who attended ACCS in the 8th grade year. • Employing a Family Engagement Coordinator, whose primary role is to provide continued engagement opportunities to all families, while prioritizing outreach to low income families. • Continued access to enrichment and after school activities offered to all families without financial barriers that might normally inhibit participation. • Argosy Collegiate provided transportation services to seniors who were full-time students on the Bristol Community College campus to ensure full access and equity to the college-bearing coursework provided to our scholars free of cost, fees, or debt.
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2021-2022 Strategies</p> <ul style="list-style-type: none"> • MS Support Block is designed to address skill gaps, primarily in math and ELA, based on classroom and district assessment data. • Response to Intervention/Mass Tiered System of Supports is a collaborative forum for educators to consider all factors,

	internal and external, that are impacting a scholar's academic proficiency.
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) 2021-2022 Strategies</p> <ul style="list-style-type: none"> • ACCS has six student adjustment counselors to support students' social and emotional needs and to build strong relationships with families. • These counselors have built strong networks within the community, including with community providers and agencies that can offer wrap-around supports, as often times the barriers that are preventing scholars from continuing with their education are stemming from factors outside of school. • ACCS has identified community resources for scholars to re-engage in their education. This includes GED prep-courses, as well as individual meetings with scholars at risk of dropping out to review pathways to graduation.
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) 2021-2022 Strategies</p> <ul style="list-style-type: none"> • Meeting with scholars who have dropped out to review opportunities to continue education in the Greater Fall River area. • Facilitated communication between a scholars' advisor, the scholar, and parent/guardian to investigate barriers to a scholar continuing his/her education. • Annual phone calls to scholars who have dropped out.

Appendix C – School and Student Data

[Link to MA DESE School Profile](#)

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	13.6%
Asian	1.9%
Hispanic	26.7%
Native American	0.5%
White	51.6%
Native Hawaiian, Pacific Islander	0.5%
Multi-race, non-Hispanic	5.7%
Selected Populations	% of School

First Language not English	26.6%
English Language Learner	20.1%
Students with Disabilities	25.8%
High Needs	86.6%
Low Income	79%

ADMINISTRATIVE ROSTER FOR THE 2021-2022 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Kristen Pavao, Superintendent, Executive Director	For the roles of Superintendent and Executive Director, the responsibilities include ensuring that ACCS scholars are on a trajectory for college, career, and life. The DESE Superintendent's Checklist guides the day to day, monthly, and yearly objectives for this part of the role. The ED leads the school leadership team and is responsible for enrollment, hiring, school finances, fundraising, grant writing, marketing, and community relations. The ED is the contact person between the Board of Trustees and the school.	2/25/14	N/A
Sunil Jagannath Director of Student Support & Assistant Executive Director	The DSS ensures that scholars are supported academically, emotionally, and behaviorally. The DSS oversees the special education and ESL services and team in addition to serving as the coordinator between scholars, families, staff, and community partners.	8/1/15	N/A
Michelle Carney Director of Academic Achievement	The DCI manages teaching and learning initiatives including curriculum, assessment, data analysis, and schedule to support student achievement and communication between staff and families.	8/1/16	N/A
Monica Filgo, 6-12 Principal	The primary responsibilities of the Principal are to maintain cultural, instructional, and managerial alignment to the school mission. The Principal serves as the coordinator and facilitator of the Response to Intervention (RtI) process and Chair of 504 meetings. The Principal also works to build community relationships in the support of scholars and families regarding academic and social concerns as well as community celebrations. The Principal works closely with the Director of Curriculum and Instruction in designing and implementing professional development and coaching teachers.	7/1/19	N/A
Kristen Lima, HS Assistant Principal	The Assistant Principals support the day to day operation of their respective building, with oversight of the Principal. The Assistant Principals work closely to support classroom	7/1/21	

	instruction and overall school culture. Assistant Principals serve as a “hub” for parents, scholars, and teachers.		
Christian Balasco, MS Assistant Principal	The Assistant Principals support the day to day operation of their respective building, with oversight of the Principal. The Assistant Principals work closely to support classroom instruction and overall school culture. Assistant Principals serve as a “hub” for parents, scholars, and teachers.	8/1/21	
Mason Choice, High School Dean of Students	The primary responsibility of the Deans of Students is to build, manage, and grow the ACCS school culture. For staff, this includes professional development on Live School, managing the behavior management system, and developing positive relationships with scholars. For scholars, it includes managing and teaching the DREAM Values beginning at student orientation, running weekly all-school meetings, managing conduct and behavior as well as tracking and reporting data, ensuring a safe learning environment, monitoring homework and attendance, auditing/monitoring/distributing the Weekly Collegiate Reports, communicating updates, concerns, and reports with families.	12/17/19	N/A
Kelly Cassidy, Middle School Dean of Students	The primary responsibility of the Deans of Students is to build, manage, and grow the ACCS school culture. For staff, this includes professional development on LiveSchool, managing the behavior management system, and developing positive relationships with scholars. For scholars, it includes managing and teaching the DREAM Values beginning at student orientation, running weekly all-school meetings, managing conduct and behavior as well as tracking and reporting data, ensuring a safe learning environment, monitoring homework and attendance, auditing/monitoring/distributing the Weekly Collegiate Reports, communicating updates, concerns, and reports with families.	11/26/18	
Grace Szulak, Assistant Director of Student Services (MS)	The Assistant Directors of Student Services lead the special education and English Learner services at their respective buildings. In addition, Assistant Directors of Student Services lead IEP team meetings, building collaboration with families of high needs scholars.	8/1/21	
Kimberly Reynolds, Assistant Director of Student Services (HS)	The Assistant Directors of Student Services lead the special education and English Learner services at their respective buildings. In addition, Assistant Directors of Student Services lead IEP team meetings, building collaboration with families of high needs scholars.	8/1/21	

TEACHERS AND STAFF ATTRITION FOR THE 2021-22 SCHOOL YEAR

	<u>Number as of the last day of the 2021-2022 school year</u>	<u>Departures during the 2021-2022 school year</u>	<u>Departures at the end of the school year</u>	<u>Reason(s) for Departure</u>
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<u>Teachers</u>	47	16	11	mission alignment, relocation, career change
<u>Other Staff</u>	37	3	2	mission alignment, career change, health/personal, retirement

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2022	12
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	15
Number of board committee members who are neither trustees nor school employees during the 2021-2022 school year (If not applicable, enter NA.)	0

BOARD MEMBERS FOR THE 2021-2022 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Paul C. Burke	Chair	Finance, Capital Improvements	In 4th	1st term: 2/25/14-6/30/15 2nd term: 7/1/15-6/30/18 3rd term: 7/1/18-6/30/21 4th term: 7/1/21-6/30/24
Anne Tangen	Vice Chair	Finance, Governance	In 1st	1st term: 6/3/22 - 6/30/25
Gary Vierra	Treasurer	Finance	In 3rd	1st term: 2/25/14 – 6/30/17 2nd term: 7/1/17 – 6/30/20 3rd term: 7/1/20 - 6/20/23
Renee Howayeck	Board Secretary	Governance	In 1st	1st term: 7/14/21-7/13/24
Teri Theberge	Secretary	Governance	Expired 6/30/22	1st term: 2/25/14 – 6/30/16 2nd term: 7/1/16 – 6/30/19 3rd term: 7/1/19 - 6/30/22
Michelle Pelletier Colberg	Trustee	Capital Improvements, Governance	In 3rd	1st term: 2/25/14 – 6/30/17 2nd term: 7/1/17 – 6/30/20 3rd term: 7/1/20-6/30/23
Robert Delaleu	Trustee	Development	In 1st	1st term: 7/14/21 - 6/30/24
Domenic DiNardo	Trustee	Academic Achievement	In 4th	1st term: 2/25/14 – 6/30/15 2nd term: 7/1/15 – 6/30/18

				3rd term: 7/1/18 – 6/30/21 4th term: 7/1/21 - 6/30/24
Richard Farmer	Trustee	Finance, Development, Capital Improvements	Expired 6/30/22	1st term: 2/25/14 – 6/30/16 2nd term: 7/1/16 – 6/30/19 3rd term: 7/1/19 - 6/30/22
Diana Grady	Trustee	Finance, Academic Achievement	In 3rd	1st term: 9/28/16 – 6/30/19 2nd term: 7/1/19-6/30/22 3rd term: 7/1/22 - 6/30/25
Alyssa Karam	Trustee	Development	In 1st	1st term: 6/2/22 - 6/30/25
Steve Kenyon	Trustee	Capital Improvements	In 3rd	1st term:7/1/16 – 6/30/19 2nd term: 7/1/19 - 6/30/22 3rd term: 7/1/22 - 6/30/25
Chandra Orrill, PhD	Trustee	Academic Achievement	In 3rd	1st term: 2/25/14 – 6/30/17 2nd term: 7/1/17 – 6/30/20 3rd term: 7/1/20 - 6/20/23
Pamela Wildnauer	Trustee	Academic Achievement	In 3rd	1st term: 10/28/15-6/30/18 2nd term: 7/1/18 – 6/30/21 3rd term: 7/1/21-6/30/24

<u>Board of Trustees Meetings Schedule</u>	<u>Date/Time</u>	<u>Location</u>
Board of Trustee Meetings	<u>All meetings are held on Wednesdays at 3:00pm.</u> September 28, October 26, November 16, December 21, January 25, February 22, March 22, April 26, May 24, June 28, and July 26.	Argosy Collegiate Charter School, 240 Dover Street, Fall River, MA 02721.

<u>COMMITTEE MEETING SCHEDULES FOR THE 2022-2023 SCHOOL YEAR</u>		
<u>Name of Committee</u>	<u>Date/Time</u>	<u>Location</u>

Academic Achievement	All meetings will be held on Wednesdays at 1:00 pm September 21, October 19, December 14, January 18, February 15, March 15, April 19, May 17, June 21, July 19	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Finance	Meetings will be held on Wednesdays, at 3:00 pm September 21, October 19, December 14, January 18, February 15, March 15, April 19, May 17, June 21, July 19	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Governance	Meetings will be held on Wednesdays, at 2:00 pm October 12, January 11, April 12, and July 12	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Capital Outlay	As Needed	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721

Appendix D – Additional Required Information

Key Leadership Changes

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Paul C. Burke	No Change
Charter School Leader	Kristen Pavao	No Change
Assistant Charter School Leader	Sunil Jagannath	No Change
Special Education Director	Sunil Jagannath	No Change
MCAS Test Coordinator	Michelle Carney	No Change
SIMS Coordinator	Elizabeth Korske	No Change
English Language Learner Director	Sunil Jagannath	No Change

School Business Official	Central Source/Cynthia Marie	No Change
SIMS Contact	Elizabeth Korsche	New

Facilities

Location	Dates of Occupancy
263 Hamlet Street Fall River, MA 02724	August 2014 - present
240 Dover Street Fall River, MA 02721	August 2017 - present

Enrollment

Action	Date(s)
Student Application Deadline (SY21-22)	February 28, 2022
Lottery (SY21-22)	March 8, 2022

Conditions

The following condition remains on the school’s charter upon receiving renewal in the Spring of 2019. The table below summarizes the progress thus far:

Condition	Status
By December 31, 2020, the school must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement in mathematics, English language arts, and science. If ACCS does not demonstrate academic improvement by December 31, 2019, the Commissioner and the Board of Elementary and Secondary Education will take further action including, but not limited to, placing the school on probation.	This condition is in process. Due to the COVID19 pandemic and the impacts on the statewide accountability system, the Commissioner will be reassessing this condition in December of 2024.

Complaints

No written complaints were received by the Board of Trustees pursuant to the state’s charter school regulations, 603 CMR 1.09.

Appendix E - Data Tables

NWEA MAP Spring 2022 Results: Achievement Tables 1 - 6

Table 1: Middle School Reading								Table 2: Middle School Mathematics							
Projected to: Massachusetts comprehensive Assessment System (MCAS) taken in spring: READING								Projected to: Massachusetts comprehensive Assessment System (MCAS) taken in spring: MATHEMATICS							
Grade	Student Count	Not Meeting Expectations		Partially Meeting Expectations		Meeting/Exceeding Expectations		Grade	Student Count	Not Meeting Expectations		Partially Meeting Expectations		Meeting/Exceeding Expectations	
		Count	Percent	Count	Percent	Count	Percent			Count	Percent	Count	Percent		
6	85	17	20.00%	50	59%	18	21%	6	82	31	37.80%	42	51.20%	9	11%
7	87	17	19.5	47	54.00%	23	26.00%	7	88	21	23.90%	56	63.60%	11	12.50%
8	90	17	18.90%	48	53.30%	25	27.70%	8	92	15	16.30%	57	62.00%	20	21.70%
Total	262	51	19.50%	145	55.30%	66	25.00%	Total	262	67	25.60%	155	59.20%	40	15.20%
Table 3: Middle School Science: Projections based on MAP percentile categories															

Projected to: Massachusetts comprehensive Assessment System (MCAS) taken in spring: Science*

Grade	Student Count	Not Meeting Expectations		Partially Meeting Expectations		Meeting/Exceeding Expectations	
		Count	Percent	Count	Percent	Count	Percent
6	85	44	51.00%	14	16%	27	32%
7	85	36	42%	23	27%	26	31.00%
8	96	42	43.00%	22	23.00%	32	33.00%
Total	266	122	45.00%	59	22%	85	32.00%

*View linking study <https://www.nwea.org/resources/massachusetts-linking-study/>

For grades or content areas in which MAP does not provide MCAS projection data - high school science, mathematics and science - scholars' achievement percentiles were converted to projected MCAS achievement levels using the following conversions that we developed using MAP proficiency benchmarks.

NWEA MAP Academic Growth Data (Tables 7-14) : Fall 2021 to Spring 2022

NWEA MAP Academic Growth Data (Tables 7-14) : Fall 2021 to Spring 2022

The NWEA MAP provides growth measures to show how Argosy Collegiate scholars are progressing in comparison to similar students nationwide. The yellow diamond shows the projected growth target set after the fall administration. The blue bar shows the observed scholar growth. For high school mathematics, and grade 11 science, NWEA MAP does not set growth goals, but still provides a measure of observed growth from fall to spring.

Table 7: Reading
Grades 6-11

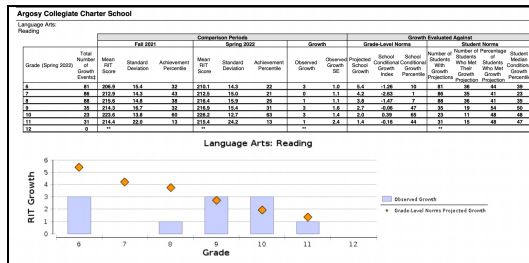


Table 8: Mathematics Grade 6-8

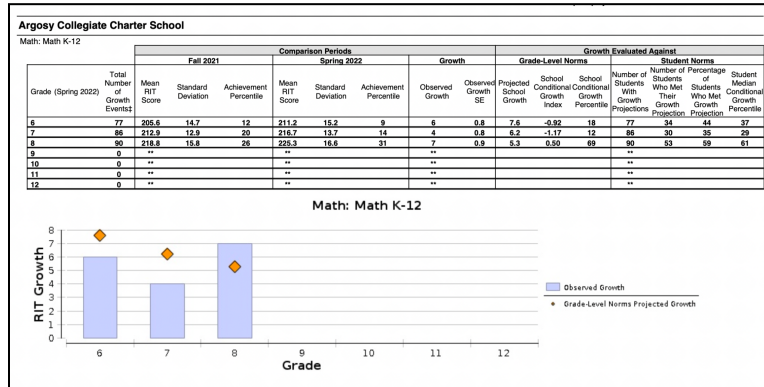


Table 9: Mathematics: Grade 9 (Algebra 1)

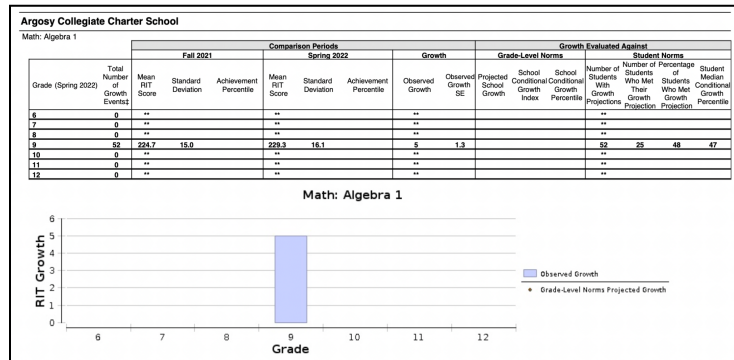


Table 10: Mathematics: Grade 10 (Geometry)

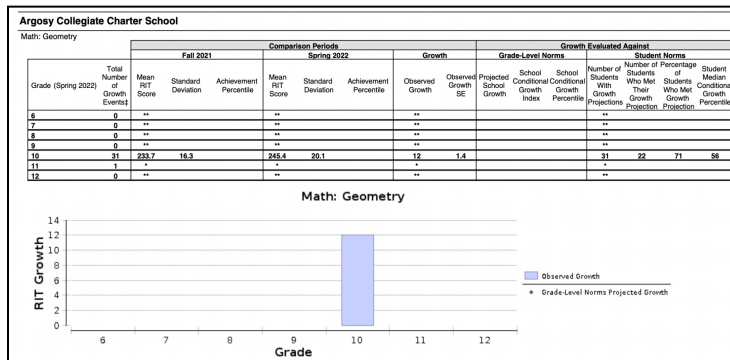


Table 11: Mathematics - Grade 11 (Algebra II)

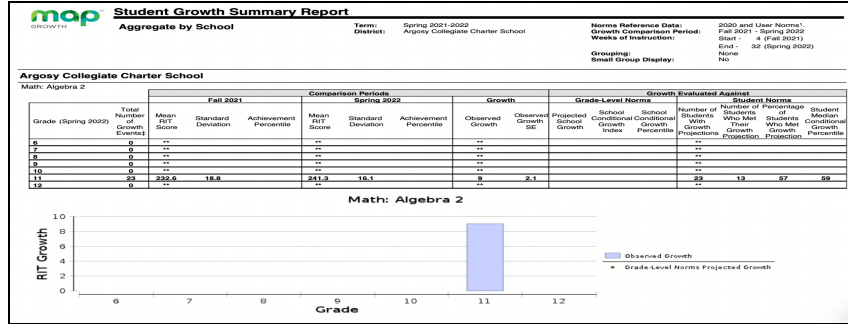
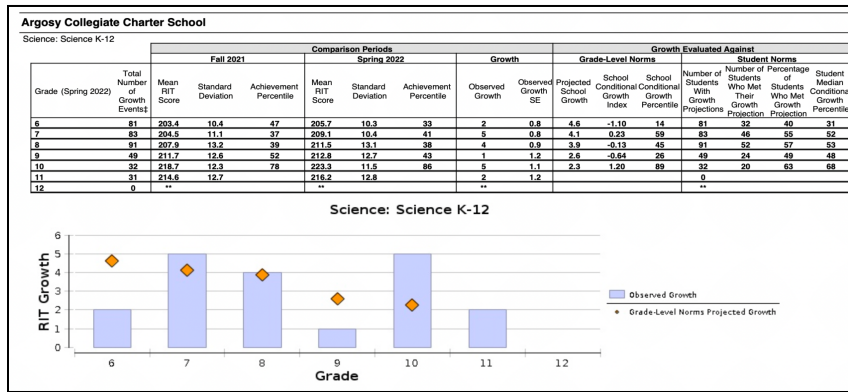


Table 12: Science Grades 6-11



The final set of charts represents the growth of subpopulations of scholars in the special education and English language learner programs.

Table 13: Subpopulations: Grade 6-8

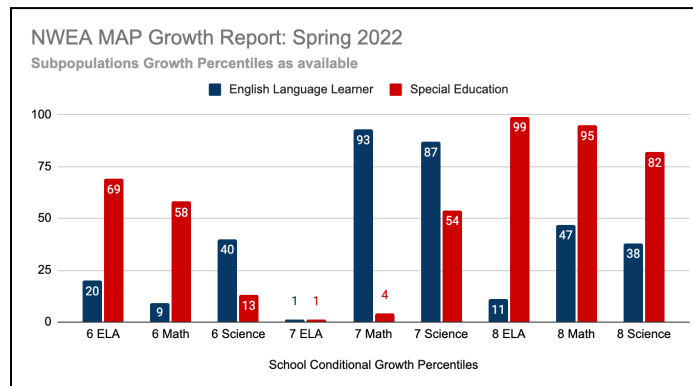


Table 14: Grade 9-11 as available

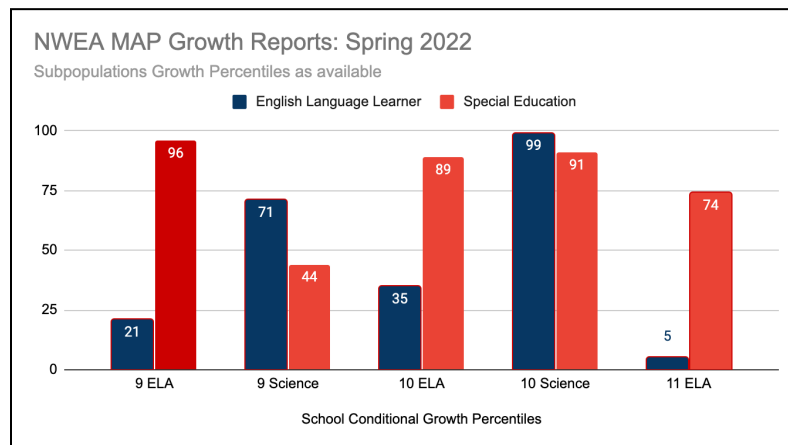


Table 15: Percent of middle school scholars who met or exceed growth goals set for Fall 2021 to Spring 2022

Grade	Mathematics	Reading	Science
6	45%	44%	34%
7	35%	38%	54%
8	57%	40%	58%
School Totals	46%	41%	50%