**Student Opportunity Act Plan: SY 2021-2023**

***Argosy Collegiate Charter School***

→ **Commitment 1: Focusing on Student Subgroups**

**Which student groups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?**

**Scholar groups of focus:**

* High School High Needs, Special Education, and EL Scholars
* Middle School High Needs Special Education, and EL Scholars

Argosy Collegiate Charter School enrolls almost 80% of scholars classified, by DESE, as “High Needs.” This student subgroup has historically been underrepresented in post-secondary education programs. Argosy Collegiate, as an early college program, aims to provide tuition free credits to all scholars, particularly those scholars who may not experience college success without a small, supportive community.

In the Fall of 2020, Argosy Collegiate dual enrollment program enrolled the percentages of scholars within each subgroup noted below (Table 1.1). For example, 41.7% of the general education subgroup was enrolled in the school’s dual enrollment program.

**Table 1.1**

|  |  |
| --- | --- |
| **Scholar Subgroup** | **Percentage of Enrolled Scholars** |
| General Education | 41.7% |
| Special Education | 6.5% |
| English Learners | 4.8% |

Even as our dual enrollment program has yielded 1,331 tuition free credits for scholars in the first 3.5 years of our high school program, we are committed to increase the enrollment of our special education and EL scholars in this program to more closely align with the enrollment in dual enrollment for all scholar subgroups.

→ **Commitment 2: Using Evidence-Based Programs to Close Gaps**

**What evidence-based programs will your charter school adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will be allocated to these programs?**

**Evidence-based program #1: Early College Opportunities for All Scholars**

Argosy Collegiate Charter School and Bristol Community College are now in their 4th year of partnership to provide enrolled scholars with a robust dual enrollment program. Beginning in their freshman year, GPA eligible scholars may begin taking dual enrollment courses to satisfy their high school graduation requirements, while earning college credits at no out-of-pocket cost. In FY21, 58 scholars in grades 9-12 were enrolled in one or more courses. This represents 24% of scholars in grades 9-12. We seek to continue to increase enrollment in the dual-enrollment program, with a focus on ensuring high-quality educational opportunities for scholar subgroups that have been historically underrepresented at the college level. In the upcoming years, we expect to expand our staffing plan and budget to allow for the hiring of an additional Dean of College and Career Readiness, as well as interventionists with a specific focus on preparing middle school scholars for dual enrollment coursework beginning in 9th grade. Interventionists at the middle school will work closely with our Collegiate Skills program, with a specific focus of

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category[[1]](#footnote-1)** |
| Naviance | 2949 | Other Teaching Services |
| Dual Enrollment Supplies | 5000 | Instructional Materials, Equipment and Technology |
| Dual Enrollment Tuition | 81000 | Other Teaching Services |
| **Evidence-based program identified by the Department:** | | **Early College programs focused primarily on students under-represented in higher education** |
| **SOA program categories:** | | N/A |

→ **Commitment 3: Monitoring Success with Outcome Metrics and Targets**

**What metrics will your charter school use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of Department metrics or provide your own.**

|  |  |
| --- | --- |
| 1. **Department outcome metrics:**    * Percentage of 11th and 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment courses, Chapter 74-approved vocational/technical secondary cooperative education programs, and other selected rigorous courses)    * Four-year cohort graduation rate    * Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled)    * Annual dropout rate | **2) Custom metrics (must include targets as well):**   * + N/A |

→ **Commitment 4: Engaging All Families**

**How will your charter school ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the charter school regarding their students’ needs?**

Argosy Collegiate Charter School is committed to increasing parent partnership, especially in regard to educating all stakeholders about the benefits and requirements of its comprehensive early college program. We are developing a Family Engagement Coordinator role, focused on high quality parent/guardian events aimed at increasing participation, particularly from parents of students with disabilities, and parents of EL scholars. This individual will also serve as a primary point of contact for all parents. A requirement for this position is fluency in our community’s primary languages, Spanish and Portuguese, to ensure families can easily reach out to the school in a streamlined manner.

Argosy Collegiate will measure increases in family engagement based on these efforts in the following manner:

* Parent surveys and Institutional Self Evaluation
* Attendance at family events and/or information sessions including
  + Family Information Sessions
  + Special Education Parent Advisory Council meetings
  + English Learner Parent Advisory Council meetings
* Attendance at Family-Teacher-Scholar conferences

**Certifications:**

* **By checking here, I certify that our charter school has engaged stakeholders in our community in accordance with the Student Opportunity Act**

**Please summarize your stakeholder engagement process, including specific groups that were engaged:**

Stakeholders throughout the community were engaged in a variety of ways, including:

* Reflection on accountability data, internal and external measures
* Reflection on parent feedback through surveys and institutional evaluations
* Sharing among instructional leadership, grade level team leaders

check mark**By checking here, I certify that the Argosy Collegiate Charter School Board of Trustees voted on our Student Opportunity Act Plan.**

**Date of vote: 3/24/21 Outcome of vote: Approved unanimously**

1. The foundation categories are: Administration; Instructional Leadership; Classroom & Specialist Teachers; Other Teaching Services; Professional Development; Instructional Materials, Equipment, and Technology; Guidance and Psychological; Pupil Services; Operations and Maintenance; Employee Benefits/Fixed Charges; and Special Education Tuition. [↑](#footnote-ref-1)