



# **Excel Academy Charter School ANNUAL REPORT 2023-2024**

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## **INTRODUCTION**

Founded in 2003 to provide a high-quality college preparatory education for the students of East Boston and Chelsea, Excel Academy is proving that a child’s ability to succeed in high school, college, and beyond is not determined by their zip code. In the past 20 years, we have grown from one school serving approximately 200 students to a network of four schools serving nearly 1,400 students. Throughout the journey, our core belief remains unchanged: when a student has the support and tools to pursue a productive post-secondary pathway that aligns with their own personal identity and values, they can fundamentally transform their life trajectory.

Just as we instill in our students the values of hard work, risk taking, learning from mistakes, and celebrating achievements, we follow the same principles. After operating a small single-site middle school in East Boston for eight years, the Commonwealth designated Excel a “Proven Provider” and granted us two additional charters to serve middle school students. Building on our success, Excel Academy Charter High School was established in 2018.

In June, we proudly celebrated our sixth graduating class of high school seniors, who have exhibited tremendous leadership in fostering a culture where students are encouraged to be their authentic selves. Our students support and empower one another, allowing for self-discovery and exploration of their passions. Together, they have achieved athletic championships in various disciplines, including dance and flag football. Because of their Excel education, these graduates are projected to be almost four times as likely to graduate from college compared to students attending similar district schools.

<b>Excel Academy Charter School</b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality )	58 Moore Street, East Boston, MA 02128  180 2 <sup>nd</sup> Street Chelsea, MA 02150  375 Bremen Street, East Boston, MA 02128  401 Bremen Street, East Boston, MA 02128
Regional or Non-Regional	Regional	Districts in Region (if applicable)	Boston, Chelsea
Year Opened	2003	Year(s) Renewed (if applicable)	2008, 2013, 2018, 2023
Maximum Enrollment	1,400 students	Enrollment for 2023-24	1363
Chartered Grade Span	Grades 5-12	Grade Span for 2023-24	Grades 5-12

Number of Instructional Days per School Year (as stated in the charter)	185	Students on Waitlist for 2024-25	1160
Number of Instructional Days during the 2023-24 School Year	185		
School Hours: (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.)	<b>Middle Schools:</b> M-Th: 8am-3:15pm F: 8am -1:30pm <b>High School:</b> M-W: 8:30am-3:45pm Th: 8:30am - 2:25pm F: 8:30am - 1:50pm	Age of School in 2023-24	21 years
Mission Statement: <i>The mission of Excel Academy Charter School is to prepare students to succeed in high school and college, apply their learning to solve relevant problems, and engage productively in their communities.</i>			

**FAITHFULNESS TO CHARTER**

**CRITERION 1: MISSION AND KEY DESIGN ELEMENTS**

**Mission**

Excel Academy Charter Schools steadfastly adheres to its mission of preparing students for success in high school and college, and beyond. Since our inception, we have grown from a single middle school to a network of campuses that includes three middle schools and a high school. This growth reflects our commitment to providing a college-preparatory education that empowers students to apply their learning to solve relevant problems and engage productively in their communities. This year, we launched a renewed commitment to our mission across all our schools, ensuring that every member of our community understands and shares in our goals.

Our dedication to rigorous academic standards remains unwavering. We implement a standards-based curriculum that not only delivers content-specific knowledge but also develops essential academic and non-academic skills. Our curriculum is designed to foster critical thinking and conceptual understanding, preparing students for the challenges of higher education and their future careers. By integrating opportunities for students to engage in hands-on learning and real-world problem-solving, we ensure that their education is both relevant and impactful. Regular curricular audits and aligned assessments ensure that our materials are aligned with grade-level expectations, and targeted support programs provide additional help for students who need it.

Excel Academy is committed to providing a culturally responsive education that celebrates and explores students' identities while maintaining high academic expectations. Through carefully selected texts and STEM projects that address current issues, we encourage students to apply classroom skills to analyze, discuss, and evaluate these topics. Our assessment strategies challenge students to demonstrate their mastery by tackling novel problems and authentic real-world scenarios.

This approach reinforces their academic skills and promotes a deeper understanding of their role in a diverse and dynamic society.

In the 2023-34 school year, we emphasized community and responsibility by creating or bolstering pre-existing initiatives and activities that form integral parts of our school culture such as athletic teams, affinity groups, competitive academic teams, and volunteer associations. These activities are designed to instill a sense of unity and pride among our students, fostering a strong sense of responsibility and active contribution to their school and broader community. Our dedicated teachers and staff engage in open discussions with students, helping them understand how their efforts within Excel Academy extend beyond the school environment. By participating in these programs, students learn to navigate their own paths while contributing meaningfully to the communities around them, embodying the mission of Excel Academy both within and beyond our walls.

### **Key Design Elements**

Excel Academy provides a rigorous academic program to prepare students to succeed in high school and college, apply their learning to solve relevant problems, and engage productively in their communities. This learning environment is not possible without excellent teachers and staff or a commitment to diversity, equity and inclusion. Therefore, we focus on developing our staff to ensure our teachers are equipped with the tools they need. In order to meet these ambitious goals, our model is centered around five mission-aligned key design elements.

#### **1. Post-Secondary Awareness, Support, and Completion**

Excel Academy supports students to pursue meaningful career or college opportunities. Excel Academy students begin building post-secondary awareness as soon as they join our network in Middle School as fifth graders. This begins with activities designed to help students learn about college as an option in their future - including career exploration events, panel discussions with Excel Academy alumni now in college, individualized support for summer programming, and trips to local colleges and universities. This type of support continues through ninth and tenth grade.

Excel Academy juniors and seniors take a weekly seminar to support them in building college and career access knowledge, in which they receive support and preparation for the PSAT and SAT exams, college and career visits, college and career applications and interviews, and financial aid applications. Excel Academy's (College and Post-Secondary Support (CAPS) team provides counseling and support to each Excel High School graduate for up to six years as they matriculate to and navigate post-high school opportunities. These programs are reinforced by a school culture that celebrates each student in their journey to their chosen productive post-secondary-school plan.

#### **2. Rigorous, Vertically Aligned, Accessible Curriculum**

Excel Academy's academic program is based on the fundamental idea that students must master core skills and content to achieve long-term success as learners. They must also develop the conceptual thinking abilities needed in higher-level academics. The schools' rigorous academic program is designed to ensure students can ask thoughtful questions; research, analyze, and synthesize information; solve novel problems; and draw insightful conclusions. These foundational skills ensure that our students are able to succeed through middle school and are prepared for a wide variety of high school Advanced Placement (AP) courses.

To ensure that students can build more sophisticated skills each year, Excel Academy aligns curriculum priorities and skills across middle school and high school. Our instructional teams conduct regular curricular audits to ensure that students have appropriate, grade-level materials. We make the curriculum accessible and meet the needs of all learners through student support structures such as targeted acceleration, intervention, and individualized programs. We consistently collect data on student achievement and gaps, then use that data to place all middle school students in a specific intervention group based on their growth areas during dedicated support blocks. In high school, targeted study halls and intervention periods provide additional support for students who are still developing foundational skills.

### 3. Socio-Emotional Learning and Support

Excel Academy focuses on socio-emotional learning at all grade levels. At both middle school and high school levels, our schools implement a consistent behavior management system allowing students to earn rewards for meeting or exceeding school expectations and implementing consequences when students do not meet expectations. Teachers implement the behavior support system in all classrooms to provide the foundation of a safe and positive classroom environment in which learning and relationships can flourish. We support student growth by providing frequent feedback, whereby students have the opportunity to reflect on their choices and grow in their ability to contribute to the school community. In our middle schools, each family receives a weekly report to summarize their student’s behavior, attendance, homework completion, and academic grades.

This support is augmented by time in advisories, where students have individualized check-in with advisors, participate in a structured SEL curriculum supported by their beginning of year Panorama data which identifies for each student areas of strength and concern.

### 4. Professional Development

Excel Academy invests heavily in professional development for our teachers and staff. At the network level, Excel Academy provides professional development during our annual August Staff Summit. At the school level, staff have co-planning time after dismissal at least one day a week and weekly professional development after early dismissal on Fridays. At the individual level, every teacher at Excel Academy has both a manager who serves as their primary teacher coach as well as a Department Head who provides additional content-focused instructional coaching. Excel Academy aims to ensure that every teacher grows and develops in their craft.

### 5. Equity and Inclusion Driven

Excel Academy is committed to providing an educational environment where all students will thrive, regardless of race, gender, sexuality, or economic status. A key component of that work is the school environment. Excel Academy developed affinity groups for students and staff and is committed to providing them with resources. Furthermore, professional development is offered on all aspects of diversity, equity, and inclusion (DEI) work, including staff communication, working with students across lines of differences, and holding high expectations and beliefs for all students. Excel Academy also practices data transparency on issues of diversity and inclusion by surveying staff and students on their experience and sharing this information.

### Amendments to the Charter

Date Submitted	Amendment Requested	Pending or Approved?
N/A	No charter amendments requested during SY23-24.	N/A

## CRITERION 2: ACCESS AND EQUITY

### Student Demographic Information - Race and Ethnicity and Selected Populations

Excel Academy Charter School

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04100205&orgtypecode=6&leftNavId=300&&fycode=2023>

<b>Student Data by Race and Ethnicity SY 23-24</b>	
<b>Race/Ethnicity</b>	<b>Percentage of Student Body</b>
African-American	4.8
Asian	1.2
Hispanic	80.2
Native American	0.4
White	11.8
Native Hawaiian, Pacific Islander	0.4
Multi-race, non-Hispanic	1.2

[Link](#) to Race/Ethnicity Data

<b>Selected Student Populations SY 23-24</b>	
<b>Title</b>	<b>Percentage of Student Body</b>
First Language not English	55.1
English Language Learner	14.8
Students with Disabilities	18.6
High Needs	76.9
Low Income	62.7

[Link](#) to Selected Populations Data

Excel Academy believes we have a responsibility to our families to provide all students with a safe and predictable school environment and a positive school culture where students can focus on learning and develop into their best selves. As such, we are committed to being an anti-racist organization that holds all students to high expectations for themselves and for their communities. Excel Academy employs tiered, progressive culture interventions and disciplinary consequences, sometimes including out-of-school suspension, to address student behaviors that don't meet our school community

expectations or are unsafe. In order to increase access and equity at Excel Academy, we are especially focused on reducing our suspension rate and reevaluating our behavior management system.

### ***Reducing our suspension rate***

We know that in order to access a high-quality education, students must be in school. Since 2018, our Deans of Culture have led work to keep more students in learning environments and reduce our suspension rate. They have done this by strengthening restorative justice practices in lieu of or in addition to out-of-school suspension to decrease repeated suspension, utilizing supportive interventions prior to suspension, and exploring alternatives to suspension. We believe these efforts have contributed to a downward trend in our suspension rate since the 2017-2018 school year. However, we know that this work is far from over as we have seen an increase in suspension rates the last two years. We are using these data to strengthen our practices and acknowledge there is more to be done to meet our goal of 6% set by the Department of Education and Excel.

To this end, in addition to the effort mentioned above, each campus has developed programs and lower-tier interventions such as after-school homework support or detentions, Collaborative and Proactive Solutions training for teachers, and student social clubs to help lower suspension rates that will continue in the 2024-25 school year.

### ***Reevaluating our behavior and support systems***

In the last five years, our Culture Team reevaluated and updated our behavior system to meet our commitment to being an anti-racist organization. In practice, this means our Deans of Culture implement alternate, age-appropriate consequences to address behaviors in place of suspension whenever possible and convene frequent family meetings and communication about lower level behaviors in an effort to decrease the frequency of escalated behaviors. We also implement a social-emotional universal screening assessment to better understand student needs that may manifest as disruptive or unsafe behaviors. School teams use this to inform counseling groups and other interventions that are a part of our Multi-Tiered System of Supports (MTSS). Lastly, we provide staff coaching focused on relationship building and management with students, and our Deans of Culture spend more time in class to observe student behaviors and support teachers with in-class behavior management. We will continue these practices into the future to address the high-rate of out-of-school suspensions and will continue to monitor and adjust our discipline practices to bring down the rate of out-of-school suspensions.

The suspension data from the previous year pushed us to take several actions that will continue next year:

- Adding suspension data and other discipline measures to our data dashboards for our administrative teams. We believe that transparent and consistent availability is a first step to identify trends and take restorative action.
- Investing significant time and resources for increased professional development for our leadership teams, specifically targeted at tackling sub-group disparities in academic and discipline data.
- Initiating a broader review of our disciplinary practices to ensure consistency in consequences across different administrators and campuses to conclude before Fall 2024.

We believe that by doing this, in addition to changing disciplinary practices Excel Academy launched over the last five years, will lead us to meet our six percent suspension rate goal that we've set for our charter, and to limit disproportionate suspensions by subgroups.

### ***Access and Equity- Data Table***

Below is the link to the District Profile for Excel Academy Charter School, as posted on the Department of Education's website. The most recent, publicly available student discipline data is available through this link and we have aggregated our discipline data over time below that related to suspension. The discipline data over time shows that we have made notable progress from last year and decreased our suspensions overall. We understand that to mean that our interventions are



working and should continue, even as we look ahead to concluding our review of disciplinary practices. Looking ahead, we also expect our practices to result in additional shifts during the 2024-25 school year.

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04100000&orgtypecode=5&=04100000&>

2022-23 Student Discipline					
Student Group	Total number of students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension SY 22-23	Percent Emergency Removal
All Students	1,402	179	1.2	12.1	0.1
English Learner	169	24	2.4	12.4	0.0
Low Income	963	134	1.5	13.1	0.0
Students with Disabilities	268	49	3.0	16.0	0.0
High Needs	1,115	156	1.3	13.3	0.0
Female	681	71	0.9	10.1	0.0
Male	721	108	1.5	13.9	0.0
American Indian or Alaska Native	6	0	Not reported	Not reported	Not reported
Asian	18	1	Not reported	Not reported	Not reported
African American/Black	81	22	4.9	24.7	0.0
Hispanic/Latino	1,104	130	1.0	11.1	0.0
Multi-race, Non-Hispanic/Latino	12	5	Not reported	Not reported	Not reported
Native Hawaiian or Pacific Islander	7	1	Not reported	Not reported	Not reported
White	174	20	1.1	10.9	0.0

Source: <https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04100205&orgtypecode=6&=04100205&>

#### CRITERION 4: DISSEMINATION EFFORTS

We are pleased to have been able to share some of our best practices as outlined in the following examples:

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b>	<b>Who at the school was involved with the dissemination efforts?</b>	<b>With whom did the school disseminate its best practices?</b>	<b>Result of dissemination</b>
Strategies to develop family support resources	Email, website	Estevan Puerta, Director of Student Recruitment & Enrollment  Arthur Kaynor, Director of Development & Governance	Match Charter Public School	Provided information about Excel’s approach and strategies for developing community partnerships and resources to support families via the <a href="#">Family Resources website</a> and Benefits Access Program.
Teaching and teacher recruitment practices	Campus visit	CEO, Owen Stearns	Brooke Charter School & Blackstone Valley Prep. Charter School	Academic leaders from Brooke Charter School and Blackstone Valley Prep. Charter School visited Excel campuses to observe classroom teaching best practices and collaborate on how to “re-raise” the bar for students and teachers as we emerge from the pandemic.
Supporting students on Career-bound pathways	OneGoal Massachusetts Conference presentation	Lauren Flinn, Senior Director of Postsecondary Support  Juan David Lozano, Director of Postsecondary Support	State policy leaders, district leaders, higher education professionals, CBOs, philanthropists from across the state	Excel, in collaboration with NextGen Talent, presented on our practices for advising and supporting career-bound students at Excel. We shared the tools we have worked with NextGen Talent on creating and how we have put them into practice with students and how we have trained our counselors to support career-bound students.
OSE Curriculum Prep. Resources	Email	Krista Fincke, Director of STEM Initiatives	Teachers from various other school districts using the OSE science curriculum	Excel created a set of materials related to the OpenSciEd curriculum including Preparation for OSE Routines, Intellectual Preparation Protocol/Checklist, Weekly Planning Resources, and Lesson Prep. Materials and provided these resources to the OpenSciEd Equitable Instruction (OEI) Initiative for use by teachers at other school districts that are using this curriculum.

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
				These documents are designed to support science teachers to intellectually prepare for utilizing the OpenSciEd curriculum.
CMO Governance Structure and Board Best Practices	Meetings, phone interviews, email	Arthur Kaynor, Director of Development & Governance Owen Stearns, CEO Caitlin Brumme, Chair of the Board of Trustees David Stolow, Treasurer of the Board of Trustees	Excellence Community Schools, Achievement First, Uncommon Schools, Old Sturbridge Village, RePublic Schools, and Summit Public Schools	Excel staff and Board members, with a team of volunteer consultants from Inspire/EY Parthenon, participated in a series of meetings and informational interviews with representatives from 7-8 other charter schools and charter management organizations to conduct peer benchmarking, learn from one another about governance structures, and share governance and board best practices.
Charter School Growth Fund Conference	In-person conference meetings	Andrew Solomon, Chief Financial Officer	Many other peer schools in the Charter School Growth Fund portfolio	Excel Academy shared best practices and lessons learned regarding board communications and governance with CFOs from many other peer charter schools. We also shared with other charter CFOs how we had planned for our use of ESSER funds to avoid the impact of a “fiscal cliff.”
School safety protocol with BPS	Email, meetings, phone calls	Owen Stearns, CEO Stevie Roberts, Managing Director of Operations Arthur Kaynor, Director of Development & Governance	Boston Police Department and all other charter schools in the Boston area	An incident in East Boston highlighted a gap in communications between Boston Police and local charter schools. Owen Stearns took the lead in following up to address the gap and attended follow-up meetings with BPD and other local schools to improve communication systems to help keep East Boston charter schools informed in a timely way about potential safety issues in the area.

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
Campus visitor program	In-person at various Excel campuses	Elizabeth Matson, Director of Special Projects Owen Stearns, CEO Arthur Kaynor, Director of Development & Governance	Other school leaders, Board members, donors, and guests	Excel hosted over 23 guests at campus visits (roughly once per month through the school year) for Board members, donors, and guests, including leaders from multiple other schools and non-profit organizations.
Inter-Region Collaboration on Academic Strategies	Classroom observations	Multiple administrators and instructional staff	Teachers, students, and administrators of Excel Academy Rhode Island	Excel Academy Charter School (MA) and Excel Academy Rhode Island have collaborated throughout the year to shadow and learn from one another and share best practices related to instruction, classroom management, and student culture.
Strategies to support teacher development and instructional practices	All Means All Conference	Kate Dormeus, Head of School	All Means All cohort (30 leaders nationally)	Many Excel leaders participated in the All Means All (AMA) Conference, and the Excel Academy Greenway Head of School, Kate Dormeus, was profiled as a "Leader to Learn From."
Instructional Coaching Strategies & School Culture Strategies and Systems	Campus visit	Stephanie Patton, Deputy Chief Schools Officer  Emily Lupo, Interim Head of School	Creo College Prep, Bronx NY	Excel hosted visitors to Excel Academy Chelsea and they observed classroom instruction and learned from the Interim Head of School and Dean of Culture on instructional practices and school wide culture systems.
School Leadership Practices, Instructional Coaching,	Campus Visit, Q&A with School Leadership	Stephanie Patton, Deputy Chief Schools Officer	Echelon Leadership	Excel hosted Echelon Leadership for their spring School Study. They observed classroom instruction, met with the school leadership team, and debriefed the day with the Deputy Chief Schools

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
Teacher Best Practices		Keith Guerin, Dean of Culture		Officer. Excel also provided resources including school wide culture systems and the Dean of Culture Handbook.
School Leadership Practices, Teacher Best Practices	Campus visit	Darren Gray, Director of DEI Sarah Stuntz, Head of Excel High School	DREAM Charter in NY	Visitors from DREAM Charter School visited Excel Academy Charter High School, observed classroom instruction, and met with the leadership team.

## **ACADEMIC PROGRAM SUCCESS**

### **CRITERION 5: STUDENT PERFORMANCE**

Below is the link to the 2023 Department School Report Cards for Excel, as posted on the Department of Education's website.

Excel Academy Charter School

<https://reportcards.doe.mass.edu/2023/04100205>

Below is a table with information from the school report card/statewide Accountability Report.

<b>2023 Official Accountability Report - Excel Academy Charter Schools</b>	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress towards targets
Progress toward improvement targets	59% - Substantial progress toward targets
Accountability percentile	68% - Annual criterion-referenced target percentage

### **Student Performance – Other Internal & External Assessments**

N/A

### **CRITERION 6: ACADEMIC PROGRAM DELIVERY**

Excel Academy's rigorous, standards-aligned curriculum ensures students gain grade-level academic skills and that they develop advanced skills that allow them access to college and career success. When students enter our high school, they participate in a college-preparatory curriculum that supports students to remain on track to complete a college education.

Our academic program is built on the understanding that students learn best and better retain core skills and content when they apply those skills and content to relevant, meaningful situations that offer a broader context for learning. Excel Academy's program promotes the development of higher-order thinking skills and provides students with the opportunity to apply learning from standard academic curricula to complex, authentic issues. Students are encouraged to find personal relevance in their coursework and to make connections among academic disciplines.

All curricular elements across grade levels and subject areas at Excel Academy are designed to be in alignment with Massachusetts state standards according to the curriculum framework provided by the Department of Education. After a regular review of student performance and curriculum in 2021, our middle schools piloted a new, standards-aligned external curriculum across some grade-levels and content areas. Beginning in the 2022-2023 academic year, our middle schools began implementing 5th-8th grade level aligned external curriculum for Math (Illustrative/Open Up Math), English Language Arts (EL Education), and Science (Open Sci-Ed and Great Minds, Ph.D). The 5th-8th grade Social

Studies curriculum is transitioning to a hybrid of DESE's Investigating History curriculum and internally created curriculum by an in-house Social Studies content expert. We've continued to evaluate our adoption of this curriculum with new structures for shared observation and feedback, along with an increased focus on data-tracking and assessments. We've also prioritized implementing the components of the new curriculum which provide support for EL (English Learner) students, and have increased opportunities for collaborative planning between EL Specialists and content teachers at the unit level to ensure that WIDA Language Frameworks and Standards are included purposefully within the curriculum.

Further, beginning in Fall 2022 Excel middle schools implemented the NWEA Measures of Academic Progress (MAP) assessment in order to measure growth and mastery for *all* students on Massachusetts State standards. Panorama's SEL assessment was also used to screen student mental health and provide social skills support or mental health support for students identified as at risk. We've continued our use of these screeners for this school year and have provided professional development in the use of these assessments and in progress monitoring and goal setting around it. Additionally, since the 2020-2021 school year, the middle school schedule has been configured to include 1-2 intervention or enrichment blocks each day. Students are placed in the appropriate WIN (What I Need) period based on new student testing data and unit assessment data. This intervention program was expanded to include all students in grades 5-8 during the 2021-22 school year. Excel Academy will continue to employ Learning Specialists and ELL Specialists (about 1 per every 16 EL students in middle school and 1 per every 30 EL students in high school). Specialists spend the majority of their time supporting an inclusion model of instruction by consulting with teachers or directly co-teaching SEI content courses. In addition, Excel operates a WIN block at its middle schools, which is daily small group instruction that ensures all students who need interventions as indicated by universal screening assessments, receive ones specifically targeted toward their needs including learning acceleration, extension, and SEL support. WIN provides an avenue for students to feel successful and to not just see but also celebrate their growth as students.

At the high school level, instructional leaders and department heads routinely use internal and external assessment data to review and enhance curricula to address sophisticated content and higher-order skills that more fully prepare Excel students for success at competitive colleges and/or meaningful careers. These additional standards are based on the SAT and the College Board's standards for pre-AP and AP-level curricula. When designing curricula, teachers emphasize both the academic and non-academic skills indicated above and the specific skills related to their content area. When possible, teachers make a conscious effort to design curricula that are student-driven, rather than teacher-driven. Teachers design their curricula to be rigorous and standards-based, and they engage in regular and meaningful collaboration with their colleagues to ensure alignment with our mission across grade levels and subject areas. One hallmark of Excel Academy's instructional practices at all grade levels is an explicit emphasis on classroom participation, dialogue, and collaboration as a key element in equipping students with the skills necessary to succeed in high school and college. Instructional practices are student-driven. This approach is rooted in the idea that when students are required to carry the cognitive load, both course rigor and content retention increases. Teachers at Excel Academy use varied approaches, such as direct instruction and partner- and small-group work, and constantly assess student engagement and understanding.

The big focus of our work this year at the high school is reconceptualizing our interim assessment system. Assessments were written by department heads or using external assessment materials (for AP, MCAS, and Biomedical exams) and we launched new protocols to track data towards mastery and to conduct data analysis meetings.

Teachers at Excel Academy assess students using a variety of methods related to both grade level and subject area. Their aim is to determine student mastery by requiring students to demonstrate competency and accuracy in more than one manner. To that end, teachers routinely utilize both formative and summative standards-aligned written assessments of multiple choice, short answer, open response, and essay questions. They also employ other methods of assessment, including non-written means such as debates, presentations, and projects. When applicable, assessments require students to apply their knowledge and skills to novel problems, texts, and scenarios, thereby indicating to teachers whether or not students' skills are transferable. Teachers use the data generated from assessments to make whole-class decisions related to

curriculum, instruction, and pacing and smaller-scale decisions based on individual students' needs.

## **Student Supports**

Excel Academy uses high quality Tier 1 Curriculum to anchor our Multi-tiered System of Supports, and we strive for our curriculum to be “GLEAM” (Grade-Level, Engaging, Affirming, & Meaningful; term coined by UnboundEd). We implement our District Curriculum Accommodation Plan (DCAP) to ensure principals and teachers are aligned in their approach to Universal Designs for Learning, Tier 1 accommodations, and learning acceleration for all learners within the general education setting. At the start of each academic year educators use NWEA/MAP testing and BIMAS assessment data to identify students who are below a certain threshold and create “What I Need” (WIN) programming offerings that are responsive to those needs. Examples of programming include rules-based phonics direct instruction, reading comprehension supported by Lexia, numeracy intervention, and math acceleration supported by IXL. WIN programming effectiveness is monitored by each school’s administrative team and students are moved flexibly in or out of groups throughout the year based on progress monitoring data. If a student is not making progress despite interventions, they may be referred for an individualized RTI plan via the Child Study Team (CST) process. During this structured process the team collects more frequent data on the student’s response to specific interventions and may increase the intensity or frequency of the interventions. At Excel High School, the CST Process also includes structured data collection and interventions, but since most students have developed age and grade-level appropriate academic skills by this time the interventions are more individualized such as tutoring with content teachers or study hall. If the team suspects that the student has a disability, they will refer the student for a CORE evaluation or evaluation by the Educational Psychologist.

Excel Academy’s Student Support Team (SST) meets regularly to discuss how best to support students identified by teachers or parents as needing more intensive support such as social or emotional care, crisis response care, or interdisciplinary care within and outside of the school setting. The SST communicates regularly with teachers to ensure students are supported to reach high academic standards while receiving the support they need. Members of the SST include the school counselor, the nurse, the Dean of Students, and the special education administrator. Excel also employs counselors who meet with students individually on a long- or short-term basis to provide counseling as needed.

All members of the Learning Support Team (LST) participate regularly in inclusion teaching, pull-out teaching, and explicit time for learning acceleration and/or English Language Development (ELD) instruction during a daily “What I Need” (WIN) period for students on their caseload. Specialist schedules are updated frequently based on multiple factors such as: recommended and required minutes of instruction as per a student IEP or WIDA level, student grades and other achievement data, and content class plans. Students with IEPs and 504 plans also have access to additional support at the start of each school day with a Preview period, during which learning specialists can prepare students for the day's lessons or review the previous night's homework. Students receive various related services including occupational therapy, physical therapy, speech therapy, and reading services on a regular basis, as dictated by the provisions of their IEPs or 504 plans. In the past 5-7 years Excel has added two full-time reading specialists and two full-time speech language pathologists to support the needs of our population, and continues to contract with licensed providers for other services.

Students who are designated as English Learners also receive ELD instruction as well as content support from the ELL Specialist throughout the day – during the morning Preview period and during WIN. They receive content support from content teachers, all of whom are expected to earn their SEI endorsement within their first year of employment, with both direct and consult support from the ELL Specialist. The setting for an amount of ELD instruction is determined by the recommendations from the Department of Education and by student ELL level as measured by ACCESS scores or the WIDA Screener. Excel has become a provider of the RETELL course to ensure all of our teachers have the opportunity to meet the state requirement for SEI Endorsement. Additionally, all content teachers are required to host a Unit Launch



collaborative meeting where they collaborate with their ELL Specialist to plan for the inclusion of WIDA ELD Frameworks in their plans, ensuring that EL students receive high-quality sheltered English instruction. We evaluate the success of our program annually based on how many EL students meet their language benchmarks and how many are reclassified as Former English Learners.

**ORGANIZATIONAL VIABILITY**

**CRITERION 10: BUDGET AND FINANCE**

Between FY22 and FY23, Excel Academy Charter Schools went through a restructuring. In that transition, Friends of Excel Academy transitioned from being solely a support organization to Excel Academy - Massachusetts schools to being a Charter Management Organization for Excel Academy Charter Schools - Massachusetts and Excel Academy Charter Schools - Rhode Island. We provide only the Excel Academy - Massachusetts financial statements below.

**Income Statement FY'24**

<b>Excel Academy Charter Schools</b>	
Unaudited FY'24 Income Statement	MA Schools
Ordinary Income / Expense	
Income	
Tuition	31,689,979
Entitlements	3,618,312
Reimbursements & In-Kind Revenue	1,331,506
Fundraising (Unrestricted & Events)	637,738
Grants Released from Restrictions	
Services Provided to Schools	
Interest and Misc.	729,988
Total Income	38,007,523
Expense	
Salaries & Benefits	21,258,798
Programmatic Expenses	2,597,566
Reimbursable & In-Kind Expenses	1,152,658
Operational Expenses	1,447,936
Facility	3,815,327
Other	632,480
Network Expense	4,763,174
Total Expense	35,667,938
Net Ordinary Income	2,339,585
Other Income	
Other Income	0
Other Expense	0
Net Other Income	0
Net Income	2,339,585

## Statement of Net Assets for FY24

### Excel Academy Charter Schools

Unaudited FY'24 Balance Sheet

	<u>MA Schools</u>
<b>Assets</b>	
Current Assets	
Checking/Savings	11,750,233
Accounts Receivable	20,815
Pledge Receivable	
Other Receivable	1,732,036
Due to/from other entities	0
Capital Lease Receivable	
Notes Receivable	
Other	598,929
Total Current Assets	<u>14,102,012</u>
Fixed Assets	
Fixed Assets	1,567,167
Total Fixed Assets	<u>1,567,167</u>
Other Assets	
Other Assets	31,695,548
Total Other Assets	<u>31,695,548</u>
Total Assets	<u>47,364,727</u>

### Liabilities & Equity

#### Liabilities

Current Liabilities	
Accounts Payable	929,809
Other Payables	159,356
Accrued Expenses	1,602,918
Deferred Revenue	685,701
Due to/from other entities	371,871
Total Current Liabilities	<u>3,749,655</u>
Long-Term Liabilities	
2011 Bond (QZAB)	
2015 Bond	
2019 Bond	
Capital Lease & Long-Term Lease	31,703,041
Total Long-Term Liabilities	<u>31,703,041</u>
Total Liabilities	<u>35,452,696</u>

#### Equity

Unrestricted Net Assets	9,572,446
Investment in Fixed Assets	0
Net Income	2,339,585
Total Equity	<u>11,912,031</u>
Total Liabilities & Equity	<u>47,364,727</u>

## Approved School Budget for FY25

Excel Academy Charter Schools

Approved Operating and Capital Budget for FY25

Revenue

Tuition	31,984,192
Entitlements	2,592,846
Reimbursements	1,730,535
Interest & Misc	595,876
Total Ordinary Operating Income	<u>36,903,448</u>

Cash Operating Expenses

Salaries and Benefits	22,005,445
Programmatic Expenses	2,543,168
Reimbursable Expenses	1,162,174
Operational Expenses	1,860,008
Facility Expenses	3,668,919
Scholarships	121,000
Regional Expenses	656,176
Contingency	659,853
Network Expenses	4,538,447
Total Ordinary Cash Operating Expenses	<u>37,215,190</u>

**Operating Cash Flow (311,741)**

CapEx 467,387

Total Non-Operating Cash Outflow 467,387

Total Cash Before Fundraising (779,128)

Fundraising 653,690

**Net Change in Cash after Fundraising (125,438)**

Right to Use Amortization Expense (1,442,553)

Depreciation (180,652)

Non P+L Cash Outflows 1,594,309

**Net Income (154,335)**

*Budget approved by Board on June 13, 2024*

**Capital Plan for FY25**

Excel Academy budgeted approximately \$465K in FY25 for capital investments. Roughly \$130K of these funds will be used for minor renovations (a new bathroom at 58 Moore Street, improved windows and floors at 180 2nd Street, Chelsea). The remaining funds will be set aside for future repairs, which could include new windows and improved insulation at 58 Moore Street among other improvements.

Excel Academy’s Board of Trustees voted to approve the FY’24 budget on June 13, 2024.

**Pre-Enrollment**

FY25 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2024 submission	1,400
Number of students upon which FY25 budget tuition line is based	1,363
Number of expected students for FY24 first day of school	1,363
Please explain any variances: Since March 15, 20 students have informed us that they were not returning. We have budgeted conservatively for 20 fewer students.	

**APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE**

**Faithfulness to Charter**

	2023-2024 Performance	Evidence
<b>Objective:</b> Excel Academy Charter Schools will support our students and alumni to set and achieve clear and specific goal-aligned post-secondary plans.		
<b>Measure:</b> Each year, 90% of graduates will enroll in a program or become employed, according to their goal-aligned Post-Secondary Support plan. PSS plans include 2- or 4-year college enrollment, military, vocational or trade program, employment in lifetime/springboard jobs	<b>Met</b>	152 of 162 graduates of the class of 2023 (94%) enrolled in a program or became employed, according to their PSS plans.

<p><b>Measure:</b> 70% of alumni will accomplish their goal-aligned PSS plan by the end of their fourth year of graduating Excel Academy High School.</p>	<p><b>Not Met</b></p>	<p>61 of 146 graduates of the class of 2020 (41%) accomplished their goal-aligned PSS plan by the Spring of 2024. This is our lowest percentage of students accomplishing this goal as they started college and post-secondary life online during COVID.</p>
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**Objective:** Excel Academy Charter Schools will implement a highly rigorous and vertically aligned curriculum from grade 5-12 that is accessible to all students.

<p><b>Measure:</b> Across each grade level, the growth in RIT scores in ELA and math testing from the beginning of the year to the end of the year will exceed the national median* as determined by NWEA/MAP.</p> <p>*NWEA switched to reporting score averages instead of median scores. The data reported represent averages, not the median.</p>	<p><b>Not Met</b></p>	<p><b>2023-2024</b></p> <p><b>Excel RIT Score Averages - Math</b></p> <table border="1" data-bbox="678 814 1421 1079"> <thead> <tr> <th></th> <th>BOY</th> <th>EOY</th> <th>Growth</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>204</td> <td>218</td> <td>+14</td> </tr> <tr> <td>6</td> <td>207</td> <td>223</td> <td>+16</td> </tr> <tr> <td>7</td> <td>215</td> <td>227</td> <td>+12</td> </tr> </tbody> </table> <p><b>Excel RIT Score Averages - ELA</b></p> <table border="1" data-bbox="678 1184 1421 1449"> <thead> <tr> <th>Grade</th> <th>BOY</th> <th>EOY</th> <th>Growth</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>201</td> <td>208</td> <td>+7</td> </tr> <tr> <td>6</td> <td>206</td> <td>212</td> <td>+6</td> </tr> <tr> <td>7</td> <td>208</td> <td>215</td> <td>+7</td> </tr> </tbody> </table> <p><b>National Averages</b></p> <table border="1" data-bbox="678 1558 1421 1822"> <thead> <tr> <th>Grade</th> <th>BOY</th> <th>EOY</th> <th>Growth:</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>E: 204 M: 209</td> <td>E: 211 M: 219</td> <td>E: +7 M: +10</td> </tr> <tr> <td>6</td> <td>E: 210 M: 215</td> <td>E: 215 M: 223</td> <td>E: +5 M: +8</td> </tr> </tbody> </table>		BOY	EOY	Growth	5	204	218	+14	6	207	223	+16	7	215	227	+12	Grade	BOY	EOY	Growth	5	201	208	+7	6	206	212	+6	7	208	215	+7	Grade	BOY	EOY	Growth:	5	E: 204 M: 209	E: 211 M: 219	E: +7 M: +10	6	E: 210 M: 215	E: 215 M: 223	E: +5 M: +8
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<p><b>Measure:</b> Excel students will earn at least a 3, 4, or 5 on 50% of all AP assessments administered in a given school year.</p>	<p><b>Not Met</b></p>	<p>2023-2024:</p> <p>The overall pass rate was 43%. This is the individual data per subject.</p>																																											
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<p><b>Measure:</b> Over 50% of Excel students will enroll and complete at least one AP course and assessment in a given school year.</p>	<p><b>Met</b></p>	<p>392 out of 665 students took an AP exam, for a participation rate of 58.9%.</p>																																								

**Objective:** Excel Academy Charter students will feel supported in making consistent, academic-enhancing behavioral choices and feel a strong sense of belonging and value at Excel Academy Charter Schools.

<p><b>Measure:</b> Fewer than 6% of students will receive in-school or out-of-school suspensions across each Excel campus.</p>	<p><b>Not Met</b></p>	<p>Number of students experiencing in-school or out-of-school suspensions.</p> <p>In 2023-2024, there were no in-school suspensions.</p> <table border="1" data-bbox="678 386 1421 821"> <thead> <tr> <th>Campus</th> <th># Students Enrolled throughout the year</th> <th># Suspended Students</th> <th>Suspension Rate</th> </tr> </thead> <tbody> <tr> <td>XLC</td> <td>241</td> <td>24</td> <td>10%</td> </tr> <tr> <td>XLEB</td> <td>245</td> <td>32</td> <td>13%</td> </tr> <tr> <td>XLGW</td> <td>243</td> <td>27</td> <td>11%</td> </tr> <tr> <td>XLHS</td> <td>712</td> <td>51</td> <td>7%</td> </tr> </tbody> </table>	Campus	# Students Enrolled throughout the year	# Suspended Students	Suspension Rate	XLC	241	24	10%	XLEB	245	32	13%	XLGW	243	27	11%	XLHS	712	51	7%
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<p><b>Measure:</b> In our annual student survey, at least 50% of students will provide positive responses to questions related to Sense of Belonging or Valuing of School. At least 90% of students will respond to the survey.</p>	<p><b>Not Met</b></p>	<p><b>% Students Answering Survey</b></p> <table border="1" data-bbox="678 995 1425 1127"> <thead> <tr> <th># Students Answer</th> <th>% of Enrolled Students</th> </tr> </thead> <tbody> <tr> <td>980</td> <td>72%</td> </tr> </tbody> </table> <p><b>Sense of Belonging</b></p> <table border="1" data-bbox="678 1234 1425 1879"> <thead> <tr> <th>Question</th> <th>Favorable Response</th> </tr> </thead> <tbody> <tr> <td>How much support do the adults at your school give you?</td> <td>29%</td> </tr> <tr> <td>How well do people at your school understand you as a person?</td> <td>30%</td> </tr> <tr> <td>How much respect do students at your school show you?</td> <td>43%</td> </tr> <tr> <td>Overall, how much do you feel like you belong at your school?</td> <td>32%</td> </tr> <tr> <td><b>Overall Sense of Belonging</b></td> <td><b>33%</b></td> </tr> </tbody> </table>	# Students Answer	% of Enrolled Students	980	72%	Question	Favorable Response	How much support do the adults at your school give you?	29%	How well do people at your school understand you as a person?	30%	How much respect do students at your school show you?	43%	Overall, how much do you feel like you belong at your school?	32%	<b>Overall Sense of Belonging</b>	<b>33%</b>
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How often do you use ideas from your school in your daily life?	18%													
<b>Overall Valuing of School</b>	<b>45%</b>													
<p><b>Measure:</b> In our annual student survey, at least 65% of students will provide positive responses to questions related to School Safety. At least 90% of students will respond to the survey.</p>	<p><b>Not Met</b></p>	<p><b>% Students Answering Survey</b></p> <table border="1"> <thead> <tr> <th data-bbox="678 1203 1052 1266"># Students Answer</th> <th data-bbox="1052 1203 1425 1266">% of Enrolled Students</th> </tr> </thead> <tbody> <tr> <td data-bbox="678 1266 1052 1329">980</td> <td data-bbox="1052 1266 1425 1329">72%</td> </tr> </tbody> </table> <p><b>School Safety</b></p> <table border="1"> <thead> <tr> <th data-bbox="678 1444 1052 1507">Question</th> <th data-bbox="1052 1444 1425 1507">Favorable Response</th> </tr> </thead> <tbody> <tr> <td data-bbox="678 1507 1052 1644">How often are people disrespectful to others at your school?</td> <td data-bbox="1052 1507 1425 1644">37%</td> </tr> <tr> <td data-bbox="678 1644 1052 1822">If a student is bullied in school, how difficult is it for him/her to get help from an adult?</td> <td data-bbox="1052 1644 1425 1822">59%</td> </tr> <tr> <td data-bbox="678 1822 1052 1885">How likely is it that someone</td> <td data-bbox="1052 1822 1425 1885">67%</td> </tr> </tbody> </table>	# Students Answer	% of Enrolled Students	980	72%	Question	Favorable Response	How often are people disrespectful to others at your school?	37%	If a student is bullied in school, how difficult is it for him/her to get help from an adult?	59%	How likely is it that someone	67%
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If a student is bullied in school, how difficult is it for him/her to get help from an adult?	59%													
How likely is it that someone	67%													

		from your school will bully you online?	
		How often do you worry about violence at your school?	68%
		How often do students get into physical fights at your school?	84%
		<b>Overall School Safety</b>	<b>63%</b>

**Objective:** Excel Academy Charter Schools will provide high-quality, ongoing professional development for teachers

<p><b>Measure:</b> At least 80% of staff feel supported and prepared in their transition to Excel at New Staff Orientation with no disparities based on previous years of teaching experience.</p> <p>At least 80% of participants in New Staff Orientation will respond to the survey.</p>	Not Met	<b>% New Staff Answering Survey</b>	
		<b># Staff Answered</b>	<b>% of New Staff</b>
		54	88%
		<b>Question</b>	<b>Responded Positively</b>
		I believe that experiences and training during NSO has prepared me to be successful at the start of the school year.	96%
		Note: We do not have data to differentiate between previous years of experience. As a result, we've identified this as 'Not Met'.	

<p><b>Measure:</b> In our annual teacher survey, at least 60% of staff will provide positive responses to questions related to their</p>	Met	<b>% Staff Answering Survey</b>	
		<b># Staff Answered</b>	<b>% Staff</b>

<p>experience in Feedback and Coaching. At least 80% of staff members will respond to teacher surveys.</p>		196	81%														
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<b>Overall Feedback and Coaching</b>	<b>60%</b>																

**Objective:** Excel Academy Charter schools will have a diverse working-environment that centers closing equity gaps in student academic achievement across multiple lines of difference, including race, gender, language, and learning differences

<p><b>Measure:</b> In our annual teacher survey, at least 60% of staff will provide positive responses to questions related to their practices and mindsets with Cultural Awareness. At least 80% of staff members will respond to teacher surveys.</p>	<b>Met</b>	<b>% Staff Answering Survey</b>			
		<b># Staff Answered</b>	<b>% Staff</b>		
		196	81%		
		<table border="1"> <thead> <tr> <th>Question</th> <th>Responded Positively</th> </tr> </thead> <tbody> <tr> <td>How easy do you find</td> <td>93%</td> </tr> </tbody> </table>		Question	Responded Positively
Question	Responded Positively				
How easy do you find	93%				

		interacting with students at your school who are from a different cultural background than your own?	
		How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?	83%
		How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?	69%
		If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?	76%
		How easy would it be for you to teach a class with groups of students from very different religions from each other?	86%
		In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?	72%
		How comfortable would you be having a student who could not communicate well with anyone in class because his/her home language was unique?	74%
		When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?	66%

		<table border="1"> <tr> <td data-bbox="667 191 1052 275"><b>Overall Cultural Awareness</b></td> <td data-bbox="1052 191 1442 275"><b>77%</b></td> </tr> </table>		<b>Overall Cultural Awareness</b>	<b>77%</b>																																		
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<p><b>Measure:</b> At least 40% of students across the following identifiable subgroups will enroll in at least one AP course and participate in the AP examination for that course:</p> <p>Categories:</p> <ul style="list-style-type: none"> <li>• Race and Ethnicity (Black or African American, Hispanic or Latino, White, Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander)</li> <li>• Gender (Male and Female)</li> <li>• FELL and/or ELL status</li> </ul>	<b>Met</b>	<table border="1"> <thead> <tr> <th data-bbox="667 443 865 653">Demographic Category</th> <th data-bbox="865 443 1052 653">Number of Students</th> <th data-bbox="1052 443 1235 653">Number of Students in AP Classes</th> <th data-bbox="1235 443 1442 653">Participation Rate</th> </tr> </thead> <tbody> <tr> <td data-bbox="667 653 865 863">Race - Black or African American</td> <td data-bbox="865 653 1052 863">31</td> <td data-bbox="1052 653 1235 863">19</td> <td data-bbox="1235 653 1442 863">61%</td> </tr> <tr> <td data-bbox="667 863 865 999">Race - Hispanic or Latino</td> <td data-bbox="865 863 1052 999">535</td> <td data-bbox="1052 863 1235 999">321</td> <td data-bbox="1235 863 1442 999">60%</td> </tr> <tr> <td data-bbox="667 999 865 1104">Race - White</td> <td data-bbox="865 999 1052 1104">71</td> <td data-bbox="1052 999 1235 1104">40</td> <td data-bbox="1235 999 1442 1104">56%</td> </tr> <tr> <td data-bbox="667 1104 865 1209">Race - Asian</td> <td data-bbox="865 1104 1052 1209">7</td> <td data-bbox="1052 1104 1235 1209">5</td> <td data-bbox="1235 1104 1442 1209">71%</td> </tr> <tr> <td data-bbox="667 1209 865 1419">Race - American Indian or Alaska Native</td> <td data-bbox="865 1209 1052 1419">***</td> <td data-bbox="1052 1209 1235 1419">***</td> <td data-bbox="1235 1209 1442 1419"></td> </tr> <tr> <td data-bbox="667 1419 865 1692">Race - Native Hawaiian and Other Pacific Islander</td> <td data-bbox="865 1419 1052 1692">***</td> <td data-bbox="1052 1419 1235 1692">***</td> <td data-bbox="1235 1419 1442 1692"></td> </tr> <tr> <td data-bbox="667 1692 865 1797">Gender - Male</td> <td data-bbox="865 1692 1052 1797">325</td> <td data-bbox="1052 1692 1235 1797">193</td> <td data-bbox="1235 1692 1442 1797">59%</td> </tr> <tr> <td data-bbox="667 1797 865 1902">Gender - Female</td> <td data-bbox="865 1797 1052 1902">331</td> <td data-bbox="1052 1797 1235 1902">217</td> <td data-bbox="1235 1797 1442 1902">66%</td> </tr> </tbody> </table>		Demographic Category	Number of Students	Number of Students in AP Classes	Participation Rate	Race - Black or African American	31	19	61%	Race - Hispanic or Latino	535	321	60%	Race - White	71	40	56%	Race - Asian	7	5	71%	Race - American Indian or Alaska Native	***	***		Race - Native Hawaiian and Other Pacific Islander	***	***		Gender - Male	325	193	59%	Gender - Female	331	217	66%
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		FELL/ELL	62	38	61%
*** - Under 5 students					

**Dissemination**

	2023-2024 Performance	Evidence
<p><b>Objective:</b> Excel Academy will actively seek to collaborate with peer institutions by sharing academic best practices through site visits, a clear articulation of the academic and social program of Excel on its website, and by participation in forums by school and network leaders.</p>		
<p><b>Measure:</b> Excel Academy will host visitors from at least ten schools, school districts, or charter organizations throughout a calendar year, including a debrief conversation.</p>	<p><b>Not Met</b></p>	<p>We did not collect data on this for the 2023-2024 school year. While we hosted many visitors from other schools throughout the year and suspect we met the target, our lack of data on this makes it impossible to confirm. We have developed a new system for tracking dissemination this year and expect to be able to report more precisely on this metric next year.</p>
<p><b>Measure:</b> Excel Academy staff will share best practices or problems of practices at more than five local, regional, or national forums dedicated to educational issues.</p>	<p><b>Not Met</b></p>	<p>We did not collect data on this for the 2023-2024 school year. While we participated in many local, regional, and national forums throughout the year and suspect we met the target, our lack of data on this makes it impossible to confirm. We have developed a new system for tracking dissemination this year and expect to be able to report more precisely on this metric next year.</p>

**APPENDIX B: RECRUITMENT & RETENTION PLAN**

**Recruitment Plan**

**School Name:** Excel Academy Charter School

*Please provide a brief narrative report on implementation of recruitment strategies from last year's plan. Please provide any additional information that gives context for subgroup enrollment figures, e.g. high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.*

**2023-2024 Implementation Summary:**

In the summer of 2023, Excel Academy launched its recruitment season for the 2023-2024 academic year by introducing a social media ad campaign in both English and Spanish. This initiative generated leads and provided families with vital information about our application timeline and process before the official application period began.

When the application window opened on October 1st, our student enrollment team proactively contacted families via email, text messages, and phone calls to ensure those who had expressed interest during the summer could successfully submit their applications. Additionally, we hosted in-person events at local farmers' markets, community partner events, and city-sponsored gatherings, allowing us to interact with families and share detailed information about our school and enrollment procedures.

Following the application launch on October 1st, we expanded our media outreach to include local MBTA ads, radio station advertisements, social media campaigns, and video marketing. Excel Academy remains committed to fair and inclusive outreach through continuous recruitment efforts, leveraging partnerships with local community organizations to effectively reach our target demographics.

By collaborating with local non-profits such as community health centers, housing associations, and food pantries, we establish connections with our target populations, enabling direct engagement with families and presenting our exceptional learning models that cater to students of all abilities. The primary challenge we encountered was addressing myths and misconceptions about charter schools; however, our in-person events provided opportunities to dispel these falsehoods effectively.

This marks Excel Academy's eighth year participating in the Boston Charter School Application process. At present, no further discussions with the Department are planned regarding the school's recruitment plan or the enrollment rates of students with disabilities or English Language Learners.

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

**General Recruitment Activities for 2024-25:**

Excel Academy Charter School is dedicated to recruiting a diverse group of students by employing a variety of strategies to ensure all families, particularly those less informed about school choice options, are aware of the opportunity to enroll. Excel Academy has conducted and will continue to conduct the following recruitment activities to reach all students:

- Participation in the Boston Charter Schools Application: Launched by the Boston Charter Alliance, this initiative involves a unified application distributed by all participating schools, allowing families to apply to multiple charter schools at once. The application is available online and in paper in several languages, including Spanish, Chinese, Vietnamese, Crioulo, and Haitian Creole, to ensure broader accessibility.
- Application Assistance: Provided at each school, over the phone, through text messages, and email to ensure all applicants can access support. Assistance is available in both English and Spanish.
- Mass Media Advertisements: Utilizing newspapers, radio, and television to reach a wide audience.
- Ad Campaigns: Featuring media on local transit systems (MBTA subways and buses) and including a free texting service for easy access to Excel's online application.
- Social Media: Leveraging both organic reach and paid advertisements to promote the application, publish information about the school's special education programs and supports, and engage families through various channels and platforms.
- Collaboration with Local Community Partners: Working with social service centers, religious and civic organizations, and local businesses (both for-profit and nonprofit) within the communities we serve.
- Attendance at Local Community Events and School Showcases: Participating in events such as the Charter School Showcase, Piers Park Opening Day, local farmers' markets, community vaccination clinics, and cultural events like Dia de Las Velitas with the Veronica Robles Cultural Center.
- Information Sessions and Tours: Hosting in-house and externally-held sessions and in-person tours for interested families.
- Direct Mail Campaigns: Utilizing third-party mail houses to distribute applications and information through direct mailers to homes in our community.
- Document Translation: Ensuring all documents are translated into multiple languages to meet the needs of our surrounding communities.
- Word-of-Mouth Recruitment: Encouraging current families to share their positive experiences and help recruit other families.

These comprehensive efforts demonstrate Excel Academy's commitment to inclusive and effective student recruitment, ensuring that all families have the opportunity to learn about and apply to our school.

## Recruitment Plan – 2024-2025 Strategies

### Special education students / students with disabilities



**(a) CHART data**

**School percentage:**

18.6%

**CI percentage:** 19.2%

**The school is below CI percentages.**

**(b) Continued 2023-2024 Strategies**

- Identify a primary point person in at least two organizations that serve as special education advocates for students residing in East Boston and/or Chelsea. Ensure those point people are knowledgeable about Excel's educational model and commitment to serving Special Education students. Through these individuals, conduct outreach to potential families.
- Through written or televised media, showcase the success of several of Excel's Special Education students, focusing on both their rapid growth in achievement and dramatic changes over time.
- Documented and showcase positive parent and student experiences by sharing quotes in media advertisements
- During our recruitment open houses at least 1-2 special education teachers are present to answer any questions or concerns parents who have a children that require special services may have
- One on one consultations with high needs families who are indecisive on if they should apply to Excel Academy are held with our SST leads or with the Director of Special Services

**(c) 2024-2025 Additional Strategies**

**X** Did not meet CI: additional and/or enhanced strategies needed.

We are seeing progress on our strategies as the difference between our school percentage and the CI percentage has decreased significantly.

- This year, Excel Academy will prioritize showcasing the experiences of our students with disabilities through a brief "day in the life" video. This video will highlight how the supports provided by Excel enable these students to receive a high-quality education. By illustrating the daily routines and specialized assistance our students with disabilities receive, we aim to demonstrate the positive impact of our programs and the inclusive environment at Excel Academy.
- Over the next 1-2 years, focus on actively seeking additional community partnerships with organizations that offer after-school support for students with disabilities. This will enable us to effectively communicate and share more comprehensive information about our school's programs. Some potential organizations to explore include, but are not limited to, the East Boston Social Center, local YMCAs, and various community-based after-school programs.
- Over the upcoming year, collaborate with our Student Supports Director to enhance and expand the details and information available on our school's website [student supports page](#). This collaborative effort will ensure that comprehensive and valuable information regarding the various student support services provided by our school is readily accessible to students, parents, and other stakeholders.

	<ul style="list-style-type: none"> <li>● During our pre-recruitment season, establish connections with our existing special education families and inquire about the potential eligibility of their siblings or relatives to apply to Excel. Offer personalized support to these families by assisting them directly in filling out applications in person. This one-on-one assistance will ensure a smoother application process and demonstrate our commitment to supporting both new and existing special education students and their families.</li> </ul>
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**Limited English-proficient students/English learners**

<p><b>(a) CHART data</b>  <b>School percentage:</b>  14.8%  <b>CI percentage:</b> 19.7%</p> <p><b>The school is below CI percentages.</b></p>	<p><b>(b) Continued 2023-2024 Strategies</b></p> <ul style="list-style-type: none"> <li>● Engage interpreters who speak languages other than English to attend school- and community-based information sessions and advertise their presence at those sessions as a means of encouraging non-English speaking families to attend.</li> <li>● Widely distribute information, applications, and marketing materials to organizations which are likely to serve families of students who are limited English-proficient.</li> <li>● Translate recruitment materials in multiple languages including but not limited to Spanish, Chinese, Vietnamese, Crioulo, and Haitian Creole, Portuguese, and Arabic, where appropriate.</li> <li>● Collaborate with organizations that serve as advocates for and provide support to immigrant families to conduct outreach to potential families.</li> <li>● Widely distribute information, applications, and marketing materials to businesses which are likely to serve families of students who are limited English-proficient.</li> <li>● Develop a more formal relationship with the City of Boston’s Mayor’s Office of Immigrant Advancement.</li> <li>● Attend community events specifically geared to immigrant populations; work with the Mayor’s Office of Immigrant Advancement and the Chelsea Collaborative to identify and gain access to such events.</li> <li>● Begin recruitment efforts earlier to capitalize on summer and fall community events.</li> <li>● Excel Academy will work with special education/ELL coordinators to tap into using our Special Education Parent Council to help spread the word of Exel’s ELL program and share flyers</li> <li>● Excel Academy will send out mailers to families in the local community through a third party mail house highlighting the successes we have had with our ELL program</li> <li>● Excel Academy will hire Excel Alumni and/or parents of current Excel students who are native speakers of multiple languages to recruit at churches, social gatherings, and/or other community events. Excel Academy expects to see increased enrollment of English language learners in 1-2 years.</li> </ul>
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- Excel Academy will host an open house event in the fall and winter and invite our special education/multi-language learners/coordinators to speak with families and describe the resources we have to serve students in our local community
- Post copies of our applications in several languages on our website (paper versions and the links to the online versions)
- Recruitment materials will share success stories of English Language Learners and the positive experiences they've had at Excel Academy
- Tours for families will be offered in English and Spanish
- The Director of Student Enrollment & Recruitment has established partnerships with various Consulates, including those representing countries such as El Salvador, Colombia, and others. These consulates serve as important channels to promote our school program and highlight the benefits we offer to recently immigrated students from South American countries. By working closely with these consulates, we aim to enhance awareness and accessibility of our school's programs among immigrant communities, ensuring that newly arrived students receive the necessary support for a successful educational journey.
- Partnerships with individuals and organizations like the East Boston, Main Streets, La Colaborativa (in Chelsea), the East Boston Liaison and the Latinx Liason for the Mayor's office have been formed to help promote our English language learner's programs.

**(c) 2024-2025 Additional Strategies**

**X** Did not meet CI: additional and/or enhanced strategies needed.

We are seeing progress on our strategies as the difference between our school percentage and the CI percentage has decreased significantly.

- Within the next year, Excel Academy will strive to form partnerships with organizations that provide English Language Learner (ELL) classes for adults. By allowing these organizations to use our school facilities, we aim to invite families into our building, showcasing our school environment while providing them with promotional enrollment materials to take back to their communities, families, and neighbors. This initiative will not only support adult learners but also encourage them to consider enrolling their children, as well as newcomers to the USA, in Excel Academy.
- Over the next year, strengthen our connections with local immigration law firms and advocacy groups, ensuring they are well-informed about the support services we offer to multilingual learners and the remarkable success stories achieved at Excel. We will actively engage with these partners, encouraging them to showcase our applications and flyers in a dedicated promotional area during our recruitment season. This collaborative effort will foster greater awareness of our school's offerings among immigrant communities and empower families to make informed decisions regarding their children's education.

	<ul style="list-style-type: none"><li>● To further strengthen our student recruitment efforts, we will augment our student recruitment team by adding a cohort of parent recruiters who are fluent in the multiple languages spoken within our student body. These parent recruiters will play a vital role in representing our school at in-person events, ensuring effective communication and engagement with diverse communities. By leveraging their language skills and firsthand experiences, these parent recruiters will foster stronger connections and better support families during the recruitment process, ultimately promoting our school and its programs to a wider audience.</li></ul>
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Students eligible for free or reduced lunch (Low Income)

**(a) CHART data - Low Income**

**School percentage:**

62.7%

**CI percentage:** 66.2%

**The school is below CI percentages.**

**(b) Continued 2023-2024 Strategies**

- Excel Academy will sustain the Benefits Access Program, which was initiated in 2016, to facilitate access to vital resources such as health insurance and food assistance for low income families. Through partnerships with the Boston Public Health Commission, East Boston Neighborhood Health Center, and Action for Boston Community Development, Excel will persist in promoting benefits access events to the public. Additionally, these crucial support resources will be actively communicated in recruitment promotions and included in mailings to families admitted through the lottery.
- Through the supplemental low income program Excel is able to work with families who are normally not identified by the state's matching process and help identify their low income status with the state.
- The Director of Student Enrollment & Recruitment at Excel has forged partnerships with various community resource programs under the Mayor's office and La Colaborativa. These collaborations aim to enhance accessibility to important community resources such as SNAP and MassHealth for our families.
- Excel Academy will focus on targeted outreach efforts to local food banks and churches that offer support programs specifically designed for low-income families.
- Excel Academy will increase staffing allocated to the Benefits Access program to 0.5 FTE in order to expand the program and reach more families.
- Excel Academy expects to see increased enrollment of low income students in 1-2 years.

**(c) 2024-2025 Additional Strategies**

**X** Did not meet CI: additional and/or enhanced strategies needed.

- Excel Academy will distribute direct mailers around communities that foster affordable housing opportunities for low income families in partnership with a local community organization: Neighborhood of Affordable Housing (NOAH) in East Boston. We will continue this strategy for the next 2-3 years
- Over the next year Excel will establish a partnership with the BHA (Boston Housing Authority) development in Orient Heights to promote flyers and potentially sponsor a community organized event that will allow us to set up a table to promote our school's application.

<p><b>Students who are sub-proficient</b></p>	<p><b>(d) Continued 2023-2024 Strategies</b></p> <ul style="list-style-type: none"> <li>• Articulate in all recruitment materials that Excel is open to all students, including those who have struggled academically and who may better perform in a different environment.</li> <li>• Engage families of students who struggled academically prior to attending Excel in recruitment efforts, including but not necessarily limited to having these parents in attendance at information sessions.</li> </ul>
<p><b>Students at risk of dropping out of school</b></p>	<p><b>(e) Continued 2023-2024 Strategies</b></p> <ul style="list-style-type: none"> <li>• Designate a key contact at the Department of Children &amp; Families who possesses extensive familiarity with East Boston and Chelsea families, particularly those with students who are at risk of dropping out. This designated person should have a solid understanding of Excel's educational model and dedication to serving students with special education needs. Utilizing this point of contact, initiate outreach efforts to potential families in need.</li> </ul>
<p><b>Students who have dropped out of school</b></p>	<p><b>(f) Continued 2023-2024 Strategies</b></p> <ul style="list-style-type: none"> <li>• The school's Student Support Team members and CAPS (College and Post Secondary Support) are equipped with enrollment information and are trained to provide enrollment information to families and students including those who have dropped out of school.</li> </ul>

**Retention Plan**

*Please provide a brief narrative report on implementation of retention strategies from last year's plan.*

**2023-2024 Implementation Summary:**

For 2023-24, our student attrition from the CHART tool is 4.5%; meaning our retention is 94.5%.

- This was a significant increase from 2022-2023, when we had 92.9% retention.

All retention strategies defined in the 2023-24 retention plan were executed as described, and these efforts have been driven as indicated by data accessible through the Department of Elementary & Secondary Education's CHART tool.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95%

**Retention Plan – Strategies**

**Special education students / students with disabilities**

<p><b><u>(a) CHART data</u></b>  School percentage: 4.2%  Third Quartile: 16.9%</p> <p>The school's attrition rate is below the third quartile.</p>	<p><b><u>(b) Continued 2023-24 strategies</u></b></p> <ul style="list-style-type: none"> <li>● <b><u>Grade Level Team (GLT):</u></b> Grade Level Teams (GLTs) consisting of all teachers who teach students in a particular grade level will meet at least every other week to discuss any students who are struggling to meet expectations. Special Education students will be immediately placed on each meeting's "roll call" to ensure their performance is consistently being evaluated and monitored even if no extraordinary "event" brings them to the forefront of a teacher's mind in terms of concerns.</li> <li>● <b><u>Intervention Programs:</u></b> The School will implement a full range of academic supports that specifically support Special Education students. Interventions will include but will not necessarily be limited to tiered learning acceleration programs, small-group tutoring, and positive behavioral and SEL supports.</li> <li>● <b><u>Parent Engagement:</u></b> The School will engage the families of Special Education students through family conferences, IEP meetings, SEPAC meetings, weekly PREP and PRIDE reports, quarterly IEP progress reports, and frequent calls home.</li> </ul> <p><b>X Below third quartile: no enhanced/additional strategies needed</b></p>
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**Limited English-proficient students / English learners**

**(a) CHART data**

School percentage: 2.6%

Third Quartile: 17.9%

**The school's attrition rate is below the third quartile.**

**(b) Continued 2023-24 strategies**

- ELL/MLL Specialist & Teacher Meetings: The ELL Specialist will meet with core-subject teachers bi-monthly with the specific goal of identifying areas where EL students are struggling and developing student-specific academic supports to be implemented both inside and outside of the core-subject classroom.
- Intervention Programs: The School will create a full range of academic supports that specifically target EL students. The School will ensure that all teachers of EL students are SEI endorsed, and that students who are identified as ELs receive direct ELD instruction in accordance with DESE recommendations.
- Parent Engagement: The School will ensure all family communication is sent home in the student's home language. Interpreters will be provided at all family meetings including family conferences, parent-teacher organization meetings, and other student-specific behavior and academic-focused meetings. EL students receive progress reports in the student's home language specifically about their language progress quarterly, as often as non-LEP students and are invited to regular ELPAC family meetings.

**X Below third quartile: no enhanced/additional strategies needed**

**Students eligible for free or reduced lunch (Low Income)**



**(a) CHART data**

School percentage: 5.3%

Third Quartile: 18.1%

The school's attrition rate is below the third quartile.

**(b) Continued 2023-24 strategies**

- Elimination of Financial Barriers to Participation: The majority of extra-curricular programming including but not necessarily limited to athletics, debate, and arts programming will be provided to all students at no cost to their families. If participation fees are charged, they will be nominal (i.e. no more than \$25 per student) and scholarship programs will be created to ensure that students' financial situations do not limit their participation. Scholarships will be generously awarded and the process to request support will be both very simple and highly confidential. Transportation to weekend and evening activities will be provided to further eliminate financial barriers.
- Execution of Free & Reduced-Price Lunch Program: Excel Academy serves free meals to all students due to participating in the Community Eligibility Provision (CEP) through the National School Lunch Program. Because Excel views good nutrition as a critical aspect of a student's preparedness to learn and be successful in school, the school makes every effort to remove any negative stigmas from participating in the free meal program.
- Student Support Team (SST): Excel's Student Support Team (SST) will meet regularly to discuss how best to support students identified by teachers or parents as needing social or emotional care. The SST will communicate regularly with teachers to ensure students are held to high academic and behavioral standards while receiving the support they need. Members of the SST include the school counselor, the nurse, the Dean of Culture, and the special education administrator and/or instructional leader. Excel employs a counselor who will meet with students individually on a long- or short-term basis to provide counseling as needed.
- Benefits Access Program: As a network serving some of the most disadvantaged learners in the state, Excel Academy will continue investing in non-academic family resources, including health insurance and SNAP assistance, "Know Your Rights" community forums and legal resources, and other supports such as referrals to fuel assistance resources. To ensure easy access to these resources, Excel will maintain a Family Resources website that provides important information and various methods of requesting support. Members of the public will have access to some of these resources.

**X Below third quartile: no enhanced/additional strategies needed**

<p><b>Students who are sub-proficient</b></p>	<p><b>(d) Continued 2023-24 strategies</b></p> <ul style="list-style-type: none"> <li>● <u>Grade Level Team (GLT)</u>: Grade Level Teams (GLTs) consisting of all teachers who teach students in a particular grade level will meet at least every other week to discuss any students who are at-risk of not completing all school requirements/dropping out/withdrawing from the School. During this meeting, the GLT will review current academic data, specifically flagging students who are failing classes or at risk of failing. Students who score sub-proficient on the MCAS will also be automatically placed on this group’s weekly “roll call” to ensure their performance is constantly being monitored.</li> <li>● <u>MTSS Programs</u>: The School will continue its full range of academic supports that specifically target sub-proficient students, based off of both teacher referrals and regular universal screening assessments in the areas of literacy, math, and social-emotional health. Interventions will include but will not necessarily be limited to tiered learning acceleration programs, small-group tutoring, and positive behavioral and SEL supports.</li> </ul>
<p><b>Students at risk of dropping out of school</b></p>	<p><b>(e) Continued 2023-24 strategies</b></p> <ul style="list-style-type: none"> <li>● <u>Student Support Team (SST)</u>: Excel’s Student Support Team (SST) will meet regularly to discuss how to best support students identified by teachers or parents as needing social or emotional care. The SST will communicate regularly with teachers to ensure students are held to high academic and behavioral standards while receiving the support they need. Members of the SST include the school counselor, the nurse, the Dean of Students, and the special education administrator. Excel employs a counselor who will meet with students individually on a long- or short-term basis to provide counseling as needed.</li> <li>● <u>Intervention Programs</u>: The School will engage its graduates who are most engaged in its College Access and Post-Secondary Support program to serve as mentors for students who are at risk of dropping out of school. The Deans of Culture will also actively work to identify extra-curricular and leadership opportunities to better engage students who are at risk of dropping out.</li> <li>● Excel Academy will continue to provide individualized mentoring to 8th grade students and their families as they prepare for the transition to high school. Advisors meet individually with families during Family Conferences and at other times to discuss and problem-solve for the middle-to-high school transition.</li> </ul>

Students who have dropped out of school	<p><b>(f) Continued 2023-24 strategies</b></p> <ul style="list-style-type: none"> <li>Excel Academy provides intensive counseling to its most at-risk students including students who have previously dropped out of school or who have high chronic absence percentages. Supports offered include wrap-around problem solving addressing every part of a student’s school day from transportation to school to relationships and any other potential obstacle to a student returning to school.</li> </ul>
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**APPENDIX C: SCHOOL & STUDENT DATA**

<b>Administrative Roster for the 2023-2024 School Year</b>				
<b>Name, Title</b>	<b>Campus</b>	<b>Brief Job Description</b>	<b>Start Date</b>	<b>End Date</b>
Samantha Butera, Head of School	East Boston	The Head of School oversees the overall operations of the school, including the educational program.	07/22	06/24
Annie O’Brien, Dean of Curriculum and Instruction	East Boston	The Dean of Curriculum & Instruction oversees the day-to-day management of the educational program.	07/22	02/24
Jackie Etheridge, Associate Dean of Students	East Boston	The Dean of Students works to proactively manage student behavior and is the primary contact for disciplinary issues.	08/15	n/a
Ashly Pimental, Dean of Student Supports	East Boston	The Dean of Student Supports oversees the delivery and implementation of Excel’s services for special needs students.	07/22	12/23
Jamie Quinn, Dean of Operations	East Boston	The Dean of Operations oversees the day-to-day operations of the school.	07/22	n/a
Benjamin Rogers, Dean of Self-Contained Program	East Boston	The Dean of the Self-Contained Program coordinates instructional and non-instructional services to students in our Self-Contained Program	07/18	02/24

Katie Pereira, Head of School	Chelsea	The Head of School oversees the overall operations of the school, including the educational program.	08/10	03/24
Emily Lupo, Dean of Curriculum and Instruction	Chelsea	The Dean of Curriculum & Instruction oversees the day-to-day management of the educational program.	07/17	n/a
Keith Guerin, Dean of Students	Chelsea	The Dean of Students works to proactively manage student behavior and is the primary contact for disciplinary issues.	08/05	n/a
Carlye Flanagan, Dean of Student Supports	Chelsea	The Dean of Student Supports oversees the delivery and implementation of Excel's services for special needs students.	08/17	n/a
Stephanie Gregg, Dean of Operations	Chelsea	The Dean of Operations oversees the day-to-day operations of the school.	08/15	n/a
Luis Ortez, Associate Dean of Students	Chelsea	The Associate Dean of Students works to proactively manage student behavior and is the primary contact for disciplinary issues.	08/24	n/a
Kate Dormeus, Head of School	Greenway	The Head of School oversees the overall operations of the school, including the educational program.	07/22	n/a
Megan Brown, Dean of Curriculum and Instruction	Greenway	The Dean of Curriculum & Instruction oversees the day-to-day management of the educational program.	08/23	n/a
Orlando Diaz, Dean of Students	Greenway	The Dean of Students works to proactively manage student behavior and is the primary contact for disciplinary issues.	07/22	n/a
Martha Gutierrez, Dean of Operations	Greenway	The Dean of Operations oversees the day-to-day operations of the school.	07/24	n/a
Cassandra Bell, Dean of Student Supports	Greenway	The Dean of Student Supports oversees the delivery and implementation of Excel's services for special needs	07/24	n/a

		students.		
Sarah Stuntz, Head of School	High School	The Head of School oversees the overall operations of the school.	08/11	n/a
Luisa Cruz, Dean of Operations	High School	The Dean of Operations oversees the day-to-day operations of the school.	07/21	n/a
Ben Ure, Dean of Students	High School	The Dean of Students works to proactively manage student behavior and is the primary contact for disciplinary issues.	11/11	n/a
Mariah Baxter, Dean of Curriculum and Instruction	High School	The Dean of Curriculum & Instruction oversees the day-to-day management of the educational program	08/16	n/a
Darren Gray, Dean of Curriculum and Instruction	High School	The Dean of Curriculum & Instruction oversees the day-to-day management of the educational program	07/22	n/a
Jaime de Rios, Dean of Curriculum and Instruction	High School	The Dean of Curriculum & Instruction oversees the day-to-day management of the educational program	07/18	n/a
Carrie Wagner, Dean of Curriculum and Instruction	High School	The Dean of Curriculum & Instruction oversees the day-to-day management of the educational program	07/20	n/a
Laura Goldworm, Dean of College Access and Post-Secondary Success	High School	The Dean of College Access and Post-Secondary Success (CAPSS) oversees the CAPSS department.	8/08	n/a
Antonina Parris, Dean of Student Supports	High School	The Dean of Student Supports oversees the delivery and implementation of Excel's services for special needs students.	08/14	n/a

**Teacher & Staff Attrition for the 2023-24 School Year**

	Number as of the first day of the 2023-2024 school year	Departures during the 2023-24 school year	Departures at the end of the school year	Reason(s) for Departure
<b>Teachers</b>	East Boston: 16 Chelsea: 16 Greenway: 14 High School: 55	East Boston: 0 Chelsea: 2 Greenway: 4 High School: 3	East Boston: 2 Chelsea: 7 Greenway: 1 High School: 5	Personal: 16 Other Employment Outside of Education: 4 Other Employment in K-12: 2 Other Employment in Education: 1 District Discharge: 1
<b>Other Staff</b>	East Boston: 32 Chelsea: 25 Greenway: 25 High School: 58 Network Team or M: 31	East Boston: 5 Chelsea: 5 Greenway: 3 High School: 6 Network Team: 3	East Boston: 9 Chelsea: 3 Greenway: 4 High School: 3 Network Team: 1	Personal: 31 Other Employment Outside of Education: 6 Retirement: 1 Other Employment in K-12: 2 Other Employment in Education: 2

**Board Members for the 2023-24 School Year**

Name	Position on the board	Committee Affiliation(s)	Number of terms served on the board	Length of each term (start and end date in MM/YY format)	Final Year of Service Possible Based on Term Limits in By Laws
Caitlin Reimbers Brumme	Chair		1	Current Term: 07/23 - 06/26  Prior Terms: N/A  Historical Resignation: 6/30/22	2032

				Historical Approval: 7/16/15	
Bernabe Rodriguez	Vice Chair	Academic Oversight	2	Current Term: 07/23 - 06/26  Prior Terms: 11/20 - 06/23	2029
David Stolow	Treasurer	Finance	2	Current Term: 07/23 - 06/26  Prior Terms: 11/20 - 06/23	2029
Nery Castro	Clerk		2	Current Term: 07/23 - 06/26  Prior Terms: 11/20 - 06/23	2029
Mr. Robert Lytle	Trustee	Finance	1	Current Term: 06/22 - 06/25  Prior Terms: 11/18 - 06/22	2028
Pamela Klein	Trustee	Governance & Nominating	1	Current Term: 07/22 - 06/25  Prior Terms: 10/18 - 06/22	2028
Devon Petersmeyer Johnson	Trustee		3	Current Term: 07/23 - 06/26  Prior Terms: 06/20 - 06/23 06/17 - 06/20	2026
Dr. Steve Zrike	Trustee	Academic Oversight	2	Current Term: 06/22 - 06/25  Prior Terms: 06/19 - 06/22	2028

David Sachs	Trustee	Finance	1	Current Term: 06/23 - 06/26  Prior Terms: N/A	2032
Traci Griffith Walker	Trustee	Academic Oversight	1	Current Term: 10/23 - 06/26  Prior Terms: N/A	2032
Maher Colaylat	Trustee	Governance & Nominating	1	Current Term: 11/23 - 06/26  Prior Terms: N/A	2032

**Board of Trustee and Committee Meeting Notices**

Board and Committee Meeting Notices can be found on our website here:

<https://www.excelacademy.org/our-boards/board-of-trustees-meetings/>

**APPENDIX D: ADDITIONAL REQUIRED INFORMATION**

**Current Facilities**

Address	Dates of Occupancy
Excel Academy East Boston 58 Moore Street, Boston, MA 02128	11/19/2012 to Current
Excel Academy Greenway 375 Bremen Street, Boston, MA 02128	08/01/2021 to Current
Excel Academy Chelsea 180 2nd Street, Chelsesa, MA 02150	08/27/2012 to Current
Excel Academy Charter High School 401 Bremen Street, Boston, MA, 02128	06/20/2016 to Current

**Enrollment**

Action	Date(s)
Student Application Deadline	February 28, 2025
Lottery	March 6, 2025



## **APPENDIX E: CONDITIONS AND COMPLAINTS**

### **Conditions**

Excel Academy Charter Schools have not received any conditions by the Commissioner or the Board of Elementary and Secondary Education.

### **Complaints**

Pursuant to the state of Massachusetts charter school regulations, 603 CMR 1.09, the Excel Academy Charter Schools Board of Trustees received no complaints during the 2023-2024 school year.

[Board of Trustees Contact Information](#)