



ANNUAL REPORT
2022-2023 SCHOOL YEAR

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Introductory Description of Argosy Collegiate Charter School (ACCS)

<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 for 2022-2023</u>	553
<u>Chartered Grade Span</u>	6-12	<u>Current Grade Span</u>	6-12
<u>Number of Instructional Days during the 2022-2023 School Year</u>	180	<u>Students on Waitlist for 2022-2023</u>	181
<u>School Hours</u>	7:50-2:50 7:50-1:05 (Every other Friday)	<u>Age of School in 2022-2023 School Year</u>	9 Years
<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

Criterion 1: Mission and Key Design Elements

Argosy Collegiate is committed to faithful implementation of its mission to prepare *all scholars* with the academic foundation and the character skills necessary for success in college, career, and life. This mission informs the school's key design elements. The following section connects each of the key design elements to this mission and provides specific examples of these elements.

Key Design Element 1: Provide all scholars with highly effective core instruction plus more differentiated learning time.

High-quality instruction:

Underpinning our mission is our belief that education is key to scholars' success in college, career, and life as the means for scholars to develop as self-reliant, informed, and empowered citizens. We believe that *all* scholars can and do make academic progress with equitable access to high-quality instruction delivered by highly-qualified teachers. In order to ensure this access to high-quality instruction, Argosy Collegiate supports teachers in delivering effective instruction within a culture of feedback that values analysis, reflection, and refinement of instructional practices. We believe that high quality instruction requires impactful professional development focused on scholar outcomes. In this work, we are informed by evidence-based practices, and look to implement high-quality instructional materials across the content areas. The following examples provide evidence of these beliefs in action:

- **Standard-based:** Argosy Collegiate courses across the district's grade span are informed by the Massachusetts Curriculum Frameworks and the achievement expectations put forth by the Massachusetts Comprehensive Assessment System. Further, Argosy Collegiate seeks to provide a seamless transition from grade to grade, and from middle to high school through vertically aligned curriculum, and shared instructional strategies to support continued academic progress.
- **A Shared Vision:** Argosy Collegiate has developed a district-wide shared vision of a high-quality learning environment through the *Argosy Collegiate Classroom Characteristics Form*. This form was co-constructed with instructional leaders and teachers to communicate the characteristics that define a high-quality Argosy Collegiate classroom. The criteria are organized into four categories: (1) physical space, (2) culture, (3) instructional routines, and (4) teaching strategies used as informed by the research (Hattie, 2009) as well as the Department's guidance documents. The *Classroom Characteristics Form* is also used for teachers' self-assessment and goal setting, observations, and individual coaching and to inform professional development. Looking forward, the team continues to align this form with best-practices and the model educator evaluation rubric.
- **A Culture of Feedback, Learning Walks:** Argosy Collegiate conducts monthly instructional Learning Walks with established "look-fors" (as described on the aforementioned Classroom Characteristics Form). Learning Walks are typically led by the Directors of Academic Achievement and Principals, and may be joined by other instructional leaders (e.g., Assistant Principals, Department Chairs). Trends observed inform professional development sessions, and/or actions by the Response to Intervention Committee. Going forward, there will be increased opportunities for teachers to participate in Learning Walks so they may benefit from direct observation of best-practices.
- **Implementing High-Quality Instructional Materials:** We have increased our implementation of published curriculum materials to support academic achievement for all scholars, and where available, vetted these materials through EdReports and DESE CuRate platform. This curriculum will be described in more detail in Criterion 6: Program Delivery.
- **Commitment to Professional Development (PD):** Argosy Collegiate demonstrates a strong commitment to supporting our teachers' professional growth trajectories as evidenced in the school calendar and daily schedules. Argosy Collegiate holds three Summer Institute days before the start of school (and will be adding two more specifically for newly hired and early career teachers). There are also three school days across the year, two early release days monthly, and two preparation periods monthly for PD. Argosy also provides tuition reimbursement, and support for teachers to participate in off-site PD offerings (e.g., Western Massachusetts Writing Project, TNTP, Facing History). Additional PD support is provided in the form of bi-weekly Academic Achievement and Response to Intervention meetings, instructional coaching, and mentor programs. Going forward, our instructional coaches will become more content specific, working with either humanities or math/science teachers.

Expanded learning times:

During the 2022-2023 school year, Argosy Collegiate implemented the schedule amendment granted in April 2022. In this amendment, the school year was reduced by five days, and the length of day was shortened. Instructional time was recouped by shifting the weekly early release day schedule (for teacher PD) to a bi-weekly schedule. This amendment. The daily schedules across campuses were revised to increase course offerings (e.g., high school electives), and social-emotional instruction (e.g, middle school morning homeroom time, and advisory). Additionally, Argosy remains faithful to its key design element of extended learning time in its amended schedule in the following ways:

- **Support Block:** Continued scheduling of middle school Support Blocks (280 minutes during traditional scheduled weeks at 56 minutes per day) during which scholars receive additional and targeted support in mathematics and reading. Reading specialists have also been hired to increase the number of scholars receiving literacy intervention at both campuses.
- **Content-based literacy:** Increased implementation of literacy strategy instruction in our middle and high school history classes to provide more time and opportunities to develop scholars' proficiency in informational reading and writing skills.
- **Tutoring:** Increased and refined after school tutoring opportunities. This year, the after-school tutoring program was improved by having content teachers work with their specific students rather than having a single teacher support scholars across grade and content areas. At each campus, tutoring sessions are open to all scholars. An average of 10-30% of students attend each week, depending on the point in the academic calendar.
- **Career Exploration through Electives:** We have adapted the high school schedule to allow more opportunity for career exploration. In addition to the Early College offerings through Bristol Community College and 15 new career exploration electives, we will be adding at least two more courses through UMass Dartmouth for the 2023-2024 school year.
- **MCAS "Bootcamps":** In the month leading up to the grade 10 MCAS assessments, scholars are invited to after school study sessions. During the 2022-2023, an average, 32% of the 10th grade attended after school sessions.
- **Summer College Courses:** In partnership with Bristol Community College, we have provided access to college courses over the summer for our high school scholars. In the summer of 2022, we offered a three-credit Art Survey course. Argosy Collegiate supported the 13 scholars with transportation as needed, and there was no cost for enrollment or materials. In 2023, we anticipate offering the same Art course (expecting 22 enrolled) and a College Success Seminar. Going forward, we will work with our higher-ed partners to expand these exciting summer Early College offerings.
- **Extended School Year/Summer Academy:** This is offered to eligible scholars who did not fully earn course credit and need additional time to complete final assignments and/or meet expectations. Eligibility is determined by multiple measures including attendance, grades, and learner profiles. Scholars may also attend via recommendations by teachers, administrators, and family request as space allows for extra instruction. On average over the last two years, post-COVID, 20% of scholars have attended.
- **English Language Learners/Navigators Camp:** This program is also available to scholars enrolled in the English Language program during a week in the summer (the Camp does not run concurrently to the Summer Academy). The goal of the Navigators Camp is to provide EL learners with real-world experiences through field trips to interesting places combined with language learning opportunities. This program started in the summer of 2019, but was disrupted by the COVID-19 restrictions. Navigators Camp resumed in Summer 2023 with 15 scholars participating.

Key Design Element 2: Provide teachers (at all experience levels) professional development focused on data-driven instruction to increase their instructional efficacy.

Argosy Collegiate continues its commitment to fostering a culture of data-driven instruction. This is evidenced by the on-going refinement of systems, contexts, and tools for gathering, presenting, analyzing, and action-planning using academic and culture data. This allows us to evaluate instruction, and identify interventions, monitor progress, and measure scholar achievement. Much of this data-analysis and action-planning occurs during professional development (see Key Design Element 1). The following are examples of our data sources, analysis, and responses:

Data Sources:

- **Common Interim Assessment:** Argosy Collegiate has consistently administered the NWEA MAP (Measures of Academic Progress) district-wide during fall, winter and spring. MAP provides measures of achievement levels and growth in reading, mathematics, and science, and serves as an important MCAS predictor. The results yield actionable data that teachers use to inform instruction across the curriculum. MAP also informs enrollment in targeted Literacy and Mathematics Clinics and decisions regarding interventions and support by the Response to Intervention teams.
- **Diagnostic Assessments:** For scholars demonstrating achievement needs, reading specialists and special education teachers implement reading diagnostics (e.g., Benchmark Reading Assessment, Qualitative Reading Inventory - VI, WIAT-4) to gain further insights into strengths and areas of need to inform interventions.
- **Curriculum-based measures:** Formative Writing tasks using released ELA MCAS questions are implemented in conjunction with the NWEA MAP test in grades 6-11. These writing products are analyzed by content teams to determine trends and to inform instructional next steps. In the past year, this has led to the pilot implementation of writer's workshop sessions in high school English classes, allowing teachers an effective way to provide both explicit instruction and differentiated instruction through small group work. Across Argosy Collegiate, implementation of lesson-based *checks for understanding* is part of classroom expectations.

Data Analysis

Data-Analysis tools: Argosy Collegiate uses a number of district-wide data-analysis tools that allow for routine and detailed data analysis of our programs.

- The **Data Dashboard** is a monthly report of district-wide enrollment, academic, attendance, and school culture data disaggregated by content, grade, and sub-populations (e.g., gender, ethnicity, program enrollment). The Data Dashboard review is part of the monthly agenda of the **Academic Achievement Committee**. The AAC members (formed from select members of the Board of Trustees and members of the community) work collaboratively with school administration, along with invited teachers or staff, to identify trends, barriers to success, and implement actions to support achievement. Going forward to the 2023-2024 school year, the Dashboard will be more widely implemented at the teacher-level as a complement to existing gradebook level analysis protocols to inform data-driven decisions, interventions, and supports.
- **The Weekly Grade Pulls** are generated by the Data Manager and are disseminated by the Principal/AP to all administrators and teachers. These grade pulls are central to the bi-weekly Academic Achievement Meetings agenda (formally called Curriculum Meetings) and serve to keep these meetings data-driven. The Directors of Academic Achievement, along with content teams, and student support teachers review the data to identify trends, and identify scholars demonstrating need for support. While these meetings are organized around the data, the time is also used to identify and/or learn instructional strategies and/or adjusting of instructional plans to meet the needs of identified scholars.
- **Classroom Observation Data:** Data is also gleaned from the ratings on the *ACCS Classroom Characteristics Form* and are analyzed by instructional leaders (e.g., Principals, Directors of Academic Achievement) and is used to inform professional development. As an example, during an October 2022 PD, teachers selected from different sessions based on their

Classroom Form observation feedback. In another example, trends in observation data (and academic data) showed a need for more differentiated instructional practices. Select teachers were asked to participate in DESE-sponsored PD in a train-the-trainer model that will inform school-based PD sessions - and instructional coaching.

- **The Weekly Attendance Tracker** shows scholars with high-absenteeism along with the outreach and interventions used to support scholars' attendance.
- **The Response to Intervention Committee** and teacher teams (RTI) also use all these aforementioned data tools during monthly meetings to identify scholars in need of additional support, and the monitoring of scholars' response to the interventions provided. During the 2022-23 school year, these data tools, along with the *Argosy Collegiate Classroom Characteristic Form* also allowed the RTI Committee to determine the need for PD on high-impact Tier I and Tier II instructional strategies and social-emotional supports. Over November to May, PD was provided in the context of RTI meetings, and the target strategies were monitored by data collected in learning walks and other classroom observations form. For example in 6th grade mathematics, the data allowed us to determine that where the Tier I strategy of targeted small-group instruction was happening with consistency, scholars' achievement increased (evidenced by course grades and the Fall to Winter MAP growth trends).

Data-Driven instruction:

The academic data collected is used to inform instruction at multiple levels and to understand achievement broadly as well as for the subgroups to ensure Argosy's program meets the needs of all our learners.

- **Access, and Equity:** Argosy has partnered with knowledgeable experts in issues of diversity, equity, and inclusion (e.g., Youth Development professor from local college, School Adjustment Counselor specializing in gender and identity) to help us investigate data trends among the many identities and cultures represented in our school population. This analysis has promoted the addition of culturally responsive instructional moves to our Observation Form, the addition of texts to HS English, and our 2023-2024 priority initiative for PD on access and equity through culturally responsive instruction.
- **Instructional Decisions:** Teachers use MAP data, course grade-pulls, and their own rubrics to inform instructional decisions. In the past year, an initiative was forwarded by the RTI Committee in collaboration with the Directors of Academic Achievement to increase the use of explicit strategy-based instruction in combination with targeted small-group reteaching to accelerate the progress of scholars earlier in their proficiency on a given standard. For example, in preparation for close reading of a text for author's purpose, the teacher uses data collected in the moment to form a group of scholars to receive additional demonstration, timely feedback, and/or other scaffolds. In a mathematics classroom, MAP data, in combination with tools such as the DESE Standards Navigator, have informed station work, and highlighted concepts within standards so just-in-time re-teaching or review can occur based on checks for understanding (i.e., in the moment data). Specifically, at the high school a Geometry teacher partnered with the math interventionist to use the MAP data to determine small group interventions for specific math standard bands (February- May 2022). In another example, history teachers increased their use of the data to inform instruction on nonfiction reading strategies, and to evaluate the effectiveness of this data-informed instruction.
- **Math/Literacy Clinics:** MAP results, weekly grade-pulls, and reading diagnostic data allow teachers to identify scholars mostly likely to benefit from Literacy or Math Clinics. These Clinics are scheduled in such a way as to provide additional assistance without preventing students from participating in required courses or electives (Support Block at middle school).

Key Design Element 3: Create a positive and productive school culture through clear expectations framed by the DREAM values.

This Key Design Element has never been more important to our scholars' academic success, especially now that we have returned post-pandemic to a more typical school year. As has been reported nationally, post-pandemic, scholars have demonstrated a loss of connectedness to their school communities, increased absenteeism, increased violation of school policies resulting in discipline, challenges in managing social situations, and are experiencing more mental health issues (Kuhfeld et al., 2022). Argosy Collegiate is acting with intention to create the positive and productive school culture scholars need to thrive academically, and one in which all scholars feel a sense of belonging and value within the Argosy Collegiate community.

Argosy Collegiate's school culture remains framed by our DREAM Values (Determination, Respect, Excellence, Altruism, and Maturity) which we believe represent character traits that will support our scholars 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:

- **Inclusive teaching and learning environment:** Argosy Collegiate is committed to providing an inclusive environment for all members of our community. To this end, we continue learning through professional development so we may support members of groups that often experience marginalization such as LGBTQ+, people of color, and individuals with disabilities including those not readily observable.
- **School assemblies and celebrations** that recognize scholars' achievements and growth in demonstrating the DREAM Values that we hold critical to academic success.
- **Social-emotional learning** is part of the middle school daily schedule, and weekly Advisory block. Both middle and high school have two school counselors, in addition to a school social worker available to address emergent mental-health needs (i.e., suicidal ideations) and help to coordinate wrap-around supports. Argosy supports the work of the school counselors as part of the educational team, providing instruction and support that increases scholars' access to classroom learning.
- **Breakfast Café Positivity** slides during middle school morning homeroom provide a warm and supportive start to the day for all scholars. The slides include a greeting, a motivational quote related to the monthly theme (e.g., self-respect, perseverance, altruism, kindness, determination), and morning announcements. Breakfast Café Positivity also includes collegiate "fast facts" to raise student awareness such as school type, enrollment, average GPA and SAT scores, financial information, acceptance rate, location, and academic programs as well as a Health and Wellness Corner (reminders about healthy habits).
- **Restorative Justice Program:** Establishment of a Restorative Justice Coordinator position at each campus to implement a restorative justice program that teaches scholars to use self-reflection, restoration, and empowerment when harm has occurred in the community.
- **Weekly Collegiate Day:** Enactment of DREAM values is part of a merit system in which scholars earn privileges such as a college-themed dress down day and shopping with Collegiate Dollars at the Navigation Station, our school store.
- **Community Service:** High school scholars have the opportunity to enact the DREAM Values through community volunteering, and are asked to complete 10 volunteer hours per year as part of graduation requirements. While this community service work was disrupted during the pandemic, this expectation is being reestablished in the 2023-24 school year. While the majority of community organizations were not offering volunteer opportunities, some of our upperclassmen interested in pursuing careers in education were able to volunteer internally within our middle school through tutoring, supporting teachers in the classroom.

- **Grade-level Collaboration:** Grade level team meetings to create consistencies across grade levels in terms of systems and routines that support scholars in understanding what is expected, and what they can expect from teachers.

Key Design Element 4: Prepare all scholars for success in college, career, and life.

A primary measure of the key design element is the success of our scholars in actual college level courses. Argosy scholars are developing competitive transcripts with proven capacities to succeed at the college level, and are being recognized for their efforts by college admissions and credit transfers.

- **Early College Wall-to-Wall Designation:** Argosy Collegiate was awarded an Early College Designation with a wall-to-wall program in Spring 2022. Our comprehensive program provides *all scholars* with multiple entry points to, and supports for, early college courses, with a focused commitment to those underrepresented in advanced coursework. To that end, Argosy’s Early College program includes developing readiness through Argosy Collegiate course work, clinics, and access to college success seminar courses. This experience builds college perseverance long before scholars become a matriculating college student.
 - Starting with the inaugural graduating class of 2021, Argosy Collegiate scholars have earned a total of 2,622 college credits. Individually, scholars have earned a range of credits - from 1 to as many as 40 - depending on their readiness. Among the members of Argosy’s three graduating classes (‘21, ‘22, ‘23), 32% of graduates have earned 1- 9 Mass Transfer college credits, 13% have earned 10 - 20 credits and 33% have earned more than 20 credits.
 - Scholars enrolled in early college courses are also provided a Companion Course, a scheduled period supported by the Early College liaison where scholars complete coursework, learn study strategies, and receive academic support as needed.
 - Middle School scholars begin their readiness through Collegiate Skills course work where they explore career interests and college options and develop financial literacy through Naviance and EverFi activities. During our 2022-2023 school year, Collegiate Skills class objectives were included in the Technology class. Going forward, we return to a once-a-week course model specifically focused on the aforementioned collegiate/financial literacy skills with each quarter of the year focused on one part of Argosy’s mission of preparation for *college, career, and life*.
 - While our tradition of visiting colleges was disrupted for much of the charter term (COVID-19), we are again providing middle and high school scholars guided access to campuses with the aim of developing scholars' college-going futures. We commit to at least one annual college visit for grades six through ten, and more frequently for high school juniors and seniors - with an emphasis on state colleges and universities that will accept the Mass transfer credits. Among the colleges visited in the 2022-2023 school year: UMass Dartmouth, UMass Amherst, Bristol Community College, Bridgewater State University, Brown University, and Dean College.
 - By senior year, all scholars participate in a Credit for Life Fair. This fair is an engaging simulation of consumer budgeting in which dozens of community organizations interact with scholars on campus to provide authentic learning experiences for all.

High School Electives: As part of Argosy’s Early College Program, scholars have access to a wide range of electives that provide career and interest explorations. During the 2022-2023 school year, courses were expanded to include coding, journalism, small business entrepreneurship, and human body systems, and a college-credit bearing music course. These electives have been strategically scheduled to be accessible to all scholars.

Amendments to the Charter

There were no amendments to the school's charter in the 2022-2023 school year.

Criterion 2: Access and Equity

2021-22 Student Discipline Data Report

<u>2020-2021 Student Discipline</u>					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	577	170	22.7	15.4	4.9
English Learner	121	45	31.4	20.7	9.1
Low Income	464	145	24.4	16.2	6.0
Students with Disabilities	154	57	27.3	19.5	7.8
High Needs	507	154	23.7	15.6	5.5
Female	270	66	19.6	12.2	4.8
Male	307	104	25.4	18.2	4.9
American Indian or Alaska Native	3	-	-	-	-
Asian	12	3	-	-	-
African American/Black	78	27	26.9	20.5	6.4

Hispanic/Latino	154	60	33.1	21.4	7.8
Multi-race, Non-Hispanic/Latino	34	7	14.7	8.8	0.0
Native Hawaiian or Pacific Islander	0	-	-	-	-
White	296	72	16.9	12.5	3.7

Suspension and Expulsion Data

In addition to academic excellence, Argosy Collegiate works diligently to support our scholars’ social, emotional and behavioral needs. The support we provide in our program, aligning to the mission of Argosy Collegiate, ensures that 100% of our scholars are prepared for success in college, career and life.

However, Argosy Collegiate is aware of the critical need to address and implement steps to remedy unacceptable rates of behavior suspensions and discipline. Argosy Collegiate has taken steps (outlined in the next section below) to address this issue with positive results.

On a monthly basis, suspension data is reviewed on a “data dashboard.” This dashboard is shared with the entire organization, including the Board of Trustees. From the most recent data compiled from our discipline records, the total number of students disciplined has reduced thus far this year from the highest recorded rate of 13.6% (Quarter 3) to 7.9% (Quarter 4) for a total reduction of -5.7%. Our goal is to continue this downward trend.

Other areas that have reduced in frequency over the course of the school year include:

- The number of all scholars disciplined by Out of School Suspension (-7.3%)
- The number of all scholars disciplined by In-School Suspension (-3.3%)
- The number of EL scholars disciplined by Out of School Suspension (12.4%)
- The number of EL scholars disciplined by In-School Suspension (-7%)
- The number of scholars with disabilities disciplined by Out of School Suspension (-8.8%)
- The number of scholars with disabilities disciplined by In-School Suspension (-5.3%)
- The number of Black/African American scholars disciplined by Out of School Suspension (-11.9%)
- The number of Black/African American scholars disciplined by In-School Suspension (-5.9%)
- The number of Hispanic/Latino scholars disciplined by Out of School Suspension (-20%)
- The number of Hispanic/Latino scholars disciplined by In-School Suspension (-20%)

Although these results reflect data from 4/30/2023, the downward trends are substantial enough to note. Our focus is firmly planted on continuing alternative, positive and evidence based interventions, strategies, and hiring staff with a specific skill set to develop progressive steps to reduce our occurrence of suspensions.

There are still many areas that are in need of further support however, Argosy Collegiate will continue to work at those action steps in addition to close adherence to a new blueprint for discipline response. As a part of that response, Argosy Collegiate will include the action steps listed below. Recognizing the need to address the behavior discipline and suspension rates immediately, Argosy Collegiate has embarked on a multi-tiered level of data collection and review, evidence based research of successful programming, development of long and short term goals and creation of a new

behavioral blueprint that will directly and positively impact improvement in the immediate and near future. It is a priority that we engage all stakeholders in future planning for the 2023-24 school year.

A behavior audit, action steps, and timeline were implemented in the fall of 2022. The behavior audit's purpose is to address and assess the behavioral needs of our scholars and community. Action steps and a timeline were set up to ensure we are on track. Collection of data is intended to clarify needs, review and analyze the data, formulate short and long term planning and facilitate communication among all staff, scholars, families to engage all voices in this process.

The following action steps and timeline were put in place, successfully implemented and followed closely:

- Behavior Audit (September/October 2022)
- Behavior Audit Results and Recommendations to be discussed with Directors and Administration (November 2022)
- Title 1 Program Evaluation (January 2023)
- Deans, School Adjustment Counselors, Psychologist meeting to discuss recommendations and triage implementation such as hiring Restorative Justice Coordinators and review of RtI/MTSS program's fidelity (January/February 2023)
- Behavior Recommendations monitored for effective outcomes (March/April 2023)
- Community Bullying Prevention and Intervention Survey (May/June 2023)
- Institutional Self Assessment (June/July 2023)

Recommendations will be discussed with all stakeholders via Roundtable discussions, which include scholars, staff and families. (August 2023)

Additionally, the following action steps were put in place between January and May 2023 in response to the data:

- Two Restorative Justice Coordinators were also added in the 2022-23 school year to provide meaningful, education centered learning experiences when scholars violate the code of conduct;
- Second Step Social Emotional Program has been put in place at the Middle School level (effective August 2022);
- SEL Curriculum including Healthy Relationships was added, implemented and led by School Adjustment Counselors;
- Increased classroom observation, behavioral mentoring and support for teachers by School Adjustment Counselors.

Beyond these steps, the following demonstrates additional action:

- Implementation of revised SEL curriculum, beginning in 2023-24 school year
- Building capacity of site based leadership teams, consisting of a principal, assistant principal, dean of students, and director of student services at each campus.
- Building a staffing plan consisting of two psychologists; one at each campus, to readily provide support services for scholars with high social-emotional needs.
- Increasing schoolwide SEL programming offerings to include advisory programming (tier 1), new SEL curriculum (tier 2), and a scholar-mentor program (tier 3).
- A district-wide focus on three priority areas in 2023-2024, including:
 - Equity and Access for All
 - Social/Emotional Learning
 - A Multi-Tiered System of Supports to systematically review the outcomes of this work, and intervene when necessary.

Argosy Collegiate will continue to consistently work with scholars, families and staff to provide the most effective support and strategies for academic success for all.

Dissemination Efforts

2022/23 Dissemination

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Communication and marketing strategies to build enrollment strategies	Virtual bi-weekly meetings of the Charters SPEAK Coalition	M. Hall, Family Engagement Coordinator	Participants from MA charter schools across the state	Collaboration and sharing of innovative communication and public relations strategies to re-engage families post-pandemic, as well as engage new stakeholders about the benefits of enrolling students in MA charter schools
Wall to Wall Early College Program, general education policy and practices, hiring strategies, enrollment planning, recruitment & retention strategies, etc.	South Coast Leaders Regional Alliance Bi-weekly Meetings	K. Pavao	School leaders from Foxboro Regional Charter School, New Heights Charter School, Atlantis Charter School, Rising Tide Charter School, Global Learning Charter School, Sturgis Charter School	Exchange of policies, procedures, school events ideas, school culture initiatives, pandemic related challenges/solutions, grants management, family communications, strategic & succession planning, etc.
Community engagement, Early College, pandemic and related funding	Virtual & in-person meetings of the OneSouthcoast Chamber of Commerce Education Committee meetings	K. Pavao	Representatives from k-12 educational institutions, post-secondary education institutions, local business leaders, government leaders	Collaboration across community organizations to strengthen Southcoast educational initiatives especially those focused on pre-k and early college program development
FAFSA Info Session: Engaging	Phone meeting	H. Raposo, Dean of Early College & Career Dev.	Atlantis Charter School	Shared process for mini info sessions for scholars and families, hosting family/scholar FAFSA

Scholars/Families for 100% FAFSA completion				completion sessions to improve Atlantis' FAFSA outcomes
Wall to Wall Early College Program	Argosy Collegiate hosted an Early College Conference at our high school campus	H. Raposo & J. Mello-Campbell, B. Silva Boutwell, *Dr. M. Carney, *M. Hughes, K. Pavao	Jobs for Future, Greenfield Community College, Claremont Saugus Public, North Shore Community College, MA4EC Veritas Prep Charter School, Bristol Community College Bristol Community College	*Bristol Community College professor speaking panel, Road to Early College application process, planning, and wrap around support, Early College scholar panel, resource sharing, Argosy and Bristol EC course observation
Wall to Wall Early College Program	Argosy Collegiate hosted an Early College Conference at our high school campus	K. Pavao	Global Learning Charter School, Fall River Public Schools	Road to Early College application process, planning, and wrap around support, Early College scholar panel, resource sharing
Early College Program and Designation Process	Phone call	K. Pavao	Jenna Ogunpipe, Ex. Dir. - Boston Collegiate Charter School	Discussion and sharing info about the Road to Early College including the application process, planning, and wrap around support
Differentiating strategies for all learners (special ed & EL)	In Person meeting at Durfee High School	*Dr. M.Carney, K. Pavao	Fall River Public Schools	The FRPS shared History of Fall River Curriculum with Argosy. We are differentiating materials and re-sharing with FRPS.
Differentiating professional development to meet the needs of ELs	MA Educators of English Language Learners - MATSOL Publication	*Dr. Carney, M.. Hughes, M. Filgo	General Public, readership community	SEI professional development strategies and planning

Academic Program Success

Criterion 5: Student Performance

2022 Accountability Report [Link to 2022 Report Card](#)

Argosy Collegiate utilizes the NWEA MAP assessment as our benchmark tool for Reading, Mathematics and Science at the beginning, middle and end of each school year. Additionally, formative assessments are used to measure scholar growth and mastery of state standards. We leverage a variety of summative assessments from traditional multiple choice tests to more authentic indicators of mastery through project based demonstration of standards mastery.

Though traditional state testing is important to analyze, we know it is crucial we highlight that which is the foundation of our school's mission, preparing our scholars for college, career and life by way of earning highly transferable college credits.

There is no better way to prepare scholars for college than to begin offering tuition-free, college credits beginning the summer after 8th grade to develop a college-going identity within the community of Fall River where only 15.7% of the population hold an undergraduate degree (www.census.gov). Argosy was awarded a wall-to-wall Early College designation in March 2022.

We are proud to announce that for the 2022 - 2023 SY, our high school scholars earned a total of 952 college credits, a 40.8% increase year-over-year.

For the 2022-2023 School year our seniors achieved the following (Table 5.19):

- \$303,000 in scholarships
- 10 Abigail Adams Scholarship Awardees, which constitutes 23% of the graduating class
- 93% FAFSA completion rate
 - Massachusetts completion rate for the 2022-2023 academic year was 61%
- 93% acceptance rate to a college program at Bristol Community College, our highest in the school's history (Table 5.20)

According to the most recent data from the US Department of Education, 34% of US high schools have students enrolled in college courses. More locally, the Massachusetts Alliance For Early College Program reports that 4,281 public high school students were enrolled in an Early College Program in 2021-2022, and has set a goal of increasing this number to 6,500 for the 2022-2023 school year. Of this number, 130 Argosy Collegiate scholars were represented in the taking and passing of these college courses in 2022 up 28.7% year-over-year (Table 5.1).

For the 2022-2023 School Year, we had 52%, 126 high school scholars enrolled in college courses semester 1, and 39.7%, 93 high school scholars enrolled in college courses semester 2 (Table 5.3).

Though the state accountability system for advanced coursework only accounts for 11th and 12th graders, we know it is important for us to showcase here, that which our scholars are accomplishing, beginning in 9th grade. Below are highlights of our school's college credit totals for lower classmen for the 2022-2023 SY. Table 5.2 gives a comprehensive breakdown of the credits that Argosy Collegiate scholars have earned.

- 9th and 10th grade scholars earned **451** college credits for the 22-23 SY (up from 159 credits in the 2021 - 2022 SY)

As you can see, 9th and 10th grade scholars are taking advantage of our strategic course offerings just like our upperclassman, a deliberate plan to begin our scholars' accumulation of as many relevant, highly transferable college credits as possible by high school graduation.

Other criteria worth noting on the college credit front are as follows (Table 5.4):

- Scholars that identify as English Language Learners taking college courses have increased significantly since our program started. This year, 16 scholars took college courses with a 79.4% pass rate.
- Scholars serviced by an IEP have also increased since we began offering college courses. This year, 17 of these scholars took college courses with an 84.4% pass rate.
- Our 23 scholars that identify as African American and taking college coursework have surpassed our school's average with 91.7% passing these classes.

Internal Gradebooks

As was mentioned above, formative and summative assessments are utilized in all content areas to measure and support scholar progress toward mastery. Our Academic Achievement Dashboard supports the monthly overview of how scholars are doing in order to support them and teachers with the needed next courses of action. Below are key takeaways from this year's gradebooks overviews:

- 95.6% of all core classes were passed at the Middle School with those identifying as African American (69 scholars) outperforming their peers at 97.4% and EL (59 scholars) and SE (71 scholars) passing at a rate of 91%. Dual identified scholars is a continued area of focus with 20 scholars and an 89.5% pass rate (Table 5.6)
- 83% of all core courses were passed at the High School with those identifying as Female outperforming their peers at 89.9%, but EL (57 scholars) falling below the average at 72.2% and SE (63 scholars) similarly at 71.3% (Table 5.7)
- Though high school scholars did best, overall in reading at an 85% pass rate, Math's pass rate was 73.8%. Though scholars identifying as African American once again outperformed their peers with a 78.8% pass rate, those that identify as EL, SE, 504 and Dual identified fell below the average (Table 5.15).

We know there is much work to do in order to close the foundational gaps we are seeing, even at the high school level. This year our MTSS focus was for strategic small groups for focused support and monitoring. Though this will remain a focus ongoing, we are working on creative ways to embed additional math and literacy within our current schedule.

MAP

Though we have struggled to gain buy-in with our MAP testing, especially the end of year session which proceeds MCAS, we will continue to seek ways to ensure the data we collect is reflective of what our scholars know and what they are ready to learn next. This year we saw our scholar data from Fall 2022- Spring 2023 follow similar trends to prior years; on average, 40% - 50% of our scholars are meeting their growth goals. This number increases by 15-20% in grade 10 when scholars are well-positioned in their years with us to meet grade level expectations as is evidenced by our MCAS data for this grade level. This year, 64% of scholars met their growth goals in Geometry and 52% in ELA (Tables 5.25- 5.30).

Each year, we also analyze our BOY MAP data and MCAS data from the prior year to select those scholars that would benefit most from Math or Literacy clinic at the high school. This year, of those scholars that were enrolled in this course (begun early December for both due to staffing shortages), 83% in math clinic (10 of 12 scholars) exceeded their growth goal on the MAP Math assessment and 67% (6 of 9 scholars). We know that with targeted and meaningful interventions like these are consequential (5.24).

ACCESS

Similar to MCAS, though there are areas of significant growth, achievement is what we are working daily to with our scholars to reach. As is listed in Table 5.23, for the 22-23 SY, the high school was at 10% of scholars meeting their target where the goal was 15.7%. The middle school target was 27.8% and we performed at 19.5%. Finding and retaining quality educators as well as supporting teachers with SEI endorsement is a continued focus to support our scholars learning English as an additional language. Though still approaching our target achievement goals set by the state, it is worth mentioning the percentage of scholars that showed growth on the ACCESS assessment year-over-year for the 22-23 school year (Table 5.22).

6 th Grade- 22%	7 th Grade- 57%	8 th Grade-77.8%	
9 th Grade- 75%	10 th Grade- 37.5%	11 th Grade- 31.25%	12 th Grade-25%

MCAS

The most recent, full MCAS administration in 2021-2022 showed academic gaps in independent reading comprehension levels and foundational math skills. Those scholars that had previously been on the cusp of moving from Partially Meeting to Meeting in Math fell further behind, and our percent of scholars Partially Meeting increased an average of 10.75% points while those in 6th and 10th grade Not Meeting increased 6 times more than the pre-COVID 19 test year. Our high schoolers sitting for MCAS showed more promising trends in ELA where we were aligned with the state average of only 8% of scholars Not Meeting Expectations and for Science 12% not meeting versus the state which was at 14% (Table 5.21).

Regarding the student growth percentage (SGP) for middle school results, we exceeded the district’s growth in 7th grade ELA and 8th grade math, but fell below Fall River otherwise.

However, as our historical data has also shown, the scholars who have been with us the longest demonstrate excellent growth and achievement for their high school MCAS. SGP is not calculated for Science. Our 10th graders significantly outperformed the district as well as the state in both reading and math as the below table shows (also see Table 5.18).

Student Growth Percent (SGP) for 2021- 2022 MCAS			
Content	Argosy Collegiate	Fall River	Massachusetts
ELA	59.8%	40.9%	50%
Math	57.8%	36.1%	50%

The National Center for Education Statistics reported in June of 2023 that, “for 13 year-olds, the average reading score is down 4 points and, 6 to 7 points for lower-performing students with math down 9 points and 12 to 14 points for lower-performing students since the last assessment during the 2019-2020 school year, the lowest in decades” (nationsreportcard.gov). We will continue to analyze scholar data and work to close the achievement gap in new and innovative ways, while still maintaining that all scholars, despite their current standardized testing results, can successfully access and complete college course work to begin their career path well before high school graduation.

Criterion 6: Program Delivery

Curriculum

Argosy Collegiate's mission is supported by the continual development and refinement of a rigorous, standards-based, and culturally responsive curriculum. Argosy Collegiate believes that continual curriculum development and refinement is critical to the acceleration of scholar learning. In preparation, and during the 2022-2023 school year, curriculum was reviewed and revised by directors and teacher teams based on student outcomes, including curriculum-based classroom artifacts and assessment data. This work is conducted during summer curriculum writing, Summer Institute, curriculum meetings, and PD sessions. The focus has been to develop curricula that 1) builds scholars' content knowledge in a logical vertical sequence, 2) emphasizes common teaching and learning strategies across content and grade-levels, and 3) is culturally relevant. This work is on-going for the upcoming school year. The school schedules are designed to provide collaborative time between our general education, special education, and English Learner teachers as they meet the needs of our diverse learners through differentiation, language objectives, and curricular access points.

To support our on-going curriculum development, procurement, and evaluation to ensure curricula is evidence-based and culturally relevant, Argosy Collegiate is using *EdReports* and *CuRate* to inform curriculum reviews and adoption, focus on increasing the implementation of diversity, equity and inclusion and social-emotional themes and supports in the general curriculum while continuing to support teachers' culturally responsive lens on curriculum implementation.

In Spring 2023 Argosy Collegiate was awarded the *Accelerating Literacy Learning through High Quality Instructional Materials* grant which has allowed the adoption of a highly-rated published curriculum, Savvas's *My Perspectives*, for grades 6 through 8. This program is aligned with Argosy's belief that literacy is the means by which we acquire and communicate knowledge about our world. The units of study in *My Perspectives* are framed in inquiry around an essential and compelling question and engage scholars with texts that range in genre, complexity, and purpose to gain insight into the essential question. Scholars develop their master of communication standards as they share new understandings. Teachers promote scholars' critical reading skills through the development of reading strategies, collaborative discussions and tasks, and evidence-based writing. In writing, scholars learn process-oriented strategies to develop text-based responses and to generate writing pieces across a variety of genre types.

The high school English teacher-designed curriculum also recruits scholars' literacy skills through the investigation of essential questions through a variety of texts and media. As scholars progress past English II in 10th grade, scholars further hone their collegiate literacy skills. In grades 11 and 12, scholars may enroll in a college preparatory or college credit-bearing English course through Argosy's Early College program. In 2022-2023, 28% of 11th graders and 43% of 12 graders enrolled in English 101/102. Looking forward to 2023-2024, two additional college English courses will be added for seniors who completed English 101/102 as juniors.

Starting in the 2022-2023 school year, high school History courses implement the *Savvas Interactive United States History* and *Interactive World History* curriculum to provide comprehensive and multi-perspective instruction. The history department provides opportunities for scholars to grapple with primary sources, and take up a historian stance to evaluate source, context, and corroborate across sources. Upon the return to in-person instruction, the History and English departments at Argosy Collegiate have collaborated to better align literacy skills learned in each setting, such as close reading and evidence-based writing strategies. The United States Government elective course uses the *Magruder's American Government Program*.

At the middle school, our history curriculum is framed by the idea of global literacy - the understanding that the world is interconnected and can be understood through the contribution of both people and events. Our Pearson curriculum materials are supplemented with nonfiction articles, literature, and personal accounts. In the 2023-2024 school year, we plan to pilot released units of the “Investigating History” curriculum recently made available by the DESE as a starting point for full adoption for grades 6 and 7 to ensure we are using the highest-quality materials available.

In mathematics, our goal is to develop scholars’ conceptual understanding of mathematics and the application of this knowledge to real-world problems while fostering procedural fluency. At the middle school, teachers use *enVisions Math 2.0 (grades 6 -8)* curriculum. At the high school, teachers implement *enVisions Algebra I, Geometry and Algebra II* curriculum. In science, as reflected in the Massachusetts Frameworks and NGSS, our vision is to develop scholars’ dispositions and skills necessary to carry out high quality scientific observation and inquiry grounded in content knowledge. In collaboration with the East Bay Educational Collaborative, we use FOSS (Full Option Science System) science kits to support active investigations of science concepts in grades 6-8. For Biology, Pearson curriculum is used to support teacher created units of study. Physics First curriculum is currently utilized in Physics and Lab Aids in Chemistry along with teacher created materials. Both Physics and Chemistry curriculum is being revisited as well as each’s scope and sequence as these courses are newer offerings that require further attention to enhance our scholars’ experiences. Going forward, we are expanding partnerships with local colleges to further our college-credit bearing science and math offerings.

Instruction

Argosy Collegiate’s multi-faceted approach to accelerated learning includes focus on excellence in curriculum as well as high-quality instruction that develops critical thinkers and informed communicators who are independent, engaged investigators of multiple perspectives and who develop habits of lifelong learning. Over the 2022-2023 school year, Argosy Collegiate has continued to increase specificity around instructional strategies and routines that constitute high quality instruction, and how this instruction is implemented in all Argosy Collegiate classrooms as represented by the *Argosy Collegiate Classroom Characteristics Checklists*, an internal tool that is used to communicate the shared vision of evidence-based practices, instructional strategies and routines we committed to using with fidelity in all classrooms. In practice, this commitment to consistency fostered instructional efficacy, aligned feedback, and generated opportunities to collect data and design strategic professional development for teachers as evidenced by the 2022-2023 Educator Evaluation data; for “Standard II: Teaching All Students”, 87% of teachers were rated overall proficient or higher (a 19% increase from 2021-2022).

The Argosy Collegiate Classroom Characteristic Checklist captures what is expected in all Argosy Collegiate classrooms and includes four categories:

- Physical Classroom: organized, features scholar data and exemplars, posted agenda board, and maintained seating chart
- Classroom Culture: strength-based and growth mind-set language, creating and maintaining a safe learning environment through expectations framed by Argosy’s DREAM values (*Determination, Respect, Excellence, Altruism, and Maturity*)
- Instructional Routines: Checks for understanding, and effective pacing
- Instructional Strategies: 100% participation models, culturally responsive instruction, explicit instruction through demonstration and guided practice, differentiation, and in-the-moment feedback and intentional collaborative teaching where applicable.

Argosy Collegiate implements a “core plus more” instructional model to provide targeted instruction aimed at accelerating scholars’ academic growth. First, at the middle school, all scholars participate in Support Block periods. Scholars are assigned to either a general education teacher, special educator, or English language teacher as determined by program enrollment. Middle school scholars demonstrating need are also provided literacy clinics with a reading specialist based on MAP data (KDE2). Math and literacy clinics are featured at the high school level, where varied learning experiences for scholars are implemented, including Tier I and II strategies. Further, teachers leverage “in-the-moment” instruction when scholars demonstrate gaps in foundational standards and skills to ensure they have access to grade-level concepts.

Finally, within the curriculum at the middle school, teachers, coaches, directors, and principals use data to identify scholars’ academic gaps and monitor progress in response to interventions. Teachers promote effective academic habits so they are ready to access our high school’s Early College program. At the high school, we focus on further developing scholars’ academic capacity and their areas of personal interest as they plan for college admission. As described in Criterion 1, Argosy Collegiate was awarded the Early College Designation from DESE in 2022. Argosy Collegiate will implement a *wall-to-wall* program that places 100% of Argosy scholars in the Early College program, either developing their readiness, or as enrolled college students. This aligns to our mission and vision that all scholars, no matter their learning challenges or previous successes, can access and successfully complete college level coursework within our structured and individualized program.

Summer Institute for staff launches professional support that allows teachers to maximize their impact on scholar achievement by establishing a common understanding of Argosy Collegiate’s mission and vision for high-quality instruction. Staff are introduced to the *Classroom Characteristic Checklist*, which also serves as a tool to deliver feedback throughout the school year and promote staff self-reflection of their instruction. Teachers are engaged in bi-weekly PD on topics related to instruction, assessment outcomes, and classroom culture.

Other models of PD include coaching, observation - feedback cycles, learning walks, collaborative teaching, and co-planning structures, and the use of common planning time among teachers who deliver the same content. Argosy also utilizes an “Argosy in Action” resources that include video-recorded instruction to serve as examples and models of high-impact instructional strategies that are shared widely with staff in professional development settings, or with individuals who are working on building a skill. We also periodically engage outside consultants to support identified areas of need.

Assessment and Program Evaluation

As described in Key Design Element 2, Argosy Collegiate holds to a data-driven view on teaching and learning, and to that end, employs a schedule of summative, interim benchmark, and classroom-based assessments to evaluate scholars’ progress toward proficiency in the curriculum. At the interim level, Argosy Collegiate uses the Measures of Academic Progress (NWEA-MAP, which is administered fall, winter, and spring to measure academic achievement and growth toward proficiency on content standards; we also use formative writing assessments in tandem with the MAP assessments to mirror MCAS style writing), MCAS, and ACCESS data provide information to guide instructional decisions, curriculum adjustments, and individual scholar support.

At the classroom level, our curriculum includes summative assessments of units of study, performance-based assessments, and formative assessments in the form of classwork artifacts and exit tickets. These assessments support teachers in identifying scholar needs and making actionable plans to address learning gaps. Our analysis of these classroom-level assessment artifacts in real-time, or within the next lesson sequence, ensure that our instructional responses to individual scholar data are brisk and effective (i.e., using in-the-moment data to make relevant decisions about

reteaching, providing more guided practice, or releasing scholars to grapple with independent work or extension activities). More targeted assessment in the form of the Benchmark Assessment System (BAS, to inform reading intervention and monitor scholar progress) at the middle school and the Qualitative Reading Inventory - 6 (QRI-6, to identify and progress monitor scholars who may need more literacy support) at the high school are utilized. We believe that quality assessment and analysis is critical to achieving our mission that *all* scholars will be ready to successfully access college level academics.

Data from the aforementioned sources are utilized to create a District level Data Dashboard, accessible to school leadership and the board of directors, and shared with teachers, which is updated at mid and end of terms and provides comprehensive and disaggregated academic data for review to inform action planning. This year, the district's Data Dashboard has been further refined to include more disaggregation of the data by and early college credit attainment. Argosy Collegiate strives to develop a culture among staff where data is utilized on an on-going basis to determine strengths and weaknesses, plan instruction and support, and monitor scholar progress. In that spirit, the Data Dashboard components are reviewed at the mid and end points of each grading term with the Academic Achievement Committee and instructional staff to inform action steps. Additional accountability to our data is demonstrated through our Weekly Academic Data Pulls (shifted from bi-weekly for the 2022-2023 school year to ensure knowledge of the most current data when communicating with scholars and families). Administrators and teachers review grade data snapshots and use the information to outreach to families, establish classroom support and monitor progress; Weekly Attendance/Discipline Data Pulls (administrators reflect on and action plan to address attendance concerns); and LiveSchool (daily behavioral/school culture data is reviewed by administrators to determine trends, identify areas of school culture growth opportunity, celebrate successes, and to monitor individual scholar needs). Included in this data is disciplinary information, which allows administrators to frequently reflect on patterns and disparities among subpopulations of scholars at weekly meetings.

Supports for All Learners

Argosy Collegiate will describe the screening, supports, resources and interventions used to support all learners, including students with disabilities and English learners with evidence that meets expectations outlined in the key indicator: "Supports for All Learners," in the Charter School Performance Criteria.

Argosy Collegiate employs a number of tools to inform targeted instruction for all learners. Scholars who demonstrate below benchmark performance in the MAP may be administered diagnostic assessments to further understand their strengths and areas of need [e.g., Benchmark Assessment System (Heinemann, 2022), Qualitative Reading Inventory - 6 (Leslie & Caldwell, 2017), WIAT-4, (4th edition)].

The school employs a Multi-Tiered Systems of Support model (MTSS) for identifying scholars in need of additional support prior to a referral to special education. The *Classroom Checklist* provides an overview of Tier 1 supports, and RTI teams use bi-weekly academic grade pulls, and Weekly Attendance/Discipline Data Pull to identify and monitor scholars in need for Tier 2 interventions in core academic contents. During the COVID19 impacted 2020-2021 school year, Argosy Collegiate developed Individual Competency Plans for Success as a means of recording the experiences, attendance, challenges, supports, and outcomes of our scholars who were in need of Tier 2 and 3 intervention. The ICPS tool helped to inform the RtI process for the 2022-2023 school year, and continues to do so as the school evolves to a MTSS model in future years.

Supports for EL Scholars

Scholars learning English as a second language receive instruction in small group settings during the school's scheduled support blocks (middle school) and during high school language classes. New

scholars are assessed using the WIDA Screener if a language other than English is spoken at home or if there is prior information in a scholar's record indicating that EL services were previously in place. Upon scholars being identified as requiring EL support, EL and language teachers' instruction focuses on development of a scholar's skills in the four language domains: reading, writing, speaking and listening. These skills are also assessed every January using the ACCESS for ELLs 2.0 (WIDA, 2023).

Supports for Scholars with Disabilities

Argosy Collegiate provides a wide range of supports for scholars with disabilities through a team of special educators, nurses, a psychometrist and six school adjustment counselors, two of whom focus on crisis intervention. Argosy also partners with the Fernandes Center for Children and Families in Fall River, MA, for occupational therapy and Empathy Speech and Language for speech/language services.

In alignment with Argosy's mission, all scholars with disabilities receive a combination of core content instruction in a co-taught classroom with both general and special education teachers, as well as pull-out instruction, as recommended by the IEP team, during academic support blocks. This model is designed to ensure that scholars with the highest need don't experience a fragmented curriculum. All scholars have access to after-school tutoring delivered by grade level teachers who are familiar with their learning styles and needs. Additional after school enrichment for all scholars is offered in the form of clubs (e.g., art, West African dance and music, chess, advanced technology and coding, gender and sexuality alliance, debate, etc.) and athletics (e.g., soccer, basketball, volleyball, cheer, flag football, and intramural opportunities).

Survey data from stakeholders also plays an important role in our program assessment. A family survey was administered at the end of the 2022-23 school year to poll our families overall satisfaction with Argosy Collegiate, which allowed us to prepare more strategically for the following school year. Results of this survey demonstrate a deep satisfaction and appreciation of Argosy's program from our stakeholders, with over 96% of families indicating that academics and school culture are helping to prepare their child for success in college, career, and life. A Bullying Prevention and Intervention Plan (BPIP) survey was also administered, allowing us to gain a more clear perspective about the understanding that families have of the program, and make adjustments accordingly to ensure open lines of communication and clarity. The BPIP survey will be utilized to inform the BPIP plan update scheduled for the 2023-2024 school year.

Organizational Viability

Criterion 10: Finance

FY23 Revenues and Expenses

Operating revenues	
Tuition	9,619,337
Federal grants	1,642,238
Food service revenue	267,966
Program fees	52,085
On-behalf fringe benefits	890,023
In-kind revenue	815,181
Total operating revenues	13,286,830
Operating expenses	
Salaries	6,768,590
Payroll taxes	189,919
Fringe benefits	473,379
On-behalf Fringe	890,023
Related party rent expense/(income)	956,100
Workers compensation	42,030
Utilities	326,197
Contracted services	605,367
Insurance	56,000
Instructional supplies and materials	124,772
Student activities	214,354
Supplies and materials	13,563
Food service program	296,864
Repairs and maintenance	337,787
Travel & Other	84,238
Advertising and marketing	163,186
In-kind transportation	815,181
Equipment	95,320
Information technology	366,451
Facilities	9,362
Depreciation	76,489
Interest	15,634
Financing Fees	-
Miscellaneous	6,766
Total operating expenses	12,927,570
Operating (loss)/revenue	359,260
Nonoperating revenues/(expenses):	
Private contributions -Unrestricted	
Private contributions - Restricted	2,528
Contributions to the School (from Foundation)	109,925
Event Income	
Event Expense	
Interest income	8,789
Financing fees	-
Total nonoperating revenue	121,242
Change in net position	480,502

FY23 Statement of Net Position

Assets	
Current Assets	
Cash	\$ 2,122,822
Class and student funds held	8,116
Grants and pledge receivable	127,148
Due From related parties	17,797
Prepaid expenses	110,455
Total current assets	2,386,338
Noncurrent Assets	
Prepayment/Advance receipt of Rent	679,318
Due (to)/from related party	
Capital assets, net	811,505
Total noncurrent assets	1,490,823
Total assets	\$ 3,877,161
Liabilities and Net Position	
Current Liabilities	
Accounts Payable	\$ 77,717
Accrued expenses	557,190
Due to Related Parties	-
Note payable - current	50,736
Deferred Revenue	750
Class and student funds held	8,116
Total current liabilities	694,509
Noncurrent Liabilities	
Note payable	231,344
Lease payable	141,501
Total noncurrent liabilities	372,845
Total liabilities	1,067,354
Net Position	
Net investment in capital assets	-
Temporarily restricted	
Unrestricted	2,809,806
Total net position	2,809,806
Total liabilities and net position	\$ 3,877,161

FY24 Budget
(Approved by ACCS BOT May 17, 2023)

	FY24 Projections School		
Per Pupil Tuition	18,829	5234s - Contr Serv - SPED	175,000
Enrollment	565	5242 - Contr Serv - Prof Development	65,000
		5263 - Instructional Equipment(leased)	100,000
Revenues		5264 - General Supplies -Instructional	125,000
4001 - Tuition	10,638,266	5266 - Classroom Instructional Technology	150,000
4100 - Government Grants & Funding (includes e-r	810,000	5268 - Instructional Software	165,000
Covid Federal Grants	1,100,298		
4200 - Nutrition Funding	250,000	Total 5200 - Instructional Services	945,000
4400 - Private Support Funding	100,000	5300 - Other Student Services	
4500 - Student Programs & Misc Fees	25,000	5320 - Health Services	20,000
4716 - Misc Income		5350 - Food Services	275,000
4716 - Interest / Investment Income		5360 - Athletic Services	30,000
Total Revenues	12,923,564	5365 - Athletic Stipends	64,500
		5370 - Other Student Activities	
Expenses		5375 - Field Trip and Events	60,000
5000 - Personnel Costs		5380 - School Culture	45,000
5000 - Personnel Salaries	7,975,000	Total 5300 - Other Student Services	494,500
5520f - Fringe Benefits	525,000	5400 - Facility & Other Fixed Costs	
5520w - Workers Comp	40,000	5420 - Utilities	200,000
5520m - MTRS Expense	5,000	5430 - Maint of Buildings & Grounds	300,000
5520t - Payroll Taxes	300,000	5435 - Maint of Equipment	65,000
Total 5000 - Personnel Costs	8,845,000	5450 - Networking & Communications	155,000
5100 - Administrative Costs		5730 Contracted Facility Services	15,000
5132 - Contr Serv - Business & Finance	120,000	5740 - Rental/Lease of Building & Grounds HS/It	979,629
5142 - Contr Serv - Human Resources	74,000	5530 - Insurance (non-employee)	70,000
5152 - Contr Serv - Legal	44,100	5560 - Short-Term Interest	12,900
5162 - Contr Serv - IT	10,000	5750 - Depreciation Expense/Amort of Prepaym	100,000
5172 - Contr Serv - Development & Fund	63,000		
5173 - Fundraising/Community Engagement	10,000	Total 5400 - Facility & Other Fixed Costs	1,897,529
5182 - Staff Recruitment & Advertising	68,250	FFE	
5182s - Student Recruitment & Advertising	90,000	9999 - Contingency	167,185
5183 - ED Discretionary Fund	20,000		
5185 - Staff Appreciation	20,000	Total Expenses	12,923,564
5186 - Travel and Membership Dues	35,000		
5184 - Supplies & Materials - Admin (includes IT	20,000	Change in Net Position	0
Total 5100 - Administrative Costs	574,350		
5200 - Instructional Services			
5234a - Contr Serv - Other Teaching (TFA)	90,000		
5234b - Contr Serv - BCC	75,000		

Table 5.0

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	600
Number of students upon which FY24 budget tuition line is based	565
Number of students expected for FY24 first day of school	590

Explanation of variances: We budget conservatively for enrollment and make adjustments accordingly should we experience higher enrollment than anticipated. This strategy serves the school well as we continue to suffer higher attrition levels between 8th and 9th grade due to selective enrollment practices of our local vocational school. Due to the high number of new scholars entering into our high school program, we plan for higher populations of special education, EL, and high needs scholars, placing a high need for specialized support. This is an important focus since the majority of the 8th grade scholars who leave us for the vocational school are general education students. We need to ensure that all new scholars entering Argosy for 9th grade and above, have the supports they need to access our Early College program as quickly as possible.

Capital Planning

The school does not currently have a capital plan, but continues to update and maintain its' two properties used for the middle school and high school programs.

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>2022/2023 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>Not Met</p>	<p>School Information System Data Attendance Tracking. Overall attendance for SY 2022-2023: 89.8%</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: 2022-2023 - Percent of MS scholars who met or exceeded their growth goals set for Fall 2022 to Spring 2023:</p> <p>Mathematics:</p> <ul style="list-style-type: none"> ● Grade 6- 46% ● Grade 7- 45% ● Grade 8- 43% <p>ELA:</p> <ul style="list-style-type: none"> ● Grade 6- 34% ● Grade 7- 53% ● Grade 8- 41%
<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 staffing challenges, literacy clinics were not able to begin until December 2022.</p> <p>Literacy clinic: 67% of scholars met or exceeded growth goal.</p> <p>Mathematics clinic: 83% of scholars met or exceeded growth goal.</p>
<p>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.</p>		

	2022/2023 Performance (Met/Partially 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	60.9% of scheduled professional development was devoted to data driven instruction (27.3 of 44.83 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: <ul style="list-style-type: none"> - 91.11% of teachers earned in the proficient or higher category for Standard I of the Massachusetts Teacher Evaluation rubric. - 89.36% 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.		
	2022/2023 Performance (Met/Partially 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	Summative teacher evaluations indicate that 78.72% 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 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.	Met	86% of ACCS HS scholars met criteria to participate in Collegiate Day according to LiveSchool data.
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	Met	87.5% of the ACCS middle school scholars met criteria to participate in Collegiate Day according to LiveSchool data.

<p>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.</p>		
<p>Objective: Argosy Collegiate Charter School's scholars will demonstrate readiness for college, career and life.</p>		
	<p>2022/2023 Performance (Met/Partially Met/Not Met)</p>	<p>Evidence</p>
<p>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.</p>	<p>Not Met</p>	<p>Class of 2023: 55% of the graduating class earned 9 or more college credits.</p>

Dissemination

<p>Objective: Argosy Collegiate Charter School will share innovative program models of best practice with other public schools and partners.</p>		
	<p>2022/2023 Performance (Met/Partially Met/Not Met)</p>	<p>Evidence</p>
<p>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.</p> <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</p>	<p>Met</p>	<p>In 2022-2023, Argosy Collegiate hosted local districts on-site to share its Early College program with schools that are embarking on the designation process (See <i>Criterion 4: Dissemination</i>).</p>

share innovative programming aimed at early college/dual enrollment for high school scholars.		
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Appendix B - Recruitment & Retention Plan

School Name: Argosy Collegiate Charter School
July 31, 2022

**Recruitment Plan
2023-2024**

School Name: Argosy Collegiate Charter School

2022-23 Implementation Summary:

The biggest challenge Argosy Collegiate faced in the 2022-23 school year related to student recruitment is the continued impact of selective and discriminatory enrollment practices of our local regional vocational public high school on matriculation of our scholars from 8th to 9th grade. Because the regional school uses a metric which ranks and accepts applicants by grades, attendance and behavior, only taking the most successful applicants, our top academic scholars (between 20 and 35% of each 8th grade cohort) apply and are accepted. The results of selective enrollment practices of this school in our community can be seen in the sub-population data: special education populations - Argosy (24%), District (22%), Diman (10%); English Language Learners - Argosy (22%), District (21%), Diman (2%); High Needs - Argosy (85%), District (85%), Diman (51%). For the 2022-23 school year, the loss in enrollment at the end of the 8th grade year was over 20%. The loss presents several challenges with high school enrollment as we enroll a significant number of new students into a 9th grade where our wall to wall Early College program begins. As the middle school is designed to close the achievement gap and ready scholars for Early College in 9th grade, the impact of this annual loss is challenging. Our focus is to do more work in recruitment strategies in elementary grade levels so that families who apply to Argosy Collegiate are fully versed in the Early College program we provide and that it is a six through twelve program.

Regarding successes in our recruitment strategies, in 2022-23, we were thrilled to share and celebrate some of the achievements of our two cohorts of alumni with our stakeholders and the Fall River community as indications of the success of our program. We share success stories and updates of our alumni in our marketing strategies and initiatives as our alumni achieve milestones such as conferring an associate’s degree in one year after graduating from Argosy, or achieving a 4.0 the first year at Harvard College, or beginning NEIT as a sophomore due to our Early College program. These success stories tell the full story of our program in that alumni from all subpopulations access the benefits of our program with equity, and that Argosy Collegiate is making a significant difference in the lives of our scholars.

We are proud to report that, historically, our subpopulation data mirrors or beats the subpopulation data of the Fall River Public Schools and at significantly higher rates compared to the other charter in Fall River and the local regional vocational school as reference above.

We believe our October 1 SIMS data will meet the comparison index or the gap narrowing targets, so no further discussion or a delayed review is needed.

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

General Recruitment Activities for 2023-2024:

- Due to the limitations created by the pandemic, in-person and community based events including open houses, tours, and information sessions were limited to those that could be successfully launched virtually.
- We partnered 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.
- We participated 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 met virtually and regularly with our colleagues across the charter school landscape to share ideas for improving outreach during these challenging times.
- We participated in multiple social media trainings to improve our social media profiles, increase visits to our website, and we met with district elementary school leaders to ensure that our district partnerships continue to grow.
- Branded lawn and fence signs were 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. Beginning in 2023-2024, we will begin including Crioulo.
- Use of third-party mail house distribution of enrollment and applications information.
- We have continued 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 ensure that all scholar applicants receive a phone call in their native language to review enrollment application, lottery details, and programmatic details. We have confirmed that LanguageLine, our third-party, on-demand interpretation/translation service, has staffing to support language needs in Crioulo.
- We were able to connect with the Fall River Public School Department to meet with elementary and middle school principals, as well as the students and families enrolled in the district to present information about Argosy Collegiate. We look forward to expanding this option and seeing better outcomes as the pandemic restrictions subside in the future.
- Throughout the spring of 2021 we distributed Argosy Collegiate information brochures to children and families engaged in programming at the Fall River YMCA, the Boys and Girls Club and CD Recreational.

Recruitment Plan: 2023-2024 Strategies

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 24.2%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 15.6%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) Continued 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Send our information to every Fall River Public School grade eligible student so that every FRPS student with disabilities receives our lottery application information. • Invite prospective families to attend Open Houses and information sessions to learn more about our inclusive program. • Ensure student support staff are available at all Open Houses and information sessions. • Invite former and current IEP scholars to share their success stories (if comfortable doing so) with prospective students and families. • Invite current Special Education Parent Advisory Council parents to share our information with their own networks of friends and families.
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Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 22.1%</p> <p>GNT percentage: 12.0%</p> <p>CI percentage: 12.7%</p> <p>The school is above CI and GNT percentages.</p>	<p style="text-align: center;">(b) Continued 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Use highly visible banners on both campuses that say “apply now” in multiple languages. • Direct mail to all grade eligible students in the FRPS with Spanish and Portuguese translations. Beginning in 2023-2024, direct mail will also include Crioulo. • Ensure Spanish, Portuguese, and Crioulo speaking staff are available at all Open Houses and information Sessions. • Share enrollment information with parents/guardians at English Language Parent Advisory Council meetings and invite them to share marketing pieces with their friends and families. • Radio commercials with Spanish, Portuguese and Crioulo speaking scholars sharing information about their experiences as Argosy scholars including lottery application information.
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 74.1%</p> <p>GNT percentage: 57.2%</p> <p>CI percentage: 67.3%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) Continued 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Continue to send additional marketing to the Fall River Housing Authority to include in their rent envelopes. • Continue to inform interested students and families that we are tuition-free, including our Early College program. • Continue to include that we are a tuition free public school offering transportation for qualifying residences according to regulations. • Continue to offer uniform support to families in need.
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<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(b) Continued 2022-2023 Strategies</p> <ul style="list-style-type: none"> • Make our lottery application and programmatic information available to our partners who provide tutoring and academic enrichment supports to our scholars such as A Great Time for Learning.
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	<ul style="list-style-type: none"> • Include time in our Open Houses and Information Sessions for questions and answers related to targeted supports for scholars during and after school. • Targeting marketing that highlights supporting students who are struggling in their current school program.
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(b) Continued 2022-2023 Strategies</p> <ul style="list-style-type: none"> • Outreach to this population included information on resources for students and families that support keeping students in school, including the school counselors, relationships with community and state organizations, etc.
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(b) Continued 2022-2023 Strategies</p> <ul style="list-style-type: none"> • 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.

**Retention Plan
2023-2024**

<p>Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2022-2023 Retention Plan.</p>
<p style="text-align: center;">2022-2023 Implementation Summary:</p> <p>Argosy Collegiate continues to execute and build a strong college preparatory program for all learners. With three cohorts of high school graduates successfully matriculating through our program, we are beginning to gather data on their success and challenges on college campuses to inform Argosy's program for grades six through twelve. With alumni at Harvard, UMaine, NEIT, Bridgewater State, UMass, Suffolk and more, we are excited to learn how our alumni are navigating the challenges of college, preparing for careers, and managing life after high school. These academic successes paired with our growing athletics and enrichment programs, provides us with a wealth of examples for scholars, families, and staff that highlight the benefits of our program. These successes and programmatic growth contribute to the robust offering to all grade eligible learners in Fall River. We know these successes will not only attract new scholars to our program but also to retain them through our entire program, not just the middle school program.</p> <p>As previously reported, Argosy Collegiate continues to struggle with attrition between 8th and 9th grade as roughly 20-35% of our top academic 8th graders are selected for 9th grade by Diman Regional Vocational Technical High School, through their selective and discriminatory enrollment practices. We know there is some effort across the state of Massachusetts to address the selective and discriminatory enrollment practices of vocational schools and its negative impact on the young people who truly deserve access to all public schools. We continue to connect with our local elected representatives and business leaders to share with them the impact of Diman's enrollment policies on Argosy Collegiate's retention outcomes.</p> <p>Two of the focuses of Argosy Collegiate, like many other k-12 schools across the Commonwealth, are related to deeper learning of our scholars and chronic absenteeism. We know that deep learning cannot happen in a</p>

vacuum nor can it occur if scholars are not in school. Chronic absenteeism has spiked since the pandemic and our teams at both campuses are poised to address this challenge in new ways. We continue to invest in six student counselors across seven grade levels including two social workers to address high level and complex situations. Additionally, we have invested in Restorative Justice Counselors on both campuses to positively support scholars who have made a poor choice(s) or who struggle to meet expectations, potentially causing a loss of learning time. We know that truly supporting scholars includes social, emotional, and behavioral supports, outside of consequences, so that scholars are able to develop the skills to overcome challenges to be present, to engage, and to learn. We anticipate that these departments, personnel, and strategies will truly and positively impact scholars and their sense of belonging, which will positively impact their attendance, enrollment and academic outcomes through high school graduation.

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

Retention Plan –2023-2024 Strategies

Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p>School percentage: 15.9%</p> <p>Third Quartile: 17.6%</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"> • Continued commitment of employing six school adjustment counselors to work with scholars with high social/emotional needs including two crisis counselors. • Continued efforts to build awareness of parents’ and scholar’ rights and access to the Early College program. • Continued efforts to engage more of our parents/guardians of scholars with disabilities to attend SEPAC meetings and the Family Teacher Organization.
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Limited English-proficient students/English learners Limited English-proficient students

<p><u>(a) CHART data</u></p> <p>School percentage: 16.2%</p> <p>Third Quartile: 20.8%</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"> • We continue to employ several staff members who speak Spanish and Portuguese to support translation and interpretation services. In 2023-2024, hiring committees will continue to prioritize candidates that represent our scholars’ population, including those candidates that speak Crioulo. • The school has increased resources available to support building connections in the community with programs and organizations that serve EL populations. • The school continues 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
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	<p>feedback to all teachers regarding the incorporation of SEI strategies and language development strategies in all lessons.</p> <ul style="list-style-type: none"> 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. This has been a challenging role to fill post-pandemic, but we continue to plan for this staffing model.
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Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 15.0% Third Quartile: 14.1%</p> <p>The school is above third quartile percentages.</p>	<p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> 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. Expand our food pantry initiatives to include school vacations and summer vacation. We plan to expand free medical and dental services provided by local organizations, such as Health First Family Care Center. Explore and expand free summer programming for field trips, college campus visits and career explorations. Provide refreshments and child care to families during school meetings (conferences, attendance meetings, etc.).
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<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">2022-2023 Strategies</p> <ul style="list-style-type: none"> RTI (Response to Intervention Program) evolved to Mass Tiered System of Supports, an all encompassing system of support focused on a holistic approach of interventions. Differentiated instruction implementation has showed strong results for diverse learners Internal assessment data is now collected using a tool with quick turnaround so that adjustments can be made quickly to support student achievement in the classroom <p style="text-align: center;">2023-24 Additional Strategies</p> <ul style="list-style-type: none"> Utilizing our Weekly Grade Pull reports, our Assistant Principals will increase communication efforts via phone calls, virtual meetings and in-person meetings to increase timely awareness of supports available to scholars and to keep parents/guardians of scholars who are sub-proficient engaged more frequently than parent teacher conference windows.
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<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">2020-2021 Strategies</p> <ul style="list-style-type: none"> • ACCS has six school 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 the high school program has expanded, working with scholars to prevent dropping out has been a new opportunity and a place where we have built new tools for engaging with this group. <p style="text-align: center;">2023-24 Additional Strategies</p> <ul style="list-style-type: none"> • With the success of our athletic program and expanded enrichment opportunities in the 2022-23 school year, our Athletic Director and Restorative Justice Coordinators will make recommendations and encourage scholars to participate in sports and clubs to help engage them in the school community. • Utilizing our weekly Attendance Reports, our administrative team will track scholars with trending attendance concerns to address truancy, conduct home visits when necessary, and create incentives for improved attendance.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">2020-2021 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 <p style="text-align: center;">2023-24 Additional Strategies</p> <ul style="list-style-type: none"> • Hold an annual dinner or other kind of event for scholars who have dropped out, to connect with them, hear about their situations, and possibly support them to re-enroll (depending on their age) or to re-engage with Hi-Set or other program.

Appendix C – School and Student Data

[Link to MA DESE School Profile \(2022-2023\)](#)

[Link to MA DESE Selected Populations \(2022-2023\)](#)

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	14.6%
Asian	2.5%
Hispanic	25.7%
Native American	0.5%
White	50.3%

Native Hawaiian, Pacific Islander	0.2%
Multi-race, non-Hispanic	6.1%
Selected Populations	% of School
First Language not English	26.2%
English Language Learner	22.1%
Students with Disabilities	24.2%
High Needs	85.0%
Low Income	74.1%

Administrative Roster During the 2022-23 School Year			
Name	Title	Start date	End date (if no longer employed at the school)
Kristen Pavao	Executive Director	2/25/2014	Current
Sunil Jagannath	Assistant Executive Director and Director of Student Services	8/1/2015	Current
Callie Pope	Director of HR and Operations	7/1/2020	Current
Monica Filgo	Middle School Principal	7/1/2019	Current
Keisha Nwaoji	High School Principal	1/3/2023	2/14/2023
Kristen Lima	High School Assistant Principal	7/1/2021	Current
Michelle Carney	Director of Academic Achievement-Humanities	8/1/2016	Current
Meagan Hughes	Director of Academic Achievement- STEM	8/1/2017	Current
Christian Balasco	Middle School Assistant Principal	8/1/2021	Current
Mason Choice	High School Dean of Students	12/17/2019	7/31/2023
Kelly Cassidy	Middle School Dean of Students	11/1/2020	Current

Administrative Roster During the 2022-23 School Year			
Kimberly Reynolds	HS Assistant Director of Student Services	8/1/2021	Current
Grace Szulak	MS Director of Student Services	8/1/2021	Current

TEACHERS AND STAFF ATTRITION FOR THE 2022-23 SCHOOL YEAR				
	<u>Number as of the last day of the 2022-2023 school year</u>	<u>Departures during the 2022-2023 school year</u>	<u>Departures at the end of the school year</u>	<u>Reason(s) for Departure</u>
<u>Teachers</u>	54	18	10	Career changes, salary, mission alignment
<u>Other Staff</u>	47	4	3	Career changes, salary, mission alignment

BOARD MEMBERS FOR THE 2022-2023 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	Reached term limit 6/30/23	1st term: 2/25/14 – 6/30/17 2nd term: 7/1/17 – 6/30/20 3rd term: 7/1/20 - 6/20/23
Peter Panaggio	Treasurer	Finance	In 1st	1st term: 4/6/23 - 6/30/26
Renee Howayeck	Board Secretary	Governance	In 1st	1st term: 7/14/21-7/13/24

Michelle Pelletier Colberg	Trustee	Capital Improvements, Governance	Reached term limit 6/30/23	1st term: 2/25/14 – 6/30/17 2nd term: 7/1/17 – 6/30/20 3rd term: 7/1/20-6/30/23
Melanie Cordeiro	Trustee	Development	In 1st	1st term: 4/6/23 - 6/30/26
Cindy Michonski	Trustee	Finance	In 1st	1st term: 4/6/23 - 6/30/26
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
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
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	Reached term limit 6/30/23	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

[Board of Trustee and Committee Meeting Notices](#)

Appendix D: Additional Required Information

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)
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Student Application Deadline (SY24-25)	February 28, 2024
Lottery (SY24-25)	March 8, 2024

Appendix E: Conditions, Complaints, and Attachments

Efforts to Address Concerns Resulting in Conditions
Condition
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.
Actions taken by the school in 2022-23 to address the concern that resulted in the condition
<ul style="list-style-type: none"> • In an effort to continue recovery from the impacts of the COVID19 pandemic, the school has taken the follow steps to demonstrate significant and sustained academic improvement, including: <ul style="list-style-type: none"> ○ Implementation of <i>High Quality Instructional Materials</i> in literacy, as defined and investigated by DESE (see Criterion 5 above). ○ Implementation of school wide social-emotional curriculum ○ Incorporation of restorative justice practices (led by Restorative Justice Coordinators)

Complaints

In April/May of 2023, a parent sent an email to the Executive Director and the Board of Trustees, asking for consideration to overturn a suspension decision that was assigned to her daughter. A full investigation was completed to determine who was involved in the altercation that occurred between her daughter and another scholar. The investigation included interviewing both scholars involved, and collecting written statements from scholar witnesses and staff witnesses, resulting in a clear understanding of what occurred, who was involved, and who did what. As a result of the investigation, in which the two involved elicited different behaviors, different consequences were assigned to each student who was involved. The parent didn't have all of the information the school had collected and due to scholar confidentiality, we were not at liberty to disclose those details. In an appeal that was filed with the Executive Director regarding the suspension, all the information that was not confidential was reviewed. In the end, the parent was not satisfied with the school's decision. In that conversation, the parent also raised concern for how the academic eligibility for sports was being applied to her daughter. There was a question about her daughter's academic eligibility to play basketball on certain game days, in which she should not have played, but did. This situation was managed by the Athletic Director and the issue was resolved.

Appendix E - Data Tables

5.1- % of all BCC Classes Being Passed

	17-18		18-19		19-20		20-21		21-22		22-23	
	<i>n</i>	% classes being passed	<i>n</i>	% classes being passed	<i>n</i>	% classes being passed	<i>n</i>	% classes being passed	<i>n</i>	% classes being passed	<i>n</i>	% classes being passed
Total	62	83.3%	60	99.1%	82	90.1%	56	87.3%	101	90.0%	130	89.8%
Male	32	73.5%	21	100.0%	41	89.7%	26	88.0%	48	88.2%	61	88.1%
Female	30	92.5%	39	98.7%	41	90.5%	30	86.8%	53	91.2%	69	91.3%
ELL	7	72.8%	1	100.0%	5	66.7%	1	100.0%	14	75.0%	16	79.4%
Special Ed.	8	63.6%	5	100.0%	6	85.7%	2	50.0%	23	67.5%	17	84.9%
Dual	2	66.7%	1	100.0%	2	100.0%	0	N/A	6	62.5%	5	88.9%
504	5	75.0%	8	100.0%	15	88.5%	8	88.5%	7	95.8%	7	89.3%
African American	17	84.6%	7	90.0%	17	75.0%	8	85.0%	16	88.2%	23	91.7%
Latino	17	77.8%	9	100.0%	13	95.2%	8	66.7%	19	91.7%	27	83.9%
White	31	84.6%	44	100.0%	52	93.5%	40	90.8%	68	91.0%	81	89.6%
Asian	1	100.0%	2	100.0%	2	100.0%	1	100.0%	3	75.0%	5	95.8%
Am. Ind/Alask. Native	1	0.0%	1	100.0%	1	100.0%	2	100.0%	2	100.0%	2	100.0%
Nat. Haw/Pac.Island.	0	N/A	0	N/A	0	N/A	0	N/A	1	100.0%	2	100.0%

5.2 – BCC Credits Earned, by Grade Level

Grade Level	17-18		18-19		19-20		20-21		21-22		22-23	
	# of credits possible	# of credits earned	# of credits possible	# of credits earned	# of credits possible	# of credits earned	# of credits possible	# of credits earned	# of credits possible	# of credits earned	# of credits possible	# of credits earned
9	306	255	267	264	186	168	81	69	120	96	374	349
10	N/A	N/A	78	78	81	72	63	45	78	63	104	102
11	N/A	N/A	N/A	N/A	159	135	33	27	48	27	139	133
12	N/A	N/A	N/A	N/A	N/A	N/A	305	275	520	490	419	368
Yearly Total	255		342		375		416		676		952	

5.3 - % of HS Scholars Enrolled in Early College Courses

	<i>n</i>	# of Courses	Sem. 1	Sem. 2
2022-2023	234	14	52.3%, 126 <i>n</i>	39.7%, 93 <i>n</i>

2021-2022	245	9	26.5%, 66n	30.2%, 74n
2020-2021	237	28	23.2%, 56n	13.1%, 31n
2019-2020	180	7	36.6%, 67n	41.1%, 74n
2018-2019	148	5	38.5%, 57n	25%, 37n

5.4 - % of BCC Classes Being Passed in 2022-2023

2022-2023	n	Sum/Fall	n	Spring	n	ALL 22-23
Total	126	87.6%	93	93.7%	127	90.2%
Male	60	85.6%	41	93.2%	61	88.0%
Female	66	89.5%	52	94.0%	66	92.0%
ELL	16	72.0%	8	100.0%	16	79.4%
Special Ed.	17	81.8%	10	90.9%	17	84.4%
Dual	5	83.3%	3	100.0%	5	88.9%
504	7	94.7%	6	77.8%	7	89.3%
Afr. Amer.	22	86.8%	15	100.0%	23	91.7%
Latino	26	79.5%	18	91.3%	26	84.8%
White	79	88.6%	59	91.4%	79	89.8%
Asian	5	93.3%	4	100.0%	5	95.8%
Am. Ind/Alask. Native	2	100.00%	1	100.0%	2	100.0%
Nat. Haw/Pac. Island.	2	100.00%	1	100.0%	2	100.0%

5.5 - % of All Middle School Classes Being Passed

2022-2023	n	End of Q1	End of Q2	End of Q3	End of Q4	YTD Avg.
Total %	299	96.5%	96.2%	95.8%	98.6%	96.8%
Male	16300.0%	96.1%	95.5%	95.3%	98.4%	96.3%
Female	13600.0%	96.8%	96.8%	96.4%	98.8%	97.2%
ELL	5900.0%	92.8%	93.3%	92.4%	98.5%	94.3%
Special Ed.	7100.0%	94.0%	94.5%	90.8%	97.0%	94.1%
Dual	2000.0%	89.0%	95.3%	88.8%	100.0%	93.3%
504	2600.0%	93.8%	89.3%	92.9%	98.7%	93.7%
African American	6900.0%	97.4%	97.4%	97.1%	99.4%	97.8%

Latino	77	94.4%	94.9%	92.7%	96.8%	94.7%
White	170	97.2%	96.0%	96.6%	99.2%	97.2%
Asian	13	100.0%	100.0%	100.0%	100.0%	100.0%
Am. Ind/Alask. Native	5	100.0%	93.8%	94.9%	100.0%	97.2%
Nat. Haw/Pac. Island.	2	100.0%	100.0%	100.0%	100.0%	100.0%

5.6 - % of Middle School Core Content Classes Being Passed

2022-2023	<i>n</i>	End of Q1	End of Q2	End of Q3	End of Q4	YTD Avg.
Total %	299	94.8%	94.9%	93.8%	99.1%	95.6%
Male	163	94.4%	94.1%	92.8%	99.5%	95.2%
Female	136	95.4%	95.9%	94.9%	98.5%	96.2%
ELL	59	89.1%	90.4%	87.3%	98.3%	91.3%
Special Ed.	71	90.5%	90.9%	86.1%	97.5%	91.3%
Dual	20	84.3%	92.8%	81.0%	100.0%	89.5%
504	26	90.0%	90.2%	91.3%	100.0%	92.9%
African American	69	96.4%	97.1%	96.3%	100.0%	97.4%
Latino	77	91.5%	91.1%	88.0%	96.4%	91.8%
White	170	96.0%	95.7%	95.3%	100.0%	96.7%
Asian	13	100.0%	100.0%	100.0%	100.0%	100.0%
Am. Ind/Alask. Native	5	100.0%	95.0%	90.0%	100.0%	96.3%
Nat. Haw/Pac. Island.	2	100.0%	100.0%	100.0%	100.0%	100.0%

5.7 - % of All High School Classes Being Passed

2022-2023	<i>n</i>	Mid Sem 1	End of S1	Mid Sem 2	End of S2	YTD Avg.
Total %	234	80.1%	83.6%	80.6%	92.3%	87.9%
Male	132	74.1%	79.2%	75.5%	89.9%	84.5%
Female	102	88.8%	89.6%	87.7%	95.5%	92.5%
ELL	57	71.2%	72.8%	70.7%	87.1%	80.0%
Special Ed.	63	71.5%	74.7%	67.8%	84.7%	79.7%
Dual	21	70.0%	69.2%	63.0%	82.0%	75.6%
504	31	69.2%	74.4%	74.4%	88.3%	81.3%

African American	41	78.6%	85.0%	81.2%	94.6%	89.8%
Latino	59	78.3%	77.8%	78.1%	90.3%	84.1%
White	135	81.0%	85.9%	81.5%	92.1%	89.0%
Asian	5	100.0%	100.0%	100.0%	100.0%	100.0%
Am. Ind/Alask. Native	2	80.0%	100.0%	100.0%	100.0%	100.0%
Nat. Haw/Pac. Island.	3	100.0%	100.0%	100.0%	100.0%	100.0%

5.8 - % of High School Core Content Classes Being Passed

2022-2023	<i>n</i>	Mid Sem 1	End of S1	Mid Sem 2	End of S2	YTD Avg.
Total %	234	74.1%	76.8%	72.1%	89.3%	83.0%
Male	132	66.1%	69.9%	65.6%	85.8%	77.9%
Female	102	85.2%	85.8%	80.7%	94.0%	89.9%
ELL	57	62.6%	61.6%	59.7%	82.8%	72.2%
Special Ed.	63	62.0%	63.6%	54.4%	79.1%	71.3%
Dual	21	59.7%	54.1%	48.3%	75.8%	64.9%
504	31	60.5%	63.2%	59.7%	82.2%	72.7%
African American	41	72.1%	78.8%	71.8%	94.2%	86.5%
Latino	59	71.4%	69.2%	70.6%	87.1%	78.2%
White	135	75.6%	80.0%	72.7%	88.6%	84.3%
Asian	5	100.0%	100.0%	100.0%	100.0%	100.0%
Am. Ind/Alask. Native	2	72.7%	100.0%	100.0%	100.0%	100.0%
Nat. Haw/Pac. Island.	3	100.0%	100.0%	100.0%	100.0%	100.0%

5.9 - % of MS ELA Classes Being Passed

2022-2023	<i>n</i>	End of Q1	End of Q2	End of Q3	End of Q4	YTD Avg.
Total %	299	97.7%	96.3%	96.7%	99.0%	97.4%
Male	163	98.8%	96.3%	97.0%	99.4%	97.9%
Female	136	96.5%	96.4%	96.3%	98.5%	96.9%
ELL	59	91.8%	92.2%	91.8%	98.3%	93.5%
Special Ed.	71	94.1%	91.2%	88.9%	97.2%	92.8%
Dual	20	85.0%	90.0%	81.0%	100.0%	89.0%

504	26	90.0%	91.3%	95.7%	100.0%	94.2%
African American	69	100.0%	98.5%	100.0%	100.0%	99.6%
Latino	77	95.1%	92.4%	91.1%	96.1%	93.7%
White	170	98.2%	97.0%	98.2%	100.0%	98.4%
Asian	13	100.0%	100.0%	100.0%	100.0%	100.0%
Am. Ind/Alask. Native	5	100.0%	80.0%	80.0%	100.0%	90.0%
Nat. Haw/Pac. Island.	2	100.0%	100.0%	100.0%	100.0%	100.0%

5.10 - % of MS STEM Classes Being Passed

2022-2023	<i>n</i>	End of Q1	End of Q2	End of Q3	End of Q4	YTD Avg.
Total %	299	95.1%	94.3%	90.3%	99.3%	94.8%
Male	163	95.7%	94.4%	89.0%	100.0%	94.8%
Female	136	94.4%	94.2%	91.9%	98.5%	94.7%
ELL	59	91.9%	89.1%	83.6%	98.3%	90.7%
Special Ed.	71	94.2%	94.1%	84.9%	98.6%	93.0%
Dual	20	90.5%	95.0%	81.8%	100.0%	91.8%
504	26	85.0%	87.0%	82.6%	100.0%	88.6%
African American	69	97.1%	92.7%	91.2%	100.0%	95.2%
Latino	77	92.8%	93.7%	84.6%	97.4%	92.1%
White	170	95.9%	94.6%	91.7%	100.0%	95.6%
Asian	13	100.0%	100.0%	100.0%	100.0%	100.0%
Am. Ind/Alask. Native	5	100.0%	100.0%	100.0%	100.0%	100.0%
Nat. Haw/Pac. Island.	2	100.0%	100.0%	100.0%	100.0%	100.0%

5.11 - % of MS Math Classes Being Passed

2022-2023	<i>n</i>	End of Q1	End of Q2	End of Q3	End of Q4	YTD Avg.
Total %	299	92.8%	93.3%	92.7%	99.0%	94.5%
Male	163	92.1%	90.6%	90.9%	99.4%	93.2%
Female	136	93.7%	96.4%	94.8%	98.5%	95.8%
ELL	59	83.9%	85.9%	83.6%	98.3%	87.9%

Special Ed.	71	88.4%	86.8%	83.6%	97.2%	89.0%
Dual	20	85.7%	90.0%	81.8%	100.0%	89.4%
504	26	90.0%	91.3%	95.7%	100.0%	94.2%
African American	69	95.7%	97.1%	95.6%	100.0%	97.1%
Latino	77	85.5%	87.3%	84.6%	96.1%	88.4%
White	170	95.3%	94.6%	94.7%	100.0%	96.1%
Asian	13	100.0%	100.0%	100.0%	100.0%	100.0%
Am. Ind/Alask. Native	5	100.0%	100.0%	100.0%	100.0%	100.0%
Nat. Haw/Pac. Island.	2	100.0%	100.0%	100.0%	100.0%	100.0%

5.12 - % of MS History Classes Being Passed

2022-2023	<i>n</i>	End of Q1	End of Q2	End of Q3	End of Q4	YTD Avg.
Total %	299	93.8%	95.7%	95.3%	99.0%	95.9%
Male	163	90.9%	95.0%	94.4%	99.4%	94.9%
Female	136	97.2%	96.4%	96.3%	98.5%	97.1%
ELL	59	88.5%	93.8%	90.5%	98.3%	92.8%
Special Ed.	71	85.3%	91.0%	88.0%	97.2%	90.4%
Dual	20	75.0%	95.0%	82.6%	100.0%	88.2%
504	26	95.0%	91.3%	91.3%	100.0%	94.4%
African American	69	92.8%	100.0%	98.5%	100.0%	97.8%
Latino	77	92.7%	91.1%	91.1%	96.1%	92.8%
White	170	94.7%	96.4%	96.4%	100.0%	96.9%
Asian	13	100.0%	100.0%	100.0%	100.0%	100.0%
Am. Ind/Alask. Native	5	100.0%	100.0%	80.0%	100.0%	95.0%
Nat. Haw/Pac. Island.	2	100.0%	100.0%	100.0%	100.0%	100.0%

5.13 - % of HS ELA Classes Being Passed

2022-2023	<i>n</i>	Mid Sem 1	End of S1	Mid Sem 2	End of S2	YTD Avg.
Total %	234	71.9%	77.3%	75.6%	92.7%	85.0%
Male	132	61.3%	70.5%	68.6%	89.0%	79.7%
Female	102	87.2%	86.4%	85.2%	97.7%	92.0%
ELL	57	66.1%	67.7%	64.4%	88.3%	78.0%

Special Ed.	63	51.5%	65.7%	60.0%	83.8%	74.7%
Dual	21	53.1%	63.6%	51.6%	83.3%	73.5%
50400.0%	31	65.0%	70.0%	50.0%	84.2%	77.1%
African American	41	66.7%	73.8%	75.6%	97.4%	85.6%
Latino	59	76.3%	80.0%	79.7%	91.2%	85.6%
White	135	71.1%	77.0%	73.5%	91.0%	84.0%
Asian	50	100.0%	100.0%	100.0%	100.0%	100.0%
Am. Ind/Alask. Native	2	50.0%	100.0%	100.0%	100.0%	100.0%
Nat. Haw/Pac.Island.	3	100.0%	100.0%	100.0%	100.0%	100.0%

5.14 - % of HS STEM Classes Being Passed

2022-2023	<i>n</i>	Mid Sem 1	End of S1	Mid Sem 2	End of S2	YTD Avg.
Total %	234	82.7%	82.2%	74.9%	90.7%	86.5%
Male	132	76.9%	75.7%	69.6%	86.7%	81.2%
Female	102	90.1%	90.2%	81.5%	95.6%	92.9%
ELL	57	74.5%	66.7%	67.3%	88.2%	77.5%
Special Ed.	63	75.9%	66.1%	55.2%	83.3%	74.7%
Dual	21	83.3%	56.0%	58.3%	81.5%	68.7%
504	31	66.7%	61.1%	68.8%	70.6%	65.9%
African American	41	85.0%	81.1%	75.0%	94.3%	87.7%
Latino	59	78.6%	73.7%	75.0%	90.9%	82.3%
White	135	83.8%	86.1%	74.1%	89.6%	87.8%
Asian	5	100.0%	100.0%	100.0%	100.0%	100.0%
Am. Ind/Alask. Native	2	100.0%	100.0%	100.0%	100.0%	100.0%
Nat. Haw/Pac. Island.	3	100.0%	100.0%	100.0%	100.0%	100.0%

5.15 - % of HS Math Classes Being Passed

2022-2023	<i>n</i>	Mid Sem 1	End of S1	Mid Sem 2	End of S2	YTD Avg.
Total %	234	63.8%	64.7%	63.3%	82.8%	73.8%
Male	132	55.6%	56.2%	55.5%	78.6%	67.4%
Female	102	75.8%	76.7%	74.4%	88.8%	82.7%
ELL	57	50.0%	44.4%	45.8%	70.7%	57.6%

Special Ed.	63	53.7%	48.5%	43.1%	68.7%	58.6%
Dual	21	48.5%	35.3%	32.3%	61.8%	48.5%
504	31	52.6%	57.9%	58.8%	77.8%	67.8%
African American	41	54.4%	69.8%	61.9%	87.8%	78.8%
Latino	59	63.9%	55.0%	59.3%	77.6%	66.3%
White	135	66.7%	68.6%	65.8%	83.2%	75.9%
Asian	5	100.0%	100.0%	100.0%	100.0%	100.0%
Am. Ind/Alask. Native	2	66.7%	100.0%	100.0%	100.0%	100.0%
Nat. Haw/Pac. Island.	3	100.0%	100.0%	100.0%	100.0%	100.0%

5.16 - % of HS History Classes Being Passed

2022-2023	<i>n</i>	Mid Sem 1	End of S1	Mid Sem 2	End of S2	YTD Avg.
Total %	234	78.6%	83.5%	75.0%	91.2%	87.4%
Male	132	71.8%	78.5%	69.8%	89.2%	83.8%
Female	102	87.9%	90.0%	81.7%	93.9%	92.0%
ELL	57	61.4%	69.0%	61.8%	84.38%	76.7%
Special Ed.	63	68.3%	75.0%	59.0%	80.8%	77.9%
Dual	21	58.6%	63.3%	51.9%	77.8%	70.6%
504	31	57.9%	63.2%	64.7%	94.7%	79.0%
African American	41	85.4%	92.1%	75.7%	97.5%	94.8%
Latino	59	67.2%	68.4%	68.4%	88.5%	78.5%
White	135	81.2%	88.3%	77.5%	90.7%	89.5%
Asian	50	100.0%	100.0%	100.0%	100.0%	100.0%
Am. Ind/Alask. Native	20	66.7%	100.0%	100.0%	100.0%	100.0%
Nat. Haw/Pac. Island.	3	100.0%	100.0%	100.0%	100.0%	100.0%

5.17 –MAP Data

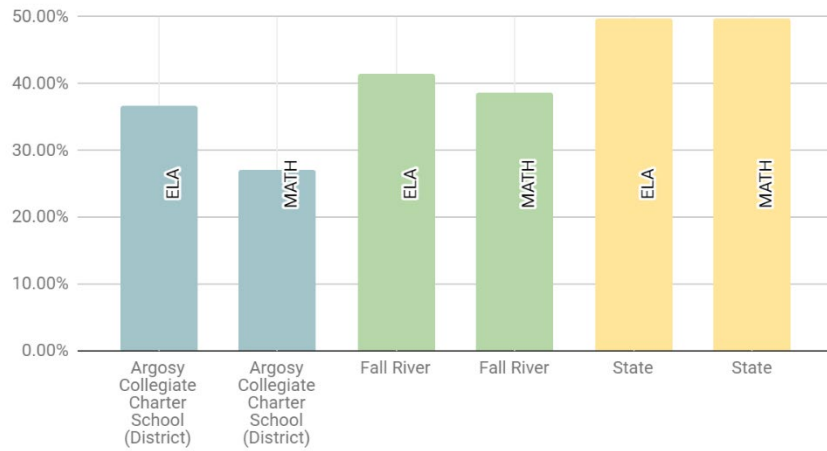
ELA			Fall 22	Winter 23	Spring 23	Fall 22	Winter 23	Spring 23	Fall 22	Winter 23	Spring 23	Fall 22	Winter 23	Spring 23	Fall 22	Winter 23	Spring 23
	n	Scholars ≥ Grade Level RIT	Lo %ile <21	Lo %ile <21	Lo %ile <21	LoAvg %ile 21-40	LoAvg %ile 21-40	LoAvg %ile 21-40	Avg %ile 41-60	Avg %ile 41-60	Avg %ile 41-60	HiAvg %ile 61-80	HiAvg %ile 61-80	HiAvg %ile 61-80	Hi %ile >80	Hi %ile >80	Hi %ile >80
Grade 6	97	50	16%, 15	22%, 22	24%, 23	22%, 20	21%, 21	28%, 27	26%, 24	27%, 27	22%, 21	24%, 22	20%, 20	19%, 18	12%, 11	10%, 10	8%, 8
Grade 7	97	56	27%, 25	21%, 21	24%, 23	25%, 23	24%, 24	19%, 18	20%, 18	29%, 29	27%, 26	17%, 16	19%, 19	21%, 20	11%, 10	8%, 8	10%, 10
Grade 8	89	49	24%, 21	23%, 21	24%, 21	17%, 15	27%, 25	30%, 27	31%, 27	21%, 19	25%, 22	22%, 19	25%, 23	16%, 14	5%, 4	4%, 4	6%, 5
Grade 9	88	43	23%, 21	25%, 21	22%, 19	21%, 19	22%, 18	25%, 22	20%, 18	20%, 17	19%, 17	29%, 26	19%, 16	25%, 22	8%, 7	13%, 11	9%, 8
Grade 10	49	25	15%, 7	14%, 7	10%, 5	19%, 9	20%, 10	27%, 13	23%, 11	22%, 11	29%, 14	30%, 14	31%, 15	20%, 10	13%, 6	12%, 6	14%, 7
Grade 11	45	22	16%, 7	19%, 8	20%, 9	11%, 5	26%, 11	16%, 7	30%, 13	24%, 10	22%, 10	32%, 14	14%, 6	22%, 10	11%, 5	17%, 7	20%, 9

Mathematics			Fall 22	Winter 23	Spring 23	Fall 22	Winter 23	Spring 23	Fall 22	Winter 23	Spring 23	Fall 22	Winter 23	Spring 23	Fall 22	Winter 23	Spring 23
			n	Scholars ≥ Grade Level RIT	Lo %ile <21	Lo %ile <21	Lo %ile <21	LoAvg %ile 21-40	LoAvg %ile 21-40	LoAvg %ile 21-40	Avg %ile 41-60	Avg %ile 41-60	Avg %ile 41-60	HiAvg %ile 61-80	HiAvg %ile 61-80	HiAvg %ile 61-80	Hi %ile >80
Grade 6	99	54	27%, 28	26%, 26	31%, 31	31%, 32	29%, 29	22%, 22	20%, 21	23%, 23	28%, 28	17%, 18	16%, 16	14%, 14	4%, 4	6%, 6	4%, 4
Grade 7	95	46	33%, 33	31%, 31	35%, 33	29%, 29	28%, 28	28%, 27	21%, 21	24%, 24	21%, 20	14%, 14	14%, 14	13%, 12	2%, 2	3%, 3	3%, 3
Grade 8	88	44	25%, 22	34%, 31	30%, 26	40%, 35	31%, 28	35%, 31	22%, 19	21%, 19	20%, 18	10%, 9	12%, 11	11% 10	3%, 3	1%, 1	3%, 3
Grade 9 (Alg I)	87	42	43%, 33	41%, 33	47%, 41	34%, 26	23%, 18	24%, 21	13%, 10	13%, 10	10%, 9	1%, 1	16%, 13	11%, 10	9%, 7	8%, 6	7%, 6
Grade 10 (Geo)	49	27	35%, 16	28%, 13	29%, 14	35%, 16	36%, 17	16%, 8	13%, 6	17%, 8	31%, 15	7%, 3	9%. 4	12%, 6	11%, 5	11%, 5	12%, 6
Grade 11 (Alg II)	45	21	23%, 10	22%, 9	27%, 12	19%, 8	24%, 10	22%, 10	16%, 7	15%, 6	20%, 9	21%, 9	24%, 10	9%, 4	21%, 9	15%, 6	22%, 10

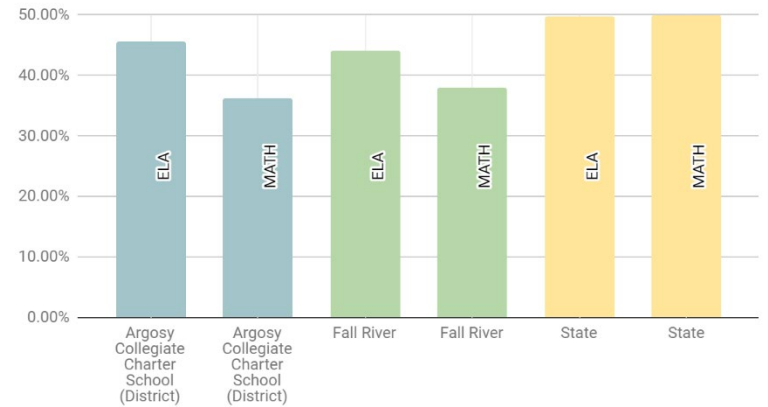
Science			Fall 22	Winter 23	Spring 23	Fall 22	Winter 23	Spring 23	Fall 22	Winter 23	Spring 23	Fall 22	Winter 23	Spring 23	Fall 22	Winter 23	Spring 23
			n	Scholars ≥ Grade Level RIT	Lo %ile <21	Lo %ile <21	Lo %ile <21	LoAvg %ile 21-40	LoAvg %ile 21-40	LoAvg %ile 21-40	Avg %ile 41-60	Avg %ile 41-60	Avg %ile 41-60	HiAvg %ile 61-80	HiAvg %ile 61-80	HiAvg %ile 61-80	Hi %ile >80
Grade 6	92	50	22%, 21	24%, 24	26%, 24	23%, 22	20%, 20	26%, 24	29%, 28	26%, 25	20%, 18	19%, 18	18%, 18	20%, 18	8%, 8	11%, 11	9%, 8
Grade 7	96	48	27%, 25	20%, 20	21%, 20	20%, 18	26%, 26	25%, 24	18%, 17	20%, 20	24%, 23	10%, 18	24%, 24	17%, 16	15%, 14	11%, 11	14%, 13
Grade 8	88	49	19%, 16	20%, 18	20%, 18	33%, 28	33%, 29	24%, 21	23%, 20	16%, 14	27%, 24	16%, 14	22%, 20	20%, 18	9%, 8	9%, 8	8%, 7
Grade 9	90	48	21%, 17	19%, 16	26%, 23	23%, 19	21%, 18	19%, 17	18%, 15	25%, 21	24%, 22	27%, 22	25%, 21	17%, 15	11%, 9	11%, 9	14%, 13
Grade 10	49	29	21%, 9	9%, 4	16%, 8	21%, 9	14%, 6	12%, 6	21%, 9	39%, 17	33%, 16	26%, 11	27%, 12	24%, 12	12%, 5	11%, 5	14%, 7

5.18 – MCAS Student Growth Percentages

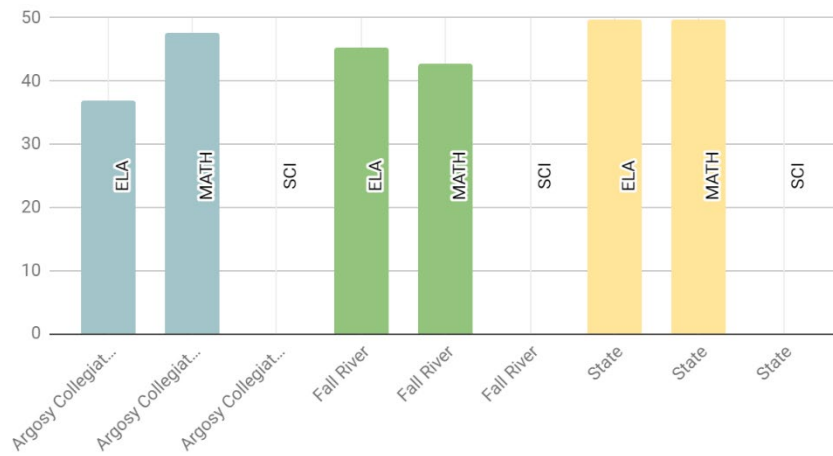
6th Grade Student Growth Percentage



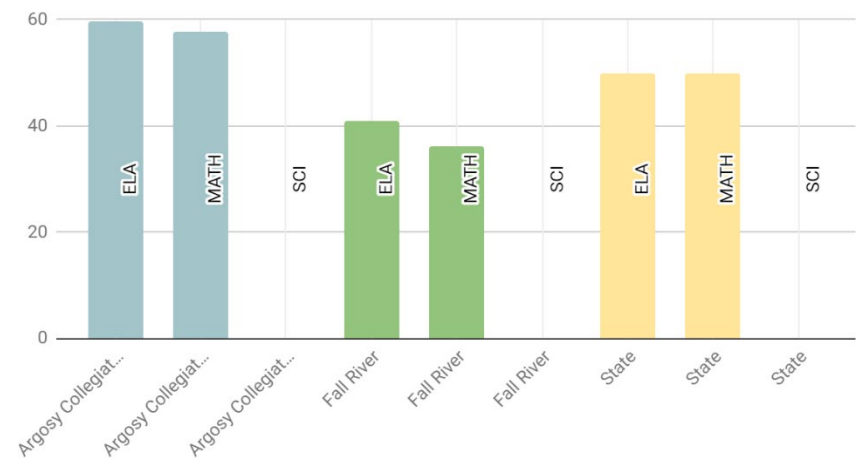
7th Grade Student Growth Percentage



8th Grade Student Growth Percentage



10th Grade Student Growth Percentage



5.19 - College Readiness Indicators

Indicator	2020 - 2021	2021 - 2022	2022- 2023
Scholarship Dollars (total dollars)	1,028,000	769,000	303,000
Abigail Adams Scholarship Awardees (number of scholars)	10	28	10
Yearly credit totals	673	824	952
FAFSA completion rates	100%	74%	93%

5.20 - Bristol Community College Acceptance Rate

SY	Number of scholars accepted	Total number of ACCS Seniors	Percent
2020 - 2021	13	35	37.0%
2021- 2022	59	63	90.7%
2022 - 2023	43	48	93.4%

5.21 - MCAS Achievement Level Percentages

		2021-2022 Percent of Scholars at each level									
ELA	n	Meeting or Exceeding		Exceeding		Meeting		Partially Meeting		Not Meeting	
		District	State	District	State	District	State	District	State	District	State

6	90	12	41	0	8	12	33	50	36	38	22
7	93	22	41	0	5	22	36	54	40	25	19
8	96	15	42	0	7	15	35	55	40	30	18
10	49	39	58	2	9	37	49	53	34	8	8
2021-2022 Percent of Scholars at each level											
MATH		Meeting or Exceeding		Exceeding		Meeting		Partially Meeting		Not Meeting	
	<i>n</i>	District	State	District	State	District	State	District	State	District	State
6	89	11	42	0	5	11	37	54	43	35	15
7	92	8	37	0	7	8	31	61	44	32	19
8	97	19	36	0	7	19	29	63	47	19	17
10	50	36	50	4	11	32	38	46	40	18	10
2021-2022 Percent of Scholars at each level											
SCIENCE		Meeting or Exceeding		Exceeding		Meeting		Partially Meeting		Not Meeting	
	<i>n</i>	District	State	District	State	District	State	District	State	District	State
8	97	23	42	0	6	23	36	53	41	25	18
10	50	22	47	2	9	20	38	66	40	12	14

5.22 – ACCESS Growth Data

ACCESS Growth Data								
2022 - 2023								
Grade	# tested 22-23	# students that met target growth	% students that met target growth	# tested year-over-year	# students that made growth goal year-over-year	% students that tested year-over-year met target growth	# students who made growth year-over-year	% students that tested year-over-year and made growth

6	24	5	20.80%	9	1	11%	2	22%
7	16	4	25%	14	4	28.50%	8	57.00%
8	24	3	12.50%	18	3	16.60%	14	77.80%
9	21	2	9.50%	20	2	10%	15	75.00%
10	8	1	12.50%	8	1	12.50%	3	37.50%
11	17	1	5.88%	16	1	6.30%	5	31.25%
12	4	1	25%	4	1	25%	1	25.00%

**"year-over-year" applies to (18-19 to 22-23) school years due to COVID-19*

5.23 ACCESS Progress Targets

ACCESS Progress reporting								
	MS 22-23 SY	HS 22-23 SY	MS 21-22 SY	HS 21-22 SY	MS 19-20 SY	HS 19-20 SY	MS 18- 19 SY	HS 18-19 SY
Target	27.80%	15.70%	18.60%	21.80%	34.70%	41.40%	13.30%	NA
Actual	19.50%	10%	22.60%	10.20%	28.60%	23.30%	9%	NA