FINAL APPLICATION REVIEW 2010-2011			
Proposed School Name:	**Proposed School Location:**		
”Brooke 2” Charter School	Boston		
”Brooke 3” Charter School	Boston		
”Brooke 4” Charter School	Boston		
Network of Schools with Edward W. Brooke Charter School			
	Brooke 2	**Brooke 3**	**Brooke 4**
Grades Served at Full Capacity:	K-8	K-8	K-8
Number of Students Served at Full Capacity:	475	475	475
Proposed Opening Year:	FY12	FY13	FY14
Regional?	No	Yes – Boston and Chelsea	No

Public Statement:

We believe great teaching can close the achievement gap. Brooke 2, 3, and 4 will be K-8 schools, located in Boston, serving 475 scholars. The school's mission is to provide an academically rigorous education to students from the city of Boston (and Chelsea for Brooke 3) that will ensure that they are prepared to attend and succeed in college. The school will focus on the same strategy proven to lead to higher achievement for *all* students: quality teaching in bigger doses. The founders are also founders of the Edward W. Brooke Charter School in Roslindale, one of the highest performing schools in the city and the state.

Mission Statement:

To provide an academically rigorous education to students from the cities of Boston and Chelsea that will ensure that they are prepared to attend and succeed in college.

Proposed Growth Plan for First Five Years of Operation:

School Year	Grade Levels	Total Student Enrollment
First Year	K, 1, 5	168
Second Year	K, 1, 2, 5, 6	270
Third Year	K, 1, 2, 3, 5, 6, 7	368
Fourth Year	K-8	475
Fifth Year	K-8	475

NOTE: All three proposals describe the same growth plan.

Mission, Vision, and Description of the Community(ies) to Be Served

Primary Strengths

- The mission clearly defines the purpose and values of the school and is reflected throughout the application. (Section I.A)
- The vision that great teaching can close the achievement gap is clearly explained and aligned with the mission. The section outlines what the school will look like for

Primary Weaknesses

- While the description of the community section indicates that they intend to serve a similar population as the original Brooke school, and in Brooke 3, briefly discuss why they would like to extend the program to Chelsea, it lacks a detailed description of the student populations in both Boston and Chelsea. (Section 1.C.)

students, teachers, and parents and how it will positively impact these stakeholders. It serves as an organizing principle for all sections of the application. (Section I.B)

- The applicants explain their ability to address the needs of students is based on excellent teaching in larger doses. They report that they provide specialized support to help all students succeed. They also indicate that they expect a significant proportion of the students at all the proposed schools will be English language learners and highlight that they will be well positioned to serve Chelsea students at Brooke 3 because the current Co-Director at the original Brooke School taught in Chelsea and is a certified ELL instructor. (Section 1.C)

- The applications emphasized the high demand for seats at the existing Brooke school and explain that they have standards and structures already in place that will enable the group to replicate and expand to serve more students. (Section I.C.)

- The applicant group indicates that they expect a significant proportion of their students will be English language learners and report that they have successfully served English language learners. However they also report that less than 1% of enrolled Brooke students are currently identified as Limited English Proficient (LEP), down from 3.3% in 2006. (Section 1.C.)

- The Superintendents of Chelsea (T.Kingston), Revere (P.Dakin), and Somerville (T. Pierantozzi). do not support granting a charter to this applicant group in Chelsea. See public comment. (Section I.C.)

Educational Philosophy, Curriculum and Instruction

Primary Strengths

- Brooke is proposing a true replication with no modifications. The educational philosophy clearly describes the school's core beliefs and values, with great teaching at the center. It also aligns and expands on the vision and is integrated into a comprehensive educational program which includes a well articulated infrastructure to support the mission and vision. (Section I.A, I.B, and II.A)

- The applications clearly outline the curriculum that will be used, including examples of the content and skills to be taught in core academic content areas and the character education standards for the primary grades. (Section II.B)

- The applications and the applicant group explained in detail that character development is integrated into the culture of the school and is based on the core

Primary Weaknesses

- Research is cited about the impact of effective teaching; a growth mind set (the belief that hard work, not innate ability, leads to success), and providing students with a conceptual framework that enables permanent mastery. While it indicates that the educational philosophy may improve academic performance for students, it does not explicitly explain how the philosophy meets the diverse needs of individual students. (Section II.A.)

values of focus, integrity, respect, self-determination, and teamwork (FIRST). The character education program includes direct instruction and public ceremonies to celebrate student demonstration of core values. (Section II.B and II.E.)

- The applications explicitly define great teaching and provide the performance standards that are used to evaluate teachers, guide professional development, and develop personal goals for individual teachers. Opportunities for staff support and professional development are described. Teacher evaluations are based on performance results and observations that culminate in reviews using the teaching standards. (Section II.B.)

Assessment System, Performance, Promotion, and Graduation Standards

Primary Strengths

- The performance, promotion, and graduation standards are cohesive and easy to understand for all stakeholders. The applications include an 8th grade report card with very explicit and detailed standards and an excerpt from the parent guide to the standards. (Section II.C.)

- The assessment system is based on a variety of ongoing assessments that include observations, examinations, running records, exit slips, and other informal methods that are used to determine student progress in relation to mastering the standards. The school uses interim assessments that are based on prior MCAS questions. Beginning in 6th grade, questions also include prior questions from the SSAT and ISEE to ensure they are preparing students to gain entrance into college preparatory high schools. (Section II.D.)

- The interview clarified ways in which the school measures student progress toward attaining non-academic goals. The applicant group is currently in the process of developing a process to measure and consistently track character education. (Section II.D.)

Primary Weaknesses

- No primary weaknesses.

- Teachers use a management tracking system with customized spreadsheets that provide data, such as homework completion rates which are also reported on report cards. The applications explain how different stakeholders receive and use data. (Section II.D.)

School Characteristics

Primary Strengths

- The applications and the applicant group provide a clear plan to maintain and build effective family-school partnerships. Staff members meet with parents throughout the year, have one on one meetings with parents before school begins, guide parents through both the high school and college application process, and conduct parent input sessions. Staff members return parent calls and emails within 24 hours and contact parents with any behavior concern that merits a community violation or detention. (Section II.E.)

- The applications include an extensive student behavior philosophy and have a plan for a firm and consistent disciplinary policy. Due to their disciplinary policy, the existing school experiences a high out-of-school suspension rate compared to the district and the state. The school's retention rate however is similar to the district. (Section II.D.)

Primary Weaknesses

- While the applications state the commitment to provide individualized support for all students, it is not clear how supports will be tailored and when support will take place. The interview clarified the role of associate teachers, homework help, and afterschool tutoring but it's still not understood how support happens during the standard school day. (Section II.D.)

Special Student Populations and Student Services

Primary Strengths

- The applications and the applicant group described the process and procedures to identify, assess, and serve English language learners. There is evidence that the applicant group has knowledge of the program requirements and the effective means of implementation regarding English language learners. (Section II.F.)
- The applications explain the opportunity

Primary Weaknesses

- The applications give a generalized overview of the processes and procedures that the school will employ to identify, assess, and provide specialized instruction to each student in need of special education services. This limits our ability to evaluate their program. (Section II.F.)

that the network allows by employing people across the network to provide special education related services and assessments. (Section II.F. and III.C.)

- Though the special student population numbers are limited at the Brooke Charter School, it is evident based on past student performance that the applicant group has the capacity to successfully work with students in need of special education services as well as English language learners. (Section II.F.)

Enrollment and Recruitment

Primary Strengths

- While the applications make little distinction between the three schools, the rationale for the enrollment plan is clear. It's slow, yet sufficient growth to be viable. (Section III.A.)
- The draft enrollment policy includes a plan for public lottery which is open, fair, and in accordance with the charter school statute and regulation. (Section III.A.)

Primary Weaknesses

- No primary weaknesses.

Capacity and School Governance

Primary Strengths

- The founding group and existing board of trustees includes members who possess a wide variety of skills and experience. The success of the Edward W. Brooke Charter School demonstrates that they can manage public funds effectively and responsibly and also have the capacity to found and sustain an excellent charter school. (Section III.B.)
- The governance model provides a clear workable reporting structure to the board of trustees. It also clearly delineates the respective roles and responsibilities of the board and the school staff. It clearly describes the committee structures of the board, the recruitment, selection, and development plans along with annual self-

Primary Weaknesses

- See Network Capacity.

evaluate process for the board of trustees.
(Section III.C.)

Capacity for Network of Schools

Primary Strengths

- The application indicates that the decision to replicate and expand came as a direct result of success with the existing program, which was developed and implemented by the school's co-directors. The board has selected to have those same co-directors lead the network. Under the plan they would be accountable to the board for all areas of performance. (Section III.C. and III.D.)

- The existing board and founders recognize the challenges of replication and expansion. In the applications, they have clearly described the organization, staffing, and timelines of both the proposed network of schools and the individual schools. The network plan narrative is thoughtful and serves as a blueprint. In the interview, they discussed some of the challenges and approaches that they are using to deal with these challenges: 1) Human Resources – they have an associate teacher training program and they have a plan for instructional leadership recruitment and development; 2) Facilities – they report that the existing board has the experience and capability to address the real-estate and subsequent financing issues; 3) Calibration- they have a very clear dashboard reporting system to help track how students are doing at the single school, they report that it can be expanded to include multiple schools. They also know that there are unforeseen challenges. (Section III.C. and III.D.)

- While it is difficult to replicate and expand to develop a network of any four schools, these proposed schools are exact replications of the existing Brooke, and therefore provide the board of trustees and the founders, an actual model to

Primary Weaknesses

- While the applicant group has developed a cohesive plan for a network, they have not specified any additional external supports that they can leverage. (Section III.C. and III.D.)

reproduce. (Section III.C.)

Management

Primary Strengths

- The staffing model, management reporting structure, and staff roles and responsibilities are very clear at both the network level and the individual school level. (Section III.D.)

- The emphasis on great teaching and supporting teachers is reflected throughout the application and the applicant group's strategy for recruitment, retention, development, and professional advancement efforts. (Section II.B and III.D.)

Primary Weaknesses

- No primary weaknesses.

Facilities, Transportation, and Finances

Primary Strengths

- The final application describes a viable process for conducting a facilities search and has indicated a number of promising sites. (Section III.E.)

- The application offers a solid financial structure with fiscal controls, and a clear description of the network and school finances. This is the only proposed network to provide a clear separate network budget and individual school budgets. (Section III.F.)

Primary Weaknesses

- No primary weaknesses.