



ANNUAL REPORT
2023-2024 SCHOOL YEAR

Kristen Pavao, Founding Director
kpavao@argosycollegiate.org
(508) 491-7851

Sunil Jagannath, Executive Director
sjagannath@argosycollegiate.org
(508) 740-0251

Paul C. Burke, Board of Trustees Chairperson
pburke@argosycollegiate.org

Middle School: 263 Hamlet St • Fall River, MA 02724 • (508) 567-4725 • www.argosycollegiate.org
High School: 240 Dover St • Fall River, MA 02721 • (774) 955-5857 • www.argosycollegiate.org

COLLEGE. CAREER. LIFE.

Table of Contents	2
Introductory Description of Argosy Collegiate Charter School (ACCS)	3
Faithfulness to the Charter	
Mission and Key Design Elements	3
Amendments to the Charter	12
Access and Equity	12
Dissemination Efforts	14
Academic Program Success	
Student Performance	17
Program Delivery	21
Organizational Viability	
Budget and Finance	27
Additional Information	
Appendix A – Accountability Plan Evidence	29
Appendix B – Recruitment & Retention Plan	33
Appendix C – School and Student Data	35
Appendix D – Additional Required Information	40
Conditions and Complaints	43
Data Tables	44

Introduction to the School

Argosy Collegiate Charter School			
Type of Charter	Commonwealth	Location	Fall River, MA
Regional or Non-Regional	Non-Regional	Districts in Region (if applicable)	N/A
Year Opened	2014	Year(s) Renewed (if applicable)	2019 2024
Maximum Enrollment	644	Enrollment for 2023-24	574
Chartered Grade Span	6-12	Grade Span for 2023-24	6-12
Number of Instructional Days per School Year	180	Students on Waitlist for 2024-25	167
Number of Instructional Days during the 2023-24 School Year	180		
School Hours	7:50-2:50 7:50-1:05 (Every other Friday)	Age of School in 2023-24	10 years
Mission Statement:			
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

Argosy Collegiate is committed to faithful implementation of its mission to prepare 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.

Highly-effective instruction: Underpinning our school’s mission is our belief that education is key to empowering our scholars to make and meet their goals in college, career and life. We strive to implement highly-effective, evidence-based instruction that develops our scholars’ capacity as critical thinkers and informed communicators who seek multiple perspectives, and use these skills to be change agents in their communities and beyond. We believe that all scholars can and do make academic progress with equitable access to highly-effective instruction delivered by highly-qualified teachers. To ensure fidelity to this key design element, Argosy Collegiate supports teachers in implementing standards-based, high-quality instructional materials through professional development on instructional

strategies, and promotes a culture of feedback that engages administration and teachers in cycles of reflection and refinement.

- **High-Quality, Standards-aligned Instructional Materials:** Argosy Collegiate courses align to the Massachusetts Curriculum Frameworks, as applicable, and the achievement expectations put forth by these standards, as well as the Massachusetts Comprehensive Assessment System. Guided by the research on the foundational role high-quality instructional materials play in an effective and equitable academic program (Hartl & Riley, 2021), and DESE’s Educational Vision, Argosy Collegiate continues to increase its adoption and implementation of high-quality instructional materials across the curriculum. We have utilized tools such as EdReports and DESE’s CuRate platform to verify quality, usability, and provisions for providing individualized support to inform our selection of curriculum in English and mathematics. These curriculum will be described in more detail in Criterion 6: Program Delivery.

Further, Argosy Collegiate develops curriculum guides to ensure standards are well-paced throughout the school year and considers vertical alignment between grade levels to provide scaffolded transitions. Teachers are supported in implementing highly-effective instructional strategies to develop scholars’ proficiency in the target standard(s) during professional development opportunities such as bi-weekly academic achievement meetings.

- **A Shared Vision of High-quality Instruction:** To define and communicate Argosy Collegiate’s vision of a high-quality learning environment, instructional leaders and teachers draw on evidence-based practices (Hattie, 2009), and the DESE Educator Evaluation Rubric to co-construct an *Argosy Collegiate Classroom Characteristics Tool*. The defining characteristics are organized into four categories: (1) physical classroom environment, (2) culture, (3) instructional routines, and (4) teaching strategies. The *Classroom Characteristics Tool* is used to guide learning walks, observations, professional development, instructional coaching, as well as teachers’ self-assessment and goal-setting. During the 2023-2024 school year, the *Classroom Characteristics Tool* was refined to reflect the revisions in DESE’s newly adopted Model Educator Evaluation Rubric.
- **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 the school year for PD specific to the year’s initiatives. We also added two days of Summer Institute specifically for newly hired and early career teachers to best support their readiness for the school year. During the 2023-2024 school year, there were three full days, 14 early release days (2 hours of PD per day), and bi-weekly academic achievement content team meetings for professional development (50 minutes per meeting). Teachers also had access to content specific instructional coaches for individualized support to increase their instructional efficacy and/or meet personal professional development goals.

Professional development topics for 2023-2024 included newly adopted curriculum implementation, Sheltered English language instruction, addressing issues of diversity, equity and inclusion including the impacts of implicit bias and stereotypes, as well as implementation of MTSS intervention development and implementations, data-driven instruction using MAP data, and supporting a positive and productive classroom culture (e.g., bullying prevention and response). Further, the school counseling team participated in a multi-session coaching module

with the American School Counseling Association (ASCA) to forward the ASCA model of student support.

During this school year, Argosy Collegiate has also collaborated with the University of Massachusetts Dartmouth to offer teachers an MAT program in teaching, and/or a certificate in special education or English Language instruction. This program is designed specifically for Argosy's in-service teachers in terms of content and schedules, and through a cohort model (that also includes teachers from the local district of Fall River).

This program and others are supported through Argosy's policy of tuition reimbursement and/or release time for off-site professional development or higher-education programs.

- **A Culture of Feedback:** In the spirit of supporting the professional growth of staff and the academic achievement of scholars, Argosy Collegiate promotes a culture of feedback that values reflection and refinement of instructional practices. To that end, we hold monthly instructional Learning Walks using the aforementioned *Classroom Characteristics Tool*. Learning Walks are typically led by the Directors of Academic Achievement and Principals, and may be joined by others such as the Assistant Principals, Instructional Coaches, Department Chairs and teachers. Teachers receive feedback and have opportunities to discuss the observed trends during academic achievement meetings. Observed trends also informed professional development (e.g., using small group or station models to increase individualized supports, increasing language development strategies). This year, the Instructional Coaches facilitated grade-level Learning Walks with teachers, giving them opportunities for direct observation of effective practices to develop their own instructional repertoire and to build great coherence for scholars.

Expanded learning times: Extended learning time in the form of targeted intervention blocks, tutoring, and enrichment activity offer scholars additional time to engage with academic content with the support of teachers. This has the potential benefit of increased understanding and proficiency in content standards. ([Unlocking Potential: The Impact of Expanded Learning Opportunities Programs \(ELOP\) in Education.](#)) Argosy Collegiate continues to implement schedules and programs and schedules that expand the learning time for scholars; these are described below:

- **Middle School Support Block:** Since the first year of Argosy Collegiate's charter, the middle school academic schedule has included a support block period. During the 2023-2024 school year, Support Block periods were scheduled for Monday - Friday for 56 minutes daily (280 minutes total), and Monday - Thursday on bi-weekly 1:05 dismissal days (224 minutes). During Support Blocks, scholars receive additional and target support in mathematics, reading, and science. Scholars may also work with reading specialists, English language, or special educators as appropriate.
- **Intervention Clinics:** At each campus, scholars may be provided additional instructional time in reading (middle school) or mathematics (high school)
 - **Middle School Literacy Clinic:** Literacy Clinic is facilitated by reading interventionists between 2 and 4 times per week (50 minutes each session). They use a multi-module approach that has recently included *Lexia* (computer-based, individualized intervention curriculum piloted in Spring 2023), direct instruction, and hands-on activities (word and concept sorts, letter tiles) to support scholars' literacy development. In the coming school year, we have secured a portfolio of Lexia licenses for continued use as a Tier 2 literacy support.

- **High School Mathematics Intervention:** The schedule provides for an intervention block during which scholars demonstrating need participate in mathematics intervention classes including Math Clinic, and a MCAS Mathematics portfolio course. These courses are scheduled so that scholars can receive this additional instructional time while still having access to required courses or electives.

These courses use a small group model taught by general education mathematics and special education teachers. This model is proving successful in developing scholars' proficiency in mathematics standards; 100% of scholars participating in the MCAS math portfolio course this year were successful in earning a passing grade on their MCAS retake in mathematics, thus removing the need to complete a portfolio. 55 % of scholars in a 10th grade intervention math course met or exceeded their growth goal for their end of year NWEA MAP Assessment, and 88% earned credit for their geometry course for the year, attributable, in part, to the additional support of this course.

- **After school Tutoring/MCAS Bootcamp:** The After School Tutoring program continued at the high school and middle school campuses. Reflecting teacher and scholar feedback, the program allows for content teachers to hold pre-scheduled tutoring sessions for the scholars enrolled in their courses. Additionally, MCAS bootcamps are an annual offering for high school scholars in mathematics and ELA scheduled in the weeks leading up to the high stakes assessment. Content teachers support scholars in reviewing key skills with practice test materials, giving scholars additional time to ask questions and familiarize themselves with the format of the assessments.
- **Proactive Credit Recovery Program:** New to the 2023-2024 school year extended learning opportunities is the School Break Credit Recovery Program. Whereas in previous years, scholars who did not earn credit in a given course were offered a Summer Academy credit recovery enrollment to have additional time to develop proficiency and earn course credit. Even as we continue the Summer Academy Program, we identified an opportunity to intervene and support scholars' who were not on track academically much earlier by offering additional instruction time during the school breaks (February and April - 10 hours over three days). Scholars who successfully participated in the February (15 scholars) or April Credit Recovery (21 scholars) were able to bring their grade up to passing before the close of the semester.
- **Summer Academy:** This is an intensive, week-long program designed to support middle and high school scholars who are close to earning course credit, but need additional time and instruction to meet requirements. Successful completion may result in matriculation to the next course or grade.
- **Career Exploration Electives (High school)** The high school schedule continues to hold a common period dedicated to Electives. This model allows all scholars to participate in Career Exploration Electives offered by Argosy Collegiate and Early College courses delivered by our higher-education partners. Courses have included Journalism, Introduction to Business Management, Coding, and Construction Safety and OSHA certification.
- **Summer College Courses:** Argosy Collegiate, in partnership with Bristol Community College, offers a no-cost, summer session Art Survey course for college credit. For the Summer 2023 session, 15 scholars, some who were rising freshmen from the middle school, were enrolled. Scholars are supported by an Argosy course liaison teacher, and are offered nutrition and transportation.

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 a culture of data-driven instruction. This is evidenced by the use of academic and school culture data to inform the on-going refinement of academic programming, as well as systems, routines, events, and structures that promote a positive and productive teaching and learning environment. A range of data sources, reports, and procedures for analysis support data-driven instruction and professional development.

The following are examples of our data sources, reports, and instructional responses:

Argosy Collegiate's Multi-Tiered Systems of Supports (MTSS) Framework:

Primary to our culture of data-driven instruction is the MTSS initiative of the 2023-2024 school year. This initiative included a goal to further define and strengthen Argosy's MTSS program to ensure all scholars have the support and programming to meet with academic success.

This year, a cross-departmental team, supported by Branching Minds, completed a comprehensive inventory and self-assessment of systems and programs for each tier of MTSS. The findings of this self-assessment informed the development of Argosy Collegiate's first MTSS Handbook in which the school's mission, policies, procedures, and resources for data-informed decisions are described. This handbook will serve as the 2024-2025 blueprint for further program development, scheduling, and resource allocation, and will inform how we identify and support scholars demonstrating need for intervention, and the progress-monitoring of intervention outcomes.

Data Sources:

- **MCAS Results Reports:** Released results from DESE provides a rich resource for analysis on curriculum refinement by grade, standard, and content.
- **Common Interim Assessments:** Argosy Collegiate continues to use the NWEA MAP (Measures of Academic Progress) as a district-wide interim assessment at the fall, winter and spring points. 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 by the MTSS teams.
- **Diagnostic Assessments:** Based on the results of screening assessment (e.g., NWEA MAP), Reading specialists and special education teachers may administer reading diagnostics (e.g., Benchmark Reading Assessment, Qualitative Reading Inventory - VI, WIAT-4) to gain insights into individual scholar strengths and areas of need to inform reading interventions.
- **Curriculum-based measures:** Checks for understanding in the form of formative assessments are part of the curriculums used across core contents. Additionally, Argosy Collegiate has developed a Formative Writing Task using released ELA MCAS questions to measure scholar proficiency in evidence-based writing for grades 6-11. These assessments inform next steps for instruction and intervention at the classroom level and supplemental intervention.

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 (formed from select members from current and former Board of Trustees members). The AAC members work collaboratively with school administration, the school improvement team, and faculty, to identify trends, barriers to success, and implement actions to support achievement.

- **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 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 trends are used to inform professional development. As an example, trends in observation data (and academic data) showed a need for more differentiated instructional practices. In response, teachers received additional support in implementing small group instruction and stations during bi-weekly achievement meetings.
- **The Weekly Attendance Tracker** shows scholars with high-absenteeism along with the outreach and interventions used to support scholars' attendance.
- **Bi-Weekly MTSS meetings** of teacher teams also use all the aforementioned data tools during bi-weekly meetings to identify scholars in need of additional support, and the monitoring of scholars' response to the interventions provided.

Data-Driven instruction:

Multiple sources of academic data are collected and analyzed to inform instruction and professional development at multiple levels. These data are disaggregated to allow administration and teachers to understand achievement for historically underserved groups to ensure Argosy's program meets the needs of all our learners.

- **Professional Development: Ensuring access and equity:** Based on achievement data that shows achievement and attendance disparities for African Americans/Black and Hispanic scholars, Argosy has continued professional development for teachers on issues of access and equity, and specifically, discrimination, unconscious bias and microaggressions (January 2, and March 15, 2024). Teachers gained insights on how implicit biases are at play in the educational setting, and were empowered with strategies to respond to discrimination and microaggressions in ways that are appropriate to a learning environment, all toward the goal of maintaining a safe and welcoming teaching and learning environment for all members of our community.
- **Professional Development: Using MAP Data to inform Instructional Decisions:** General Education and student support teachers engaged with the NWEA MAP representative to deepen their use of essential reports to drive differentiated instruction (October 20, 2023). Topics included achievement and growth data analysis as well as drilling down by content strands to form reteaching and stretch groups.
- **Data-analysis during bi-weekly Academic Achievement Meetings (50 mins):** During these content team meetings, Directors of Academic Achievement, Instructional coaches, and teachers meet to review the week's gradebook data pull and/or student work. We look to find scholars not yet demonstrating achievement in the given course, identify trends among scholar profiles, and determine instructional next steps (e.g., forming small groups, leveraging gradual

release of responsibility model, enhancing language supports, and increasing scaffolds, differentiation, and/or exemplars,).

- **Scholar enrollment in Math/Literacy Clinics:** Scholars are identified for these additional Tier 2 support through multiple measures including MCAS and MAP results, weekly grade-pulls, and reading diagnostic results (see extended learning time section above for description of clinics).

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

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:** The Restorative Justice Coordinators at each campus implement a restorative justice program that teaches scholars to use self-reflection, restoration, and empowerment when harm has occurred in the community. At the middle school, scholars have participated in the Compass Committee, wherein they provide insight and feedback on school culture topics weekly during a lunch group with the Restorative Justice Coordinator.
- **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.

- **Extracurricular Activities:** Scholars at both sites have opportunities to participate in extracurricular activities such as after school clubs, events like school dances and curriculum themed nights (such as Literacy Night, Pi Night, Arts Night, etc.), play for or support an athletics team, attend field trips to colleges and universities (in addition to other academic field trips), serve as a scholar ambassador for community events, participate in after school tutoring, try out and perform in the annual school play, etc.
- **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..
- **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, guest speakers representing a range of colleges and careers, as well as early college advisement. This experience builds college perseverance long before scholars become matriculating college students. The following information provides details about our early college program in conjunction with My Cap activities:

- **Higher Education partners:** Argosy Collegiate partners with Bristol Community College, University of Massachusetts Dartmouth, and Bridgewater State University (developing over this school year, and launching with a Fall 2024 course). We work closely with our higher ed partners in course selection, registration, academic support, and grant management (and in celebrating scholar success!).
- **Early College course scheduling and built-in supports:** Argosy Collegiate’s Early College department works closely with our higher ed partner to develop schedules that situate college courses within Argosy Collegiate’s regular high school schedule. This provides the greatest degree of access for scholars whether they are taking one or multiple college courses. Scholars enrolled in early college courses are also provided a Companion Course (one for each course enrolled). This scheduled period, supported by the Early College liaison or a content-knowledgeable teacher, is a time for scholars to complete coursework, learn study strategies, develop self-advocacy skills, and receive academic support as needed. Further, we collaborate with our higher-ed partner’s office of disability services to ensure eligible scholars have appropriate supports. Overall, this early college enrollment builds scholars’ college-going identities and provides a scaffolded but authentic experience in college attendance.
- **Early College Courses and Argosy Electives:** Argosy Collegiate scholars have access to core courses such as foreign language, Art Survey, Public Speaking, English, and Statistics to dually satisfy high school requirements while earning college credit. Additional early college electives such as coding, psychology, and introduction to Humanities and Argosy electives such as

Journalism, Criminal justice, and International relations provide scholars with opportunities to engage in career and interest exploration.

- **Early College participation and pass rates:** As a wall-to-wall college program, we work to ensure access to early college coursework to all scholars, but with a particular focus on underrepresented populations. While the data will be presented more fully in the upcoming Student Performance section, the following numbers provide a snapshot of our Early College participation for school year 2023-2024:
 - 1,155 college credits were earned during SY 2023-2024
 - 100% of Class of 2024 earned college credit
 - 100% of Class of 2024 received at least one college acceptance letter
 - For the Fall 2023 semester, 41.9% of high school scholars were enrolled in one or more Early College course(s); in the Spring 2024 semester, that increased to 43.7%.
 - Argosy anticipates exceeding the DESE set target for advanced coursework by scholars in grade 11 and 12 by nearly 15 percentage points.
 - 22% of those enrolled in college courses served by an IEP, with a 94% pass rate.
 - 18% of those enrolled in college courses are identified English Learners, with a 95% pass rate.
 - The pass rate for all courses from Summer 2023 to Spring 2024 is 98%.
- **Early College readiness and My Cap programming:** Argosy Collegiate provides for a range of programming in conjunction with *My Cap* activities including
 - **Financial Math** with a focus on college and career readiness in senior level math courses.
 - **Collegiate Skills course (Middle School):** Middle School scholars develop their readiness through Collegiate Skills course work (one 56 minute course per week, one course per year), during which they explore career interests and college options and develop financial literacy through Naviance and EverFi activities.
 - **Early College Campus visits:** It is Argosy's established tradition to bring middle and high school scholars on guided college campuses tours with the aim of developing scholars' college-going futures. Scholars in each grade participated in at least one college visit - with an emphasis on state colleges and universities that will accept the Mass transfer credits. Juniors and seniors had additional opportunities based on their interests. Among the colleges visited during the 2023-2024 school year: UMass Amherst, UMass Dartmouth, URI, Bridgewater State, Bristol Community College, Brown, Curry College, and Lasell.
 - **College Fairs:** Scholars in grades 10 and 11 attended the Spring Regional NEACAC College Fair (March 30th).
 - **Mass Hire Career Fair:** Grade 8-12 attended a Career Fair held on Argosy Collegiate's high school campus. Over 30 companies attended, and scholars had opportunities to interact with professionals in the community and expand their knowledge about career options. (March 13th)
 - **Career Speaker Series:** Early College schedules representatives from various careers to present to our scholars during Block 6 in the high school schedule. This year featured speakers from Youth Court, SSTAR, BayCoast Bank, Bristol County's DA Office, Amaral & Associates, and the Massachusetts State police. Additionally, interested scholars were invited on industry tours at St Anne's hospital with surgical robotics.
 - **FAFSA Workshops:** The Early College department holds group workshops and individual family meetings to support seniors in completing the FAFSA application.

- **Credit for Life:** By senior year, all scholars participate in the Credit for Life Fair. This yearly 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.

Amendments to the Charter

There were no amendments to the school’s charter in the 2023-2024 school year.

**CRITERION 2: ACCESS AND EQUITY
STUDENT DEMOGRAPHIC INFORMATION**

[Enrollment by Race/Ethnicity \(2023-24\)](#)

Student Data by Race/Ethnicity (2023-24)	
Race/Ethnicity	Percentage of Student Body
African American	14.5%
Asian	2.3%
Hispanic	25.6%
Native American	0.7%
White	50.9%
Native Hawaiian, Pacific Islander	0.2%
Multi-Race, Non-Hispanic	5.9%

[Selected Populations \(2023-24\)](#)

Selected Student Populations (2023-24)	
Title	Percentage of Student Body
First Language not English	21.4%
English Language Learner	17.2%
Low-income	75.4%
Students with Disabilities	26.3%
High Needs	86.2%

[2022-23 Student Discipline Data Report](#)

2022-23 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	577	171	23.4%	15.3%	12.3%
English Learner	129	48	30.2%	18.6%	19.4%
Economically Disadvantaged	445	147	26.3%	16.6%	13.7%

Students with Disabilities	150	62	33.3%	22.0%	18.0%
High Needs	501	155	24.6%	15.8%	13.2%
Female	263	64	19.0%	10.6%	10.3%
Male	314	107	27.1%	19.1%	14.0%
American Indian or Alaska Native	3				
Asian	14	1			
African American/Black	83	28	25.3%	16.9%	14.5%
Hispanic/Latino	148	57	31.8%	19.6%	18.2%
Multi-race, Non-Hispanic/Latino	36	12	25.0%	16.7%	16.7%
Native Hawaiian or Pacific Islander	1				
White	292	71	18.8%	13.0%	8.6%

Argosy Collegiate Charter School has undergone a number of initiatives to reduce its high suspension rates post-pandemic. In the 2023/2024 school year, the school began a restorative justice program aimed at teaching appropriate behavior to replace and supplement disciplinary removals. This initiative, along with an increased emphasis on social-emotional learning opportunities through curriculum additions, has led to a significant decrease in suspensions compared to the previous year. In the 2023/2024 school year, our in-school Suspension rate has decreased to 13.9% (down from 23.4%) and our out-of-school suspension rate has decreased to 10.9% (down from 15.3%).

When considering the need for a suspension, our school principals utilize a *“Thorough Consideration Protocol.”* This district-wide protocol requires administrators to thoroughly consider the impacts of a suspension. This process individualizes the disciplinary process, taking into consideration each scholar’s individual situation before assigning a consequence while collaboratively considering alternatives to suspension.

In the 2023/2024 school year, the school also participated in the *Rethinking Discipline* initiative by DESE, a collaborative effort for school leaders to consider alternatives to disciplinary removals. We plan to continue this collaboration in the 2024/2025 school year, specifically to further reduce the disciplinary removals for specific scholar subpopulations.

To formatively assess our progress in this area, Argosy Collegiate Charter School utilizes data within multiple levels of the organization. Our school administration team, district team, academic achievement committee, and board of trustees review monthly dashboard data, disaggregated by scholar subpopulation. This trend analysis allows us to ensure we continue to decrease our suspension rates, identify any disproportionate data, and intervene if deemed necessary. This progress monitoring is also helpful for measuring the success of our district initiatives.

We are pleased with the positive trend in our discipline data in 2023/2024 compared to the previous years immediately following the COVID19 pandemic, and are confident that this positive trend will continue in the coming year.

CRITERION 4: 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
School Mission and Vision/Strength of Governance	Founding Director joining cohort/members of nonprofits across the SouthCoast observing governance meetings and practices	Kristen Pavao Founding Director	Lead SouthCoast Board Fellows Donna Criscuolo- Executive Director	Incorporation of strong governance practices in other non-profit organizations
Argosy Collegiate Academic Program	Virtual Meeting	Michelle Carney and Meagan Hughes- Directors of Academic Achievement	Alexa Teevens- Director of Curriculum and Instruction Kaitlin Goldrick- Network Manager of STEM, Alma del Mar Charter School Derek Michael- Curriculum Director, Global Learning Charter School	Curriculum Structures: <ul style="list-style-type: none"> • Choice/process of selecting curriculum • Instructional coaching model • Professional Development sessions/topics • UMass Teacher Certification Program Partnership
Early College Program	In-person meeting	Kristen Pavao, Founding Director Holly Raposo and Jessica Mello-Campbell, Deans of Early College	Boston Collegiate Charter School Jenna Ogundipe, Executive Director	<ul style="list-style-type: none"> • Early College Designation Process, Results, and Benefits

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
		Michelle Carney and Meagan Hughes, Directors of Academic Achievement	Sarah Morland, Chief Academic Officer Nadiya Monestime, High School Principal	
Teacher Certification Opportunities	Virtual meeting	Michelle Carney and Meagan Hughes, Directors of Academic Achievement	Alma del Mar Libby Merrill, Director of Talent and Recruitment	<ul style="list-style-type: none"> • Sharing our development and implementation of a cohort model for teacher licensure with UMass Dartmouth
Alumni Programming	Phone Call	Kristen Pavao, Founding Director	Boston Collegiate Charter School Jenna Oguindipe, Executive Director	<ul style="list-style-type: none"> • Alumni Supports • Policy and Procedure Sharing
Claims/Evidence/Reasoning Model for responses	STE Performance Assessment Conference	Meagan Hughes, Director of Academic Achievement	Public School Districts across MA	<ul style="list-style-type: none"> • Sharing of instructional model for claims/evidence/reasoning • Ongoing collaboration through Google Docs
Longevity Bonus/Compensation Policy	Virtual Meeting/Email	Kristen Pavao, Founding Director	Benjamin Franklin Classical Charter School - Heather Zolonowski, Executive Director - Jen Powell, Business Manager	<ul style="list-style-type: none"> • Sharing of longevity bonus policy with Benjamin Franklin Classical Charter School with the aim of improving staff retention

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
			<ul style="list-style-type: none"> - Jen Welch, Board VP - James Gaul, Board Treasurer 	
Fundraising	Email and Phone Call	Kristen Pavao, Founding Director	Hill View Montessori Charter School <ul style="list-style-type: none"> - Tailyn Polanco 	<ul style="list-style-type: none"> • Sharing of fundraising resources and strategies
Enrollment Policy	Email	Kristen Pavao, Founding Director	<ul style="list-style-type: none"> - Becca Kurie, Alma Del Mar Charter School 	<ul style="list-style-type: none"> • Alma requested samples of DESE approved enrollment policies in an effort to update their own enrollment policy.

CRITERION 5: STUDENT PERFORMANCE

2023 School 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 15.8% of the population hold an undergraduate degree (www.census.gov) and the unemployment rate is among the highest in the state (Table 5.1). We are excited to share this year's data that forwards the work of our wall-to-wall Early College designation which has already significantly evolved since its inception in March of 2022.

We are proud to report that for the 2023 - 2024 SY, our high school scholars earned a total of 1155 college credits, a 20.5% increase year-over-year, and an impressive 71% increase from the 21-22 school year (Table 5.2). This equates to approximately \$266,805 scholars will not have to pay out-of-pocket (bristolcc.edu). In addition, our college course pass rate was 98% this school year, a 9% increase year-over-year (Table 5.3). This is, in large part, due to the tireless work of our early college liaisons. We hired a second liaison this year, allowing us to further focus on the success of all scholars, but with a more strategic eye to those scholars serviced by an IEP, as well as English language learners. This is evidenced in a 16 percentage point increase of pass rates by our EL population year-over-year, 95.8%, and a 10 percentage point increase of pass rates by our SE population, who had a 94% pass rate (Table 5.3).

For the 2023-2024 school year our seniors achieved the following (Table 5.5):

- \$490,000 in scholarships
- 12 Abigail Adams Scholarship Awardees, which constitutes 23% of the graduating class
- 89% FAFSA completion rate, significantly higher than state rate of 55%, and a 100% MAFSA complete rate, for those that do not qualify for FAFSA
- 100% acceptance rate to a college program at Bristol Community College and beyond, our highest in the school's history (Table 5.6)
- 100% graduation, up from 89.5% prior year (Table 5.7)

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 further targeted support. Below are key takeaways from this year's gradebooks overviews:

- 98% of all core classes were passed for Quarter 4 at the Middle School with those identifying as Latino (78 scholars) outperforming their peers in all core courses, with our SE population (71 scholars) passing at a rate at, or in the case of STEM, within 1 percentage point of their peers, 97% or higher as of end of Quarter 4. Dual identified scholars is a continued area of focus with 20 scholars and an 89.5% pass rate
- The median pass rate for HS ELA (grades 9-12) was 96.7% with Latino and female scholars outperforming their peers in all but 9th grade.

- The median pass rate for HS Math was 91.55% with African American scholars outperforming their peers in all grades, and Latino, as well as female scholars outperforming their peers, less 10th grade.
- The median pass rate for HS Science was 92.6% with Latino and African American scholars outperforming their peers in all grades.
- The median pass rate for HS History was 96.3% with Latino, as well as female scholars outperforming their peers in all grades (Table 5.9).

Though there is much to celebrate with certain subpopulations in the above data, we know we must focus even further on providing the needed support to our scholars that come to us with another language besides English, as well as those serviced by an IEP or 504.

We continue to narrow our focus on how to best support our scholars with Tier 1 and 2 interventions, as is evidenced in the MTSS work that has progressed rapidly this year, moving from elements of best practice such as the small group focus of the 22-23 school year, to fully building out our MTSS handbook with succinct processes for assessing and monitoring of scholar progress. This year we have been creative in our use of intervention time at our high school campus, a goal which was a focus moving into the 23-24 school year, where we knew our scholars had the strong need for additional support in math, namely Algebra I and Geometry. This is why we instituted a Math “Gator Hour” for a 6 week period in semester 1, where all scholars were accessing low-floor, high-ceiling math content. We are confident that this additional focus in math is, what, in part, led to more favorable results in their MAP results from Fall to Winter vs Winter to Spring. This will be further discussed next.

NWEA MAP

Our district utilizes the NWEA MAP assessment at the beginning, middle and end of year for math, reading and science grades 6-11 to monitor scholar growth and achievement in these content areas and determine standard strands where scholars need additional support. This is our most accurate indicator of how scholars will do on MCAS as well. New research just released from NWEA MAP in July 2024 draws new connections between COVID impacts on scholars and number of (additional) months of schooling scholars need to return to pre-COVID performance, broken down by racial/ethnic group for reading and math. This data paints a less optimistic picture than what many states reported for learning recovery post-pandemic. The populations we serve are among those that need the most time to close academic gaps, in addition to those that were present before the pandemic. According to the research, Hispanic scholars in middle school need 7.4 additional months of math, and 8.3 months of reading instruction, to return to their pre-COVID baseline (Table 5.8). The report cites “little progress has been made toward closing achievement gaps. Students, especially older ones, remain a long way from recovery” (Lewis and Kuhfeld). We know all of our scholars come to us with strengths, and we are working to be more strategic than ever, squeezing every minute possible out of our schedule, being more strategic with our interventions, and leveraging our internal data to make the right academic decisions for our scholars.

Math MAP

When looking at the year from start to finish, our middle school scholars in 6th and 8th grade earned a school conditional growth percentile of 99% and 92% respectively. We aim for 50% or higher in this analysis and are proud of the work they have accomplished this year. Additionally, in 6th grade, every subpopulation met the 99% conditional growth percentile, and all but SE and Asian populations did so in 8th grade.

This year we saw more robust gains at the middle school level, overall, compared to prior year. In 6th and 8th grade, where we had strong co-teaching paired with fidelity to the curriculum and strategic intervention/enrichment, our scholars outperformed grade-level norms for growth. In regards to achievement, we are focused on moving scholars out of the “Low” and “Low Average” performance categories, as this aligns closely to not meeting and partially meeting expectations for an MCAS comparison. Though we still have work to do, especially regarding our subpopulations, namely EL and SE, we are making gains in moving scholars to “Meeting” and “Exceeding”.

- Percent of scholars who met their growth projection in Math 6 was 82% vs 46% prior year
- 60% of scholars in Math 6 were low/low avg. to start the year, but decreased to 38% EOY
- 7th grade scholars did not have a strong start to the school year regarding instruction, but, for the second half of the year, they nearly met their projected growth goal, despite having a long-term substitute the remainder of the year, a testament to what can happen, despite hiring circumstances, when curriculum is implemented with fidelity. They ended the year with 40% of scholars meeting their growth goal, whereas it was 45% the prior year.
- 8th grade, 63% of scholars met their growth goal, compared to 43% the prior year
- 56% of scholars in Math 8 were low/low avg. to start the year, with only a slight decrease to 52% EOY.

At the high school, NWEA MAP does not provide a SCGP for math, but we know we have work to do. In Algebra I, only 30% of scholars met their growth goal, where it was 42% the prior year. In Geometry, 37% of scholars met their growth goal, compared to 64% the prior year. 51% of scholars landed in the Low and Low Average categories to end the school year. In Algebra II, scholars improved slightly in achieving their growth goal year-over-year, with 48% doing so versus 43% for the 22-23 SY. This speaks to the need for stronger Tier 1 and 2 supports as well as a strong curriculum. This is one of many reasons why we are beginning a new curriculum with Integrated I through Carnegie Learning for the 24-25 school year. Additionally, co-teaching will be a focus to ensure we are fully leveraging our SE and GE teacher resources.

Reading MAP

In reading, scholars met or, in cases such as grades 7, 8, and 9, far exceeded the 50% or higher goal of the conditional growth percentile for the first part of the year (Fall to Winter), at 74%, 91% and 74% respectively. However, Fall to Spring, scholars fell short of the 50% mark in each grade (Table 5.19). The data suggests that growth was more robust in the second half of the school year. At the middle school, this may represent teachers becoming more familiar with the new curriculum.

At the high school level, we have the opportunity to increase intentional interventions at the beginning of the school year. It is noteworthy that, in 11th grade, for Fall to Spring on the CGP, SE scholars ranked in the 99thile, EL in the 96thile, and black scholars in the 97thile.

Scholars performed very similarly to the 22-23 school year when it came to percent of scholars meeting their growth goal, within 3% points of prior year in every grade level, less 8th grade, where there was a 7% point increase year-over-year. Robust growth was observed in the following subpopulations:

- Grade 6 and 11 EL groups
- Grade 8 and 11 SE groups
- Grade 7 and 11 504 groups

Strong year two implementation of our new curriculum, paired with co-teaching, stronger teacher retention and refined intervention systems by way of MTSS should yield strong results in this content area.

Science MAP

The school conditional growth percentile for science showed new areas of success this school year with all but 6th grade meeting or exceeding the 50% target. High school science showed robust growth and for the year ended in the 93% and 85% for 9th and 10th grade, respectively. SE and EL populations did especially well compared to their peers, an area of focus where we worked to leverage our EL teacher for the first half of the year to be a push-in support for the high school science department. Middle school science showed less consistent pockets of success by subpopulation (Table 5.19). We did not see as robust gains in the percent of scholars meeting their growth goal as we would have liked, but in 9th grade, where scholars take Biology, that they also must test for with MCAS, 67% of scholars met their goal compared to 45% the prior year. Looking to achievement, scholars did not make as much

movement out of low and low average performance as we would have liked, but in Physics, this percentage dropped from 50% BOY to 35% EOY. We are eager to continue the expansion of OpenSciEd at both the Middle and High school in the coming school years in order to better meet the needs of our diverse community of learners.

ACCESS

In order to more closely track the progress of scholars in all 4 domains of their English acquisition, and provide the needed support, this year we implemented the WIDA screener beginning and middle of year. At the middle school, we saw the number of scholars meeting or exceeding their target score decrease slightly, 2%, compared to last year. 20.5% of scholars met or exceeded their projected score while the target was 27.8%. Conversely, the high school exceeded their target by 3 percentage points, a moderate one year gain, moving from 10% of scholars meeting their target in the 22-23 SY to 18% meeting their target this year (Table 5.11).

Our overall composite score rose from 3.4 in the 21-22 SY to 3.5 in the 22-23 SY, with the number of scholars reaching 6, exceeding, almost doubled year-over-year in comprehension, moving from 11 to 20 scholars, with the number of scholars in level 1 or 2 in literacy being nearly cut in half with 21 scholars falling into this category for the 23-24 SY versus 41 scholars for the 22-24 SY. As our data shows, moving from the “Developing, 3” to “Expanding, 4” and “Bridging, 5” for Literacy and Comprehension is where we know, historically, it is most challenging to make robust gains. This makes the below focus areas especially important and consequential as we move into the second decade of our charter.

We still have much work to do to support our EL scholars. A focus on SEI strategy implemented across all content areas, strong licensed EL teachers, all teachers being SEI endorsed, and targeted curriculum to support robust language acquisition in all domains are focus areas for the upcoming school year.

MCAS

The most recent, full MCAS administration for the 22-23 SY showed similar results to the 21-22 data with year-over-year percent of scholars in the “Not Meeting” (NM) and “Partially Meeting” (PM) categories varying less than 10 percentage points except in Math 6 where 25% of scholars scored NM versus 35% the prior year, 6% of scholars NM and 46% PM in Math 10 versus 18% NM and 62% PM the prior year, and 4% NM in Science 10 versus 12% the prior year. Though this is a step in the right direction, we know we must further focus our efforts to move our scholars from the needs improvement and partially meeting categories to the “Meeting” and “Exceeding” categories by prioritizing Tier 1 and 2 interventions. New curriculum in MS and HS ELA, HS math, and MS and HS science will play an integral role in scholar success, as well as the commitment to a strong MTSS program launch for the coming school year.

The student growth percentile for each content area shows areas of celebration as well as growth. Below are comparisons to the state for overall performance as well as by specific subpopulations, some of which are not available due to subgroups being below the minimum the state reports:

- ELA 6: SGP of 36% vs. 50% for state
- Math 6: SGP of 27% vs. 50% for state
- ELA 7: SGP of 36% vs. 50% for the state
- Math 7: SGP of 45% vs. 50% for the state
- ELA 8: SGP of 44% vs. 50% for the state
- Math 8: SGP of 47% vs. 50% for the state
- ELA 10: SGP of 53% vs. 49% for the state
 - 52% SGP for low income vs. 45% for the state
 - 51% SGP for high needs vs. 45% for the state
- Math 10: SGP of 59% vs. 50% for the state level

- 56% SGP for low income vs. 43% for the state
- 59% SGP for high needs vs. 44% for the state

The story that we tell year after year is no different this year. The longer our scholars are with us, the better they perform. We are pleased that, at the high school level, our high needs and low income populations are outperforming their peers at the state level.

Regarding the student growth percentage (SGP), as our historical data has constantly 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.

High School Student Growth Percent (SGP) for 21-22 and 22-23 MCAS						
Content	Argosy Collegiate		Fall River		Massachusetts	
	22-23	21-22	22-23	21-22	22-23	21-22
ELA	61%	60%	46%	41%	49%	50%
Math	48%	58%	34%	36%	50%	50%

We 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. We are proud of what our scholars have accomplished this school year, but the new record number of college credits earned, and the highest pass rate we have ever had for those college courses is something these scholars will take with them as they move toward success in their college and career journeys.

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 2023-2024 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 building off last year’s work. 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.

ELA

Using the 2023 *Accelerating Literacy Learning through High Quality Instructional Materials* grant, Argosy Collegiate has adopted the 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 mastery of communication standards as they share new insights and 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.

This first implementation year was supported by professional development for teachers through coaching and curriculum-implementation co-planning sessions. Teachers reported that the program provided a wide range of core and supplemental materials to meet scholars' needs, but that it takes time to efficiently select and implement these materials in daily lessons. The MAP data represented in table 5.17 provides a snapshot of scholar outcomes in reading. While overall MAP achievement scores may not yet reflect the target benchmarks, scholars made positive gains in grades 7 and 8 (winter to spring), with 6th grade demonstrating some lagging foundational skills.

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 2023-2024, 38% of 11th graders enrolled in English 101/102 and 15% of 12 graders enrolled in English 283 and 215. Additionally, we partnered with the Gamm Theater to provide scholars with an artist-in-residence experience during English III's Shakespeare unit. The collaboration included co-teaching twice a week for three weeks in which the artist modeled and supported our teacher and scholars in making sense and bringing Shakespeare "to life." The unit culminated in a field trip to the Gamm to see the play performed. Starting in 2024-2025, English I will follow the *My Perspectives* curriculum to support 9th graders in their transition from middle school to high school through structured lessons and a clear standards-based curriculum while laying important groundwork for the 10th grade ELA MCAS the following year.

History

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 contributions of both people and the impact of events. This year saw the full adoption of the newly released *Investigating History* curriculum (co-developed by DESE and their curriculum partners) in grade 7 Global Literacy classes. Our 7th grade Global Literacy teacher took the "curriculum champion" role - participating in DESE-sponsored professional development and collaborating with colleagues across the commonwealth. He brought back valuable insights and information to inform the adoption of *Investigating History* as the 6th grade curriculum for the 2024-2025 school year.

In grade 8, scholars take a full year course in Civics, investigating the foundations of American democracy and what it means to be an informed and engaged citizen. This syllabus is enriched with the Civics Impact Project through which scholars identify and research issues within their communities and develop action plans that promote community improvement and growth; the Civics Fair is a culminating event in which scholars present their projects to the school community and community partners, including the Mayor of Fall River. During this school year, the Civics curriculum included material from iCivics, We the People, and Local Civics (a DESE-certified PD provider) with implementation support provided by a coach from Local Civics.

Starting in the 2022-2023 school year the high school History courses have implemented 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. Additionally, this year the history department worked to increase inquiry opportunities to align with local tasks in the Civics MCAS. 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 as well as alignment in scope and sequences through the assistance of the humanities instructional coach. The United States Government elective course uses the *Magruder's American Government Program*.

Mathematics

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. Additionally, we leverage IXL Math during support block time to provide targeted intervention and reinforcement practice in standards where they individually have opportunity to grow. At the high school, teachers implement *enVisions Algebra I, Geometry and Algebra II* curriculum with supplemental locally created materials. For the 2024-2025 school year, we will begin integration of a new math curriculum at the high school, starting with 9th grade and adding one grade per year over the next 3 years. This curriculum is a shift from AGA (Algebra I, Geometry, Algebra II) sequencing to Integrated I, II, III curriculum. This allows for meaningful connections among algebra, geometry and statistics, as opposed to the traditional format that siloes content. Professional development for teachers focused on varying ways to differentiate instruction by exploring the curriculum materials available and adapting these already available resources to the structure of the lesson and needs of students, specifically through small group reteaching after guided instruction.

Science

In science, as reflected in the Massachusetts Frameworks and the Next Generation Science Standards (NGSS), Argosy Collegiate is working 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 have implemented FOSS (Full Option Science System) science kits to support active investigations of science concepts in grades 6-8. This year, we are transitioning to the full integration of the OpenSciEd curriculum, starting with 6th grade, and we will add an additional grade each year for the next three years, fully phasing out FOSS by the end of the 2026-2027 school year. This is due to the overwhelming support and endorsement at the state level of OpenSciEd paired with our district's curriculum and science department staff completing thorough research and professional development this school year regarding this curriculum.

At the high school level, for Biology, we utilize Pearson curriculum to support teacher created units of study. This year we piloted the Open SciEd curriculum in Physics for the second half of the school year, and in Chemistry we utilized teacher created materials. Both Physics and Chemistry will implement OpenSciEd for the 2024-2025 school year, and professional development focused on the new curriculum for teachers began in the Spring and Summer of 2024 for those beginning implementation for the 24-25 school year.

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 2023-2024 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 Checklist*, 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. Learning Walks paired with collaborative data analysis and reflection are also

utilized to support feedback and refinement of practice. This commitment to consistency fostered instructional efficacy, aligned feedback, and generated opportunities to collect data and design strategic professional development for teachers.

The Argosy Collegiate Classroom Characteristic Checklist and Observation Tool captures what is expected in all Argosy Collegiate classrooms and includes the four categories listed below. For the 2024-2025 school year, we are revising these resources to further align with the DESE Classroom Teacher Rubric (2024), which we piloted in the 2023-2024 school year, and to support clarity of purpose for teachers:

- 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.

Finally, teachers, coaches, directors, and principals use data including curriculum based measures 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 implements 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 and Observation Tool, which supports their understanding of feedback throughout the school year and promotes staff self-reflection of their instruction. Teachers are engaged in bi-weekly professional development on topics related to instruction, assessment outcomes, and classroom culture.

Other models of professional development include coaching, observation - feedback cycles, learning walks, collaborative teaching, co-planning structures, and the use of common planning time among teachers who deliver the same content. Argosy also utilizes "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. In November 2023, the English Department Chair represented our district at the National Council of Teachers of English and learned about innovative ideas to add to our classroom strategies, specifically about writing practices and the use of artificial intelligence. The History department will engage in a professional development on the Four Question Method to be utilized throughout lessons in their curriculum. All Department Chairs, in collaboration with the Directors of Academic Achievement, are engaged in a professional learning community (PLC) focused on grading for equity (initiated in the Spring of 2024 and continuing through the 2024-2025 school year).

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 continues to use 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/WIDA Screener 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. For example, all ELA classes administer a Formative Writing Assessment three times a year. 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 effective instruction leading to readiness for advanced coursework and learning.

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, disaggregated academic data for review to inform action planning. In the 2023-2024 school year, the district's Data Dashboard was further refined to include more disaggregation of the data by subpopulation, specifically in terms of early college credit attainment. Argosy Collegiate strives to develop a culture among staff where data is utilized consistently 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. We also reflect on Family Communication data that tracks the frequency of family communication logged by staff members. Administrators and teachers review grade data snapshots and use the information to connect with 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 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. During the 2023-2024 school year, a team worked with Branching Minds to develop an MTSS handbook, to be implemented in the 2024-2025 school year. During the 2023-2024 school year, MTSS was launched through grade team leads and focused on supporting groups of scholars. The Argosy Collegiate Classroom Checklist provides an overview of Tier 1 supports, and MTSS teams use weekly academic grade pulls, gradebooks, MAP data, and Weekly Attendance/Discipline Data to identify and monitor scholars in need for Tier 2 interventions in core academic contents.

Argosy Collegiate implements a "core plus more" instructional model to provide targeted instruction aimed at accelerating scholars' academic growth. 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 the need for additional literacy support have access to literacy clinics with a reading specialist, based on MAP data (KDE2). Math clinics are featured at the high school level for grade 9 and 10 scholars, where varied learning experiences for scholars are implemented, including Tier I and II strategies. Additionally, credit recovery opportunities were held during February and April break for scholars who were not meeting with success in the current units of study. 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.

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. Additionally, EL teachers push into science classes at the high school to provide additional language support and skill building. 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). This is consistent with last year’s model.

Supports for Scholars with Disabilities

Argosy Collegiate provides a wide range of supports for scholars with disabilities through a team of special educators, nurses, psychologist, 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 2023-2024 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 85% of families indicating that “the school has high standards for my child's academic achievement.”

Efforts to Accelerate Learning

Accelerating learning remains an ongoing goal for Argosy Collegiate. The completion of our MTSS handbook, in collaboration with Branching Minds, will contribute to a whole school understanding of and alignment with the MTSS framework to support intentional action and just-in-time intervention and support for scholars. In the 2023-2024 school year, we began our MTSS work focused on supporting a targeted list of lowest performing scholars. Instructional staff will be supported through the MTSS framework and participation in informed professional development focused on building skills to implement effective strategies; this will serve to increase institutional knowledge and facility system-wide in accelerating learning for scholars who represent a wide range of knowledge and ability.

Argosy Collegiate’s social emotional learning curriculums are a tool we are using to support learning acceleration. Our school counselor team and two Restorative Justice Coordinators (one at each campus) have supported and

guided the implementation of the PowerSource curriculum at the high school and Second Step at the middle school. Prioritizing SEL topics is one of the ways we are investing in our scholars' well-being and sense of belonging, a key component to their academic success. Additionally, in the summer of 2024, staff from both campuses will participate in professional development with Developmental Designs; this PD is designed to help teachers build strong classroom communities, support belonging and relationship building, and develop the skills to support scholars when they are finding challenges with meeting expectations.

Argosy Collegiate is embracing a mastery learning approach in which scholars are guided to reflect on their work, revisit it to reflect on missing knowledge and skills, and revise after participation in reteach / relearning activities to demonstrate their new understanding. Our goal is to encourage scholars to expect challenges as they work to develop new skills and build the stamina to grapple with those challenges along the way. Small group reteaching structures, a priority strategy for the previous two school years, will continue to support the development of a mastery learning approach, as will continuing a focus on incorporating a station model into the guided practice and independent learning portions of a lesson (emphasized in the 2023-2024 school year). These strategies serve to accelerate scholar learning by ensuring targeted and accessible scaffolds based on frequent progress monitoring.

Academic Achievement meetings are held bi-weekly with teachers in groups separated by the humanities and STEM subjects, wherein scholar data reflection and discussion, curriculum implementation, and instructional strategies have been important focuses in the 2023-2024 school year. These meetings are led by the Directors of Academic Achievement for Humanities and STEM, respectively, and are supported by the Principals and Instructional Coaches. Additional analysis of data collected from learning walks have supported reflection of our success and guided action planning. In the 2024-2025 school year, an increased focus on looking at student work will be part of the Academic Achievement meetings, and support accelerated learning as we refine our understanding of the supports that scholars need to have embedded as they continue on their learning journey.

CRITERION 10: FINANCE

FY24 Revenues and Expenses

Operating revenues	
Tuition	10,934,613
Federal grants	1,759,787
Food service revenue	338,285
Program fees	90,428
Total operating revenues	13,123,112
Operating expenses	
Salaries	7,995,171
Payroll taxes	239,420
Fringe benefits	636,579
Related party rent expense/(income)	980,400
Rent	12,000
Workers compensation	38,831
Utilities	151,027
Contracted services	391,862
Insurance	60,776
Instructional supplies and materials	170,851
Student activities	420,604
Supplies and materials	21,138
Food service program	374,427
Repairs and maintenance	395,863
Travel & Other	87,839
Advertising and marketing	174,867
Equipment	84,770
Information technology	492,316
Depreciation	70,697
Amortization -related party	12,759
Interest	13,178
Miscellaneous -Gala	-
Miscellaneous -Alumni Advancement	-
Total operating expenses	12,825,375
Operating (loss)/revenue	297,737
Nonoperating revenues/(expenses):	
Private contributions -Unrestricted	-
Private contributions - Restricted	-
Contributions to the School (from Foundation)	306,021
Event Income	-
Event Expense	-
Interest income	30,059
Financing fees	-
Total nonoperating revenue	336,080
Change in net position	633,818

FY24 Statement of Net Position

Assets	
Current Assets	
Cash	\$ 2,341,353
Class and student funds held	8,116
Grants and pledge receivable	446,233
Due From related parties	174,961
Prepaid expenses	143,903
Total current assets	3,114,565
Noncurrent Assets	
Prepayment/Advance receipt of Rent	666,591
Due (to)/from related party	-
Capital assets, net	1,053,713
Total noncurrent assets	1,720,304
Total assets	\$ 4,834,869
Liabilities and Net Position	
Current Liabilities	
Accounts Payable	\$ 352,534
Accrued expenses	661,885
Due to Related Parties	-
Note payable - current	-
Deferred Revenue	-
Class and student funds held	8,116
Total current liabilities	1,022,535
Noncurrent Liabilities	
Note payable	231,619
Lease payable	95,926
Total noncurrent liabilities	327,545
Total liabilities	1,350,080
Net Position	
Net investment in capital assets	-
Temporarily restricted	-
Unrestricted	3,484,789
Total net position	3,484,789
Total liabilities and net position	\$ 4,834,869

FY25 CAPITAL PLAN

Description of Project	Campus	Current Status and Percent Completed	Estimated Completion Date	Total Current Estimated Cost	Finance Plans	Account established for project?
Phase 1: Building Function, Security, and Safety						
High School Door Security - Replace magnetic locks, and add magnetic locks to doors that previously did not have this feature. Add keycard access to all exterior doors.	HS	100% Completed	SY 23/24	\$33,818.00	Operating Budget	No
Middle School Door Security - Add magnetic locks to doors that previously did not have this feature. Add keycard access to all exterior doors. Add vestibule to Whipple Street entrance.	MS	95% Completed	SY 24/25	\$122,448.00	Operating Budget	No
Replacement of Federal Pacific electrical panels due to safety concerns.	MS	100% Completed	SY 23/24	\$7,800.00	Operating Budget	No
Rebuilding beam pocket for southeast corner, 2nd floor	MS	95% Completed	SY 24/25	\$43,000.00	Cash reserves	No
Upgrading/replacement of security cameras for interior of building for better monitoring and web access (phase 1).	HS	100% Completed	SY 23/24	\$50,000.00	Cash reserves	No
Rerouting of roof drains to divert stormwater from main sewer line to stormwater drainage system (interior plumbing work only)	MS	95% Completed	SY 23/24	\$85,000.00	Fundraising/ School Reserves- Charlton/Peabody	No
Exterior sitework for stormwater drainage system, excavation and installation of drainage system on Whipple St. side of middle school	MS	95% Completed	SY 23/24	\$101,850.00	Fundraising/ School Reserves- Charlton	No

Installation of stormwater drainage system in parking lot, asphalt removal, and resurfacing of parking lot (adjacent to building)	MS	95% Completed	SY 24/25	\$195,750.00	Fundraising/ School Reserves- Peabody	No
Resurfacing of back half of MS parking lot (asphalt removal and installation, resurfacing)	MS	95% Completed	SY 24/25	\$60,350.00	Fundraising/ School Reserves- Peabody	
Resurfacing grass area of MS parking lot	MS	95% Completed	SY 24/25	\$19,850.00	Fundraising	No
Upgrading/replacement of high school security cameras to allow more cameras on interior of building (phase 2) and exterior of building for better monitoring (phase 3).	HS	30% Completed	SY24/25	\$40,000.00	Cash reserves	No
Repair and rehab of Snell Street garage (earth retaining wall, roof)	HS	10% Completed	TBD	Unknown	To be determined	No
Phase 2: School Programming						
TouchView Panels for HS	HS	Not Started	SY 25/26	\$130,000.00	Fundraising	No
Renovation of gym (floor, walls, ceiling, removal of stage)	MS	Not started	SY 26/27	Unknown	Fundraising	No
Addition of electrical service for motors to retract side basketball hoops	HS	Not started	SY 24/25	Unknown	Operating Budget	No
Sound dampening on gym walls for improved acoustics during school events	HS	Not started	SY 25/26	\$76,500.00	Fundraising	No
Phase 3: Aesthetics and Large Scale Projects						
Fencing around parking lot	MS	75% complete	SY 24/25	\$36,000.00	Fundraising	No
Landscaping, exterior lighting, and signage	HS and MS	Not Started	SY 26/27	\$100,000.00	Operating Budget	No
Replacement of exterior windows and doors	HS	Not Started	SY 27/28	\$1,500,000.00	To be determined	No

Renovation of HVAC systems	HS and MS	Not Started	SY 27/28	\$2,000,000.00	To be determined	No
Painting of building exterior	MS	Not Started	SY 29/30	Unknown	To be determined	No

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2023-24

Faithfulness to Charter

<p>Objective: Argosy Collegiate Charter School will provide all scholars with highly effective core instruction with expanded learning times.</p>		
	2023/2024 Performance	Evidence
<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>	Not Met	<p>Daily attendance rate for the 2023/2024 school year was 91.7%.</p> <p>The school continues to meet its target for chronic absenteeism, but the daily attendance average is below the 95% mark.</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>	Not Met	<p>2023-2024 <i>NWEA MAP Student Growth Summary Report</i></p> <p>Percent of MS scholars who met or exceeded their growth goals set for Fall 2023 to Spring 2024</p> <p>Mathematics</p> <ul style="list-style-type: none"> • Grade 6: 85% • Grade 7: 36% • Grade 8: 70% <p>Reading</p>

		<ul style="list-style-type: none"> • Grade 6: 35% • Grade 7: 51% • Grade 8: 48%
<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>	Not Met	<p>SY 2023-2024 NWEA MAP Student Progress Report</p> <p>The High School Literacy Clinic were not held during this school year in order to increase opportunities for scholars to participate in the Math Clinic. Support was provided in the core class setting.</p> <p>High School Mathematics Clinic: 56% of scholars met or exceeded their 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>		
	<p>2023/2024 Performance (Met/Not Met)</p>	<p>Evidence</p>
<p>Each year, at least 50% of the school’s scheduled professional development will focus on data-driven instruction, totaling 30 hours.</p>	Met	<p>Professional Development Agenda and Calendar. 65% of the school’s scheduled professional development time was devoted to data driven instruction (32.95 hours of 50.58 total professional development hours).</p>

<p>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.</p>	<p>Not Met</p>	<p>Summative teacher evaluations indicate the following:</p> <p>SY2023-2024 82% of teachers earned in the proficient or higher category for Standard I of the Massachusetts Teacher Evaluation rubric.</p> <p>82% of teachers earned in the proficient or higher category in Standard II of the Massachusetts Teacher Evaluation rubric.</p>
<p>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.</p>		
	<p>2023/2024 Performance (Met/Not Met)</p>	<p>Evidence</p>
<p>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.</p>	<p>Not Met</p>	<p>SY 2023-2024 Summative teacher evaluations indicate that 88% of teachers rate in the proficient or higher category for Standard II.B.1 of the Massachusetts Teacher Evaluation rubric.</p>
<p>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.</p>	<p>Met</p>	<p>LiveSchool Conduct Reports Weekly Collegiate Reports.</p> <p>89.1% of ACCS HS scholars met criteria to participate in Collegiate Day.</p>
<p>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</p>	<p>Met</p>	<p>LiveSchool Conduct Reports Weekly Collegiate Reports.</p>

<p>100 Collegiate points weekly based on attendance, behavior, and academics. These areas will be monitored on weekly Collegiate Reports which are powerful indicators of a scholar’s probability of graduating from high school and possessing the character skills necessary for success in college.</p>		<p>89.6% of the ACCS middle school scholars met criteria to participate in Collegiate Day.</p>
<p>Objective: Argosy Collegiate Charter School’s scholars will demonstrate readiness for college, career and life.</p>		
	<p>2023/2024 Performance (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 2024 35.4% earned 9 or more 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>2023/2024 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 share innovative programming aimed at early college/dual enrollment for high school scholars.</p>	<p>Met</p>	<p>SY 2023-2024</p> <p>The school held numerous Early College Dissemination events in the 2023-2024 school year (<i>see Criterion 4: Dissemination above</i>).</p>
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APPENDIX B: RECRUITMENT AND RETENTION PLAN 2024-25

RECRUITMENT PLAN 2024-25

<p style="text-align: center;">2023- 24 Implementation Summary:</p> <p>1. Please list the successes and challenges of implementing the school’s recruitment strategies from the 2023-24 Recruitment Plan.</p> <p>The biggest challenge Argosy Collegiate faced in the 2023-24 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 vocational school uses a metric which ranks and selectively accepts applicants by choosing those with the highest grades, highest attendance and best 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 (26.3%), Fall River (25.2%), Diman (11.3%); English Language Learners - Argosy (17.2%), Fall River (22.7%), Diman (2.4%); High Needs - Argosy (86.2%), Fall River (86%), Diman (52.7%).</p>

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

General Recruitment Activities for 2024-25:

- We will continue our partnership 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 digital marketing campaign.
- We will continue our guest appearances on WSAR radio during their weekly show called the Education Spotlight to share with the listening local community our successes in our Early College program as well as sharing information about our non-selective enrollment policies.
- We will continue to meet with district elementary and middle school students and staff.
- We will continue to place branded lawn and fence signs across the city, especially on the south side of the city and near low-income housing developments.
- We will continue to provide programmatic information in Spanish and Portuguese to the public whether in person, by telephone, or via our printed messaging. Beginning in 2024-2025, we will expand our translated programmatic information to Crioulo.
- We will continue to use third-party mail house distribution of enrollment and application information in English, Spanish, Portuguese, and Crioulo. All grade eligible students in the Fall River Public School system receive at least 10 direct mailings per year. Our marketing includes information about the Early College program, open to all learners, and non-selective enrollment practices, as well as providing info about our successful outcomes in English, Spanish, Portuguese, and Crioulo.
- We will continue to provide Spanish and Portuguese speaking office personnel on both campuses so that all incoming callers receive timely and important information in their native languages.
- We will continue to provide Spanish and Portuguese speaking enrollment staff so that all scholar applicants receive a phone call in their native language to review enrollment application, lottery details, and programmatic details. We will use live translation services to call parents/guardians of scholar applicants who indicate Crioulo as their preferred language when reviewing enrollment application, lottery details, and programmatic details.
- We will continue to distribute Argosy Collegiate informational brochures to children and families engaged in programming at the Fall River YMCA, the Boys and Girls Club and CD Recreational.
- We will continue to email families on our waitlists to reapply for the next year's lottery.
- We will continue to hold Open Houses and tours on both campuses for prospective students and families. All Open Houses and tours are hosted by staff who speak English, Spanish and Portuguese.
- We will continue to enable pop-up windows on our website that direct families to our lottery application which is available in English, Spanish, Portuguese, and Crioulo.
- We will continue to display programmatic and application information to our community members on billboards on the south side of the city, where the need is highest for families struggling with socio-economic challenges and low academic outcomes.

Recruitment Plan – 2024-25 Strategies

List strategies for recruitment activities for each demographic group.

Students with disabilities/ Special education students

Recruitment Plan – 2024-25 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
<p>(a) CHART data</p> <p>School percentage: 26.3%</p> <p>CI percentage: 16.7%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p>Send our information to every Fall River Public School grade eligible student so that every FRPS student with disabilities receives our lottery application information.</p> <ul style="list-style-type: none"> • 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.
English learners/ Limited English-proficient students	
<p>(a) CHART data</p> <p>School percentage: 17.2%</p> <p>CI percentage: 13.4%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> • Use highly visible banners on both campuses that say “apply now” in multiple languages, including Spanish, Portuguese, and Crioulo. • Direct mail to all grade eligible students in the FRPS with Spanish, Portuguese, and Crioulo translations. • Ensure Spanish and Portuguese 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 and Portuguese speaking scholars sharing information about their experiences as Argosy scholars including lottery application information.
Low-income/ Students eligible for free or reduced lunch	
<p>(a) CHART data</p> <p>School percentage: 75.4%</p> <p>CI percentage: 65.9%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</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.

<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2023-24 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. • 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.
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2023-24 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 student adjustment counselor, relationships with community and state organizations, etc.
<p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p>	<p align="center">(f) Continued 2023-24 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 2024-25

<p align="center">2023-24 Implementation Summary:</p> <p>The challenges and successes of the 23-24 retention strategies remain largely the same as the 22-23 school year.</p> <p>In 2024, Argosy Collegiate Charter School celebrated its 10th anniversary. With that, we celebrated many successes of our college preparatory program including our wall to wall Early College program that is truly transforming outcomes for our scholars and alumni. With almost 200 alumni, we see the successes that our alumni are achieving including a second alumni at Harvard College with a full scholarship, an alumni beginning as a sophomore at Worcester Polytechnic Institute, with 100% of his college credits earned at Argosy Collegiate accepted by WPI and several alumni graduating with a bachelor's degree in just three years due to their college credits earned while attending Argosy Collegiate.</p> <p>Argosy Collegiate continues to execute and build a strong college preparatory program for all learners. With four 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, Stonehill, NEIT, Bridgewater State, UMass, WPI, 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>We are very proud to share a list of amazing accomplishments of the Class of 24:</p> <ul style="list-style-type: none"> • 100% of Argosy Collegiate's Class of 2024 earned their high school diplomas.
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- 100% of Argosy Collegiate’s Class of 2024 earned cost-free college credits.
- 100% of Argosy Collegiate’s Class of 2024 were accepted to at least one college.

These successful outcomes will be communicated to our current scholars and families so they are well versed in Argosy Collegiate’s unique wall to wall Early College program and the successful outcomes for our scholars that are unmatched by any other school in Fall River.

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, but until Massachusetts vocational schools are required to use an open lottery to enroll students, like MA charter schools, Fall River tax payers will not have equal access to all of its public high schools, which is the epitome of inequity.

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 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 student counselors and social workers to support our scholars with high level and complex needs. Additionally, we continue to invest 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

The overall student retention goal rate may be determined based on the school’s past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.

Annual goal for student retention (percentage):

90%

Retention Plan – 2024-25 Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage:
10%
Third Quartile: 20.3%

(b) Continued 2023-24 Strategies

- Below third quartile: no enhanced/additional strategies needed
- 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.

Retention Plan – 2024-25 Strategies
List strategies for retention activities for each demographic group.

The school’s attrition rate is below third quartile percentages.	<ul style="list-style-type: none"> 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

<p><u>(a) CHART data</u></p> <p>School percentage: 7.8% Third Quartile: 16.7%</p> <p>The school’s attrition rate 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 feedback to all teachers regarding the incorporation of SEI strategies and language development strategies in all lessons. The school has also shifted its EL program to allow for one EL teacher per grade level. This model allows EL staff to work closely with grade level teachers to better support language development. 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)

<p><u>(a) CHART data</u></p> <p>School percentage: 14.4% Third Quartile: 17.3%</p> <p>The school’s attrition rate is below third quartile percentages.</p>	<p align="center">(b) Continued 2023-24 Strategies</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.
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	<ul style="list-style-type: none"> • 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.).
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> • 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 • 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.
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2023-24 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. • 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.
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	<p style="text-align: center;">(f) Continued 2023-24 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 • 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 DATA TABLES

ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA

Administrative Roster During the 2023-24 School Year			
Name	Title	Start date in current role	End date (if no longer employed at the school)
Kristen Pavao	Founding Director (FD)	ED from 2/25/14 FD since 7/1/24	Current
Sunil Jagannath	Executive Director (ED)	Prev role 8/1/15 ED since 7/1/24	Current
Callie Pope	Director of HR and Operations	2/14/22	Current
Monica Filgo	Middle School Principal	7/1/19	Current
Kristen Lima	High School Principal	7/1/21	Current
Thomas Mylchreest	Vice-Principal	7/17/23	Current
Dr. Michelle Carney	Director of Academic Achievement for Humanities	8/1/22	Current
Meagan Hughes	Director of Academic Achievement for STEM	8/1/22	Current
Christian Balasco	Middle School Assistant Principal	8/1/21	Current
Christopher Oliver	HS Dean of Students	8/1/23	Current
Kelly Cassidy	MS Dean of Students	11/1/20	Current
Kim Reynolds	HS Director of Student Services	8/1/21	Current
Grace Szulak	MS Director of Student Services	8/1/21	Current

Teacher and Staff Attrition for the 2023-24 School Year				
	Number employed as of the last day of the 2023-24 school year	Number of departures during the 2023-24 school year	Number of departures following the end of the 2023-24 school year through July 31st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)

Teachers	59	7	6	<ul style="list-style-type: none"> • Terminations • Resignations • Relocations • Contracts not renewed
Other Staff	47	3	3	<ul style="list-style-type: none"> • Services shifting to Contracted Provider • Resignations • Relocations

BOARD OF TRUSTEES

Board Membership During the 2023-24 School Year					
Name	Position on the board	Committee affiliation(s)	Number of terms served on the board	Length of each term (start and end date in MM/YY format)	Final year of service possible based on term limits in bylaws
Paul C. Burke	Board Chair	Finance, Capital Outlay	4	2/14-6/15 7/15-6/18 7/18-6/21 7/21-6/24* *end of term	2024
Anne Tangen	Vice Chair (Chair as of 7/1/24)	Finance, Governance	1	6/22-6/25	2031
Peter Panaggio	Treasurer	Finance	1	4/23-6/26	2032
Renee Howayeck	Secretary (also acting Vice Chair as of 7/1/24)	Governance, Academic Achievement	1	7/21-6/24 7/24-6/27	2030
Melanie Cordeiro	Trustee	Development	1	4/23-6/26	2032
Emmanuel Ecchevaria	Trustee	Academic Achievement (beginning Aug 2024)	1	2/24-12/27	2033
Diana Grady	Trustee	Finance, Academic Achievement	3	9/16-6/19 7/19-6/22 7/22-6/25	2025

Board Membership During the 2023-24 School Year					
Steve Kenyon	Trustee	Capital Outlay	3	7/16-6/19 7/19-7/22 7/22-6/25	2025
Hanan Khamis	Trustee	Academic Achievement (beginning Aug 2024)	1	6/24-6/27	2033
Cindy Michonski	Trustee	Finance, Development	1	4/23-3/26	2032
Jared Mota	Trustee	Finance, Capital Outlay	1	6/24-6/27	2033
Erin Riendeau	Trustee	Governance	1	12/23-12/26	2032
Pamela Wildnauer	Trustee	Academic Achievement, Capital Outlay	3	12/15-6/18 7/18-6/21 7/21-6/24* *end of term	2024

[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

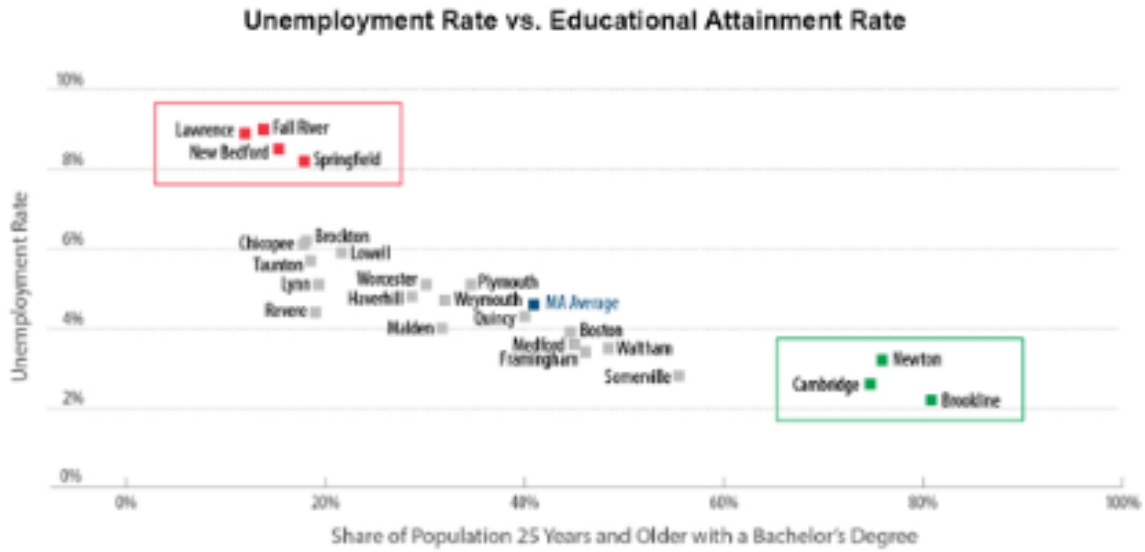
ENROLLMENT

Action	Date(s)
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, 2024, 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. Should the school demonstrate significant and sustained academic improvement before 2024, the Commissioner may consider removing this condition, rather than wait until December 31, 2024.
Actions taken by the school in 2023-24 to address the concern that resulted in the condition
<ul style="list-style-type: none"> • The school continues to improve its normative percentile ranking according to the state accountability ranking system, improving from the 7th percentile when this condition was issued, to the 19th percentile in 21/22, and to the 23rd percentile in 22/23. We eagerly await the results of the 23/24 school year as we fully expect for this positive trend to continue. <ul style="list-style-type: none"> ○ In the 2023/2024 school year, we implemented evidenced based literacy curriculum (MyPerspectives) with support from DESE's <i>High Quality Instructional Materials</i> grant. We also investigated and piloted an Integrated Math sequence in preparation for the 2024/2025 school year.
Complaints
<p>Board of Trustees Contact Information</p> <p>No complaints were received by the Board of Trustees in the 2023/2024 school year.</p>

TABLE 5.1: UNEMPLOYMENT RATE VS EDUCATIONAL RATE



In Massachusetts cities, there is a strong correlation between low rates of bachelor's degree attainment and high rates of unemployment.

TABLE 5.2: EARLY COLLEGE CREDITS EARNED, BY GRADE LEVEL

Early College Credits Earned, by Grade Level										
	23-24		22-23		21-22		20-21		19-20	
	Per Credit Cost: \$231		Per Credit Cost: \$220		Per Credit Cost: \$217		Per Credit Cost: \$214		Per Credit Cost: \$206	
	# 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	267	255	374	349	120	96	81	69	186	168
10	205	205	104	102	78	63	63	45	81	72
11	276	273	139	133	48	27	33	27	159	135
12	429	422	419	368	520	490	305	275	N/A	N/A
Total	1177	1155	1036	952	766	676	482	416	426	375

TABLE 5.3: PERCENT OF EARLY COLLEGE COURSES BEING PASSED

EC Gradebook: % of all EC Classes Being Passed										
	23-24		22-23		21-22		20-21		19-20	
	Per Credit Cost: \$231		Per Credit Cost: \$220		Per Credit Cost: \$217		Per Credit Cost: \$214		Per Credit Cost: \$206	
	<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	146	98.2%	130	89.8%	101	90.0%	56	87.3%	82	90.1%
Male	82	98.6%	61	88.1%	48	88.2%	26	88.0%	41	89.7%
Female	63	97.8%	69	91.3%	53	91.2%	30	86.8%	41	90.5%
Non-Binary	1	100.0%	0	N/A	0	N/A	0	N/A	0	N/A
ELL	27	95.8%	16	79.4%	14	75.0%	1	100.0%	5	66.7%
Special Ed.	33	94.2%	17	84.9%	23	67.5%	2	50.0%	6	85.7%
Dual	16	90.9%	5	88.9%	6	62.5%	0	N/A	2	100.0%
504	13	97.1%	7	89.3%	7	95.8%	8	88.5%	15	88.5%
African American	23	97.9%	23	91.7%	16	88.2%	8	85.0%	17	75.0%
Latino	34	95.8%	27	83.9%	19	91.7%	8	66.7%	13	95.2%
White	33	99.1%	81	89.6%	68	91.0%	40	90.8%	52	93.5%
Asian	5	100.0%	5	95.8%	3	75.0%	1	100.0%	2	100.0%
Am. Ind/Alask.	2	100.0%	2	100.0%	2	100.0%	2	100.0%	1	100.0%
Nat. Haw/Pac.I	0	N/A	2	100.0%	1	100.0%	0	N/A	0	N/A
Other- Non Hispanic	5	100.0%								

TABLE 5.4:

11TH/12TH GRADERS COMPLETION OF ADVANCED COURSEWORK

ACCHS 11/12th Scholars who Completed Advanced Courses				
	# of 11/12th	# Completed	% Completed	Target
2023-2024	96	72	75.0%	60.10%
2022-2023	98	55	56.1%	76.90%
2021-2022	133	93	69.9%	
2020-2021	95	54	56.8%	
2019-2020	30	12	40.0%	

TABLE 5.5:

SCHOLARSHIP TOTALS

Indicator	2020 - 2021	2021 - 2022	2022- 2023	2023- 2024
Scholarship Dollars (total dollars)	1,028,000	769,000	303,000	490,000
Abigail Adams Scholarship Awardees (number of scholars)	10	28	10	12
Yearly credit totals	673	824	952	665
FAFSA completion rates	100%	74%	93%	89%

TABLE 5.6:

BRISTOL COMMUNITY COLLEGE ACCEPTANCE RATE

Acceptance Rate: Bristol Community College			
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%
2023 - 2024	48	48	100%

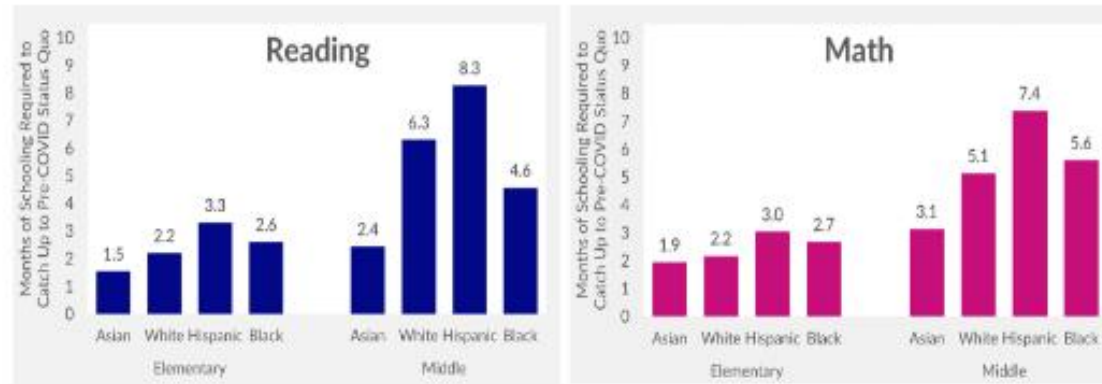
TABLE 5.7:

12TH GRADE GRADUATION PERCENTAGES

Year	Total Seniors	Total Seniors graduated	Graduation %
2023 - 2024	48	48	100%
2022 - 2023	48	43	89.5
2021- 2022	65	63	96.9
2019- 2021	35	35	100%

TABLE 5.8: RECOVERY PERIOD DUE TO COVID

Figure 5. Months of schooling required to catch up to pre-COVID achievement by race/ethnicity



Note. The bars depict months of schooling required to catch up to pre-COVID achievement levels of achievement, broken down by subject, school level, and racial/ethnic group. Estimates were calculated by taking the mean score difference between the COVID and pre-COVID sample of each grade and group, dividing by the average rate of pre-COVID fall-to-spring growth for that group, and averaging across each grade band.

TABLE 5.9: ACCS MCAS COMPARATIVE DATA

GRADE 10 - ENGLISH LANGUAGE ARTS				
ACHIEVEMENT LEVEL	2019	2021	2022	2023
Exceeding Expectations (E)	6	4	2	2
Meeting Expectations (M)	59	48	37	38
Partially Meeting Expectations (PM)	34	33	53	49
Not Meeting Expectations (NM)	0	15	8	11

2023 Participation Rate = 100%


GRADE 10 - MATHEMATICS				
ACHIEVEMENT LEVEL	2019	2021	2022	2023
Exceeding Expectations (E)	19	1	4	2
Meeting Expectations (M)	47	34	32	30
Partially Meeting Expectations (PM)	31	43	46	62
Not Meeting Expectations (NM)	3	22	18	6

2023 Participation Rate = 100%

GRADE 10 - SCIENCE AND TECH/ENG (on NextGen Scale)				
ACHIEVEMENT LEVEL	2022	2023		
Exceeding Expectations (E)	2	2		
Meeting Expectations (M)	20	24		
Partially Meeting Expectations (PM)	66	69		
Not Meeting Expectations (NM)	12	4		

2023 Participation Rate = 100%

TABLE 5.10: ACCS ACCESS COMPARATIVE DATA

2023 ACCESS for ELLs Report								
Data last updated January 25, 2024.								
								
More about the data								
Total Tested: 123 Participation Rate: 99% Avg. Overall Composite Level: 3.5 Avg. years in MA: 7.9								
Proficiency Level	Oral		Literacy		Comprehension		Overall	
	#	%	#	%	#	%	#	%
1 - Entering	6	5	5	4	3	2	4	3
2 - Emerging	12	10	16	13	14	11	15	12
3 - Developing	49	40	65	53	31	25	75	61
4 - Expanding	42	34	23	19	25	20	28	23
5 - Bridging	11	9	1	1	17	14	1	1
6 - Reaching	3	2	0	0	20	16	0	0



2022 ACCESS for ELLs Report								
Data last updated January 25, 2024.								
								
More about the data								
Total Tested: 114 Participation Rate: 100% Avg. Overall Composite Level: 3.4 Avg. years in MA: 8.1								
Proficiency Level	Oral		Literacy		Comprehension		Overall	
	#	%	#	%	#	%	#	%
1 - Entering	7	6	7	6	5	4	2	2
2 - Emerging	13	11	34	30	27	24	26	23
3 - Developing	35	31	60	53	34	30	68	60
4 - Expanding	43	38	10	9	21	18	15	13
5 - Bridging	16	14	3	3	16	14	3	3
6 - Reaching	0	0	0	0	11	10	0	0

TABLE 5.11: ACCS ACCESS TARGETS

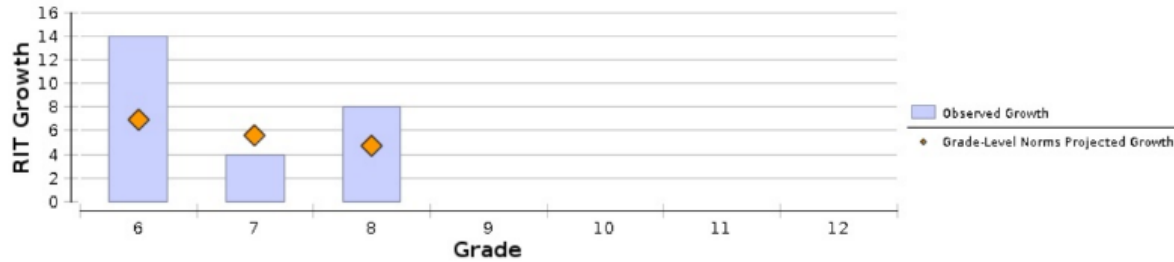
ACCESS Progress reporting										
	MS 23-24 SY	HS 23-24 SY	MS 22-23 SY	HS 22-23 SY	MS 21-22 SY	HS 21-22 SY	MS 19-20 SY	HS 19-20 SY	MS 18- 19 SY	HS 18-19 SY
Target	27.80%	15.70%	27.80%	15.70%	18.60%	21.80%	34.70%	41.40%	13.30%	NA
Actual	20.50%	18.20%	22.60%	10%	22.60%	10.20%	28.60%	23.30%	9%	NA

TABLE 5.12: MAP GROWTH

	Student Growth Summary Report Aggregate by School		Term: Spring 2023-2024 District: Argosy Collegiate Charter School	Norms Reference Data: 2020 and User Norms¹ Growth Comparison Period: Fall 2023 - Spring 2024 Weeks of Instruction: Start - 8 (Fall 2023) End - 34 (Spring 2024) Grouping: None Small Group Display: No
	Argosy Collegiate Charter School Math: Math K-12			

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6	96	207.7	12.5	15	221.2	16.7	40	14	0.9	6.9	3.27	99	96	79	82	85	
7	98	213.9	12.9	20	217.9	15.1	16	4	0.8	5.6	-0.86	19	98	39	40	36	
8	94	217.9	14.0	21	225.8	19.7	32	8	1.1	4.7	1.42	92	94	69	63	70	
9	0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
10	0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
11	0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
12	0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	

Math: Math K-12





Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
 District: Argosy Collegiate Charter School

Norms Reference Data: 2020 and User Norms¹
 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 8 (Fall 2023)

End - 34 (Spring 2024)
 Grouping: None
 Small Group Display: No

Argosy Collegiate Charter School

Math: Algebra 1

Grade (Spring 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
6	0	**		**			**					**			
7	0	**		**			**					**			
8	0	**		**			**					**			
9	71	221.3	16.0	224.7	16.9		4	0.9				71	21	30	33
10	3	*		*			*					*			
11	0	**		**			**					**			
12	0	**		**			**					**			

Math: Algebra 1

