



ANNUAL REPORT

2019-20 SCHOOL YEAR

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COLLEGE. CAREER. LIFE.

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Introductory Description of Argosy Collegiate Charter School (ACCS)

Argosy Collegiate is an inclusive, grades six through twelve public charter school that puts Fall River scholars on a trajectory for preparedness and success for college, career, and life.

In February 2014, ACCS received a five-year charter from the Massachusetts Department of Elementary and Secondary Education. In August of 2014, we opened our doors to 102 sixth grade scholars. In August of 2018, we submitted our application for a five year renewal of our charter, resulting in the school's charter being renewed with conditions. In December of 2019, the Massachusetts Department of Elementary and Secondary determined that the school met two of the three conditions, with the third condition related to academic achievement to be reassessed in December of 2020. Due to the COVID-19 pandemic, this condition will now be reassessed in December of 2021.

Argosy Collegiate Charter School is chartered to educate 644 scholars in grades six through twelve. We plan to bring in a new 6th grade each year until we have reached our full grade span in the fall of 2020.

<u>Argosy Collegiate Charter School</u>			
<u>Type of Charter</u> <u>(Commonwealth or Horace Mann)</u>	Commonwealth	<u>Location of School</u> <u>(Municipality)</u>	Fall River, MA
<u>Regional or Non-Regional</u>	Non-Regional	<u>Chartered Districts in Region</u> <u>(if applicable)</u>	N/A
<u>Year Opened</u>	2014	<u>Year(s) the Charter was Renewed</u> <u>(if applicable)</u>	2014 2019
<u>Maximum Enrollment</u>	644	<u>Enrollment as of June 18, 2020</u>	500
<u>Chartered Grade Span</u>	6-12	<u>Current Grade Span</u>	6-11

<u>Number of Instructional Days per School Year (as stated in the charter)</u>	185	<u>Students on Waitlist as of March 2020</u>	168
<u>Final Number of Instructional Days during 2019-2020 School Year</u>	121-in person 61-remote		
<u>School Hours</u>	7:30am – 3:30pm (MS) 7:30am – 2:30pm (HS)	<u>Age of School as of 2019-2020 School Year</u>	Year 6 (SY19/20)
<u>Mission Statement</u> The mission of Argosy Collegiate Charter School is to provide all scholars in grades 6 through 12 with a seamless middle to high school education that educates them for a rigorous and relevant four-year college degree and ensures they are able to compete in a 21st century global economy, Argosy Collegiate Charter School prepares Fall River's diverse community of learners with the academic foundation and character values necessary to be successful in college, career, and life.			

Faithfulness to the Charter

Mission and Key Design Elements

Highly Effective Core Instruction, plus Differentiated Supports

Middle School: At the core of our academic program, we focus on reading, writing, and mathematics with a deep belief in meeting the needs of all scholars. Academic supports are based on student data and guided by the Massachusetts Tiered System of Support. At the middle school, scholars receive 66 minutes of core math and English Language Arts instruction five days per week. This is supplemented by daily, targeted 66 minute Support Blocks during which scholars engage in instruction in areas of need as determined by formative and summative assessments. In addition these core classes, STEM and Global Literacy (our social studies curriculum with a Common Core literacy foundation). Weekly, scholars also have courses in collegiate skills/financial literacy, art, physical education, and health.

High School: It is our mission to prepare our scholars for college, career, and life. Our rigorous high school program is designed to meet and exceed the MassCore high school

graduation requirements - requirements that are aligned with college and career readiness. First, through our strong partnership with Bristol Community College, GPA eligible scholars earn dual enrollment credits, at a minimum in the areas of foreign language, art, and financial literacy. Scholars who have not yet met the GPA requirements will satisfy MassCore graduation requirements by enrolling in Argosy Collegiate foreign language and art classes, and will satisfy Argosy Collegiate graduation requirements through an internal financial literacy course sequence leveraging Everfi and Edgenuity. As scholars pass their dual enrollment courses, they earn both high school graduation requirements and tuition-free college credits while experiencing success taking college courses. Additionally, scholars are able to satisfy some of their high school requirements in half the time of traditional high school courses. This allows our scholars more opportunity to take advanced coursework opportunities.

Professional Development Focused on Data-Driven Instruction

We frequently assess and relentlessly analyze data to determine gaps, progress, and instruction. Leadership has the dedicated time to support teachers on instructional and cultural practices, and teachers have the dedicated time to evaluate and develop action plans from weekly and interim data. In addition to annual MCAS data, we utilize the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) to capture academic achievement and growth at the beginning, middle, and end of each year in English Language Arts, mathematics, and science. Weekly professional development is provided to all staff to review and analyze district to classroom level academic data. Weekly planning meetings occur between leadership and teachers in focused grade level groups or content groups to adapt lessons, expand differentiation, and identify areas of progress and opportunity. As part of our progress reporting to scholars and families, we include interim MAP reports.

Positive and Productive School Culture Framed by the DREAM Values

Argosy Collegiate's community culture is framed by our DREAM Values (Determination, Respect, Excellence, Altruism, and Maturity) which represent the characteristics traits that would support our scholars in success in college, career, and life. The DREAM values inform our instructional language, and how we help scholars make positive and productive choices. With these shared Values across the district, our middle school scholars can seamlessly transition to high school with reduced risk of dropping out and realize college-bound goals with the skills and knowledge to meet with success.

A few examples of how we develop school culture framed by our DREAM Values includes school assemblies and celebrations that recognize scholars' achievements and growth in demonstrating the DREAM Values that we hold critical to academic success. At the high school level, scholars enact the DREAM Values through community volunteering. Scholars have a goal of volunteering 15 hours per year to a variety of community organizations as part of graduation requirements.

Another example is our advisory model in which advisors meet weekly with scholars to set, review, and track progress toward goals in academics, attendance, and behavior. Further, our daily *Breakfast Café Positivity* slides during middle school morning homeroom provides a warm and supportive start to the day for all scholars. The slides include a greeting, a motivational quote related to the monthly theme (self-respect, perseverance, altruism, kindness, determination, etc.), and morning announcements. Breakfast Café Positivity also includes collegiate information (quick facts about college/university type, enrollment, average GPA and SAT scores, average tuition and grant/scholarship award, acceptance rate, location, most popular academic programs, etc.), and Health and Wellness Corner (reminders about healthy habits).

Prepare All Scholars for Success in College, Career and Life

Financial Literacy: We promise our scholars a rich experience in which to develop financial literacy skills. Our middle school program includes a weekly Financial Literacy program for all scholars in grades six through eight and includes activities in consumer math, principles of entrepreneurship, understanding American currency, managing a personal budget, and personal finance. In high school, as part of our partnership with Bristol Community College, eligible scholars take college level, dual enrollment courses to satisfy the Financial Literacy objectives in the school's charter. We also integrate EverFi, a high-quality online curriculum that leads to a Financial Literacy Certificate of Completion. Additionally, BayCoast facilitated a Credit for Life Fair (a real-world simulation of consumer budgeting), and job shadowing opportunities for our high school scholars. These two programs are well-positioned to provide scholars early career explorations and to prepare scholars to engage in experiential learning opportunities.

Collegiate Skills Program: Our seven-year program supports our scholars' transition from middle to high school, and prepares them academically and socially for successful college and professional careers. The program includes a four-year advisory relationship component in addition to coursework to build skills and tools for high school graduation and college success. Additionally, our partnership with Bristol Community College provides all scholars with a minimum of three college courses including two courses in foreign language and an art course, to satisfy the MASS Core graduation requirements as well as earning tuition-free college credits. This experience builds college perseverance long before scholars become a matriculating college student.

Amendments to the Charter

There were no amendments to the charter during the 2019/2020 school year.

Access and Equity

[Link to 2018/2019 Student Discipline Report](#)

Table 1.0 Student Discipline Report

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	483	56	8.5%	5.0%	0.2%
EL	166	17	7.8%	3.0%	0.6%
Economically Disadvantaged	310	43	9.7%	6.5%	0.3%
Students with Disabilities	113	22	15.9%	8.8%	0.0%
High Needs	373	52	10.5%	5.9%	0.3%
Female	227	19	5.7%	4.0%	0.4%
Male	256	37	10.9%	5.9%	0.0%
American Indian or Alaska Native	1	-	-	-	-
Asian	10	0	-	-	-

African American/ Black	53	4	-	-	-
Hispanic/ Latino	88	13	9.1%	5.7%	0.0%
Multi-race, Non-Hispanic/Latino	27	3	-	-	-
Native Hawaiian or Pacific Islander	0	-	-	-	-
White	304	36	9.2%	5.3%	0.0%

Argosy Collegiate Charter School has implemented multiple and diverse supportive action steps during the 2019/20 school year to address a concerted and focused effort to decrease out of school suspension rates including the following:

- During summer Professional Development, staff will continue to receive training on systems and routines to ensure a consistent, effective, and proactive response to student discipline.
- Two additional clinically trained school adjustment counselors were added which increased the available social emotional and counseling support ratio at the middle school level to one school adjustment counselor per grade level.
- Additionally, a second school psychologist has provided increased counseling support including behavioral, diagnostic and special education assessments.
- Participation in DESE's Rethinking Discipline Professional Learning Network to monitor and address potential disparities of rates between subgroups as a proactive vs reactive response.
- As we prepare to meet the social emotional needs of scholars in the 2020/21 school year, needed and projected changes to the role of school adjustment counselors have been made. These changes include increased classroom support that helps to model effective behavioral interventions for teachers; focused time for family outreach; and direct daily observations of scholars to identify social emotional needs while in the classroom setting in addition to their regular counseling support. This newly revised School Adjustment Counselors Model of Excellence has been developed by 20 staff from across school disciplines. This committee was formed during the spring of 2020

to research, create, prepare, and develop a plan to implement this new evidenced based model. The purpose and goal of this revised school adjustment counselor role is to prepare a comprehensive social emotional program as a proactive readiness plan in response to the impact of COVID19.

- Scholars at both the middle school and high school levels are assigned an advisor. Advisors meet with scholars weekly to set goals, review grades, and monitor work completion.

In the 2020/2021 school year, we will continue to monitor scholar discipline data. An academic dashboard including real-time discipline data will be shared with all staff monthly, as well as the Board of Trustees. This frequent data review allows for the school to be responsive to scholar needs and discipline data on an ongoing basis.

Dissemination Efforts

Argosy Collegiate believes in the community of best practice. The very foundation of the Building Excellent Schools Fellowship, which provided the Founder and Executive Director with a full year of access to excellent schools and exceptional school leadership from across the state and country, established the benefits of dissemination and the spirit of the charter school movement within our leadership team and Board of Trustees. As we grow our program, we will continue to open our doors to all interested visitors to share what we practice every day. We are committed to both sharing and receiving best practices throughout the Fall River community and beyond.

Table 2.0: Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices?	Result of dissemination
Shared Accountability Contract with prospective charter school	Email and follow up meeting	Executive Director and Assistant Executive Director	Sharing innovative model for replication of resources and information	Hopewell Academy	Partnership with another school to share implementation of key successful aspects of the charter school's opening.
Sharing replication of model to offer dual enrollment	Spring Open House	Executive Director, Assistant Executive Director,	Sharing best practices of innovative model for replication of	Due to the COVID19 Pandemic and resulting school closures, Spring Open	To be rescheduled Spring 2021

		Director of Curriculum and Instruction	dual enrollment program with BCC	House was not scheduled because school was not in session.	
Sharing best practices of innovative co-teaching model for replication	Program Dissemination of Special Education Luncheon	Director of Student Support Services	Dissemination of special education practices and result of recent CPR 100% Compliance	Due to the COVID19 Pandemic and resulting school closures, Spring Open House was not scheduled because school was not in session.	To be rescheduled Spring 2021

Academic Program Success

Student Performance

Table 3.0 2019 Accountability Report [Link to 2019 Report Card](#)

<u>2019 Official Accountability Report – Argosy Collegiate Charter School</u>	
<u>Overall classification</u>	Focused/Targeted Support
<u>Reason for classification</u>	Among the Lowest Performing 10% of Schools Low Subgroup Performance: White
<u>Progress toward improvement targets</u>	47%- Moderate Progress Towards Targets
<u>Accountability percentile</u>	7

Assessments

MCAS Spring 2020: Due to the COVID-19 school closure, all scheduled MCAS testing sessions for the 2019 - 2020 were cancelled. No data is available.

Internal Interim Testing: Argosy Collegiate seeks high-quality data on scholars' academic achievement, growth and areas of strength and academic needs. **NWEA Measures of Academic Progress (MAP)** has been an important partner in gaining actionable, nationally normed scholar data to inform curriculum refinement, targeted instruction, and progress-monitoring for overall achievement across grades, content areas, and as a district. We administer MAP in the beginning-, mid-, and end of year to measure and monitor scholar achievement and growth in reading, mathematics, and science Massachusetts Curriculum Frameworks.

Due to the COVID-19 school closure event, Argosy Collegiate was unable to complete its full schedule of interim assessments. As a result, we have incomplete data for the school year. We report on the Winter assessment conducted over January 2020.

Tables 4.0 - 4.5 NWEA Achievement Data Tables: The following data show scholars' achievement levels at the Winter administration as projected for the Spring 2020 MCAS achievement outcomes (MCAS 2020 administrations were cancelled for spring 2020).

NWEA MAP provides this projection data for grade 6 - 8 in English and Mathematics. When not provided by MAP data reporting (Science - all grades, and ELA, Math - high school grades) the scholars' achievement percentiles were converted to projected MCAS achievement levels. Specifically, MAP scores at or below the 40th percentile were converted to an MCAS projected score in the not yet meeting category. MAP scores between 41th - 60th percentiles were converted to an MCAS projected score in the partially meeting category. Scores between the 61st and 79th percentiles were converted to an MCAS projected scores in the meeting category; scores at or above the 80th percentile were converted to the exceeding expectation category.

Table 4.0

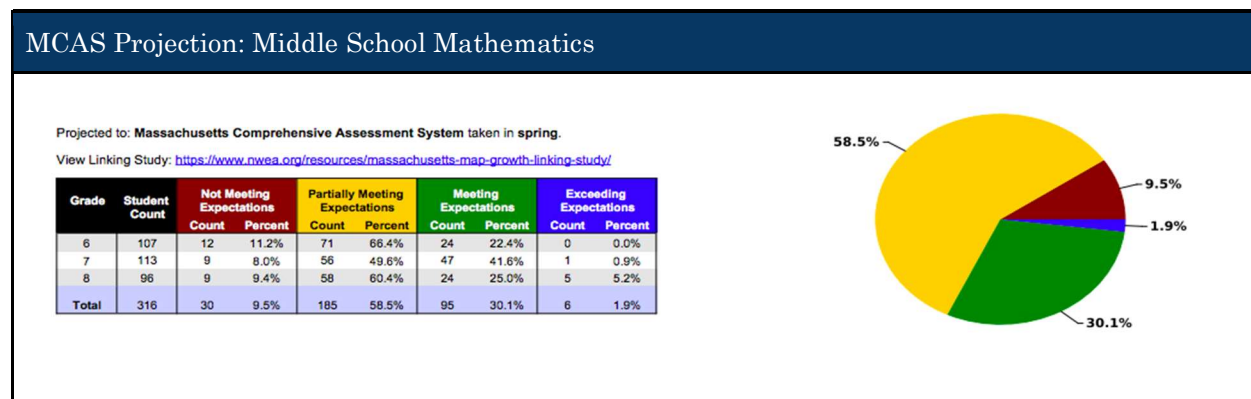


Table 4.1

MCAS Projection: High School Mathematics *scholars do not take a 9th grade math MCAS - data for achievement monitoring

HS Mathematics

Projected to Massachusetts Comprehensive Assessment Systems taken in **spring**.*

*based on MAP achievement category levels

Grade	Student cohort	Not Meeting Expectations		Partially Meeting Expectations		Meeting Expectations		Exceeding Expectations	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
9	87	37	42%	20	23%	17	20%	13	15%
10	82	20	24%	14	17%	25	30%	23	28%
Total	169	57	33%	34	20%	42	24%	36	21%

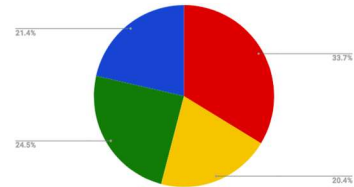


Table 4.2

MCAS Projection: Middle School Reading

Projected to: Massachusetts Comprehensive Assessment System taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/massachusetts-map-growth-linking-study/>

Grade	Student Count	Not Meeting Expectations		Partially Meeting Expectations		Meeting Expectations		Exceeding Expectations	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	110	16	14.5%	58	52.7%	36	32.7%	0	0.0%
7	113	10	8.8%	70	61.9%	33	29.2%	0	0.0%
8	96	10	10.4%	53	55.2%	30	31.3%	3	3.1%
Total	319	36	11.3%	181	56.7%	99	31.0%	3	0.9%

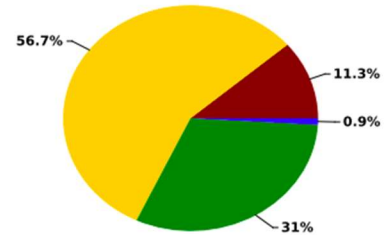


Table 4.3

MCAS Projection: High School Reading

HS Reading

Projected to Massachusetts Comprehensive Assessment Systems taken in **spring**.*

*based on MAP achievement category levels

Grade	Student cohort	Not Meeting Expectations		Partially Meeting Expectations		Meeting Expectations		Exceeding Expectations	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
9	88	37	42%	24	27%	19	22%	8	9%
10	65	22	33%	16	25%	19	29%	8	12%
Total	150	59	39%	40	26%	38	25%	16	10%

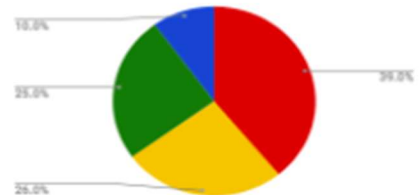


Table 4.4

MCAS Projection: Middle School Science

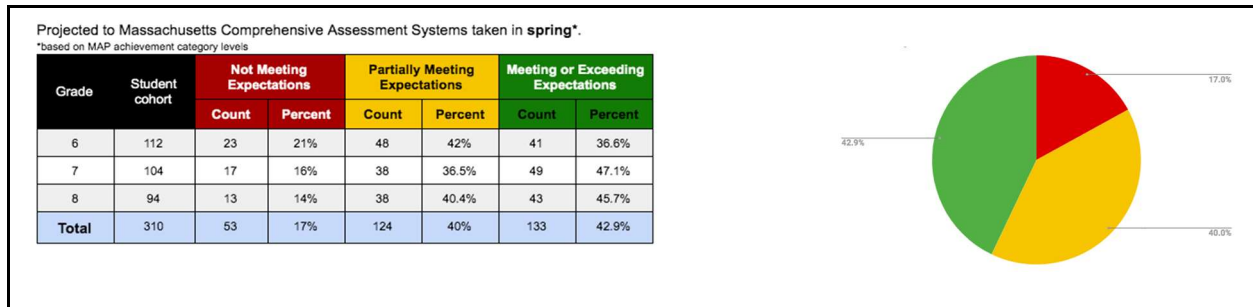
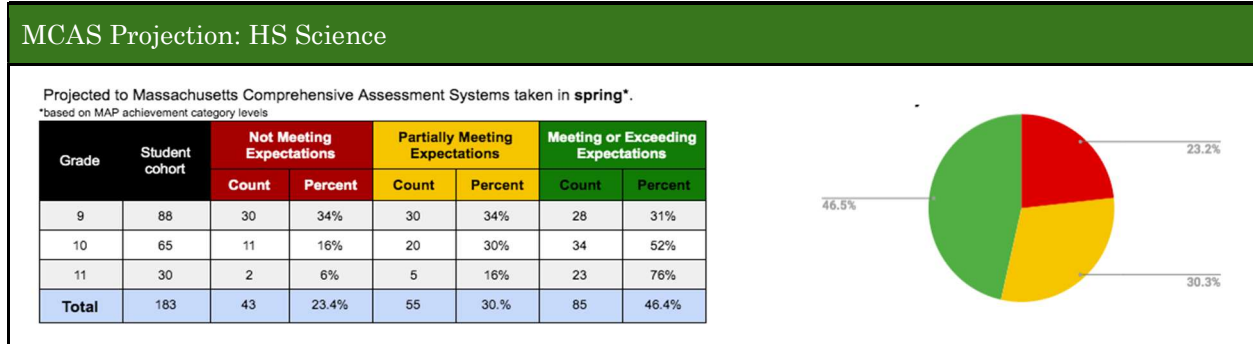


Table 4.5



Tables 5.0 - 5.2 NWEA MAP: Academic Growth Tables: The NWEA MAP also provides growth measures to evaluate how Argosy Collegiate scholars are progressing in comparison to similar students nationwide. These table also show scholars' academic growth observed in the Winter 2019/2020 scores when compared to the projected growth set in the Fall 2019. The yellow diamond shows the projected growth target. The blue bar shows the observed scholar growth.

Table 5.0

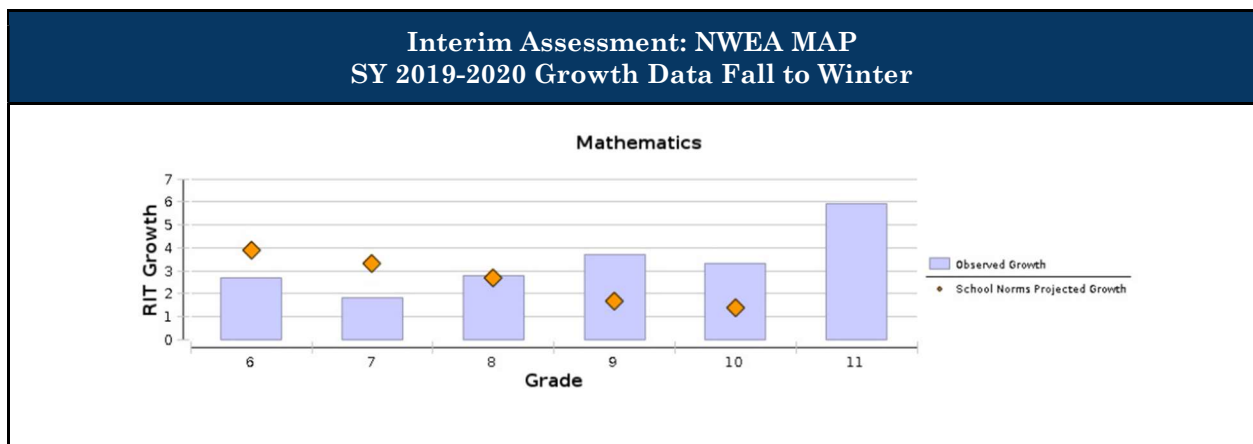


Table 5.1

**Interim Assessment: NWEA MAP
SY 2019-2020 Growth Data Fall to Winter**

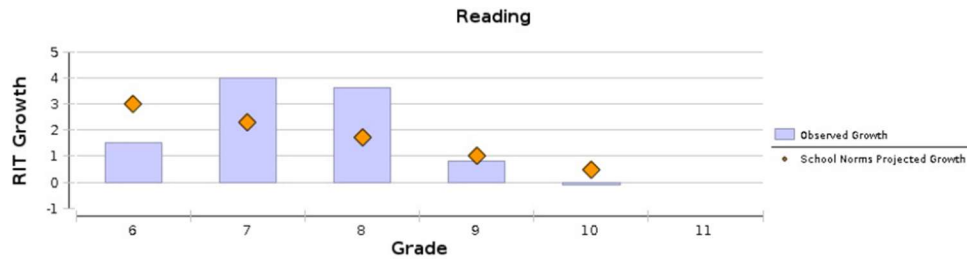
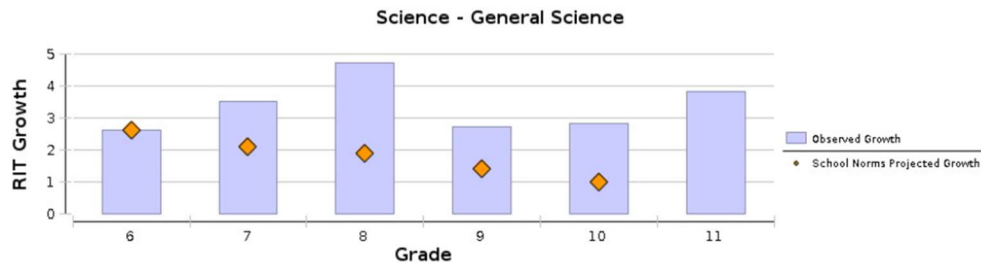


Table 5.2

**Interim Assessment: NWEA MAP
SY 2019-2020 Growth Data Fall to Winter**



NWEA MAP Achievement and Growth: Reflecting on Winter 2019/2020

The Argosy Collegiate community continues to strive to bring all scholars to their highest academic potential. Each year we work to make impactful responses to our scholars' data to increase achievement each year. To that end, Argosy Collegiate has partnered with Edgenuity, a leading provider of K–12 online curriculum and blended learning solutions. This will allow us more evidence-based curriculum, intervention programs, and courses to enhance our resources to meet the wide - ranging needs of our scholars. Edgenuity is a flexible resource that can flex between in-person and remote learning models, a critical quality during the nationwide response to the COVID-19 pandemic.

Additionally, to meet the need to increase academic achievement with urgency and intensity, Argosy Collegiate will continue to leverage key support positions that increase instructional efficacy (instructional coaches) and scholars' learning (interventionists, EL and special education teachers) and professional development focused on scholar data, level of rigor and differentiation (weekly); and schedule refinements aimed at increasing instructional efficacy and accelerating achievement (high school learning labs and middle school support blocks that will focus on learning loss, academic gaps and credit recovery).

Mathematics (see tables 4.0, 4.1, 5.0)

Our mid-year data show in middle school mathematics that 88% of scholars were predicted to be at or above partially meeting expectations, with a 32% of that total predicted to be at or above meeting expectations. At the high school level, 35% of our 9th grade scholars, those just beginning the high school program and/or Argosy College, were predicted to be on track to score at or above meeting expectation *if* they were to take a MCAS (there is no 9th grade math MCAS). While our work includes raising that percentage significantly, it is work noting that 8th scholars the 2018-2019 school year that matriculated to our high school showed significant growth from Fall 2019 to Winter 2020 over growth made in the Fall 2018 to Spring 2019 time period. In 10th grade, the mid-year data show 58% of scholars on track to score at or above the meeting expectations. Collectively, 10th grade scholars also exceeded their growth goals set in the fall. Additionally, the data showed significant growth for English language learners (grade 8, and 9) and our scholars with disabilities (grade 9).

We attribute this progress toward proficiency to our increased support through the Mathematics Clinic model, increased coaching in the 8th, a focus on vertical departmental meetings facilitated by the Mathematics Department Chair, and collaborations with the special education and EL teams.

Initiatives we plan to implement during SY 20/21 include:

- Increase the impact of middle school support blocks through the use of Edgenuity's MyPath intervention program that is tied directly to MAP results.
- Increased differentiation for higher performing students through work with our Mathematics Interventionist
- Continued focus on vertical alignment between the 8th grade mathematics curriculum and Algebra 1 at the high school level to ensure optimal readiness
- Continue to refine the supports provided in the high school Mathematics Clinic for scholars who enter the high school program below proficiency as shown on MAP and/or MCAS.
- Continue to support Mathematics content teams through the Department Chairs facilitation of rigorous instruction and assessment.

Reading (see tables 4.2, 4.3, 5.1)

Our mid-year data show in middle school reading show that 88% of scholars were predicted to score at or above partially meeting expectations, with a 32% of that total predicted to be at or above meeting expectations. In terms of growth, the data shows an increase in growth rates observed at the cohort level when compared to Fall 2018 to Spring 2019 data. As scholars moved from 6th to 7th grade, 7th to 8th, and 8th to 9th, their observed growth increased. Additionally, 7th grade scholars with English language or special education

support, and 8th grade scholar with English language support exceeded their growth goals in reading.

At the high school level, only 33% 10th graders demonstrated readiness on the MAP reading assessment. This data profiles differs significantly from the math and science outcomes. A highlight in growth includes grade 9 scholars with English Language services exceeded their growth goals from Fall.

Initiatives we plan to implement during SY 20/21 include:

- Enhance instruction during the support Block to meet the significant literacy needs of our many of our Middle School scholars, especially our newly enrolled 6th grade cohort. We plan to leverage the assessment-instructional connection of the NWEA MAP data with the online Edgenuity's MyPath intervention programs to provide a targeted, evidence-based, progress-monitored, standards-aligned Support Block curriculum for scholars. This differentiated intervention can also be adapted for scholars demonstrating skills above grade level.
- Extend the Literacy Clinic model from high school to middle school
- Provide teachers of reading professional development on using diagnostic reading assessments (e.g., Benchmark Assessment System) to inform instruction and track progress.
- Revise the grade 10 curriculum to reflect MCAS readiness, specifically in literary analysis
- Continue to improve the culture and attitudes around interim testing at the high school level to increase data validity

Science (see tables 4.4, 4.5, 5.2)

Our mid-year data show overall our middle school and high school scholars met or exceeded their expected growth goals set in the fall, with scholars in grades 6 through 9 with English language support and IEPs also exceeding their growth goals. These data are likely attributed to our continued implementation of the high quality FOSS science kits at the middle school, and our continued refinement of our physics curriculum, including meeting the needs of all learners.

However, Argosy Collegiate recognizes the opportunity to support high school scholars in meeting the demands of the STE MCAS. The projection data suggests that 31% of 9th grade scholars were on track to meet expectations on the spring Physics assessment. Overall, 40% of high school scholars in grades 9-11 were on track to meet expectations on state assessments, although most scholars in grade 10 and 11 have already met the STE MCAS graduation requirement.

Program Delivery

During the 2019/2020 school year, Argosy Collegiate continued to grow its program, entering our final year of a 7 year growth plan. The following includes updates and modifications to the school's program delivery.

Dual Enrollment: Argosy Collegiate continues to provide scholars a robust dual enrollment program. Scholars who are eligible for dual enrollment (GPA) are able to enroll in Bristol Community College courses and take that course on-site. Courses offered include Art Exploration, Foreign language, Project Management 101, and Business and Personal Finance Planning. At the end of SY 2019-2020, and despite the challenges of the COVID-19 closure, Argosy Collegiate scholars earned a total of 366 credits in 122 individual courses. As of Spring 2019, our scholars have earned a total of 915 college credits since our high school opened in 2017. In SY 2019-2020, our senior class will continue to access dual enrollment, enrolling in courses such as Composition 101, Calculus 1, and other humanities and STEM related electives.

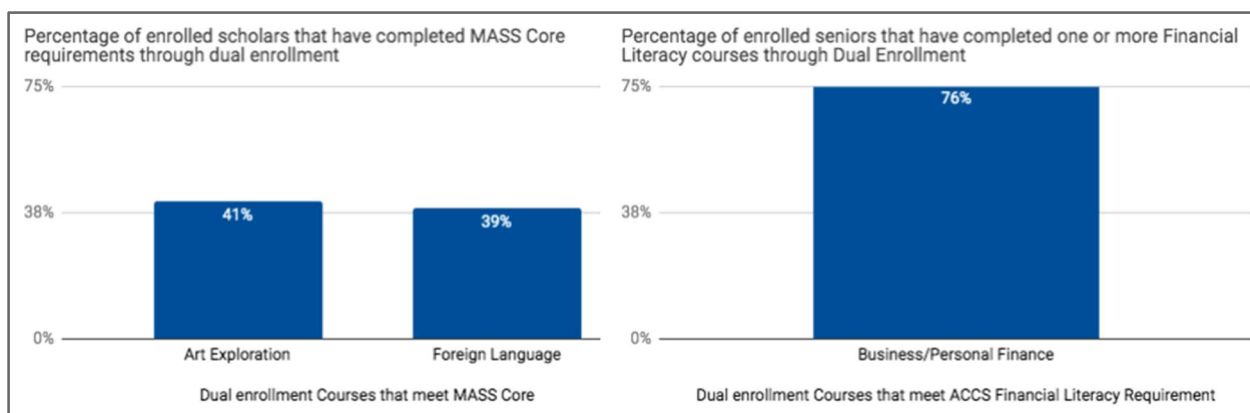
As Table 6 shows, a significant percent of scholars are accessing these courses to satisfy both MASS Core graduation requirements, and as part of Argosy Collegiate's evolving Financial Literacy Program. As we move into the 2020/2021 school year, we are working closely with Bristol Community College to refine the Financial Literacy course selections to provide scholars with the most appropriate and applicable Financial Literacy program.

Accessing Dual Enrollment courses as part of the Financial Literacy program allows eligible scholars to complete the two required units of financial literacy in one year. This opens up their schedule for additional electives from the dual enrollment or AP offerings.

In the SY 2020/2021, we will leverage our Edgenuity partnership (an online courseware program provider) to provide a Financial Literacy course sequence for scholars who are not eligible for dual enrollment courses. These well-crafted courses provide scholars another option in accessing a comprehensive and relevant Financial Literacy program. Additionally, scholars can access the Everfi Financial Literacy certification program to earn creditFinancial Literacy program credits.

At the middle school level, scholars continue to take Collegiate Skills courses yearly to build proficiency in financial literacy, principles of entrepreneurship, and engage in career and college explorations. Scholars typically conclude the year with a capstone project, however, due to the COVID -19 closure, these projects were not completed.

Table 6 Dual enrollment courses taken to satisfy MASS Core and Argosy Collegiate's Financial Literacy requirement



Our Edgenuity partnership has also allowed Argosy Collegiate to offer alternative pathways to satisfy the Art and Foreign language graduation requirements. We offer for non-GPA eligible scholars enrollment in Argosy Art Exploration or Art History and full year Spanish 1 courses to complete these requirements. Advisors also work with scholars who are not yet eligible for dual enrollment to increase their GPA and so access college credits.

Individual Competency Plan for Success (ICPS): As Argosy Collegiate teachers and administrators responded to the Spring 2020 COVID-19 closure, it was clear that we would need to be proactive and intentional in planning support and interventions scholars to ensure they could meet academic success. To begin, the academic teams identified scholars furthest from academic proficiency (as determined by course grades). For each of these scholars, teams of teachers drafted ICPS documents for each of these scholars. The ICPS is a plan drafted by a scholars' team of teachers that outlines scholars' academic backgrounds, assessment profiles, areas of academic strengths and areas of instruction needs. The team also outlined the first intervention, recommended enrollment in the Summer Program. This fall, the academic teams will meet again to develop the next interventions to be carried out over the 2020-2021 school year to ensure scholars have instruction that addresses the instructional needs resulting from the closure and/or previously identified academic gaps. The ICPS will be part of our MTSS program that services scholars at risk for poor academic outcomes.

Summer Program: Our Summer Program was affected by the COVID-19 closure, however, we were able to provide a remote learning model for high school and middle school scholars who had not yet earned course credit, had low engagement with remote learning during the closure, and/or recommended for enrichment. The program model, implemented over 9 days, included required attendance in synchronous instructional sessions, small group support sessions, and completion of assignments. At the high school level, 33 scholars participated in the program. 91% successfully completed the Summer Program. At the middle school level, 33 scholars participated in the program, 82% successfully completed the program. Going forward, we will continue to offer Summer Programming for a longer duration and using an in-person model. Additionally, we will be implementing a credit recovery/intervention program using Edgenuity - providing credit recovery immediately after a scholar fails to earn

credit for a unit or semester in a high school course. We believe this proactive approach will support scholars' achievement and keep them on course for a successful 4-year graduation timeline.

Weekly Credit Recovery (high school): During the school year, a weekly report was generated to identify scholars that were missing assignments in their core courses. These scholars were notified of their required attendance in the after school credit recovery. During these sessions, scholars completed missing coursework with their teachers. While scholars received reduced credit for the work, the benefit is that they did not miss out on the learning opportunities and practice provided by the coursework. Additionally, teachers were able to work with scholars to better understand why coursework was missing or late and work to mediate those challenges.

Continued Support Blocks (Middle School): The middle school schedule continues to include daily scheduled time for teachers to provide scholars supplemental instruction during a Support Block. Support Blocks are offered four times a week (66 minutes each), with two focused on ELA and two on mathematics. In each grade level, scholars are grouped based on interventions needed to better allow for targeted instruction in ELA and Mathematics. Scholars who demonstrate proficiency in the grade level standards are able to work on 'stretch' activities while scholars with specialized services are able to meet with their providers during this period.

Co-taught English and Mathematics classes (Middle School): The 2019 - 2020 school year middle school schedule provides all scholars a co-taught class in ELA and mathematics. This support reduces the teacher-scholar ratio, fosters strong co-teaching relationship, increases opportunities for small-group instruction, and ensures a strong inclusion model for scholars with disabilities.

Interventionist (Middle School): An interventionist was added to the instructional team to support scholars' mathematics development. The interventionist is able to work with scholars during support blocks, working with scholars who are still developing proficiency in grade level mathematics as well as groups of scholars who are ready for instruction and learning activities beyond their grade level standards.

Instructional Coaches: A critical new addition to the instructional team is the instructional coach role. Our high-capacity instructional coaches (one each at the middle and high school campuses) provide coaching support to teachers in implementing high-impact instructional strategies with a focus on scholar outcomes. Coaches utilize a number of models to support teacher growth including lesson analysis, co-planning, observation and feedback, co-teaching, and video-based coaching.

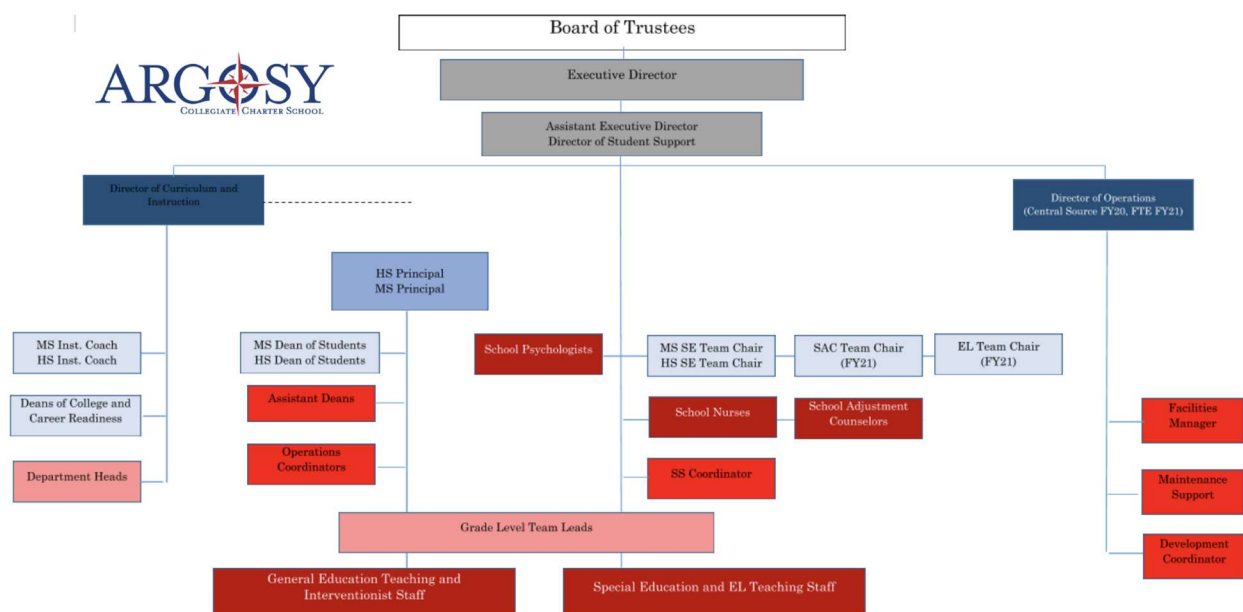
Organizational Viability

Organizational Structure of the School

Key leadership changes for the 2019/2020 school year include the promotion of building vice principals to principal roles. As the school approaches full expansion, a need for greater support within different tiers of the school became key to the organization's success. As a demonstration of organizational viability, and based on feedback from staff surveys, the school added the following roles as instructional leaders of the school:

- Middle School Instructional Coach
- High School Instructional Coach
- Middle School Special Education Team Chair
- High School Special Education Team Chair

Figure 1: Argosy Collegiate Organizational Chart



Budget and Finance

Approved FY21 Budget (Voted by ACCS BOT on May 27, 2020)

		FY21 Budget			FY21 Budget
Major Assumptions			Major Assumptions		
Per Pupil Tuition		14,023	Per Pupil Tuition		14,023
Enrollment		560	Enrollment		560
Revenues			Expenses		
4001 - Tuition		7,852,880	5000 - Personnel Salaries		4,760,000
4100 - Government Grants & Funding		500,000	5520f - Fringe Benefits		476,000
4200 - Nutrition Funding		220,000	5520w - Workers Comp		47,600
4400 - Private Support Funding		25,000	5520m - MTRS Expense		15,000
4500 - Student Programs & Misc Fees		50,000	5520t - Payroll Taxes		190,400
4716 - Interest / Investment Income		0	Total 5000 - Personnel Costs		5,489,000
Total Revenues		8,647,880	5100 - Administrative Costs		
Expenses			5132 - Contr Serv - Business & Finance		90,000
5000 - Personnel Salaries		4,760,000	5142 - Contr Serv - Human Resources		55,000
5520f - Fringe Benefits		476,000	5152 - Contr Serv - Legal		35,700
5520w - Workers Comp		47,600	5162 - Contr Serv - IT		8,160
5520m - MTRS Expense		15,000	5163 - Supplies & Materials - IT		1,020
5520t - Payroll Taxes		190,400	5172 - Contr Serv - Development & Fund		56,100
Total 5000 - Personnel Costs		5,489,000	5173 - Fundraising		5,100
5100 - Administrative Costs			5182 - Staff Recruitment and Advertising		18,800
5132 - Contr Serv - Business & Finance		90,000	5182s - Student Recruitment and Advertising		30,125
5142 - Contr Serv - Human Resources		55,000	5183 - Travel, Dues & Other Exp -Admin(MCPSA Fees)		50,000
5152 - Contr Serv - Legal		35,700	5184 - Supplies & Materials - Admin		35,082
5162 - Contr Serv - IT		8,160	Total 5100 - Administrative Costs		385,087
5163 - Supplies & Materials - IT		1,020	5200 - Instructional Services		
5172 - Contr Serv - Development & Fund		56,100	5234a - Contr Serv - Other Teaching (TFA)		30,000
5173 - Fundraising		5,100	5234b - Contr Serv - BCC		108,000
5182 - Staff Recruitment and Advertising		18,800	5234c - Contr Serv - SPED		65,000
5182s - Student Recruitment and Advertising		30,125	5242 - Contr Serv - Prof Development		40,000
5183 - Travel, Dues & Other Exp -Admin(MCPSA Fees)		50,000	5263 - Instructional Equipment		160,000
5184 - Supplies & Materials - Admin		35,082	5264 - General Supplies -Instructional		170,000
Total 5100 - Administrative Costs		385,087	5266 - Classroom Instructional Tech		75,000
5200 - Instructional Services			5268 - Instructional Software		35,000
5234a - Contr Serv - Other Teaching (TFA)		30,000	Total 5200 - Instructional Services		683,000
5234b - Contr Serv - BCC		108,000			
5234c - Contr Serv - SPED		65,000			
5242 - Contr Serv - Prof Development		40,000			
5263 - Instructional Equipment		160,000			
5264 - General Supplies -Instructional		170,000			
5266 - Classroom Instructional Tech		75,000			
5268 - Instructional Software		35,000			
Total 5200 - Instructional Services		683,000			
			Total Expenses		8,558,729
			Contingency		89,160
			Change in Net Position		8

Statement of Net Position
(End of FY20)

Statement of Revenues and Expenses

Argosy School SNP
as of June 30, 2020

Argosy Collegiate
Charter School

Assets	
Current Assets	
Cash	\$ 1,660,186
Class and student funds held	10,192
Grants and pledge receivable	52,371
Due From related parties	56,281
Undeposited Funds	-
Prepaid expenses	67,519
Total current assets	<u>1,846,549</u>
Noncurrent Assets	
Deposits	-
Due (to)/from related party	
Capital assets, net	426,061
Total noncurrent assets	<u>426,061</u>
Total assets	<u>\$ 2,272,610</u>
Liabilities and Net Position	
Current Liabilities	
Accounts Payable	\$ 99,807
Accrued expenses	\$ 345,761
Due to Related Parties	\$ -
Note payable - current	\$ 681
Class and student funds held	\$ 10,192
Current Deferred Revenue	\$ 26,500
Total current liabilities	<u>482,942</u>
Noncurrent Liabilities	
Note payable	<u>418,676</u>
Total noncurrent liabilities	<u>418,676</u>
Total liabilities	<u>901,618</u>
Net Position	
Net investment in capital assets	-
Temporarily restricted	
Unrestricted	<u>1,370,991</u>
Total net position	<u>1,370,991</u>
Total liabilities and net position	<u>\$ 2,272,610</u>

Argosy School YTD Activity

Argosy Collegiate
Charter School

as of June 30, 2020

Operating revenues	
Tuition	7,136,849
Federal grants	506,048
Food service revenue	86,772
Program fees	19,899
Total operating revenues	<u>7,749,568</u>
Operating expenses	
Salaries	4,262,019
Payroll taxes	138,901
Fringe benefits	326,194
Rent	509,503
Related party rent expense/(income)	288,000
Workers compensation	23,347
Utilities	182,337
Contracted services	468,715
Insurance	48,887
Instructional supplies and materials	187,891
Student activities	44,612
Supplies and materials	32,923
Food service program	178,736
Repairs and maintenance	132,280
Travel & Other	46,233
Advertising and marketing	55,767
Equipment	167,626
Information technology	157,200
Facilities	5,122
Depreciation	73,500
Interest	22,458
Miscellaneous	19,450
Total operating expenses	<u>7,371,700</u>
Operating (loss)/revenue	<u>377,867</u>
Nonoperating revenues/(expenses):	
Private contributions - Unrestricted	19,905
Private contributions - Restricted	56,285
Private contributions - CSDC	
Contributions to the School (from Foundation)	
Event Income	
Event Expense	
Loss on disposal	-
Interest income	554
Financing fees	-
Total nonoperating revenue	<u>76,744</u>
Change in net position	<u>454,611</u>

Table 5.0

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	609
Number of students upon which FY21 budget tuition line is based	560
Number of expected students for FY21 first day of school	585
Please explain any variances: <i>Due to unknown variables associated with statewide budgets for FY21, the school has built a conservative budget based on 560 scholars. Based on lottery data and parent surveys, we expect enrollment to be 585 scholars, though the actual FY21 enrollment number may vary based on the trajectory of the COVID19 pandemic.</i>	

Capital Planning

The school does not currently have a capital plan, but has begun planning facilities expansion for FY21. For this facilities project, the school is partnering with Charter School Development Corporation for financial support in expanding its facilities at 240 Dover Street. It is expected that the project will be completed by February of the 2020-2021 school year.

Appendix A – Accountability Plan Evidence

Faithfulness to Charter

Objective: Argosy Collegiate Charter School will provide all scholars with highly effective core instruction with expanded learning times.		
	2019/2020 Performance (Met/Partially Met/Not Met)	Evidence

Measure: Scholars have a longer day (1,175 hours and 30 instructional minutes at the middle school) and (1214 hours at the high school). This equates to 224.6 additional hours, or 28 additional days total, of expanded learning time. Also, scholars have five additional days (185 total) added to their school year to prepare for their future. As such, it is vitally important that attendance is closely monitored and tracked. Argosy Collegiate Charter School scholars will achieve an overall attendance rate of 95% annually, allowing scholars to take advantage of extended learning time built into Argosy's schedule.	Met	School Information System Data Attendance Tracking. Overall attendance for SY2019-2020: 96%
Measure: By the end of each school year, all scholars at each grade level (6-8) will meet or exceed their projected growth goal for ELA and Mathematics, as set and measured by the NWEA MAP assessment.	N/A	Due to the COVID19 Pandemic and resulting school closures, end of year NWEA MAP assessments were not administered as it requires school to be in session.
Measure: ACCS high school scholars not yet meeting academic proficiency benchmarks are enrolled in mathematics and literacy clinics, providing 150 minutes of expanded learning time in mathematics and ELA for scholars at the greatest academic need, as measured by previous year's MAP data. By the end of each school year, all high school scholars enrolled in mathematics and literacy clinics will meet or exceed their projected growth goal, as set and measured by the NWEA MAP assessment.	N/A	Due to the COVID19 Pandemic and resulting school closures, end of year NWEA MAP assessments were not administered as it requires school to be in session.
Objective: Argosy Collegiate Charter School will commit to building a culture of data-driven instruction, evidenced by the amount of time spent during professional development.		
	2019/2020 Performance (Met/Partially Met/Not Met)	Evidence
Each year, at least 50% of the school's scheduled professional development will	Met	Professional Development Agenda and Attendance Logs. 64% of the school's scheduled professional development time was

focus on data-driven instruction, totaling 30 hours.		devoted to data driven instruction (55 hours of 85.5 total professional development hours)
Each year, 90% of teachers will score proficient or higher in Standards I and II (Curriculum, Planning and Assessment and Teaching All Students) of the Massachusetts Educator Evaluation Rubric, the primary tool used to structure teachers' annual performance evaluations.	N/A	Due to the COVID19 Pandemic and resulting school closures, summative evaluations were not conducted.
Objective: Argosy Collegiate Charter School's scholars and staff will work collaboratively to co-implement the DREAM values to foster a productive and positive school culture.		
	2019/2020 Performance (Met/Partially Met/Not Met)	Evidence
Through training and professional development, each year, 90% of teachers at Argosy Collegiate Charter School will demonstrate proficiency in implementing well-structured units and lessons with an understanding of child and adolescent development, as measured by Standard II.B.1 in the Massachusetts Educator Evaluation Rubric.	N/A	Due to the COVID19 Pandemic and resulting school closures, summative evaluations were not conducted.
Each year, 80% of scholars at ACCS high school will meet the criteria to participate in Collegiate Day. To earn collegiate day, scholars must earn 100 collegiate points weekly based on attendance, behavior, and academics. These areas will be monitored on weekly Collegiate Reports which are powerful indicators of a child's probability of graduating from high school to college.	Met	LiveSchool Conduct Reports Weekly Collegiate Reports. 85% of the ACCS scholars met criteria to participate in Collegiate Day.
Each year, 80% of scholars at ACCS middle school will meet the criteria to participate in Collegiate Day. To earn collegiate day, scholars must earn 100 collegiate points weekly based on attendance, behavior, and	Met	LiveSchool Conduct Reports Weekly Collegiate Reports. 93.65% of the ACCS middle school scholars met criteria to participate in Collegiate Day.

academics. These areas will be monitored on weekly Collegiate Reports which are powerful indicators of a child's probability of graduating from high school to college.		
Objective: Argosy Collegiate Charter School's scholars will demonstrate readiness for college, career and life.		
	2019/2020 Performance (Met/Partially Met/Not Met)	Evidence
Beginning in SY21 (the year of our first graduating class), 80% of the graduating class will have earned at least 9 tuition-free college credits.	N/A	This measure will be first assessed in the 20/21 school year.

Dissemination

Objective: Argosy Collegiate Charter School will share innovative program models of best practice with other public schools and partners.		
	2019/2020 Performance (Met/Partially Met/Not Met)	Evidence
By the end of year 2 of the current charter term, Argosy Collegiate will post on its website a handbook to outline the dual enrollment program, including participation criteria of students, student supports, best practice scheduling, and collaboration with Bristol Community College.	N/A	This measure will be first assessed in the 2020/2021 school year (year 2 of the current charter term)
By the end of year 3 of the current charter term, Argosy Collegiate will develop a relationship with local districts/schools.		

By the end of the charter term, Argosy Collegiate Charter School will host local districts on-site to share innovative programming aimed at early college/dual enrollment for high school scholars.		
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Appendix B - Recruitment & Retention Plan

School Name: Argosy Collegiate Charter School

Date: July 31, 2020

Recruitment Plan 2019-2020

School Name: Argosy Collegiate Charter School

2019-20 Implementation Summary:

Argosy Collegiate is implementing a slow growth plan, adding one new grade every year. In 2019-20, we expanded our high school and welcomed our first 11th grade class. In the fall of 2019-20, a facility expansion project began with construction at our high school campus to include 8 new classrooms, a library, and a gymnasium. We know that many high school students are looking for an athletic program to participate in and the lack of one has played a part in attrition between 8th and 9th grades. Construction on the gymnasium and new wing will be complete in the winter of 2020/21. We anticipate incorporating information about our developing high school athletic program, and look forward to seeing the positive impact on enrollment, middle to high school attrition, and school culture once schools reopen and athletics are allowed to resume in the wake of the COVID-19 pandemic. Due to the pandemic which caused a closure in mid-March, our spring enrollment initiatives focused on expanded direct mail and social media campaigns. We continue to translate our marketing documents in Spanish and Portuguese and utilized a 'call center' initiative in English, Spanish and Portuguese to communicate the unique programmatic opportunities available at Argosy Collegiate.

ACCS has comparable enrollment to Fall River School District in nearly all sub-groups. In the subgroup of economically disadvantaged students, our enrollment rate is 56%, compared to 67% for FRPS and 41% for the neighboring charter school. We are confident that our outreach efforts to low income families are helping us to move in the right direction and fully expect that to be reflected in the school's October 1st SIMS demographic information.

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

General Recruitment Activities for 2019-2020

This year, Argosy Collegiate continued a diversified marketing initiative that included investments in multiple types of marketing with the goal of increasing our brand recognition, communicating Argosy Collegiate's unique programmatic features, and reaching Spanish and Portuguese speaking families. Special attention was paid to targeting economically disadvantaged and high needs subgroups in our marketing, including outreach to geographical areas where poverty indicators are high and median incomes are historically low. Additionally, reaching Spanish and Portuguese speaking families with fully translated mailers was a priority. Outreach and enrollment materials were created and distributed in the most common non-English languages spoken in the area (Spanish and Portuguese) and direct mail campaigns targeting incoming 6th, 7th, 8th, and 9th grade students were distributed to all Fall River students at relevant points throughout the year to encourage applications.

The use of billboards was utilized in targeted areas to communicate our tuition-free and college preparatory program along with application deadlines.

In 2019/20, our website underwent a revamp to make it more accessible to families of Spanish and Portuguese speaking families, including translated applications as pop-up windows when a guest enters the website, making applications easy to find and complete. Additionally, Spanish and Portuguese speaking staff made personal phone calls to all applicants to review applications and answer programmatic questions.

Our approach to marketing and outreach during the 2019/20 school year produced good results. As this was only the 3rd year our high school was open, we are pleased to see the interest from the community in our high school program, and continue to plan to secure higher matriculation rates in the future. Additionally, we are seeing that our outreach has a clear and consistent message highlighting dual enrollment, credit recovery, and supports for all learners. Surveys of incoming families tell us that our messaging is clear and consistent, and our families are choosing us as a school that prepares scholars for college, provides a small school environment and meets the needs of all learners.

Recruitment Plan –Strategies

Special education students/students with disabilities

(a) CHART data

School percentage:

17.9%

GNT percentage: N/A

CI percentage: 15.9%

The school is above CI percentages

(b) Continued 2019-2020 Strategies

☒ Met GNT/CI: no enhanced/additional strategies needed

Limited English-proficient students/English learners

(a) CHART data School percentage: 24.8% GNT percentage: N/A CI percentage: 10.5% The school is above CI percentages.	(b) Continued 2019-2020 Strategies <input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
(a) CHART data School percentage: 58.5% CI percentage: 56.4% The school is above CI percentages	(b) Continued 2019-2020 Strategies <input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed
<u>Students who are sub-proficient</u>	(b) Continued 2019-2020 Strategies <ul style="list-style-type: none"> • Outreach includes information on student support resources and services • Recruitment events include extensive information on the wide range of tailored and targeted supports for students at ACCS
<u>Students at risk of dropping out of school</u>	(b) Continued 2019-2020 Strategies Outreach to this population included information on resources for students and families that support keeping students in school, including the student adjustment counselor, relationships with community and state organizations, etc.
<u>Students who have dropped out of school</u>	(b) Continued 2019-2020 Strategies ACCS recruited for 9 th grade only in the 19-20 school year. Outreach to this population included information on resources for students and families that support keeping students in school, including the student adjustment counselor, relationships with community and state organizations, etc.

Retention Plan
2019-2020

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2018-2019 Retention Plan.

2019-2020 Implementation Summary:

We know from the experience of other middle to high charter schools, that there is a trend of increased attrition between 8th and 9th grade as scholars seek other high school options. With four other high schools across Fall River, we anticipated that we would lose some of our population to those schools, particularly those students interested in athletic programs that Argosy is not currently able to offer, or the public vocational program that our families historically seek to pursue, as opposed to college pursuits.

Fundraising continues for our expanded high school facility, including an MIAA size gymnasium for competitive athletic programming. However, we know that we will not be able to offer the same level of programming as a district school given our planned enrollment. Our focus in student retention continues to emphasize all languages spoken in our community, consistent messaging about our college preparatory program, and support for all learners. This year, our partnership with Bristol Community College expanded in 2019/20 with 927 tuition-free college credits earned by our scholars so far.

Argosy Collegiate's program is heavily academically focused to fulfill our mission and vision for college and career readiness for all scholars. Our work with families this year also included an increase in the number of meetings/communications with families of scholars who were at risk of failing classes or who were experiencing challenges related to behavior. This increase was the result of improved data tracking and our continued commitment to be proactive rather than reactive in our supports for scholars. We truly believe that communication is key to keeping families involved and as such, we continue to use parent portals for both academics, attendance, and behavior. These tools give families access to their scholars' academic and behavioral data in real time, supporting our work to engage families as partners in their scholars' educational journey.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan –Strategies

Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p>School percentage: 25.0%</p> <p>Third Quartile: 16.0%</p> <p>The school is above third quartile percentages.</p>	<p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Addition of a fourth school adjustment counselor to work with scholars with high social/emotional needs. School data suggests additional SEL support is required at high school level. Staffing has shifted to allow two school adjustment counselors at middle school, and two adjustment counselors at high school levels beginning in 2020/2021 school year.
<p align="center">Limited English-proficient students/English learners Limited English-proficient students</p>	
<p><u>(a) CHART data</u></p> <p>School percentage: 15.4%</p> <p>Third Quartile: 16.9%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • In 2019-2020,, the school recruited several staff members who speak Spanish and Portuguese to support translation and interpretation services. • The school has increased resources available to support building connections in the community with programs and organizations that serve the EL population. These connections are important for the school as it continues to support this population. • In 2019/2020, the school continued to grow its EL program. The school has allocated resources to allow for a part-time EL program coordinator, with experience of EL curriculum and EL instruction in urban settings, to provide greater feedback to all teachers regarding the incorporation of SEI strategies and language development strategies in all lessons. • The school has also shifted its EL program to allow for one EL teacher per grade level. This model allows EL staff to work closely with grade level teachers to better support language development
<p align="center">Students eligible for free or reduced lunch (low income/economically disadvantaged)</p>	
<p><u>(a) CHART data</u></p> <p>School percentage: 18.0%</p> <p>Third Quartile: 15.2%</p> <p>The school is above third quartile percentages.</p>	<p align="center">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>The school's attrition rate for students of low income background is just above the third quartile. This is largely due to the attrition rate of this subgroup in the 8th to 9th grade transition. To help reduce this attrition, ACCS is implementing the following strategies:</p>

	<ul style="list-style-type: none"> • In the 2020/2021 school year, providing all necessary school materials (Chromebook, uniforms, school supplies) to families in need. • In the 2020/2021 school year, offering meals at no cost for all families, particularly as the community navigates the impacts of the pandemic. • Over the next 2 years, providing home visits for distribution of materials and supplies for families who may not have transportation. • Over the next 2 years, providing home visits to support scholars with poor attendance data. • In the 2020/2021 school year, providing internet access to families in need through grant funded acquisition of hotspots. • Beginning in the 2020/2021 school year, all Family/Teacher Organization meetings will have a virtual option. <p>With the implementation of these strategies, we would expect that retention data to change in the next 3 years.</p>
<u>Students who are sub-proficient</u>	<p>(d) 2020-2021 Strategies</p> <ul style="list-style-type: none"> • RTI (Response to Intervention Program) will evolve to Mass Tiered System of Supports, an all encompassing system of supports focused on a holistic approach of interventions. • Differentiated instruction implementation has showed strong results for diverse learners • Internal assessment data is now collected using a tool with quick turnaround so that adjustments can be made quickly to support student achievement in the classroom
<u>Students at risk of dropping out of school</u>	<p>(e) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • ACCS has 4 student adjustment counselors to support students' social and emotional needs and to build strong relationships with families • These counselors have built strong networks within the community, including with community providers and agencies that can offer wrap around supports • As the high school program has opened and expanded, work with scholars to prevent dropping out has been a new opportunity and a place where we have built new tools for engaging with this group. In the 17-18 year, the high school administration developed a focused schedule of meetings with families of students who were identified as at risk. These were informed by input from teaching staff as well as student support staff and were part of a larger effort to build strong connections with families and support systems of students at risk of dropping out.

<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) 2019-2020 Strategies</p> <ul style="list-style-type: none"> Argosy Collegiate offers credit recovery and a variety of supports to address scholars who may be struggling or behind in earning graduation credits. This will help to re-engage scholars who may have previously dropped out of school in higher level courses, and potentially (if GPA eligible) into dual enrollment classes. Additionally, we have developed alternate academic programming to support scholars who may not be GPA-eligible for dual enrollment.
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Appendix C – School and Student Data

Link to MA DESE School Profile:

<https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=35090000&orgtypecode=5>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	13.1%
Asian	2.1%
Hispanic	22.7%
Native American	0.2%
White	57.3%
Native Hawaiian, Pacific Islander	0.2%
Multi-race, non-Hispanic	4.4%
Selected Populations	% of School
First Language not English	35.6%
English Language Learner	24.8%
Students with Disabilities	17.9%
High Needs	75.4%
Economically Disadvantaged	58.5%

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Kristen Pavao, Superintendent, Executive Director, Principal	For the roles of Superintendent and Executive Director, the responsibilities include ensuring that ACCS scholars are on a trajectory for college, career, and life. The DESE Superintendent's Checklist guides the day to day, monthly, and yearly objectives for this part of the role. The ED leads the school leadership team and is responsible for enrollment, hiring, school finances, fundraising, grant writing, marketing, and community relations. The ED is the contact person between the Board of Trustees and the school. As the Principal and DCI (.25), the lead responsibility is the development and delivery of the curriculum and instruction – ensuring that both support the educational program and philosophy of the school. Day to day management, observation, feedback, and data analysis processes are led by the Principal along with the Director of Student Support.	2/25/14	N/A
Sunil Jagannath Director of Student Support & Assistant Executive Director	The DSS ensures that scholars are supported academically, emotionally, and behaviorally. The DSS oversees the special education and ESL services and team in addition to serving as the coordinator between scholars, families, staff, and community partners.	8/1/15	N/A
Michelle Carney Director of Curriculum and Instruction	The DCI component of this role includes managing all student testing, data, and schedules to support student achievement and communication between staff and families.	8/1/16	N/A
Monica Filgo Middle School Principal	The primary responsibilities of the Principal are to maintain cultural, instructional, and managerial alignment to the school mission. The Principal serves as the coordinator and facilitator of the Response to Intervention (RtI) process and Chair of 504 meetings. The Principal also works to build community relationships in the support of scholars and families regarding academic and social concerns as well as community celebrations. The Principal works closely with the Director of Curriculum and Instruction in designing and implementing professional development and coaching teachers. Finally, the Principal serves with the Director of Student Support in the teacher evaluation process.	7/1/19	N/A

Mason Choice Middle School Dean of Students	The primary responsibility of the Dean of Students is to build, manage, and grow the ACCS school culture. For staff, this includes professional development on DeansList, managing the behavior management system, and developing positive relationships with scholars. For scholars, it includes managing and teaching the DREAM Values beginning at student orientation, running weekly all-school meetings, managing conduct and behavior as well as tracking and reporting data, ensuring a safe learning environment, monitoring homework and attendance, auditing/monitoring/distributing the Weekly Collegiate Reports, communicating updates, concerns, and reports with families.	12/17/19	N/A
Anthony Branco High School Principal	The primary responsibilities of the Principal are to maintain cultural, instructional, and managerial alignment to the school mission. The Principal serves as the coordinator and facilitator of the Response to Intervention (RtI) process and Chair of 504 meetings. The Principal also works to build community relationships in the support of scholars and families regarding academic and social concerns as well as community celebrations. The Principal works closely with the Director of Curriculum and Instruction in designing and implementing professional development and coaching teachers. Finally, the Principal serves with the Director of Student Support in the teacher evaluation process.	7/1/19	6/30/20
Cheryl Sclar High School Dean of Students	The primary responsibility of the Dean of Students is to build, manage, and grow the ACCS school culture. For staff, this includes professional development on DeansList, managing the behavior management system, and developing positive relationships with scholars. For scholars, it includes managing and teaching the DREAM Values beginning at student orientation, running weekly all-school meetings, managing conduct and behavior as well as tracking and reporting data, ensuring a safe learning environment, monitoring homework and attendance, auditing/monitoring/distributing the Weekly Collegiate Reports, communicating updates, concerns, and reports with families.	10/30/18	2/28/20

TEACHERS AND STAFF ATTRITION FOR THE 2019-20 SCHOOL YEAR

	<u>Number as of the last day of the 2019-2020 school year</u>	<u>Departures during the 2019- 2020 school year</u>	<u>Departures at the end of the school year</u>	<u>Reason(s) for Departure</u>
<u>Teachers</u>	49	11	8	(9) mission alignment, (2) relocation, (2) career change, (3) enrolling in grad school full time, (3) health/personal
<u>Other Staff</u>	17	5	4	(4) mission alignment, (4) career change, (1) health/personal

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	13
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	15
Number of board committee members who are neither trustees nor school employees during the 2019-2020 school year (If not applicable, enter NA.)	0

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Paul C. Burke	Chair	Finance, Capital Improvements, Development, Governance	In 3rd	First term 2/25/14-6/30/15 Second term 7/1/15 – 6/30/18 Third term 7/1/18 – 6/30/21

Lisa C. Rocha	Vice-Chair	Governance	In 3rd	First term 2/25/14 – 6/30/15 Second term 7/1/15 – 6/30/18 Third term 7/1/18 – 6/30/21
Gary Vierra	Treasurer	Finance	In 2nd	First term 2/25/14 – 6/30/17 Second term 7/1/17 – 6/30/20 Third term 7/1/20 - 6/20/23
Teri Theberge	Secretary	Governance	In 3rd	First term 2/25/14 – 6/30/16 Second term 7/1/16 – 6/30/19 Third term 7/1/19 - 6/30/22
Michelle Pelletier Colberg	Trustee	Capital Improvements, Governance	In 3rd	First term 2/25/14 – 6/30/17 Second term 7/1/17 – 6/30/20
Domenic DiNardo	Trustee	Academic Achievement, Development	In 3rd	First term 2/25/14 – 6/30/15 Second term 7/1/15 – 6/30/18 Third term 7/1/18 – 6/30/21
Richard Farmer	Trustee	Finance, Development, Capital Improvements	In 3rd	First term 2/25/14 – 6/30/16 Second term 7/1/16 – 6/30/19 Third term 7/1/19 - 6/30/22
Diana Grady	Trustee	Finance, Academic Achievement	In 2nd	First term 9/28/16 – 6/30/19 Second term 7/1/19-6/30/22
Steve Kenyon	Trustee	Capital Improvements	In 2nd	First term 7/1/16 – 6/30/19 Second term 7/1/19 - 6/30/22

Chandra Orrill, PhD	Trustee	Academic Achievement	In 3rd	First term 2/25/14 – 6/30/17 Second term 7/1/17 – 6/30/20 Third term 7/1/20 - 6/20/23
Mike Ronan	Trustee	Capital Improvements	In 1st	First term 9/25/19 - 6/30/22
Fred Tirrell, PhD	Trustee	Finance, Academic Achievement	In 2nd	First term 2/25/14 – 6/30/17 Second term 7/1/17 - 6/30/20
Pamela Wildnauer	Trustee	Capital Improvements	In 2nd	First term 10/28/15 – 6/30/18 Second term 7/1/18 – 6/30/21

<u>BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR</u>	
<u>Date/Time</u>	<u>Location</u>
Wednesday, September 23 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Wednesday, October 28 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Wednesday, November 25 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Wednesday, December 23 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Wednesday, January 27 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721

Wednesday, February 24 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Wednesday, March 24 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Wednesday, April 28 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Wednesday, May 26 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Wednesday, June 23 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Wednesday, July 28 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721

<u>COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR</u>		
<u>Name of Committee</u>	<u>Date/Time</u>	<u>Location</u>
Academic Achievement	Wednesday, Sept. 23 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Academic Achievement	Wednesday, October 28 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721

Academic Achievement	Wednesday, Nov. 25 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Academic Achievement	Wednesday, Dec. 23 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Academic Achievement	Wednesday, January 27 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Academic Achievement	Wednesday, February 24 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Academic Achievement	Wednesday, March 24 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Academic Achievement	Wednesday, April 28 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Academic Achievement	Wednesday, May 26 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Academic Achievement	Wednesday, June 23 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Academic Achievement	Wednesday, July 28 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721

Finance	Wednesday, Sept. 16 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Finance	Wednesday, October 21 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Finance	Wednesday, Nov. 18 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Finance	Wednesday, Dec. 16 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Finance	Wednesday, January 20 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Finance	Wednesday, February 17 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Finance	Wednesday, March 17 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Finance	Wednesday, April 21 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Finance	Wednesday, May 19 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Finance	Wednesday, June 16 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Finance	Wednesday, July 21 @ 3:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA

		02721
Governance	Wednesday, October 14 @ 2:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Governance	Wednesday, January 13 @ 2:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Governance	Wednesday, April 14 @ 2:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Governance	Wednesday, July 14 @ 2:00 pm	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721
Capital Outlay	As Needed	Argosy Collegiate Charter School 240 Dover Street, Fall River, MA 02721

Appendix D – Additional Required Information

Key Leadership Changes

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Paul C. Burke	No Change
Charter School Leader	Kristen Pavao	No Change
Assistant Charter School Leader	Sunil Jagannath	No Change
Special Education Director	Sunil Jagannath	No Change

MCAS Test Coordinator	Michelle Carney	No Change
SIMS Coordinator	Elizabeth Korske	New
English Language Learner Director	Sunil Jagannath	No Change
School Business Official	Central Source/Cynthia Marie	No Change
SIMS Contact	Elizabeth Korske	New

Facilities

Location	Dates of Occupancy
263 Hamlet Street Fall River, MA 02724	August 2014 - present
240 Dover Street Fall River, MA 02721	August 2017 - present

Enrollment

Action	Date(s)
Student Application Deadline (SY21-22)	February 28, 2021
Lottery (SY21-22)	March 10, 2021

Conditions

The following conditions were placed on the school's charter upon receiving renewal in the Spring of 2019. The table below summarizes the progress thus far:

Condition	Status
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1) By February 28, 2019, ACCS must submit evidence to the Department that it has provided the school community with notice of the school's renewal with conditions the school must meet. The school must inform parents/guardians, teachers, staff, board members, and students of the school's current status.	This condition has been met. Evidence was submitted to the Department of Elementary and Secondary Education demonstrating the school's compliance with this condition.
2) By August 1, 2019, ACCS must demonstrate that it has hired properly qualified staff to deliver English learner instruction.	This condition has been met. Evidence was submitted to the Department of Elementary and Secondary Education demonstrating the school's compliance with this condition.
3) By December 31, 2020, the school must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement in mathematics, English language arts, and science. If ACCS does not demonstrate academic improvement by December 31, 2019, the Commissioner and the Board of Elementary and Secondary Education will take further action including, but not limited to, placing the school on probation.	This condition is in process. Due to the COVID19 pandemic and the impacts on the statewide accountability system, the Commissioner will be reassessing this condition in December of 2021.

Complaints

No written complaints were received by the Board of Trustees pursuant to the state's charter school regulations, 603 CMR 1.09.