

Brooke Charter Schools

**Application for the Replication and Expansion of High-Quality
Charter Schools Grants Competition**

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**APPLICATION FOR GRANTS TO CHARTER MANAGEMENT ORGANIZATIONS
FOR THE REPLICATION AND EXPANSION OF HIGH-QUALITY CHARTER
SCHOOLS GRANTS COMPETITION - Brooke Charter Schools**

Founded in 2002, Brooke Charter Schools is a network of four high-performing public charter schools in Boston. Our mission is to provide an academically rigorous public education to students from the city of Boston that will ensure they are prepared to attend and succeed in college. With CSP funding, Brooke seeks support to successfully serve an expanding enrollment at the new Brooke High School, founded in 2016. By focusing relentlessly on developing excellent teaching to a detailed and extraordinarily rigorous set of learning standards, Brooke High School aims to be the number one, open-enrollment public high school in Massachusetts and a proof-point for the high quality of public education that is possible for all students.

Since opening its first school in 2002, Brooke Charter Schools has been operating and growing some of the highest-performing public schools in Massachusetts, proving that that the achievement gap cannot just be closed, but reversed. Following a legislative lift to the charter cap in 2010, Brooke expanded from its flagship K-8 campus in the Boston neighborhood of Roslindale (Brooke Roslindale), to open two additional K-8 campuses, each enrolling 500-plus students, Brooke Mattapan (2011), and Brooke East Boston (2012). In August 2015, the Brooke Charter Schools Board of Directors and leadership applied to the Massachusetts Department of Elementary and Secondary Education to open Brooke High School. Following a review of numerous expansion proposals from Boston charter operators, the Massachusetts Board of Elementary and Secondary Education announced in February 2016 that it approved Brooke's expansion request, and Brooke High launched with a founding class of 70 9th graders in August

2016. In 2016-2017, Brooke serves over 1,600 students across four distinct campuses from the cities of Boston and Chelsea, and has over 2,000 students on our wait-list.

The three Brooke K-8 schools have exceptionally strong records of academic achievement, and achievement has improved as the Brooke network has grown beyond the original Brooke school in Roslindale. MCAS growth rates at Brooke East Boston and Brooke Mattapan surpassed what was ever accomplished previously at Brooke Roslindale. And in terms of absolute achievement, students at Brooke Roslindale have surpassed their previous highs in almost every subject and at almost every grade level prior to expansion.

The accomplishments of Brooke students and teachers have garnered national attention. As a portfolio member of the Charter School Growth Fund, which funds some of the highest performing charter networks in the nation, Brooke has been recognized for the extraordinarily strong achievements of its students relative to other Charter Management Organizations nationally. In 2015, among all school networks in the CSGF portfolio, Brooke had the highest differential between its students and students from the sending district, and the second highest differential in math. (The math differential is arguably limited at Brooke in part because the district average in Boston is higher relative to other charter networks around the country). See Section IV, Selection Criteria (a) – Quality of Eligible Applicant; and Appendix G: Student Academic Achievement, for detailed data and evidence of Brooke’s record of achievement.

I. Absolute Priority – Low-Income Demographic

Through the 2013-14 school year the Massachusetts Department of Elementary and Secondary Education defined a school’s “low income population” as the percentage of students that qualified for free or reduced priced lunch. For the last five years that MA DESE used this

definition, Brooke enrollment had an average of 78% of low-income students (72.3%, 78%, 82.3%, 80%, and 77.8%). With this definition, in 2016-2017, Brooke qualifies for and participates in the National School Lunch Program (NSLP) under Provision 2 for having greater than 75% of its students being low-income.

In 2014-15 Massachusetts changed their definition of low-income to “economically disadvantaged.” These numbers reflect students whose families receive some form of government assistance as verified through a direct certification process with the Department of Health and Human Services. [“economically disadvantaged” is calculated based on a student's participation in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; and MassHealth (Medicaid)]. In 2016-2017, forty three percent of Brooke students across four campuses (nearly fifty three percent at Brooke High School) are considered economically disadvantaged according to the MA DESE, while the average for the state of Massachusetts and Boston Public Schools, is thirty percent and fifty five and a half percent, respectively. The socioeconomic makeup of Brooke schools have not changed dramatically over this time period, and we still received NSLP reimbursements under Provision 2, however the percentage of students that are technically defined as economically disadvantaged by the state does not pass the 60% threshold (which also holds true for the Boston Public Schools using the same definition).

Table 1: Percent of Economically Disadvantaged / Low-income students - Brooke Charter Schools, Boston Public Schools, and Massachusetts (next page)

	2013-2014*	2014-2015**	2015-2016**	2016-17**
Brooke Roslindale	383 (77.8%)	190 (37.5%)	200 (39.2%)	213 (41.4%)
Brooke Mattapan	274 (76.1%)	219 (47.6%)	235 (48.2%)	236 (46.1%)
Brooke East Boston	218 (75.7%)	191 (48.6%)	219 (43.8%)	208 (40.2%)
Brooke High School	N/A	N/A	N/A	36 (52.8%)
Brooke Schools Combined	875 (77%)	600 (44.6%)	654 (43.7%)	693 (43%)
Boston Public Schools	42, 169 (77%)	26, 754 (49.3%)	26, 486 (49.5%)	29,542 (55.5%)
Massachusetts	365,885 (38.3%)	251,026 (26.3%)	260, 998 (27.4%)	288, 465 (30.2%)

*Free and reduced price meals; **"Economically Disadvantaged" as defined by MA DESE

Source: MA DESE School Profiles, www.doe.mass.edu

II. Competitive Priorities

a. Competitive Preference Priority 3 – Novice Applicant

According to the Federal Register Notice, Brooke Charter Schools qualifies as a novice applicant.

III. Selection Criteria

Founded in 2002, Brooke Charter Schools is a growing network of high-performing public charter schools in the city of Boston. Today Brooke serves 1,607 students across three separate K-8 schools and the new Brooke High Charter School, which will serve an additional 600 students in grades 9-12 at full enrollment. Named after the late Senator Edward W. Brooke III, the first African-American popularly elected to the U.S. Senate, our mission is to provide an academically rigorous education to students from the cities of Boston and Chelsea that will ensure that they are prepared to enter into and succeed in college.

Between 2010 and 2015, Brooke Charter Schools expanded from its original campus in Roslindale to Brooke Mattapan (2011), and Brooke East Boston (2012), three separate K-8 public charter schools. In August 2015, the Brooke Charter Schools Board of Directors and leadership applied to the Massachusetts Department of Elementary and Secondary Education to open Brooke High School. Following a review of numerous expansion proposals from Boston charter operators, the Massachusetts Board of Elementary and Secondary Education announced in February 2016 that it approved Brooke's expansion request. Brooke High School aims to be the number one, open-enrollment public high school in Massachusetts. At full enrollment, the four Brooke schools will serve 2,200 students.

Over the last several years, Brooke scholars – 89% of whom are African American and Hispanic - have set a new bar for what is possible at an urban public school. On the 2015 PARCC assessments, for example, Brooke Charter Schools was the highest performing school district in the entire Commonwealth of Massachusetts. In addition, Brooke East Boston had the highest overall growth among all Massachusetts schools; English Language Learner students at Brooke outperformed the Boston Public Schools and state average for ALL students; and special education students at Brooke outperformed the Boston Public Schools average for ALL students. Year after year, Brooke students outperform both students in the Boston Public Schools and their wealthy suburban peers on standardized state assessments

Boston parents have seen the achievement of Brooke students and alumni and want the same opportunities for success for their children. In 40 low-performing Boston public district schools, fewer than one in three students are at grade level in math or English. These same schools educate some 19,000 students, more than a third of the total population in Boston public schools. Furthermore, only 46% of African American and Hispanic students complete high school, and

only 11% of African American and Hispanic Boston Public School students earn a two or four year college degree within six-years¹.

Today, there are currently over 2,000 children on the Brooke waitlists. The odds of “winning” a seat at Brooke in the lottery for the 2016-2017 school year were around fourteen and a half percent -- less than the likelihood of getting into this country’s top colleges and graduate programs. We want to meet this family demand by opening more Brooke schools. While directly serving students enrolled in Brooke schools is most important to Brooke leadership, our desire to grow is also driven by motivation to become a proof-point of the type of high quality education that is possible for ALL students. We believe that all Boston students – even those who will never attend a Brooke school – deserve an excellent public education that prepares them for success in college and career.

Brooke’s strategy: focus on great teaching. Extensive research² has shown conclusively that teacher quality is the variable that has the most profound impact on student achievement in our schools. Great teaching has enormous benefits for ALL kids. As extensive research has also shown, low-income children disproportionately experience low-quality teaching, resulting in shameful outcomes for our kids who need great teaching the most. We believe that our most effective strategy for closing the achievement gap for all low-income children is to create schools that approach teaching as the intellectually rigorous, deeply challenging profession that it is. The sophisticated nature of this work requires that we invest in attracting top-notch teaching

¹Sources: A) *Getting Closer to the Finish Line*, The Boston Foundation, 2013, B) MA DESE, **Boston Public Schools, Class of 2006**

²Sawchuck, S., “EWA Research Brief: What Studies Say About Teacher Effectiveness,” 2011

candidates and then invest in building the culture and structures that will help them develop their full potential.

Elevating the teaching profession is an enormous national challenge, and one that will require contributions from many quarters, including schools of education, districts, professional organizations, and other non-profits. However, we believe that it is at the school level where the most necessary and powerful contributions to this effort must be made. To prove that great teaching can close the achievement gap, we need to show that our model can succeed at scale and can succeed in serving students across the K-12 spectrum. Further, we need to grow with excellence. Brooke schools do not just close the achievement gap; they reverse it, beating out Massachusetts's wealthiest districts. By expanding to include secondary grade-levels, we aim to provide a K-12 proof point to other schools and districts that great teaching closes the achievement gap, and prove that great teaching can be achieved at scale and on public dollars. Brooke aims to demonstrate to Boston and other communities what a school focused on great teaching looks like – and prove that this kind of school creates excellent results for all students.

Brooke's growth and expansion priorities:

- Successfully expand and fully enroll Brooke High School in order to provide all Brooke students a rigorous K-12 pathway that brings students right up to the doorstep of college;
- Extend Brooke's impact beyond the schools we operate by becoming an irrefutable proof point of the quality of K-12 education possible for students in Boston and across the Commonwealth of Massachusetts. As such, Brooke will continue its "open-source" approach to hosting visitors, and sharing our K-12 learning and instructional standards, curricula, and professional development resources. In addition, Brooke will soon make available to external audiences on the Brooke website our first-phase of a professional

development video library, “Elements of Effective Instruction” to illustrate what teaching looks like in action for those unable to visit a Brooke campus.

Beyond the launch of Brooke High School, given the opportunity to grow further with a charter cap lift in Boston, Brooke will repeat the first phase of our growth – to serve an additional 2,200 students in a “pod” of three K-8 schools and one high school - at an accelerated three-year pace, ensuring that we are able to meet or surpass the previous levels of achievement that Brooke students have proven possible. This will allow us to continue to directly serve more students and meet the demand of parents in Boston while expanding our record of achievement to further highlight the “proof point” that is possible at “district” scale.

IV. Selection Criteria – (a) Quality of the Eligible Applicant

Brooke Charter Schools is proud to serve among the ranks of college preparatory public charter schools that are closing the achievement gap across the United States. Together, our schools have shown that we can close the achievement and corresponding opportunity gaps by instituting common sense practices, such as:

- Providing for more time on instruction through a longer school day and school year (Brooke students have 40% more learning than their district peers)
- Ensuring a safe and orderly learning environment
- Establishing a positive, achievement-focused, school culture
- Implementing strong organizational supports and resources for teachers

At Brooke, we are about teaching, not programs. We believe that virtually every goal that schools aspire to - *overall achievement, special education and ELL achievement, social/emotional health, strength of character, parent involvement, individualized feedback* - can

be most effectively achieved by great classroom teachers given the right conditions and professional culture.

Our first priority at Brooke High is extending a culture of instruction in which teaching is revered and in which continuous feedback and improvement is prioritized. As in our current K-8 schools, this means creating supportive and professional working conditions and manageable student loads that allow teachers to deliver individualized support and feedback. But, at the high school level, the necessity of increased subject specialization will make it more difficult, but still manageable, to create co-planning structures for teachers.

Developing great teaching: A commitment to developing great teaching is the driving force behind all design elements and ultimately student achievement at Brooke Charter Schools. Brooke High School will invest in developing great teaching in the following ways:

- *Observation and feedback cycle:* We are committed to providing each teacher with individualized support through our observation and feedback cycle. Each Brooke High School teacher will be observed a minimum of 20 times a year by his/her direct supervisor, which will either be the principal or an assistant principal. After each observation, the teacher and instructional leader will meet to debrief the lesson. This enables ongoing feedback to teachers and support in setting and reaching manageable improvement goals.
- *Weekly professional development:* Each Monday, students will be released early so that teachers can engage in whole school professional development from 2:10 to 4:00. This professional development will be based on staff needs and will include a combination of whole staff training, department meetings, co-planning, data analysis, and school culture

development. Professional development will be coordinated by the principal with support from other instructional leaders.

- *Summer professional development:* Each year, teachers will begin their school years a minimum of eight days before students report. This will provide teachers with the time to engage in extensive professional development and preparation time to start the school year strong. In the founding year of the school, Brooke High leadership hosted six weeks of preparation time, with teachers beginning on July 11th and students beginning on August 22nd. This provided six weeks for teachers to align student culture expectations and norms and prepare the scope and sequence and all unit plans for the year before the first school year began.
- *Faculty collaboration:* We believe that collaboration is an essential element of professional growth. This deep-held belief is one of our four organizational values – articulated as “we grow best together.” Whenever possible we will ensure that all teachers have a co-planning partner who they will work with to devise unit plans, think through lesson plans, debrief lesson successes and shortcomings, and analyze performance data. In the first year of Brooke High, this co-planning structure is limited; only the History & Literature teachers have co-planning partners (and therefore schedules that provide them with opportunities for daily collaboration during their two planning periods). In subsequent years, we will prioritize providing co-planning time and structures for teachers.
- *Content expertise support:* As Brooke High School reaches full size, we will appoint a department chair for each subject area. Those department chairs will be selected based on their content knowledge expertise and will be responsible for supporting content

development in their colleagues. These department chairs will also be responsible for ensuring that we have vertical alignment between courses within a department where necessary.

Although Brooke did not have sufficient seats to launch a high school until recently, we began planning for a high school over two years ago. With assistance from the New Schools Venture Fund, Brooke began visiting some of the highest performing public, public charter, and independent schools across the country in order to inform the overall vision and structure of Brooke High (visits included: Uncommon Collegiate in NY, North Star in Newark, three Noble schools in Chicago, BASIS in DC, Denver School of Science and Technology, Coney Island Prep in NY, KIPP Lynn, KIPP Nashville, Newton South High School, Nobles and Greenough, Phillips Exeter, Achievement First in Hartford, and many more).

All Brooke school leaders, teachers, and non-instructional staff are committed to closing the achievement gap for Brooke students. Over the last several years, Brooke Charter Schools has demonstrated consistent success in ensuring that our students are achieving at the highest levels on rigorous state assessments and have the foundation for success in college and beyond. Like all public district and public charter school students in Massachusetts, Brooke students participate in annual standardized testing. State assessment data is used to measure the progress of Brooke students within each respective Brooke school, within and across the Brooke network, against the overall performance of all students in Massachusetts, and in comparison to the Boston Public Schools (our local district). Below and in Appendix G: Student Academic Achievement, please find details on our overall student achievement and achievement by specific student subgroups. Brooke students at each of the three K-8 schools were assessed on the

following state tests for the three most recent testing cycles (Brooke High students have not yet participated in standardized assessments):

Table 2: 2014, 2015, 2016 MA state assessments and Brooke testing grade-levels

Brooke School	2014	2015	2016
Brooke Roslindale	MCAS, grades 3-8	PARCC, grades 3-8	PARCC, grades 3-8
Brooke Mattapan	MCAS, grades 3, 5-7	PARCC, grades 3-8	PARCC, grades 3-8
Brooke East Boston	MCAS, grades 5, 6	PARCC, grades 3, 5-7	PARCC, grades 3-8

Note: Brooke Mattapan launched in 2011 and became fully enrolled in spring '15; Brooke East

Boston launched in 2012 and became fully enrolled in spring '16.

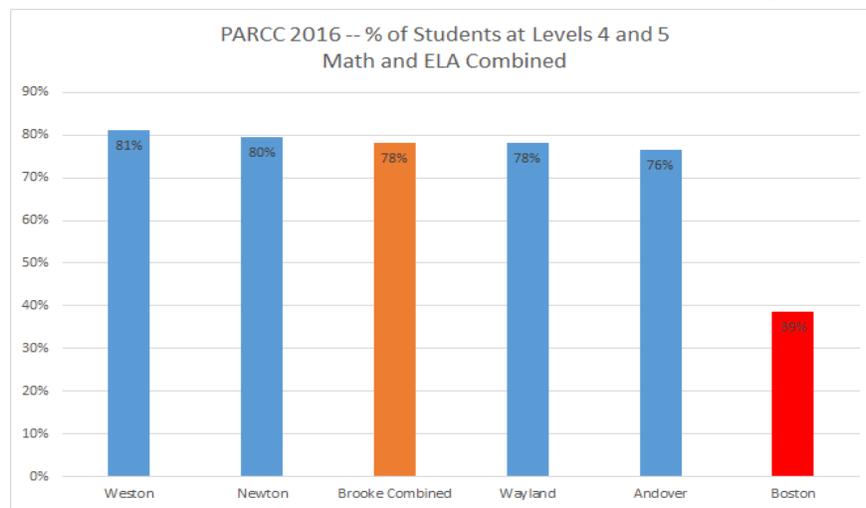
1. Demonstrated Success in Significantly Increasing Student Achievement and Attainment for All Students and Subgroups

In 2014, 2015, and 2016, Brooke students across all three schools outperformed the Boston Public Schools and often the state average for all students. Below and in Appendix G, network student achievement (all three Brooke schools taken in aggregate), school, and grade-level-specific data demonstrate Brooke students' outstanding academic achievement. Brooke schools have generated strong outcomes due to a shared belief that through excellent teaching, all students can achieve at high levels (Brooke students first reached the top of the state on the MCAS in 2006).

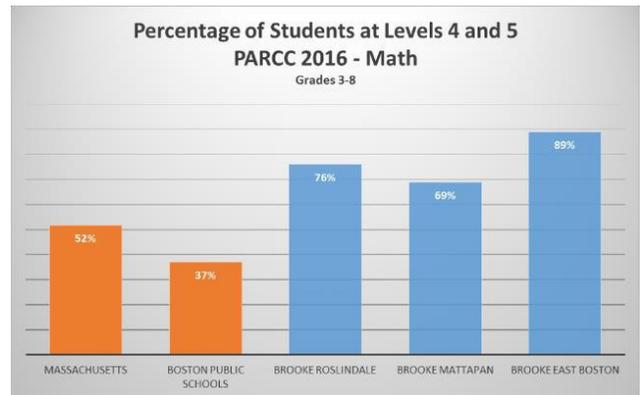
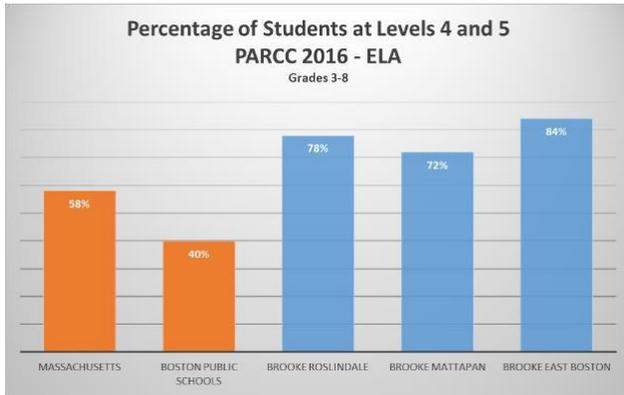
2016 PARCC Results: Taken as a single district, Brooke students at the three K-8 campuses were once again some of the highest performing students in the entire state. Seventy eight percent of students at Brooke scored at the highest levels on both the PARCC English Language Arts (ELA) and math tests, compared to just forty percent and thirty seven percent respectively of all students in Boston, and fifty eight percent and fifty two percent respectively of

all students in Massachusetts (Figures 1a, 1b). Other highlights include: a) Brooke East Boston was the highest performing district in Math in the Commonwealth of Massachusetts; b) for a second year in a row more African-American Students at Brooke scored at the highest level of the math PARCC than their counterparts in the entire Boston Public School system (108 African-American students at Brooke’s three schools scored level five on the math PARCC test, compared to just 94 in the entire Boston Public School system); and c) for a second year in a row students with special needs at Brooke out-performed the Boston Public Schools average for all students in both Math and English Language Arts.

Figure 3: Brooke Charter Schools in comparison to some of the wealthiest districts on the 2016 PARCC assessments (Math and ELA combined).

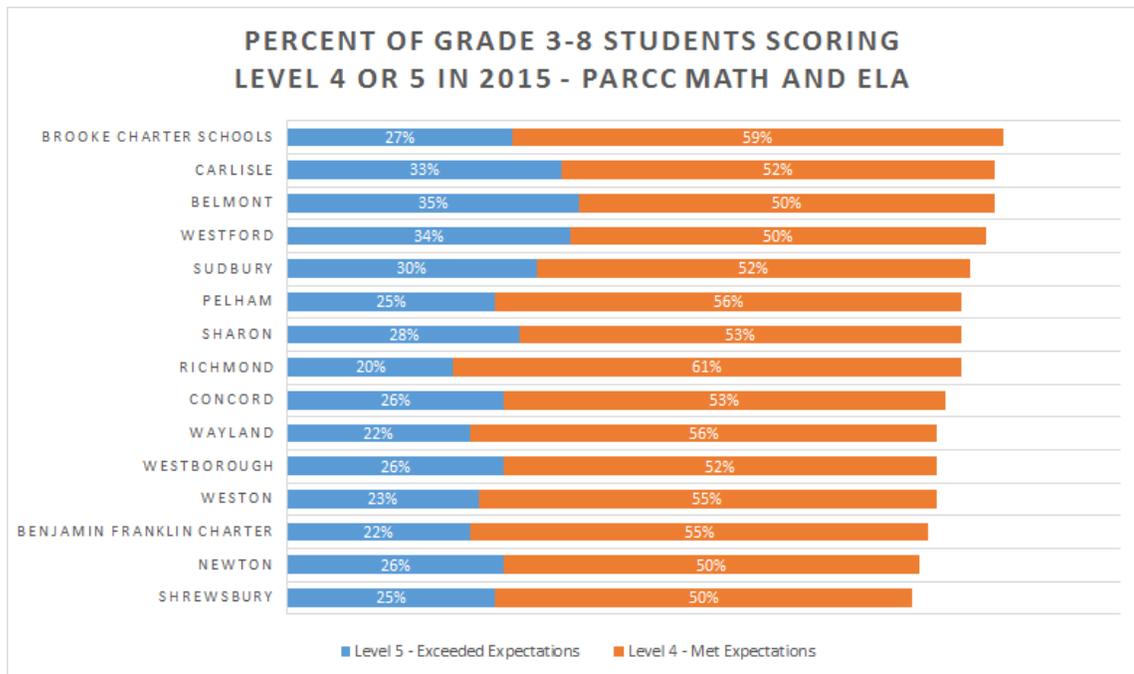


Figures 3a – PARCC ELA, 2016 by Brooke School 3b –PARCC Math, 2016 by Brooke School



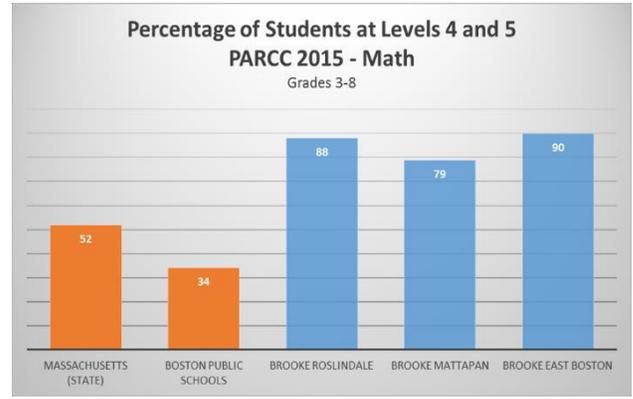
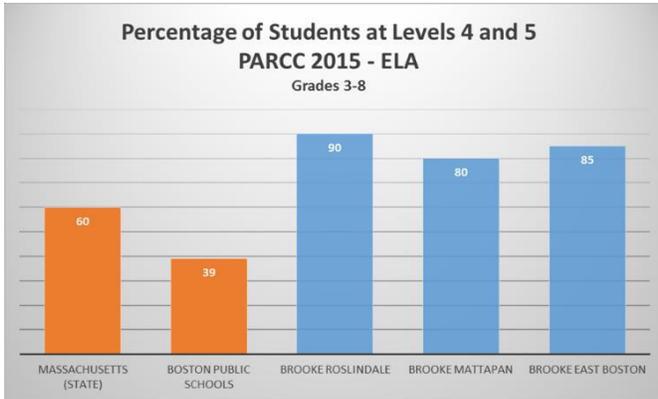
2015 PARCC Results: Taken as a single district, Brooke students at the three campuses led the state on the 2015 PARCC assessment for grades 3-8, outperforming all school districts (Figure 2) with the highest percentage of students scoring at the top two levels of PARCC.

Figure 4. Brooke Charter Schools (three K-8 schools) and the top performing MA school districts on the 2015 PARCC



Eighty five percent of students at Brooke scored at the highest levels on both the PARCC English Language Arts (ELA) and math tests, compared to just thirty nine percent and thirty four percent respectively of all students in Boston, and sixty percent and fifty two percent respectively of all students in Massachusetts (Figures 2a, 2b).

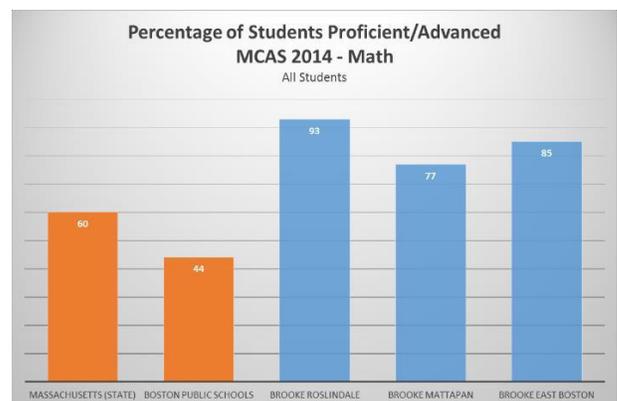
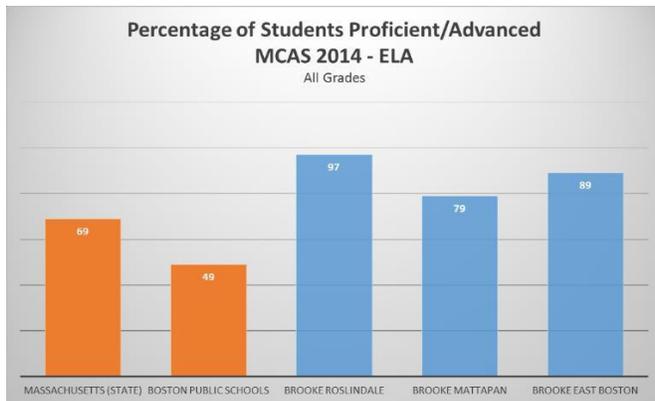
Figures 4a – PARCC ELA, 2015 by Brooke School 4b –PARCC Math, 2015 by Brooke School



2014 MCAS Results: In 2014, students at all three Brooke schools, in grades three-eight, took the ELA and math MCAS. On the ELA MCAS, Brooke students at each school scored at least thirty points higher than their grade-level peers in the Boston Public Schools, and at least ten points higher than the state-wide average of their peers (Figures 3a, 3b).

Figure 5a–MCAS ELA, 2014 by Brooke School

5b–MCAS Math, 2014 by Brooke School



In terms of growth from 2013 to 2014 on the MCAS, 45% of students at Brooke Roslindale scored Advanced on the ELA MCAS, the best performance ever in Brooke's history (29% scored Advanced in 2013). In addition, 57% of students at Brooke Roslindale scored Advanced on the math MCAS, a 5% increase over 2013. Advanced Math and ELA MCAS scores at Brooke Mattapan and Brooke East Boston stayed relatively steady between 2013 and 2014, as both schools continued to take in new classes of 5th graders and many new sixth graders (both Brooke Mattapan and Brooke East Boston reached full enrollment in grades K-8 in four years by taking in new classes of kinder and fifth graders each year for the first three years). Other 2014 MCAS highlights include: a) for the second year in a row, Brooke Roslindale, the original Brooke campus, had the highest performance (math and ELA combined) of any K-8 or middle school in the entire state of Massachusetts; and b) overall Brooke scholars earned a total of 15 first-place rankings in 2014, including six first-place state-wide rankings for MCAS Proficiency and five first-place state-wide rankings for Advanced.

Demonstrated success in closing historic achievement gaps for subgroups of students.

a. Underrepresented/Minority Students

As previously noted, Brooke's student population is 89% African American and Hispanic, which is significantly higher than the combined percentage of African American and Hispanic students state-wide in Massachusetts (27.4%), and also higher than the combined percentage in the Boston Public Schools (74%); given the differential with state-wide demographics, Brooke defines "minority" as the percentage of African American and Hispanic students. Please see Appendix G: Student Academic Achievement for 2014 and 2015 student demographics.

Table 6: Student Demographics (2016): Brooke Schools, Massachusetts, and

Boston Public Schools

2016	African	Hispanic	White	Other
Brooke Roslindale	69.0%	24.3%	1.8%	4.9%
Brooke Mattapan	66.8%	25.8%	4.5%	2.9%
Brooke East Boston	25.2%	55.8%	12.8%	6.2%
Brooke High School	53.7%	35.3%	3.8%	7.2%
Massachusetts(State)	8.8%	18.6%	62.7%	9.9%
Boston Public Schools	32.4%	41.5%	14.2%	11.9%

Source: MA DESE School Profiles, www.doe.mass.edu

As highlighted in the data tables below, African American and Hispanic students at Brooke have out-performed their peers within the Boston Public Schools and state-wide, as well as the average for ALL students in the Boston Public Schools and the average for ALL students state-wide in both math and ELA each year in 2014, 2015, and 2016.

Tables 7 – PARCC/MCAS, Math & ELA, African American Brooke (as a district),

BPS, and MA

2016 African American Students Scoring at Levels 4 and 5 on PARCC ELA			2016 ALL Students Scoring at Levels 4 and 5 on PARCC ELA	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
75%	29%	40%	40%	58%
2016 African American Students Scoring at Levels 4 and 5 on PARCC Math			2016 ALL Students Scoring at Levels 4 and 5 on PARCC Math	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
78%	24%	31%	37%	52%
2015 African American Students Scoring at Levels 4 and 5 on PARCC ELA			2015 ALL Students Scoring at Levels 4 and 5 on PARCC ELA	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students

84%	29%	40%	39%	60%
2015 African American Students Scoring at Levels 4 and 5 on PARCC Math			2015 ALL Students Scoring at Levels 4 and 5 on PARCC Math	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
84.5%	21%	31%	34%	52%

2014 African American Students Scoring at Proficient/Advanced Levels on MCAS ELA			2014 ALL Students Scoring at Proficient/Advanced MCAS ELA	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
90.6%	42%	52%	49%	69%
2014 African American Students Scoring at Proficient/Advanced Levels on MCAS Math			2014 ALL Students Scoring at Proficient/Advanced MCAS Math	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
82.7%	32%	39%	44%	60%

Source: MA DESE School Profiles, www.doe.mass.edu

Hispanic Students

Tables 8 – PARCC/MCAS, Math & ELA, Hispanic Students - Brooke (as a district),

BPS, and MA

2016 Hispanic Students Scoring at Levels 4 and 5 on PARCC ELA			2016 ALL Students Scoring at Levels 4 and 5 on PARCC ELA	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
76.7%	33%	37%	40%	58%
2016 Hispanic Students Scoring at Levels 4 and 5 on PARCC Math			2016 ALL Students Scoring at Levels 4 and 5 on PARCC Math	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
80.3%	30%	33%	37%	52%

2015 Hispanic Students Scoring at Levels 4 and 5 on PARCC ELA			2015 ALL Students Scoring at Levels 4 and 5 on PARCC ELA	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
86%	32%	38%	39%	60%

2015 Hispanic Students Scoring at Levels 4 and 5 on PARCC Math			2015 ALL Students Scoring at Levels 4 and 5 on PARCC Math	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
88.3%	27%	32%	34%	52%

2014 Hispanic American Students Scoring at Proficient/Advanced Levels on MCAS ELA			2014 ALL Students Scoring at Proficient/Advanced MCAS ELA	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
85.7%	41%	47%	49%	69%

2014 Hispanic Students Scoring at Proficient/Advanced Levels on MCAS Math			2014 ALL Students Scoring at Proficient/Advanced MCAS Math	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
85.3%	38%	39%	44%	60%

Source: MA DESE School Profiles, www.doe.mass.edu

b. Special Education Students and English Language Learners

Brooke has a school-wide support and intervention model that supports all students.

Brooke’s approach results in dramatically strong academic performance among special education students, as outlined in the graphs below, which compares Brooke special education students to their district and statewide peers. Every year, on either the PARCC or MCAS, and on both the math or ELA assessments, Brooke special education students out-perform their peers.

Furthermore, as illustrated at the end of this section, special education students at Brooke consistently outperform the general population from the Boston Public Schools.

Tables 9 – PARCC/MCAS, Math & ELA, SPED students - Brooke (as a district),

BPS, and MA

2016 SPED Scoring at Levels 4 and 5 on PARCC ELA			2016 ALL Students Scoring at Levels 4 and 5 on PARCC ELA	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
76.7%	33%	37%	40%	58%

2016 SPED Students Scoring at Levels 4 and 5 on PARCC Math			2016 ALL Students Scoring at Levels 4 and 5 on PARCC Math	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
43%	30%	33%	37%	52%

2015 SPED Students Scoring at Levels 4 and 5 on PARCC ELA			2015 ALL Students Scoring at Levels 4 and 5 on PARCC ELA	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
55.7%	10%	21%	39%	60%
2015 SPED Students Scoring at Levels 4 and 5 on PARCC Math			2015 ALL Students Scoring at Levels 4 and 5 on PARCC Math	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
42.3%	12%	18%	34%	52%

2014 SPED American Students Scoring at Proficient/Advanced Levels on MCAS ELA			2014 ALL Students Scoring at Proficient/Advanced MCAS ELA	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
65.3%	17%	30%	49%	69%
2014 SPED Students Scoring at Proficient/Advanced Levels on MCAS Math			2014 ALL Students Scoring at Proficient/Advanced MCAS Math	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
64.3%	16%	23%	44%	60%

Source: MA DESE School Profiles, www.doe.mass.edu

Similar to the achievement of special education students, Brooke’s approach to serving English Language Learners results in dramatically strong academic performance. Illustrated in the tables below, Brooke English Language Learners consistently outperform their district and statewide peers every year, in both content ELA and math assessments. And, like special education students, Brooke English Language Learners consistently outperform the general population from the Boston Public Schools and often outperform the general population across the state (see sub-population comparison at the end of this section).

Tables 10 – PARCC/MCAS, Math & ELA, ELL students - Brooke (as a district),

BPS, and MA

2016 ELL Scoring at Levels 4 and 5 on PARCC ELA			2016 ALL Students Scoring at Levels 4 and 5 on PARCC ELA	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
50%	20%	20%	40%	58%
2016 ELL Students Scoring at Levels 4 and 5 on PARCC Math			2016 ALL Students Scoring at Levels 4 and 5 on PARCC Math	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
50%	23%	26%	37%	52%

2015 ELL Students Scoring at Levels 4 and 5 on PARCC ELA			2015 ALL Students Scoring at Levels 4 and 5 on PARCC ELA	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
85.6%	34%	40%	39%	60%
2015 ELL Students Scoring at Levels 4 and 5 on PARCC Math			2015 ALL Students Scoring at Levels 4 and 5 on PARCC Math	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
87.6%	33%	37%	34%	52%

2014 ELL American Students Scoring at Proficient/Advanced Levels on MCAS ELA			2014 ALL Students Scoring at Proficient/Advanced MCAS ELA	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
84.3%	35%	36%	49%	69%
2014 ELL Students Scoring at Proficient/Advanced Levels on MCAS Math			2014 ALL Students Scoring at Proficient/Advanced MCAS Math	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
81.3%	35%	37%	44%	60%

Source: MA DESE School Profiles, www.doe.mass.edu

c. Economically Disadvantaged/Low-Income Students

Similar to other subgroups, economically disadvantaged students (2014, 2015) and students qualifying for free or reduced price meals (2013) dramatically outperform their peers within the Boston Public Schools and statewide. In fact, the percentage of economically disadvantaged students at Brooke achieving at the top levels of PARCC and MCAS is often double that of their peers in the Boston district and their peers statewide.

Tables 11 – PARCC/MCAS, Math & ELA, Economically Disadvantaged students - Brooke (as a district), BPS, and MA

2016 Economically Disadvantaged Students Scoring at Levels 4 and 5 on PARCC ELA			2016 ALL Students Scoring at Levels 4 and 5 on PARCC ELA	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
75%	32%	39%	40%	58%
2016 Economically Disadvantaged Students Scoring at Levels 4 and 5 on PARCC Math			2016 ALL Students Scoring at Levels 4 and 5 on PARCC Math	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
74%	29%	34%	37%	52%

2015 Economically Disadvantaged Students Scoring at Levels 4 and 5 on PARCC ELA			2015 ALL Students Scoring at Levels 4 and 5 on PARCC ELA	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
85.6%	32%	41%	39%	60%
2015 Economically Disadvantaged Students Scoring at Levels 4 and 5 on PARCC Math			2015 ALL Students Scoring at Levels 4 and 5 on PARCC Math	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
84%	27%	33%	34%	52%

2014 Low-Income American Students Scoring at Proficient/Advanced Levels on MCAS ELA			2014 ALL Students Scoring at Proficient/Advanced MCAS ELA	
Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
87.6%	43%	51%	49%	69%
2014 Low Income Students Scoring at Proficient/Advanced Levels on MCAS Math			2014 ALL Students Scoring at Proficient/Advanced MCAS Math	

Brooke	Boston Public Schools	Massachusetts	Boston Public-ALL Students	Massachusetts-ALL Students
85%	39%	41%	44%	60%

Source: MA DESE School Profiles, www.doe.mass.edu

Subgroup Comparison versus General Population (District and Statewide)

To further highlight the impressive academic achievement of all Brooke students, on the 2016 and 2015 PARCC assessments (parallel to 2014 MCAS achievement), African American, Hispanic, and English Language Learner subgroups outperformed the general population in both the Boston Public Schools and the state of Massachusetts. Special education students at Brooke outperformed the general population in the Boston Public Schools on both the ELA and math PARCC assessment, as well as the state’s general population on the math PARCC assessment!

Tables 12 – 2015 & 2016 PARCC Brooke Subgroups vs. General Population, BPS and State

2016 Brooke Students – all Subgroups Scoring at Levels 4 and 5 on PARCC ELA				2016 ALL Students Scoring at Levels 4 and 5 on PARCC ELA	
African American	Hispanic	SPED	ELL	Boston Public-ALL Students	Massachusetts-ALL Students
75%	79%	45%	50%	40%	58%
2016 Brooke Students – all Subgroups Scoring at Levels 4 and 5 on PARCC Math				2016 ALL Students Scoring at Levels 4 and 5 on PARCC Math	
African American	Hispanic	SPED	ELL	Boston Public-ALL Students	Massachusetts-ALL Students
72%	83%	40%	50%	37%	52%

2015 Brooke Students – all Subgroups Scoring at Levels 4 and 5 on PARCC ELA				2015 ALL Students Scoring at Levels 4 and 5 on PARCC ELA	
African American	Hispanic	SPED	ELL	Boston Public-ALL Students	Massachusetts-ALL Students
85%	86%	83%	55%	39%	60%
2015 Brooke Students – all Subgroups Scoring at Levels 4 and 5 on PARCC Math				2015 ALL Students Scoring at Levels 4 and 5 on PARCC Math	
African American	Hispanic	SPED	ELL	Boston Public-ALL Students	Massachusetts-ALL Students
83%	89%	85%	53%	34%	52%

Source: MA DESE School Profiles, www.doe.mass.edu

2. Achieved results for low-income and other EDS served by the charter schools that are significantly above the average academic achievement results for such students in the State.

Performance on Statewide Tests

Brooke students have achieved results on statewide tests that far surpass the average academic achievement results for students in the state. Please see above and Appendix G: Student Academic Achievement for detailed information on all Brooke students and educationally disadvantaged students over the last three years.

Student Attendance and Student Attrition

Brooke prioritizes daily attendance with students and families and as such has had historically high student attendance rates. At each Brooke campus, Directors of Operations track this information in partnership with principals and teachers to ensure attendance rates remain high (Brooke’s goal is 96%), and tardies and early dismissal rates are low. In 2014, 2015, and 2016, each of the three Brooke campuses surpassed the average daily attendance rate of both the Boston Public Schools and the statewide average for all students in the Commonwealth of Massachusetts. In addition, between 2014 and 2016, each Brooke campus improved its average attendance rate over the year before.

Table 13: Attendance Rate - Brooke, Boston Public Schools, and Massachusetts

STUDENT ATTENDANCE RATE	2013-14	2014-15	2015-16
Massachusetts	94.8%	94.9%	94.7%
Boston Public Schools	92.2%	92.1%	92.2%
Brooke Roslindale	96.3%	96.9%	97.5%
Brooke Mattapan	95.8%	95.9%	96.3%
Brooke East Boston	95.9%	96%	96.1%

Source: MA DESE School Profiles, www.doe.mass.edu

Attrition rates for all Brooke schools for the last three academic years have been below – and often half - the attrition rate of the Boston Public Schools. Brooke Charter Schools, on average, has had the lowest student attrition rates of any K-8 or middle public district or public charter school in the city of Boston. Historically, the most consistent attrition point has been between 6th and 7th grade when Brooke families seek enrollment at one of the city’s three public exam schools or an area selective admission independent school that can offer a 7th-12th grade pathway. With the launch of Brooke High School (and thus a K-12 Brooke pathway), we anticipate a decrease in student attrition rates moving forward.

Table 14: Attrition Rate - Brooke, Boston Public Schools, and Massachusetts

STUDENT ATTRITION RATE	2013-14	2014-15	2015-16
Massachusetts	2.6%	2.6%	2.7%
Boston Public Schools	9.3%	8.8%	8.8%
Brooke Roslindale	4.7%	3.1%	5.3%
Brooke Mattapan	6.9%	4.2%	1.6%
Brooke East Boston	5.6%	7.4%	3.3%

Source: MA DESE School Profiles, www.doe.mass.edu

Alumni High School Graduation, College Enrollment, and College Graduation

From 2002 until the end of the 2014-2015 academic year, Brooke only operated K-8 schools for students. To support our mission of college graduation, Brooke’s Office of High School and College Success (two full-time alumni advisors) have supported 352 Brooke alumni in grades nine through college seniors as well those alums currently unenrolled in a two- or four-year higher education institution. Brooke alumni who did not have a Brooke High School option are enrolled at 53 different high schools and have enrolled at over 50 different higher education institutions, in over ten states.

High School Graduation: Prior to Brooke High, Brooke alumni have gone on to attend a variety of college preparatory independent, Catholic, public exam, public charter, and public district high schools in greater Boston. With a strong K-8 foundation of college preparatory content and skill development, former Brooke 8th graders complete high school within five years at a rate (98%) more than double that of their Boston Public School peers (46%)!

College Enrollment and Success: Similar to their outstanding high school graduation rates, Brooke alumni enroll in and graduate from college more than double or triple the rate of their BPS peers. 83% of post-secondary alumni have enrolled in a two or four-year college institution, and 55% are persisting towards degree completion. Brooke's first class of alumni (8th grade, class of 2006) began to graduate from four-year colleges and universities in 2014 and were six years from high school graduation in May 2016. 35% of Brooke Roslindale's first class of alumni have earned a four-year degree within six years of high school graduation (compared to 11% of their Boston Public School peers). While we are incredibly proud of our alumni and their strong college persistence rates, we know we can and must do better to ensure all Brooke alumni have the post-secondary education and skills necessary for long-term professional and personal success. Our best strategy to dramatically increase the college graduation rates of our alumni will be to bring Brooke students right up to the door-step of college with Brooke High School.

The table below illustrates the high school graduation rates, college matriculation rates, and 6-year post HS college graduation rates for African American and Hispanic students in the BPS high school class of 2005 vs. the Brooke (alumni) high school class of 2010. (source of BPS data: 9th grade BPS enrollees among class of 2005 from DESE. All other figures are from TBF report, *Getting Closer to the Finish Line, January 2013*).

Table 15: High School Graduation, College Enrollment & Graduation, Brooke, BPS

METRIC	Boston Public Schools	Brooke
High School Graduation	46%	98%
College Enrollment	34%	83%
College Graduation	11%	40%*

**Members of Brooke’s first 8th grade class were first eligible to graduate from a 4-year college in spring 2014.*

3. Charter Compliance and Strong Operational and Financial Management

In Massachusetts, the MA Department of Elementary and Secondary Education serves as the sole charter authorizer for the entire state. The MA DESE Office of Charter Schools and School Redesign supports and oversees the creation and sustainability of a variety of high quality public school options in the state, including all Commonwealth Charter Schools. The Brooke board of trustees and the two Co-Directors work directly with the MA DESE Office of Charter Schools to ensure the faithfulness to our charter applications including (but not limited to) all measures of academic and financial accountability. The Office conducts annual site visits, manages and collects annual reporting requirements, and oversees five-year charter renewals.

Brooke Charter Schools have operated for over 15 years without any significant issues in the area of financial or operational management; without any significant problems with statutory or regulatory compliance that threatened the renewal of any of our charters; and have not had any significant issues with respect to student safety. At each charter renewal interval, each Brooke charter has been successfully renewed without issue since 2002, and often with commendation (please see Appendix C for a Letter of Support from MA DESE Commissioner Mitchell Chester). Similarly, Brooke has had consecutive successful independent financial audits

completed by the firm AAFCPA, including the 2016 fiscal year audit included in Appendix H. Supplemental Organizational Budgets and Financial Information.

IV. Selection Criteria – (b) Contribution in Assisting Educationally Disadvantaged Students

Brooke Charter Schools is committed to serving those students traditionally underserved by the Boston Public Schools, including low-income, African American, Hispanic, special education, and English Language Learner students. Over the last several years, 89-to-95 percent of students at Brooke have identified as African American or Hispanic, a higher percentage than the Boston Public Schools (please see page 17 for student demographic details, and Appendix G: Student Academic Achievement for further enrollment details). Per Massachusetts law and regulations provided by the MA Department of Elementary and Secondary Education, each Brooke school operates randomized lotteries at each of its campuses with volunteers independent of affiliation to Brooke (with no preference given to student applicants except for residency and sibling status).

Table 16: Brooke Charter School Student Application and Waitlist Numbers

Application & Waitlist Summary	2015 Lottery	2016 Lottery
Total applications received	3301	2630
Number of open network seats*	240	180
Waitlist (<i>which changes over time</i>)	3061	2450

Note: Brooke’s primary source of new students and applications for 2016 were kinder openings at the three K-8 campuses. In 2015, Brooke East Boston accepted applications for fifth grade (and became fully enrolled).

For the last several years, Brooke has implemented a broad outreach and student/family recruitment strategy. Brooke Charter Schools uses a third party mail house to engage in direct contact with all-grade-level eligible Boston and Chelsea families (Brooke East Boston gives priority to Chelsea applicants as well as Boston applicants), through use of mailings in multiple languages. Brooke also uses a USPS service to provide every household in East Boston, a neighborhood with the largest percentage of immigrants in the city of Boston (primarily from Central and South America), information and an application in English and Spanish for our East Boston campus. In addition to targeted mailings in English, Spanish, Creole, and Vietnamese (the largest language groups in Boston), Brooke continues outreach efforts to communicate directly with a diverse range of communities through the distribution of information and visits to community centers, Head Start centers, WIC centers, faith-based institutions, public libraries, and various community-based organizations. Spanish and Creole speaking representatives of the school also pursued opportunities to engage families in venues frequently visited by high rates of non-native English speakers, and Brooke continues to produce applications and promotional materials in multiple, prevalent languages. With regard to recruitment efforts relative to special education and ELL students, all materials explicitly stated that Brooke Charter Schools serves **all** students, including those with IEPs and 504s, and adheres to the IDEA Act on all levels.

Special Education Access and Enrollment: Brooke has a school-wide support and intervention model that supports all students and deliberately minimizes and reduces the proportion of students on IEP's (Individual Education Plan). This approach results in dramatically strong academic performance among students with disabilities. In short, students with disabilities at Brooke consistently outperform the general population from the sending district and often outperform the general population across the state (please see Appendix F:

Student Academic Achievement). In addition to resulting in high achievement among special education students, this approach also demonstrably results in a lower proportion of students on IEP's than occurs in most other schools, district and charter alike. The proportion of students on IEP's at Brooke Roslindale has hovered between 6% and 8% over the last several years. The rates at Brooke East Boston and Brooke Mattapan have been similarly low.

The proportion of students on IEP's at Brooke Roslindale has not always been so low. Between 2003 and 2006, when Brooke Roslindale was only a middle school, the proportion of students on IEP's routinely fluctuated between 14% and 17%. However, beginning in 2006, when the elementary school at Brooke Roslindale opened for the first time, the overall proportion of students on IEP's fell to 10%. Over the next few years, as the size of the elementary school increased and the relative size of the middle school decreased, that overall proportion of students on IEP's continued to decline.

Throughout these years, Brooke continued to admit new cohorts of fifth graders (anywhere from 48 to 60 students) at one or more of its campuses. When students come to Brooke as middle school students, having already attended district schools for many years, they arrive at Brooke with rates of special education identification that were very similar to the district: 18% to 23% of these students came to Brooke having with IEP's (at the end of their 4th grade year). This is equivalent to or higher than the district average. Within one year, however, the proportion of students on IEP's among this cohort immediately dropped in their 5th grade year at Brooke as several students exited special education. The proportion continued to decline during subsequent years as additional students were removed from special education. Some of the students who exited special education were instead placed on 504 plans. The proportion of students on 504 plans also increased over time.

The low special education identification rates at Brooke are due primarily to our school-wide support and intervention model designed to create the capacity for all teachers to support all of their students. It is also due to Brooke's strict adherence to MA DESE guidelines on special education placement and persistence. In short, students who are making effective progress at Brooke are not eligible for special education.

When students are making effective progress in school but are found to have a disability, those students are often placed on a 504 plan at Brooke rather than an IEP. These students are eligible for and receive a full range of supports, including "related services" (speech and language, occupational therapy, physical therapy, etc.). Approximately 25% of the student caseload of related service providers at Brooke is represented by students who are NOT on IEP's. While we do not have access to comparison data for other schools and districts, we believe that this is an unusual practice.

ELL Access and Enrollment: Brooke is committed to serving families of students who have historically been underserved, including families who are non-native English speakers. It was for that reason that we decided to open a third campus in East Boston to serve families in East Boston and Chelsea (please see student demographic data in Appendix E: Schools Operated by Applicant). Although we had historically served an underserved population at Brooke Roslindale, consisting primarily of families who were both low-income and African-American, we were eager to also serve families who were non-native English speakers as well. Approximately 70% of students at Brooke East Boston identify as FLNE (First Language Not English), a much higher proportion than at Boston Public Schools, 48%. However, only about 12% of students at Brooke East Boston are ELL's, compared to 30% of the district. Data shows that FLNE students at Brooke have historically been much less likely to be identified as ELL at

Brooke (see Appendix G: Student Academic Achievement for comparison demographics). And once designated, ELL students have maintained the label for a much shorter duration than appears to be the case in the sending district.

At Brooke Mattapan, where all families are new to the school within the last few years, approximately 38% of families identify as FLNE. And at Brooke Roslindale, that proportion has been increasing and is now up to 17%. We believe that the biggest reason for this increase has been the ability we were granted starting in 2011 to have access to mailing list of age-eligible families in the district, and to send direct mailings in four different languages to all of those families asking them to consider applying to Brooke. We have also employed multiple other outreach strategies over the last few years which have worked to get information in the hands of parents.

At Brooke Roslindale, the proportion of students at Brooke Roslindale identified as ELL has been historically low and between 0% and 1% over the last several years. In part, this low proportion is attributable to the practices related to identification and persistence outlined above. But at Brooke Roslindale, that discrepancy has also been attributable to the fact that we have served a higher proportion of low-income African American families as compared to low-income Latino families at that campus. Consequently, despite the fact that the proportion of families eligible for free and reduced-price lunch has been high, the proportion of families designated as FLNE has been low (13% to 17% at Brooke Roslindale vs. 38% to 45% at BPS).

With expansion to a K-12 pathway, students at Brooke High School will matriculate from the existing K-8 Brooke schools in Roslindale, Mattapan, and East Boston. As such, the students at Brooke High School will continue to reflect current student demographics at Brooke: 89% African American and Hispanic, and an overwhelming majority of students will continue to

qualify for free or reduced-price meals at Brooke. Brooke's first high school will share the essential characteristics that have made the three current Brooke schools exceptionally effective and will transfer those essential beliefs to the new context of a high school. Many of the details of the program are outlined below.

Student Schedule Overview: In an extended school year and an extended school day program (with 35% more learning time than Boston public district high schools), all students will take a core six-period academic schedule consisting of math, English, science, Spanish, social studies, and computer science. Electives, extra-curricular activities, tutoring, and sports all happen during the before-school or after-school blocks. This arrangement maximizes our ability to provide flexible enrichment offerings and tutoring while simultaneously simplifying the scheduling process for the core academic day.

Course Requirements: All students must meet the following course requirements to graduate.

- 4 years of English
- 4 years of math
- 4 years of Spanish
- 3 years of computer science
- 3 years of science
- 3 years of social studies
- 4 years of sports (min. one trimester per year)
- 4 years of extra-curriculars (min. one trimester per year)
- 40 hours of community service
- Minimum 3 AP classes (with the possibility of dual-enrollment in the future)
- Full course load each year (i.e. students who take 3 years of social studies will take 5 years of science)

AP Courses Offered: All students must take at least three AP courses. The following AP courses will be offered:

- English Language and Composition
- English Literature and Composition
- World History
- US History
- Spanish
- AB Calculus
- BC Calculus
- Computer Science Principles

- Computer Science A
- Chemistry
- Biology

SAT and AP as End-Goals: We believe that great high school instruction requires that we challenge our scholars and prioritize rigor. Curriculum for core courses will be designed backward from AP and SAT benchmarks, with a particularly high bar for writing proficiency.

STEM and Coding: We will explicitly encourage students to pursue courses of study in STEM fields with the goal of maximizing the percentage of students who major in STEM fields in college. Through advisory, we will lay out for all students the long-term career and financial advantages of STEM majors and degrees. Through advisory, we will also lay out a clear and concrete sense of the array of potential career paths that STEM degrees would allow them to pursue. Our graduation requirements (four years math, three years computer science, three years science) will help ensure that all of our students have the necessary foundation in place to pursue as STEM course of study.

College-Ready Writing: We will use a rubric similar to the one developed at Achievement First (and aligned with the AP language and composition exam and the SAT) as an end-goal towards which we will aim our writing instruction. In order to ensure that students have the intense individualized feedback they need to make rapid improvements in writing, we have structured the 9th grade course schedule to minimize the total student load that English teachers will carry (approximately 40 students), thereby allowing them the opportunity to provide intensive one-on-one coaching.

- All freshmen will take a 9th grade humanities course, taught by one teacher, who incorporates a study of literature, history, and composition. The purpose of this structure

is not to align history and literature instruction, but to ensure that teachers have the time and opportunity to provide intensive writing coaching to their students. Humanities courses will be 2 periods long each day (even on Wednesdays). Approximately half of that time will be devoted to writing and coaching in-class. Humanities teachers will co-plan such that one teacher takes the lead on literature instruction and the other takes the lead on history instruction.

- In grades 10-12, when English and social studies are taught by different teachers, and where total student loads become larger (approximately 80 for each teacher), English and social studies teachers will divide primary responsibility for writing coaching between them, such that each teacher continues to have the primary coaching responsibility for approximately 40 students.

Scope and Sequence: Brooke curriculum is created by teachers and completely aligned to the Brooke standards. The Brooke standards will be created by adopting the Common Core standards in ELA and Math, as stated in the 2011 Massachusetts Curriculum Frameworks. Our science standards will be driven by the adoption of the new Massachusetts Science and Technology/Engineering Standards. We will then examine which standards must be added to the Massachusetts Frameworks to ensure student success on the SAT and in AP exams. Because these additional standards will be backwards planned from final course expectations (ACTs and AP exams), we will develop all Brooke standards in one process and any revisions will be evaluated for vertical alignment. Additionally, because we aim to align social studies and literacy instruction, we must ensure that those standards are also horizontally aligned.

Support for English Language Learners and Special Education Students: The following lays out our general approach to supporting English Language Learners and students with IEP's

across our K-8 schools as well as at Brooke High. All students matriculating to ninth grade at Brooke High School will have previously been enrolled at a Brooke campus. Therefore, the needs of our students should generally be well-known to us as we embark on year one of our high school plan. However, we recognize that we must maintain flexibility for the unknown and unexpected as we enter the high school realm. As such, we have planned our budget to provide maximum flexibility with staffing in order to provide additional support staff should that become necessary. The current staffing include a high school student support coordinator, an additional high school student support staff member, an ELL coordinator, and additional related service capacity.

We meet the needs of all students through a universal design that allows us to provide differentiated instruction (an essential element of great teaching). Our school day allows our staff ample time for differentiation so that all students receive support on their own instructional level.

English Language Learners: When new students are admitted to Brooke Charter Schools, we provide them with a home language survey. If a student speaks or hears a language other than English at home, the English Language Learner (ELL) Coordinator administers the MODEL to that child. Then, the ELL Coordinator and a team of staff members use those results, teacher input, conversations with parents and prior academic performance to determine whether the child qualifies as English Language Learner (ELL). If a child is designated as ELL, the ELL Coordinator and the teacher team devise an instructional plan for providing direct ESL support by a licensed ESL teacher and Sheltered English Instruction (SEI).

We serve ELLs differently depending on their needs and their level of English proficiency. For students who are at levels 1 and 2, we provide small group or individualized English language development for at least 2.5 hours each day to ensure rapid acquisition of

English skills. This is provided by a licensed ESL teacher. Students more proficient in English receive predominantly mainstreamed instruction with additional ESL support (between 30 minutes to 1 hour of daily support) to meet the specific child's needs. Core academic teachers for ELLs hold the SEI endorsement or are enrolled in a SEI course to obtain the endorsement. ELL Coordinators work with ELLs in small groups using a curriculum that is aligned with WIDA standards. The curriculum addresses listening, speaking, reading and writing skills. In addition to administering the ACCESS in January, ELL Coordinators also administer the WIDA MODEL to all ELLs in June. This provides staff with at least two data points to use when evaluating the ELL program's effectiveness. We evaluate the success of our ELL and sheltered English instruction based on how quickly we can enable students to proficiently access the complete curriculum in English.

We strive to have all ELLs reclassified within three years at our school. We will consider reclassify ELLs when they have earned an overall composite score on ACCESS of at least a 5 with reading and writing scores at least a 4.0 and are able to demonstrate the ability to perform ordinary class work in English. We review data from network assessments and report cards (which show mastery towards grade level standards) when considering reclassifying students. Teacher input is also a vital part of the reclassification process.

Special Education: The first step in identifying students with special needs is determining which ones already have IEPs when entering Brooke Charter School. We use formal school records, data gathered from Edwin Analytics and communication with parents to determine whether a student already has an IEP; if they do, we receive the IEP from either the past school or the family. Within two weeks of receiving the IEP, we arrange a parent meeting to discuss the IEP. We then provide the necessary services until the IEP is revisited and revised.

For students who do not already have an IEP but who demonstrate potential support needs, we initially provide a period of intervention and an evaluation of response to intervention. During the period of intervention, we provide additional academic support from the classroom teacher, the student support coordinator, or any other needed professionals (e.g., speech therapy) for a minimum of six weeks. We do our best to provide students with researched based interventions (e.g. Duet Reading, Wilson Reading Program, etc.) whenever possible and often use Aimsweb as a progress monitoring tool. We then assess students against goals to determine if there has been a positive response to intervention. Anytime thereafter, if the student support coordinator, related services provider, parent, or classroom teacher determine that the intervention is not enabling the student to made adequate progress, the student will be referred for special education testing. We then follow all laws and regulations regarding the assessment and potential creation of an IEP. If parents request testing, then we will begin testing rather than starting with an intervention period.

Within our network, we employ two full-time speech and language pathologist, three school psychologists, and an occupational therapist. We contract out for physical therapy needs and other services as needed. All services are provided in the least restrictive environment (usually the classroom, but a range of options are provided as needed). Special academic services are typically provided by student support coordinators who are highly qualified special education teachers. When we suspect a student no longer requires special education services, we will initiate an evaluation and hold a team meeting to determine if services are still needed. We discontinue an IEP when the team has determined services are no longer needed. We evaluate the success of our program not based on how many students remain in special education, but

instead on the academic success of our special education and former special education population.

VI. Selection Criteria – (c) Quality of the Evaluation Plan

Brooke Charter Schools is a data-driven and results-oriented organization. At all levels of the organization, Brooke trustees, school leaders, teachers, and operations staff place strong emphasis on the importance of clear goals, objectives, and outcomes. Brooke's five-year expansion plan has two primary goals which are aligned to our mission of providing an academically rigorous public education to students from the city of Boston that will ensure that they are prepared to attend and succeed in college. Brooke shares two primary goals across its network of schools in Boston:

Academic Achievement: Brooke's first goal is focused on the high and durable achievement of our students in order that they have the preparation necessary to gain admission to and succeed in college. For Brooke students, many of whom will be the first in their family to graduate from college, the journey to earning a four-year degree requires a foundation that goes beyond closing the achievement gap. To achieve our primary goal, Brooke works to provide the type of great teaching that will ensure students are achieving at the highest levels. By consistently focusing on ways to increase the rigor of instruction for all students, Brooke teachers are supporting scholars to surpass their suburban peers to score at the highest levels of the PARCC. Coupled with strong academic achievement, we want all Brooke scholars to develop the strength of habit and character that will ensure they have the persistence to complete high school and college.

Growth – Fully Enroll Brooke High School: A second goal is to serve more students with Brooke’s first high school. Over the next several years, Brooke will expand to serve an additional 691 students, 600 students at Brooke High School and 91 more middle school students across our three existing K-8 schools. With Brooke High School, Brooke will provide a K-12 pathway for all our students, and a proof-point of public education that closes the achievement gap and increases college success rates for low-income African American and Hispanic students.

We have five project objectives related to the above two goals. The objectives identified are ambitious but attainable, specific, and measurable. In addition, the project objectives provide annual benchmarks that will allow Brooke to monitor progress toward the final objectives throughout the course of the grant period.

Objective #1: Grow to serve 2,200 students in grades K-12 by school year 2021-22.

Desired Outcome		Baseline Data	Narrative: Why this measure is achievable but attainable	Data Collection
Enrollment				
1.1	Student enrollment: SY 2017-18: 1,700 SY 2018-19: 1,800 SY 2019-20: 1,950 SY 2020-21: 2,075 SY 2021-22: 2,200	Current Enrollment: 1,607	Moderate growth plan, adds one high school grade per year while also filling all vacated seats in grades K-8	Annual state report

Objective #2: Students will achieve academically at a level that prepares them to succeed and

compete with students across the Commonwealth.

Desired Outcome		Baseline Data	Why this measure is achievable but attainable	Data Collection
Achievement				
2.1	100% of ninth graders score proficient or higher on state-administered 9 th grade biology exam.	62% of 8 th graders at Brooke scored proficient on the MA 8 th grade science test in 2016.	This is an ambitious goal, but one our 9 th grade science teacher has committed to.	Annual state report
2.2	100% of tenth graders will score proficient or higher and 75% of tenth graders will score at the advanced level on the state-administered 10 th grade math and English exams.	No baseline cohort data; MA is returning to MCAS in 2017-2018.	This goal well exceeds the district Advanced/Proficient rates of 26/57 in English and 41/25 in math.	Annual state report
2.3	The average SAT score for Brooke students will exceed the state average in reading and math (beginning in 2018-19).	We will have precise baseline cohort data when we begin administering the PSAT in of 2017.	The most recent average SAT scores in MA are 509 in reading and 522 in math.	Annual state report
2.4	100% of Brooke High students will enroll in at least	In MA in 2015, 43% of test	Successful completion of three AP courses is a	AP data on Brooke

Desired Outcome	Baseline Data	Why this measure is achievable but attainable	Data Collection
three AP classes. 50% of Brooke High students will earn a 4 or 5 on at least one test (beginning in 2019-20).	takers earned a 4 or 5. 49,000 MA students took AP tests out of the eligible 140,000 students in grades 11 and 12.	graduation requirement	students sent directly to Brooke.

Objective #3: Students will matriculate to and graduate from college.

Desired Outcome	Baseline Data	Why this measure is achievable but attainable	Data Collection
College Success			
3.1	100% college acceptance for graduating seniors.	100% of Brooke alumni, '16, earned college acceptance.	Given past alumni performance, this goal is attainable.
3.2	95% college matriculation rate for graduating seniors.	91% of Brooke alumni, '16, matriculated to college.	Given past alumni performance, this goal is attainable.
3.3	75% college graduation rate for graduating seniors within 6 years of high school graduation.	35% of Brooke K-8 alumni graduated from a 4-year college	This is the most challenging of our college success goals, but the

Desired Outcome		Baseline Data	Why this measure is achievable but attainable	Data Collection
		within 6 years of HS graduation.	performance of our top-performing national charter schools shows that it is attainable.	

Objective #4: There will be a strong student culture and staff culture in the high school and across the organization.

Desired Outcome		Baseline Data	Why this measure is achievable but attainable	Data Collection
Culture				
4.1	Average daily student attendance rate is 96% or higher.	Current daily attendance rates are 96-97%.	In line with current organizational performance.	Annual state report.
4.2	Annual student retention rate is 90% or higher.	Current student retention is 92-93%.	In line with current organizational performance.	Annual state report.
4.3	Annual teacher/principal retention (among those offered employment) is 80% or higher.	Our K-8 teacher/principal retention rate has ranged from 80-90% over the last 5 years.	In line with current organizational performance.	Collected each year as part of state accountability plan.

Objective #5: The organization will be financially self-sufficient within five years, able to fund annual operating budgets on public funds without reliance on private fundraising.

Desired Outcome		Baseline Data	Why this measure is achievable but attainable	Data Collection
Finance				
5.1	Brooke’s operating budget for 2021-22 will require any private operating revenues, and budgets in the years from 2017-2021 will show a decline in dependence on private fundraising over the previous year.	Brooke operating budgets for our pre-high-school network are self-sustaining on public revenues (at full enrollment).	In line with current organizational performance.	Reported to the state each year in our annual report and our year-end financial report.

VII. Selection Criteria – (d) Quality of the Management Plan & Personnel

1. Adequacy of the plan to achieve the objectives of the proposed project on-time and within budget, including clearly defined responsibilities, timelines, and milestones.

Brooke has long had plans to open a high school. Quality high school options are limited in Boston and past Brooke eighth graders had to compete with the rest of the city for a fixed number of seats at a handful of high performing public, independent, and Catholic schools. Each year, some Brooke students matriculated to sub-optimal choices. With an increasing number of Brooke eighth graders seeking seats (Brooke East Boston graduated its first class of eighth graders in June 2016), opening a high school became an imperative. The charter cap in Massachusetts has constrained Brooke’s growth until 2016 when approximately 1,000 seats

became available in Boston. After evaluating 11 applicants, the Massachusetts Board of Elementary and Secondary Education awarded Brooke an additional 691 seats – allowing the network to add the high school it has wanted to open for years (the remaining seats were awarded to another proven K-8 public charter school in Boston to open its first high school).

In August 2016, 70 current eighth graders from Brooke’s three K-8 schools started at Brooke High School, forming the school’s first ninth grade class (due to the uncertainty of our high school application, Brooke supported all 8th grade students and families in 2015-16 in pursuing alternate high school options for fall 2016. The highest number of students in Brooke’s history earned admission and full financial assistance to highly selective independent schools. In the future, we anticipate an increasing percentage of 8th grade students from the three Brooke K-8 campuses will matriculate to Brooke High; by 2019-2020, Brooke will serve 180 8th graders annually across its three K-8 schools). The school will add one grade level each year, and ninth grade enrollment will increase to an estimated 150 students in subsequent years. Brooke High School will first serve students in all grades 9-12 in SY 2019-20, but won’t reach max enrollment until four years after its K-8 schools are fully enrolled (when students from its first full 8th grade class enter their senior year of high school). Brooke High will reach full enrollment in the 2023-24 school year with approximately 593 students.

Table 17: Brooke High School Enrollment Progression

Year	1	2	3	4	5	6	7	8	9	10
	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
Grade 9	69	79	105	140	160	160	160	160	160	160
Grade 10	0	67	77	102	136	151	151	151	151	151
Grade 11	0	0	65	74	99	132	143	143	143	143
Grade 12	0	0	0	63	72	96	128	139	139	139
TOTAL	69	146	247	379	467	539	582	593	593	593

As part of Brooke's expansion request and to ensure a 600 student high school, additional middle school seats were requested in order to back fill any students who transition out of Brooke through the end of eighth grade (as mentioned above, Brooke's biggest attrition point has historically been students departing after sixth grade to attend one of the city's three public exam schools, such as Boston Latin School and Latin Academy which provide a 7th-12th grade program). Due to the current charter cap, Brooke is unable to accept new, non-Brooke students in the ninth grade. In the future, should the cap be lifted in Boston, Brooke High School would welcome new students matriculating outside of the three Brooke K-8 schools.

The primary responsibility for the launch and success of Brooke High School resides with Brooke's two Co-Directors and ultimately the high school Principal. Brooke's Co-Director for Operations, Co-Director for Academics, and Brooke High School Principal will manage the five-year timeline, budget, and resource development necessary for successfully launching Brooke High.

Principals at each Brooke school have complete ownership over the performance of their campuses. The Principal at each Brooke school including Brooke High, along with two Assistant Principals, manages all teaching staff. Principals and teachers are also supported by a school-based Director of Operations and a Dean of Students. Given that the three Brooke K-8 principals are all veteran and founding school leaders, the Co-Director for Academics is able to balance time supporting the Brooke High School Principal while continuing to coach K-8 school leaders. After the 2017-2018 academic year, Jillian will transition from Principal Fellow to Assistant Principal at Brooke High School.

Table 18: Brooke High School – Key Milestones

Timeline	Brooke High Charter School Milestone
Summer 2016	<ul style="list-style-type: none"> • Brooke High School moves into temporary facility for first two years • Brooke High School teacher orientation (July 11-August 19)
August 2016	<ul style="list-style-type: none"> • First day of Brooke High School with founding class of ninth graders (class of 2020)
Spring 2017	<ul style="list-style-type: none"> • Secure permanent location for Brooke High; begin construction
August 2017	<ul style="list-style-type: none"> • Brooke High enrollment expands to ninth and tenth graders
Spring 2018	<ul style="list-style-type: none"> • Brooke tenth graders, class of 2020 take the Math and ELA MCAS
Summer 2018	<ul style="list-style-type: none"> • Brooke High moves from temporary facilities to permanent campus
August 2018	<ul style="list-style-type: none"> • Brooke High enrollment expands to ninth, tenth, and eleventh graders • Principal Fellow transitions to Assistant Principal
Spring 2019	<ul style="list-style-type: none"> • Brooke eleventh graders, class of 2020 take SAT/ACT
August 2019	<ul style="list-style-type: none"> • Brooke High enrollment expands to fill all four grade-levels, 9-12
Spring 2020	<ul style="list-style-type: none"> • Brooke High School founding class/class of 2020 graduates
Fall 2020	<ul style="list-style-type: none"> • Brooke High School, class of 2020 enrolls in college
Spring 2024	<ul style="list-style-type: none"> • Members of Brooke High’s class of 2020 begin to graduate from a four-year college or university

Central Office: Brooke’s central office exists to serve two main functions: (1) to provide expertise and management to top school-based staff to promote exceptional student performance at all campuses, and (2) to alleviate the executive administration burden at the school level.

Expertise and management: The central office exists to provide expertise that will enable new campuses, including Brooke High, to achieve exceptional results quickly and to promote

continuous improvement at all campuses. Because the Co-Directors have a combined 18 years of school leadership, they manage top school-based personnel. This management enables school leaders to perform at higher levels than they would be able to if they were independently running individual schools because it will provide them with experienced guidance and feedback.

On the academic side, the Co-Director for Academics manages the principals, including the Brooke High School Principal and engages in weekly feedback sessions. The Principal leads annual goal setting for Brooke High and receives feedback targeted to help her meet these goals. The Co-Director will observe classes with the Principal, observe teacher feedback sessions, observe data meetings, and provide feedback on all of these aspects. During weekly check-ins, the Principal will use a structured dashboard to reflect on academic and culture progress and address any current concerns. The Co-Director also establishes a calendar of important timeline benchmarks throughout the year to aid all principals in annual planning and schedule management.

Other central staff members will provide expertise for the Brooke High Principal and teachers. During the first few years of start-up, the Science and Computer Science Chairs will support high school teachers through curriculum alignment, aspects of curriculum development, and teaching coaching. While Brooke High teachers report directly to the Principal, the chairs provide ongoing resource development, coaching, and assist in professional development for teachers. The network Director of Student Support will provide expertise on meeting state and federal requirements for serving students with those designations, coaches and advises school-based special education, English Language Learner, and other school provider staff, and serves as an in-house advisor for the Principal.

On the operations side, the Co-Director for Operations trains and coaches building-based Directors of Operations – including the founding Director of Operations at Brooke High - providing weekly feedback and coaching and leading bi-monthly professional development sessions and monthly building walkthroughs. The Co-Director for Operations uses the network’s “operations manual” as the basis for training, and professional development, as well as school-based audit, attendance, and enrollment data to guide and structure the regular performance-based feedback provided to Brooke High’s Director of Operations (note: the Directors of Operations reports directly to the High School Principal). In order to clarify decision rights and prevent overreach or under-involvement from the central office, we have created a decision rights document and are working to develop understanding from all leaders on what their role in critical decisions will be (please see Appendix I for Brooke’s Decision Rights model).

Executive administration: All executive functions reside at the central office level. Because the Board of Trustees holds the now consolidated single charter, board level work is carried out by central office staff, primarily by the Co-Director for Operations. All legal affairs, growth management, development work, and network-wide budgeting is also conducted at the network level. Facilities acquisition is also considered an executive task. To mitigate the risk and smooth the differences in cost between campuses, facilities costs are housed in the central office, and the burden of identification, acquisition, and renovation of facilities is removed from school-level administrators.

Central service options: Another function of the network is to provide ease in acquiring some services that are easier to provide or purchase at scale. For instance, the network level Director of Student Support is responsible for hiring related services providers (Speech and Language, Occupational Therapy, Physical Therapy, School Counselor, and assessment

specialists); schools, including Brooke High, can then contract out the network level personnel for a fee-for-services. Network level staff also negotiate contracts with food services and other bundled services or products, and schools can then use those services and be charged for them by the central office. Benefits are also centralized because greater scale provides cost-saving, but the central office bears the total cost for benefits of these employees.

Facilities: For its first two years, Brooke High School will operate out of a temporary facility. Brooke launched its Mattapan campus in the same location and has secured a lease agreement for the 2016-17 and 2017-18 academic years. Meanwhile, Brooke has launched a capital campaign to fund the purchase and development of a permanent campus for the high school. Brooke's leadership team has identified a permanent site and is preparing to close on a two acre empty lot next to its Mattapan K-8 school. Brooke expects to pay \$1,250,000 to acquire the parcel – substantially lower than other potential sites.

The permanent high school facility is planned to be 60,000 square feet with approximately 35 classrooms, a library, a gymnasium, and access to playing fields, and Brooke aims to complete the project by the summer of 2018. The estimate for a centrally located facility that can accommodate 600 9th-to-12th graders is projected to be \$45m. In order to maintain total debt servicing (for all Brooke schools combined) below 10% of annual per pupil reimbursements, Brooke will need \$12m in philanthropic investment for a high school facility project. Brooke has raised \$5m for capital to-date and plans to complete the campaign in the next 24 months.

Financial Management: In alignment with the organizational structure of the Brooke Charter Schools “network,” roles for staff, administration, and board members are clearly defined. Under the management of the Co-Director for Operations, the network Finance Office includes a

Director of Finance and Operations, Business Manager, HR and Finance Manager, and a Finance Associate. Together, these roles provide support and guidance to leadership and staff at each Brooke campus, including Brooke High School, on myriad issues including, but not limited to, budgeting, purchasing, procurement, grant funding, and compliance. The Finance Office manages accounts payable, accounts receivable, payroll, benefits administration, and cash management for each Brooke school. The Finance Office prepares regular financial statements for school leaders and network leadership, and school-based operational leadership collect and track school-based cash and receipts, approve expenses, and manage the budget. In addition, the network Finance Office regularly interfaces with the school's independent audit firm for the completion of quarterly financial reviews and an annual audit, which is submitted to the MA Department of Elementary and Secondary Education. The network Finance Office also engages the services of a third-party accounting firm to perform monthly reviews of the School's books, records, and accounts. Two members of the Finance Office staff have completed Public Contract Training through the Massachusetts Certified Public Purchasing Official Program. These staff members are available to provide guidance and support to school-based staff responsible for purchasing and procurement. The Finance Office, with support from school-based operations personnel, participate in MA DESE Charter School Office compliance visits, site evaluations, and program reviews as they pertain to the financial management of the Brooke schools.

Governance: In accordance with Massachusetts law, all existing Brooke schools are overseen by a volunteer board of trustees, who would also oversee Brooke High School. Throughout Brooke's growth, the board of trustees has maintained a sharp focus on issues of governance versus management. Over the last five years, it has used a committee structure to research and make strong decisions relative to *governance* (charter amendments, Co-Director

reviews, new board member recruitment), *finance* (budgets that ensure a strong financial position, strong annual audits), *development* (helping to successfully meet the start-up operating and capital needs), *facility acquisition and development* (two new permanent facilities while simultaneously refinancing a third), and *alumni affairs* (tracking alumni college progress and success metrics). Specific to financial oversight and sustainability, the board's finance committee, in conjunction with network finance staff, has developed and approved annual budgets and five-year budgets that have controlled spending and conservatively projected revenues, thereby ensuring a strong financial position for the school, as certified in the school's annual audits from AAFCFA (please see Appendix C for a letter of support from Brooke's board chair).

2 Qualifications, including relevant training and experience of the project director, executive leaders, and key project personnel.

Kimberly Steadman: Co-Director for Academics

- **Project Responsibilities:** Serves as Chief Academic Officer, directly responsible for all aspects of the instructional program, including direct supervision of school principals.
- **Qualifications:** Ms. Steadman joined the Brooke staff in 2004, where she served as a lead teacher, math teacher, and professional development coordinator. She then spent the next school year planning and founding the original Brooke Roslindale elementary school, which opened in August of 2006. Ms. Steadman served as elementary principal from 2006 until 2011. Prior to joining Brooke, she worked as a fifth grade teacher for the Chelsea Public Schools and as a fourth grade teacher in Washington, DC. Ms. Steadman was a 1997 Teach for America corps member and holds a B.A., Harvard College, a J.D. from Harvard Law School, and a M.Ed. from the Harvard Graduate School of Education.

Jon Clark: Co-Director for Operations

- Project Responsibilities: Coordinates and oversees all aspects of operational performance and externally facing work, including developing high school operations leadership.
- Qualifications: Jon founded the original Brooke Roslindale middle school in 2002, and he served as school principal until 2011. Currently, he serves as Network Co-Director. Before coming to Brooke, he was a founding teacher at South Boston Harbor Academy (now Boston Collegiate Charter School) where he also served as math department chair for four years. Jon also taught junior high school math for two years in Belle Chasse, Louisiana. Jon was a 1992 Teach for America corps member, and has a B.A. from Oberlin College.

Katie Luscomb: Network Director of Operations

- Project Responsibilities: Will serve as Project Director for the CSP grant project. .
- Qualifications: Katie joined Brooke in 2016, and previously worked in the Superintendent's Office of the Louisiana Recovery District as well as the Louisiana Children's Museum. Katie began her career in education as a pre-k Teach for America corps member in New Orleans. Katie holds a B.A. from UVA and a MPA from the Harvard Kennedy School of Government.

Scott Knox: Chief Development Officer

- Responsibilities: Responsible for fundraising and external relationship development for the high school expansion project.
- Qualifications: Scott joined Brooke in 2010 and serves as Brooke's Chief Development Officer. Prior to this role, he was Brooke's founding Chief Operating Officer. Before

joining Brooke, Scott co-founded the National Partnership for Educational Access, served as Vice-President of National Expansion for The Steppingstone Foundation, and worked with Jumpstart as the National Director for New Site Development. Scott holds a B.A. from Boston College, and a M.A. from the Harvard Kennedy School of Government.

Allison Friedmann: Network Director of Science

- Responsibilities: Oversees network approach to science instruction, including high school curriculum planning and vertical alignment with K-8.
- Qualifications: Allison is in her twelfth year at Brooke, and serves as the Network Director of Science. She has taught middle school science for several years at Brooke and has also served as an elementary grade-level lead teacher. Previously, she taught for two years at a public high school in Chicago, and for two years at Uphams Corner Charter School in Boston. Ms. Friedmann was a 2000 Teach for America corps member. Allison has her B.A. from Williams College, and a M.A.T. from National Louis University.

Ivan Rudnicki: Network Director of Computer Science

- Responsibilities: Oversees network approach to computer science instruction, including high school curriculum planning and vertical alignment with K-8.
- Qualifications: Ivan joined Brooke Charter Schools in 2015 as the organization's founding Computer Science Chair, tasked with overseeing the development and implementation of a comprehensive computer science curriculum for the three Brooke campuses. He brings to this position more than 12 years of experience in educational technology and curriculum development, having co-founded and served as the Associate

Director for a nonprofit organization dedicated to offering technology-focused academic enrichment programs for Boston-area youth. Ivan holds a B.A. from Harvard University.

Katie Megrian: Principal, Brooke High School

- Responsibilities: Serves as principal of Brooke High School
- Qualifications: Katie joined the Brooke Roslindale campus in 2006 as a founding teacher. While in Roslindale, she taught Kindergarten, second, fourth, and fifth grade. Katie was a 2004 Teach for America corps member in New York City, where she taught fifth and sixth grade at I.S. 216 in the Bronx. She was the founding principal of Brooke Mattapan from 2011-2014, and served as the Network Director of ELA from 2014-2016. Katie holds a B.A. from Bates College, and a M.Ed. from Bank Street College of Education.

Jillian Pace: High School Principal Fellow

- Responsibilities: Will train to be an assistant principal under Katie Megrian, with increasing responsibilities during the 2017-18 year for instructional leadership and direct supervision of staff.
- Qualifications: Jillian comes to Brooke with five years prior teaching experience in charter public schools and three years of administrative experience at Match Education, including Director of Match Corps and Academic Dean of Mathematics. She has a BS in mathematics and an MS in education from Sacred Heart University. She is also a member of the 2016 Boston College Lynch Leadership Cohort.

3. The ability of Brooke Charter Schools to sustain the operation of Brooke High Charter School

Our primary partners in launching Brooke High are current Brooke parents. This is because the biggest demand for a Brooke High School comes from our existing parents, and we have long known this to be the case. Our earliest survey to Brooke families on this question was administered in 2004. At that time, 86% of respondents indicated that they would send their children to a Brooke high school should it be created. In summer 2015, we surveyed all parents of current 7th graders rising into 8th grade and asked them to agree or disagree with the following statement: *I support the creation of a Brooke High School and want my child to be able to attend a Brooke High School.* We were able to elicit responses from 93% of those families (who serve as the parents of our founding class of students at Brooke High). 100% of those responding indicated agreement with this statement. In Appendix C, the letter of support, signed by the heads of the Brooke Parent Involvement Councils, outlines the support and commitment to Brooke High School from representatives of our parent body.

The long-term stability and success of Brooke High will depend upon parent confidence and trust in our ability to operate an academically rigorous high school that ensures students are prepared to get into and succeed in a post-secondary degree program. During the planning process, Brooke organized three school-based parent meetings to share information and solicit feedback on the high school design. Parent feedback emphasized the importance of a rigorous, safe, and college-preparatory learning environment. Moving forward and in spring 2017, Brooke leadership will continue to organize parent meetings at our respective K-8 campuses in order to solicit input from ALL Brooke parents on Brooke High. Longer-term, parent engagement at Brooke High will be necessary as students, families, and Brooke staff work together to support student learning and to navigate college and financial aid application processes.

The long-term stability and success of Brooke High School is also dependent upon a diverse cross-section of champions, donors, volunteers, and community leaders who are committed to supporting our students and alumni towards and through college. Start-up and capital support for Brooke High from aforementioned philanthropic partner institutions, and auxiliary alumni support - such as our existing college textbook stipend - comes from those allies who invest in our schools and our students. Increasingly, Brooke is also working to strengthen relationships with the communities we serve in the cities of Boston and Chelsea by engaging African American and Hispanic community leaders in our volunteer programs (for example, the Brooke Book Club), and by working to cultivate partnerships with those institutions that can help increase the yield of talented African American and Hispanic teaching candidates at all of Brooke's campuses. Please see Appendix C for multiple letters of support from elected officials in support of Brooke High School. Long-term, Brooke will work with a variety of higher education institutions to support smooth and successful transitions between high school and college, as well as a cross-section of college access partners including organizations such as uAspire, Summer Search, and the HopeLine/The Boston Youth Fund.

Financially, by year five (FY 22), Brooke High School will be fully sustainable on per pupil public tuition reimbursements. At the school level, Brooke High will expand one-grade-level of students and teaching staff each year until all four grade-levels are fully enrolled and staffed. The gradual and deliberate growth of the Brooke network will ensure stability as well as high-quality implementation of our first high school. Over the course of our growth, the functional network or central office team will stay remain level-staffed (no new staffing roles) and will also be sustainable on public tuition reimbursements by FY 22. This stability will reduce our per-student network support cost as we increase the number of students served across

the Brooke schools. Brooke is committed to operating an efficient and effective central office structure that ensures the majority of all funding goes directly to the school level. The Brooke central office charges each school 10% of its budgeted MA DESE tuition reimbursements. The “network fee” works to cover all shared finance, IT, HR, external relations, student recruitment, staff recruitment, and shared network staffing.

Team	Support Function
Finance	<ul style="list-style-type: none"> • Develop and maintain long-term budget and financial plan, support and monitor all fiscal compliance including annual audit and public procurement processes • Support school leaders in developing and maintaining school-based budgets, and support all legal compliance
Facilities	<ul style="list-style-type: none"> • Manage permanent campus purchase and development process • Maintain long-term capital budget and related facility improvements
IT	<ul style="list-style-type: none"> • Ensure secure, reliable school and classroom-based technologies • Provide network and school staff help desk support
HR	<ul style="list-style-type: none"> • Manage staff benefits plan and onboarding procedures for new staff
Staff recruitment	<ul style="list-style-type: none"> • Externally recruit new teachers and non-instructional staff for all Brooke schools and network roles
Student recruitment	<ul style="list-style-type: none"> • Recruit prospective students and families for grade-level openings and oversee lottery procedures to ensure strict compliance
Development & external relations	<ul style="list-style-type: none"> • Raise private revenue to support funding gaps (including start-up operating costs for new schools and capital campaigns) • Support school-based family engagement • Engage in partnership activities with community partners, and oversee Brooke’s visitor program (for hosting teachers and school leaders)

Student support/special services	<ul style="list-style-type: none"> • Ensure compliance and high-quality delivery of services for students with disabilities and English Language Learnings
Data management	<ul style="list-style-type: none"> • Support network and school leaders in data collection, management, and analysis in order to continuously inform and improve practices
Operations	<ul style="list-style-type: none"> • Support onboarding and coaching for school-based Dirs. of Operations
School leader and instructional support	<ul style="list-style-type: none"> • Provide ongoing support, supervision, and professional development for school Principals • Improve on Brooke’s learning standards and alignment with the Common Core • Assist with teacher development and coaching best practices, including unit plans, documenting effective instruction (including Brooke’s video library project) • Support the development and improvement of interim assessments

Over the last five years of expansion, Brooke has committed significant time and effort toward generating fiscally conservative financial projections that are both realistic and also provide contingencies to mitigate possible budgetary challenges that may surface in the initial years of operations. Budgets for the launch of Brooke High School assume expenditures in the initial fiscal year (FY 17) of \$2.4m, growing to \$9.45m (FY 20) as the school reaches enrollment across four grade-levels. Similar to the existing K-8 campuses, Brooke High School will be sustainable at full enrollment on Commonwealth per pupil public tuition reimbursements. Between 2016 and 2022, however, Brooke Charter Schools will have approximately \$2.5m in unmet start-up operating costs – staffing, classroom resources, and facility operating expenses. Brooke has a commitment from the Charter School Growth Fund for \$750,000, \$300,000 from the Barr Foundation, \$600,000 from the Boston Schools Fund, and is working to identify

\$850,000 in additional start-up operating support for Brooke High School. (please see Appendix C, Letters of Support for letters from the Boston Schools Fund and the Charter School Growth Fund).

Brooke High School's five-year financial model can be found in Appendix H: Supplemental Organizational Budgets and Financial Information. The financial model for both Brooke High School and the Brooke network (all four Brooke schools) illustrate detailed projections of the costs to operate each of the existing Brooke campuses and Brooke High. Assumptions and projections have been informed by school leaders, network leadership, and the Brooke Board of Trustees on the instructional resources, teacher coaching and professional development, operational expenses, informational technologies, facilities, student recruitment, and talent recruitment to successfully operate each Brooke school and the network overall.

Funding from the Charter School Program will be used to support start-up expenses at Brooke High School including: short-term personnel expenses, classroom furniture and fixtures, student computers, instructional supplies, textbooks, test administration, and professional development. Given the streamlined scale to expansion as detailed in this proposal, Brooke will ensure that CSP funds will be utilized and expensed to only support start-up operating costs for Brooke's first high school. Brooke also receives Federal Title I funding as allocated per-pupil by the MA DESE and ensures that none of the Title I funding will overlap with any funding received through this program.