



NEW HEIGHTS CHARTER SCHOOL of **BROCKTON**

2019-2020 Annual Report



New Heights Charter School of Brockton
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Introduction to School

Name of School: New Heights Charter School of Brockton			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Brockton
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	Brockton, Taunton, and Randolph
Year Opened	2016	Year(s) the Charter was Renewed (if applicable)	
Maximum Enrollment	735	Enrollment as of (fill in the date)	735 as of June 16, 2020
Chartered Grade Span	6-12	Current Grade Span	6-11
Number of Instructional Days per School Year (as stated in the charter)	184	Students on Waitlist as of (fill in the date)	74 of July 26, 2020
Final Number of Instructional Days during 2019-2020 School Year^[1] Report the number of “in person” days <u>separately</u> <u>from</u> the number of “remote learning” days. (e.g. 124 in person days; 56 remote days)	In-Person days: 129 Remote days: 55		
School Hours	7:40-3:30	Age of School as of 2019-2020 School Year	4 years old
Mission Statement: To prepare every student for college. Period.			

Letter from the Board Chair

Five years ago, the New Heights Charter School of Brockton Board of Trustees jubilantly celebrated the awarding of our charter to invite 735 students, over five years, to join our innovative early college model. Each year, since opening our doors, NHCSB has listened, learned and built upon previous year's successes by adjusting our curriculum, our organizational chart, our pedagogy, and above all, improving our relationships with our families all while prioritizing our students' learning. As the school enters into the latter half of its first charter term, the Executive Leadership Team (ELT) saw an opportunity to **reflect, reassess, refocus, and reestablish** a clear and shared understanding of the school's history and its strategic direction for our second charter term. Each phase of this critical work is grounded by NHCSB's mission of *preparing all students for college. Period.* The New Heights Board is proud of the incredible work being completed by the school staff and students and we are confidently poised to enter our second charter term.

Students:

Every September, a new cohort of 6th graders arrives at New Heights. Our student demographics reflect an increasing geographical, cultural and ethnic diversity that we believe contributes to a strong learning environment. Our returning students know our school culture and expectations, settling into their classrooms with new or returning teachers, logging-into their Chromebooks to create presentations and complete Do-Knows, or entering summer activities into their Naviance accounts. Many of our students, upon their return, will be entering the college classrooms to complete courses such as Composition 101 or Pre-Calculus, while others will be entering their first or second year of full-time college coursework. During the 2020-21 school NHCSB will graduate our first cohort of students. One hundred percent of our students will graduate with 12 or more college credits and **FORTY PERCENT** of our seniors are on target to graduate with an Associate Degree. And these successes come during the Coronavirus pandemic, when NHCSB worked tirelessly to bring our instruction online (100% of NHCSB students have school-supplied Chromebooks). Teachers provide asynchronous and synchronous teaching and administrators report having small "Zoom" sessions to talk to students. These are unique and trying times on our students, but they are persevering, with staff and family support, during this unprecedented time.

Facilities:

Over the duration of our first charter term, New Heights has moved three times, first to a temporary site in Norwood and second to a temporary satellite site in Brockton to house our Early College Students. During our second charter term, NHCSB will be housed in our main campus, 1690 Main Street, with additional space provided by our landlord. The NHCSB Board is currently working on evaluating a purchase to secure the building during our second charter term.

Finances and Development:

After four-years we can proudly report, the finances at NHCSB are strong, due in large part to the tireless work of the Board's Finance Committee, Executive Director Omari Walker, and a new staff addition in Suzanne Graham, Director of Finance. Our Finance Committee meets regularly to review financial statements and Ms. Graham and her staff ensure that our school follows all fiscal policies. Unfortunately, the Coronavirus pandemic hit our families and our school hard with increases to our free and reduced lunch numbers and decreases to our budget. We are prepared to return to school in the fall of 2020 with a well-vetted and conservative budget to help our school land on its feet. We continue to communicate with our families about providing assistance within our capabilities such as the PEBT program or gift cards purchased via an American Students Association grant.

Academic:

NHCSB students are doing incredible work both inside and outside of our NHCSB classrooms. At the end of the 2020 school year, students in grades 9-11 will have completed 2500 college credits, as a cost savings to families of \$510,000. This is a remarkable achievement. Additionally, and importantly, over fifty percent of our tenth-grade scholars scored Advanced or Proficient on STEM MCAS. Our staff completed a survey on professional development that resulted in a programmatic redesign to focus on the development of a professional community that includes new staff induction and support based upon stated SMART goals. In our next charter term, NHCSB will continue to build upon the strong foundation we have in our academic departments, with a focus on improving MCAS readiness and college course completion. During the school closure, staff rallied to create new online lessons, source web-based texts, and keep our students engaged and the anecdotal reports we have received have been overwhelmingly positive.

Families and Culture:

At New Heights it is common to hear our staff commenting that we have the best families ever. Never has this been so clear as during the Coronavirus pandemic. Our Executive Director has held multiple Zoom meetings with families with 100+ families in attendance. Parents are reaching out to ask how they can help our community, including several parents that forwarded grant opportunities provided through their companies. We are learning how to keep our families close during this time on a day-to-day basis. Prior to Coronavirus, we were able to hold in-person events that our families and stakeholders looked forward to every year, including multicultural night, staff versus student basketball tournament, our Thanksgiving feast, honor roll breakfasts, dances, and college visits. Our school staff is already planning our first high school graduation, to be held in 2021, as well as our first prom, and our first cohort of students to walk across the stage at Massasoit Community College's commencement. The NHCSB school culture clearly reflects our mission to prepare every student for college. Period. Our school culture also exemplifies our school values: H (Honesty) E (Empathy), I (Ingenuity), G (Grit), H (Humility), T (Teamwork), and S (Service) = HEIGHTS.

In conclusion, NHCSB is a school on a mission to provide a solid academic and culture-based foundation for our middle school students so that, upon entering our high school, they are prepared emotionally, socially, and academically to succeed in college and beyond. Our Early College team is working on 4-year college and university partnerships to help transition our graduates. Our Culture Team is developing a new model to engage students in the process of improving behaviors and strengthening our culture. Our Student Services team is creating new mechanisms to appropriately identify scholar needs and provide an exemplary education, whilst also supporting them in their college courses. And our Executive Director is working with EDs all over Massachusetts to spread our model and learn from our peer institutions. As we look to the future, NHCSB is primed to grow into our adolescence, still learning but nimble enough to pivot when and where change is required.

Sincerely,

Michael Sullivan
NHCSB Board Chairman

School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

Program Description:

In order to realize our mission, *“To Prepare Every Student for College. Period.”* NHCSB opened in 2016 with 315 students spanning grades 6-8. After each academic year, we added a new 6th grade class until we reach capacity in 2021, with 735 students in grades 6-12. There were 622 scholars enrolled during 2020. NHCSB addresses the troublesome transitions between middle school, high school, and postsecondary education that prevent some students from successfully completing their education and entering the workforce prepared. A student’s instructional day at NHCSB begins at 7:40 am, with breakfast in the classroom with an advisor, and ends at 3:30 pm. During our second charter term, NCHSB intends to expand afterschool programming.

Table 1: Demographics

NHCSB Enrollment by Race/Ethnicity (2019-20)			
Race	% of School	% of District	% of State
African American	88.7	88.7	9.2
Asian	0.8	0.8	7.1
Hispanic	7.5	7.5	21.6
Native American	0.2	0.2	0.2
White	1.7	1.7	57.9
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	1.2	1.2	3.9

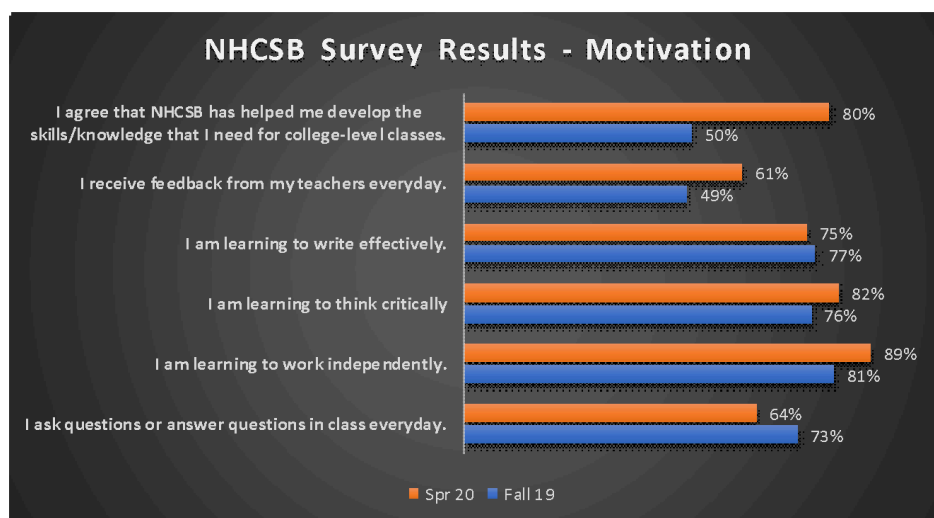
Source: Profiles

Key Design Element #1: We Go to College Culture

In order to establish a “We go to college” culture, NHCSB will continue to develop and institute practices designed to orient students to the process of going to college and also create the type of supportive environment in which students can thrive academically. Our “We Go to College” Culture refers to the environment, attitudes, and practices throughout NHCSB that encourage students and families to obtain the information, tools, and perspective to enhance access to and success in post-secondary education. NHCSB has identified three elements that will help strengthen the college-going culture throughout our school: clear and high expectations, a comprehensive guidance model which includes advisory, and college visibility.

In the past, student survey results showed that students did not feel that they were developing skills for college, learning to work independently or to think critically, and learning to write effectively. Motivation indicators for academic success improved by Spring 2020 as reflected (see chart 1).

Chart 1: 2019-20 Student Engagement



Our teacher survey results also showed that 25 percent of teachers did not believe the school promotes academic success for all students. Teachers are trained to clearly communicate high expectations for work and behavior, including: teachers modeling and reinforcing ways that students can master challenging material; teachers asking open-ended questions; teachers prompting students to strengthen their responses to questions; teachers allowing multiple means of solving equations; students revising their work based on feedback from the teacher and/or from peers; students presenting opposing viewpoints based on their own research; teachers having students explain how to solve a problem. NHCSB will also offer testing tutor support individually and in small groups for the various assessments that students are required to take for college admittance, including MCAS, Accuplacer, PSAT/SAT, and ACT.

All students benefit from a comprehensive guidance model exemplified below:

Table 1: Guidance Model

Grade 6 “Creating a Community of Learners”	Grade 9 “Building a Solid Foundation”
<ul style="list-style-type: none"> ❑ Student Acceptance Day ❑ Grade 6 Orientation ❑ Career Exploration: What do I want to be when I grow up? ❑ MCC Field Trip 	<ul style="list-style-type: none"> ❑ Freshman Orientation ❑ Introduction to Transcript and Graduation Requirements ❑ Practice PSAT ❑ MCAS - John & Abigail Adams Scholarship ❑ College Visit
Grade 7 “Who am I?”	Grade 10 “Where am I Going?”
<ul style="list-style-type: none"> ❑ College Visit ❑ Mock “College Fair” ❑ (Naviance) Personality Assessment 	<ul style="list-style-type: none"> ❑ MCAS, PSAT ❑ Peer Mentors ❑ Career Exploration ❑ HBCU Tour
Grade 8 “Creating a Community of Thinkers”	Grade 11 “Applying Myself”
<ul style="list-style-type: none"> ❑ Introduction to Dual-Enrollment ❑ 21st Century Skills ❑ “Career Fair” ❑ College Visit 	<ul style="list-style-type: none"> ❑ Junior Year Community Service Project ❑ SAT ❑ (Naviance) College Search ❑ College Essay and Recommendation Letters ❑ • College Visit (multiple options)
Grade 12 “My Future Self”	
<ul style="list-style-type: none"> • Senior Project Internship • College Visit (Fall) • College Acceptance Day! 	

As early as the sixth grade, our students will begin to learn about options for their futures and the education required for certain careers in their weekly Advisory while developing a Naviance

portfolio. Advisory is intended to build student-teacher relationships in an effort to ensure that all students at NHCSB have an adult in the building, other than their guidance counselor, who knows them well. This program takes place every Friday from 7:45am-8:40am and is an ideal place for academic guidance and support. We have an Associate Principal and Academic Counselors who are responsible for managing the guidance timeline with all students grades 6-12. NHCSB also has 2 Academic Counselors who can hold individual conferences with each student, regardless of academic level, frequently, especially during junior year, to monitor their future plans. It is the school's goal to hire more Guidance Counselors to support students throughout grades 6-12. The Guidance office will aim to hold college/career fairs, host college information sessions with admissions officers, send a monthly newsletter to parents detailing any college information, lead small-group sessions on college issues, and publicly celebrate student acceptances.

In order to make college more visible, NHCSB advisories are each named after a college. There are college posters and pennants hanging around the building, and brochures from community, two-year, and four-year colleges available in the Guidance offices. Staff members and students are encouraged to participate in "College Spirit Fridays" by wearing college gear each Friday. Parents and students are invited to College Knowledge nights which aim to provide parents and scholars with timely and topic-specific information to alleviate the pressures that come with enrollment in college courses. New Heights will continue to expose students to college through campus visits and academic enrichment experiences. Along with the Academic Counselor and other Early College staff, students will visit multiple campuses during the school year and Summer Bridge program to gain perspective on the type of school and environment that they are looking for in a college. Students experience the trip involved to get to the school, the people who are there, and the actual learning environment on campus.

Key Design Element #2: Early College Design

The NHCSB Early College design requires a school culture that enhances academic preparation, particularly with literacy and numeracy, whilst promoting college awareness and readiness skills inherent to a student's success in college. In 9th grade, students are enrolled in ENGL 095, which is the college developmental course co-designed by NHCSB and our college partner Massasoit Community College. The course is considered to be a "gatekeeper" for our students in that they must successfully pass the course with a C- or higher in order to be eligible to enroll in Composition I in the fall of their 10th grade year. Students who do not pass will enroll in Massasoit's ENGL 099 course, which provides students another opportunity to hone and strengthen their reading and writing skills prior to enrolling into a college credit-bearing course. Similarly, students are enrolled in math lab courses aligned with Massasoit's developmental math sequence. Utilizing the ALEKS platform, an online program that offers personalized learning and adaptive assessments, students are able to spend their time focusing on arithmetic and algebra concepts designed to prepare them for college-level math in their math labs. New Heights students also take the NexGen Accuplacer exam, as determined by Massasoit, to assess

proficiency levels in math, reading, and writing. Along with the completion of the Massasoit developmental sequence, the results of the Accuplacer exam allow us to register and enroll scholars in Massasoit Community College courses when they are deemed ready for college-level courses.

Dual Enrollment: Once students develop the academic skills necessary to succeed in college courses, they are started on the NHCSB dual-enrollment track. Dual-enrollment students begin taking 1-2 college courses per semester at New Heights with a college professor. Each dual-enrollment college class has a corresponding lab session with a NHCSB teacher serving as a Dual-Enrollment Liaison on the days that the college courses are not occurring. Labs are intended to provide students with more intensive support, supplemental instruction, and individualized tutoring. Dual-Enrollment courses typically include: *Speech Communications*, *Modern Language I & II*, *College Algebra*, and *English Composition I & II*. Prior to the 2019-2020 school year, NHCSB dual-enrolled students earned over 687 college credits from Massasoit Community College. Below is a detailed list of college courses enrolled in during the 2019-20 school year. One credit hour earned at NHCSB is equivalent to a 3 or 4 credit-course at Massasoit.

Table: Credit Hour Comparison between NHCSB and Massasoit

SY 2019/2020 Courses	NHCSB Credit Hour	Total Credits NHCSB	Massasoit Credit Hour per course	MCC Total Credit Hours
MCCBio143	1	38	4	152
MCCChem151	1	23	4	92
MCCComp101	1	72	3	216
MCCEng102	1	35	3	105
MCCEng201	1	39	3	117
MCCEngl216	1	56	3	168
MCCEsci121	1	24	4	96
MCCHist103	1	72	3	216
MCCHist104	1	83	3	249
MCCMath158	1	24	3	72
MCCMath203	1	21	3	63
MCCMath217	1	17	4	68
MCCMath221	1	22	4	88
MCCMath222	1	3	4	12
MCCMLSP101	1	62	3	186
MCCSoci104	1	17	3	51
MCCSpch105	1	95	3	285

MCCThet101	1	88	3	264
Total	1	791		2500

Dual Enrollment: A NHCSB student is deemed college ready when s/he completes the school's academic requirements, motivational requirements and finally, social/emotional requirements. Together, these three areas serve to create a strong platform that indicates to advisors, teachers, and New Heights' administration that a student is ready for the rigors of college coursework. If a student does not meet the requirements for the rigors of a full college course load on campus, they remain on the Dual-Enrollment RISE track in the 11th and 12th grade. These scholars remain on a traditional high-school track while taking dual-enrollment college courses on the high school campus with a college professor.

Early College: In the 2018-2019 academic year, NHCSB students enrolled in college-level math and humanities courses with a Massasoit Community College professor and gained college and career readiness skills through a Foundations of Leadership course. These courses were offered to help prepare them for a successful transition to the Massasoit Community College campus as Early College Scholars. In the 2019-2020 school year, Early College Scholars received high-quality and appropriate academic advising, monitoring, and coaching to ensure academic and personal success while enrolled in their college courses and simultaneously meeting high-school requirements.

In Fall 2019, 73 Early College students registered for 3 to 4 college courses (1-2 per day) and in Spring 2020, 86 students registered for a full college course load. NHCSB Early College teachers serving as Liaisons participate in all of the college courses, with the Early College Scholars, to keep abreast of the college course content. For additional support, scholars are also scheduled for content-based labs at the NHCSB Centre St. site. Early college labs are facilitated by NHCSB Early College Liaisons and are intended to provide intensive support, supplemental instruction, and individualized tutoring. The total enrollment number of college credit courses (**2500**) for FY'20 exceeded previous FY'19 (**581**) four times. The cost of credit courses at Massasoit Community College for MA residents is \$204^[1]. Since our inception, NHCSB has saved families over \$500,000. NHCSB understands the need for scholars to learn new languages and develop communications for the 21st century workforce. **Forty-two percent** of 10th grade scholars enrolled into MLSP 101: Beginning Spanish and **51%** are enrolled in College Public Speaking course. Nearly **70%** of 11th grade scholars enrolled into courses exposing them to the Arts (THET 101: Intro to Theater) and ENG 216 African American Literature. More than **80%** of 11th grade scholars enrolled in US History II and **22%** enrolled into MATH 221 Calculus.

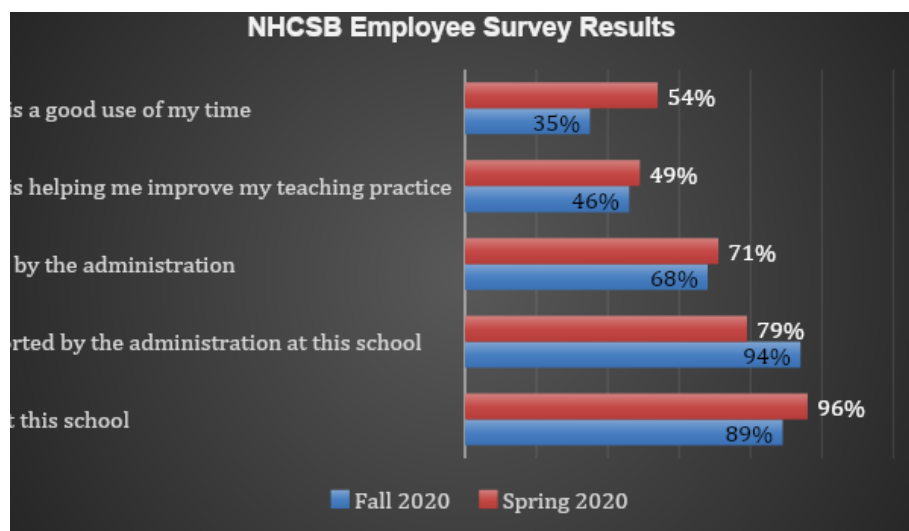
Table

Courses	NHCSB Scholars Enrolled in MCC Courses			
	9th	10th	11th	Grand Total
BIOL143: Intro to Environmental Science		3	35	38
CHEM151: General Chemistry		8	15	23
ENGL101: English Comp I	4	56	12	72
ENGL102: English Comp II		12	23	35
ENGL201: British Literature			39	39
ENGL216: African American Lit II			56	56
ESCI121: Geology		1	23	24
HIST103: US History I		12	60	72
HIST104: US History II		12	71	83
MATH158: Intro to Statistics		7	17	24
MATH203: College Algebra	6	4	11	21
MATH217: Precalculus		5	12	17
MATH221: Calculus I		4	18	22
MATH222: Calculus II		3		3
MLSP101: Beginning Spanish	4	44	14	62
SOCI104: Principals of Sociology		3	14	17
College Public Speaking	42	53		95
THET101: Intro to Theater	1	28	59	88

Key Design Element #3: Professional and Community Development

Professional Development: From 2016 through March 2020 the NCHSB professional

development model was predicated on teaching. We devised, directed and implemented rigorous training modules to benefit our teachers and build their collective capacity to create the conditions to inspire our



scholars to achieve at the highest level. This model proved to be insufficient in developing our staff.

We returned to the design table, identifying the concept of “learning communities” as a key response echoed in our annual staff surveys. Armed with this knowledge we contracted with the Schlechty Foundation, an organization with 40+ years of experience developing professional learning communities, to turnaround our entire professional development model. Over the next 5 years NHCSB will partner with the Schlechty Center^[2] to focus on increasing “engagement” in learning for all NHCSB students. The engagement process will begin with our administrators as we shift the leadership focus from a more traditional delivery of professional development to a system that promotes a joy of learning, positive relationships, self-directed professional growth, shared responsibilities for achievement, and development of teacher leaders.



Photo: 2019 Professional Development Training in Vermont with Associate Principal and Teachers

During our August 2020 summer retreat, we will shift the instructional paradigm of our classroom work from the teacher to the scholars’ learning. Using the principles of engagement learned through our work with the Schlechty Center we will increase opportunities for learning by moving away from lesson planning and embracing lesson design and building skillful

relationships with scholars. During our first months of the 2020-21 school year, administrators will walk through our classrooms with Schlechty partners to assess the initial implementation of “engagement” strategies and generate next steps for our development. Based on our assessments of our teacher’s abilities to create conditions for scholar learning, we will design personalized professional development for each teacher along with ongoing 1:1 coaching throughout the school year.

In the coming charter term, NHCSB will focus on the following key areas to meet the needs of our students:

- Deliver English Language strategies and supports in all classrooms.
- Design specialized learning opportunities for scholars who are difficult to engage
- Development of our remote learning systems
- Increasing our footprint in the communities that we serve
- Community activism as we have learned from the Schlechty group that functional schools are not sustainable in dysfunctional communities.

To this end NHCSB will seek partners to support us in the continuous development of our work in the aforementioned areas to engage ALL NHCSB scholars, teachers, and administrators in the joy of learning and achievement.

Community Development: NHCSB is a proud partner of the Old Colony YMCA, a relationship that gives NCHSB a location for recruiting new families and meeting with community members, resources for mental and physical health, daycare services for our staff, and free annual memberships for all staff. This relationship also helps to facilitate relationships with local officials and politicians in addition to businesses. In addition, NHCSB has partnered with Massasoit Community College over the entirety of our first charter term and that partnership has yielded a number of incredible opportunities for our staff and our students, from credit-bearing courses to SummerBridge internships, to meeting space for NCHSB staff, and finally, to a college working group that has met monthly since before NHCSB opened its doors.

Work-Based Learning: Several work-based learning opportunities were available for juniors and seniors during the 2018-19 and 2019-20 summer jobs program, funded by the Mass Hire Greater Brockton Workforce Board state-funded youth jobs program including positions at MCC and NHCSB. At NHCSB students are hired as IT specialists, Clerical assistants, Maintenance, and Peer Mentors. Through our partnership with MCC, students are also hired to serve as research interns in the Science Department. Utilizing the Massachusetts Work-Based Learning Plan, NHCSB staff are able to assist all student interns with professional goals and assess the quality of their employability skills throughout the summer. Together, student interns and staff supervisors review these skills at least twice during the work-based learning experience for a baseline review and in a second review near the end of the work-based learning experience to

show progress made. The summer work and learning experience provides students with a quality work experience, connections to the workforce, pipelines and the opportunity to gain occupational skills. Students participating in the summer jobs program are required to participate in a Signal Success Training with curriculum focusing on Work Readiness Skills.

College Knowledge Nights: In the 2019-2020 school year, the Early College Department designed a program for the parents of NHCSB students enrolled in college courses. College Knowledge was designed as a monthly seminar providing high school parents with presentations on college-related topics to alleviate the pressures that come with enrollment in higher education. The announcement of College Knowledge nights was well-received by parents because “going to college” is new for all of our scholars and many of their parents. Through the College Knowledge nights, we found that many of the parents recognized their lack of knowledge about their children's college education and wanted to be better informed and learn the skills necessary to support their students while still giving them the appropriate amount of independence and autonomy.

Summer Bridge: NHCSB's Summer Bridge Program continues to evolve based on student feedback, stakeholder interest, and the expansion of new and old partnerships. Previous Summer Bridge Programs included freshman attending academic programming at NHCSB and then transitioning for a week, or more, at Massasoit; summer internship opportunities, and college knowledge. Future Summer Bridge Programming will include academic support and additional emphasis on college/career preparation.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
3/24/20	Amendment to Schedule	Approved

Access and Equity: Discipline Data

A. Student Discipline Data: New Heights 2018-19 Discipline Data

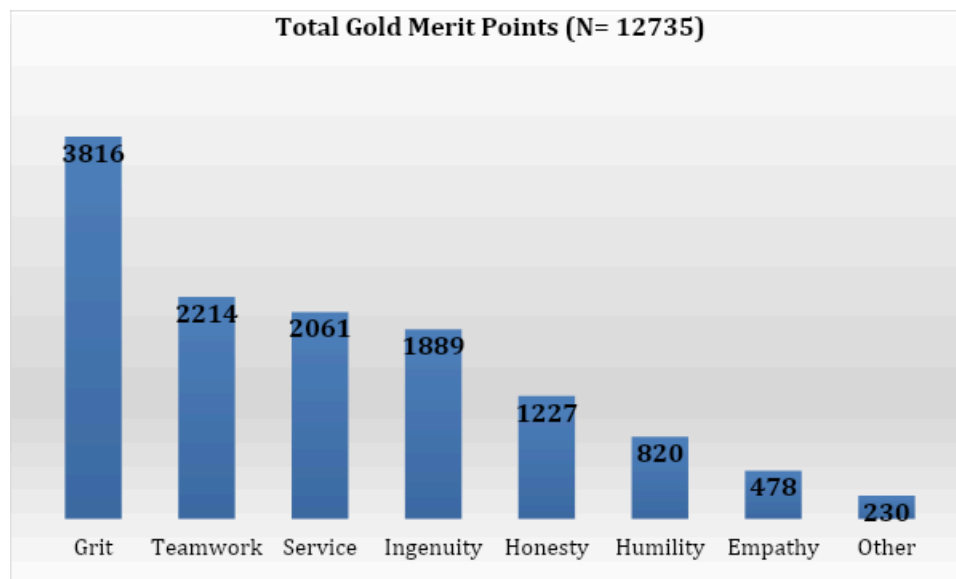
B. In and Out School Suspension Data

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	561	73	0.2	12.7	0.0
English Learner	96	18	0.0	18.8	0.0
Economically Disadvantaged	268	39	0.4	14.2	0.0
Students with Disabilities	59	13	0.0	22	0.0
High Needs	350	52	0.3	14.6	0.0
Female	281	21	0.0	7.5	0.0
Male	280	52	0.4	17.9	0.0
American Indian or Alaska Native	1				
Asian	5				
African American/Black	502	63	12.2	12.2	0.0
Hispanic/Latino	39	6	15.4	15.4	0.0
Multi-race, Non-Hispanic/Latino	3				
Native Hawaiian or Pacific Islander	0				
White	11	2			

C. Reduction in Suspension Rates

NHCSB participated in DESE's Rethinking Discipline Professional Development in 2018-19 to address documented evidence of high suspension rates in our site visit reports. In our attempt to create a positive, prosocial behavior system, the school modified the use of our merit/demerit system by eliminating demerits altogether. We asked staff to shift their focus from using demerits to address students' behaviors, to the use of merits when "catching" students doing things well.

- Total gold merits given = 12735
- Total silver merits = 12107



NHCSB Discipline Data

In addition, during the 2019-20 school year NHCSB attempted to implement restorative justice practices. Due to the excessive number of students being asked to leave the classrooms we found that our Deans of Discipline were inundated with student referrals. Subsequently, they were unable to process the referral with students, circle back to teachers, and thus unable to implement Keepin' it Real Circles as an effective modality.

NHCSB's first charter term has provided many opportunities to pivot or "restructure" and the development of a positive culture has proven complicated. Our Executive Leadership Team revisited the Rethinking Discipline document and discovered that NHCSB failed to provide training around classroom management and student engagement. Teachers were provided a "toolbox" of strategies to manage behaviors, but without first creating meaningful relationships with students and designing engaging lessons this approach did not work. As a result, many of the student's negative behaviors were a side effect of a lack of engagement and poorly managed classrooms. NHCSB's work with the Schlechty Center will assist in strengthening best practices in the classroom.

What the data tells us: When we looked at our suspension data, we determined that it was a small percentage of students whose behaviors were negatively impacting student learning throughout the school. Rather than continuing with a reactive approach, we shifted to a proactive

one. As a result of the data, we decided to address these students' needs by implementing group sessions hosted by school social workers and we will continue to partner with community organizations to assist us in providing the social emotional skills to our students in need. New Heights' data indicates an improvement, over time, in in-school and out-of-school suspension in subgroup data. For the 2019-20 school year, the Leadership team is confident that our finished model (built on three years of experience with our students, the establishment of a strong culture/school connection, and engaging students through learning) will continue to reduce discipline infractions and address discrepancies in subgroup data.

Dissemination Efforts

Dissemination efforts during the 2019-20 school year were disrupted by the COVID-19 closure. A number of partnerships were cancelled or postponed including conference opportunities for New Heights staff and students, local professional development, and other opportunities to share the New Heights model.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
Early College Model	Presented the NHCSB Early College and Dual-Enrollment model	Director of Early College and Post-Secondary Pathways Maria Fernandes Academic Counselor Paula Fontes	MassHIRE Connecting Activities partners (Stoughton High School, Brockton High School, Whitman-Hanson Regional, Oliver Ames High School, Avon High School, Southeastern Regional, MassHIRE, and CBOs)	Our participation in this conference resulted in a strong partnership between NHCSB and a program at Bunker Hill Community College, LaGuardia Early College, and the opportunities to share best practice from our model with schools in California, Alaska, and Ohio.
Early College Model	Site Visit to Early College Campus	Director of Early College and Post-Secondary Pathways Maria Fernandes	Hosted a visit to NHCSB for representatives from OneGoal	Director of Early College and Postsecondary Pathways Maria Fernandes provided OneGoal staff an opportunity to develop connections between

				early college and their work at OneGoal with youth.
Early College Programming and Policy Development	This is the annual MCNC Conference, which brings together member schools from across the country to discuss best practice, participate in curriculum development, and includes a site visit to a successful early college.	Executive Director Omari Walker, Director of Operations Janice Manning, Director of Early College and Postsecondary Pathways Maria Fernandes, Director of Special Projects Jess Geier, Assistant Executive Director Sophia Stephney, Academic Counselor Paula Fontes	Middle College National Consortium, Newport Beach, CA. All member schools were present, nearly 40 schools from across the country.	Our participation in this conference resulted in a strong partnership between NHCSB and a program at Bunker Hill Community College, LaGuardia Early College, and the opportunities to share best practice from our model with schools in California, Alaska, and Ohio.
Early College Model	Select workshops and focus groups	Director of Early College and Postsecondary Pathways Maria Fernandes, Academic Counselor Paula Fontes	Annual statewide convening of Early College schools and partners Department of Elementary and Secondary Education, Early College schools, college partners	NHCSB best practices were shared in focus groups intended to assist other schools starting early college models.

Early College Data	Early College Data meetings and surveys	Director of Early College and Postsecondary Pathways Maria Fernandes,	Early College Data Advisory Committee	Early College data points developed during these school-based meetings were shared with the statewide convening group including areas of strength and areas of improvement.
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Academic Program Success

Student Performance

A. School “Report Card” link: [New Heights Charter School 2019 Report Card](#)

B. 2019 school report card/statewide Accountability Report:

[New Heights Charter Public School’s statewide Accountability Report link](#)

2019 Official Accountability Report – New Heights Charter School of Brockton	
Overall classification	Requiring assistance or intervention
Reason for classification	In need of focused/targeted support Low participation rate: EL and former EL
Progress toward improvement targets	56% Substantial progress toward targets
Accountability percentile	12

Performance on Internal and/or External Assessments (exclude MCAS)

NWEA (MAP) data indicates 55% of 10th grade scholars are at or above norm grade level in Math. The data also reveals 46% are classified in the high average categories of Math. 47% of seventh graders are at or above Norm Grade Level based on their Fall 2019 mean RIT scores for reading.

Table: Overall MAP 7th Grade Reading Scores - MA

Summary	
Total Students With Valid Growth Test Scores	109
Mean RIT	210.8
Standard Deviation	16.2
District Grade Level Mean RIT	210.8
Students At or Above District Grade Level Mean RIT	62
Norm Grade Level Mean RIT	215.1
Students At or Above Norm Grade Level Mean RIT	47

Growth: Reading 6+ MA 2017 / MA Curriculum Frameworks Language Usage: 2017

Chart: Distribution of 10th Grade Math Scores

Lo % ile < 21		LoAvg % ile 21-40		Avg % ile 41-60		HiAvg % ile 61-80		Hi % ile > 80	
count	%	count	%	count	%	count	%	count	%
	17%	18	21%	14	16%	25	29%	15	17%

Source: NWEA (MAP)

NHCSB believes student achievement is a holistic measurement, encompassing the whole child and his/her social and emotional capacities in addition to academics. The Director of Data and Accountability provides each department with accessibility to review and analyze student assessment data as a measure of student progress. Standardized tests like NWEA (MAP), and Accuplacer illuminate areas of improvement and provide areas of student growth.

Table: Overall MAP 7th Grade Reading Scores - MA

Summary	
Total Students With Valid Growth Test Scores	109
Mean RIT	210.8
Standard Deviation	16.2
District Grade Level Mean RIT	210.8
Students At or Above District Grade Level Mean RIT	62
Norm Grade Level Mean RIT	215.1
Students At or Above Norm Grade Level Mean RIT	47

Growth: Reading 6+ MA 2017 / MA Curriculum Frameworks Language Usage: 2017

43% of seventh graders are at or above Norm Grade Level based on their Fall 2019 mean RIT scores for reading. Results from Spring 2019 MCAS scores indicate 58% of scholars were partially meeting expectations. By using MAP diagnostic assessment, educators have the ability to measure progress made by a cohort and on an individual student level.

Chart: Distribution of 7th Grade Reading Scores

Lo % ile < 21		LoAvg % ile 21-40		Avg % ile 41-60		HiAvg % ile 61-80		Hi % ile > 80	
count	%	count	%	count	%	count	%	count	%
26	24%	26	24%	24	22%	22	20%	11	10%

Program Delivery

Curriculum:

As evidenced by the Year 4 Target Site Visit, NHCSB delivers a high-quality academic program that meets the needs of all learners. The academic program is aligned to the Massachusetts curriculum frameworks and is designed to prepare students for rigorous college level coursework as they complete their high school experience. In year 5, all content departments are working to align curriculum both horizontally and vertically across grades 6-12. In order to strengthen this work, Instructional Deans meet weekly with content-area teachers to design engaging and rigorous lessons, implement school-wide initiatives, and use student data to revise curriculum. NHCSB devoted department time to address various dimensions of college readiness skills, e.g. annotating and analyzing texts, writing across the curriculum, and citing evidence from primary and secondary sources. Teachers have been trained and will continue to develop best practices to increase student engagement, make data-informed decisions, and integrate SEI and differentiated practices into student learning. The curriculum created by school leaders in conjunction with teachers is a living document and revisions are made regularly to support the needs of all learners through differentiation and inclusive practices. As an early college program, NHCSB seeks to have every student earn a minimum of 12 college credits either at Massasoit Community College or on NHCSB's campus. Students' schedules ensure that all students take 2 ELA courses and 2 Math courses each day. We have found that this level of academic support each day has allowed our students to access college courses at an earlier time than previously expected. 98% of 10th graders had the opportunity to enroll in a college, credit-bearing course in the 2018-19 school year. Even five 8th grade students completed the Math Developmental course sequence using ALEKS during the fall, and 100% of those 8th grade students passed the college Algebra course.

ELA: During the 2019-2020 school year, the English Language Arts department implemented grade level units of Expeditionary Learning at the middle school level which addressed reading closely and writing to learn, working with evidence, and research. This pre-college curriculum was selected because of the skill development that is aligned with the Massachusetts Curriculum Standards, and it is an ethnically diverse, social justice curriculum. The curriculum identifies mastery knowledge, provides well laid out plans, endorses and develops students' close reading skills, and scaffolds writing assignments. Teachers were provided with autonomy to modify the

curriculum according to the needs of their students and based on teacher-based formative assessments. All 9th grade students are first enrolled in ENGL 095, which is the college developmental course co-designed by NHCSB and college partner MCC. Students who do not pass will enroll in ENGL 099 course, which provides students another opportunity to hone and strengthen their reading and writing skills prior to enrolling into a college credit-bearing course. During the 10th grade, students are enrolled in a combination of college courses and/or ENGL 099 which provides students with an opportunity to improve their reading comprehension, to increase their vocabulary, and to expand their general knowledge.

Math: Based on the Massachusetts Department of Education's curriculum adoption maps, the mathematics department transitioned from Illustrative Math to the Pearson enVision textbooks to ensure vertical alignment to teaching concepts and progression and development of concepts during the 2019-2020 school year. The texts provide embedded definitions extension activities, and multiple examples for reinforcement of skills. Students have access to both hard copies of texts and online versions of texts. Additionally, students engage in a course entitled Math Lab that prepares students for the Accuplacer assessment for college course placement, as well as provides students with opportunities to reinforce skills and concepts taught in their core mathematics class. This math course is self-paced and allows students the opportunity to accelerate or receive additional support at their own pace. The completion of the ALEKS program and passing scores on the ACCUPLACER placement test determine Math College Ready by Massasoit's standards.

Science: Further curriculum design will be focused on strengthening the Science and Technology curricula, especially for high school courses: Biology and Chemistry. The Science Department adopted iScience in the middle grades and Pearson Biology to begin following extensive professional development. The adoption of texts was reviewed by members of the instructional team. Teachers piloted the resources to determine the best product to support student learning. The online resources enable more robust learning opportunities. Similar to the mathematics adoption, students were provided with hard copy texts as well as online versions. These texts ensured equity and access to materials, as well as supported a vertical alignment of skill development.

Other Subject-Areas: As recommended by the MassCore, students at NHCSB take courses in US/World History, Physical Education/Wellness, and Foreign Language. With support from the Director of Curriculum, the Associate Principal of Teaching and Learning, content-specific Instructional Deans, and the Student Services department, teachers submit unit maps, weekly lesson plans, and student-facing materials.

Instruction:

Over the past 4 years, NHCSB has designed an instructional model that promotes high expectations and reflects cultural proficiency. School leaders and teachers alike work to create classroom environments that are conducive to learning and foster student engagement as cited in the Year 4 Target Site Visit report. Teachers throughout the building are expected to post lesson objectives, incorporate a “Do Now” at the beginning of each class, and provide student-centered work time. Teachers are also encouraged to incorporate a writing piece in each class, help students make connections to prior knowledge, implement turn and talks and/or think-pair-shares to increase academic discourse, and circulate to monitor and support students through the learning process. In order to better prepare all students for the demands of the college classroom, teachers have been trained to challenge students to analyze relationships through literature, ask students higher order thinking questions, examine different points of view, and work independently while grappling with challenging assignments. NHCSB continues to develop an instructional staff that embodies a strong commitment to their own professional development. Future professional development will focus on student engagement, project-based learning, and cultural proficiency. Because we serve a diverse student body, teachers will continue to be encouraged and trained to incorporate students’ cultures and knowledge in lesson design, inviting students to share their perspectives in daily classes, incorporate texts and examples that represent a variety of perspectives and experiences, and developing background knowledge for students. We look forward to developing and maintaining school-wide practices in order to be a high-functioning instructional team within the next few years.

Assessment and Program Evaluation

<p style="text-align: center;">NWEA MAP Testing</p> <p>At NHCSB, our district uses NWEA MAP testing to diagnose, track, and assess student literacy and numeracy from grades 6-12. MAP testing does not count as a grade for a class, rather it functions as an integral data point for us as educators and for students. MAP testing not only comes with a teacher portal, it also allows students to see their results and self-assess/select the standards and skills they would like to sharpen. MAP testing also helps students set their own goals on the Individual Learning Plan in Naviance.</p>	<p>Diagnostic: September</p> <p>Mid-Year: January</p> <p>Final Assessment: May</p>
<p style="text-align: center;">Accuplacer: Math, Reading, and Writing</p> <p>MCC uses the Math and ELA Accuplacer to gauge students’ readiness for certain college courses. All students at NHCSB will take both Accuplacer tests at some point; however, given how varied our students’ readiness is, students will likely take the tests at different times.</p>	<p>Math: Nov/Mid-Year <or> May</p> <p>ELA: Nov <or> May depending on grade in 095/ELA9</p>

<p style="text-align: center;">PSATs</p> <p>PSAT/NMSQT® emphasizes the skills that enhance careers, including problem solving in science, social science, and other real-world contexts. 9th and 10th grade students will have the opportunity to take this exam during the school day.</p>	February
<p style="text-align: center;">WIDA and ACCESS</p> <p>WIDA Screener administered to all newly enrolled students and; ACCESS testing for ELLs administered in January.</p>	September and January

NHCSB focuses on the elevation and refinement of current and established processes and practices within the school's academic program to assess student performance. As a data-informed school, the leadership team requires ample data and evidence and the use of that data in any decision-making. Therefore, much of the program delivery changes that occurred in the first charter term reflect the leadership team's responses to financial restraints, stakeholder feedback, and school needs. The Dean of Data & Accountability coordinates MAP testing and provides support to teachers and members of the Instructional Leadership Team by helping them navigate the NWEA site to extract MAP Growth Reports for specific grade levels and courses. Administrators and educators have tools to review qualitative (Learning Continuum) and quantitative student data (i.e. *Norm Grade Level Mean RIT/Students at or Above District Grade Level Mean RIT*) for subject areas: Language, Math, Science and Writing. One of the main responsibilities of the Office of Data & Accountability is to provide staff with reports to measure program success and design student-centered plans based on MCAS, MAP, ACCESS and other assessment tools.

The majority (55%) of 7th grade ELL scholars (n=11) took the ACCESS test January 2020 and scored in the highest category. Scholars who score at a Level 6 category understand oral language in English and participate in all academic classes and are able to:

- ✓ Synthesize information from multiple speakers
- ✓ Recognize language that conveys information with precision and accuracy
- ✓ Create models or visuals to represent detailed information presented orally
- ✓ Identify strengths and limitations of different points of view

7th Grade	Listen	#
Level 1 - Entering	0%	0
Level 2 - Emerging	0%	0
Level 3 - Developing	15%	3
Level 4 - Expanding	20%	4
Level 5 - Bridging	10%	2
Level 6 - Reaching	55%	11
Total Scholars Tested	100%	20

Supports for All Learners:

The academic program at NHCSB works to meet the needs of all learners. Formative and summative data collection is gathered related to student performance in order to monitor student outcomes and to support teachers in designing instruction to target student needs. There is a monthly data meeting for administrators, and then the data is rolled out to teachers via weekly professional development in grade level team meetings. Various stakeholders are engaged to understand programmatic needs. Frequent walkthroughs occur by coaches, deans, directors, and the Executive Director to gain information related to teaching and learning. The Executive Director meets with students monthly for feedback and insight into our programs and services and routinely discusses students' needs with families. Teacher planning is a valued component to student learning. Common planning takes place on a weekly basis led by Deans or coaches and includes Teachers of Special Education and English Language Learners. The objective of meetings is to support all students. Students who are academically ready to attend a college course, as measured by Accuplacer achievement, are able to engage and students' school schedule is individually arranged to accommodate the college courses while still maintaining other grade level courses. Students who need additional support are provided with opportunities during the school day and after school for additional academic support. Parent outreach takes place by all staff to ensure that parents are updates related to students' needs and parents' concerns are addressed. In response to findings in state site visits, the ESL and RTI programs are described below to highlight NHCSB's identification of English Language Learners as well as expanded interventions for all students.

ESL Program: The ESL curriculum is culturally and linguistically responsive and aligned to state standards and WIDA ELD Standards Framework. Similar to the WIDA Can Do Descriptors, the NHCSB ESL curriculum is strengths-based, drawing upon students' strengths and background knowledge in order to deepen student learning. Our ESL curriculum addresses the English Language needs of our EL population at all levels. Evidence of explicit language instruction must be documented through weekly lesson plans and deliverables and submitted to the Dean of ELE. Lesson plans must provide evidence of explicit language instruction by including daily language objectives and formative assessments that are clearly aligned to those objectives. End-of-lesson/unit authentic assessments must be accompanied by a rubric and an exemplar, both should specifically outline criteria for success. Lesson plans must include differentiated language support for students based on English Language Proficiency (ELP) Level. Lessons must show evidence of language use in all four language domains: listening, speaking, reading, and writing. ESL lessons should leverage the power of cooperative learning as often as possible in order to increase student learning and engagement, provide opportunities to practice speaking and listening skills, and to scaffold learning. Finally, lessons must be standards-based and WIDA aligned.

Special Education Program: The Special Education Department at NHCSB provides a variety of programs to support the success and academic achievement of all learners. Every special education student is assigned a case manager who coordinates services for each grade level (6th-12th), schedules meetings, and regularly communicates with parents/guardians. While it is the goal for all students to receive as much of their education in the general education setting, NHCSB also offers services outside of the classroom. Services delivered in the general education setting are provided by a Special Education Teacher or General Education Teacher dependent upon the service provider stipulated in a student's Individualized Education Program ("IEP"). The service provider "pushes into" the classroom to provide accommodations, modifications, goal centered learning and specialized instruction. Special Education and General Education teachers regularly collaborate to provide instruction to students. Services delivered outside of the classroom take place in the Resource Room. The Resource Room offers a small classroom environment with a low teacher to student ratio to maximize learning. Students in the Resource Room take either English Language Arts, Mathematics or both according to their IEPs. All classroom instruction is delivered by a licensed special education teacher. NHCSB also provides the following related services to students: Academic Support, Speech Language Pathology, Occupational Therapy, and Social Skills.

The Response to Intervention Process: NHCSB utilizes a 3-tiered support model to support all students' academic, social emotional and behavioral development. The academic category is led by the Director of Curriculum and Instruction; the behavioral and social emotional categories are led by the Associate Principal of Culture and the Director of Student Services.

- **Tier 1: Core Level Standards-aligned instruction and interventions as identified in the District Accommodation Plan** are provided to students in the general education core curriculum. All students receive instruction in the general core curriculum, progress of all students is monitored at three "benchmarks," during the Fall, Winter, and Spring. Benchmark data indicate students who may need additional instruction.
- **Tier 2: Supplemental, or Strategic Level** includes standards-aligned instruction with supplemental, small group instruction; it may include specialized materials. Tier 2 services will generally be provided inside the regular classroom and are layered along with Tier 1 support. Examples of Tier 2 support are: smaller groups instruction, supplemental instruction/intervention (in addition to the core curriculum) and student progress monitored more frequently. It is anticipated that students at this level will make sufficient progress given this supplemental instruction and are "returned" to the Tier I level.
- **Tier 3: Intensive Level** provides intensive support for students with significant deficits as well as students with significant underachievement who require the most intensive services available in a traditional school setting. The Grade Level Team recommends moving a student to a Tier 3 intervention to the Student Support Team after several individualized interventions have resulted in limited achievement progress. The interventions in Tier 3 are skill-specific and can be delivered by a variety of providers; they are more likely to occur outside the general classroom. A student who receives Tier 3 interventions/support also receives Tier 1 support. Student progress is monitored more frequently. Students who make adequate progress are returned to Tier II or Tier I level. Students who do not make progress at this level are recommended for special education testing.

Scholars answered a total of 163,065 IXL questions and mastered 2393 skills. Scholars spent a total of 2045 hours. These hours were broken down during weekdays (1577 hours and 52 minutes) and weekends (467 hours and 30 minutes).

Interventions based on Assessment Outcome

Academic, Behavioral, and/or Social Emotional

- **Tier 1: Standards-based classroom instruction** include small group instructions, working in groups or pairs, close reading activities, math online tutoring, ALEKS, math lab support, use of manipulatives, use of graphic organizers, word walls for content vocabulary & vocabulary development, use of language stems, building prior knowledge to access content, study carrels to support focus, technology for concept reinforcement, multi-modal instruction, reteaching skill modeling and think aloud, providing exemplars, providing more frequent progress reports, word banks, additional visuals, extended time on tests. Further, meriting positive behavior, preferred seating/seating change, Proximity Verbal and nonverbal cues, standing tables, wait time, redirections, check ins, first/next agendas, 5-minute notice before activity changes and end of class, calls to attention chants LEAP. Plus, Saturday support, after-school tutoring, Friday advisory, movement breaks, modeling appropriate behaviors, quiet space for breakfast and lunch, ability to enter school early to get settled, quiet space for breakfast and lunch, journaling, mindfulness activities and use of neutral language and tone.
- **Tier 2: Small group instruction** includes IXL in mathematics and reading, individualized instruction, technology access for concept reinforcement, sensory items, standing tables, individual first/next agendas, individualized/student tracking, positive behavior chart, check-ins with preferred staff, family meetings, allowance for quiet space for breakfast and lunch, entering school before students to get settled, use of noise cancelling headphones, support by school social worker, journaling, executive functioning instruction and breathing activities. ?
- **Tier 3: Small group instruction** includes IXL in mathematics and reading, classroom breaks, check-in with Social Workers, social stories with Social Worker and/or Guidance Counselor, individual daily agendas, individual positive reward chart, social skills group, and social dyads & triads support groups.

The Referral Process

Referral for an Evaluation to Determine Eligibility for Special Education: A parent/guardian or any other person in a caregiver or professional position concerned with a student's development can make a referral for an evaluation to determine eligibility for special education services. If a parent and/or guardian contacts any NHCSB employee to request services or mentions a disability or previous supports, the Director of Student Services will be notified immediately. The Director of Student Services will follow up with the concern and/or schedule a meeting with the parent/guardian (and legal representative, when appropriate). If the parent requests an evaluation, the Director will identify specific assessments based upon the area of suspected needs as part of the initial IEP Evaluation process. If a referral is made in writing, NHCSB will respond within five (5) school days by sending a notice to the parent/guardian, seeking permission to conduct an Initial Evaluation to determine if the student is eligible for special education services. If a parent/guardian's first language is not English (as noted in the home language survey) all correspondence will be translated into their native language.

Initiating a Referral for Special Education Eligibility

School Referral: After the Director of Student Services determines that all efforts have been made to meet the needs of the student within the general education program and these efforts have not been successful, a student shall be referred by the school personnel for an evaluation to determine eligibility for special education services.

Parent Referral: If a parent/guardian expresses concerns about their child's progress, the Director of Student Services shall immediately arrange a meeting with the parent to discuss concerns and offer general education instructional support services. If this meeting results in a request for an evaluation, the Director of Student Services is notified, and the referral is processed. Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request for a special education assessment. This request must be in writing and sent to the Director of Student Services.

Early College Interventions: In the event a NHCSB scholar is placed on Academic Probation at MCC, a designation for scholars whose college semester grades reflect two or more D/F/W and/or a previous Academic Warning designation, scholars must:

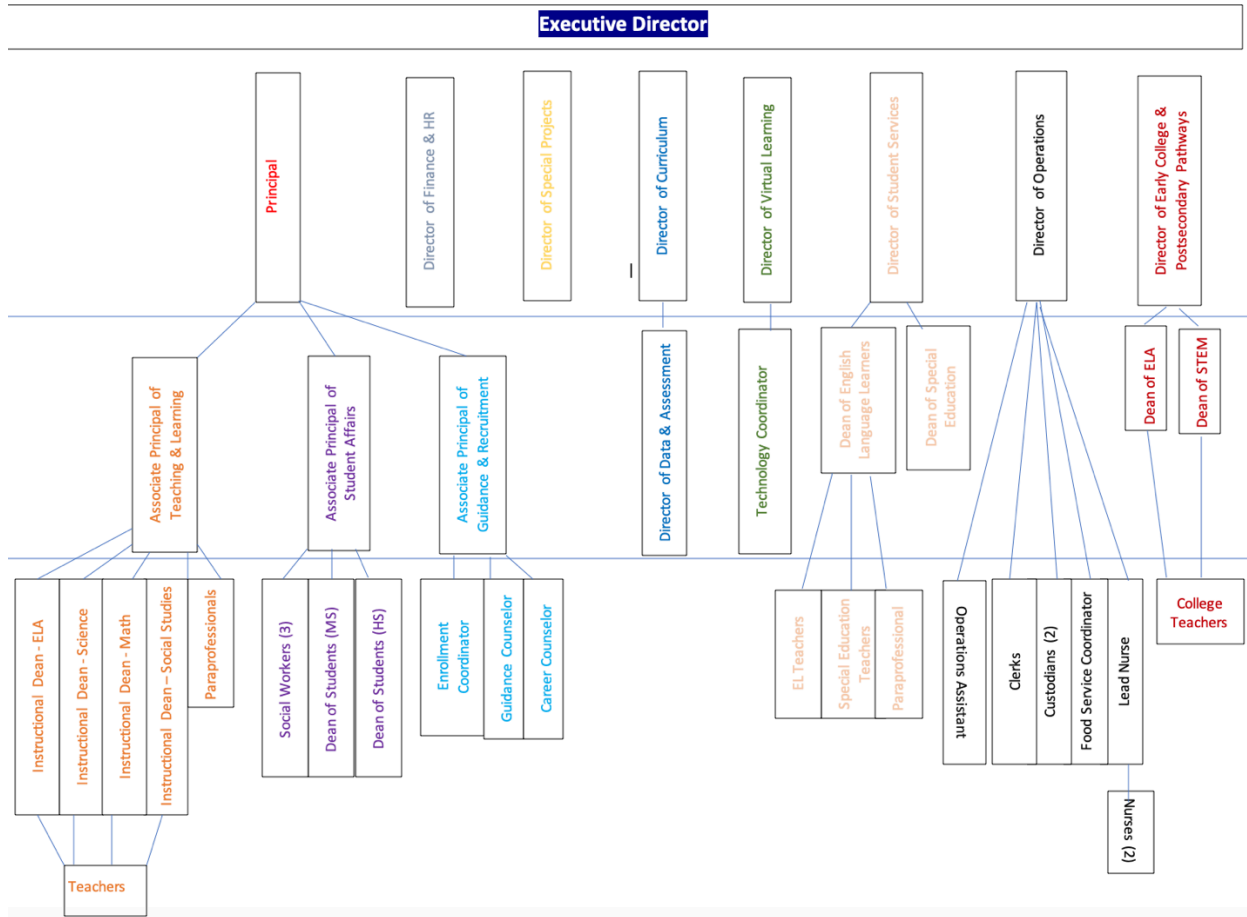
- Attend a meeting with his/her parent and NHCSB Academic Counselor
- Meet with NHCSB Academic Counselor regularly to review Canvas grades, to discuss academic standing, and to develop/update a Scholar Success Plan.
- Schedule appointments with NHCSB teachers, MCC Academic Resource Center (ARC) and other tutors, as appropriate.

Parents are notified of a scholar's Academic Warning or Academic Probation status by a letter from the Director of Early College and Post-Secondary Pathways. Scholars are required to remediate high school credits in order to graduate from NHCSB. Remediation of college courses can take place in subsequent semesters or during a summer semester.

Organizational Viability

Our organizational structure reflects a great deal of thought and real-time pivots throughout the first charter term. Despite what we consider flexibility, we believe that this structure meets the expectations outlined in the Charter Performance Criteria. Our new model includes the following Executive Leadership members who will oversee corresponding departments: Associate Principal of Teaching and Learning, Associate Principal of Culture, Associate Principal of Guidance and Recruitment, the Director of Early College and Postsecondary Pathways, and the Director of Data and Accountability. Over the first charter term, NHCSB has developed school systems, with staff and Board support, to ensure that our school thrives. Our Executive Director organized weekly check-ins with each department head including academic and culture as well as weekly Executive Leadership Team meetings, including everyone's voice in whole school decisions such as new curriculum decisions, expenditures related to Title I grants, budget creation, and remote learning.

2020-21 Organization Chart



A. Multiple Campus Organizational Structure

NHCSB does not have a multiple campus organizational structure. However, our students do attend classes at Massasoit Community College under the supervision of our Early College team which includes teachers, Deans and the Director of Early College and Postsecondary Pathways.

Budget and Finance

A. Unaudited FY20 statement of revenues, expenses, and changes in net assets (income statement)

Accrual Basis		New Heights Charter School	
		Unaudited Profit Loss	
		July 2019 through June 2020	
		Jul '19 - Jun 20	
Ordinary Income/Expense			
Income			
4001 · Tuition		8,381,521.00	
4100 · Government Grants & Funding		765,545.00	
4200 · Nutrition Funding		163,343.87	
43400 · Direct Public Support		26,541.49	
4400 · Private Support Funding		26,318.35	
4500 · Student Programs & Misc Fees		6,878.34	
46400 · Other Types of Income		1,261.12	
4716 · Interest /Investment Income		172.38	
47200 · Program Income		322.05	
Total Income		<u>9,371,903.60</u>	
Gross Profit		9,371,903.60	
Expense			
5000 · Personnel Costs			
5001 · Salaries		5,325,716.52	
5520 · Fringe Benefits		804,363.11	
5575 · Professional Development		148,589.54	
Total 5000 · Personnel Costs		<u>6,278,669.17</u>	
5100 · Administrative Costs			
5101 · Professional Services		213,398.80	
5102 · Recruitment		7,207.38	
5183 · Travel, Dues & Other Exp -Admin		17,809.15	
5184 · Supplies & Materials - Admin		250,584.64	
5186 · Faculty Appreciation		7,895.66	
5530 · Insurance (non-employee)		34,421.61	
Total 5100 · Administrative Costs		<u>531,317.24</u>	
5200 · Instructional Costs			
5201 · Instructional Contracted Serv		310,846.15	
5202 · Instructional Supplies		169,396.96	
5203 · Technology / Copier		100,762.07	
5234B · Summer Programming		10,790.95	
5269 · Non Cap Furn		44,156.42	
5300 · Other Student Services		267,208.88	
5301 · Student Activities		109,504.92	
5330 · Student Transportation		200,660.63	
Total 5200 · Instructional Costs		<u>1,213,326.98</u>	
5400 · Occupancy Costs			
5430 · Maint of Buildings & Grounds		123,219.84	
5450 · Networking & Communications		40,133.77	
5460 · Vehicle Expenses		642.38	
5740 · Rental/Lease of Bldg&Grnds		663,902.33	
5750 · Depreciation Expense		267,859.00	
5765 · Interest Expense		5,348.88	
5400 · Occupancy Costs - Other		123,721.92	
Total 5400 · Occupancy Costs		<u>1,224,828.12</u>	
Total Expense		<u>9,248,141.51</u>	
Net Ordinary Income		<u>123,762.09</u>	
Net Income		<u>123,762.09</u>	

B. Provide a statement of net assets for FY20 (balance sheet)

Accrual Basis

New Heights Charter School
Unaudited Balance Sheet

As of June 30, 2020

	<u>Jun 30, 20</u>
ASSETS	
Current Assets	
Checking/Savings	619,624.55
Accounts Receivable	173,190.00
Other Current Assets	7,500.00
Total Current Assets	<u>800,314.55</u>
Fixed Assets	
1514 - Building/Leasehold Improvement	1,574,126.73
1515 - Furniture and Equipment	393,146.93
1516 - Vehicles	56,152.00
1616 - Less Accumulated Depreciation	-894,233.21
Total Fixed Assets	<u>1,129,192.45</u>
TOTAL ASSETS	<u><u>1,929,507.00</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	83,265.98
Credit Cards	10,540.63
Other Current Liabilities	550,665.57
Total Current Liabilities	<u>644,472.18</u>
Long Term Liabilities	
2630 - Loans Payable	218,911.45
Total Long Term Liabilities	<u>218,911.45</u>
Total Liabilities	<u>863,383.63</u>
Equity	1,066,123.37
TOTAL LIABILITIES & EQUITY	<u><u>1,929,507.00</u></u>

C. Provide an approved school budget for FY21

New Heights Charter School	
	FY21 Proposed Budget
Enrollment	735
Combined Tuition Rate	(13,400)
Tuition	(9,849,000)
Government Grants/Other Fed	(625,750)
Nutrition Revenue	(382,720)
Private Grants / Donations	(100,000)
Student Programs & Misc Fees	(5,000)
Interest & Other Income	(118,000)
Total Revenue	(11,080,470)
Staff	(6,389,226)
Payroll Taxes	(275,376)
Fringe Benefits	(933,664)
Professional Development	(96,000)
Total Personnel Costs	(7,694,266)
Professional Services	(145,000)
Recruitment and Advertising	(12,000)
Dues, Fees, & Memberships	(21,000)
Office Supplies & Equipment	(45,500)
Community / Faculty Appreciation	(18,000)
Insurance	(56,000)
Total Administrative Costs	(297,500)
Contracted Services (Includes Health)	(525,000)
Instructional Supplies/ Testing	(129,000)
Technology/Copier	(137,675)
Summer Bridge	(-)
Non capital furniture	(50,000)
Nutrition Program	(478,400)
Athletics / Activities	(159,000)
Transportation	(305,800)
Total Instructional Costs	(1,784,875)
Maintenance of Building & Grounds	(142,000)
Maintenance/Cost Vehicles	(10,000)
Networking / Communications	(24,000)
Rent/Lease of Building & Grounds	(885,381)
Depreciation	(-)
Loan Interest Expense	(6,200)
Occupancy Costs	(110,000)
Total Occupancy Costs	(1,177,581)
Total Expenses	(10,954,222)
Operating Surplus/(Deficit)	(126,248)

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	735
Number of students upon which FY21 budget tuition line is based	735
Number of expected students for FY21 first day of school	735
Please explain any variances: NHCSB pre-enrolled 735 students on our March submission and our budget reflects the total number of students we expect to educate during the FY'21 school year. Our enrollment team is working diligently to complete the enrollment paperwork for every new student, including the new cohort of 6 th grade students in addition to students who will enter NCHSB via vacated seats. At the conclusion of the 2019-20 school year, NCHSB's enrollment was 619 students, which opened 11 vacant seats to be filled from our March 2020 waitlist. As of June 16, 2020, all 735 seats have been filled by students who were either selected in the March lottery.	

D. Provide a capital plan for FY21

NHCSB does not have a capital plan for FY21. Our building will be able to accommodate our entire school for the 2020-21 school year.

Faithfulness to Charter

	2019-20 Charter Term Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Every Student will be prepared for college (Fast Track Early College Design)		
<p>Measure: Twice annually, as measured by the student survey, 85% of all students will agree with the following statements:</p> <ul style="list-style-type: none"> • I am learning to write effectively • I am learning to think critically • I am learning to work independently • I ask questions or answer questions in class everyday • I receive feedback from my teachers everyday • I agree that NHCSB has helped me develop the skills/knowledge 	Not Met	<p>The Dean of Data & Accountability hired in 2019 conducts surveys twice annually (modeled after the Social Emotional Assets and Resilience Scales) of students in grades 6-12 to measure students' social/emotional well-being as well as their motivation to succeed in school. Surveys are kept in the Data Office and electronically stored.</p> <p><i>Evidence-based examples:</i> Spring 2020 survey results increased in four of six areas from Fall 2019 survey:</p> <ul style="list-style-type: none"> • developing skills/knowledge for college-level classes (80% - 50%) = 30% • daily teacher feedback (61% - 49%) = 12% • learning to work independently (89%- 81%) = 8%

that I need for college-level classes		<ul style="list-style-type: none">• learning to think critically (82% -76%) = 6% Areas of decrease: <ul style="list-style-type: none">• asking questions daily (64% - 73%) = -9%• learning to write effectively (75% - 77%) = -2%
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<p>Measure: By graduation, 100% of NHCSB students will complete Massasoit prerequisite developmental courses in math and English by the 11th grade.</p> <ul style="list-style-type: none">● In year 1 (2017-2018), 30% of 9th grade students will pass (C or higher) the Massasoit Community College development course sequence in math and English.● In Year 2 (2018-2019), an additional 55% of the 10th grade class will pass (C or higher) the Massasoit Community College development course sequence in math and English for a total of 85% of students completing the requisite courses in math	<p>Met</p>	<p>The Academic Dean, working with the school guidance counselors, will maintain a record of college course completion for all NHCSB students. This data will be reviewed at the completion of the academic year and will be stored in each student’s academic file.</p> <p>The Massasoit Community College Development Course sequence includes English 095 (a course designed to remediate skills deficiencies in Reading and Writing) and Math 001-003 (a course designed to remediate basic arithmetic, geometry and pre-Algebra skills)</p> <table><tr><th>School Year</th><th>Outcomes</th></tr><tr><td>2019-20</td><td>NHCSB accepts all students. Sequence of instruction is modified upon arrival of new students in junior year. Covid-19 also interrupted traditional instruction and in-person support services for scholars. All scholars met Massasoit prerequisites except 6: three were new.</td></tr></table>	School Year	Outcomes	2019-20	NHCSB accepts all students. Sequence of instruction is modified upon arrival of new students in junior year. Covid-19 also interrupted traditional instruction and in-person support services for scholars. All scholars met Massasoit prerequisites except 6: three were new.
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<p>and English by the 10th grade.</p> <ul style="list-style-type: none">● In Year 3 (2019-2020), the remaining 15% students will pass (C or higher) the Massasoit Community College development course sequence in math and English for a total of 100% of students completing the prerequisite courses in math and English by the 11th grade.● In Year 4 and 5, 100% of NHCSB students will complete Massasoit prerequisite developmental courses in math and English by the 11th grade.		
Objective: NHCSB will create a unique culture to support all students (We Go to College Culture)		

<p>Measure: Twice annually, as measured by the student survey, 85% of all students will agree with the following statements:</p> <ul style="list-style-type: none"> ● I feel good about being in this school ● I care about this school ● I feel safe in this school ● I feel supported by the staff at this school ● I am comfortable being myself in this school ● This school's rules are fair ● I am an important part of my school community 		<p>NHCSB prepares an annual report that summarizes data.</p> <p>Evidence-based, the District did not meet the 85% goal for each statement during SY2020. Yet, there were improvements in all areas:</p> <p><u>Fall score – Spring score = %</u></p> <ul style="list-style-type: none"> ● <i>comfortable being myself</i> (72%-60%) = 12% ● <i>supported by the staff</i> (72% - 57%) = 15% ● <i>feel good about being in this school</i> (64%-44%) = 20% ● <i>care about this school</i> (75% - 50%) = 25% ● <i>feel safe in this school</i> (84% - 52%) = 32% ● <i>school rules are fair</i> (43%-23%) = 20%
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<p>Measure: NHCSB will run a Summer Bridge program for returning students to create a culture that supports students’ preparation for college and upholds our unique “We Go to College Culture”.</p> <ul style="list-style-type: none">● In Year 1 (summer of 2017), a minimum of 60% of returning students will attend Summer Bridge● In Year 2 (summer of 2018), a minimum of 70% of returning students will attend the Summer Bridge● In Year 3 (summer of 2019) and beyond, a minimum of 80% of returning students will attend the Summer Bridge.	<p>Not Met, covid-19</p>	<p>The Directors of the Summer Bridge program (which will last 4 weeks) will collect attendance data, analyze weekly academic assessments in Literacy and Numeracy, and student reflections. All data will be kept by the Directors of the Summer Bridge program who will write a summary report at the summer’s completion which will be submitted to the Academic Dean. The Summer Bridge program is free to all NHCSB students. Summer Bridge curriculum supports the College Culture of NHCSB through specific learning objectives designed by EDWorks which include the use of syllabi, seminar-style teaching, “College Knowledge” and self-advocacy, and will culminate in a week-long college immersion experience at MCC.</p> <table><tr><th>Period</th><th>Deliverables</th></tr><tr><td>Summer 2019</td><td>Without an acting DCI, there was great difficulty creating curriculum for the summer bridge programming, as a temporary measure, Summer Bridge was available to 50 rising 9th grade students for the 2018-19 school year, but regular plans will resume as planned for next year.</td></tr></table>	Period	Deliverables	Summer 2019	Without an acting DCI, there was great difficulty creating curriculum for the summer bridge programming, as a temporary measure, Summer Bridge was available to 50 rising 9th grade students for the 2018-19 school year, but regular plans will resume as planned for next year.
Period	Deliverables					
Summer 2019	Without an acting DCI, there was great difficulty creating curriculum for the summer bridge programming, as a temporary measure, Summer Bridge was available to 50 rising 9th grade students for the 2018-19 school year, but regular plans will resume as planned for next year.					

*Add rows as necessary

	Charter Term Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)				
Objective: NHCSB will provide comprehensive professional development for all staff and support the development of community partnerships						
<p>Measure: Every year 100% of NHCSB instructional staff will participate in over 150 hours of professional development that are aligned to our mission, culture, and innovative early college design.</p>	<p>Met</p>	<p>Kinds of data gathered/data collection plan:</p> <p>The Director of Curriculum prepares and maintains the professional development calendar for the year beginning with a week -long August PD, weekly Friday PD, quarterly data days, and a 3-day winter retreat. All instructional staff are required to attend. Staff will sign-in for all professional development events and may receive PDPs for their participation. All PD will be shared through the Google Classroom so teachers may access past professional development materials. The District purchased TeachPoint in 4th year and Leadership began training staff (May & June 2020) in the midst of Covid-19 to schedule and maintain PD in a database accessible to all staff. Hard copies of sign-in sheets are currently maintained in data and curriculum offices.</p> <table><tr><th>School Year</th><th>Summary of Outcomes</th></tr><tr><td>2019-20</td><td>Covid-19 began in March</td></tr></table>	School Year	Summary of Outcomes	2019-20	Covid-19 began in March
School Year	Summary of Outcomes					
2019-20	Covid-19 began in March					

		<table><tr><td></td><td>interrupting Friday PDs</td></tr></table>		interrupting Friday PDs
	interrupting Friday PDs			
<p>Measure: Twice annually, as measured by the staff PD survey, 90% of all staff will agree with the following statements:</p> <ul style="list-style-type: none">● I feel good about being in this school● I care about this school● I feel supported by the administration at this school● I feel heard by the administration● NCHSB PD is helping me improve my teaching practice● NHCSB PD is a good use of my time		<p>Kinds of data gathered/data collection plan: The Dean of Data & Accountability & Academic Deans create and gather teacher surveys and exit slips completed at the conclusion of professional development. She or he will use this data to make improvements to the professional development calendar. NHCSB will report on the percentages of responses for each statement separately to show areas of growth and areas of needed support over the duration of the year. Evidence base data, the District did not meet the 85% goal for each statement during SY2020, however, there were % increase in the following areas:</p> <ul style="list-style-type: none">● I care about this school (96%-89%) = 7%● NHCSB PD is a good use of my time (54%-35%) = 19%● I feel heard by the administration (71% - 68%) = 3%● NCHSB PD is helping me improve my teaching practice (49% - 46%) = 3% <p>Area of decrease:</p> <ul style="list-style-type: none">● I feel supported by the administration at this school (79%-94%) = -15% <p>Note: one statement score (I feel good about being in this school) was inadvertently omitted on the fall survey. Therefore, the spring score of 81% could not be measured.</p>		

<p>Measure: NHCSB Charter School invest in developing community partnerships to support the learning experience for students including new opportunities for learning and family engagement. During our first five years, NHCSB will develop 5 community partnerships within our charter region.</p>	<p>Met</p>	<p>Kinds of data gathered/data collection plan: The Parent/Family Outreach Coordinator and the Executive Director will attend meetings, take notes, and share information with the school community about budding potential relationships. When the partnerships are in place, signed MOUs will be collected.</p> <table><tr><th>School Year</th><th>Summary of Outcomes</th></tr><tr><td>2019-20</td><td>Maintained partners from 2018-19 and added 4-year institutions (i.e. Bridgewater State Univ. and Nichols College)</td></tr></table>	School Year	Summary of Outcomes	2019-20	Maintained partners from 2018-19 and added 4-year institutions (i.e. Bridgewater State Univ. and Nichols College)
School Year	Summary of Outcomes					
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	Charter Term Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Objective: In our first charter term, NHCSB will establish best practices, identify a partner, and develop a collaborative partnership with a district. NHCSB will also share best practices through panels and conferences.</p>		

<p>Measure: During the first term of our charter, NHCSB will work to identify best practices, establish a school partner, and develop a collaboration with the school partner.</p> <ul style="list-style-type: none">● By the end of Year 2 (2017-2018), NHCSB will identify and document best practices.● By the end of year 3 (2018-2019), NHCSB will identify a public-school partner with whom to share best practices.● By the end of year 4 (2019-2020) and in year five (2020-2021), NHCSB will collaborate with our partner school to share best practices.	<p>Met</p>	<p>Kinds of data gathered/data collection plan: The NCHSB leadership team will meet quarterly to identify best practices and work to identify a school partner and develop a formal collaboration. This document will be a shared file in Google Classroom to ensure that all staff has an opportunity to provide feedback.</p> <table><tr><th>School Year</th><th>Deliverables</th></tr><tr><td>2019-20</td><td>NHCSB was awarded the Early College grant and designation, which affords leadership team members the opportunity to meet and discuss early college programming during DESE sponsored workshops. Continued to build partnerships with Nichols/Bridgewater and numerous partnerships with designees.</td></tr></table>	School Year	Deliverables	2019-20	NHCSB was awarded the Early College grant and designation, which affords leadership team members the opportunity to meet and discuss early college programming during DESE sponsored workshops. Continued to build partnerships with Nichols/Bridgewater and numerous partnerships with designees.
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2019-20	NHCSB was awarded the Early College grant and designation, which affords leadership team members the opportunity to meet and discuss early college programming during DESE sponsored workshops. Continued to build partnerships with Nichols/Bridgewater and numerous partnerships with designees.					
<p>Measure: NHCSB will serve as an incubator for early college design in the state of Massachusetts</p>	<p>MET</p>	<p>Kinds of data gathered/data collection plan: The Academic Dean will work with the Assistant Deans and the NHCSB College Working Group to create presentations using student data.</p>				

and beyond. In the first charter term, NCHSB staff will participate in 3 panels and present at 5 conferences.		<table><tr><th>School Year</th><th>Deliverables</th></tr><tr><td>2019-20</td><td>NHCSB continued to attend and participated in panels; interrupted due to Covid-19</td></tr></table>	School Year	Deliverables	2019-20	NHCSB continued to attend and participated in panels; interrupted due to Covid-19
School Year	Deliverables					
2019-20	NHCSB continued to attend and participated in panels; interrupted due to Covid-19					

Reach Objective

	Charter Term Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: NHCSB will prepare all students for success in college		
Measure: Each year of our charter term, an increasing number of NHCSB students will earn college credit during high school. By the end of our first charter term, at least 50% of NHCSB students will earn a C or higher in 2 or more college courses	Met	Kinds of data gathered/data collection plan: The Director of Early College and Post-Secondary Pathways and the Guidance Department gathers college completion information for student transcript purposes. This data will be held in the guidance counselor's office and entered into PowerSchool database. The college courses selected for the 11 th and 12 th grade are credit-bearing college courses that will be used toward the completion of an associate degree in Liberal Arts, Transfer. <i>Evidence:</i> aggregate data for SY2019-20 shows 78% of 11 th grade scholars earned C or higher in 2 or more college courses:

		<table border="1"> <thead> <tr> <th># of 11th grade scholars</th><th># of courses earned with a "C" or higher</th><th>% of total scholars</th></tr> </thead> <tbody> <tr> <td>16</td><td>one</td><td>19.2%</td></tr> <tr> <td>14</td><td>two</td><td>16.8%</td></tr> <tr> <td>27</td><td>three</td><td>32.5%</td></tr> <tr> <td>24</td><td>four</td><td>28.9%</td></tr> </tbody> </table> <p>At the time of this report, there are no 12th grade scholars. The majority of scholars with one course were RISE scholars. RISE juniors only received one college class in the spring because of the difficulty in fall scheduling. This, however, does not hinder their ability to earn a minimum of 12 college credits by graduation because most of them took a college class in their sophomore year. They will also have the opportunity to take additional courses in both semesters next year.</p> <p>Total number of enrolled college credit hours: SY'20 (2500), SY'19 (581)</p>	# of 11 th grade scholars	# of courses earned with a "C" or higher	% of total scholars	16	one	19.2%	14	two	16.8%	27	three	32.5%	24	four	28.9%
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School Name: New Heights Charter School of Brockton

2019-2020 Implementation Summary:

Narrative:

During the 2019-20 school year, New Heights Charter School continued to build upon the successes of our recruitment and retention strategies from previous years, particularly for Special Education students and English learners (ELs) as well as economically disadvantaged children. The marketing firm Slowey/McManus began working with our recruitment team and a member of the Executive Leadership Team assumed responsibility for our enhanced recruitment initiatives for the 2019-20 school year. Our marketing campaign underwent a total re-design including new print materials, translated into all four languages of our region, as well as updates to our website and promotional materials. In addition, we learned from previous year's areas of improvement and increased our social presence in the community. The largest challenge to implementing the 2019-20 recruitment plan was COVID-19. NHCSB had tentatively scheduled several spring events leading up to our lottery that were unfortunately scuttled in light of early reports of the virus' spread. However, with some dexterity and creativity, the enrollment team brought our enhanced recruitment strategies intended for this year (such as community town halls) to the internet. Our team started actively using Instagram and Facebook to attract families and highlight the work at New Heights. We held several community events outside to increase our community presence. And we again utilized our marketing campaigns via US Mail and local newspapers to bring the news of our school to our region. Although pivoting our plan away from face-to-face and instead to the internet caused some initial challenges, we have a healthy waitlist after our March lottery and intend to increase our waitlist with a June 26th lottery.

- **Focus on Promotion:** NHCSB held two open houses/informational evenings where members of the student services team, including counselors, Special Education, and ELL staff were present to answer families' questions about our model.
 - a. One of the Open House was held in the winter prior to the March lottery to provide support for families who may wish to submit an application to learn more about our school. In addition, recruitment staff were on hand during our Multicultural Night, which included tours for prospective families visiting New Heights for the first time.
 - b. New for 2019-20: New Heights worked with a marketing firm to redesign marketing process currently in place including the mass mailer and newspaper ads in addition to copy placed on the website to be sure our reach is broad and all encompassing.
 - c. Welcome to New Heights Day! In the past, NHCSB ran two Acceptance Day Open House for all new 6th grade students at the start of summer and a second Acceptance Day for all new students entering vacated seats. Special Education, counseling, and EL staff were on board to meet and support prospective students. In light of COVID-19, Welcome to New Heights! Was moved to a smaller scale. New families were invited to attend one-on-one sessions with our enrollment coordinator and members of our staff. In addition, the Executive Director held

- zoom sessions with members of the community to address questions about our school.
- d. NHCSB continued the practice of printing all promotional materials in Haitian Creole, Portuguese¹, English and Spanish. Additionally, our school website can be translated into any foreign language, which means our application can be translated into any language. Promotional materials were sent to every household with an age-eligible child within our region. In addition, NHCSB ran ads in the local papers before our application due date and again before the lottery.
 - e. Bilingual staff was available at all of our open houses in order to support Limited English Proficient (LEP) families.
 - **Cultural Presence in School:** We continued to build on our myriad cultures that compose our student and staff body with a particular focus on building cultural competencies in our teachers through targeted professional development.
 - a. New to 2019-20: Staff members attended several day-long professional development sessions on student engagement with the Schlechty Center (<https://www.schlechtycenter.org>). Additionally, NHCSB hosted several community events, via zoom or in person, to provide a forum for discussion around race and culture.
 - b. New to 2019-20: Academic coaches will work with staff throughout the year to embed cultural competencies throughout the New Heights community, for example in our open houses and acceptance days. Understanding and respecting where our students come from is essential to supporting their development when they arrive at New Heights.
 - **Community Events:** NHCSB held four third Multicultural Night Celebration for New Heights Families that was a huge success. This year staff noted the presence of many new faces, community representatives, the Mayor, and new families who wanted to check-out our school. This event is rapidly becoming the highlight of the year for our families. In early June, NHCSB held a Social Justice Awareness Forum and Conversation Around Current Events to provide our families and members of our community a safe place to talk about the current political environment that impacts our students, family and community.

New Heights' met great success in implementing the recruitment strategies from the 2019-20 recruitment plan, particularly in light of the COVID-19 closure on April 6. We look forward to returning to in-person recruitment strategies, which we deployed successfully during our first recruitment cycle, to increase awareness about New Heights in our region.

Subgroup Enrollment: Anecdotal evidence continues to indicate that enrollment figures are primarily driven by word-of-mouth recruitment. However, we are beginning to see a trend in new families reaching out via social media or attending events held at the school, suggesting that we are becoming a "known" option for families.

October SIMS: The 19-20 October SIMS report reflected a slight decrease in Special Education Students, a number that does not capture the total picture for student recruitment. Due to a reporting error, many of our special education students were not reported in the 2019 SIMS report, resulting in a decrease. However, when the error was rectified, our Special Education population reflects a similar percentage to the 2018-19 school year. In all other subgroups, NHCSB continues to improve, particularly with economically disadvantaged students. This indicates that our initiatives are working - a personalization of the recruitment process through

¹ According to a report written by the Rhode Island Teachers of English Language Learners, <http://www.ritell.org/Resources/Documents/language+project/Cape+Verdean.pdf>, Portuguese is the official language of Cape Verde and is used in all schooling, government, and written forms of communication. Cape Verde Creole is not a written language and thus Portuguese is used to communicate with Cape Verdean students. However, several members of the staff at NHCSB are able to speak dialects of Creole for prospective and current NHCSB students.

small group tours and meet-and-greets with key members of the leadership team as well as enrollment fairs that assist families through all aspects of the enrollment process, ensuring ALL stakeholders' needs are met in real time.

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

General Recruitment Activities for 2019-2020:

- **Focus on Promotion:** NHCSB held two open houses/informational evenings where members of the student services team, including counselors, Special Education, and ELL staff were present to answer families' questions about our model.
 - a. One of the Open House was held in the winter prior to the March lottery to provide support for families who may wish to submit an application to learn more about our school. In addition, recruitment staff were on hand during our Multicultural Night, which included tours for prospective families visiting New Heights for the first time.
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- **Cultural Presence in School:** We continued to build on our myriad cultures that compose our student and staff body with a particular focus on building cultural competencies in our teachers through targeted professional development.
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supporting their development when they arrive at New Heights.

- **Community Events:** NHCSB held our third Multicultural Night Celebration for New Heights Families that was a huge success. This year staff noted the presence of many new faces, community representatives, the Mayor, and new families who wanted to check-out our school. This event is rapidly becoming the highlight of the year for our families. In early June, NHCSB held a student-run Social Justice Awareness Forum and Conversation Around Current Events to provide our families and members of our community a safe place to talk about the current political environment that impacts our students, family and community.

Recruitment Plan – 2020-2021 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage:

9.3%

GNT percentage:

9%

CI percentage:

11.9%

The school is above
GNT percentages and
below CI percentages

(b) Continued 2019-2020 Strategies

Met GNT/CI: no enhanced/additional strategies needed

Strategy 1: Students at New Heights who have an IEP or a 504 will be assigned to a Special Education Teacher who will also act as their case manager. Each student's case manager will consistently review and revise student plans and communicate with parents and families regarding their students' progress and growth throughout the school year. Additionally, each case manager will act as the students advocate for their education, fight for each students' educational rights and ensure the implementation of their IEP or 504 plans.

Strategy 2: During each New Heights open house, information session or recruitment event, New Heights will have Special Education staff in attendance to answer questions, provide information and encourage families to consider New Heights for all students.

Strategy 3: At the start of the school year, the New Heights Special Education Department will invite families to join the New Heights SEPAC organization. Additionally, at the start of the school year, the Director of Student Services will host an information session for parents within the Special Education Department to explain their parental rights, review and understand qualifying disabilities and review systems and procedures within the department (i.e. annual review meetings, re-evaluation meetings, accommodations, etc.). Lastly, a Special Education staff member will be in attendance at parent meetings throughout the school year to answer any questions that parents and families may have.

Strategy 4: All students with an IEP or a 504 had a case manager for the entire school year who reviewed and revised their plan as needed, communicated with parents and families regarding their student and was an advocate for the students on their caseload.

	<p>Strategy 5: Given that many high school students will be taking college courses, students with an IEP or 504 will be informed of the resources available to them on our college partner's campus as well as any college he/she may attend. When our students are in a college course or on a college campus, they are college students and therefore are responsible for informing professors of their accommodations. This information will be presented to parents and families at open houses and during meetings with their case manager and parents.</p> <p>(c) 2020-2021 Additional Strategy(ies), if needed</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 14.3%</p> <p>GNT percentage: 6.3%</p> <p>CI percentage: 11.7%</p> <p>The school is above GNT percentages and below CI percentages</p>	<p>(b) Continued 2019-2020 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <p>Strategy 1: Our Director of EL Services will continue to work with our students and the community, holding information sessions and ensuring our materials are translatable. In addition, many of NHCSB's staff is bi-or multilingual, a skill that serves our students, their families and the community.</p> <p>Strategy 2: Next year, we will have one open house in the fall and one in the spring. Both will be held at New Heights. We will advertise for our information sessions in English, Portuguese, Haitian Creole, and Spanish.</p> <p>Strategy 3: NHCSB engages in outreach efforts, which include verbal translations in Cape Verdean Creole and Crioulo. Staff members will provide verbal translations during school tours, Open Houses held throughout the year, Early College Mtgs, and staff are on hand to translate telephone calls or electronic communications from parents interested in learning more about NHCSB.</p>

	(c) 2020-2021 Additional Strategy(ies), if needed
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 44.2%</p> <p>CI percentage: 43.8%</p> <p>The school is above CI percentages</p>	<p>(b) Continued 2019-2020 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <p>Strategy 1: Student Services: New Heights will continue to advertise our extensive student services support via Parent Meetings or Prospective Student Site Visits. These services include mental counseling, partnerships with local agencies (such as YouthWorks) and medical support groups (including visiting dental and vision specialists), laundry, and nutrition programming, such as CEP enrollment.</p> <p>Strategy 2: Direct Marketing: In our first four years of student recruitment, New Heights relied heavily upon a direct marketing agency to send out mailers about our school in our four primary languages. We learned from families who attended our Open Houses that the mailer was rarely the reason they knew about our school and it was more likely word-of-mouth that influenced their decision to visit. For our 2019-20 recruitment season, New Heights will employ a marketing firm with experience working on student recruitment with charter schools in Massachusetts to help us to create materials that will target specific student populations. This organization will revamp our website and our media presence, ensuring our message is clear and reaches all corners of our district.</p> <p>Strategy 3: Door-to-Door Campaign: During the pre-operational recruitment period prior to New Heights' first year, our team went door-to-door in our three districts, focusing specifically on housing projects and low-income neighborhoods – particularly the businesses in these neighborhoods. Our staff brought the New Heights' message to prospective students and families and, as a result, over 900 students completed applications to attend our school. During the 2019-20 recruitment season, New Heights staff will once again visit housing projects in our primary districts as well as businesses in low-income neighborhoods including hair salons, laundromats, and supermarkets.</p> <p>We believe these three strategies – holding Open Houses, creating a professional marketing campaign including materials to reach out to prospective families, and a door-to-door approach – will increase our recruitment of low-income students, as well as increases our presence in the community.</p>

	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p align="center">No Additional Strategies</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2019-2020 Strategies</p> <p>Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.</p> <p>Strategy 1: Attend meetings at schools, when invited, to encourage students who may be sub-proficient to consider the smaller learning environment at NHCSB, our “Academic Boot Camp” offered in the Lower School, in addition to our Summer Bridge program, all designed to bring students to proficiency and prepare them for the next steps.</p> <p>Strategy 2: We will include descriptions of our programming as it relates specifically to increasing proficiency, from the use of double-blocked English and Math to the inclusion of developmental courses at MCC.</p> <p align="center">2020-2021 Additional Strategy(ies), if needed</p> <p>We do not believe new strategies are required per our early testing and identification of students. Plus, the addition of a college and career advisor and academic counselor will provide all students with access to a professional who can assist them in understanding and assessing their strengths and areas for growth, and then form a plan to ensure academic progress.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2019-2020 Strategies</p> <p>Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.</p> <p>Strategy 1: Early College was originally envisioned as a dropout prevention tool. In our promotional materials, and throughout our public appearances we will remind students that attending NHCS means the opportunity to pursue courses of interest in college. We will focus on what makes us different from “traditional” public schools, emphasizing our wraparound services.</p> <p align="center">2020-2021 Additional Strategy(ies), if needed</p> <p>We do not believe new strategies are required per early identification of academic or social/emotional needs however, for the 2020-21 school year New Heights is bringing a full-time Associate Principal of Enrollment and Recruitment and a second fulltime Guidance Counselor to support recruitment and retention efforts.</p>

<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p align="center">(f) Continued 2019-2020 Strategies</p> <p>Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.</p> <p>Strategy 1: Drawing from our extensive background in Alternative Education programs, we will canvass local hangouts, parks, and community centers to talk to dropouts about re-enrolling at NHCS. We will focus on our college access and completion mission.</p> <p>Strategy 2: We will work with community groups' families with the dropout population in our region to serve as referral agencies to NHCS, again leveraging relationships already in place due to our history in Alternative Education.</p> <p align="center">2020-2021 Additional Strategy(ies), if needed</p> <p>No additional strategies required at this time. New Heights has not yet enrolled a student who previously dropped-out of school. In the event the does happen, our Student Services team will work with the student to ensure they are enrolled.</p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) Continued 2019-2020 Strategies</p> <p>Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.</p> <p>Strategy 1: We have been told that students who are not interested in attending college, perhaps for whom high school graduation is sufficient, may be discouraged from applying.</p> <p>Strategy 2: We will clarify that our mission is to PREPARE students for college by removing barriers implicit to developmental education requirements.</p> <p>Strategy 3: We will also remind students that the college courses are free and will be taken in place of "traditional" high school classes.</p> <p>Strategy 4: We will work to assuage concerns about whether college is the "right path" for students in this category, both with concerned students as well as their families.</p> <p align="center">2020-2021 Additional Strategy(ies), if needed</p> <p>We do not anticipate the need for any additional strategies.</p>

Retention Plan

2020-2021

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2019-2020 Retention Plan.

Narrative: Key changes for the 2019-20 school year include a revamped Student Services team, which was to include an additional school counselor and a School Psychologist in addition to a new Director of Student Services and a new Director of English Language Services, academic coaches in all departments including an ELA coach who is revamping our entire ELA curriculum to align instruction with cultural competency. Unfortunately, the School Psychologist chose not to accept the position just before the start of the school year and a suitable replacement was not found that late in the hiring season. However, the staff did come together under a new Director of Student Services and our retention efforts this year reflect a full-team effort, including monthly reports to the NHCSB Board and weekly retention discussions during full leadership meetings. We are proud that our school nearly made our retention goal of 90% (In 2018-19 New Heights had a 10.8% attrition rate, an improvement of nearly 4% over the 2017-18 school year). However, our 2020 attrition data reflects a 5% increase, from 10.8% to 15.8%. We believe this increase is a reflection of a number of factors including a lack of extracurricular activities (students are choosing to attend their local high schools in favor of more school sports), students inability to attend college courses due to academic or behavioral deficiencies (which subsequently led to the creation of the RISE program to support student success in college courses), and finally, the behavioral system put into place last year to better address student discipline.

1. Behavior System: NHCSB continues to use Dean's List to support our behavior system. Dean's List records the positive and negative behaviors of students on campus. Good behavior was awarded points that could be used to "purchase" NHCSB logo items or dress down days. The school focused on culture development during the 2018-19 school year, including a revamping of the behavior system to better suit the needs of our students. New to the 2019-20 school year: The Principal will be joined by an Associate Principal who will manage three Deans of Students. This new "student culture" team will implement an improved culture and discipline plan for the 2019-20 school year. The "Culture Team", which included

three Deans of Students and the Associate Principal reported a number of problems with NHCSB's rethinking discipline model and the entire program will be redesigned for the start of the 2021 school year under the leadership of an Associate Principal for Culture.

2. School Culture Events: NHCSB continues to hold an 8th grade dance and graduation ceremony that are eagerly anticipated and widely attended, a science and art fair, multicultural event, and talent show to support the wide interests of our student population. New for 2019-20: New Heights will continue to grow our school culture events, seeking suggestions from our students, including student representation on our school wellness committee, which lead to improvements in our school lunch program for the 2019-20 school year. The Coronavirus closure allowed NHCSB leadership the opportunity to reflect twice weekly for several hours, as a full leadership team, a rare occurrence during the school year. This time was dedicated to increasing opportunities for events to support our families, increase enrollment and retention, improvements to our disciplinary model and staffing, and laying plans for the 2021 school year.

3. Recognition: NHCSB continued to hold grade-specific award ceremonies to recognize the hard work throughout the year of all students and welcome them to the next grade. We also include students' successes in our Board updates, and we are currently in discussion about starting a formal newsletter (there was a beta newsletter produced for the 2019-20 fall) for the 2021 school year.

4. SummerBridge: Unfortunately, the 2019-20 SummerBridge program, which included exciting internship opportunities as well as time on a college campus, was cancelled due to the COVID closure.

5. Professional (student-centered) Development: NHCSB teachers consistently met in grade level teams through Response to Intervention (RTI) protocols to better support struggling students. After the first semester and analyzing the results of the staff survey, the instructional leadership team created a differentiated PD calendar to provide teachers a variety of options to reflect their variety of needs in their own professional growth. We received positive feedback regarding this change and the quality of PD provided. During the 2019-20 school year, staff survey results on professional development continue to reflect a disconnect between materials covered and staff perception of effectiveness. In order to respond to this, a new Associate Principal of Teaching and Learning will assume ownership of the professional development model during the fall of 2020. Changes will include the creation of professional learning communities and more mentoring opportunities through targeted coaching.

6. Special Education and EL Supports: All students with an IEP or a 504 have a case manager for the entire school year who reviews and revises their plan as needed, communicated with parents and families regarding their student and was an advocate for the students on their caseload. EL students receive notifications from the school in their home language in addition to receiving the necessary supports at the school to succeed academically and social/emotionally. New for 2019-20: New Heights will have new leadership in Student Services to continue the work done in 2018-19, including audits of the system and one-on-one meetings with students to ensure their academic and social/emotional needs are met within our school's program. The Academic Counselor works with all high school students, in particular, that receive services to discuss the resources available to them on a college campus and how to self-advocate for themselves in college courses. For the 2020-21 school year, the Student Services Department will continue to monitor student success and support students to and through college courses.

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

Retention Plan – 2020-2021 Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 13.7%</p> <p>Third Quartile: 10%</p> <p>The school's attrition rate is above third quartile percentages.</p>	<p>(c) 2019-2020 Additional Strategy(ies), if needed Above third quartile: additional and/or enhanced strategies needed</p> <p>Building on the work done last year, which successfully closed the gap between the school's percentage and third quartile by 1.5% percent (last year, NHCSB reported a 4.3% gap, reducing that number this year to 2.7%). Although the gap was not closed, this reduction points to the possibility that the activities listed below are working.</p> <p><u>Activity 1</u> New Heights has 4 licensed Special Education teachers, 1 paraprofessional and anticipates the hiring of 2 additional Special Education teachers for the upcoming school year. Special Education teachers provide students with inclusion support, 1:1 and small group academic support, small group instruction, organizational support, decoding instruction and social skills instruction. Each student's individual plan is dependent on the services and accommodations that are outlined in the student's IEP or 504 plan. Additionally, Special Education teachers are required to communicate student progress in all areas with parents and families periodically throughout the school year to help ensure the student is supported both inside and outside of school. New for 2019-20: New Heights hired several new special education teachers, a school psychologist and a new Director of Student Services to monitor the Special Education program and our students closely as well as work with teachers to enhance instructional techniques in the classroom.</p> <p><u>Activity 2</u> The Director of Student Services or Director of Special Education is present at all IEP and 504 meetings. Additionally, the Director of Student Services is a resource to both families and students regarding related supports. Lastly, the</p>

	<p>Director of Student Services provides coaching to all of the Special Education staff around supports, parent communication, meeting preparation and inclusion support to ensure that students are receiving the educational supports that they deserve. This will remain the same for 2019-20.</p> <p><u>Activity 3 (Updated for 2019-20)</u></p> <p>The new Director of Student Services is licensed in Special Education and will provide appropriate professional development for the whole staff to ensure that all students have meaningful access to the curriculum and are receiving the support they need to succeed in the classroom. Additionally, the Director of Student Services will hold office hours for general education teachers to receive support in the area of accommodations. Lastly, the Director of Student Services will perform accommodation audits randomly throughout general education classrooms to ensure classrooms are in compliance.</p> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>Above third quartile: additional and/or enhanced strategies needed .</p> <p>Strategy 1: NHCSB reported incorrect numbers in the October SIMS due to Special Education data not entered properly into our Student Information System. This issue was addressed by creating a two-step certification process whereby the Dean of Data and Accountability will work with the Director of IT to ensure reports are certified by each department head before the data is submitted to the state. This problem is fixed.</p> <p>Strategy 2: NHCSB's Director of Student Services continued to support professional development opportunities for the full staff, including specific focus on student engagement. It is our intention to continue student engagement professional development as well as small-group coaching to increase educational opportunities for all students at NHCSB. This work began during the spring of 2020 and will continue into the 2021 school year.</p>
Limited English-proficient students/English learners Limited English-proficient students	
<p><u>(a) CHART data</u></p> <p>School percentage: 6.5%</p> <p>Third Quartile: 20%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p><u>(b) Continued 2019-2020 Strategies</u></p> <p>Below third quartile: no enhanced/additional strategies needed. Although NHCSB was below the 3rd quartile, the English Language Learners Team will incorporate several new components for the 2018-19 into our success strategies listed above:</p> <ul style="list-style-type: none"> ● Retain and hire bilingual staff. Adding an additional ESL teacher to our staff ● Offer our LEP families more resources (i.e. informational flyers about the benefits of bilingualism, classes and/or information sessions for LEP parents

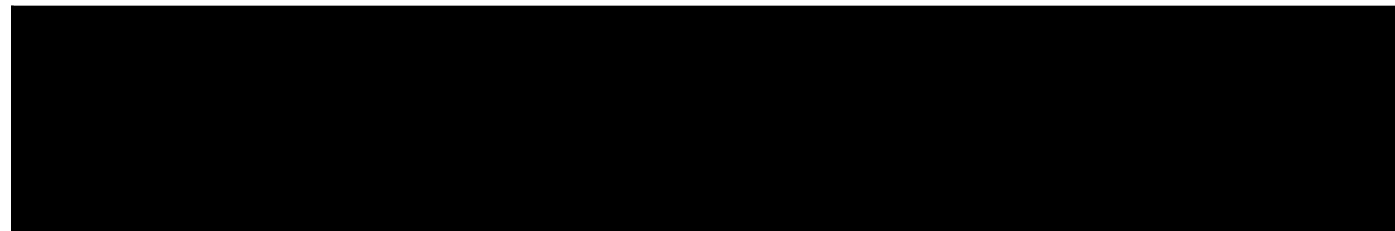
	<p>after school, EL Parent Council meetings, free immigration counseling, adult ESL classes)</p> <ul style="list-style-type: none"> ● Hang the Benefits of Bilingualism posters around school ● Have a Multicultural Dress Down Day for students ● Distribute informational flyers at local organizations (i.e. local daycares, the YMCA, the Boys and Girls Club, the Family Center, dance schools, restaurants, etc.)
	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>Above third quartile: No additional strategies required.</p>

(low income/economically disadvantaged)	
<p><u>(a) CHART data</u></p> <p>School percentage: 17.6%</p> <p>Third Quartile: 12.6%</p> <p>The school's attrition rate is above third quartile percentages.</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p>Below median and third quartile: no enhanced/additional strategies needed</p> <p>During the 2018-19 school year, New Heights reported a nearly 8% increase over the third quartile - 19.8% of students versus 11%. We are happy to report that we have reduced our school percentage, using the strategies reported above, by 7.2%, a note-worthy decrease we believe for a three-year old school still learning our region. We will continue to grow and adapt our strategies over the coming years to close this gap permanently. Enhanced strategies are listed below.</p> <p>Strategy 1: Building on last year's strategy to dedicate more time to students, the school social workers and the school psychologist will meet in small groups including grief counseling, "girls or boys" groups, and chat sessions with students to support their needs.</p> <p>Strategy 2: The school nurse, with the school wellness committee, will dedicate time to supporting students social/emotional needs including the availability of referral services, laundry and medical attention (such as vision and dental visits).</p> <p>Strategy 3: Students do not like the school lunches provided - they are too healthy, the portions are smaller than they are accustomed to, and the choices are limited. The Wellness Committee met during the school year (with students and families) to make sweeping changes to the school lunch program including new seasonings and menu selections.</p>

	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>Above third quartile: additional and/or enhanced strategies needed.</p> <p>Strategy 1: New Heights is committed to retaining our economically disadvantaged students. We will institute an exit interview process with the Director of Guidance and Recruitment starting in the fall of 2020 to help retain our students. In the past, these interviews (done informally) yielded a wealth of information.</p> <p>Strategy 2: All high school students at New Heights will be assigned to a Guidance Counselor who will support academic planning while at New Heights and beyond. Each counselor will consistently monitor and revise student graduation plans and communicate with parents and families regarding their students' progress and growth throughout the school year. The Guidance team will develop group and individual counseling sessions and interventions to support all students in the classroom. Interventions will be communicated to all families through a link on our website, phone calls, and monthly newsletters.</p> <p>Strategy 3: The NCHSB middle school environment is an incredibly supportive and nurturing place for new sixth graders and our returning seventh and eighth graders to prepare themselves for high school. In an effort to present our middle school students with increased opportunities, NCHSB focused on several key strategies to retain all middle school students, particularly those who are economically disadvantaged, including: increasing access to high quality teaching and learning (supported by targeted PD for NHCSB staff) as well as a focus on reducing financial barriers to opportunities by providing free afterschool tutoring along with free universal breakfast survived before and after the bell. Finally, all middle school students were offered free field trips to college campuses and NHCSB sponsored college representatives to visit with middle school students. During the 2021-22 school year, NCHSB will begin offering middle school students access to Naviance to help develop academic and career goals.</p>
<u>Students who are sub-proficient</u>	<p align="center">(d) Continued 2019-2020 Strategies</p> <p>Strategy 1: Small advisory groups are built into every morning and later afternoon to support student's academic and social/emotional learning.</p> <p>Strategy 2: Students' academic schedules include double blocking in math and English, to ensure deep and rich understanding.</p> <p>Strategy 3: All students complete Massasoit's Developmental Course sequence to ensure they meet college ready academic standards (in addition to the reinforcement of academic skills learned in high school)</p> <p align="center">2020-2021 Additional Strategy(ies), if needed</p>

	<p>· Provide additional and/or enhanced strategies needed.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2019-2020 Strategies</p> <p>Strategy 1: SummerBridge for rising ninth graders included the development of proposals to have more “ownership” over our school including the development of a school store (student-driven business plan), murals painted onto our walls conceived of and executed by students, a lending library, and more picnic benches in front of the school to make our outside more attractive to passersby and give students a place to hang-out.</p> <p>Strategy 2: Build a college-going and safe/supportive culture that will include cultivating personal relationships with students and their families. Through these relationships we will know our students and we will have the tools we need to be proactive rather than reactive to meet the individual needs of all students.</p> <p>Strategy 3: Introduce college coursework as soon as the student is ready, not when the school is ready. At NHCSB, college courses are the proverbial “carrot” for students who may drop out of a more traditional setting. They are promoted in our model when they are deemed ready by Massasoit’s standards, whether in 11th grade or 8th, as was the case with a number of students during the 2017-18 school year.</p> <p>2020-2021 Additional Strategy(ies), if needed</p> <p>· Provide additional and/or enhanced strategies needed.</p>
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p>(f) Continued 2019-2020 Strategies</p> <p>Due to our expanding school culture and “We Go to College” mindset as well as the efforts we put into developing personal relationships with our students, exposing students early to college opportunities, we expect that we will have few students choosing to dropout of NHCSB. However, we will continue to work with students at-risk of dropping out as well as supporting students who drop-out to find an institution better suited to their individual needs or future plans.</p> <p>2020-2021 Additional Strategy(ies), if needed</p> <p>· Provide additional and/or enhanced strategies needed.</p>

<p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2019-2020 Strategies</p> <p>The NHCSB key design elements, recruitment and retention model, our staffing plan, and our “culture” all point to NHCSB specifically targeting all subgroups of students, working to eliminate the achievement gap and provide ALL students with access to postsecondary education opportunities.</p> <p>2020-2021 Additional Strategy(ies), if needed</p> <p>· Provide additional and/or enhanced strategies needed.</p>
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Here is the link to NHCSB's profile on the Department's website,

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=35130305&orgtypecode=6&leftNavId=300&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	88.7
Asian	0.8
Hispanic	7.5
Native American	0.2
White	1.7
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	1.2
Selected Populations	% of School
First Language not English	15.1
English Language Learner	14.3
Students with Disabilities	7.3
High Needs	58.8
Economically Disadvantaged	44.2

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR

Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Omari Walker Executive Director	Omari oversees the entire NHCSB operation, works directly with the NHCSB Board, supports fundraising and grant attainment activities, and provides leadership to the Head of School	Founding member	n/a
Janice Manning Assistant Executive Director	Janice managed the daily operations of NHCSB including facilities, nutrition, transportation, technology, and custodial services	Founding member	n/a
Shana Silva Principal	Shana oversees the middle school academic program, parent support and school culture and NHCSB.	August 1, 2018	December 2019
Laura Miceli Director of Curriculum and Instruction	Laura oversees the schools' assessment and instructional program as well as the development of curriculum/alignment for all grades.	September 1, 2019	n/a
Neal Klayman Associate Principal	Neal is responsible for upholding our school culture as well as handling student discipline for all grades along with the Dean of Students.	September 1, 2019	n/a
Hannah Roberts Dean of Student Services	Hannah oversees the Special Education Program and the school adjustment counselors at NHCSB.	June 1, 2019	n/a
Shana Silva Dean of EL	Laura oversees the English Language Learners Program at NHCSB.	December 1, 2019	n/a
Laurie Casimir High School Dean of Students	Laurie is responsible for upholding our school culture as	August 1, 2018	n/a

	well as handling student discipline for the lower grades.		
Dr. Jaqueline Taylor Dean of STEM	Jaqueline is responsible for supporting the design work of math and science curriculum, evaluating all math and science teachers, and supporting the development of instructional assessments.	September 1, 2019	n/a
Sophia Stephney Assistant ED	Sophia is responsible overseeing guidance, enrollment, governance, and other tasks as assigned by the ED	August 1, 2018	n/a
Tami Dashley Shah Early College Dean of STEM	Tami is responsible for supporting the design work of math and science curriculum, evaluating all math and science teachers, and supporting the development of instructional assessments.	August 1, 2018	n/a
Dr. Rachel Daniel Dean of Humanities	Rachel is responsible for supporting the design work of Humanities curriculum, evaluating all math and science teachers, and supporting the development of instructional assessments.	August 1, 2018	n/a
Suzanne Graham Business Manager	Suzanne manages the functions of the business office including budget, accounts receivable, and contracts.	April 1, 2019	n/a
Dr. Timberly Robinson Dean of Data and Accountability	Timberly oversees assessment scheduling and data analysis for the school	September 1, 2019	n/a

*Add additional rows as necessary

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	40	8	2	Personal
Other Staff	28	4	1	Personal

* Departures refer to an employee no longer working at the school or network. Departures should not include reassignment or transitions to other roles within school or network.

Reasons for departure are one of two options:

- (1) termination or non-renewal of employment contract, or
- (2) employee chose to end employment.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	9
Minimum number of board members in approved bylaws	6
Maximum number of board members in approved bylaws	15

Members of the Board of Trustees for the 2019-2020 School Year

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Mike Sullivan	Chairman	Governance	1	1. Feb 2016-February 2018 2. February 2018-February 2021
Vinnie Marturano	Trustee	Governance Chair	1	1. February 2016-February 2019 2. February 2019-February 2022

Rick Schwartz	Trustee	Academic Governance Finance	2	1. February 2016-2017 2. February 2017-2020 3. February 2020-2023
Nicholas Christ	Treasurer	Finance	1	1. February 2016-2018 2. February 2018-February 2021
Ollie Spears	Trustee	Finance	2	1. February 2016-2017 2. February 2017-2020 3. February 2020-2023
Manny Daphnis	Vice Chair	Academic Chairman	1	1. February 2016-2018 2. February 2018-2021
Kimberly ZouZou	Trustee	Finance	1	1. May 2019-2020 2. May 2020-2023
Gregory Phillips	Trustee	Governance	1	1. September 2017-18 2. May 2019-2022
Steven Bernard	Trustee	Academic	1	1. September 2018-2019 2. September 2019-2022

Please insert the school's 2020-2021 board of trustee and committee meeting schedules below.

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location
September 29 th , 2020	New Heights Board Room **or held virtually pending state recommendation
October 27 th , 2020	New Heights Board Room **or held virtually pending state recommendation
November 17 th , 2020	New Heights Board Room **or held virtually pending state recommendation

December 15 th , 2020	New Heights Board Room **or held virtually pending state recommendation
January 26 th , 2020	New Heights Board Room **or held virtually pending state recommendation
February 23 rd , 2020	New Heights Board Room **or held virtually pending state recommendation
March 30 th , 2020	New Heights Board Room **or held virtually pending state recommendation
April 27 th , 2020	New Heights Board Room **or held virtually pending state recommendation
May 25 th , 2020	New Heights Board Room **or held virtually pending state recommendation
June 22 nd , 2020	New Heights Board Room **or held virtually pending state recommendation

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Academic Excellence	3 rd Wednesday of every month (except December and August) 10-11:30am	New Heights Board Room **or held virtually pending state recommendation
Governance	3 rd Wednesday of every quarter 4-5pm	New Heights Board Room **or held virtually pending state recommendation
Finance	4 th Tuesday of every month (except December and August) 4-5pm	New Heights Board Room **or held virtually pending state recommendation
Ah-Hoc Building Committee	Scheduled by the Board, not a standing committee.	New Heights Board Room **or held virtually pending state recommendation

* Add additional rows for additional committee schedules

Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Michael Sullivan	msullivan@ashcroftlawfirm.com	No Change
Charter School Leader	Omari Walker	owalker@nhcsb.org	No Change
Assistant Charter School Leader	Janice Manning	jmanning@nhcsb.org	No Change
Special Education Director	Hannah Rogers	hrogers@nhcsb.org	No Change
MCAS Test Coordinator	Timberly Robinson	trobinston@nhcsb.org	New
SIMS Coordinator	Lauren Harwood	lharwood@nhcsb.org	No Change
English Learner Program Director	Shana Silva	ssilva@nhcsb.org	New
School Business Official	Suzanne Graham	sgraham@nhcsb.org	No Change
SIMS Contact	Lauren Harwood	lharwood@nhcsb.org	No Change
Admissions and Enrollment Coordinator	Melissa Jean	mjean@nhcsb.org	No Change

Facilities

New Heights' facilities did not change during the 2019-20 school year.

Enrollment

Action	2020-2021 School Year Date(s)
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Student Application Deadline	March 3 rd , 2021
Lottery	March 10 th , 2021

[1] <http://www.doe.mass.edu/charter/finance/chart/>