



Boston Renaissance Charter Public School

Summary of Review

December 2009

Summary of Review – December 2009

**Boston Renaissance Charter Public School
250 Stuart Street
Boston, MA 02116**

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I. Sources of Evidence for this Document

The charter school regulations state that “[t]he decision by the Board [of Elementary and Secondary Education] to renew a charter shall be based upon the presentation of affirmative evidence regarding the success of the school’s academic program; the viability of the school as an organization; and the faithfulness of the school to the terms of its charter” 603 CMR 1.12. Consistent with the regulations, recommendations regarding renewal are based upon the Department of Elementary and Secondary Education’s (Department) evaluation of the school’s performance in these areas. In its review, the Department has considered both the school’s absolute performance at the time of the application for renewal and the progress the school has made during the first four years of its charter. Performance is evaluated against both the [Massachusetts Charter School Common School Performance Criteria](#) and the school’s accountability plan. The evaluation of the school has included a review of the following sources of evidence, all of which are available from the Charter School Office (CSO):

- the application for renewal submitted by the school,
- the school’s annual reports for the term of the charter,
- site visit reports generated by the Charter School Office in the second, third, and fourth years of the school’s charter,
- independent financial audits,
- coordinated program review reports,
- the year five renewal inspection report and federal programs renewal inspection report, and
- other documentation, including amendments to the school’s charter.

The following sections present a summary from all of these sources regarding the “school’s progress and success in raising student achievement, establishing a viable organization, and fulfilling the terms of its charter” (603 CMR 1.05).

II. Summary of Findings

Listed below are the findings contained in the review of the school’s performance in the three areas of accountability. Further evidence to support each finding can be found in the body of the report.

A. Faithfulness to Charter Findings

BRCPS operates in a manner consistent with its mission statement.

BRCPS operates in a manner consistent with the material terms of the school’s charter and approved charter amendments, and has fulfilled all of the conditions of the 2007 probation imposed by the Board of Elementary and Secondary Education.

B. Academic Program Findings

Student MCAS performance has improved over the term of the charter. The school has substantially met the academic performance conditions imposed with probation.

In 2009, BRCPS made AYP in the aggregate and for all statistically significant subgroups. It has an NCLB status of Corrective Action for subgroups in ELA. It has no status under NCLB in mathematics.

BRCPS has a well-articulated formative and summative assessment program that employs both commercial and internally developed measures.

Internal assessment results indicate improved student performance in ELA. Assessment results in mathematics are mixed.

The BRCPS core curriculum is documented and aligned to state standards.

For the past two years, BRCPS has been working on the implementation of a new and more focused writing program to respond to students' learning needs, as indicated by MCAS results.

The school has established an academic program that enables all students, including students with disabilities and English language learners, to fully participate in and benefit from the educational goals and mission of the school.

BRCPS has implemented a three-tiered model of instruction that meets students' learning needs and ensures that they are achieving the standards in the state curriculum frameworks.

BRCPS has developed a process for extensive analysis of MCAS data to improve teaching and learning.

BRCPS uses data effectively to evaluate the quality of its academic program and to institute and modify programs and services.

Over the term of the charter, teachers have demonstrated increasingly clear and consistent behavioral expectations. A consistent and effective discipline system is now in place.

Over the term of the charter, instructional practices have been found to be increasingly congruent with the school's expectations stated in its school design, mission, and vision. BRCPS has implemented an effective, standards-based teacher evaluation process.

Over the term of the charter, instructional delivery has been found to be increasingly clear, consistent and purposeful, providing students with meaningful content and learning.

BRCPS provides a physically safe environment. The school has clear policies in place that prohibit harassment and discrimination.

C. Organizational Viability Findings

BRCPS is currently a fiscally viable organization.

Over the term of the charter, the BRCPS board of trustees has become actively engaged in overseeing and assisting the school.

A significant administrative reorganization, conducted after the 2006-07 school year, has resulted in increased administrative capacity and clarity about roles and responsibilities.

The school has developed a highly collaborative, collegial environment that supports professional growth.

BRCPS plans and implements professional development that is aligned with the goals in its school improvement plan.

School leaders and board members have engaged in an extensive planning process to prepare for the next charter term.

In its Application for Charter Renewal, BRCPS proposes a plan to reduce its enrollment to 880 students by the 2012-13 school year, requesting an extension of a condition imposed when the school was placed on probation.

Parents and students interviewed by site visit teams and the renewal inspection team have been very satisfied with the school.

The BRCPS has completed property acquisition and fundraising to permit relocation of the school no later than September 2011.

BRCPS is in compliance with the requirements of the Coordinated Program Review.

BRCPS has disseminated models for replication and best practices to other public schools.

D. Accountability Plan Objectives and Measures

BRCPS has met the measure in its accountability plan related to faithfulness to charter.

BRCPS has met all four measures of academic program success in its accountability plan.

BRCPS has met the six measures in its accountability plan related to organizational viability.

III. School Profile

| <i>Boston Renaissance Charter Public School (BRCPS)</i> | | | |
|---|--------------------|---------------------|------------|
| Type of Charter | Commonwealth | Location | Boston |
| Regional/Non-Regional | Non-Regional | Districts in Region | N/A |
| Year Opened | 1995 | Year Renewed | 2000; 2005 |
| Maximum Enrollment | 1,178 (as of 9/09) | Current Enrollment | 1,178 |
| Students on Waitlist | 601 | Grades Served | PreK-6 |

Mission Statement

“The mission of the Boston Renaissance Charter Public School is to nurture and develop academic, social, and emotional competence while building confidence, character, and citizenship among its students.”

Major Amendments and Charter History

In 2005, the BRCPS charter was renewed with conditions regarding academic achievement and a reduction in grade span from pre-kindergarten through grade twelve to pre-kindergarten through grade six. The conditions also required the school to consider reducing its enrollment. When the school did not voluntarily do so, the Board of Elementary and Secondary Education (BESE) voted to reduce the school’s enrollment from 1,479 students to 1,240 students in September 2006. In February 2007, the school was placed on probation for failing to meet the academic achievement conditions of renewal. The probationary conditions were again focused on improvement of the school’s academic performance, as well as a requirement for the school to relocate and further reduce enrollment from 1,240 to 880 students by September 2009. Specifically, the probationary conditions were as follows:

1. By June 30, 2007, Boston Renaissance Charter School shall have submitted to and received approval from the Department of Education for the following items:
 - A school improvement plan, consistent with the Department’s standards for a District Plan for School Intervention, including allocation of resources to achieve the goals of the school’s plan.
 - A revised charter school Accountability Plan, including goals and annual benchmarks regarding academic success, organizational viability, and faithfulness to the terms of the school’s charter. The Accountability Plan must be aligned to the school’s plan for improvement as referenced above, and must include the school’s plan for achieving Adequate Yearly Progress in the aggregate and for all statistically significant subgroups in English language arts and mathematics.
 - A report from the school on actions taken in response to the recommendations of a consultant hired by the school, upon approval by the Commissioner, to review the school’s leadership structure and effectiveness.

2. By December of 2008, Boston Renaissance Charter School shall demonstrate that it is an academic success by providing evidence that the school has met or is making substantial progress toward meeting all benchmarks in its 2007-2010 Accountability Plan and has made Adequate Yearly Progress in the aggregate and for all statistically significant subgroups in English language arts and mathematics for 2008.
3. By December of 2008, Boston Renaissance Charter School shall have completed the necessary property acquisition and fundraising to permit a relocation of the school no later than September of 2009.
4. Boston Renaissance Charter School will reduce its maximum enrollment, without terminating the enrollment of any student currently attending the school, from 1,240 students to 880 students, beginning in the 2009-2010 school year.

In November 2008, BRCPS requested that the BESE grant an extension of the timeline for changing locations and reducing enrollment. This request was granted by the BESE on November 18, 2008, extending the deadline for relocation of the school to September 2011 and extending the deadline for reducing enrollment to September 2011 under the following terms: no more than 1,178 students in September 2009, 1,100 students in September 2010, and 880 students in September 2011. The condition also required that, should the school anticipate, prior to the submission of pre-enrollment, relocation at the beginning of a school year prior to September 2011, enrollment must be reduced to 880 students and that enrollment must be reduced without terminating the enrollment of any student currently attending the school. The school's probationary status was extended until the BESE determined whether the school's charter would be renewed, by February 2010.

In August 2009, in its Application for Charter Renewal, BRCPS confirmed its commitment to relocate to a new building beginning in September 2010, but requested an extension of the timeframe for reducing enrollment to 880 students. The school requests an enrollment of 1,178 students for the 2009-2010 school year, 1,051 for the 2010-11 school year, 944 for the 2011-2012 school year, and 880 for the 2012-2013 school year.

Demographics

The following table compares demographic data of the charter school to the Boston Public School District from which it draws most of its students, and to the state. The comparison includes 85 schools in the district with grade levels that overlap with the charter school.

- Comparison Minimum refers to the school(s) among the 85 schools with the lowest percentage of students in a given category.
- Comparison Median refers to the school(s) among the 85 schools with the middle percentage of students in a given category.
- Comparison Maximum refers to the school(s) among the 85 schools with the highest percentage of students in a given category.
- The Comparison Total represents the percentage of the total number of students in a given category in all 85 schools combined.

| Race/Ethnicity (%) | | African American | Asian | Hispanic | White | Native American | Native Hawaiian, Pacific Islander | Multi-Race, Non-Hispanic |
|--|---------------------|------------------|-------|----------|-------|-----------------|-----------------------------------|--------------------------|
| Boston Renaissance Charter Public School | | 68.6 | 2.0 | 26.5 | 1.0 | 0.0 | 0.0 | 1.9 |
| (85 Schools) | Comparison Minimum | 2.1 | 0.0 | 10.7 | 1.1 | 0.0 | 0.0 | 0.3 |
| | Comparison Median | 31.5 | 3.0 | 35.8 | 10.8 | 0.3 | 0.0 | 1.9 |
| | Comparison Maximum | 82.7 | 64.9 | 90.7 | 59.8 | 3.4 | 0.9 | 5.4 |
| | Percentage of Total | 33.8 | 8.1 | 42.6 | 13.1 | 0.4 | 0.1 | 1.9 |
| State | | 8.2 | 5.1 | 14.3 | 69.9 | 0.3 | 0.1 | 2.0 |

| Other Demographics (%) | | Males | Females | First Language Not English | Limited English Proficient | Special Education | Low-Income |
|--|---------------------|-------|---------|----------------------------|----------------------------|-------------------|------------|
| Boston Renaissance Charter Public School | | 47.4 | 52.6 | 22.2 | 3.7 | 9.6 | 75.5 |
| (85 Schools) | Comparison Minimum | 42.4 | 31.5 | 5.5 | 0.7 | 8.2 | 29.0 |
| | Comparison Median | 52.1 | 47.9 | 34.8 | 14.9 | 19.0 | 81.8 |
| | Comparison Maximum | 68.5 | 57.6 | 81.9 | 62.6 | 76.9 | 97.2 |
| | Percentage of Total | 52.4 | 47.6 | 38.7 | 23.3 | 20.2 | 78.8 |
| State | | 51.4 | 48.6 | 15.4 | 5.9 | 17.1 | 30.7 |

IV. Areas of Accountability

A. Faithfulness to Charter

ESE Charter School Performance Criteria: Consistency of school operations with the school's charter and approved charter amendments.

The school operates in a manner consistent with the mission, vision, educational philosophy and governance and leadership structure outlined in the school's charter and approved charter amendments.

Finding: BRCPS operates in a manner consistent with its mission statement.

BRCPS provides students with a clearly defined and documented academic program, individualized and purposeful instruction, and a comprehensive range of academic support and health services. With consultation from the school's eight literacy and mathematics coaches, teachers develop goal-based improvement plans for each of their students. Instructional goals, student groupings, and student performance are determined by frequent formative assessments, completed with a battery of commercial and internally-developed measures. Instruction is focused, data-driven, and purposeful. The school's three-tiered intervention model, which is based on Reading First, ensures that materials and strategies are proportionate to students' demonstrated needs in both English language arts (ELA) and mathematics. BRCPS provides transportation to extended-day and -year academic support and acceleration programs, before and after school and during the summer.

In addition to core academics, the school offers a comprehensive performing and fine arts program. Classes in music, dance, art, physical education, and technology are offered. Every BRCPS student is enrolled in at least one specialty class during each quarter of the year.

Consistent with its charter, the BRCPS program emphasizes character formation and citizenship. The character education curriculum map describes the topical emphasis for each month, including community building, conflict resolution, responsibility, and decision making inside and outside of school. Teachers receive extensive professional development in character education, including implementation of The Responsive Classroom model, behavior management techniques and how to incorporate the BRCPS core values into the classroom.

In addition to arts programming and character education, a third component of the school's mission and vision is to provide a full service program. As a full service school, BRCPS provides a range of non-academic programs and services to support its students. The Family and Student Support Team (FASST) offers services such as counseling, social work, and occupational and physical therapy to all students, including those in the general education program. BRCPS has an on-site health clinic that provides vision and dental services and hearing screenings to students.

Finding: BRCPS operates in a manner consistent with the material terms of the school's charter and approved charter amendments, and has fulfilled all of the conditions of the 2007 probation imposed by the Board of Elementary and Secondary Education.

In 2005, the BRCPS charter was renewed with conditions related to improving academic success and reduction of its grade span. In September 2006, the BESE amended the school's charter, capping enrollment at 1,240 students, effective in fall 2007. In February 2007, following a review of student performance and the terms of the enrollment cap, the BESE placed the school on probation and imposed further conditions on its charter, as noted in the "Major Amendments and Charter History" section of this report.

BRCPS has met all but one of the conditions of its probation. Specifically, the school:

- submitted a revised accountability plan, approved by the Charter School Office in June 2007;
- implemented an approved school improvement plan, effective October 2007;
- hired a consultant to review the school's leadership structure and effectiveness, and implemented the consultant's recommendations;
- met all of the measures in its 2007-10 accountability plan;
- did not make AYP in 2008, as required under the conditions, but made AYP in the aggregate and for all subgroups in both ELA and mathematics in 2009. The school has no accountability status in mathematics under NCLB, although it remains in Corrective Action for subgroups in ELA;
- sold its building in downtown Boston, purchased land for a new facility in Hyde Park, and designed the new school. Construction is underway and BRCPS intends to operate the school at the Hyde Park site in September 2010.

BRCPS is currently in compliance with the condition concerning its maximum enrollment, but has proposed a schedule for the required further reductions that does not comply with the

condition. The school's proposed enrollment reduction plan and timeline is contained in its Application for Renewal, and are discussed on pages 23 and 24 of this document.

ESE Charter School Performance Criteria: Accountability plan objectives and measures

The school meets, or shows progress towards meeting the faithfulness to charter objectives and measures set forth in its accountability plan.

Finding: BRCPS has met the measure in its accountability plan related to faithfulness to charter. A charter school creates an accountability plan to set objectives in each of the three areas of charter school accountability for the charter term and to show growth over time. BRCPS has reported against an accountability plan that was approved in October 2007. The plan includes one objective and measure related to the school's faithfulness to its charter: that students will experience at least one of the following each academic quarter: dance, music, art, or physical education. BRCPS has met this measure. Every student in the school takes one of these specialty classes each quarter, and participates in all four of these specialty classes each year. A summary of the school's success in meeting the objectives and measures contained in its accountability plan can be found in Section VII of this report.

B. Academic Program

ESE Charter School Performance Criteria: MCAS performance

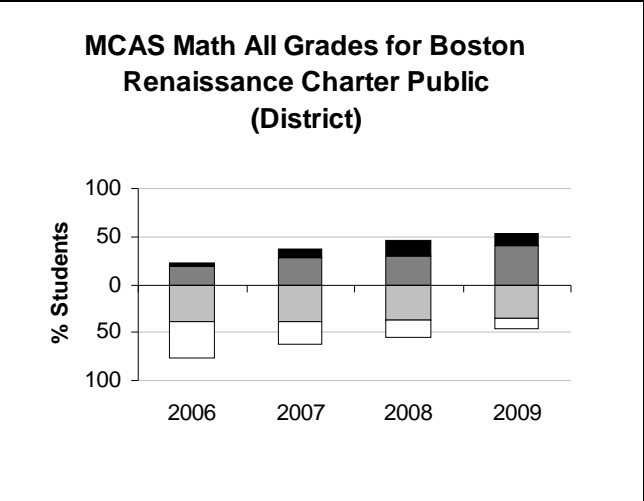
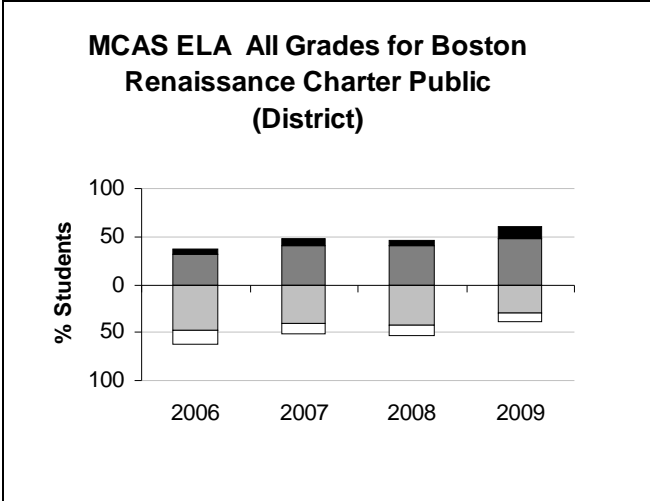
Students at the school demonstrate Proficiency, or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Accountability System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes.

Finding: Student MCAS performance has improved over the term of the charter. The school has substantially met the academic performance conditions imposed with probation. During this charter term, students annually completed the MCAS grade three reading assessment, the grades four through six ELA assessments, the grades three through six mathematics assessments, and the grade five science and technology assessments. The following analyses present MCAS performance data on the tests in reading, ELA and mathematics utilized by the Department for No Child Left Behind (NCLB) accountability purposes. Section V summarizes other MCAS performance by grade level and provides data for tests that do not count towards AYP determinations in 2009.

Key: N = # of students tested; CPI = Composite Performance Index

Warning/Failing %
 Needs Improvement %
 Proficient %
 Advanced/Above Prof. %

^ Indicates performance above the district at a statistically significant level
 * Indicates performance below the district at a statistically significant level
 Percentages without a symbol indicate no statistically significant difference between the charter school and district.



| | 2006 | 2007 | 2008 | 2009 |
|--------------|-------|-------|-------|-------|
| % Advanced | 5 | 8 | 5 | 14 |
| % Proficient | 32 | 40 | 41 | 47 |
| % Needs Imp. | 48 | 40 | 43 | 30 |
| % Failing | 15 | 12 | 11 | 9 |
| N | 544 | 483 | 417 | 429 |
| CPI | 71.5^ | 77.1^ | 77.2^ | 83.9^ |

| | 2006 | 2007 | 2008 | 2009 |
|--------------|------|-------|-------|-------|
| % Advanced | 4 | 9 | 16 | 13 |
| % Proficient | 20 | 28 | 29 | 41 |
| % Needs Imp. | 39 | 38 | 37 | 35 |
| % Failing | 38 | 24 | 18 | 11 |
| N | 541 | 481 | 417 | 428 |
| CPI | 55.6 | 67.0^ | 73.3^ | 80.2^ |

District comparisons

The CPI of BRCPS has been compared to that of the Boston Public Schools because BRCPS is currently in NCLB status: Corrective Action for subgroups in ELA.

Statistical analyses, two-tailed *t* tests for the equality of means, were performed to determine if any differences in performance between BRCPS and Boston students were statistically significant at a 95 percent confidence level. Comparisons were made only if there were at least 40 students tested in a given grade or subgroup.

- Twenty, grade-to-grade and aggregate comparisons were conducted in ELA and in mathematics.
 - ELA: BRCPS performed at a statistically significant higher level than Boston in ten instances. Boston performed at a statistically significant higher level than BRCPS in two instances. There were no statistically significant differences in performance in the other eight comparisons.
 - Mathematics: BRCPS performed at a statistically significantly higher level than Boston in fifteen instances. Boston did not perform at a statistically

- Section VI of this document provides detailed information.
- Forty-eight subgroup grade-to-grade and aggregate comparisons were conducted in ELA and mathematics.
 - ELA: BRCPS performed at a statistically significant higher level than Boston in 26 instances. Boston performed at a statistically significant higher level than BRCPS in one instance. There were no statistically significant differences in performance in the other 21 comparisons.
 - Mathematics: BRCPS performed at a statistically significant higher level than Boston in 39 instances. Boston did not perform at a statistically significant higher level than BRCPS in any instances
 - Section VI of this document provides detailed information.

ESE Charter School Performance Criteria: Adequate Yearly Progress

The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant subgroups. The school is not identified for accountability purposes (not designated as in Needs Improvement, Corrective Action, or Restructuring).

Finding: In 2009, BRCPS made AYP in the aggregate and for all statistically significant subgroups. It has an NCLB status of Corrective Action for subgroups in ELA. It has no status under NCLB in mathematics.

- In 2009, BRCPS made AYP in the aggregate and for all statistically significant subgroups in ELA. However, because BRCPS did not make AYP for all subgroups in 2005-2008, it has an NCLB status of *Corrective Action* for subgroups in ELA.
- In mathematics, BRCPS made AYP in the aggregate and for all statistically significant subgroups in 2009. It has no status under NCLB in mathematics.
- For 2009, the school’s performance rating in ELA and mathematics was *High*.
- BRCPS’ improvement rating in ELA was *Above Target* and in mathematics was *On Target*.
- The AYP summary in Section VI includes full details.

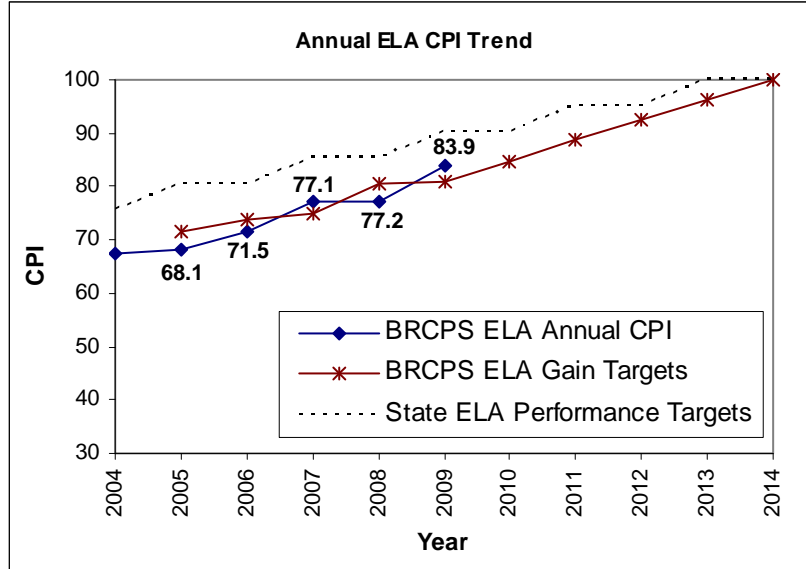
| | | Adequate Yearly Progress History | | | | | | | | | NCLB Accountability Status |
|------|---------------|----------------------------------|------|------|------|------|------|------|------|------|-------------------------------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | |
| ELA | Aggregate | No | No | Yes | Yes | No | No | Yes | No | Yes | Corrective Action - Subgroups |
| | All Subgroups | - | - | Yes | Yes | No | No | No | No | Yes | |
| MATH | Aggregate | Yes | Yes | No | No | No | No | Yes | Yes | Yes | No Status |
| | All Subgroups | - | - | No | No | No | No | No | Yes | Yes | |

Meeting state targets

BRCPS' performance on ELA exams between 2006 and 2009 was lower than state CPI performance targets each year.

Meeting school improvement targets

BRCPS met its own improvement target in ELA in 2007 and 2009, but did not do so in 2006 or 2008.

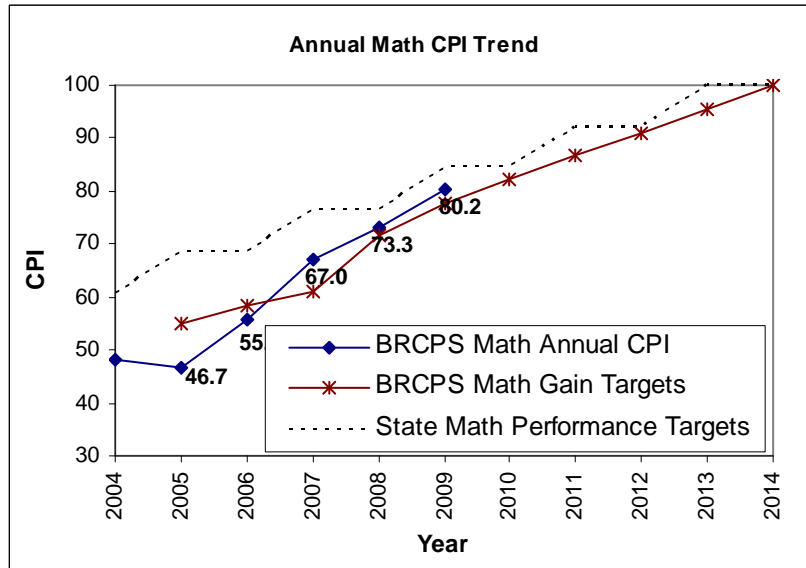


Meeting state targets

BRCPS' performance on mathematics exams between 2006 and 2009 was lower than state CPI performance targets each year.

Meeting school improvement targets

BRCPS did not meet its own improvement targets in mathematics in 2006, but did so in 2007, 2008, and 2009.



ESE Charter School Performance Criteria: Internal measures of student achievement

Students demonstrate progress on internal measurements linked with the school's promotion or exit standards.

Finding: BRCPS has a well-articulated formative and summative assessment program that employs both commercial and internally developed measures.

In interviews with the renewal inspection team, BRCPS teachers and administrators attributed the growth in student performance over the charter term to the school's systematic use of assessment data to identify students' strengths and needs, plan and implement targeted instruction, and evaluate the effectiveness of this instruction. BRCPS uses both commercial and internally developed measures to assess student progress in ELA and mathematics. The ELA measures are the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), administered

three times each year in kindergarten through grade three; the Group Reading and Diagnostic Evaluation (GRADE) administered twice each year in kindergarten through grade six; and the Scholastic Reading Skills Inventory (SRI), administered twice each year in grades four and five. In mathematics, the measures consist of the Par assessment administered three times each year in grades one through six. The school also administers an internally developed MCAS-like ELA and mathematics assessment, known as the Grade Level Assessment (GLA), five times per year in grades four through six.

At the beginning of the year, the assessment coordinator provides teachers with a binder containing the assessment results for their students. The literacy and mathematics coaches meet individually with teachers to help them interpret the data and identify the instructional implications. Teachers, in consultation with the coaches, then prepare classroom intervention action plans. These plans contain both academic goals and strategies for the whole class and improvement plans for every student, together with monitoring benchmarks and timelines. Additional data meetings are scheduled throughout the school year, approximately every six weeks. At these meetings, grade level teams of teachers and coaches monitor students' progress by reviewing test results. In response to the data reviewed at these meetings, teachers adjust the content, rate, and delivery of instruction by re-forming flexible instructional groups.

Finding: Internal assessment results indicate improved student performance in ELA. Assessment results in mathematics are mixed.

Assessment results, as detailed in the school's Application for Renewal, indicate improvement in student performance in ELA. GRADE testing indicated strong and stable results, with 78-92 percent of students reaching the spring benchmark score each year between 2006 and 2009. DIBELS results indicate dramatic improvement in 2009, particularly in grade three, with the percentage of students reaching the spring benchmark rising from 36 percent in 2008 to 91 percent in 2009. Students also made strong gains on the GLA. Between 2008 and 2009, the percent of students scoring proficient or advanced rose from 42 percent to 62 percent in grade four, from 34 percent to 68 percent in grade five, and from 30 percent to 54 percent in grade six.

Mathematics results have been more mixed than those for ELA. On the Par mathematics test, the percentage of students reaching the spring benchmark rose between 2008 and 2009 in grades three, four, and six and declined in grades one, two, and five. Between 2008 and 2009, the percentage of students scoring proficient and advanced on the spring administration of the GLA rose in grade four (from 41 percent to 59 percent) and grade six (from 40 percent to 50 percent) but fell in grade five (from 60 percent to 49 percent).

ESE Charter School Performance Criteria: Skills and knowledge expectations

The school's curriculum, as implemented in the classroom, consistently addresses the skills and concepts that all students must know and be able to do to meet state standards, and supports opportunities for all students to master these skills and concepts.

Finding: The BRCPS core curriculum is documented and aligned to state standards.

The documented curricula for the core subjects of ELA, mathematics, social studies, and science are aligned with the Massachusetts Curriculum Frameworks (MCF) and contain clear and high expectations for all students. At the 2008-09 year 14 site visit, school leadership noted the need to tighten the vertical alignment of teaching strategies, test preparation skills, and curricular units

between the primary and elementary schools. By the time of the renewal inspection visit, this issue had been addressed. The core curriculum is now aligned within grade levels and across grade spans. The curriculum includes maps, scope and sequence documents, and pacing guides developed collaboratively by teachers and administrators. Teachers collaborate to update the curriculum to meet teaching and learning needs and to accommodate changes in state standards. Teachers have easy access to all texts and other curriculum resources and materials. A curriculum overview is posted on the school's website.

Teachers utilize a number of commercial series and textbooks to implement the curriculum. For ELA, all grade levels use the *Trophies* series by Harcourt School Publishers, as well as commercially published supplemental materials for remediation and acceleration, and teacher-made materials, such as graphic organizers, games, flash cards, and story boards.

The mathematics curriculum in pre-kindergarten and kindergarten is based on *Big Math for Little Kids* (Pearson Learning Group). The school uses the Scott Foresman Mathematics series in grades one through six, supplemented by teacher-developed materials and resources. The Harcourt Social Studies series and Science series are the foundations of lessons in those areas. The renewal inspection team found that the curricula for social studies and science are standards-based, but not as well developed as the curricula for ELA and mathematics. During the summer of 2009, a group of teachers began to map the science curriculum using the more comprehensive and detailed format of the school's ELA and mathematics curricula as a guide. This work will continue during the 2009-10 school year.

Finding: For the past two years, BRCPS has been working on the implementation of a new and more focused writing program to respond to students' learning needs, as indicated by MCAS results.

The school's analysis of 2008 MCAS data identified writing as a weakness. During the 2008-09 school year and the summer of 2009, teachers and specialists collaborated to develop a writing scope and sequence based on the state framework, new pacing guides and consistent standards for assessing written work. This year, writing is taught for one hour daily in grade four and for 30 minutes daily in the other grades, in addition to the two and one-half hour literacy block. The new writing program, based on the methodologies of Mary Ellen Giacobbe and the A-Z Writing Program, consists of three components: a process writing approach with sequential steps (pre-writing, drafting, revising, editing and finally, publishing and sharing); the traits of quality writing; and the forms and features of texts. Writing and vocabulary-building are incorporated into all areas of the curriculum, including mathematics and the arts.

ESE Charter School Performance Criteria: Diverse learners

The school's curriculum supports opportunities for all students to master established skills and concepts. The school establishes and implements an accommodation plan that addresses the needs of diverse learners.

Finding: The school has established an academic program that enables all students, including students with disabilities and English language learners, to fully participate in and benefit from the educational goals and mission of the school.

Staff interviews and classroom observations conducted by the federal programs renewal team revealed that BRCPS has established a highly effective model of instruction that provides for reading specialists, mathematics specialists, special education teachers, general educators

qualified to shelter content instruction, and English language learner (ELL) instructors. The school uses a student placement process to select an appropriate academic setting. Interviews with administrators, general, ELL and special education teachers indicated that student performance data and on-going progress monitoring assessments are routinely analyzed. All teachers reported that assessment driven strategies are provided in whole group, flexible or small group settings. Instructional focus group interviews, representing each of the three schools, revealed that teachers have a clear idea of where they want their students to be academically. All teachers interviewed described the use of data to inform instructional decision making as user-friendly and well understood by school staff, stating that there is a “data culture” at the school. The special education and ELL focus group reported that using data-based analyses to determine which students are making academic progress also offers insights about how best to support diverse learners, including ELL and students with disabilities. All teachers interviewed reported that they possessed a clear knowledge of how to tailor instruction to meet the needs of students, felt supported through ongoing data training, and could share examples of adapting classroom practices based on data results.

ESE Charter School Performance Criteria: Implementation of the curriculum

The school’s curriculum is documented, and teachers plan and deliver lessons directed by the school’s curriculum guidelines.

Finding: BRCPS has implemented a three-tiered model of instruction that meets students’ learning needs and ensures that they are achieving the standards in the state curriculum frameworks.

Stakeholders report that the structure for the use of systematic assessment and three-tiered intervention originated with the school’s Reading First initiative, which began in 2002. This model was first implemented in the kindergarten through third grade and then adopted by the fourth through sixth grade beginning in 2006. The school has further extended the model to its mathematics program and its new writing program. According to the principals, teachers, coaches, and specialists interviewed by the team, the gains in student performance have resulted directly from the school’s participation in Reading First. Through its participation in Reading First, teachers and administrators gained expertise in small group instructional strategies, using data to inform instruction, and sequencing the curriculum and instruction to meet students’ learning needs.

The model relies on having more than one instructor in the classroom to work with students in small groups and individually. In addition to regular classroom teachers, staffing includes reading and mathematics specialists, Renaissance Fellows (first year teachers in training), special education teachers, City Year personnel, and parent volunteers. All BRCPS students receive instruction in a class of approximately twenty students and in small groups of five or six students. At-risk students, identified through analysis of assessment data, receive additional instruction using a supplemental curriculum. Students work independently in centers when they are not engaged with a teacher in either whole or small group instruction. Centers offer students the opportunity to practice skills or apply knowledge independently, in pairs, or in small groups, primarily using hands-on activities.

ESE Charter School Performance Criteria: Program evaluation and planning

The school has systems and structures in place to regularly and systematically review the quality and effectiveness of the academic program. Teachers and school leaders use qualitative and quantitative evidence to inform and guide instructional planning and practice.

Finding: BRCPS has developed a process for extensive analysis of MCAS data to improve teaching and learning.

In response to the 2008 MCAS results, the school hired a consultant to assist in interpreting the data and using it to guide school improvement. Over the summer of 2008, the school's assessment coordinator worked with the consultant to analyze aggregate and subgroup performance, compare the school's results to those of students statewide and in the Boston Public Schools, examine cohort growth, trends, areas of concern, and focus from last year's results and the outcomes of initiatives to address them, and CPI targets and gains.

In the fall, the coordinator and consultant discussed their analysis with the school leadership team, the primary and elementary instructional leadership teams, and the academic achievement committee of the board. At the meetings the assessment coordinator and the consultant facilitated development of guiding questions and a "Root Cause Analysis." Examples of guiding questions from the 2008 analysis include asking what strategies were in place to sustain and extend the significant progress of Hispanic and special education students in mathematics, and why the grade four cohort's performance in mathematics had declined from the prior year.

During the renewal inspection visit, principals told the team that the root cause analysis helped them identify priority concerns in each part of the school. Among their stated priorities for 2008 were coaching, support and mentoring for the many new teachers in grades three and four; alignment of the writing program in grades three and four; and restructuring of mathematics classes in grades five and six to increase small group instruction targeted to each student's needs. The renewal inspection team confirmed that a similar process of analysis and planning took place at the beginning of the 2009-10 school year.

Finding: BRCPS uses data effectively to evaluate the quality of its academic program and to institute and modify programs and services.

As described in previous findings, BRCPS conducts a comprehensive MCAS analysis and also regularly monitors student and teacher performance through an extensive battery of internal assessments. Although the assessment program focuses primarily on classrooms and students, the school also uses the results for broader purposes. The BRCPS leadership team, which includes the superintendent and principals, meets at the end of every year to discuss the adequacy of the curriculum and the effectiveness of the instructional program based on a review of cumulative student assessment data, teacher performance evaluations, and anecdotal evidence from observers. Through this process the leadership team modifies or initiates programs; makes strategic changes in curricular content, emphasis, scope and sequence; and introduces new instructional methods and techniques.

Administrators gave the renewal inspection team examples of recent changes in the academic program resulting from this process, including increased emphasis on social competence and readiness (and less emphasis on academic skill development) in pre-kindergarten, increased emphasis on comprehension and fluency (and less emphasis on rapid decoding) in grades one

through three; increased emphasis on individualized mathematics instruction at the primary school by adding two mathematics specialists; increased emphasis on writing at the elementary school by adding a literacy coach focused on writing and adding more instructional time for written language in the ELA program; and increased emphasis on written language in mathematics to explain reasoning and convey understanding. All of these changes were based on data developed, analyzed, and acted upon by the school.

ESE Charter School Performance Criteria: Classroom and school environment

The classroom and school environment is orderly and supports the goal of student understanding and mastery of skills and is consistent with the school's mission.

Finding: Over the term of the charter, teachers have demonstrated increasingly clear and consistent behavioral expectations. A consistent and effective discipline system is now in place. The school and classroom environment has improved markedly over the term of the charter. The 2006-07 year 12 site visit team found that although BRCPS had implemented a school-wide code of conduct and behavior management system, the system was implemented with varying levels of effectiveness. Subsequent teams found that behavior was managed with increasing success each year.

The 2007-08, year 13 team found that teachers in the younger grades focused a great deal of attention on implementing routines and strictly delineating acceptable classroom conduct. As a result, students did not misbehave and appeared engaged in the task at hand. More off-task behavior was noted in the older grade levels, with visitors noting that though a uniform code of conduct and system of behavior management was in place, the code was not always enforced consistently.

The 2008-09 year 14 site visit team noted that the school had begun to use The Responsive Classroom model to create more positive classroom environments and to orient teachers in effective routines and systems. The renewal inspection team found that classroom climate was characterized by clear routines and respectful interactions between teachers and students, and among students. In addition to the system of color coded cards that had been used to monitor student behavior for several years, the team observed that there were a number of additional structures in place designed to maximize the learning experience. All new teachers now participate in a training entitled "Managing the Renaissance." The training requires teachers to plan for each aspect of the day, including morning arrival, student organization, homework, lining up and transitions, and transitions in the classroom.

Renewal inspection team members noted that teachers conducted academic lessons while managing student attention, sometimes reminding them about posture, or being in a good sitting position to listen and learn. In 75 percent of observed classrooms, the available class time was maximized for learning.

ESE Charter School Performance Criteria: Instruction

School-wide instructional practice is aligned with the school design and student learning objectives, is consistently and effectively delivered, and conveys clear expectations to students. Teachers are purposeful in their lessons and students are engaged in meaningful learning.

Finding: Over the term of the charter, instructional practices have been found to be increasingly congruent with the school's expectations stated in its school design, mission, and vision.

In written documentation, including the BRCPS Application for Renewal, and in focus group interviews, instructional expectations have been described as:

- attention to students' academic, social, and emotional development;
- a high level of structure with specific attention paid to classroom and behavior management;
- consistent use of the Lorraine Monroe Blackboard Configuration (BBC) in all grades to plan and deliver lessons in all subjects; and
- the use of multiple modalities and small group work tailored to students' learning needs with differentiated instruction.

Over the term of the charter, site visitors have observed that instruction has become increasingly congruent with the description provided by school leaders. Through the addition of social and emotional support systems and the introduction of The Responsive Classroom model, the school has increasingly paid attention to students' social and emotional, as well as their academic development. As discussed in the prior finding, high levels of structure and attention to behavior management have been noted on every site visit and by the renewal inspection team. Site visitors have noted the consistent use of the BBC throughout the term of the charter; teachers organize lessons using BBC components, including "do now," "aim," "steps," "assessment," and "homework." These components are posted on the white boards, and teachers refer to them regularly. The 2006-07, year 12 site visit team found that the small group instructional model was used effectively in the pre-kindergarten through grade three classrooms, but less effectively in the upper grades. The year 13 and 14 site visit teams saw increasingly effective use of the school's instructional model, although in year 14, a few problems were again noted in the fourth through sixth grades.

The renewal inspection team found that in all of the classrooms observed, teachers used whole class, small group, and independent instructional strategies. The three-tiered academic model of core, supplemental, and intervention strategies was evident in all academic instruction. Specialists, coaches, special education teachers, student interns, and Renaissance Fellows were observed working with students in small groups or individually. In most classrooms, two instructors worked with small groups of five or six students while other students worked independently at their desks, in center activities, or on the computer.

Finding: Over the term of the charter, instructional delivery has been found to be increasingly clear, consistent, and purposeful, providing students with meaningful content and learning.

Members of the 2006-07 year 12 site visit team observed a range of academic rigor and challenge in classrooms. For the most part, the team found high levels of student engagement and challenging academic work in the younger grade levels (pre-kindergarten through grade three). Instruction was found to be age-appropriate and differentiated, with teachers routinely checking for understanding. The team found that a majority of the classes in grades four through six were teacher directed, with little focus on higher-level, critical thinking skills. In many of

these classrooms, teachers worked directly with small groups of students and did not consistently check for engagement, understanding, and mastery with the groups of students who were left to self-monitor. The year 13 team found that when students were working independently they were not always on task, especially at the upper grade levels, and some teachers who were engaged in small group instruction seemed not to notice the off-task behavior. In contrast, the year 14 team noted that at the younger grade levels, all students appeared to be very engaged in learning tasks, even when teachers were fully occupied with instructing a small group. However, they again found that at the upper grade levels, student behavior detracted from the learning environment in approximately half of the classrooms, particularly when students were supposed to be working independently and the teacher's attention was focused on a small group. The team found that less time was spent on learning at the upper grade levels because more time was spent on behavior management.

The renewal inspection team observed a marked improvement, particularly in the upper grade levels. The team saw purposeful teaching with little lost time. Students understood exactly what was expected and began working immediately. In 75 percent of observed classrooms, students were engaged and participating in learning. In almost all classrooms, the team noted more than 90 percent (often 95 or 100 percent) of students were actively engaged for the majority of the lesson. Academic and behavioral expectations were appropriately high in the classrooms observed. In approximately one-quarter of observed classrooms, students were asked to demonstrate higher-order thinking skills such as analysis and evaluation.

ESE Charter School Performance Criteria: Instructional leadership

School leaders provide teachers with feedback and guidance that leads to improved instructional practice and student achievement.

Finding: BRCPS has implemented an effective, standards-based teacher evaluation process. BRCPS has a clearly defined process for evaluating teachers. The 2008-09 year 14 site visit team found that "the school's supervision and evaluation process is clearly understood and embraced by the staff" (Year 14 Site Visit Report, p. 8). Teachers reported that because most of the administrators were formerly teachers at the school, they understood the school context and could target support effectively.

The school uses walkthroughs (weekly informal observations of classroom procedures and academic programming), formal observations (one or two scheduled visits throughout the year that have a pre and post conference), and a professional portfolio process (a self-assessment and artifacts that are selected by the teacher as evidence of meeting the standards for good teaching) to develop an annual summation. Standards have been developed to articulate the skills and responsibilities essential to good teaching and providing a quality education for students. The standards include knowledge of subject matter, currency in the curriculum and knowledge of child development, setting the stage for learning, classroom management, effective teaching, monitoring assessment and follow-up, promotion of high standards and expectations for student achievement, and professional responsibilities outside the classroom.

ESE Charter School Performance Criteria: Accountability plan objectives and measures

The school meets, or shows progress towards meeting the academic achievement objectives and measures set forth in its accountability plan.

Finding: BRCPS has met all four measures of academic program success in its accountability plan.

The BRCPS Accountability Plan contains two objectives, one concerning student achievement in ELA and one concerning student achievement in mathematics. Each objective has two related measures, one of which requires that the school make AYP in the aggregate, and the other to make AYP for the African American, Hispanic, and low income subgroups. BRCPS met all of these measures for the first time in 2009. A summary of the school's success in meeting the objectives and measures contained in its accountability plan can be found in Section VII of this report.

C. Organizational Viability

ESE Charter School Performance Criteria: Financial management

The school demonstrates financial solvency, stability, internal controls and oversight.

Finding: BRCPS is currently a fiscally viable organization.

BRCPS is currently a fiscally viable organization. BRCPS received unqualified audit opinions each year from FY06 through FY08, however, both the FY07 and FY08 audits disclosed deficiencies in internal controls that the auditor found to be material weaknesses. In FY07 and FY08, the auditor determined that there was a material weakness related to lack of control over financial statement preparation which resulted in a significant number of adjustments to the financial statements. In FY08, the auditor also found a material weakness related to the recording of grant expenditures not in accordance with Generally Accepted Accounting Principles (GAAP). In response to these deficiencies, the school submitted to the CSO samples of periodic reviews and reconciliations, including worksheets. The school also reported to the CSO that the finance committee had reviewed OMB Circular A-87 and GAAP principles which require the school record grant income and expenditures in the fiscal year in which the income and expenses were incurred. The school reported to the CSO that it has implemented procedures to address the problems.

The renewal inspection team found that the school's net assets increased by over \$1.5 million from the FY07 to FY08. At the end of the FY08, BRCPS had net assets of almost \$5.6 million, of which \$5 million is unrestricted. The team also reviewed the unaudited financial statements for FY09 provided by the school indicating that the school's net asset balance as of June 30, 2009 was approximately \$4.6 million.

ESE Charter School Performance Criteria: Board governance

The members of the board understand their responsibilities and are engaged in oversight of the school's academic progress and financial condition.

Finding: Over the term of the charter, the board of trustees has become actively engaged in overseeing and assisting the school.

BRCPS experienced a period of significant transition during this charter term. In 2005-06, the school faced leadership challenges, particularly regarding the retention of the superintendent, and ten of the fifteen members of the board resigned. In July 2007, a consultant, hired as one of the conditions of the school's probation to examine the school's administrative structures (described below), also conducted a review of the processes used by the board of trustees to govern the school. The report made three recommendations: that the board (1) articulate the actions that it has available and the circumstances under which they might be taken, (2) identify what would constitute a formal proposal and when it would be needed, and (3) articulate what constitutes the work of the Academic Achievement/Curriculum and Instruction committee of the board. In August 2007, the board submitted a response to the consultant's report to the CSO, in which it committed itself to adopting these recommendations and articulated action steps with deadlines for completion of certain tasks.

The 2007-08 year 13 site visit team found that some of the recommendations had been implemented, most notably the creation of a written charter for the Academic Achievement/Curriculum and Instruction Committee. Additionally, the board had established committees on Governance & Nominations, Finance, Facilities, Development, and Human Resources. However, during the site visit, it also appeared that the board members did not have a clear understanding of what was contained in the consultant's report or the board's written response, and that there continued to be several areas in which the structures and processes of the board were not clearly defined. Also, although the board had developed an effective tool for evaluation, it had not met its deadline of finalizing the process for evaluating the school's superintendent.

The 2008-09 year 14 site visit team found that the board has expanded to thirteen members, with new members who have a range of relevant expertise to fill identified gaps in board capacity, such as finance, education, and development. There were also new members who represented parents and faculty. The team observed that the board has a functioning committee structure and has clear systems in place for doing the work of policy review and development. Board members were able to articulate the areas of focus for each committee and to give examples of the policies being developed and the issues that are being addressed by each committee. The board informed site visitors that they review the school's student performance assessment data at every board meeting. At the site visit focus group, the board appeared to be well versed on the 2008 MCAS results and the school's programmatic response to the results. The board had implemented a system for evaluating the superintendent.

The board currently includes sixteen members, thirteen of whom joined the board since 2005. The full board meets five times a year but, according to the board members interviewed, the board committees meet more frequently. There are two annual board retreats: one full-day and one half-day. Board members interviewed by the renewal inspection team were well informed about school policies, performance, and activities. They stated that the board has eight committees: Human Resources, Finance, Development, Nominating, Executive, Academic, and Building. Board members reported participating in the superintendent's evaluation and helping to shape goals for the next year.

ESE Charter School Performance Criteria: School leadership

School leader(s) are effective and have created an appropriate professional climate, resulting in a purposeful learning environment, reasonable rates of retention for effective school leadership, staff and teachers and manageable levels of overall staff turnover.

Finding: A significant administrative reorganization, conducted after the 2006-07 school year, has resulted in increased administrative capacity and clarity about roles and responsibilities. To meet the conditions of its probation, BRCPS hired a consultant to review the school's leadership structure and effectiveness. The consultant's report, issued in May 2007, included multiple recommendations concerning the development of a performance assessment system for administrators, clarification of the roles, responsibilities and decision-making authority of administrators, and setting of instructional policy and methods for monitoring policy implementation. Coincident with the receipt of the consultant's report, the school also found that it needed to implement a budget cut of approximately \$1.9 million in order to meet rising costs and the reduction in enrollment required by the conditions of its probation. In an effort to both meet the recommendations contained in the report and reduce spending, administrative functions were streamlined in many areas. The positions of chief academic officer and director of special education were eliminated and the organizational chart reconfigured to create clearer lines of authority to the principals of the three school divisions and the unified student services director, all of whom report to the superintendent. The 2007-08 year 13 site visit team found that this model appeared to have empowered staff and increased schoolwide investment in meeting the school's mission. Administrators and teachers spoke with enthusiasm about the effectiveness and efficiency of the new administrative structure.

Finding: The school has developed a highly collaborative, collegial environment that supports professional growth.

Though BRCPS is a very large school, particularly for one that serves young children, it is organized as three schools within a school. The three schools are the Kinder School for prekindergarten through grade two, the Primary School for grades one through three, and the Elementary School for grades four through six. Each school has a principal and its own instructional leadership team made up of the principal and lead teachers. By dividing the school into three smaller units, BRCPS has established a highly collegial environment. At every site visit during the charter term, morale among teachers was cited as one of the school's strengths. Teachers consistently described the school as a very positive place where everyone works together. Weekly grade level planning meetings enable teachers to align curriculum and share ideas and best practices. New teachers receive extra support from lead teachers through weekly meetings, peer observations, and assistance with room set-up and lesson plan development. In addition to the support that they receive from each other, teachers also receive assistance from multiple coaches. Subject area coaches visit classrooms frequently and provide teachers with notes and follow-up conversations. They also review and provide weekly feedback on lesson plans.

Finding: BRCPS plans and implements professional development that is aligned with the goals in its school improvement plan.

Professional development is based on the needs identified by an annual assessment of progress in meeting the student achievement goals in the 2007 school improvement plan. The improvement plan focuses on four key areas: standards-based instruction, comprehensive literacy instruction,

interventions in mathematics instruction, and writing instruction. According to administrators and teachers, these have been the topics of nearly all of the professional development at each level, culminating in intensive work on increasing teachers' competence in writing instruction during the 2008-09 school year. Teachers told the renewal inspection team that all professional development was job-embedded and linked to curricular and instructional improvement. For example, for the 2009-10 school year, teacher professional development in literacy includes reciprocal teaching and question and answer relationships using strategies such as summarizing, question generating, clarifying, and predicting.

School principals, with input from their instructional leadership team, are responsible for defining and managing differentiated professional development offerings for the teachers and academic support staff at their grade spans, aligned with the broader needs defined in the improvement plan for the entire school. Principals also consult and communicate with coaches and academic specialists in planning and implementing professional development.

Teachers attend two weeks of training in August prior to the opening of school and four professional development days during the school year. New teachers receive ongoing professional development that begins in August and continues into the school year to orient them to the academic program, the instructional model, and the school's expectations for school climate and school culture.

Teachers also attend workshops, conferences, and courses outside of school. After participating in activities off site, teachers share new ideas and strategies in grade-level or subject-matter meetings. According to documentation, teachers and school leaders are also professional development presenters in other schools, often in the several Boston Public Schools with which the school has a professional relationship.

ESE Charter School Performance Criteria: Program planning

The school has realistic plans for program improvement, possible future expansion, and adequate facilities based on evaluation and analysis of data.

Finding: School leaders and board members have engaged in an extensive planning process to prepare for the next charter term.

In order to address the school's probationary status and complete planning for the next five years, the board of trustees and school leaders undertook the following in 2008-09:

- Sale of the current school building;
- Purchase of new school location;
- Securing of funding for new location purchase and construction;
- Designing a school building for the new location and beginning construction;
- Launching of a capital campaign to support the school's move;
- Designing a plan to reduce enrollment to 880 students; and
- Evaluating school and academic program performance and the school's faithfulness to charter over the current charter term, in order to identify areas for change, focus, and further development for the next charter term.

To address these issues, the board held two retreats, in October 2008 and April 2009, and the school's leadership team held retreats in February and May of 2009. Leadership elicited input from faculty and staff through the school's regularly scheduled meetings, met with the Parents' Executive Committee, and school leadership and the executive committee presented the relevant information to parents. School programs were evaluated in relation to the three areas of charter school performance – academic success, organizational viability, and faithfulness to charter. According to the school's Application for Renewal, school leadership does not anticipate major changes to the academic structures or programs over the next charter term. The only significant addition to the program, as reflected in the school's draft accountability plan for the next charter term, will be the requirement that students produce electronic portfolios demonstrating the "achievement of 21st century technology skills" (Application for Charter Renewal, p. 98).

Finding: In its Application for Charter Renewal, BRCPS proposes a plan to reduce its enrollment to 880 students by the 2012-13 school year, requesting an extension of a condition imposed when the school was placed on probation.

The most significant changes anticipated for the new charter term will be the relocation to a new building and the reduction of enrollment, from the current maximum of 1,178 students to the cap of 880 students required as a condition of the school's probation. The BRCPS Application for Renewal outlines in significant detail the school's proposal for how this could be accomplished. In the Application, the school sets forth an enrollment plan for the next charter term that commits to an enrollment of 880 students for the 2012-13 school year. Although this enrollment plan achieves the enrollment target set by the probationary condition, it does so outside of the condition's timeframe, which specifies that enrollment be reduced by September 2011 or upon the school's relocation to a new facility (now anticipated as September 2010), if that occurs prior to September 2011.

In the Application for Renewal, school leaders identified two options that would allow the school to reduce enrollment to 880 students by September 2011 without terminating enrollment of current students:

- Temporarily eliminate the entire preK program, or
- Eliminate grade six and reconfigure BRCPS as a preK-5 school.

However, school leaders raised significant objections to both of these options, as detailed in the Application for Renewal. The Application states that, "After extensive analysis and modeling, BRCPS leadership determined that it was not possible for the school to meet the 880 target in the condition's timeframe without seriously damaging the quality of Renaissance academic programs; putting the school at financial risk; and damaging the school's organizational viability" (Application for Charter Renewal, p. 54).

At the recommendation of the CSO, the school's request for an extension of the probation condition is presented in its charter renewal application as an enrollment reduction plan that the school believes to be in the best interests of students and families. The proposed plan would reduce enrollment by not replacing students who leave the school through expected attrition and also by reducing the number of students admitted at preK, the youngest grade level, from the current 220 to 100 by the 2010-11 school year. The reduction would take place as summarized in the following table:

BRCPS Reduction in Enrollment 2008-2013

| School Year | Total Enrolled | Enrollment Reduction from Previous School Year |
|-------------|----------------|--|
| 08-09 | 1231 | |
| 09-10 | 1178 | 53 |
| 10-11 | 1051 | 127 |
| 11-12 | 944 | 107 |
| 12-13 | 880 | 64 |

ESE Charter School Performance Criteria: Family satisfaction

The school demonstrates that families are satisfied with the school's program.

Finding: Parents and students interviewed by site visit teams and the renewal inspection team have been very satisfied with the school.

Over the term of the charter, parents have consistently spoken highly of the school's academic program. Parents said that BRCPS looks at each student as an individual and teaches them as individuals. They stated that the school fulfills its mission by nurturing the whole child and helping students develop socially, emotionally and academically. They said that the school is extremely safe and that their students are constantly supervised. They were enthusiastic about the dental and vision programs available on site not only to students but to parents as well. Two parents interviewed said they had used these services.

Parents have cited communication and participation as school strengths. BRCPS has in place a parent advisory board that holds monthly meetings. There are three seats on the board of trustees designated for parents. The school has a parent liaison who serves as a parent contact and promotes parent involvement. Parents also said they were always welcome and encouraged to come to the school and their child's classroom and receive a monthly newsletter and email communication. They reported receiving curriculum updates and assessment data. BRCPS has not conducted parent surveys in the past; however, the renewal inspection team reviewed the sample survey that the school has created and plans to distribute this year. The only complaint consistently voiced by parents is in regard to the location as difficult to access, both by car and school bus, and that the building is impractical for young children.

Students interviewed by visitors have stated that their school community is respectful and caring. They are very enthusiastic about their teachers and say that they make learning fun and make sure that they understand the material. Students report that their school work is challenging and that they are also expected to challenge themselves. Students also said that their school is safe and they are expected to be responsible.

ESE Charter School Performance Criteria: School safety

The school's environment is physically safe and free from harassment and discrimination.

Finding: BRCPS provides a physically safe environment. The school has clear policies in place that prohibit harassment and discrimination.

BRCPS is a safe environment for both students and staff. The school employs a director of safety who has a full time staff of seven safety officers. This team is responsible for arrivals and

dismissals, cafeteria supervision, checking bathrooms, and making rounds of hallways and stairwells. They also serve as student escorts when needed. A safety officer is posted at the main entrance to welcome and screen visitors. All visitors are required to sign in. There are sixteen cameras monitoring the school for safety, both outside and inside the building as well as in the elevator areas. Each classroom has been provided with an Emergency/Crisis Management Response Handbook. The school conducts random and scheduled fire and lockdown drills. There are appropriate policies in place to establish an environment that is free from harassment and discrimination. These policies are found in The Family Handbook and in the Employee Handbook. Employees, parents and students are required to sign off on the policies each year.

ESE Charter School Performance Criteria: School facilities

The school provides facilities that meet applicable state and federal requirements, are suited to its programs, and are sufficient to serve diverse student needs.

Finding: The BRCPS has completed property acquisition and fundraising to permit relocation of the school no later than September 2011.

The building that has housed BRCPS since it opened has never been found to be adequate for the program. The building is sixteen stories tall, which makes it impractical for elementary school age students. It is located in a congested area of downtown Boston, and has no outdoor spaces or parking options. One of the conditions of probation imposed by the BESE in February 2007 was that the school had to complete property acquisition and fundraising to permit a relocation of the school no later than September 2009. On November 18, 2008, the BESE voted to extend the deadline for relocation to September 2011.

In 2008, the school sold its current building and purchased a new school building in the Hyde Park section of Boston. The new building is set on a six-acre site and includes a four-story, 70,000 square foot mill building constructed in 1889 and a one story warehouse opened in 1974. The existing structures are currently being rehabilitated, and 14,000 square feet of additional space is being constructed. The new campus will have ample space for parking, playgrounds, and athletic fields. It will have state-of-the-art classrooms to serve 880 students, an on-site health center, a parent resource center, a theatre, art and performance studios, and a library and media center. Construction and renovations began in spring 2009 and the new campus is expected to open by September 2010.

ESE Charter School Performance Criteria: Compliance

The school is in compliance with the requirements of the Coordinated Program Review (CPR). Staff employed by the school meet all applicable state and federal qualifications and standards.

Finding: BRCPS is in compliance with the requirements of the Coordinated Program Review.

BRCPS underwent a mid-cycle review (MCR) in August 2007, which reviewed special education non-compliance findings in the school's January 2004 full Coordinated Program Review (CPR). The Department requested additional progress reports, which were submitted in October 2007 and January 2008. In January 2008, the Department determined that all issues identified in the original report were implemented and closed the MCR cycle on January 17, 2008. The next full CPR is scheduled for May 2010.

ESE Charter School Performance Criteria: Dissemination

The school has provided models for replication and best practices.

Finding: BRCPS has disseminated models for replication and best practices to other public schools.

The BRCPS Application for Renewal reported that the school has disseminated best practices through presentation at educational conferences and through partnerships with other schools. BRCPS participated in a Reading First research study conducted by the Department. As part of that study school personnel met with three other school districts to share best practices. Teachers and reading specialists have also shared reading assessment tools and reading intervention methods with educators from the districts of Woburn, Massachusetts and Salem, New Hampshire. BRCPS has held workshops on the topic of MCAS preparation, attended by coaches from the Bay State Readers organization. The primary school has developed an ongoing partnership with the Tobin School of the Boston Public Schools and has developed a new partnership with the Randolph Public Schools. The primary school mathematics coach hosted a group of six mathematics coaches from the Newton Public Schools to share best practices of coaching and mentoring. In addition, BRCPS, in conjunction with Boston Neighborhood News, produced an education video series entitled It Takes a Village. The series was broadcast and is available to other schools.

ESE Charter School Performance Criteria: Accountability plan objectives and measures





The school meets, or shows progress towards meeting the organizational viability objectives and measures set forth in its accountability plan.

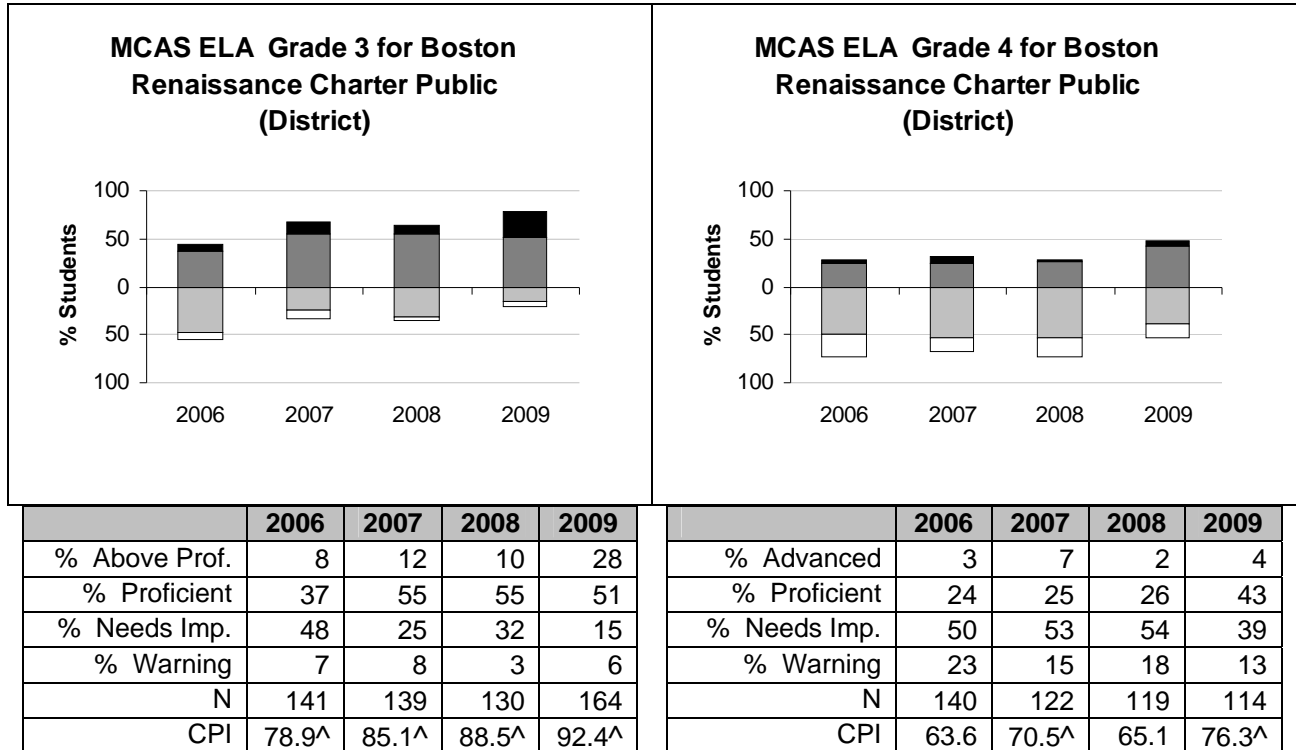
Finding: BRCPS has met the six measures in its accountability plan related to organizational viability.

BRCPS' approved accountability plan includes three objectives and six related measures concerning organizational viability. These objectives concern the role of the board of trustees in providing effective governance and support, student attendance, and financial decision making. The school has met all of the measures associated with these objectives. A summary of the school's success in meeting the objectives and measures contained in its accountability plan can be found in Section VII of this report.

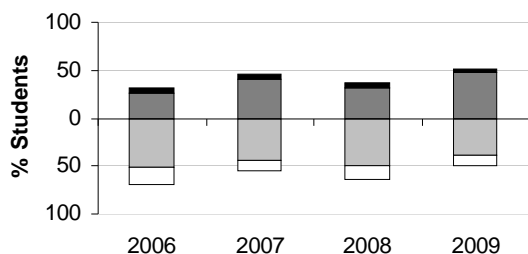
V. MCAS Performance

English language arts

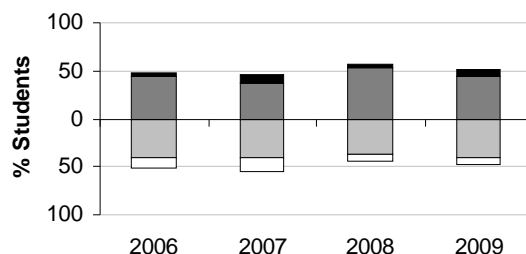
| | | | |
|--|-------------------|---|------------------------|
| Key: N = # of students tested; CPI = Composite Performance Index | | | |
|  | Warning/Failing % |  | Needs Improvement % |
|  | Proficient % |  | Advanced/Above Prof. % |
| ^ Indicates performance above the district at a statistically significant level | | | |
| * Indicates performance below the district at a statistically significant level | | | |
| Percentages without a symbol indicate no statistically significant difference between the charter school and district. | | | |



MCAS ELA Grade 5 for Boston Renaissance Charter Public (District)



MCAS ELA Grade 6 for Boston Renaissance Charter Public (District)

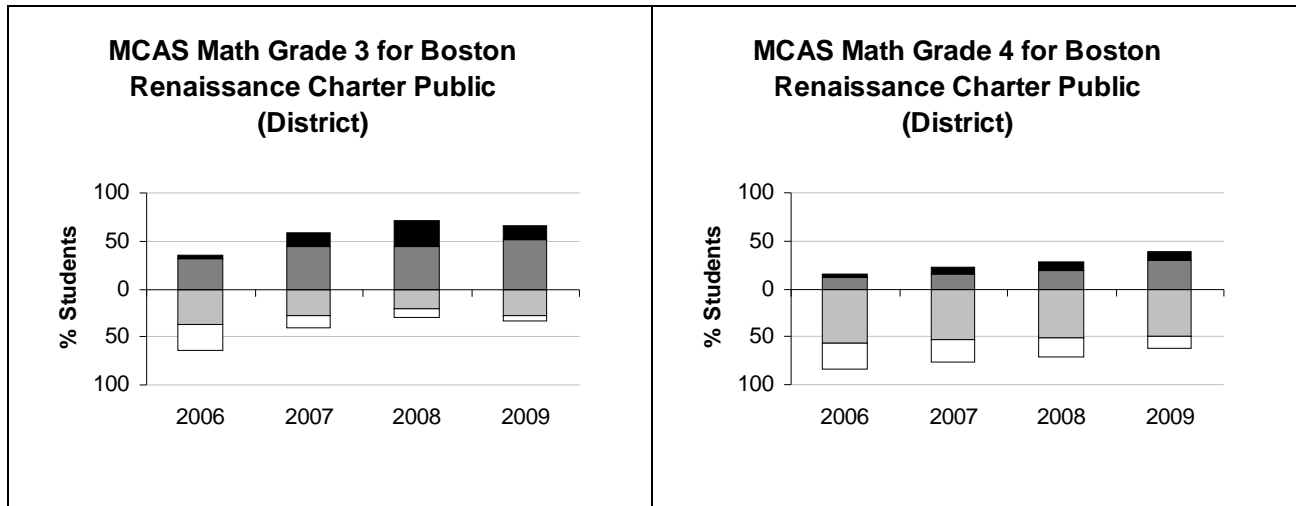


| | 2006 | 2007 | 2008 | 2009 |
|--------------|------|-------|------|-------|
| % Advanced | 5 | 5 | 6 | 3 |
| % Proficient | 27 | 40 | 31 | 47 |
| % Needs Imp. | 51 | 43 | 49 | 40 |
| % Warning | 18 | 11 | 15 | 10 |
| N | 153 | 115 | 88 | 91 |
| CPI | 67.6 | 77.2^ | 72.4 | 80.5^ |

| | 2006 | 2007 | 2008 | 2009 |
|--------------|-------|------|-------|-------|
| % Advanced | 5 | 8 | 3 | 7 |
| % Proficient | 44 | 37 | 54 | 45 |
| % Needs Imp. | 40 | 40 | 38 | 40 |
| % Warning | 12 | 14 | 6 | 8 |
| N | 110 | 107 | 80 | 60 |
| CPI | 77.5^ | 74.3 | 81.9^ | 80.4^ |

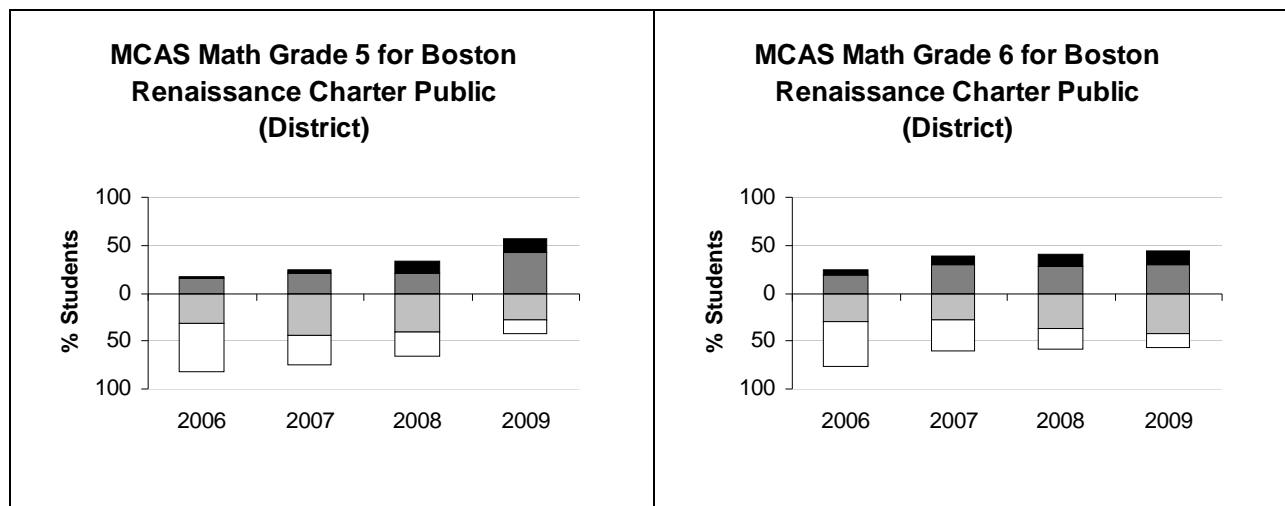
Mathematics

| | | | |
|--|-------------------|---|------------------------|
| Key: N = # of students tested; CPI = Composite Performance Index | | | |
| □ | Warning/Failing % | ▒ | Needs Improvement % |
| ▓ | Proficient % | ■ | Advanced/Above Prof. % |
| ^ Indicates performance above the district at a statistically significant level | | | |
| * Indicates performance below the district at a statistically significant level | | | |
| Percentages without a symbol indicate no statistically significant difference between the charter school and district. | | | |



| | 2006 | 2007 | 2008 | 2009 |
|---------------|------|-------------------|-------------------|-------------------|
| % Above Prof. | 4 | 14 | 26 | 15 |
| % Proficient | 32 | 45 | 45 | 51 |
| % Needs Imp. | 36 | 28 | 22 | 27 |
| % Warning | 28 | 13 | 8 | 7 |
| N | 140 | 138 | 130 | 164 |
| CPI | 66.6 | 81.0 [^] | 87.7 [^] | 87.5 [^] |

| | 2006 | 2007 | 2008 | 2009 |
|--------------|-------------------|------|------|-------------------|
| % Advanced | 4 | 7 | 9 | 8 |
| % Proficient | 12 | 16 | 19 | 30 |
| % Needs Imp. | 57 | 53 | 52 | 49 |
| % Warning | 27 | 24 | 19 | 13 |
| N | 140 | 122 | 119 | 113 |
| CPI | 55.5 [*] | 62.7 | 66.4 | 73.9 [^] |



| | 2006 | 2007 | 2008 | 2009 |
|--------------|-------|------|------|-------|
| % Advanced | 2 | 4 | 14 | 15 |
| % Proficient | 16 | 21 | 20 | 42 |
| % Needs Imp. | 31 | 44 | 40 | 27 |
| % Warning | 51 | 30 | 26 | 15 |
| N | 152 | 115 | 88 | 91 |
| CPI | 47.7* | 58.3 | 65.9 | 78.8^ |

| | 2006 | 2007 | 2008 | 2009 |
|--------------|------|------|-------|-------|
| % Advanced | 6 | 10 | 13 | 13 |
| % Proficient | 18 | 29 | 29 | 30 |
| % Needs Imp. | 30 | 27 | 36 | 42 |
| % Warning | 46 | 33 | 23 | 15 |
| N | 109 | 106 | 80 | 60 |
| CPI | 52.8 | 63.4 | 68.4^ | 74.2^ |

Other MCAS Results Administered During the Charter Term

| Test/Year | % Advanced/ Above Proficient | % Proficient | % Needs Improv. | % Warning | Students Included | CPI |
|---|---------------------------------|-----------------|--------------------|-----------|----------------------|------|
| Science and Technology - Grade 5 | | | | | | |
| 2006 | 2 | 18 | 49 | 32 | 152 | 55.6 |
| 2007 | 1 | 16 | 47 | 37 | 115 | 53.9 |
| 2008 | 3 | 10 | 56 | 31 | 88 | 53.7 |
| 2009 | 0 | 13 | 64 | 23 | 91 | 58.5 |

VI. Comparative Statistical Analysis of MCAS Results

| Aggregate Results | | | | Low Income | | Spec. Ed. | | African/Am./Black | | | Hispanic | | |
|----------------------------|---------------------|----------------------|--------|----------------------|--------|----------------------|--------|----------------------|------|---|----------------------|------|---|
| ELA | School/ District | Students Included | CPI * | Students Included | CPI * | Students Included | CPI * | Students Included | CPI | * | Students Included | CPI | * |
| Grade 3 | | | | | | | | | | | | | |
| 2006 | BRCPS | 141 | 78.9 * | 101 | 78.5 * | | | 114 | 79.2 | * | | | |
| 2006 | Boston | 3,904 | 65.8 | 3,196 | 63.3 | | | 1,733 | 65.0 | | | | |
| 2006 | State | 70,751 | 83.4 | | | | | | | | | | |
| 2007 | BRCPS | 139 | 85.1 * | 106 | 82.8 * | | | 112 | 85.5 | * | | | |
| 2007 | Boston | 3,936 | 67.7 | 3,184 | 65.3 | | | 1,639 | 66.0 | | | | |
| 2007 | State | 71,311 | 83.5 | | | | | | | | | | |
| 2008 | BRCPS | 130 | 88.5 * | 101 | 86.9 * | | | 93 | 89.3 | * | | | |
| 2008 | Boston | 3,935 | 64.8 | 3,097 | 62.0 | | | 1,572 | 62.2 | | | | |
| 2008 | State | 70,284 | 81.5 | | | | | | | | | | |
| 2009 | BRCPS | 164 | 92.4 * | 130 | 91.9 * | | | 115 | 92.6 | * | 43 | 90.7 | * |
| 2009 | Boston | 3,962 | 66.4 | 3,195 | 63.7 | | | 1,401 | 64.1 | | 1,643 | 62.1 | |
| 2009 | State | 70,675 | 82.6 | | | | | | | | | | |
| Grade 4 | | | | | | | | | | | | | |
| 2006 | BRCPS | 140 | 63.6 | 94 | 63.3 | | | 120 | 63.3 | | | | |
| 2006 | Boston | 3,952 | 62.2 | 3,243 | 60.2 | | | 1,790 | 58.6 | | | | |
| 2006 | State | 71,277 | 78.8 | | | | | | | | | | |
| 2007 | BRCPS | 122 | 70.5 * | 80 | 71.6 * | | | 88 | 71.0 | * | | | |
| 2007 | Boston | 3,774 | 64.3 | 3,078 | 61.4 | | | 1,576 | 61.1 | | | | |
| 2007 | State | 70,517 | 81.2 | | | | | | | | | | |
| 2008 | BRCPS | 119 | 65.1 | 95 | 66.1 * | | | 94 | 64.9 | * | | | |
| 2008 | Boston | 3,925 | 62.3 | 3,068 | 59.3 | | | 1,601 | 58.6 | | | | |
| 2008 | State | 71,162 | 77.6 | | | | | | | | | | |
| 2009 | BRCPS | 114 | 76.3 * | 88 | 75.3 * | | | 81 | 75.6 | * | | | |
| 2009 | Boston | 3,938 | 64.7 | 3,151 | 61.5 | | | 1,567 | 61.2 | | | | |
| 2009 | State | 70,471 | 79.9 | | | | | | | | | | |
| Grade 5 | | | | | | | | | | | | | |
| 2006 | BRCPS | 153 | 67.7 | 118 | 66.1 | | | 119 | 66.2 | | | | |
| 2006 | Boston | 3,999 | 68.6 | 3,272 | 66.8 | | | 1,849 | 64.8 | | | | |
| 2006 | State | 72,714 | 83.7 | | | | | | | | | | |
| 2007 | BRCPS | 115 | 77.2 * | 77 | 75.0 * | | | 91 | 76.4 | * | | | |
| 2007 | Boston | 3,800 | 70.8 | 3,084 | 68.8 | | | 1,627 | 67.5 | | | | |
| 2007 | State | 71,320 | 84.6 | | | | | | | | | | |
| 2008 | BRCPS | 88 | 72.4 | 73 | 71.9 | | | 60 | 71.3 | | | | |
| 2008 | Boston | 3,520 | 69.5 | 2,786 | 66.9 | | | 1,440 | 66.5 | | | | |
| 2008 | State | 70,644 | 83.9 | | | | | | | | | | |
| 2009 | BRCPS | 91 | 80.5 * | 77 | 82.1 * | | | 69 | 82.3 | * | | | |
| 2009 | Boston | 3,799 | 72.5 | 3,121 | 70.1 | | | 1,519 | 69.2 | | | | |
| 2009 | State | 71,661 | 85.7 | | | | | | | | | | |
| Grade 6 | | | | | | | | | | | | | |
| 2006 | BRCPS | 110 | 77.5 * | 77 | 78.6 * | | | 94 | 75.5 | * | | | |
| 2006 | Boston | 3,785 | 67.7 | 3,086 | 66.1 | | | 1,732 | 64.1 | | | | |
| 2006 | State | 73,382 | 84.9 | | | | | | | | | | |
| 2007 | BRCPS | 107 | 74.3 | 91 | 76.4 * | | | 73 | 74.7 | * | | | |
| 2007 | Boston | 3,612 | 70.9 | 1,627 | 67.5 | | | 1,556 | 67.0 | | | | |
| 2007 | State | 72,887 | 86.4 | | | | | | | | | | |
| 2008 | BRCPS | 80 | 81.9 * | 54 | 80.1 * | | | 63 | 80.6 | * | | | |
| 2008 | Boston | 3,510 | 72.8 | 2,812 | 70.7 | | | 1,450 | 69.9 | | | | |
| 2008 | State | 71,575 | 86.2 | | | | | | | | | | |
| 2009 | BRCPS | 60 | 80.4 * | 48 | 79.2 * | | | | | | | | |
| 2009 | Boston | 3,273 | 72.2 | 2,675 | 70.0 | | | | | | | | |
| 2009 | State | 70,999 | 85.7 | | | | | | | | | | |
| All Grades Combined | | | | | | | | | | | | | |
| 2006 | BRCPS | 544 | 71.5 * | 390 | 71.1 * | 90 | 44.4 | 447 | 70.7 | * | 75 | 72.3 | * |
| 2006 | Boston | 15,640 | 66.1 | 12,797 | 64.1 | 3,667 | 47.8 | 7,104 | 63.1 | | 5,145 | 61.1 | |
| 2006 | State | 581,301 | 83.6 | | | | | | | | | | |
| 2007 | BRCPS | 483 | 77.1 * | 346 | 75.9 * | 80 | 45.3 | 364 | 77.5 | * | 86 | 71.5 | * |
| 2007 | Boston | 15,122 | 68.4 | 12,286 | 66.1 | 3,619 | 49.9 | 6,398 | 65.4 | | 5,339 | 64.2 | |
| 2007 | State | 506,538 | 85.8 | | | | | | | | | | |
| 2008 | BRCPS | 417 | 77.2 * | 323 | 76.2 * | 66 | 52.7 | 310 | 76.6 | * | 86 | 78.8 | * |
| 2008 | Boston | 14,890 | 67.1 | 11,763 | 64.6 | 3,542 | 49.4 | 6,063 | 64.1 | | 5,403 | 63.0 | |
| 2008 | State | 501,295 | 85.2 | | | | | | | | | | |
| 2009 | BRCPS | 429 | 83.9 * | 343 | 83.7 * | 65 | 61.5 * | 302 | 84.2 | * | 111 | 81.8 | * |
| 2009 | Boston | 14,972 | 68.7 | 12,142 | 66.1 | 3,492 | 51.4 | 5,761 | 65.6 | | 5,715 | 64.9 | |
| 2009 | State | 499,025 | 86.5 | | | | | | | | | | |

Notes: (1) An asterisk (*) beside a higher CPI indicates a difference that is statistically significant at the p < 0.05 level; 2-tailed. This means the probability is less than 5/100 that a difference in performance of this size occurred by chance, if the two groups were randomly assigned.
(2) State results are provided for context. Statistical significance testing was not performed in comparison to the state.
(3) Results for subgroups with less than 40 students are not displayed.

| Aggregate Results | | | | Low Income | | Spec. Ed. | | African/Am./Black | | | Hispanic | | |
|----------------------------|-----------------|-------------------|--------|-------------------|--------|-------------------|--------|-------------------|------|---|-------------------|--------|---|
| Math | School/District | Students Included | CPI | Students Included | CPI | Students Included | CPI | Students Included | CPI | * | Students Included | CPI | * |
| Grade 3 | | | | | | | | | | | | | |
| 2006 | BRCPS | 140 | 66.6 | 100 | 65.3 | | | 113 | 65.0 | * | | | |
| 2006 | Boston | 3,913 | 62.6 | 3,206 | 60.6 | | | 1,739 | 57.9 | | | | |
| 2006 | State | 70,741 | 78.0 | | | | | | | | | | |
| 2007 | BRCPS | 138 | 81.0 * | 105 | 80.2 * | | | 111 | 81.1 | * | | | |
| 2007 | Boston | 3,941 | 64.7 | 3,187 | 62.5 | | | 1,640 | 61.3 | | | | |
| 2007 | State | 71,323 | 80.3 | | | | | | | | | | |
| 2008 | BRCPS | 130 | 87.7 * | 101 | 85.9 * | | | 93 | 86.8 | * | | | |
| 2008 | Boston | 3,939 | 64.3 | 3,096 | 61.9 | | | 1,564 | 59.9 | | | | |
| 2008 | State | 70,393 | 81.5 | | | | | | | | | | |
| 2009 | BRCPS | 164 | 87.5 * | 130 | 85.6 * | | | 115 | 86.5 | * | 43 | 88.4 * | |
| 2009 | Boston | 3,971 | 63.6 | 3,201 | 60.9 | | | 1,404 | 57.7 | | 1,649 | 60.2 | |
| 2009 | State | 70,791 | 81.4 | | | | | | | | | | |
| Grade 4 | | | | | | | | | | | | | |
| 2006 | BRCPS | 140 | 55.5 | 94 | 56.4 | | | 120 | 54.6 | | | | |
| 2006 | Boston | 3,964 | 62.0 * | 3,258 | 60.0 | | | 1,796 | 56.3 | | | | |
| 2006 | State | 71,417 | 73.3 | | | | | | | | | | |
| 2007 | BRCPS | 122 | 62.7 | 80 | 62.8 | | | 88 | 61.7 | | | | |
| 2007 | Boston | 3,774 | 62.3 | 3,072 | 59.9 | | | 1,574 | 56.0 | | | | |
| 2007 | State | 70,645 | 77.0 | | | | | | | | | | |
| 2008 | BRCPS | 119 | 66.4 | 95 | 66.6 | | | 94 | 65.2 | | | | |
| 2008 | Boston | 3,943 | 66.3 | 3,077 | 64.0 | | | 1,609 | 61.4 | | | | |
| 2008 | State | 71,450 | 78.1 | | | | | | | | | | |
| 2009 | BRCPS | 113 | 73.9 * | 87 | 73.3 * | | | 80 | 73.1 | * | | | |
| 2009 | Boston | 3,971 | 65.0 | 3,181 | 62.3 | | | 1,585 | 59.7 | | | | |
| 2009 | State | 70,709 | 78.5 | | | | | | | | | | |
| Grade 5 | | | | | | | | | | | | | |
| 2006 | BRCPS | 152 | 47.7 | 117 | 47.0 | | | 118 | 43.9 | | | | |
| 2006 | Boston | 4,011 | 57.1 * | 3,280 | 55.0 * | | | 1,856 | 49.1 | | | | |
| 2006 | State | 72,798 | 70.2 | | | | | | | | | | |
| 2007 | BRCPS | 115 | 58.3 | 77 | 56.5 | | | 91 | 57.7 | | | | |
| 2007 | Boston | 3,807 | 62.3 | 3,084 | 60.0 | | | 1,627 | 55.4 | | | | |
| 2007 | State | 71,352 | 75.7 | | | | | | | | | | |
| 2008 | BRCPS | 88 | 65.9 | 73 | 66.4 | | | 60 | 61.7 | | | | |
| 2008 | Boston | 3,528 | 61.9 | 2,789 | 59.7 | | | 1,437 | 55.4 | | | | |
| 2008 | State | 70,748 | 76.2 | | | | | | | | | | |
| 2009 | BRCPS | 91 | 78.9 * | 77 | 80.8 * | | | 69 | 79.4 | * | | | |
| 2009 | Boston | 3,795 | 62.7 | 3,116 | 60.1 | | | 1,517 | 57.4 | | | | |
| 2009 | State | 71,793 | 77.0 | | | | | | | | | | |
| Grade 6 | | | | | | | | | | | | | |
| 2006 | BRCPS | 109 | 52.8 | 77 | 52.9 | | | 98 | 49.5 | * | | | |
| 2006 | Boston | 3,789 | 50.2 | 3,089 | 48.2 | | | 1,734 | 42.5 | | | | |
| 2006 | State | 73,470 | 70.5 | | | | | | | | | | |
| 2007 | BRCPS | 106 | 63.4 | 82 | 60.4 | | | 72 | 61.1 | * | | | |
| 2007 | Boston | 3,636 | 57.4 | 2,963 | 55.0 | | | 1,554 | 49.0 | | | | |
| 2007 | State | 72,889 | 75.5 | | | | | | | | | | |
| 2008 | BRCPS | 80 | 68.4 * | 54 | 64.4 | | | 63 | 67.5 | * | | | |
| 2008 | Boston | 3,547 | 59.8 | 2,843 | 57.5 | | | 1,453 | 53.0 | | | | |
| 2008 | State | 71,679 | 77.6 | | | | | | | | | | |
| 2009 | BRCPS | 60 | 74.1 * | 48 | 72.9 * | | | | | | | | |
| 2009 | Boston | 3,299 | 60.6 | 2,694 | 57.9 | | | | | | | | |
| 2009 | State | 71,085 | 78.2 | | | | | | | | | | |
| All Grades Combined | | | | | | | | | | | | | |
| 2006 | BRCPS | 541 | 55.6 | 388 | 55.2 | 89 | 29.2 | 444 | 53.3 | | 75 | 60.3 | |
| 2006 | Boston | 15,677 | 58.1 | 12,833 | 56.0 | 3,676 | 42.5 * | 7,125 | 51.4 | | 5,166 | 54.5 | |
| 2006 | State | 589,201 | 72.8 | | | | | | | | | | |
| 2007 | BRCPS | 481 | 67.1 * | 344 | 66.1 * | 79 | 36.7 | 362 | 66.5 | * | 86 | 65.7 * | |
| 2007 | Boston | 15,158 | 61.8 | 12,306 | 59.4 | 3,612 | 45.1 * | 6,395 | 55.5 | | 5,367 | 57.9 | |
| 2007 | State | 505,822 | 76.2 | | | | | | | | | | |
| 2008 | BRCPS | 417 | 73.3 * | 323 | 72.2 * | 66 | 44.3 | 310 | 71.5 | * | 86 | 78.5 * | |
| 2008 | Boston | 14,957 | 63.2 | 11,805 | 60.9 | 3,538 | 47.3 | 6,063 | 57.6 | | 5,465 | 59.3 | |
| 2008 | State | 501,986 | 77.7 | | | | | | | | | | |
| 2009 | BRCPS | 428 | 80.2 * | 342 | 79.6 * | 65 | 55.0 * | 301 | 79.4 | * | 111 | 80.6 * | |
| 2009 | Boston | 15,036 | 63.1 | 12,192 | 60.4 | 3,506 | 46.8 | 5,792 | 57.0 | | 5,748 | 59.4 | |
| 2009 | State | 499,717 | 78.5 | | | | | | | | | | |

Notes: (1) An asterisk (*) beside a higher CPI indicates a difference that is statistically significant at the p < 0.05 level; 2-tailed. This means the probability is less than 5/100 that a difference in performance of this size occurred by chance, if the two groups were randomly assigned.

(2) State results are provided for context. Statistical significance testing was not performed in comparison to the state.

(3) Results for subgroups with less than 40 students are not displayed.

VII. Adequate Yearly Progress Data

Performance and improvement ratings for Massachusetts public schools are based on aggregate student performance on MCAS tests. Performance is measured using the Composite Performance Index (CPI), a measure of the distribution of student performance relative to attaining proficiency. Ratings are used to track schools' progress toward meeting the goal of all students achieving proficiency in English language arts and mathematics by 2014. BRCPS' most recent AYP Data is presented below.

| | NCLB Accountability Status | Performance Rating | Improvement Rating |
|------------------------------|-------------------------------|--------------------|--------------------|
| ENGLISH LANGUAGE ARTS | Corrective Action - Subgroups | High | Above Target |
| MATHEMATICS | No Status | High | On Target |

| English Language Arts | | | | | | | | | | | | | | | |
|-----------------------|-------------------|----------|-----|------------------|-----------------|----------|-------------------|-------------------|-------------|-----------------|------------|----------------|--------|------------|----------|
| Student Group | (A) Participation | | | | (B) Performance | | | (C) Improvement | | | | (D) Attendance | | | AYP 2009 |
| | Enrolled | Assessed | % | Met Target (95%) | N | 2009 CPI | Met Target (90.2) | 2008 CPI Baseline | Gain Target | On Target Range | Met Target | % | Change | Met Target | |
| Aggregate | 429 | 429 | 100 | Yes | 429 | 83.9 | No | 77.2 | 3.8 | 78.5-83.5 | Yes | 95.9 | 1.6 | Yes | Yes |
| Lim. English Prof. | 32 | 32 | - | - | 32 | 71.9 | - | - | - | - | - | - | - | - | - |
| Special Education | 65 | 65 | 100 | Yes | 65 | 61.5 | No | 52.7 | 7.9 | 56.1-65.1 | Yes | 94.8 | 2.1 | Yes | Yes |
| Low Income | 343 | 343 | 100 | Yes | 343 | 83.7 | No | 76.2 | 4.0 | 77.7-82.7 | Yes | 95.7 | 1.9 | Yes | Yes |
| Afr. Amer./Black | 302 | 302 | 100 | Yes | 302 | 84.2 | No | 76.6 | 3.9 | 78.0-83.0 | Yes | 95.9 | 1.5 | Yes | Yes |
| Asian or Pacif. Isl. | 10 | 10 | - | - | 10 | - | - | - | - | - | - | - | - | - | - |
| Hispanic | 111 | 111 | 100 | Yes | 111 | 81.8 | No | 78.8 | 3.5 | 79.8-84.8 | Yes | 95.9 | 1.9 | Yes | Yes |
| Native American | | | | | | | | | | | | | | | |
| White | 2 | | | | | | | | | | | | | | |

| Mathematics | | | | | | | | | | | | | | | |
|----------------------|-------------------|----------|-----|------------------|-----------------|----------|-------------------|-------------------|-------------|-----------------|------------|----------------|--------|------------|----------|
| Student Group | (A) Participation | | | | (B) Performance | | | (C) Improvement | | | | (D) Attendance | | | AYP 2009 |
| | Enrolled | Assessed | % | Met Target (95%) | N | 2009 CPI | Met Target (84.3) | 2008 CPI Baseline | Gain Target | On Target Range | Met Target | % | Change | Met Target | |
| Aggregate | 429 | 428 | 100 | Yes | 428 | 80.2 | No | 73.3 | 4.5 | 75.3-80.3 | Yes | 95.9 | 1.6 | Yes | Yes |
| Lim. English Prof. | 32 | 32 | - | - | 32 | 72.7 | - | - | - | - | - | - | - | - | - |
| Special Education | 65 | 65 | 100 | Yes | 65 | 55.0 | No | 44.3 | 9.3 | 49.1-58.1 | Yes | 94.8 | 2.1 | Yes | Yes |
| Low Income | 343 | 342 | 100 | Yes | 342 | 79.6 | No | 72.2 | 4.6 | 74.3-79.3 | Yes | 95.7 | 1.9 | Yes | Yes |
| Afr. Amer./Black | 302 | 301 | 100 | Yes | 301 | 79.4 | No | 71.5 | 4.8 | 73.8-78.8 | Yes | 95.9 | 1.5 | Yes | Yes |
| Asian or Pacif. Isl. | 10 | 10 | - | - | 10 | - | - | - | - | - | - | - | - | - | - |
| Hispanic | 111 | 111 | 100 | Yes | 111 | 80.6 | No | 78.5 | 3.6 | 79.6-84.6 | Yes | 95.9 | 1.9 | Yes | Yes |
| Native American | | | | | | | | | | | | | | | |
| White | 2 | | | | | | | | | | | | | | |

| Adequate Yearly Progress History | | | | | | | | | | | | NCLB Accountability Status |
|----------------------------------|---------------|------|------|------|------|------|------|------|------|------|-------------------------------|----------------------------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | | |
| ELA | Aggregate | No | No | Yes | Yes | No | No | Yes | No | Yes | Corrective Action - Subgroups | |
| | All Subgroups | - | - | Yes | Yes | No | No | No | No | Yes | | |
| MATH | Aggregate | Yes | Yes | No | No | No | No | Yes | Yes | Yes | No Status | |
| | All Subgroups | - | - | No | No | No | No | No | Yes | Yes | | |

VIII. Accountability Plan Objectives and Measures

| <u>A. Faithfulness to Charter</u> | 2008-09 Performance | Notes |
|--|--------------------------------|--|
| Objective: BRCPS faculty and staff provide essential elements of our charter to each student. | | |
| Measure: BRCPS student will experience at least one of the following program areas each academic quarter: dance, music, art, or physical education. | Met | <ul style="list-style-type: none"> ▪ Has met this measure every year of the charter term |
| <u>B. Academic Program</u> | 2008-09 Performance | Notes |
| Measure: BRCPS will make AYP for ELA in the aggregate for each year 2007-2010. | Met | <ul style="list-style-type: none"> ▪ Made AYP in ELA in the aggregate in 2007 and 2009, but not in 2005, 2006, and 2008 ▪ Has made steady progress in moving students to proficiency |
| Measure: BRCPS will meet the Projected AYP Benchmarks for ELA for the African American, Hispanic, and Low Income subgroups for each year 2007-2010. | Met | <ul style="list-style-type: none"> ▪ Made AYP for all subgroups in 2009 ▪ Did not make AYP for all subgroups in any other year of the charter term |
| Objective: Students at BRCPS will work to master the skills and knowledge outlined in the State Curriculum Frameworks in Mathematics and will demonstrate continuous improvement to reach NCLB adequate yearly progress targets. | | |
| Measure: BRCPS will make AYP for Math in the aggregate for each year 2007-2010. | Met | <ul style="list-style-type: none"> ▪ Made AYP in math in 2007, 2008 and 2009 |
| Measure: BRCPS will meet the Projected AYP Benchmarks for Math for the African American, Hispanic, and Low Income subgroups for each year 2007-2010. | Met | <ul style="list-style-type: none"> ▪ Made AYP for all subgroups in 2007, 2008 and 2009 |
| <u>C. Organizational Viability</u> | 2008-09 Performance | Notes |
| Objective: The Board of Trustees will provide the governance and support required to enable Boston Renaissance Charter Public School to meet its accountability goals. | | |
| Measure: The Board will complete an annual self assessment and retreat to address the most pertinent issues in regards to the school's ability to meet objectives outlined in the accountability plan in order to present findings that | Met | <ul style="list-style-type: none"> ▪ Annual board retreat and self-assessment conducted using 14 point self assessment instrument |

| | | |
|---|-----|---|
| will promote positive change. | | |
| Measure: The Governance and Nomination Committee will ensure that Board membership reflects expertise in areas of need based on identified weaknesses the committee has agreed upon. | Met | <ul style="list-style-type: none"> ▪ Recruited 5 new board members in 2008-09 with expertise in needed areas of academics, marketing and development |
| Measure: The Board of Trustees will evaluate the Superintendent on an annual basis, informed by a predetermined evaluation tool that includes feed back from board members, staff, and parents, which will provide strengths as well as suggestions for improvement. | Met | <ul style="list-style-type: none"> ▪ The board has developed an evaluation tool, and has conducted an annual evaluation of the Superintendent |
| Objective: BRCPS will ensure that each child has an opportunity to succeed by adherence to policies and procedures for regular and consistent attendance by all students. | | |
| Measure: Each year BRCPS will maintain an average daily attendance of at least 92% in grades 1-6. | Met | <ul style="list-style-type: none"> ▪ 2005-06: 94.5% ▪ 2006-07: 94% ▪ 2007-08: 95% ▪ 2008-09: 95% |
| Objective: BRCPS will demonstrate sound use of financial resources and responsible financial decision-making. | | |
| Measure: Yearly BRCPS budgets (actual and proposed) will show strategic management of resources sufficient to support school programs and effectiveness by demonstrating sound practices and policies in managing public resources, through yearly submission of audited financial statements. | Met | <ul style="list-style-type: none"> ▪ Has submitted audited financial statements each year |
| Measure: On an annual basis, the school will reduce its level of outstanding debt by meeting its obligations to lenders as defined in bond and lending documents | Met | <ul style="list-style-type: none"> ▪ Has met this measure each year of the charter term |

