

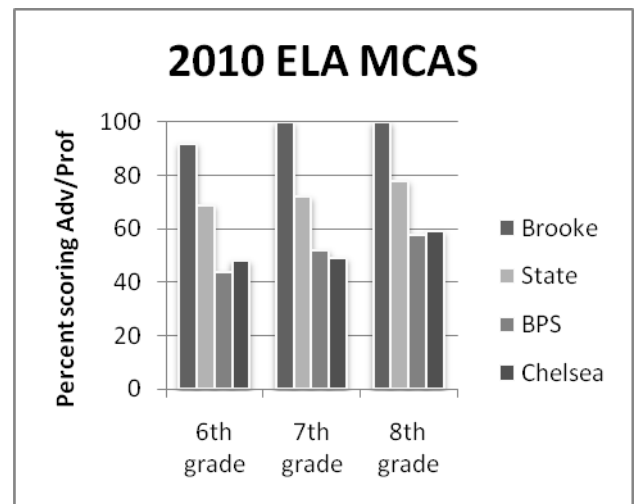
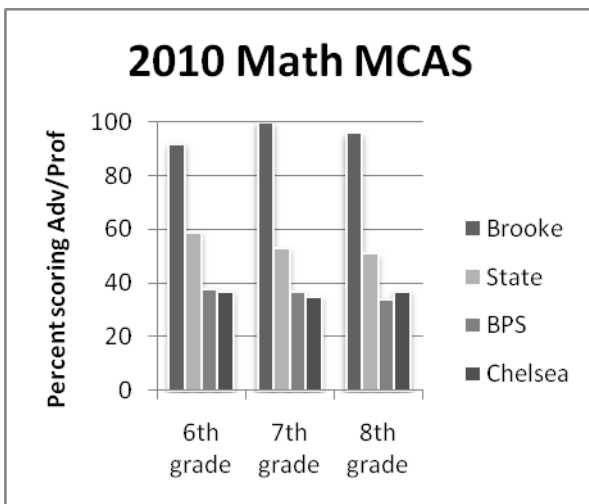
Edward W. Brooke 2, 3, and 4 Charter Schools Executive Summary

This was prepared by the founding group of the Brooke 2, 3, and 4 Charter Schools.

“Brooke 2” and “Brooke 4” will be K-8 schools, located in Boston, each serving 475 students. “Brooke 3” will be a K-8 school, located in Boston, serving 475 students from Boston and Chelsea. The school’s mission is 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. The applicant group came together through the course of its experience as the governing board at the original Brooke School, and it includes all members of the current board of trustees, the chair of the advisory board, and the co-directors of the original Brooke School.

The original Brooke school in Roslindale, founded in 2002, has quietly grown into one of the highest performing schools in the city and the state. At Brooke, students are closing the achievement gap and exceeding expectations for even Massachusetts’ highest performing students. On the 2010 MCAS:

- Our 8th graders ranked #1 in the state in both math and ELA.
- Our 7th graders ranked #1 in the state in both math and ELA.
- Our 6th graders ranked #6 in the state in math and #18 in the state in ELA.
- Our 4th graders ranked #3 in the state in math and #12 in the state in ELA. They ranked #1 in Boston in both areas.



The founding group is committed to bringing this opportunity for an excellent education to more Boston families and to Chelsea families. We expect to serve a population that is very similar to the population we have served at the original Brooke School, where 98% of our students are African-American or Latino and 72% are eligible for free and reduced-price lunch. We are committed to closing the achievement gap and will continue to welcome families in this demographic.

In Boston, demand for enrollment at the original Brooke School alone is sufficient to enroll three schools of the size we seek in this application. Our current waiting list in grades K-6 stands at over 1,500 students (our current enrollment policy does not allow for new students in grades 7 and 8). We are confident that opening schools in different locations throughout the city, coupled with our ability as of 2011 to send a direct mailing to eligible families and our expansion in Brooke 3 to a regional school including Chelsea, will further increase demand.

The founding group is committed to developing a replicable school model. To that end, the original Brooke school has been minimally reliant on private fundraising and has produced its results at the same or lower per-pupil expenditure as Boston Public Schools.

We believe that the achievement gap is the shame of our nation – and that great teaching can close it. Our vision for this school is the same vision that has led to excellent results at the original Brooke School. This vision is shaped not only by what we believe, but also by what research has proven. Research tells us that the number one predictor of student achievement isn't race. It isn't socio-economic status. It's teacher quality. The best lever that we have to help low-income and minority students succeed is the same one that is most effective in helping all students achieve, regardless of their backgrounds: quality teaching in bigger doses. Therefore, our approach is guided by the following questions:

- a. **What does research tell us about what quality teaching looks like?** Our standards of excellent teaching include four major domains:
 - ***Growth Mindset*** - Research tells us that great teachers instill in their students the belief that intelligence is not something we are given, but something we work for. Brooke scholars will know what it means to work hard and to experience the related rewards.
 - ***Strong Leadership, Strong Relationships*** - Research tells us that great teachers are strong leaders who develop nurturing but demanding relationships with their students. Brooke scholars will feel known and cared for.
 - ***Basic Skills AND a Conceptual Framework*** - Research tells us that great teachers engage and challenge students to think and conceptualize, while at the same time building proficiency and automaticity in basic skills. Brooke scholars will develop automaticity in basic skills AND an ability to think critically.
 - ***Individualized Feedback*** - Research tells us that great teachers assess their students frequently and follow-up with individualized feedback and support. Brooke scholars will receive prompt and frequent feedback on their performance.

- b. **How can we best develop our teachers to ensure that they can deliver this kind of quality teaching to our scholars?** The cornerstone of our program is professional development. Our teachers will be relentlessly reflective about their practice, using weekly video analysis, peer observation, and collaborative lesson study to improve.

When analyzing data to give targeted feedback to students, teachers will simultaneously use that data to improve their own performance, analyzing the extent of their own effectiveness in teaching each learning standard to mastery.

c. **How can we create the conditions across the school community that support quality teaching?** We are proud to serve among the ranks of the “no-excuses”

charter schools that are closing the achievement gap across the United States.

Together, our schools have shown that we can close the achievement gap by instituting common sense practices, such as:

- Providing for more time on instruction (longer school day and school year)
- Ensuring a safe and orderly learning environment
- Establishing a positive, achievement-focused school culture
- Implementing strong organizational supports and resources for teachers
- Self-contained classes all the way up through 8th grade in order to ensure that students are known and cared for and to ensure that teachers have the opportunity to co-plan in a meaningful context
- Dedicating time each day, each week, and each school year to professional development to help teachers continually improve their practice